**Session : Introduction to Community Learning Centers (CLC)**

**& CLC Management Structure**

**Objective**

* To understand CLCs as a branch of MoEYS NFE, their objective and the role of a CLC within the community
* To be able to identify the CLCMC structure, decision making and accountability within these respective staff
* To increase ownership of role and responsibilities through increased understanding of each other’s responsibilities

**Expected outcome**

* The CLCMC will be able to effectively articulate the objective of a CLC, its role within the community, as well as their roles as CLCMC.

**Expected Output**

* While in GOCA training the CLCMC will construct an information board to display within the CLC. This board will visually display their management structure and CLC working definition, as well as official MoEYS definition
* The CLCMC will be able to produce copies of the ToRs for each CLCMC and CLCSC positions. These will be kept on file in the administration office CLCMC will be able to articulate their different roles and responsibilities.

**Notes to the Facilitator**

The personnel of the CLC will be visualized through the CLC chart which ranks and links all the human resource positions the according to the level of seniority, decision making and activity interactions. These personnel are selected according to CLC Minimum Standards Guidelines. There are three main categories of CLCMC member: Director, in the Planning and Management Unit; Vice-Director, in the Education and Finance Unit; Committee for Women and Children simply the CCWC, a role familiar to the commune council; Permanent Secretary in the Administration Unit, NFE teachers and any technical staff who plan, implement and evaluate activities related to the goals and objectives of the organization, as well as keep the organization running on a day-to-day basis. Further support and community engagement come from the CLCSC.

**Methodology**

Diagram drawing and discussion to clarify roles, structure and CLC objective, Following this activity, allow each CLCMC to create their own board for display within the CLC; this board will have the CLC commune name and objective on top, with roles and structure below.

**Time**

3 hour

**Materials Required**

Diagram of personnel components, marker pens, paper, Board for CLC, pins to put name and future photos

**Activity Steps**

**Introduction:**

**Explain the following points to the CLCMC:**

**Working Definition of CLC:** The Community Learning Centre (CLC) is a community-run skills center designed for use by all, managed by locals, and belonging to the whole community. A CLC should respond directly to the needs of its community; providing learning and training opportunities for all. The courses and training should meet the community’s needs and the local market needs as this will promote local jobs and income, keeping families together and improving livelihoods. The courses should be offered at times when those who need them are available to attend. The CLC is a flexible school designed to promote learning and training to all the community people, without discrimination. The more people know about a CLC, the more involved they will be in expressing their needs to the CLCMC, attending courses. The more a community feels ownership of their CLC, the higher level of success the CLC and its community will experience.

**CLC Official MoEYS Definition:**

In Cambodia Community Learning Centres (CLCs) have been conceived as a place for providing education and other information related to community development in order to respond to the needs of the community people. *(Manual Management of Community Learning Center (CLC) of MoEYS).*

**The Purpose of a CLC:** CLC can be established to facilitate literacy and numeracy for school dropouts, illiterates and as part of lifelong learning for all. Programs will help the CLC to identify locally required skills, and host training on those skills to increase income generation within the community. Another focus of this CLC will be literacy and life skills training, as well as the opportunity to learn introductory English. Gradually the role of CLC will be expanded as the community gets to know the CLC and begins to express their needs regularity. The CLCMC will be in charge of managing the programming entirely after two years (when IMPLEMENTING PARTNER and DEVELOPMENT PARTNER exit), and it will be up to them to make sure that the programs offered are the ones the community needs and will attend.

**Management Structure:**

1. Explain that the CLC chart is a diagram of all the human resource positions in the CLC. This diagram shows how each position relates to the others in terms of seniority, decision making and in working together in particular areas.

Show the below the CLC chart, Explain that these categories include: Director, Planning and Management Unit; Vice-Director, Education and Finance Unit; Committee for Women and Children (CCWC); Permanent Secretary, Administration Unit, NFE teacher and the technical staff who plan, implement and evaluate activities related to the goals and objectives of the CLC, as well as keep the CLC running on a day-to-day basis. Further support and community engagement come from the CLCSC.

1. ***Explain the role of the CLCSC and explain how they will support the CLCMC. Distribute an example of the ToR for CLCSC.***

**Roles and responsibilities of the support committee:**

* Consult and advise CLC management committee on what the community needs so that the CLCMC can plan courses and activities to meet those needs,
* Mobilize resources from relevant stakeholders, development partners to strengthen CLC through working with local businesses to find internship opportunities, as well as with the local Aja and leaders to ensure their support of the CLC
* Disseminate the information about perspective, importance and activities of CLC to broaden awareness among community people so that they understand the CLC belongs to them. It is important the community feels ownership over the CLC, the CLCSC can improve this by informing people of the courses at the CLC and making sure these courses meet the needs of the community.
* Monitor and evaluate the activities taken by CLC. For the selection of member for both communities, the selected people should have willingness, compassion, spirit of work and community development and talent in communicating with others.

**Structure of the Community Learning Center Management Committee (CLCMC)**

**Director (Commune Chief)**

**Planning and Management Unit**

**Vice-Director (School Principal)**

**Education and Finance Unit**

**Committee for Women and Children (CCWC)**

**Permanent Secretary (School Vice Principal) Administration Unit**

**CLC Support Committee**

**CLCSC Representative**

***Materials that we need to use for develop CLC Structure are:***

* Small board
* Pins
* Papers
* CLCMC’s photos (4X6)
* 4 scissors
* Glue sticks
* Markers (Blue, black, green and red)

**3. Divide them by communes then let them to make their own CLC board together. Allow them to show what they’ve done to other groups after going around ensuring they are correct. Make sure if there are any mistakes you help them to correct these before they present to the room.**

**4. Mix them up between groups to discuss** **the roles of CLCMC for CLC then allow one person from each commune to make a presentation introducing their role and responsibilities, including their understanding of the structure of the CLCMC and CLCSC: (This means one person from each commune will present their role, until all the 5 roles have been covered) 1-Group 1: Director (Commune Chief)**

*2-Group 2: Vice-Director (School Principal) Education and Finance Unit*

*3-Group 3: Committee for Women and Children (CCWC)*

*4-Group 4: Permanent Secretary (School Vice-Principal) Administration Unit*

*6. Conclude with the following review questions:*

**Which documents were referred to in order to develop their ToRs?**

*We get the information for developing the CLCM ToRs from:*

1. Manual for management of community learning center (CLC) (2014) – MoEYS

2. CLC management handbook – UNESCO (Thailand)

3. Sub-Decree No. 20 5/03/2014 on the management and preparation of non-formal education teaching hours – MoEYS

4. Directive on the implementation of Sub-Decree 20 ANKR. BK 05/03/ 2015 on the management and preparation of non-formal education teaching hours, issued on 02/06 2015 – MoEYS

**Review the following points with the CLCMC:**

1. **Working Definition of CLC**
2. **CLC Official MoEYS Definition**
3. **The Purpose of a CLC**

**Which ministry is responsible for CLCs?**

*MoEYS*

**What is the role of the Donor in this project?**

*The EU is the Donor, These are 27 European countries whose people give money to Cambodia for this and other development projects. The Donor aims to strengthen the capacity of Cambodian civil society and is the main donor for this project.*

**What is the role of DEVELOPMENT PARTNER in this project?**

*DEVELOPMENT PARTNER is an international French NGO. DEVELOPMENT PARTNER in Cambodia is providing technical, oversight, establishing curriculum and designing economic sustainability within this project.*

**What is the role of IMPLEMENTING PARTNER in this project?**

*They are the implementing local partner in charge of overseeing facility renovations, hosting CLCMC training, monitoring and evaluating the project for DEVELOPMENT PARTNER and the Donor (the CLCMC and CLCSC will have their own MoEYS monitoring and evaluation to conduct for MoEYS and will be trained on this separately), data collection & acting as the point of the contact for CLCMC in order to help problem solve. IMPLEMENTING PARTNER will share any problems the CLCMC is having, or issues to the team at DEVELOPMENT PARTNER, so that we can improve the program and help solve the issues that are arising. This is a very important point, please make sure you share with IMPLEMENTING PARTNER all the challenges you face, and IMPLEMENTING PARTNER will share this with DEVELOPMENT PARTNER so that improvements can be made and problems solved. Your feedback and input is one of the most valuable pieces of this program and it is your responsibility as a CLCMC to share any challenges faced on a monthly basis in your monthly reporting. (You will be trained on this reporting separately).*

**Who does the CLC belong to?**

*CLC is belongs to the community people. In the beginning, the first 2 years, IMPLEMENTING PARTNER and DEVELOPMENT PARTNER will oversee the program, implementation, conduct our own internal monitoring and evaluation and work with the CLCMC to learn about the challenges and successes, so that the program can be improved and replicated in other communes in Cambodia. The CLC will always belong to the community, and must respond to the community’s needs. After IMPLEMENTING PARTNER and DEVELOPMENT PARTNER exit at the end of 2 years, it is the responsibility of the community, CLCMC and CLCSC to keep the CLC running and responsive to changing community needs.*

**Who is responsible for the CLC now, and after the project phases out?**

*Community, CLCMC and CLCSC is responsible to take action to sustain the CLC after the project phases out at the end of 2 years.*

**Session: Communication: Internal and External**

**Objective**

* To describe and demonstrate principles of successful communication
* To demonstrate the importance of good internal communication, including the ability to record minutes of a meeting
* To demonstrate successful communication with institutions and individuals outside the CLC

**Expected Outcome**

* The CLCMC will be able to communicate effectively with each other as members of a group
* To improve the quality of interaction between members of the CLCMC and the community
* The CLCMC will understand the significance of taking detailed minutes of a meeting

**Expected Output**

* Meeting minutes from handout exercise
* A storage location for meeting minutes will be agreed upon for now, as well as when the CLC opens officially

**Notes to the Facilitator**

Communication is an important face to life. Effective communication uses multiple forms; words, speed of delivery, and body language, for example. Good communication skills can help solve conflict and motivate people to work towards success. The effective communication process is a six step cycle (refer to handout in this session). Communication can break down or become confused at any step, the result is confusion, conflict and frustration. We learn communication skills to improve our relationships with each other within the CLCMC and with the community.

**Methodology**

Brainstorming and game

**Time:**

1:30 hour

**Materials Required**

Flip chart, markers, handout “Diagram for Successful Communication”, two identical sets of objects (10 in number in each set and objects, such as, a notebook, a pen, a vegetable, a handkerchief, a stone, a matchbox, a leaf, a cup, a jug, and a newspaper).

**Activity Steps**

1. **Ask the participants, "What is communication?" The participants discuss the issue and the key points are listed by the facilitator on a chart paper. Refer to the key points on communication:**

* *Communicating messages and promoting specific ideas*
* *Ensuring that the receiver of the message understands the message*
* *Using different methods, such as, speaking, reports, articles, and presentations*

1. **Ask the participants "How can we ensure communication is successful?" The facilitator lists the points during the discussion and refers to the points listed below:**

* *Using language which the receiver can understand*
* *Mutual acceptance and a non-critical attitude, listening attentively, and not just the to the words but also the tone and body language*
* *Be clear and transparent*
* *Give and receive frequent feedback to make sure the message is understood clearly*

1. **Distribute the handout to the participants and explain the diagram to the participants.**
2. **Ask the participants to divide into two groups. Ask them to play a game based on the directions mentioned below.**

*Divide the participants into two groups. Give each group an identical set of 10 objects (like a notebook, a pen, a vegetable, a handkerchief, stones, matchboxes, a leaf, a cup, a jug, and a newspaper). The two groups can only hear each other and not see each other. You may use a curtain to separate them or they may be seated back to back. One person from the first group gives instructions to people in the second group to arrange the objects in a certain way and arranges them herself. It is important that they do not see what the other is doing. The second group must listen to the instructions and arrange the objects in the way in which they have been instructed but they are not allowed to seek clarifications. At the end of the game compare the arrangements of the two groups and note the difference. If there is a difference between the two arrangements in the first round play the game again, but this time the second group can ask for clarifications.*

1. **Ask the participants to list the norms for successful communication during meetings. The facilitator lists the points mentioned and refers to the points mentioned below during the discussion.**

* *A circular seating arrangement helps in democratic communication*
* *Unless only one person speaks at a time there is chaos and noise*
* *If people speak while others are speaking, the rest of the group is distracted*
* *Everybody should be given a chance to voice his or her opinion*
* *All important discussions and all decisions in the meeting must be documented*

**Handout: Diagram for Successful Communication**

Communication involves the process of both sending and receiving information

Sokha conveys her ideas to Vy though words and gestures

Sokha wants to share an idea with Vy

Sokha organizes her thoughts into words and actions



Vy listens to Sokha

Vy tries to

understand what is

Sokha conveying

Vy verifies with

Sohkawhether her

understanding is correct

The sender knows that the receiver has understood the message she has sent correctly only if she receives feedback from the receiver on the message.

**External Communication:**

1. **Ask the question to the CLCMC: What is external communication?**

*It’s all the communication which takes place with stakeholders outside the CLCMC.* ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

*(Tip: To aim of external communication is to create an environment where the whole community becomes aware of the CLC and its necessity, as well as to develop their ownership over the CLC. Building and a good external communication would help the community view the CLC in a positive way.)*

1. **Allow them to share their experiences of good external communications in previous projects or programs they have been involved in.**

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1. **What are the challenges for building strong external communication? What have been their solutions to this in the past?**

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1. **Give some examples of possible external communication for the CLC?**

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*(Tip: Local religious (Aja), political leader, local clubs or voluntary groups, local government offices and officials, government extension offices and officials, local school and college authorities and its students, local religious institutions and its members, political parties and it member, cultural group, local and international NGOs, UN agencies.)*

1. **Why the external communication is important to the CLC?**

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*(Tip: The external communication is important because it has to promote flow of information; idea and integration in achievement of shared objectives CLC with other stakeholders. So, CLC should establish external communication or linkage with them in order to share technique, provide budget support and other income generations to sustain CLC after DEVELOPMENT PARTNER and IMPLEMENTING PARTNER phases out at the end of 2017.*

**Meeting Minutes**

**Time:** 1:30 hour

**Why we need to take minute during the meeting?**

1. **Tell the participants they will learn about how to record the minutes of a meeting.**
2. **Describe the procedure for recording minutes of meetings using the notes below:**

*At any meeting, the writing down of minutes, or proceedings of the meeting, must give a clear and complete picture of the situation. These minutes must be maintained and preserved as a document for the purpose of presenting it in a subsequent meeting, for necessary endorsement and approval. Minutes are usually taken by the secretary of the CLC or other officeholder as authorized by the meeting. The members have to read the minutes before putting their signature on. In case members are illiterate, the report has to be read to them before obtaining their signature.*

1. **Ask the participants to spontaneously call out responses to the question, “What are the important parts of a meeting?”**

*Any answers will be recorded on a sheet of paper and promptly displayed. (Likely answers are: type of meeting, date, place and time of meeting, list of members present at the meeting, list of members who sent apologies for not attending the meeting, list of members absent in a meeting, agenda of the meeting, points of discussion linking to each sub-heading of the agenda, resolutions decided upon, members who proposed the resolution, members seconding the resolution, action plans [including who will do what, when], plans for the next meeting [date, time, place], and signature of an officeholder endorsing the report.*

1. **Use the brainstorming suggestions to create a format for reporting on the minutes of a meeting and display it. An example is listed below:**

***Handout: Meeting Minutes Format***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Date] | | [Time] | | [Location] | | |
| Meeting Called By: | | |  | | | |
| Type of Meeting | | |  | | | |
| Name of Meeting Facilitator | | |  | | | |
| Time Keeper | | |  | | | |
| List of Attendees | | |  | | | |
| [Time Allocated] | | **[Topic]** | | **[Presenter]** | | |
| Summary of Discussion |  | | | | | |
|  | | | | | | |
|  | | | | | | |
| Conclusions |  | | | | | |
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| Action Items | | | | | Person Responsible | Deadline |
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|  | | | | |  |  |
| [Time Allocated] | | **[Topic]** | | **[Presenter]** | | |
| Summary of Discussion |  | | | | | |
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| Action Items | | | | | Person Responsible | Deadline |
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1. **Ask the participants to form small groups and to create a report of the proceedings of any meeting they have recently attended. Give the groups approximately 30 minutes to draft a report and then ask each group to present their report to the other participants. Encourage them to ask questions and share their opinions by asking them the following questions:**

* **Did the report contain all the information needed?**

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* **What was missing?**

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* **Would someone who was not at the meeting be able to understand what happened at the meeting?**

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* **Would someone be able to take the action points forward?**

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***Show them the model of meeting minute to let them see where they missed information***