

CAMBODIA

COUNTRY REPORT ON CLC

Regional Workshop
On
Community Learning Centres (CLC)
23-27 March, Chiangmai, Thailand

Organised by UNESCO PROAP

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1. Background

1.1 General background

Many widely scattered non-formal education initiatives have developed over the past decade, the vast majority of which are implemented by non-governmental agencies. These includes learning activities focused on adult literacy, income generating, health, and nutrition, child care, agriculture, and general rural development. They have emerged because the formal education system does not have capacity to meet the people's learning needs in all areas, especially among the poorest youth and adult women, ethnic minorities, in remote rural areas and in urban slums. Additional, the flexibility and clear targeting of non-formal education activities can often better respond to local requirements. Several of these initiatives have successfully used an integrated community approach to learning, where a variety of activities are undertaken at a simple local facility such as a temple or commune council office. This approach also aims fostering local community management of learning activities. Although data is not complete there are currently at least thirty-three community learning centre operating around the country and an estimate 4000 temples, mosques, and other kind of community learning centre providing different forms of learning to the people.

Non-Formal Education forms a major part of EFA national action plan aiming at increasing the attainment of education for all throughout the country by including and serving the excluded and the most disadvantaged groups which make up 36% of the population mainly living in rural areas. The Ministry of Education, Youth and Sports (MoEYS) in cooperation with other government ministries, technical and financial support from national and international agencies, are working to increase access to basic education, skill training, and literacy education at the national and community levels.

The two decades of war have completely changed the socio-economic situation of Cambodia from being self-sufficient in food and basic commodities to a situation in which the majority of Cambodian are facing unprecedented hardships of their life. And consequently Cambodian has become one of the poorest countries in Asia. At present roughly 36% of its population live under the poverty line. The GNP per capita income is only 1,086 800 Riels equivalent to \$286 (Resource from Ministry of Planning, 1999). This low level of socio-economic group is composed of a large number of illiterate and poorly-educated people with a large proportion of disabled people, widows, orphans, street children and vulnerable population who has been victimized by the war.

The project under the UNESCO Bangkok was initiated in 1998 by the technical Working Group Meeting held in January in Thailand and the Planning Meeting in Bangladesh in September.

The CLC project in Cambodia has been carried out by Department of Non-Formal Education (DNFE) Ministry of Education, Youth and Sports in 1999. The CLC was initiated in 1994 with assistance from UNESCO. A pilot project on CLC under the support from UNESCO Bangkok implemented in 1999-2001 in three provinces namely Takeo, Kampong Speu and Kampong Thom provinces. From these experiences we learned we expand 10 CLCs during 2002-2003 in 10 provinces i.e. Kandal, Kampong Chhnang, Svay Rieng, Kampot, Kampong Cham, Koh Kong, Pursat, Kratie, and Prey Veng. DNFE has planed to expand 11 more CLCs in year 2005. Actually CLCs are implemented by other ministries as Ministry of Social Affaire, Ministry of Agriculture, Ministry of Rural Development, and NGOs working with those we don't know how many CLCs there are. As of March 2004, we have 35 CLCs which 6 CLCs are implemented by UNESCO Phnom Penh, 5 by NFUAJ, 5 by monks, and 6 by NGOs and 13 by Department of Non Formal Education.

1.2 NGO background

The NGO Mith Samlanh / FRIENDS was established in August 1994 as a non-religious association working with street children in Phnom Penh. The NGO was established in response to the needs of street children, including their families and their community. The projects of Mith Samlanh / Friends aim to help the children's social reintegration (reintegration into their families, the public school system, the workplace, and their culture).

The staff of Friends consists of 200 people (195 Cambodians and 5 expatriates) including social workers, teachers, skill trainers, doctors, house parents, cooks and cleaners and a small administrative staff.

The Mith Samlanh / Friends management team is responsible to the **Friends Board**. The Board currently comprises 8 members (4 Cambodians and 4 Expatriates) from the NGO world, business world and the Government (Ministry of Social Affairs), plus 1 Donor Representative (non-voting). The Board provides directions to the Project Directors, reviews and approves the budget and the yearly report, reviews the annual work-plans and budgets, appoints, evaluates and terminates the Friends Director.

The overall objectives of Mith Samlanh / Friends are:

1. Meeting the street children's *immediate essential needs* in accordance the Convention on the Rights of the Child:
 - *the right to life*: providing nutritional meals, shelter, a safe environment and medical care;
 - *the right to development*: providing education and reintegrating them into public school and by developing their curiosity;

- *the right to protection*: fighting all forms of abuse against children including physical, sexual, family, and emotional abuse;
 - *the right to participation*: making children aware of their responsibilities and promoting action within the center and in the community;
2. *Reintegrating the children* into their families, into society, into the public school system, into their culture; and
 3. *Building the capacity* of the staff so that the Cambodian nationals are able to run the program, independent of foreign intervention in the near future.

Mith Samlanh / Friends is organized into twelve inter-linked programs: **Outreach, Young Migrant, Boarding House, Transitional Home, Training Center, Educational Center, Placement, Youth Reproductive Health, HIV/AIDS Awareness, Substance Abuse Awareness, Project for Incarcerated Children, Child Rights, and Staff Development.**

Mith Samlanh / Friends participates fully in the local NGO community, particularly in those forums focusing on street children and related issues such as the Child Welfare Group, Street Children Task Group, End Child Prostitution, Abuse and Trafficking in Cambodia (ECPAT-Cambodia, founding member), Hiv/Aids Coordination Committee, etc.

Mith Samlanh / Friends is also working in close collaboration with international bodies: UNICEF, WFP, UNFPA, UNODCCP and with the Government (the Ministry of Social Action, Labor and Veterans Affairs, Phnom Penh Inspectorate, Ministry of Education, police, local authorities).

Mith Samlanh / Friends was also the only Cambodian NGO participating in the United Nations Special Session on Children (UNGASS) in May 2002.

In May 2002, the Coordinator, Mr. Sebastien Marot, was awarded the Order of Australia for “service to humanity as founder and coordinator of Friends, an organization assisting homeless children in Cambodia”.

Current sponsors include: AUSAID, UNICEF, UNFPA, the European Commission, World Food Program, Save the Children New Zealand, DOH-International, Ministère des Affaires Etrangères - France, CCFD, Save the Children Australia, Aide et Action, Canada Fund, Maddox Foundation, The Dutch Embassy, the Australian Embassy, the Mobitel Foundation, Maryknoll and private donors.

2 Main activities of CLCs established by MoEYS

We have three programs carried out in each CLC i.e. literacy programs, CE programs through libraries, and vocational skill training. The programs have been established in 13 provinces/towns in the country. See 1.1 for more information.

3 Policy on CLC and resource mobilization of MoEYS

Royal Government of Cambodia has recognized the national policy on NFE programs in 2002 and Policy on CLC is on process.

Document study and meeting has been used for resource mobilization of CLC.

4 Capacity building of CLC personnel

Numbers	content	types of training	Organization carried out
41 participants 20 from CLC committees	CLC development	community workshop	DNFE
71 participants 5 from CLC committees	vision of CLC	National workshop	DNFE & UNESCO BKK
24 participants 3 from CLC committees	preparation of CE materials in rural areas	national workshop	DNFE
31 participants 9 from CLC committees	ECCE through CLC	National workshop	DNFE&UNESCO Phnom Penh
23 participants 7 from CLC committees	Small Scale Enterprise	community workshop	DNFE
74 participants	CLC planning and management	National workshop	DNFE
32 participants	preparation of CE materials in community	provincial workshop	DNFE

5. NFE program established by NGO Mith Samlanh/Friends

Non-formal education of Mith Samlanh/Friends is carried out the streets (outreach) and in centers (vocational training and educational center). Non-formal education at Mith Samlanh/Friends based on provision of vocational training skills, literacy, and life skills:

- Vocational Training Skills: there are 10 training workshops at Friends Training Center - Mechanics (motor-cycle and vehicle), Hairdressing, Beauty, Sewing, Welding, Electronics, Electricity, Commerce, Hospitality (cooking), and Farming. In-training business is attached to the training workshop so that students can generate their income during their study. The graduates from Friends training center are provided with employment/self-employment according to their skills. Follow up is organized and provided to placed graduates in order to ensure sustainability.

- Literacy: provided to students at Friends Training Center and Educational Center and to children on the streets. There are 3 literacy classes within Friends Training Center (level 1, Level 2, and Level 3) and 4 classes at Friends Educational Center (Level 0, Level 1, Level 2, and Level 3+). A pre-school, a library, and an art class are attached to Educational Center. Specific curriculum has been created and established for these classes. Friends also worked in collaboration with the Faculty of Pedagogy (MoEYS) to create effective methodology/non-formal education for children. On the streets, Friends Outreach staff members carried out different activities, which included reading sessions, tales/stories, educational games, hygiene sessions, awareness sessions on life skills, and provided to children. (UNESCO in Phnom Penh supports 2 training workshops: mechanics and commerce, and two literacy classes at training center.
- Life skills: included awareness sessions on HIV/AIDS, Drugs, Reproductive Health, Hygiene, Child Rights. The sessions are organized and provided to children on the streets and in Friends Centers. Peer education also plays important role in sending message to children. Peer educators are identified and trained on the streets and in Friends centers. Some reintegrated children, understanding the importance of peer education, are willing to become peer educators in their community and therefore they are provided with specific training and materials while being reintegrated to their communities. Follow up and on-going support are provided to ensure effectiveness of messages.

6 Finding from Evaluation

6.1 Positive aspects

Impact on the beneficiaries

1. the beneficiaries understand the importance of CLC
2. Various groups for income generating activities are formed very attractive to the learners. They are free to plan the activities to respond to their needs. They implement, monitoring the activities by themselves so they feel ownership of the program. The beneficiaries have increased their income.
3. The beneficiaries have learned how to solve their own problems by sharing ideas and identifying solutions. They attended together to plan, implement, monitor, and evaluate the results.
4. The beneficiaries improved their work skill via learning from community resource person and actual work in the community.
5. It is found in people mobilisation for social and community development in the community. They also participated in peer education.
6. They developed the habit of sharing ideas. As a result they like working in groups/teams.

7. The capacities of CLC management committees are increased.
8. As a result of this CLC, numerous CLCs have been replicated and improved in other areas.
9. The beneficiaries were able to get employment/or run their own business as employment opportunities have been provided to the beneficiaries after graduation of vocational training skills. Follow-ups have been organised and provided to placed graduates.
10. The beneficiaries were interested in their training as in-training business has been established in order to improve their income generation.
11. The beneficiaries were able to run their own business successfully because they have been provided with materials/and micro credit for their business start-up.

Impact on government /policy makers

The local Government is aware the importance of CLC

The Government acknowledges a policy on NFE programs signed by the Prime Minister on August 13, 2002.

Collaboration work on CLC between Government and NGOs was improved.

The Government appealed for human resources on CLC at community level.

6.2 Negative aspects

1. Lack of national budget for implementing CLC
2. Sustainability of CLC projects was not guaranteed due to financial constrains.
3. Lack of support from people at community level, whose family members were not the beneficiaries of the projects.
4. Collaboration work on CLC between the local Government and NGOs in some areas (especially in rural areas) was still limited.
5. Capacity of CLC Management committee at community level was still low due to minimal educational level/communication.