



# Kingdom of Cambodia

## Nation Religion King

Ministry of Education Youth and Sport

## Manual for Management of Community Learning Center (CLC)



Department of Non-Formal Education  
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## PREFACE

The concept of non-formal education came to Cambodia in 1990, when an initiative to develop community learning center (CLC) emerged. CLC is a platform for enabling activities of continuous education program, which many countries in Asia and the Pacific are undertaking to develop human resources, reduce poverty and promote life-long learning. Ministry of Education, Youth and Sport (MoEYS) started to run CLCs nationwide with the governmental budget since 2003, after conducting pilot projects in Kampong Speu, Takeo and Kampong Thom provinces during 1999-2001 as financially and technically supported by UNESCO. Since then, the concepts have been supported and adapted for other governmental programmes known as SEILA and a few international organizations such as ILO and NFUAL.

MoEYS and a few NGOs (i.e. NFUAJ and SVA) have implemented the above programmes under CLC platform as a part of NFE programme implementation. As to the MoEYS-CLC, only skills training programmes have been implemented through the CLC platform. Currently, some of the CLCs have been either completely closed or are not totally functional. The Ministry is seeking ways to fully operationalize both new and existing CLCs by, for example, including other NFE activities within the CLCs. Limited use of the CLC platform may be due to different reasons: a low level of awareness toward CLC concept, limited available resources, little participation from community people, and a low level of practicality of an existing CLC manual. Therefore, the Ministry of Education, Youth and Sport (MoEYS) has continued to work closely with UNESCO to review and revise the existing manual for management of CLC as published in 2008 to further assist non-formal education officials especially those who are in charge of community learning center. The current CLC manual includes good practices and suggestions from field implementation so that it can function as a more user-friendly manual.

Taking this opportunity on behalf of MoEYS, I would like to extend my sincere thanks to officials of the Department of Non-Formal Education (DNFE) for their efforts in materializing this important manual and to UNESCO for their technical input and financial support for the publication of this manual.

Despite meticulous efforts made by the writing and editing committee, there may be some unintended errors. We welcome constructive criticism from all readers to make the future publication even more accurate and relevant.

Phnom Penh,  
Minister of Education, Youth and Sport

## Structure and contents

The manual consists of ten modules. Each module describes different aspects of CLC. In some modules, there are practical examples/ cases for users of this manual to adapt to efficiently plan and implement CLC programmes and activities depending on their own local contexts. This manual is generic. Contents of the manual are in the following structure:

### **Module 1 : Community Learning Center**

- Concept of community
- Concept of community learning center (CLC)
- Objectives of CLC
- Characteristics of CLC
- Concept of CLC in the policy documents of Cambodia
- Current situation of CLC in Cambodia

### **Module 2 : Establishment of Community Learning Center**

- Steps of CLC establishment
- Coverage of CLC
- Awareness campaign in the community
- Strategies for motivating community people to participate in CLC operation
- Formation of the management committee
- Role and responsibilities of CLC management committee
- Role and responsibilities of support committee
- Role and responsibilities of NFE officials of DoE and PoE
- Selection of CLC venue
- Baseline survey
- Needs assessment
- Development of community database
- Mobilization of learners and community members
- Organizing CLC programmes
- Purchase of equipment and furniture of CLC
- Opening of CLC

### **Module 3 : Needs Assessment and Preparation of Community Database**

- Community needs assessment
- Methods of needs assessment
- Prioritization of needs
- Preparation of community database
- Need for community database
- Process of information collection

- Module 4 : Planning and Organizing CLC Activities**
- Planning for CLC programme
  - Special attention to marginalized groups
  - Steps of planning
  - Common elements of CLC plan
  - Project implementation schedule
  - Activities of CLC
  - Educational activities
  - Educational networks
  - Economic activities
  - Information communication activities
  - Other activities
- Module 5 : Mobilizing and Managing Community Resources**
- Mobilization of community
  - Need for community mobilization
  - Partners of community mobilization
  - Techniques of community mobilization
  - Resource mobilization
  - Sources of resource mobilization
  - Utilization of resources
- Module 6 : Coordination, Networking and Linkage**
- Networking and linkage
  - Importance of networking and linkage
  - Scope of networking and linkage
  - Coordination and networking at various levels
  - Potential implementing partners
- Module 7 : CapacityBuilding of CLC Personnel**
- General competency requirements of CLCMC
  - Steps of capacity building interventions
  - Techniques of capacity building
  - Maximizing the impact of capacity building activities
- Module 8 : Documentation and Dissemination of CLC Activities**

- Documentation
- Need for documentation
- Preservation and display of documents
- Dissemination
- Need for dissemination
- Techniques of dissemination
- Recipients of CLC information

**Module 9 : Sustainability of CLC**

- Concept of sustainability of CLC
- Features of a sustainable CLC

**Module 10 : Monitoring and Evaluation of CLC Programmes**

- Monitoring plan
- Monitoring techniques

## How to use this Manual

### Users of this Manual

In general, those who are involved in CLC programme planning and implementation would be the primary users of this manual. For example:

- NFE officials of PoE and DoE at all levels specially,
- Policy makers, planners and administrators at the national level,
- Planners or administrators of international agency/donors,
- CLCMC members,
- Facilitators and instructors of CLC,
- Community leaders,
- Local government officials,
- Supervisors and coordinators,
- Trainers and materials developers,
- Project planners and managers
- Officials of implementing partneragencies and NGOs etc.



### Use of this Manual

This manual should not be considered as an official guideline but as a generic manual to be adapted at the local level. Information and frameworks provided in the manual can be adapted in different socio-cultural and geographic context according to their own contexts and needs. The examples which are used in this manual are not meant to be followed as it is, we should think and decide what we can or should do in our own community. Before establishing CLC it is recommended that CLC implementers should review the manual based on the specific context of their community and decide their own course of action.

This manual is designed especially for the CLC personnel as self learning materials to help them to plan and implement CLC programmes and activities. Based on the modules of this manual modular training programmes can be organized for the CLC personnel. With the support of core trainers, we can design modular training courses for the CLCMC members.

### Acknowledgement

This manual was developed taking information, cases and examples from various documents, especially from the following four documents:

1. CLC Management and Implementation Manual – MoEYS
2. CLC Management Handbook: UNESCO Bangkok,
3. Non-Formal Adult Education Facilitators Handbook - UNESCO Bangkok
4. CLC Management Implementation Manual - National Federation of UNESCO Associations in Japan (NFUAJ)

### Abbreviations

- CRC : Community Resource Center
- CLC : Community Learning Center
- PRA : Participatory Rural Appraisal



# Module 1

## Community Learning Center



**Ksert Community Learning Center, Kampong Ror District, Svay Rieng Province**



## **Concept of community**

Community refers to a group of people living in a specific area and sharing a similar custom, tradition, occupation and way of life, for example, fishermen community, farmer community, Khmer-Muslim community, etc. It is very important to specify community while setting up a CLC. In the context of CLC in Cambodia a specific geographical area should be selected as the catchment area of one CLC. It can be one or several villages or can be a commune as well. To reach more people in the community with service delivery packages, area coverage of CLC should not be very wide. The CLC management committee in cooperation with POE and DOE including all stakeholders will decide the area coverage of each CLC.

## **Concept of Community Learning Center (CLC)**

The Community Learning Centre (CLC) is a community level institution to promote human development by providing opportunities for lifelong learning to all people in the community. As a community level initiative CLC is managed by the community people for their social transformation and improvement of quality of life where community ownership is the key driving force. CLCs are local level responses to address local needs through mobilizing local resources by the local people. CLC is a platform for community interaction and participation in social, economic & cultural activities for sustainable development.

In the Asia pacific region the idea of community-based and community managed learning institutions have long been evolved. These community based learning initiatives are seen in different countries in various forms and approaches. These community level initiatives have different names in different countries, such as Ganokendra (People's Centre) in Bangladesh, the Social Education Centre in China, the Continuing Education Centre (CEC) in India, Community Learning and Development Centers (CLDC) in Papua New Guinea, and Kominkan in Japan.

According to UNESCO, a CLC is defined as 'local educational institutions outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life'.

## **Objectives of CLC**

CLC can be established with immediate objectives to facilitate literacy practice for primary school dropouts, illiterates and neo-literates as part of non-formal education and lifelong learning. Gradually the role of CLC needs to be expanded according to diverse social and economic needs of the community. In many countries it becomes a platform for various development organizations to deliver various support services, and become instrumental in creating a sustainable literate environment through its educational activities. CLCs can play a very effective and supportive role for coordination between literacy, primary education, and continuing education through its integrated planning and coordinated implementation mechanism.

## Characteristics of CLC

CLCs are different across different countries. Usually, CLCs are organized and managed by the groups of users in collaboration with the local community and back-up support from governments, NGOs and development partners. However, many CLCs are owned and managed by communities themselves. In many countries of the Asia pacific region, CLCs are included in EFA National Action Plans while in some countries; support and commitment of national government are not adequate. Some common characteristics of CLCs are:

- A meeting and recreational place in the community,
- A place for get together, reading books, newspapers and journals;
- A resource center to get useful information,
- A center to discuss and identify community problems and issues for action,
- A CLC, not only provides education for learners, but also sometimes it is used for an assembly hall for community meetings or a ceremony hall for weddings.
- A platform for working together with other stakeholders for the benefit of the community,
- Since CLC can be located at the remote locations it can effectively provide services to marginalized and disadvantaged groups e.g. women, ethnic minorities, etc.



CLC can be very useful for the girls and women in the community. Attending in the activities of CLC they can get exposure out of family situations which can contribute to widen their mental horizon. This can bring forth a positive attitude towards their lives. Being a member of a CLC, they can get opportunities to gain life skills and livelihood skills and thus gradually improve their status and condition in their families and in the society. Girls and women can also empower themselves and be role models for others by being a CLC member.

## Concept of CLC in the policy documents of Cambodia

In Cambodia, Community Learning Centers (CLC) 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. Major policy and strategic documents including the constitution of Cambodia highlighted the scope of NFE and CLCs. The **Education law 2007** stated, “The Royal Government will continue to expand informal education through literacy and vocational programs, the establishment of community learning centers and the implementation of equity programs”. While referring CLC, **NFE National Plan of Action 2008-2015** identified CLC as a place for providing education and other information related to community development in order to respond to the needs of its people and out-of-school youth. **NFE action plan 2008-2015** sets targets to create one CLC in one commune to act as a focal point for all non-formal education initiatives and provide vocational skills. The **Education Strategic Plan, 2009 -2013** stated that “The Royal Government will continue to expand non-formal education through literacy and

vocational programs, the establishment of community learning centers and the implementation of equity programs”.

### **Current situation of CLC in Cambodia**

Since more than 85 per cent of Cambodian people are Buddhists, the CLCs are sometimes located in the temple compound where people come to worship. Monks are often members of the CLC committee, which encourages local communities to become involved in CLC activities. CLCs in Cambodia are also located in schools and other government buildings in cooperation with government officials.

Currently, main activities of the governmental CLCs focus on skill trainings for income generation. Post literacy activities have also been conducted in CLCs through reading corner for newspapers and magazines, mobile library and TV. In the National Policy on Non-Formal Education, early childhood care programmes should be experimented in CLCs for educating parents and guardians of children. The CLCs have provided precious venues for community people to learn and obtain skills as well as receive useful information through community meetings, cultural and recreational activities. Credit programmes have been introduced to CLCs to generate financial resources of CLCs.

#### **Community Resource Center (CRC)**

In Bangladesh, Dhaka Ahsania Mission established CRCs as union based technical support institutions. CRCs are functioning as service providing centers and local networks of CLCs. CRC provides technical support to all CLCs that are located at the village level as well as other community based organizations. CRC aims at institutionalizing linkages with the local service-oriented institutions to make them pro-active in discharging their responsibilities. CRC works in collaboration with CLC and other stakeholder groups in the area through network and linkage and facilitate actions to improve the standard of living of the people, particularly the poor. All CRCs are equipped with ICT equipments and providing ICT support to CLCs and local community.

CRC is managed by a management committee supported by Dhaka Ahsania Mission. The CRC management committee consists of representatives of CLC, leading personalities of the area, representatives of community-based organizations, local leaders, representatives of DAM and local government offices.

CLC is the main driving force to facilitate implementation of development programmes at the grassroots level. On the other hand, CRC plays a vital role in strengthening the capacity of CLCs. CTC is taking initiatives for the community development through capacity building and networking among the organizations and disseminating information.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 2

# Establishment of Community Learning Center



Study tour at Kuk Srok CLC, Roluos Commune, Bakorng Distric, Siem Reap Province



## Steps of CLC establishment

CLC is a demand driven initiative of the community. Community leaders or users of CLC should take initiatives to start CLC in their community. CLC can be established in collaboration with government, NGOs or any other development partner. In establishing a CLC the following steps are important:

## Coverage of CLC

One CLC cannot provide support to people of a large area. Depending on the geographical characteristics and demand of the people, the coverage area of the CLC should be determined. The jurisdiction of each CLC can be decided in consultation with POE and DOE office. Other stakeholders can also be consulted while deciding coverage of CLC.

## Awareness campaign in the community

It is very important to make the community people aware about the aim and objectives of CLC, before it actually starts functioning in any community. Awareness of the community people as supporters and beneficiaries of CLC is crucial for ensuring community participation. School teachers, community leaders, monks and local government representatives can play a vital role in the awareness campaign in favor of CLC. Village level meetings, organizing cultural programmes, publicity in the pagoda, temple, school and market places can be effective methods for informing people. Community people, students and teachers, local government and NGO offices can provide support to the CLC organizers in awareness campaign. To organize a successful awareness campaign in the community we should prepare a plan involving all stakeholders.



## Strategies for motivating community people to participate in CLC operation

The people in any community shares common interests about environment, culture and traditions, and concerns about community problems from which they suffer. People tend to spend a lot of time thinking and discussing problems and needs of the community and in finding ways to resolve these problems.

CLC is a community level institution, organized, managed and owned by the community people. CLCs act as a platform where we can initiate activities to address community needs and problems and take actions for the betterment of livelihoods of the community people. For CLC operation, we need support from all section of the community people.

In every community there are individuals who wish to volunteer to mobilize resources and support delivery of community development services. There are people who want to get involved



in the community development activities without any form of compensation, but just for their own satisfaction. In every community, there are people, who have experience and expertise on various community development issues which they want to share and disseminate to others, with the intent of doing good for the community.

We need to utilize these general characteristics of members of the community for organizing and managing CLC programmes. To motivate community people for CLC operations, we should create awareness about the role of a CLC, its activities and outcomes so that they know its importance and know how to support it. Thus, it is important to equip people with knowledge and information regarding all the aspect of a CLC. Community people become interested to participate in the CLC activities when they see that through CLC operations their needs and concerns are being addressed. Designing and prioritizing CLC activities should always be based on immediate needs and interests of the different sections of people living in the community, so that everyone can get benefit from CLC activities.

People like to get involved at each stages of the activity and discuss and express their feelings about it. People are motivated by the results of their participation in CLC operations. So, participatory decision making for deciding actions and strategies of CLC operation is very effective to ensure participation of the community members. To ensure greater participation from the community people we should create a free and friendly environment in the CLC so that everyone feels encouraged to participate and enjoy their work for the CLC.

One of the best strategies of ensuring people's involvement in the community work is to design activities which require interactions and actions of many people together. True participation amongst community people for community development depends highly on cooperative efforts of every member. Due to poor financial conditions many people in the community cannot donate cash money for community development activities, but they can provide strong support through their wisdom, experience and expertise if they are given the opportunity to contribute. It is important to consider that material rewards are not always necessary to motivate people. Recognition or acknowledgement is often more effective than rewards. Motivation that people develop internally is rooted in their beliefs and is more long lasting.

### **Formation of the management committee**

Management committee is the key for success of CLC. Motivated and capable persons who have time to invest to CLC activities should be selected as members of CLC management committee. Chief, Vice chief, members and Permanent secretary of the CLC committee can be selected or elected as per the choice of the community people. According to the nature of the CLC and type of activities to be performed CLC should select members for support committee.

As per guideline issued by the Ministry of Education in 2011 following are structure, roles and responsibilities of CLC committee members at DoE and PoE.

## The Support Committee

### Members

CLC Support Committee members should be selected from the community and the members should be selected among the Deputy/Director of District Council, District Deputy/Governor, Vice/Chief of DOE, Vice/Chief of Commune Council, Chief of CLC, or all village chiefs. In addition, the CLC support committee must compose of other 3-5 members as follow:

- 1 Chief
- 1 or more Vice-Chief(s)
- 2-3 Members (priority should be given to one woman), and
- 1 Permanent secretary

### Role and responsibilities of the support committee

- Consult and advice CLC management committee,
- Mobilize resources from relevant stakeholders, development partners to strengthen CLC,
- Disseminate the information about perspective, importance and activities of CLC to broaden awareness among community people,
- Monitor and evaluate the activities taken by CLC. For the selection of members for both committees, the selected people should have willingness, compassion, spirit of work and community development, talent in communicating with others, or the potential persons in community.

## The Management Committee

### Members

CLC Management Committee members should be selected or elected from the community. The members should be selected or elected among the chiefs of a Buddhist monastery, chief of commune, principal and deputy principal of primary or secondary school, commune NFE staff, a potential person or person who has resources, and NFE contracted teacher. In addition, the CLC management committee must compose of 3-5 members as follow:

- 1 Chief
- 1 or more Vice-Chief(s)
- 3 or more Members (priority should be given to at least one woman)
- 1 Permanent secretary

### Role and responsibilities of the CLC management committee

- Lead and manage for smooth and sustainable operation of CLC,
- Collect data and information for preparing CLC activities (e.g. mobilize learners; identify contents of life skills, vocational skills for training, etc.),
- Form village CLC network,
- Identify community needs and prepare development plan,
- Cooperation with village chief to disseminate information, activities, teaching content and selection of students to study,
- Initiate various activities to encourage community participation in CLC activities,
- Build relationship and coordinate with relevant institutions both within the community and the other community for the sustainability of CLC,
- Prepare monthly, quarterly, semi-annual and annual CLC action plan effectively,

- Monitor and evaluate of CLC programmes,
- Compile document, and regularly prepare quarterly, semi-annual and annual report of the activities and achievement and send them to District Office of Education (DOE),
- Regularly communicate with community people, especially local authority,
- Encourage the operation and maximize use of community resources,
- Manage CLC's materials, finance, administration, and security,
- Organize meetings at least once per month by making minutes of each meeting. It can be kept at the CLC or be sent to the District Office of Education.

## **Role and responsibilities of NFE officials of DoE and PoE**

### **NFE officials of DoE**

- Prepare official documents in order to certify that CLC truly belongs to the community and has official approval to open from the district authority,
- Regularly attend the meeting with of CLC Management Committee,
- Monitor and evaluate CLC activities,
- Stocktaking results received from each CLC Management Committee and send to POE,
- Consult with commune NFE staff and management committee for direction setting and preparation of plan for monitoring of programme implementation in CLC at different intervals. Then, submit to the POE for checking and approval.

### **NFE officials of PoE**

- Cooperate with DOE in order to select and identify the location for CLC establishment,
- Send one copy of letter about the establishment of CLC to the MoEYS Department of Non-Formal Education (DNFE),
- Monitor and evaluate CLC activities,
- Keep in touch with development partners, relevant stakeholders and charitable people to support (budget, materials, and human resources) to CLC for its sustainability,
- Stocktaking report on CLC activities and capability in a timely manner and prepare completion report after the completion of each course and then send to MoEYS (DNFE),
- Prepare expenditure plan for CLC activities and sent to MoEYS (DNFE).

## **Selection of CLC venue**

CLC can be located in the pagoda, temple, school, commune/sangkat office, government buildings, public health center or any other appropriate places as per choice of the management committee and its users. CLCs can be established in the residential houses. In Cambodia, there is a CLC opened on a boat for people living on the large lake. CLC should be established in the poor rural communities and places where high rate of illiteracy exists, especially among women and girls. CLC should be located at the middle point of the community for easy access of the community people. Special consideration should be given for participation of girls



and women while selecting the CLC venue. If a suitable venue is not available in the community, physical construction or renovation of CLC needs to be done with the support from the community people. CLC management committee should mobilize resources for the construction or renovation of CLC. The selection of locations for establishing CLC can be based on the following criteria:

- Poor or disadvantaged community/area,
- Area or community where literacy rate is low,
- The location can be in the pagoda, religious temple, commune hall, or formal school, village center and public place, which has existing building or repairable building, and are accessible to all,
- The CLC building should have at least 2 rooms.

### **Baseline survey**

Before organizing CLC activities, basic information of the community, its resources and people, need to be collected. We can get basic information of the community from government or NGO offices. In addition we can prepare a simple format and collect basic information through a survey in the community.



### **Needs assessment**

CLC activities should address community needs. CLC activities should not be pre determined or supply driven, it should be demand driven. So assessment of needs of its users is very important. This assessment will help to design effective programmes for its users. Details of needs assessment is described in the next module.

### **Development of community database**

Community database is very useful for planning, decision making and problem solving. We need to collect detailed data and information on all relevant aspect of the community. Details of community database is described in the next module.

### **Mobilization of learners and community members**

Community members need to be well motivated to take part in the CLC programmes. They should be well aware about the CLC programmes and raise their demands for receiving those. Details of community mobilization are in module 5.

### **Organizing CLC programmes**

Each community has their strengths and weaknesses. The problems, needs and interests are also different. Therefore, programs and activities to address the problems, needs and interests can be varied in different CLCs. Based on the results of the needs assessment and available human, financial and material resource CLCMC should organize CLC activities. Details of CLC activities are in module 4.

## **Purchase of equipment and furniture for CLC**

CLC should be equipped depending on objectives and activities of CLCs. Inside a CLC we need chairs, desks, tables, black boards/white boards, books and bookshelves, and other appropriate equipment required to conduct various activities in the CLC. ICT equipments such as, Television, Computer, Printer, Scanner, Photocopy and Projector machine, Camera, Radio, Sound system etc. have become essential equipment nowadays. For skills training and income generating projects, various types of equipment are necessary i.e. looms for weaving classes, sewing machines for tailoring classes, musical instrument for music classes.

## **Opening of CLC**

Opening of CLC with full participation of community people and all stakeholders and guests is very important to create a positive impression among its users. CLC committee in collaboration with its stakeholders should prepare an attractive programme for its opening. Local school students and cultural groups can perform in this opening to make it colorful and enjoyable to all gathered. CLCMC can inaugurate some CLC activities in the opening day.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 3

# Needs Assessment and Preparation of Community Database



Community Need Assessment Meeting at Meak I CLC, Prek Kak Commune, Stung Trang District, Kampong Cham Province

## **Community needs assessment**

Community needs assessment is a process of knowing about people, their problems and needs. Many people are living in a community but in terms of occupation, income, belief, experience and daily practices there are differences. This makes their needs and demands very diverse. The running of effective CLC programmes depends on how we are addressing the needs and demand of the community people. Through needs assessment we can get clear idea about the strengths of the community and their present and future needs. In every community there are people with various kinds of disability. We need to know specific needs of the people with physical, visual and intellectual disability. In addition we need to know special needs of the marginalized groups. Conducting a needs assessment survey in the community is an effective way to know details about the people and the community.

## **Methods of needs assessment**

Community needs assessment can be conducted in many different ways. There are different methodologies which can be applied to assess community needs. First, we have to decide what kind of information we need to collect. Then, we should decide how will we get those information. Different methods and tools can be used to get information. Proper use of data collection methods and tools is very important to get reliable information. Selecting and using needs assessment methods and tools we can get support from government and NGO officials as well as school teachers. For assessment of needs we can select one or more methods and tools which are appropriate. Examples of several methods and tools are described below:

### **A. Document study**

Document study is a useful method to gather information about a community. Important information about the locality in the form of documents are usually maintained by local institutions such as government offices, schools, health centers and other local government and NGO offices. We need to collect required information from different offices and should preserve those systematically and update it periodically. Through document study we need to collect information such as:

- Local history, culture and traditions,
- Geography of the community,
- Local institutions and their services,
- Name of government agencies, departments and their services,
- Name of development partners and their services,
- Local resource( human and physical),
- Population,
- Literacy rate,
- Economic conditions,
- Local maps, etc.

## B. Interview

One of the common methods of collecting information is interview. Interview can be structured (formal type, using questionnaire) or unstructured (flexible in nature). We need to decide what kind of information we want to get and who the potential respondent for that particular information are. Conducting an effective interview needs a lot of experience. During interview we should give emphasis not only to get the answers but also opinion of the person. We can interview people by visiting families making prior appointment or stopping at public places such as clubs and tea stalls to chat with people and obtain their views. Following are some tasks for conducting effective interview:



- Develop a general checklist for the interview including what to collect and how to collect,
- Decide the process/ method of interview,
- Prepare a record sheet to record the facts and opinions during the interview,
- Take simple note and try to remember all points and after the interview record all information in the record sheet,
- The topics of the interview should be designed according to the purposes of the survey,
- Closed questions are useful for collecting facts and figures while people's opinions are best obtained through open-ended questions.

## C. Questionnaire

A questionnaire is a useful tool to help in conducting an interview. Questionnaire can be used to get opinion on selected issues while taking interview or can be sent to different people through post. Questionnaire should be prepared before the interview and need to be tested before the interview. Using questionnaire is very useful to ask questions in a systematic order. Following are some considering points for preparing questionnaires:

- The questions should be simple and clear,
- It is better to split a long question into several shorter ones if it requires too many different answers,
- In many cases questionnaires can include both closed (yes/no answers or questions like how many...?) and open ended (what do you think about...?). When we need to collect facts and figures we should use closed questions. When we ask people's opinions open-ended questions are easier for them to fill in,
- Sample answers/ multiple answer type questions can help respondents to answer the questions,
- We should make it clear to the interviewee how their responses will be used, as some of the questions may request personal information from the family.

- To avoid duplication of work we can contact the local government and NGOs to see whether they have developed similar kinds of questionnaires.

After conducting interviews we need to compile all data from the questionnaires and compile those in one sheet for use.

## D. Discussion and meeting

Discussions and meetings are useful for generating ideas, exploring solutions and taking decision by the people in the community. The compiled results of the questionnaire and interview records can become inputs for discussion.

Formal meetings can be organized for community members to reach agreement and make decisions related to community affairs. Informal group discussions may be organized to discuss issues freely with the help of a facilitator. Open-ended questions can be designed to focus on basic needs, values and beliefs, issues and problems and for community decisions. In the case of informal meetings someone has to be assigned to listen and observe and to summarize the main points of the discussion. There are several discussion techniques that we can use:

### I. Buzz Group

This method involves a large number of community people who are divided in sub group of four to six members. All groups start simultaneously for five to ten minutes to react to a topic, generate ideas or questions, discuss an issue, etc. Finally all sub groups share their ideas in the large group.

### II. Face-to-Face discussion

This method can be used with key members of the community who are not available or interested in joining group discussion sessions. For in depth discussion we can organize face-to face discussion.

### III. Focus Group discussion (FGD)

FGD is usually used when we deal with groups organized by gender occupation, religion, age or literacy level. In FGD the different groups sitting together, identifies their needs and corresponding actions based on their differences. To conduct FGD we should be careful to prepare guide questions. After the FGD the results can be shared in the plenary in order to prioritize needs.

### IV. Brainstorming

Brainstorming is a free-wheeling technique to generate innovative ideas. Groups are given a question or problem and asked to produce as many ideas as possible through creative, spontaneous flow of suggestions with no judgment or evaluation of the suggestions while they are answering. It allows people to work together to build up a collection of ideas that they can use to help solve problems later. There are two phases of this method:





- I) The group members generate as many ideas as possible. Ideas can be written on pieces of paper and put on a board or written down directly on a chart or blackboard. No comments or criticisms are allowed during this phase.
- II) The group members themselves evaluate the ideas generated during the first phase. Group members can do this by first putting similar ideas into categories and then giving each category a priority and listing them in order of highest importance.



## E. Participatory Rural Appraisal

There are several other methods we can use to identify knowledge and experiences of the community people to identify the needs and problems of the community. Participatory Rural Appraisal (PRA) is a participatory approach that emphasizes local knowledge and enables local people to make their own appraisals, analysis and make plans. The following two PRA techniques are very common and useful for needs assessment:

### I. Preference ranking

In this technique member of the group first writes down problems individually on small pieces of papers and then mark them as per priority. Each group member then share their list of problems and priority in the group to collectively categorize all problems and rank them as per priority. While categorizing the problems and preparing a priority list, group members give their arguments and counter arguments which leads to a thorough analysis of the community problems and solutions.

### II. Community mapping

Community mapping is a very interesting way of identifying social life, local assets, institutions, opportunities and networks. This mapping can provide a visual representation of data. In the community map we can identify and visualize the following aspects of a village or community:

- Number and locations of houses,
- Number of people in each household,
- Number of children (boys and girls) going to school from each household,
- Number of (boys and girls) not going to school from each household,
- Number of literate and illiterate adults (male and female) in each household,
- Number of unemployed (male and female) in each household,
- Occupations and income of each family,
- Type of skills available in each family,





- Location of institutions of the village(preschool centre, school, community centre, place of worship, youth club, shops, health centre, roads),
- Sources of water, such as wells, ponds , cannels, rivers,

Several maps can be prepared on separate socio-economic issues. Social map can be constructed on paper or on the ground using locally available materials. Later it should be preserved on the paper. The completed community map is very useful resource for planning dealing with various issues related to village needs.

### **Prioritization of needs**

After the needs assessment, CLC committee should organize series of meetings with people who took part in the needs assessment survey. This will help to getting an impression of their feelings and experiences about the assessment. With the help of local resource persons and the people involved in the survey, there should be a detailed discussion on all information, problems and potentials. Finally, based on discussions we need to prioritize the needs to identify actions.

### **Preparation of community database**

Community database is very useful for planning, decision making and problem solving. We need to collect detailed data and information on various aspect of the community, some of which are as follows:

- Geographical location,
- History of the community,
- Natural resource,
- Population (male, female, boys, girls, people with special needs etc.),
- Available facilities (School, College, Religious institutions, Clinics, Community halls etc.),
- Economic situation (occupation, employment, potential economic opportunities, poverty level etc.),
- Leadership style,
- Housing pattern,
- Road communication,
- Electricity, media and internet services,
- Available service providing agencies and their services,
- Education ( age aggregated data) ,
- Financial institutions,
- Health and sanitation status,
- Community infrastructure,
- Places of interest,
- Local organizations, associations, clubs etc.
- Problems and challenges of the community,
- Available resources within the community,
- Available Government support services,
- Local expertise,
- Strengths and weaknesses of the community,

Above-mentioned areas are general examples; we may need to collect other information depending on the characteristics of the community. After an interval community database should be reviewed and updated to accommodate current information.

## **Need for community database**

Collecting community's information will help us to understand general situation of the community and its people. Community database helps us to know about the resources of the community and to know more about the community's needs, problems and potentials. Through community database we can get up to date information about services of the government and other provides in the community. This database is very useful to take decision and make plan for CLC. Community database should be accessible to all, so that it can be used by other stakeholders also.

## **Process of information collection**

We can get information from official sources and documents. NGOs and community organizations can provide useful information. Through community consultation meetings, by doing structured interviews or through targeted "focus group" discussions we can get information for preparing community database. Appropriate tools should be prepared to collect information such as questionnaires, format, checklist etc. Government officials, school teachers and NGO officials can help us in preparing appropriate tools for collecting data. Since community database is very important for planning and decision making for CLC, all information should be preserved, displayed in the CLC and need to be updated regularly. If computer is available it should be stored in the computer as ready reference. It may not be possible for the CLC management committee to collect all information by themselves. To get authentic information about real problems and challenges of the community we should give opportunities to the community people to take part in collecting their own community's information. While collecting information we can get assistance from:

- CLC learners,
- School and college teachers,
- School and college students,
- Local government officials,
- Local leaders,
- Members of local club and cultural organizations,
- Interested community people,
- NGO officials etc.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 4

# Planning and Organizing CLC Activities



Planning Development Activity in Meak I CLC, Kampong Cham Province

## Planning for CLC programme

Planning for CLC is the most important task of the CLC management committee. Needs of the community, socio-cultural status and economic conditions of the targeted people should be considered while preparing plan for CLC. It is also important to consider expected level of participation and its potential barriers in programme implementation. CLC programmes are people's programme and its success depends on involvement of community members. Community involvement in the entire process of planning is a prerequisite for the effective and efficient programme design which ultimately leads to the success of the programme. To prepare plan for the CLC, management committee may consult local government offices, NGOs and development partners to get their support.

CLC plan should not be prepared in isolation; an integrated plan considering the strengths and services of other stakeholder is very useful for CLC and its beneficiaries. For best utilization of local resources and maximize local expertise CLC should integrate its plan with other stakeholders.

### Special attention to marginalized groups

In many communities there are marginalized groups who are socially, economically and politically sidelined and have less access to services and rights. For example:

- Economically deprived groups,
- Geographically isolated people,
- Tribal/indigenous people,
- Disabled persons,
- Members of minority groups,
- Poor women



While the CLC prepares plans marginalized groups need special attention so that they can uplift their socio-economic condition and enjoy the same rights and privileges as the others. CLC need to plan programmes for the marginalized groups considering their special needs, experiences, skills, interests, culture and existing practices.

### Steps of planning

While preparing plan for CLC, following steps of planning needs to be considered:

1. **Setting goal and objective of the CLC programmes:** Aim and objectives of the CLC programme should be designed in the light of information derived from a community needs assessment. Every CLC is different because needs of every community is different. CLC programmes are successful only when it addresses the needs of the people and people are getting benefits from it. Participation of community members in the CLC programme depends on the quality of CLC programme and its relevance to the needs of the people. This is the challenge of the CLC committee to address the community needs as much as possible with

their limited local resources. The goals of CLC programmes should be broad enough to indicate the directions the CLC intends to achieve in the long term. While writing the objectives of CLC we should follow the SMART principles: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound. Clearly stated objectives are very useful to assess the programme performance. If we develop measurable indicators based on the objectives it will be more effective to assess programme outcome.

2. **Determining general strategies of programme implementation:** Considering the strengths, weaknesses and opportunities, CLC committee members should decide general strategies of CLC programme implementation to get desirable ends with available means. CLC should decide how it will implement its programmes. CLC can adopt strategies, such as,
  - a) Include government, NGOs and development partners in designing and implementation of CLC programme,
  - b) Preference to women, ethnic group, poor, illiterate, physically disable etc. as CLC beneficiaries,
  - c) Encourage long term corporate funding for sustainability of programme,
  - d) Increase capital of CLC from income generating programmes.
3. **Gaining experience and learning:** Before starting the planning for CLC programmes it is better to review the failures and successes of similar programmes already implemented by the CLC or other CLCs in the district. Analyzing and examining lessons learnt from past experience along with verifying the effectiveness of strategies followed is very effective. These insights will help us avoid mistakes and identify appropriate implementation strategies.
4. **Determining specific implementation strategies:** Each programme has its own characteristics. Based on each programme objectives and activities, specific implementation strategies are to be decided. For example, instead of organizing skills training in the CLC CLCMC can decide to link their trainees with a local skills training providing agency.
5. **Synergy with national policies and plans:** CLC programmes should be designed with consistency with national and local development plans and targets aiming to avoid any duplication. We can plan for activities where other stakeholders are not working. Consultation with POE and DOE offices, government departments and local stakeholders are very important to in this regard.
6. **Decide activities and tasks:** To implement a programme various tasks need to be performed. CLCMC need to decide activities and tasks involved under each activity.
7. **Personnel planning:** Personnel are very important for implementation of any programme. For example, to start literacy and skills training programme CLC should decide number of teachers and trainers to be recruited and for how long. Also, what would be their educational qualification and expertise and what types of training will be provided to them etc.
8. **Financial and resource planning:** Each programme requires various means to implement e.g. personnel, equipment, training, supplies, operational facilities including budget. CLC need to plan on what types of resources and fund will be required, from what sources this will be generated and on how the money will be spent to implement the activity.



9. **Planning for human resource development:**The people who will deliver the major tasks as well as operate the support system must be trained. Training for the delivery system personnel and for the support system personnel should be planned in detailed.
10. **Plan of action:** Action plan describes details of actions to be taken in implementing the programme, such as what are the main tasks to be implemented under this programme, when will these tasks be accomplished and who will be responsible to accomplish them etc.
11. **Management strategies:**While planning we need to decide how overall implementation process of the programme will be supervised and managed. For effective implementation of CLC programmes proper co-ordination and linkage mechanisms among various agencies, is to be decided and specified in the plan.
12. **Sustainability of programme:** Plan for sustainability is very important for the ultimate achievement of the programme. CLCMC should decide strategies of sustainability of CLC and its programmes. Sustainability of CLC programmes is described in details in module 9.
13. **Evaluation planning:**In this stage of planning we need to decide how achievement and progress of the activities will be assessed, monitored and evaluated. Process of monitoring, evaluation and reporting should be designed before starting of the activities. Monitoring and evaluation of CLC activities is described in details in module 10.

### **Common elements of CLC plan**

- Name of the programme
- Rationale of the programme(why this programme is necessary)
- Goal of the programme
- Objectives of the programme
- Location of the programme
- Implementation period of the programme
- Beneficiaries of the programme
- Activities of the programme
- Implementation strategies/ techniques
- Required financial resource
- Required human resource
- Training of personnel
- Budget
- Implementation plan
- Supervision, monitoring and evaluation plan

Ta Yaek CLC is located in Ta Yaek village of Sotnikum district located under Siem Reap province. The population of Ta Yaek village is 1530 people, while 763 are females. The main occupation is farming. After the CLC was built in 2009, the CLCMC were trained on the concept of CLC and planning and implementation of CLC, so that they can prepare plan for the CLC and manage CLC by themselves.

After the training, Ta Yaek CLCMC conducted the need assessment with community people to prepare plan for the year 2012. They identified 4 projects i.e. two literacy classes, one post literacy class, one kindergarten class, and one micro credit program. They also prepared formal proposals for applying to NFUAJ (donor) to support these plans. The proposals were very detailed. In the proposals they included:

- Project summary
- Project information
  - Project situation
  - Objective
  - Output
  - Activities
- Estimated cost
- Monitoring and evaluation
- Sustainability after the project

One member of CLCMC was selected to be the monitoring and evaluation officer. Training was provided to strengthen her capacity and she was given the responsibility to monitor and evaluate all CLC programmes. Each program had at least one focal person who worked as unit manager, under supervision and management of CLCMC chief. To implement the programmes smoothly and timely, CLC annual action plan and monthly work plan were prepared with the involvement of stakeholders and authorities.

The project was approved by NFUAJ (donor), and CLCMC started working as implementer. CLCMC worked with district non-formal education department for CLC's education programs, district agriculture department for income generation programs related to agriculture, and with other related development partners to support other activities. At the beginning of each program, a technical training course was arranged which was facilitated by resource persons from each agency with involvement of CLCMC.

During the implementation, each unit manager and the M&E officer regularly visited and monitored programmes along with resource persons for monitoring of technical aspects. They provided necessary feedback to all who are concerned. While monitoring they used the record books and monthly monitoring sheets to record the data and progress of the projects. These data were used to analyze and evaluate the effectiveness of the programmes. CLCMC chief also conducted monthly meeting with the members internally to review the progress and solve problems that occurred during implementation, and to write monthly progress reports to the donor.

## Project implementation schedule

Project implementation schedule clarifies and describes what the project should deliver and within what time frame. Project implementation schedule is an important time management document that describes logical sequence of activities, tasks and responsibilities. This schedule is very useful for assessment and reporting of ongoing activities. We can combine action plan and implementation schedule together and can make a simple project implementation schedule. An example of implementation schedule of a skills training programme is shown below:

**Implementation schedule (sample)**

Activity	Month																								Responsibilities												
	1						2						3						4							5						6					
	Week																																				
Needs assessment and prioritization of training needs																										XXXXX											
Selection of trainees and trainer																										XXXXX											
Finalization of course design																										XXXXX											
Budget preparation																										XXXXX											
Resource mobilization																										XXXXX											
Purchase of equipments and raw materials																										XXXXX											
Implementation of training course																										XXXXX											
Training monitoring																										XXXXX											
Creating market linkage																																					

## Activities of CLC

Because of the wide variation of social, economic and cultural contexts in Cambodia, CLC activities may differ from one to another. Thus, functions of CLCs are flexible and diverse depending on local needs. To make CLC attractive for its users, CLC can arrange many activities. In addition, CLC can provide learners an opportunity to meet, share experiences and learn from each other. To maintain quality of the programmes CLCMC should consult appropriate authority

and obtain necessary technical guidance from concern government departments and development partners.

Programmes, such as vegetable growing, chicken rearing, pig rearing and goat raising are often requested by the community members. Art craft works such as fabric weaving, leather crafts, water hyacinth craft are also being done in several CLCs.

Financial programs for example, micro finance programmes are very useful after skills training. Awareness programmes, such as environment protection, HIV/AIDS, nutrition and sanitation, women and girls trafficking are common areas of raising awareness among the community people. A CLC is a good place for social and cultural organizations to play dramas, exhibitions, lectures or contests and initiating activities as part of sustaining and improving literacy skills. Followings are major activities of CLCs:



## Educational activities

- **Organizing literacy class:**CLC can set up literacy class inside the CLC building or convenient places in the community for male, female, youths, school drop outs and out of school children. From the community database and needs assessment survey we can get the information about how many people are illiterate in the community and what their educational needs are. As per number of illiterate and their needs we can set up literacy classes to educate all illiterates in our community.
- **Equivalency programme:**In almost every community there are children and youth ages 6 years and above who are not enrolled in schools. In addition there are people who went to school at their early ages but did not continue and dropped out. Through organizing equivalency programmes CLC can respond to their educational needs. This will help learners to continue further education. Equivalency programmes should be organized with support and approval from appropriate authority.
- **Post literacy and continuing education programme:**CLC can set up libraries in the CLC as well as different places of the community to encourage continuation and up gradation of literacy practice and make provision for continuing education and lifelong learning. CLC can organize appropriate programmes to expand the learning time and space to promote lifelong



learning. While planning for continuing education programmes we need to design appropriate activities for:

- Promoting literacy for all,
- Sustaining and increasing literacy and numeracy skill,
- Building self-confidence,
- Developing positive attitude towards education,
- Promoting self-learning,
- Creating a learning environment

■ **Early child education and development programme:**CLC can establish parenting programmes to give messages to community mothers' groups on the developmental needs of 0-3 year's age group. Community Managed Home Based Early Learning Centers can also be established for the 3-5 years old children with joyful early learning stimulation facilities. In addition CLC can initiate Pre-school Programme for all 5-6 years old children under a school catchments area run by the community groups and supported by local schools. While designing and implementing such activities, CLC need to consult and engage experts.

■ **Life skills education programme:**To survive in today's world people need different types of generic skills such as critical thinking, problem-solving, communication, networking and negotiating skills. Contextual skills are also important which are linked to livelihood, health and environment. CLCMC can organize life skills activities combined with literacy and various types of training activities.

■ **Development of locally generated educational materials:**In most cases learning and



communication materials are being developed at the central levels. Treating the learners as passive recipient of information cannot cater the critical learning needs of learners. The needs and choice of the learners vary widely, as their social, economic, emotional and cultural needs are different. Potentiality of the learners and the facilitators in development of materials is a well known factor. In developing new materials or adapting existing materials the learners and facilitators can contribute actively and effectively. CLC can take initiative to

develop effective learning and communication materials for its users with the support of local resource persons. School teachers, officials of local government offices and officials of development partners can support CLC in developing effective materials.

There are many materials available developed by the government departments and other development partners. CLCMC can initiate a process to adapt those materials to suit those as per the literacy level and choice of the CLC users. This process of local level material development and adaptation is an empowering process which saves both money and time. It increases the number of materials in the CLC. There are quite a number of formats that are commonly used for development of materials. Some of the formats are mentioned below:



**Printed book:** Booklet, Comics, Work book

**Printed non-book:** Poster, Flip chart, Wall newspaper, Card, Folding leaflet,

**Games and plays:** Matching card, Jigsaw puzzles, Snake and ladder

**Other materials:** Drama, Street plays, Folksong, Puppet show



## Educational networks

CLCMC can create educational networks to increase effectiveness and efficiency of its service delivery. Following are some examples:

- Networking with all CLCs in the district for exchange of materials & training,
- Linkage with local formal schools and colleges to make possible continuing education for CLC learners,
- Linkage with government departments and local offices of development partners to get support in organizing and implementing CLC activities,

## Economic activities

CLCMC can organize feasibility study and needs assessment study to understand the prospects of different types of skills training in the community and organize training courses accordingly. To make skills training useful for the community members, selection of appropriate training courses based on local context, local market and employment opportunities is very important. Each CLC should decide types of training courses and mobilize resources to organize courses. According to the type of skills required, CLCMC need to identify and appoint skills trainers. Development partners and local Government offices can support in identifying good trainers. CLCMC can organize many other economic activities, such as:

- Collect books & manuals on income generation activities,
- Organize enterprise development training courses,
- Arrange and provide credit support,
- Create linkage with others' credit programmes,
- Technical support for quality production,
- Create linkage for marketing of products,



Community education and training are major functions of a CLC in the village of Keokou in Keo Oudom district of Vientiane province, Lao PDR. One success story among its beneficiaries is a village woman named Bouasay. She never went to school but did get a chance to attend a literacy class at the CLC where she acquired basic literacy skills and took up hands-on training

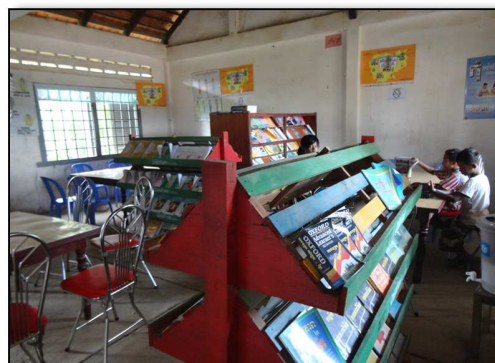
in weaving. Due to her training, she is now able to weave cloth and sell it in the local market. She is now sending her children to school. Her family is regarded as a model family in the village.

Shrilute is a village in a remote area of western Nepal. Its people, mostly farmers, are generally poor and underprivileged. The activities of its CLC have focused on agriculture-based income generating programmes in areas such as kitchen gardening, horticulture, raising poultry or cattle, and cultivating spices like cardamom and ginger. Various short-term and long-term agribusiness and vocational training programmes are offered to community people. Literacy classes are conducted to enable learners to productively carry out their income-generating activities.

## Information communication activities

CLCMC need to collect, store and disseminate information about different development programmes in the community, such as public health, child health, hygiene, HIV/AIDS prevention, agriculture, small-scale industry, women empowerment, banking and credit, gender, culture, peace, morality and civics etc. This collection, storage and dissemination will not only help individuals but also help the whole community. Thus, CLC can become the platform through which community people can get information. For this, CLC have to maintain good contacts and network with all stakeholders. CLCMC can initiate many activities to facilitate effective information communication in the community, for example:

- Create community-based information center where information of activities of local GO-NGO and extension departments is stored,
- Exchange of information through local newspapers, wall magazines, bulletin board etc.
- Establish network of information services among district and provincial level CLCs,
- Exchange of experience and dissemination of success stories and innovations ,
- Develop bulletin board in the CLC to display various information including market Information.
- Use computer for information storage and dissemination. Use other ICT equipments for recording, display and information communication.



A project in Malaysia opening of two **Cyber CLCs**. The CLCs received computers and have managed the programme with technical assistance from the local university. Learners who wish to learn computers need to enroll themselves and pay an initial fee of US\$7. When they complete 32 learning hours, they receive a certificate from the local university.

The people of Muang district in Thailand are 90% literate, most of them working at electronics companies, industrial machinery firms or cottage industries. In this community, the Buddhist temple is in charge of the CLC. The monks are responsible for organizing activities in areas such as literacy, continuing education, and vocational skill training and computer education. This CLC trains people and updates their knowledge by using information technology, such as e-mail and the Internet.

## Other activities

As per the needs and interest of the community and considering the capacity (technical and financial) CLC can organize many other activities, for example CLC can:

- Invite local resource persons and development officials to the literacy centre for discussions on various issues useful for the CLC users,
- Collect and distribute information/materials about different development schemes that are suitable for the CLC users,
- Link villagers with information and providers who want technical and financial support for implementing individual and group projects,
- Helping the community people and new-literates to fill in forms and accompanying them when they go to government offices, offices of development partners and agencies including Banks,
- Organize field visits to model CLCs,
- Make arrangement and send CLC learners for skill training conducted by different departments and agencies,
- Organize camps, campaigns and rally for literacy and continuing education,
- Support in enrolling and registering CLC members in youth clubs, social organizations or cooperatives,
- Organizedemonstration sessions on various issues which has interest among CLC users,
- Organize sports and games suitable for boys and girls, women and men,
- Organize various competitions such as, reading, writing, music, art etc.
- Organize recreational activities throughout the year specially women and girls,
- Arrange local and indigenous cultural activities on various occasions,
- Organize book exhibitions and book exchanges programmeswith other institutions including other CLCs,



- Organize folk dances, folk arts and folk songs,
- Organize puppet shows, musical programmes,
- Arrange festival or fair on different occasions.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 5

# Mobilizing and Managing Community Resources



Meeting between CLC committee of Tek La Ork CLC and Study Tour Team, Tek La Ork Commune, Prey Nop District, Preah Sihanouk Province



## Mobilization of community

To process of making a community enthusiastic and active for planning and implementation of community development activities is called Community mobilization. Unless the community is mobilized properly, we cannot get full support, participation and involvement from the community which is vital for success of any initiative and action. Through community mobilization we can arrange the much needed human, material and financial resources.

## Need for community mobilization

The aim of community mobilization is to create an environment where the whole community becomes aware about the CLC and its necessity as well as to develop their commitments and ownership towards the CLC. Through community mobilization we can raise communities' awareness on its own problems and needs for taking collective actions to improve the situation. Through community mobilization we can:

- Enhance community people's awareness,
- Enhance collective commitment and contribution towards community development,
- Create platform to work together,
- Empower community people for collective decision making for their own socio economic affairs,
- Ensure people's participation and involvement in the community development activities,
- Identify and utilize local resources,
- Encourage and enhance local people's capacity to play leadership role in CLC activities,
- Develop community ownership,
- Sustain community development initiatives and actions.



## Partners of community mobilization

Mobilizing the community is not an easy task. CLCMC cannot do it alone. We need to involve others in mobilizing the community. CLC needs to clarify its aim and objectives for community mobilization and can thus approach and encourage following stakeholders to get support:

- Local religious and political leaders,
- 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 its members,
- Cultural groups,
- Local and international NGOs,
- UN agencies

Involving different stakeholders in the community mobilization activities can also help us in preparing integrated development plan for the community. They can also serve as a pressure group to convince government officials to support and work for CLC programmes.

## Techniques of community mobilization

Through different events scope and opportunity can be created for the community members to work together and become aware about the aims, objectives and activities of the CLC. Each community has its own cultures and traditions. Respecting existing culture and practices we can organize the following events:

- Village fairs,
- Sports and games,
- Various types of competition such as, songs, drawing, writing story and poem, Folk arts, dances etc.
- Rallies such as cycle rallies,
- Puppet shows,
- Film shows,
- Debates, quizzes,
- Exhibiting billboard, posters and banners ,
- Wall writings and paintings,
- Door-to-door campaigns,
- Human chains,
- Radio talks,
- Television programmes,
- Processions and walks,
- Magic shows,
- Street plays,
- Distribution of pamphlets and handouts etc.



We can form different committees to organize the above-mentioned events and activities. Involvement of local youths and active people in the committees is vital for the success of community mobilization programmes. While making plan for community mobilization we need to consider following:

- Awareness building and community mobilization is a continuous process.
- Mobilization activities should be diversified rather than repetitive.

## Resource mobilization

To implement CLC activities we need human resources, such as knowledge and wisdom, skills and experience of the community that has been gathered over the years. Along with this, we

need material resources such as furniture, raw materials, equipment, infrastructures etc. and financial resources such as money, different kind of bonds etc. Resources are not always easily available. We need to mobilize resources. Mobilizing local resources is the most suitable and sustainable way of managing resources. It enhances community ownership and reduces dependency on external resource support.

Even community members are willing to provide resources, but some necessary resources may not be available in the community. Therefore, cooperation with government agencies, national and international organizations and other agencies is very important. CLCMC can approach potential stakeholders and development partners for external resources and funding.

We should not always depend on external support. Mobilizing fund from the community and matching it with external fund increases trust of external agencies. To sustain external cooperation, CLCMC should document and share information on activities and achievements made by the CLC to government agencies, donors and other organizations.

## **Sources of resource mobilization**

CLC can mobilize resources from different sources. Rather than relying on a single source, CLCMC should give equal emphasis to mobilize fund from different sources. The role of CLCMC in fund raising is very important. Fund raising roles can be distributed among the CLC members considering the interest and capacity of the persons. In addition to CLC members local government and development partners can also play vital roles in mobilizing resources for CLC. Following are some sources, from where CLC can mobilize resources:

- Institutional donors
- Family foundations
- Religious foundations
- Charities
- Endowment gift
- Service charge/fee from clients
- Individual donors
- Running business by CLCMC for income generation for CLC

To attract corporate donors is another useful way of fund raising. We can approach corporate and business people in many ways:

- We can offer them the opportunities to work with CLC that have commercial value to the corporate partners,
- Instead of one-time corporate grants, we should explore longer term corporate partnership,
- If total programme cost is not available we can divide the programme costs such as a) capital costs, b) regular programme costs, c) operating costs, and ask donors to contribute,
- Offer multiple options to donate so that they can make contributions according to their interest and ability.

Nanokkhom village in Thoulakhom district, Lao PDR, is a poor agricultural community. In spite of its financial difficulties, the community contributes to the CLC by providing resources. For instance, many of the CLC programmes are jointly organized with the youth association, women's union and the

association of elders. Individuals and groups provide contributions, for example, in the form of labor during construction. The community also donated an old rice storage building for use of CLC.

## Utilization of resources

Along with community mobilization and resource generation we need to know how to manage resources efficiently. Managing resources is always cost effective. Experienced people know how to organize and manage activities in limited resources. Efficient use of resources can give us maximum result. We should hence be careful while utilizing resources. In order to manage resources properly, we can do the following things:

- Provide training to the people who will be actively involved in managing CLC programmes and activities,
- Purchase and use only the most appropriate equipment and technology,
- Provide opportunities for members of the community to make decisions and take responsibility for their own programmes,
- Use proper accounting and auditing procedures to keep track of expenses incurred,
- Use of local experts and their wisdom in managing CLC activities rather than becoming dependent on external expertise,
- Establish a system of rules and regulations to ensure that available resources are used properly and that they will be available for future use,
- Allocate shared responsibility for managing local resources so that local people have control over the resources they consider essential for the development of the CLC and the community,
- Prepare bulletin board on budget summary in the CLC for everybody to see. This will ensure that the financial aspects of CLC programmes and activities remain transparent,
- Conduct regular monitoring and evaluation of programme activities especially on financial aspects. Display the result in the CLC and use the results to improve the operations of the programme.



Above approaches are some of the common approaches we can use to manage resources effectively. We can adopt other approach depending on types of project/program and its characteristics. Importantly, CLC head and staff should be creative to choose a good approach for mobilizing and managing resources properly and efficiently.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 6

# Coordination, Networking and Linkage



**Activity of Traditional Music Training at Svay Year CLC, Svay Chum Rov Commune, Svay Chrum District, Svay Rieng Province**



## Networking and linkage

When some people or organizations with similar objectives and interest create a platform to work together in a wider perspective, it is called a network. Network is established among organizations/agencies of a community who are similar in nature to create a supporting environment. Network can also be established with organizations and agencies located far away from the community but ready to provide services and to share resources. Networking is a matter of creating useful linkages, both within and among communities, organizations, and societies, in order to mobilize needed resources and achieve common goals.

On the other hand the connection facilitated by CLCMC between a service provider and members of a community/client can be called a linkage. The service provider could be a government department, local government, private organization, NGO or a local businessman. For instance few people in a community need credit support to start their income generating programmes. CLCMC can link those people with a local NGO who are providing micro credit. CLCMC can link its members with local agencies or government departments who are providing various services for the benefit of the community people. There are many training providers in the locality; CLCMC can link its member with those agencies or departments for training. To promote flow of information, ideas and integration in achievement of shared objectives we can establish linkage with departments and community development organizations working at the grassroots levels such as,

- Local clinics and hospitals,
- Local NGOs,
- Local businesses,
- Local doctors,
- Local health workers,
- Schools and colleges,
- Local clubs and women groups,
- Local educational institutions,
- Extension workers of government departments,
- Other CLCs in the district and provinces,
- National and international organizations,
- State and private institutions,



In every community there are government departments, institutions, agencies and organizations that have common objectives and same beneficiaries as CLC. CLCMC should design programmes taking into consideration the resources of others that can fully or partially be utilized in designing and implementing CLC programmes. Through networking, we can broaden our opportunity to share lessons, experiences and expertise in an organized way. For example, CLCMC and those working in the field of skills training may find it useful to coordinate their efforts. It is important for CLCMC to make regular contacts with other agencies, groups, and individuals that might support CLC programmes in direct or indirect ways through building collaborative strategies. We can establish network with programs of other organizations, such as:

- Equivalency programme,
- Credit programmes,
- Life skill programme,
- Agriculture programme,
- Health programme,
- Water and sanitation programme,
- Income generation programmes,
- Early childhood development programmes etc.

## **Importance of networking and linkage**

Establishing an effective networking and linkage certainly ensure maximum utilization of local expertise, strengths and resources. Networking and linkages are very useful strategy to use the strengths of others for the benefit of CLC activities. Strength of two or more agencies is stronger than the strengths of only one agency. It is not necessary for the CLCMC to design all activities with its own resources. There are agencies who might be working for the same purpose and are willing to support CLC activities utilizing the CLC as a delivery platform. For this, CLCMC need to know the programmes and activities of other agencies and identify with whom they can establish network and linkage. Network can be very beneficial, because network can:

- Link isolated groups or people who would not otherwise interact,
- Strengthen and utilize the capacities of NGO and CBOs,
- Bring greater weight to advocacy and lobbying,
- Reduce duplication and share skills,
- Increase cooperation and coordination at different level,
- 'Scale up' activities and create synergy,
- Motivate and generate solidarity at different level,
- Validate local and indigenous practices and culture,
- Broaden contacts with government agencies, development agencies, NGOs and others.

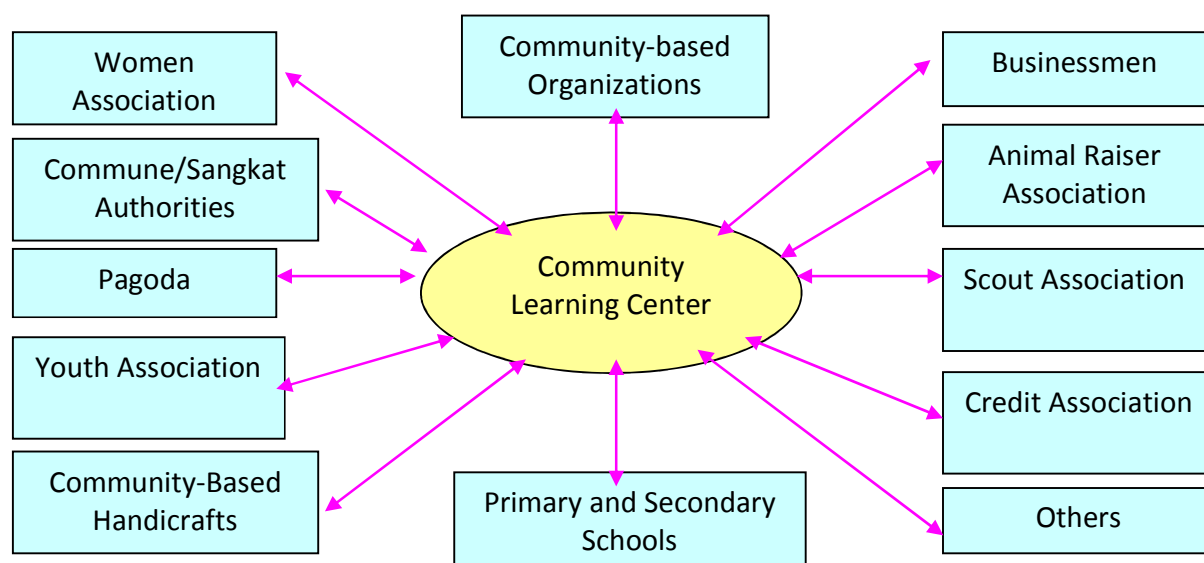
## **Scope of networking and linkage**

In every community there are immense scope for creating network and linkages for the benefits of CLC users. CLCMC need to realize the potentials of network and linkage:

- Development partners can share training cost, training venue and human and other resources if their training objectives and target beneficiaries are the same as CLC.
- If target beneficiaries are same, two or more agencies can design programmes collectively. This joint programming can help avoid overlapping of programs in the same area and ensure maximum use of resources.

- CLCMC can obtain useful data, information, research findings from government departments and development partners.
- Through networking CLCMC can acquire and exchange ICT programmes and equipments such as computer, radio, TV, books, DVD players, voice recorder, etc. with other agencies.
- CLCMC can get help from other agencies in designing and implementing monitoring and evaluation of CLC activities.

Below is a diagram showing possible network and relationship can be established at the community level:



CLC in Chong Khneas village, Chong Khneas commune, Siem Reap district, Siem Reap province have worked together with NFUAJ and OSMOS organizations to provide skill trainings on producing baskets, hammocks and bags from water hyacinth. CLC covers costs for transportation and food for trainers, NFUAJ cover all other costs.

In year 2010, DaunSokh CLC was established with 15 members. Mr. SounPot was appointed as the CLCMC manager. CLCMC took initiatives in promoting coordination and networking with NGOs, local communities, local authorities and other development agencies. This coordination and networking helped CLCMC in mobilizing funds for the CLC development.

They established close relationship with POE, DNFE officers and the local authority. As a result government sectoral agents started utilizing CLC facilities for meeting, workshop, and training activities. In addition many NGOs utilized CLC as the place for dissemination workshop of their projects to community people.

CLCMC has established a strong relationship with commune officers and district officer. The commune council incorporates CLC priorities and needs in the commune plans.

CLCMC builds trust among the community people and as a result they volunteer to contribute land, labor and budget to support all activities of the CLC. Villagers contributed USD 600 to buy additional land and contribute USD 360 in cash to make fences around the CLC. As a result of good networking and cooperation, DaunSokh CLC received donations from RIDA NGO to build the big jar and small jar for storage of water in CLC. DaunSokh CLC also received many books for the CLC library from World Vision Cambodia.

## **Coordination and networking at various levels**

Networking with ministries, departments and institutions would add value and increase effectiveness of the CLC programmes. It is essential to establish linkage and coordination mechanism with formal schools for sharing of human and technical resource and physical facilities. To make coordination and networking effective, we need to develop coordination mechanism both local and national level. Without national level concurrence sometimes it is not possible to develop effective coordination mechanism only at the local level.

## **Potential implementing partners**

Identification of appropriate partners is the key for the success and minimizing cost of programme implementation. There should be a formal or informal partnership agreement with the implementing partners for the sake of proper implementation of CLC programs.

A partnership policy including selection criteria should be developed at the central level. Capable institutions both at national and grassroots level can be selected under a broad framework. It is very important to ensure and establish linkage and partnership with private and corporate sector, especially for financing, skill training and creating job opportunities for the CLC learners. NGOs having skill development training and Micro-finance programmes can be useful partner for CLCs.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 7

# Capacity Building of CLC Personnel



Opening session of the capacity development workshop on CLC, Phnom Penh



Capacity building is an approach of strengthening individuals, groups, organizations, networks and institutions for improving their performance. Through capacity building of CLC personnel we can strengthen their ability to identify problems of the community people and decide appropriate intervention strategies. It also empowers people by making them self-confident, independent and capable of making the right decision for themselves, their family and their community. As a result of capacity building, CLC personnel can contribute efficiently and professionally to implement CLC programmes. While planning for capacity building we need to ensure following aspects:

- Capacity building is a continuous process not a single event;
- Capacity assessment as first step of capacity building;
- Recognize prior learning and experiences;
- Match capacity building related activities with community, organization or needs of individuals;
- Maximize use of experiential approach;
- Organizational and programmessustainability as guiding principle of capacity building;
- Regular monitoring and evaluation of capacity building related activities.

## **General competency requirements of CLCMC**

To enable CLC activities to proceed smoothly, CLCMC members have to have a good understanding on CLC programmes its management and implementation mechanism. Almost in all cases there is a need to strengthen capacity of CLCMC members. In CLC we need to identify people and their competency gap, so that we can design appropriate intervention strategies. Following are examples of required competencies of key CLC personnel:

### **CLC Chief/Manager**

In managing CLC activities, CLC Chief/manager should be capable to:

- Plan and manage CLC activities,
- Write project proposals to get support from different organizations,
- Establish contact and seek support from community members and stakeholders,
- Mobilize and manage resources available in the community,
- Determine and prioritize community's need,
- Monitor and evaluate CLC activities,
- Build networks and relationship with organizations or development partners,
- Compile documents and disseminate information related to CLC programmes.

## **CLC trainers and facilitators**

In managing CLC activities, CLC Trainers and Facilitators should be capable to:

- Identify training needs and learning needs,
- Prepare lesson plan and training programmes,
- Facilitate participatory learning process,
- Present or explain topics using attractive methodology,
- Prepare teaching aid,
- Evaluate programmes,
- Provide counseling to learners when they have problems,
- Delivering literacy and non-formal education.

## **CLC committee members**

To support CLC implementation CLC committee members should be capable to:

- Support in writing project proposals,
- Support in establishing contact and seek support from stakeholders,
- Support in mobilizing and managing resources available in the community,
- Support in determining community's needs,
- Support in monitoring and evaluation of CLC's activities and community development activities,
- Support in building networks and relationship with organizations or development partners,
- Support in compiling documents and disseminate information related to CLC programmes.

Similarly, CLCMC need to identify competencies of support committees and arrange capacity building activities for the support committee.

## **Steps of capacity building interventions**

### **Determination and analysis of capacity gap**

First step of capacity building is to assess existing capacity of different categories of CLC personnel based on their responsibilities. In this step, we need to identify individual needs, difficulties and weaknesses to determine capacity gap.

### **Designing program**

Based on the assessed needs we can design capacity strengthening program to address identified needs and gap. In designing programme, we must identify knowledge, skills and attitude which are needed to bridge the capacity gap. While designing capacity development programmes we should consider verities of intervention techniques, not fully depend on only training programmes. We should choose the most appropriate training methodology so that the training can be effective.

### Delivering program

As per design of the capacity building interventions we should arrange activities to make the intervention successful. Local expert and resource persons should be involved in implementing capacity building activities.

### Evaluation

To assess the impact of capacity building activities, we should undertake an evaluation on the effectiveness of the interventions. We can determine the impact of the interventions by looking at behavior or changed attitude. We can assess the increased capacity through a surveyor interview.

From capacity gap identification to impact evaluation, we need to involve experienced and capable people. We can get needed assistance from government departments, development partners, national and international agencies and NGOs.

### Techniques of capacity building

CLC planners and organizers can organize capacity building interventions by themselves if they have adequate resources and expertise. Another way of managing capacity building interventions is to contact development partners and see whether they have similar activities for capacity building. In that case CLCMC can send people to other organization for capacity building.

Organizing training for capacity building is a very common technique. For developing capacity of CLC personnel we can adopt many other techniques. Following is a list of useful techniques for capacity building:

- Training
- Workshop
- Meeting
- Mentoring
- Study visit
- Discussion
- Action research
- Observation, participation and gaining real experience
- Collaboration, partnership, attachment
- Peer learning
- Media campaign
- Linkage and networking
- Documentation

Some of the techniques of capacity building are described below:



### Training

It is very important to organize training for the CLC manager and management committee members immediately after their selection / nomination. A two days orientation at the beginning and a five days training afterwards can be organized with support from local education department or any other training organization. Selected sections of this manual can be used in the training programmes for CLC members. We need to select the relevant modules of the manual according to the training needs. The modules of the manual can be used as self learning materials during and after the training course. With the support of an expert trainer and following the guidelines of the CLC manual, we can design modular training courses for the CLCMC members. We can invite POE and DOE officials as resource persons in the training courses.



### Community meeting

We can organize community meetings when the community encounters problems or obstacles and when we have new information to discuss with them or to inform something to community members. Meeting creates opportunity for the participants to express their opinions and get new knowledge and experiences from the meeting.

### On-The-Job training

Based on the needs of the CLCMC members we can arrange on-the-job training to address immediate felt needs.

### Formal training

We can arrange formal training for our CLCMC offered by professional training institutions. Sometimes, CLCMC can send their members to attend these trainings to develop high level professional capability.



### Study Tour

Study tour is an effective method for complementing what learners have learned in the training classes. CLCMC members who take part in the study tour can observe the actual activities they have to undertake to improve their work in the future.

### **Sharing of information**

To enable people to get new information related to CLC implementation, we can disseminate information through flipcharts, leaflets or other materials. These materials include training materials, reports on CLC activities, photo of learners' activities and achievements , videos etc.

### **Coordination with general and technical schools**

CLC can establish partnership and cooperation with general and technical schools in the community because activities initiated by general schools and technical schools can enable community members to learn useful information and skills.

### **Peer education**

Peer education is an effective methodology for capacity building. It can be done in pairs or in large group where participants can sit and discuss issues and topics. In discussion people can freely express their thoughts. Through this process, individual community member can build their confidence and get the opportunity to learn from one another.

### **Maximizing the impact of capacity building activities**

Below are some techniques which we can use to maximize the effectiveness of capacity strengthening activities at the community level.

- Review and learn from the capacity strengthening activities of the past,
- Acknowledge community members' prior learning and knowledge to design new interventions;
- Provide opportunity for practicing skills and new capacity;
- Acknowledge that capacity strengthening is an on-going process, not a one-off process;
- Monitor and evaluate capacity strengthening activities in order to determine its effectiveness;

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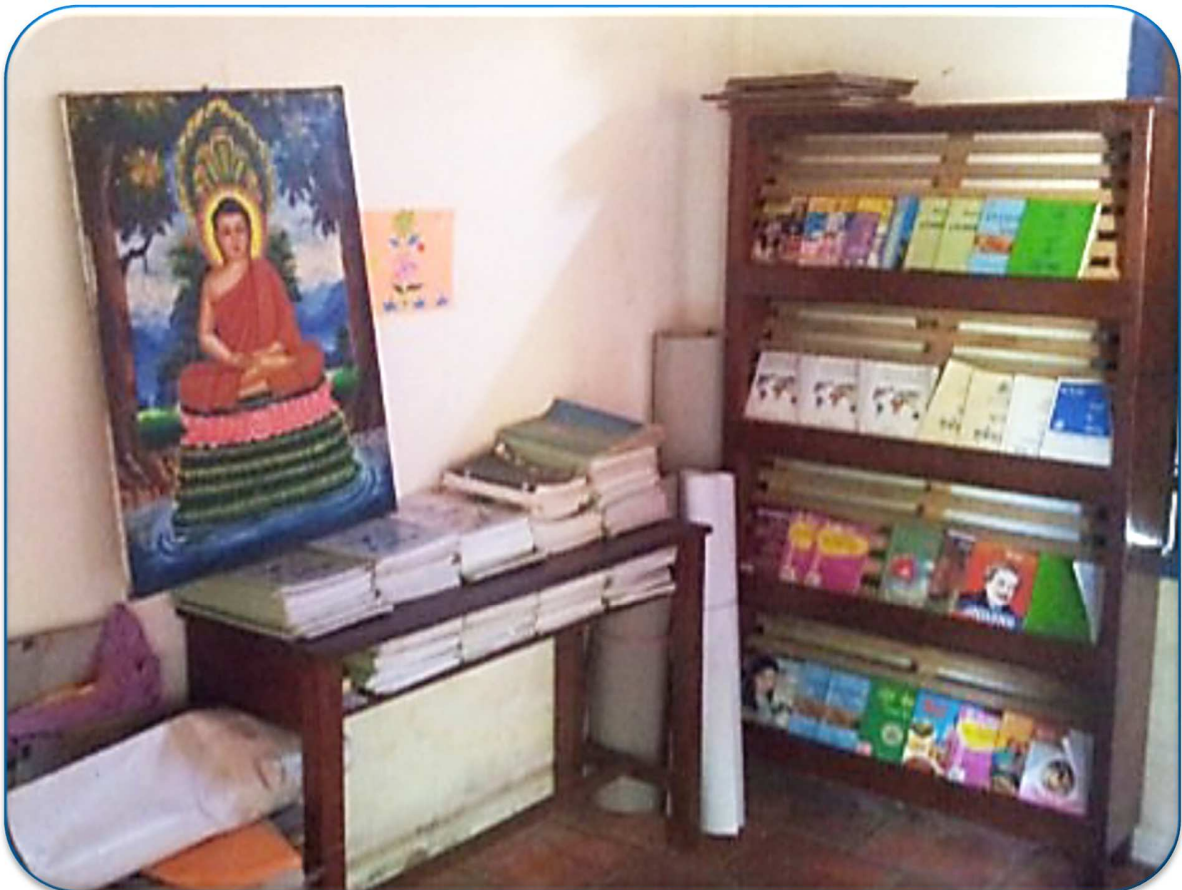
**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 8

# Documentation and Dissemination of CLC Activities

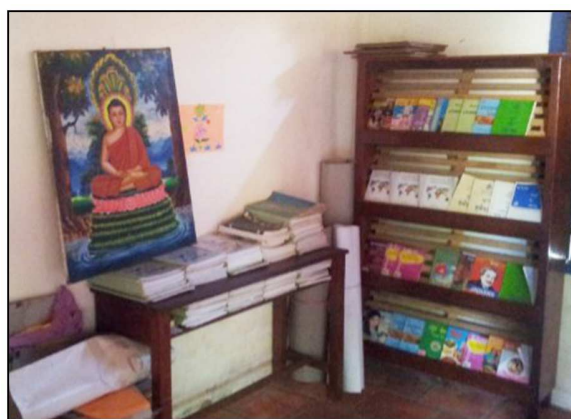


Documentation of Kuk Srok CLC, Roluos Commune, Bakorng Distric, Siem Reap Province

## Documentation

Documentation is a systematic method of keeping records through collecting and organizing different kinds of data and evidences. Documenting CLC activities will provide us records of the processes that CLC implementers went through and experiences gained during implementation of CLC programmes and activities. We can document process and outcomes of all programmes and activities related to CLC operations. CLC personnel need to document all important things by producing reports, registers, newsletters, brochures, news releases etc. CLC may record ongoing activities and success stories in audio and video form. Photography is another way of documenting real progress and problems. CLCMC need to decide what they will document, how and who will document. The followings need to be produced and preserved as part of documentation:

- CLC development plan,
- Written reports of programme activities,
- Minutes of CLCMC and other meetings,
- Monitoring and evaluation report on CLC activity,
- Photograph and videos of different programmes and activities,
- Learners' records of their participation in CLC activities and their performance,
- Success stories,
- Training manuals,
- Various statistics,
- Community profile and community information,
- Important letters/ correspondence,
- Media / press reports,
- Records of interviews,
- Samples of learners generated materials,
- Published articles on CLC activities in newspaper and magazine,
- Findings of interview and learning achievements of learners,



## Need for documentation

Documentation increases the efficiency of CLC personnel to repeat activities based on the experiences gained. It also helps us to avoid previous mistakes. Documentation is very important for CLC because documentation helps CLC to show its strengths and weakness, successes and failure to other stakeholders and donors. In this way documentation helps promote CLC to others. Documentation and preservation of important information of CLC helps us while taking decisions for future courses of actions. Documenting the results of monitoring helps us to track success and problems of CLC programmes and support us to take appropriate actions.

Proper documentation needs expertise and experience. With support from POE and DOE office and requesting support from developments partners CLCMC can arrange training for those who are responsible for documentation. We should document CLC activities to:

- Present the success of CLC activities to community members to motivate them to continue supporting and taking part in CLC activities,
- Help CLC to review programmes and activities to improve and enhance their effectiveness,
- Keep proof of successes of CLC activities and encourage replication of CLC activities to other places,
- Present CLC's information to donors or funding agencies when we seek funding support,
- Share good experiences to other CLC.

## Preservation and display of documents

First, we have to classify available information and documents by types and according to topics, for example, community background, CLC programmes and learning outcomes. Then, we need to keep documents by types in order to store the information properly. If there is a computer at the CLC, we can store information in the computer and we can also update the information easily. If there is no computer, we can keep articles and documents by color of cover. If we are able to store documents systematically, it is easy for us to find them when we need it.



We can keep or display documents in the places where people can see it easily. Documents, such as community map and community information can be displayed on CLC's wall.

## Dissemination

In CLC we need to inform others about our CLC and its programmes. In CLC, dissemination means distribution of CLC information to different groups of people and stakeholders. In addition to reporting to DOE and POE CLCMC need to share information with stakeholders such as, members of the community, development partners, donors, local government offices, concerned ministries, corporate bodies, religious institutions etc. Form and size of documents to be compiled depend on the recipient of the information. Visual materials such as tables and graphs are important and effective. Summary of key points are also quite useful. Documents should be disseminated to the target audience in an easy-to-understand form. Using internet connectivity we can easily disseminate CLC information to many recipients at a time.

## Need for dissemination

Without dissemination of information we cannot do good advocacy for our CLC. We can send information to different stakeholders or we can display information in the CLC. Through dissemination of information we can provide information to our development partners and keep them updated. Regular dissemination of information to potential partners can also help us in mobilizing more technical and financial assistance.

## Techniques of dissemination

We can disseminate our information (documents) through the following means:

- Weekly, monthly, annual meeting, workshops,
- Arranging exposure visits,
- Publishing articles and news in the popular media such as radio, TV, magazine or newspaper
- Developing audio contents on CLC and its activities,
- Developing video content on CLC and its activities,
- Preparing flipchart ,
- Preparing leaflet,
- Preparing study report,
- Preparing learning material, etc.



## Recipients of CLC information

CLCMC should prepare plan for dissemination of CLC information. In general CLC should disseminate its information to:

- Community members
- CLC's development partners
- Donor agencies
- Relevant ministries, departments and provincial departments
- Businessmen
- Civil society organizations
- Religious institutions



Before we start documentation and dissemination we need to plan for it. The following table provides some examples of planning of documentation and dissemination:

What to document	Why	How to document	Whom to disseminate
<ul style="list-style-type: none"> <li>• Learners basic information</li> <li>• Achievement</li> <li>• Lessons learnt from IG activities</li> </ul>	<ul style="list-style-type: none"> <li>• To establish benchmarks</li> <li>• To review progress periodically</li> </ul>	<ul style="list-style-type: none"> <li>• Learners profile</li> <li>• Case study</li> <li>• Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Villagers/learners</li> <li>• Implementing organization</li> <li>• Development partners and Donors</li> </ul>

	<ul style="list-style-type: none"> <li>To replicate similar activities</li> </ul>		
<ul style="list-style-type: none"> <li>Number of learners</li> <li>Achievement as per target</li> </ul>	<ul style="list-style-type: none"> <li>Replication,</li> <li>Publicity,</li> <li>For dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Case study</li> <li>Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Villagers/learners</li> <li>Implementing organization</li> <li>Donors,</li> <li>Local government</li> </ul>
<ul style="list-style-type: none"> <li>Women's skills in production and sale of products</li> </ul>	<ul style="list-style-type: none"> <li>To keep track of progress</li> <li>To replicate</li> <li>To learn from past</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>NGOs with similar Interests,</li> <li>International organizations</li> </ul>

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 9

# Sustainability of CLC



Reading activity in Sras Khvav CLC, Tbeng Khang Keut Commune, Banteay Srey District, Seam Reap Province

## Concept of Sustainability of CLC

Many CLC programs are discontinued soon after initial funding ends. Attention to the sustainability of programmes has increased in recent years as policymakers and funding agencies become more concerned with long term effect of their allocated resources. Sustainability is about continuation of the services of the programme relying on communities' own resources and government's strong commitment. When this occurs, it creates community ownership of the programme and a long term value for the community. In other words, sustainability is the capacity to maintain service coverage over a long period of time which provides increasing community control over the programme.

Every CLC should think about financial sustainability of the CLC as well as sustainability of programme activities. Capacity of CLC personnel and people in the community is very important to sustain the CLC activities. On the other hand clear understanding of the concept of sustainability and designing operational indicators is the first pre requisite for planning for sustainability of CLC. Sustainability requires the use of programmatic approaches and strategies that favor long-term program maintenance. To sustain a CLC and its programmes CLCMC should consider following issues:

- CLC should decide multiple fund raising strategies to make CLC programmes sustainable,
- CLC programmes should respond to the needs, values and culture of the community to attract more community involvement and participation,
- There should be flexibility and adaptability in the programme design and implementation so that any changes can be accommodated,
- CLC should have phase out strategy for reducing dependency on external contributions and support,
- Create more room for community involvement in implementing CLC programmes, it increases ownership,
- Create opportunities for participation, collaboration and resource sharing among stakeholders and development partners,
- Making realistic program budget,
- Ensuring financial sustainability of the CLC through IGA and members fee,
- Ensure support from credible institution and collaborative partners,
- Ensure support from local government, policy makers, religious leaders and wealthy people of the community,
- Appoint committed volunteers as much as possible and recruit local staff,
- Capacity building of CLC for empowering them to be self-sustain and autonomous,
- Capacity development of community to utilize local wisdom, develop networks and mobilize resources.
- Capacity development of external agencies to know the local context and local implementation mechanism. This will help minimize the understanding gap.
- CLC programme should have high visibility in the community.



Sustainability is best achieved when programme design includes a long term strategy to continue its programmes. Support of local government and community people in the activities of CLC is the key for sustainability. Below are two stories of sustainability of CLC in Thailand and Bangladesh:

Ban Nong Pa Koa in Thailand is an agricultural community with many poor farmers. The annual income of each family is estimated to be 20,000 baht (around US\$500). Like all of the CLCs in Thailand, the Ban Nong Pa Koa CLC gets support from the local government amounting to 20,000 baht a year, while the community raises 10,000 baht through regular contributions. Because of the constant support of the local government and the people themselves, this CLC is now self-reliant. It manages programmes related to basic education, construction, income generation and health.

Mr. Das, a village elder of Kharikhali village in Bangladesh, was concerned about poverty and other problems in the village. With help from an NGO, village people established a gonakendra (CLC). Community members donated money, collected bamboo and helped build the centre on land donated by Mr. Das. Each week, the members gather to discuss their problems and come up with solutions jointly. To raise funds, they formed 20 family groups; each donating one kilo of rice a week. At the end of the week, the gonakendra conducted a lottery. The winner got 18 kilograms of rice and the remainder was donated to the gonakendra funds, thereby enabling fund raising to initiate a credit programme.

## Features of a Sustainable CLC

Making CLC sustainable is a long-term and difficult task. It is fully depended on the interest and cooperation of the local community. The prime difficult tasks are managing a permanent venue for the centre and arranging pay for the facilitator. Experience shows that only availability of reading materials does not make the centre sustainable. There is need for social and economic activities in the centre simultaneously.

To make CLC sustainable, the most essential aspect is people's participation and contribution in CLC activities. At the initial stage, external support may be required but gradually this support should be reduced and as such the local support needs to be increased. At one stage the community should take over responsibility of the total management of CLC. Following are features of sustainable CLC:

- The government views CLCs as essential delivery platforms of NFE and structurally develop and strengthen such platforms



- Planned activities can be implemented by community people with government's strong support in many ways,
- There is regular communication and cooperation with government, private entities, and NGOs,
- CLCMC and members make plan for future activities at their own initiatives,
- There are wider people participation in CLC activities,
- The management team is aware of local problems and is willing to recommend local solutions,
- The activities are undertaken from locally generated resources,
- The members can plan to utilize local resources.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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## Module 10

# Monitoring and Evaluation of CLC Programmes



**CLC Management Committee Meeting of Kraing Chek CLC, Chek Commune, Oddong District, Kampong Speu Province**



Monitoring of CLC is a process of gathering and analyzing information on the progress of on-going activities and analyzing this information to improve such activities. It is a continuous process occurring throughout the duration of activities, from the commencement to completion of the activities. Monitoring of CLC programme should be conducted by the community members to improve quality and effectiveness of CLC programmes.

Monitoring and Evaluation is a professional work which requires experience and expertise. In the CLC we can do participatory monitoring and evaluation with the involvement of programme recipient and beneficiaries. To do this we need to identify monitoring and evaluation indicators and prepare appropriate tools to gather information and data. In this effort we need to get support from government officials and development partners.

In Cambodia, one CLC Management Committee form a sub-committee to undertake monitoring and evaluation. Members of this group include:

- Community leaders and monks
- Non-formal education officers at commune level
- Village health workers
- Primary school teachers (volunteer teachers)
- Committee for Women and Children
- Development partners and donors.

Monitoring and feedback are part of the daily learning process of another CLC, in Cambodia. This CLC offers prizes such as pens, pencils and notebooks to encourage learners and to reward their achievements. District officials visit the CLC once a week to discuss with CLC managers the progress of activities. The officials report their findings to the provincial office for future planning, including the need of additional resources for the CLC.

## Monitoring plan

Before we start monitoring we need to prepare monitoring plan which should focus following elements:

- Objectives of the monitoring
- Activities to be monitored
- Time to be used for monitoring
- Expected results of the project/activities to be monitored
- Data to be collected
- Data collection methods
- Monitoring team
- Frequency of monitoring (per month or year)

## Monitoring techniques

There are several methodologies, which can be used to collect information for monitoring and evaluating CLC activities. We should select methodology, which is appropriate with the

monitoring and evaluation objectives. In general, when we select any methodology to address an objective, we should take into account the following issues:

- Involvement of learners in collecting and interpreting information,
- Appropriate time, funding, knowledge and skills to implement the methodology,
- Possibility of obtaining clear and reliable information and scope of analysis of information,

Monitoring and evaluation methodologies should be tested in advance to verify how effective the methodology is and how much time and expertise is needed to use it. Examples of some commonly used monitoring tools and their areas of use are mentioned below:

<b>Tools</b>	<b>When can we use this tool</b>
Questionnaires	<ul style="list-style-type: none"> <li>to collect information from few or many people</li> </ul>
Format	<ul style="list-style-type: none"> <li>to collect information from few or many people</li> </ul>
Diaries	<ul style="list-style-type: none"> <li>to collect individual daily actions and views</li> </ul>
Pictures	<ul style="list-style-type: none"> <li>to collect visual information and data</li> </ul>
Registers/Records	<ul style="list-style-type: none"> <li>to collect information from official documents</li> </ul>
<b>Methodologies</b>	<b>When can we use this method</b>
Structured interview	<ul style="list-style-type: none"> <li>to collect ideas from individual person</li> </ul>
Informal interview	<ul style="list-style-type: none"> <li>to collect practical ideas from people</li> </ul>
Focus group discussion	<ul style="list-style-type: none"> <li>to brainstorm ideas and opinions of particular groups</li> </ul>
Community meeting	<ul style="list-style-type: none"> <li>to discuss ideas and make decisions</li> </ul>
Observation	<ul style="list-style-type: none"> <li>to collect information on particular aspect</li> </ul>
Case studies	<ul style="list-style-type: none"> <li>to collect analytical views and impact on activities</li> </ul>

Each CLC can design their own monitoring form as per the characteristics and activities of each CLC. Following is a sample of monitoring checklist:

### CLC Monitoring Checklist

Name of CLC: -----

Address of CLC: -----

Date of Opening of the CLC: -----

Date of Monitoring: -----

<b>SL No</b>	<b>Activity</b>		
A	Literacy and NFE activity (person)	Number/Description	Comments
01	Average member attendance (last month)		
	Male		
	Female		

	Boys		
	Girls		
	Adolescent ( male)		
	Adolescent ( female)		
02	Usage of functional knowledge in practical life		
03	Average issue of materials (last month)		
04	Reading skill (as per competency defined)		
05	Writing skill (as per competency defined)		
06	Accounting skill (as per competency defined)		
B	Record keeping	Quality of maintenance (good/average bad)	Comments
01	Members admission and stock register		
02	Members fee and income expenditure register		
03	Member attendance register		
04	Visitors register		
05	Books issue and deposit register		
06	Register / minutes of committee meetings		
C	Material receipt (number)	This month	Until today
01	Books received		
02	Newspapers/magazines received		
03	Books received from partner NGOs		
04	Newspapers/magazines received from partner NGOs		
D	Management Committee of CLC	Number (last month)	Until today
01	Meeting of CLCMC		
02	Meeting of CLC members		
03	Attendance of CLCMC members		
04	Attendance of CLC members		
E	Name of Training Course and Duration	No. of training organized	No. of members received
01			
02			
03			
F	Name of Ongoing Training Course and Duration	No. of ongoing training	No. of members receiving
01			

02			
03			
G	Name of CLC activities and participants	Number	Comments
01			
02			
03			
H	Services rendered from other organizations(type)	Number of recipient	Quality of service(good/average bad)
01			
02			
03			
I	Name of organization with whom network has been established	Areas of networking	Number of beneficiaries
01			
02			
03			
J	Visitors in the CLC	No	Comments
01	Community people		
02	Committee members		
03	Partner NGOs		
04	Resource persons		
05	NFE officials of DoE		
06	NFE officials of PoE		
07	Central NFE officials		
08	Others		
K	Financial management	Previous month	Until previous month
01	Membership fee		
02	Donation		
03	Sale of materials/products		
04	Investment		
05	Income from investment		
06	Gross income		
07	Gross expenditure		
08	Bank balance		
L	Name of activity and progress according to plan	Last month (%)	Since inception (%)
01			
02			

03			
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Special  
remarks.....  
.....  
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While evaluation of CLC activities we need to know to what extent the objectives of the CLC programmes has been attained over time. Through evaluation we can get information about the cost effectiveness of the projects and its impact upon the target clientele. Based on the evaluation result, CLCMC can derive decision regarding continuation or modification of the CLC activities. The following is a sample of the types of information that can be collected for an objective oriented evaluation. We can add or delete questions as per our context.

#### **To evaluate objectives of any project /activity**

- Were the initial project objectives realistic and did they address real needs?

#### **To evaluate budget of any project /activity**

- Was the budget adequate, too small or too large to meet the objectives, how did this affect project implementation

#### **To evaluate Implementation of any project /activity**

- Was the programme implemented in a systematic manner as per plan?
- Did the target group feel ownership to the programme?

#### **To evaluate management of any project /activity**

- Were the project objectives achieved on schedule? If not, why?
- Was the project timing too tight, too loose or just right?
- Was the project activities completed within the planned budget? If not, why?
- Was the support to the project staff sufficient?
- What improvements are necessary to project management?
- What worked particularly well?

#### **Impact**

- What changes have there been in people's knowledge?
- What changes have there been in people's skills?
- How do people use the new knowledge and skills?
- Whether their attitudes have changed?
- What effect will these changes have on people's lives?



Reul Community Learning Center is located in Kok Khnang village, Reul Commune, Puok district under the Siem Reap Province. This CLC was established in 2010 with 10 members. As a result of good resource mobilization, Reul Community Learning Center initiated many activities i.e. one kindergarten class, one primary school equivalency class, 5 literacy classes, and 3 other IGP projects.

Realizing the necessity to monitor and evaluate CLC activities, Mr. Khoun Kong, the CLCMC chief, with consultation of NFUAJ, restructured the CLCMC management and assigned CLCMC members to work on each project as the monitoring and evaluation focal person. The new structures work quite well where each member has a role in monitoring and evaluation of the CLC projects. The CLCMC does not only manage the M&E at the CLC level but also directly monitor and evaluate the satellite literacy classes which are more than 10km away from the CLC.

The projects are now managed more effectively and efficiently as a result of the establishment of M&E structure and assignment of CLCMC members for monitoring of the project activities. Projects are now running smoothly with regular monthly technical meeting to reflect the CLCMC activities and taking corrective measure where necessary.

However, the CLCMC still has the challenge to monitor and evaluate the literacy learners in term of the quality and accreditation. In this respect, CLCMC has a plan to work with DoEYS to acquire further technical skills for monitoring and evaluation of satellite literacy classes.

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**Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience.**

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