



Empowerment of Cambodia Communities Through The Community Learning Center



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“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed “



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- NFUAJ and ACLC project background
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EFA and Literacy

The Education for All (EFA) agenda underlines that the availability of basic education is critical for sustainable development. It similarly emphasizes pre-school learning, education for rural people and adult literacy. Achievements in literacy and numeracy contribute to educational quality, and will also be critical to the success of ESD.



- Bonn Declaration at the UNESCO
World Conference on ESD
2009 -

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ESD and Empowerment

“we need a shared
commitment to
education that empowers
people for change”.

Such education should
be of a quality that
provides the
values, knowledge, skill
s and competencies for
sustainable living and
participation in society
and decent work.

– Bonn Declaration at the UNESCO World
Conference on ESD 2009–



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The Four Pillars of Education

- Learning to **know**
- Learning to **do**
- Learning to **live together**
- Learning to **be**

Learning to
transform?
**Learning to
Diversify?**



**How NFUAJ contributes to this
commitment through Angkor
Community Learning Center Project?**



NFUAJ and ACLC Background

- In 1989, the NFUAJ started the World Terakoya Movement in support of “Education for All” aiming to provide Community Learning Centers where people, especially those suffering from hardships, could learn to read, write and develop basic skills in order to improve the quality of their lives.
- In 1992, Terakoya (CLC) concept has been first introduced to Cambodia by the NFUAJ through the UNESCO office in Cambodia.
- In year 2006, NFUAJ opened its office and launched the Angkor CLC project -1st phase: 2006-2010 under MoU with MoEYS in order to contribute to EFA goal by providing opportunity to the community to access to basic education and other integrated economic and social development program at the grass-roots level through establishment of Sustainable CLC model for replication and expansion in Cambodia.
- In year 2011, NFUAJ extended its project - 2nd phase: 2011-2015



Why Starts CLC in Siem Reap?

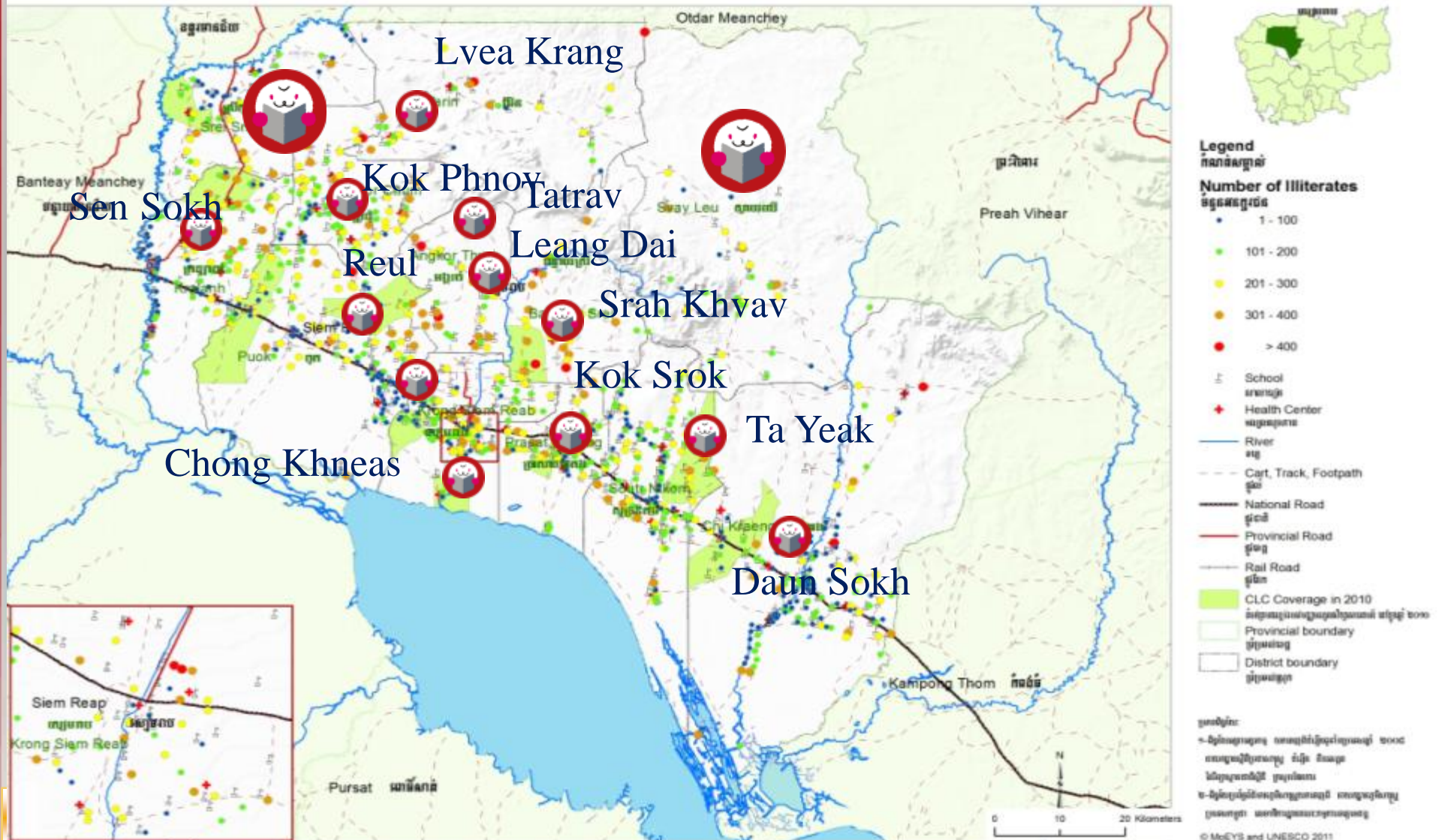
- (1) Prolonged civil war caused 34% of people living under poverty line.
- (2) 85% of populations are rural farmers
- (3) High adult illiteracy rate at 46% in 1998 32% in 2008, and gradually declined
- (4) Dropped out rate is very high up to 30%.

Source: CDB database/MoP





Where CLC Built in Siem Reap?





Community Learning Center

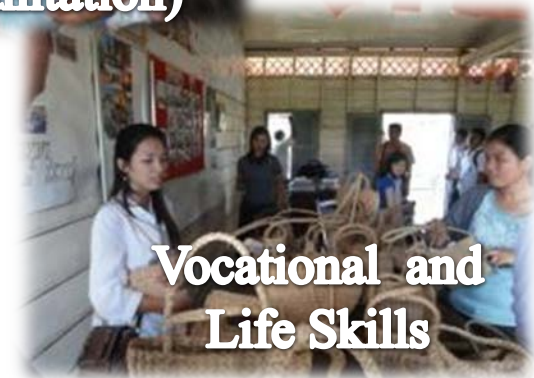


A life long
learning center
that
belongs to a
community
organized by a
community
for the benefit
of a community

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Angkor CLC Functional Activities



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Characteristics & Challenges

- Multi-functional
- Diverse, contextual, and localized
- Owned, maintained, and managed by community
- Traditional social-culture intensified and integrated.
- Participative and democratic
- Transparent and accountable
- Connecting, cooperating, and constructing
- Modeling, replicating, and expanding





ACLIC project development framework

GOAL

Community empowerment through
established sustainable CLC model

Objective (1)
Provide Effect
and Efficient
Service Delivery
for Sustainable
CLC Management

Objective (2)
Provide access
to basic
education to
improve the
quality of lives

Objective (3)
Promote
understanding,
and friendship
through
traditional
socio-culture



Management Structure

- CLCMC structure formed by election with community participation & gender balance.
- Role and responsibility clearly defined for each member.
- CLCMC work on voluntary basic and rotating duty standby.
- Good governance approach introduced and incorporated into CLC management in order to ensure effective and efficient CLC service delivery.





Program Management

- Education program run at CLC and its satellite villages & managed by CLCMC
- Teachers and facilitators locally recruited with proper training.
- Text books and certain materials supplied by MoEYS.
- Learners are those illiterates, dropped out students, and poor adults in the community.
- Monitored and evaluated by CLCMC in collaboration with DNFE.



Satellite literacy class run at the village under management of CLC management committee.



Program Management

- Exam controlled by CLCMC
- Observed and endorsed by DNFE
- Graduated learners officially accredited by MoEYS.
- Monthly technical review
- Quarterly reflection





Monitoring and Evaluation

- CLCMC assigned member to be M&E and reporting focal person.
- DNFE officials to monitor CLCMC related activities.
- Regular monitoring by NFUAJ
- Regular meeting to reflect on the progress between CLCMC, DoEYS, and NFUAJ.
- Data tracking mechanism introduced
 - (1) CLCMC management performance
 - (2) Literacy students and households
 - (3) Income generation program



Drop-out students return to primary equivalency class at CLC under management of CLCMC.



Coordination and Collaboration

- Technical support to CLCMC relating to involved sectors.
- Provincial monthly NFE networking meeting
- CLC served as a venue for all development workers for a meeting, a training, a workshop...





Angkor CLC Education Program in ESD context



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Community Kindergarten Program

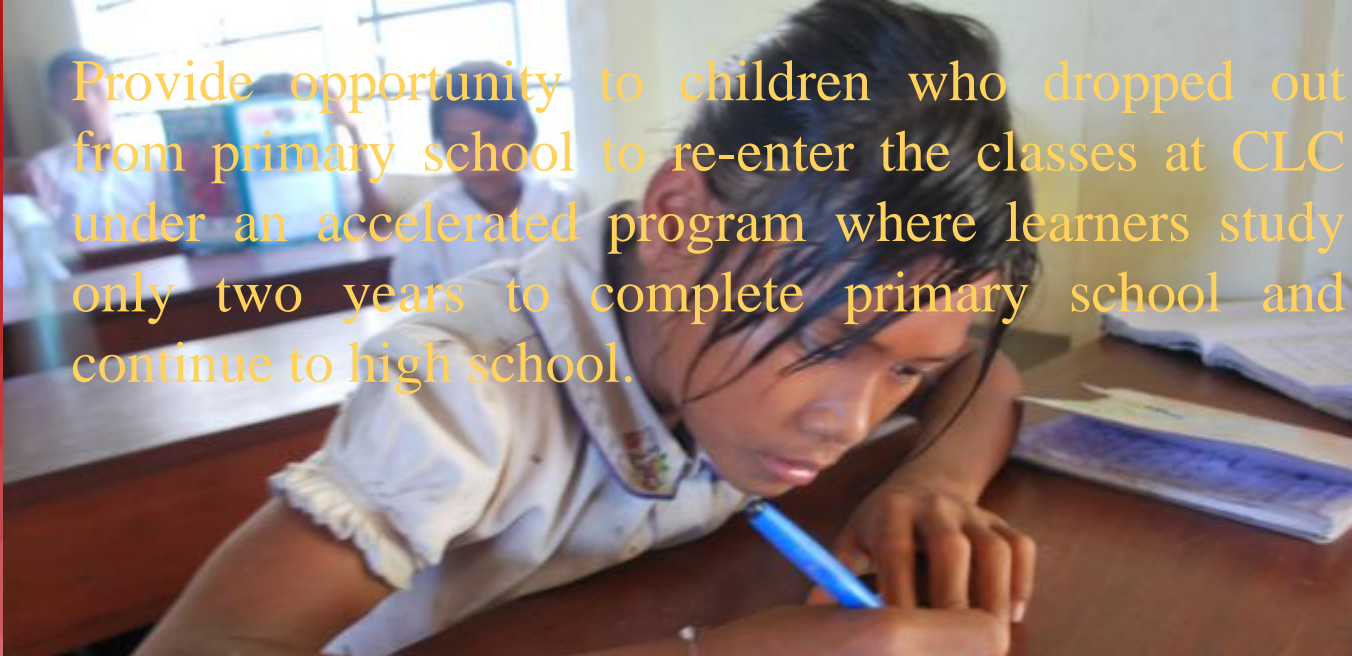


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Equivalency Program(Primary School)

Provide opportunity to children who dropped out from primary school to re-enter the classes at CLC under an accelerated program where learners study only two years to complete primary school and continue to high school.



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Nutrition Program

Enable children to perform their intellectual best with balanced meals and daily physical activity



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Literacy Program

Provide access to basic literacy for the vulnerable (illiterates) to be able to read, write and calculate native language so that they can use their literacy skills for improving their living.



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CLC Community Library

It is set up and managed by the Community. Main activities Covered reading, origami, drawing, singing, and telling story.



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Income Generation Program

Provide vocational and life skills to the communities to be able to generate income for improving their livelihood. This is to help the community to break the cycle of poverty (cannot earn for their living)



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Handicraft



Water Hyacinth Product



Palm Tree Product

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Promoting Understanding and Friendship



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Exchange Program and Recreation Activities



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Heritage Awareness and Education



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Achievement Made Up to Date

- Stakeholders are aware of the term “**CLC**” & its **important functions for DESD**.
- Under MoU with NFUAJ, the experimental model provides MoEYS to grow the feeling of ownership of the CLC and defined in the policy “**ONE CLC for ONE COMMUNE**” and CLC is a **Multi-functional activities**.
- With UNESCO support and input of NFUAJ’s experience, a national **CLC manual developed**.



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Perception of CLCMC and Community

- Participation, ownership and empowerment sensed by the CLCMCs and communities
- Capacity of stakeholders (CLCMCs and DoEYS) improved and strengthened in term of management, planning, M&E,..etc.



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Positive Impact of CLC Program

- Can read, write, and calculate.
- Access to information and broaden their knowledge.
- Use their literacy skill to seek employments, and to run business at their own local community to generate income for their living.
- Build trust and more confidence to think and to do the work.
- Are more likely to send and encourage children to school.
- The health and nutritional practices of their families is improved.
- Enjoy the rights, participation, decision making and democratic development.
- Aware of their rights as citizens



Access to skills as a result of literacy abilities



I am no longer illiterate. Before, I was so ashamed for being illiterate. I want to understand how to grow mushroom but I cannot read the books. Now I can read the text book and apply this skill I gained from the book for my living.



Change behaviors & promote gender equity



“Now, I can understand the workload of my wife and other women. I change my behavior to respect my wife and help her to work at home such as take care of children, feed the pigs, cook food, and clean my house.

Literacy is quite important and help our family to live in harmony and avoid domestic violence “ said Mr. Deb Loeut, a graduated from literacy class in Tatrav village”.

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Promote Confidence and employment



Literacy helps people and communities in Cambodia. Ms. Sngun Sophal, a 35 year old illiterate woman living in Kok Srok village in Siem Reap province, had to leave primary school in grade 3, her family unable to afford her school uniform and other learning materials. However, after participating in literacy classes at a Community Learning Center (CLC), supported by National Federation of UNESCO Associations of Japan, her life changed dramatically. Sophal can now read, write and apply her knowledge to her daily life. As she proudly explained, “I can measure the size of clothes for my family and weigh vegetables to sell at a local market. I will never be cheated.” Knowing the importance of education, Sophal strove to become a community preschool teacher, providing help to youth and bettering her community, saying “I am not shy anymore and very confident to work for community.” She is now also playing important roles for disseminating information on health and agriculture activities to improve the lives of community members.



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Understanding what information are about.

Mrs. Kuon Rong is 34 year olds, is currently a literacy learner in Sam Rong Village said that I use my eyes to see everything but illiteracy is the only thing that caused my eyes blind”. She continued that I have good eyes and can see everything but don’t know it means...

Mrs. Rong parked her bicycle on the signboard which say NO PARKING because she could not read and write Khmer Script (Illiterate).





Generate incomes through skill acquisitions.



Ms. Sung Ren, 48 and Mr. Hour, 48, is one of the 21 target beneficiaries participating in NFUAJ's CLC project in Ta Yaek Commune. Ren is in a poor farming family with 4 children (one under ten) living in Ta Yaek village. She is a literacy student with NFUAJ's CLC project, the family depended mainly on rice cultivation. Their holdings 1 hectare of rice land yielded too low production to supply the family. After graduated from literacy class, Mr. Ren starts to raise chicken as a result of her literacy. She could make money from this chicken raising and send her children to school.



Improve health care, hygiene, & sanitation



“ I just finished my literacy class. I feel that I am taking more care about my health, asked my children to wash hands, boil water for drinking, to clean my house and premises regularly. Therefore, I can read and write now . This is good for me to help teaching my children at home. Before, my children asked me how to spell one word, I could not do it because I was illiterate”.
Said Miss Try Sai – a literacy student in 2012.



Literacy enables me to send my sons to school



Mrs. Nhoem Champey is one of project beneficiaries who succeeded in her business of sugar cane juice as a result of literacy learning and micro loan from the SHG project supported by NFUAJ. “Now, I can earn in average US\$ 10 per day to support my family. I am especially happy to be able to support my two sons attending at schools” said Mrs. Nhoem Champey, a SHG leader under micro-loan project in Ta Yeak CLC. Mrs. Champey continued that “Since the starting project, I borrowed USD 150 from the saving group of my SHG to buy sugar cane machine and started my business. The basic skill of reading and writing helps me a lot every day to operate my business

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