Country Report

Brief Situation Analysis of CLC

Please complete this report and submit to UNESCO Bangkok before the end of June 2011 (total 6-8 pages max)

1. **Establishment and expansion of CLCs in the country – 1½ pages**
   1.1. National policies and strategies of CLCs

Afghanistan National Policy toward CLC establishment:

According to article No. 44 of Afghanistan constitution, Ministry of Education especially Literacy department is duty bound to develop and support programs which eradicate illiteracy and generate income by vocational skill training.

Community learning Center (CLC) program is one of the good approaches for improvement of NFE and skills status of a community, which has been practicing in Afghanistan for the past 8 years.

Based on Ministry of Education strategy and objectives, Literacy department is planning to facilitate learning opportunity in literacy and skill training fields by offering variety of programs for every individual who has been deprived from education, by this way human recourse and income of the community will increase and finally illiteracy and poverty be eliminated from our country. In this process Literacy department especially CLC division plays a mobilization role in the community and acts as a bridge between government and community people. Therefore establishment of (214) CLCs are included in Afghanistan Ministry of Education's 5 year strategic plan.

   1.2. Objectives and target groups of CLCs

Objectives and Target groups of CLC

❖ CLC severs every individual living in the community regardless of, gender, age, language, race, nationality.
❖ Since literacy rate is very low in Afghanistan the main objective of CLC is to offer literacy education for the people who have deprived from education due to many reasons.
❖ To combine literacy education with vocational training programs
❖ To improve vocational resources and enhancement of production and income generation through establishment of variety of vocational training programs according to people's need.
❖ To organize variety of learning programs such as , cultural, economical , health , sport and other social activities for improvement of individuals skills.

- ❖ To improve community people's life status through literacy and vocational skills.
- ❖ To achieve sustainability of community people, especially women, disables and people deprived from literacy and to make Effort to eradicate illiteracy.
- ❖ To provide job opportunity for community people.
- ❖ To gain participation of community people in every development of civil society.
- ❖ To establish an effective mechanism between government and people.
- ❖ To raise public awareness on development and expansion of literacy education activity and programs through CLCs.

1.3. Number of CLCs (please fill in the table below. If necessary, modify the table)

Year:

CLC		Learning/NFE centre[1] (multi learning programme)		Adult literacy Centre (only literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
		13			

1.4. Types of activities taking places at CLC   (if you have government/NGO supported CLCs in your country)

#	Lesson, Training, Activities at CLC	Please tick!
1	Literacy	✓
2	Post literacy	
3	Non formal Basic Education	✓
4	Technical, Vocational, Income generation	✓
5	Early Childhood Care and Education	
6	Equivalency Programme (Primary)	✓
7	Equivalency Programme (Lower/junior secondary)	
8	Equivalency Programme (Secondary)	
9	Community dialogue and meeting	✓
10	Others (health clinic, Agriculture training , PC class, Prep school classes ,Cooking class, sport teams, Holly Quran recitation class ,)	✓

2. **Quality Assurance of programme delivery and learning achievements- 1½   pages**

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[1] Learning centres of which functions and approaches are similar to CLC

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

Quality assurance of program delivery and learning achievements:

Article21 of CLC regulation Draft:
Literacy department is responsible for overall monitoring and supervision of CLCs in the country, the result of its monitoring will be used for further improvement of CLCs in terms of quality improvement CLC programs.

- Development of CLC throughout the country and satellite CLCs in the villages
- For assurance of CLC monitoring, supervision and short term, long term evaluation of CLC activities will be conducted.
- Coordination among related ministries for mobilization of support to CLCs
- Provision of text book, learning materials and other necessary materials.
- For better management of CLC programs capacity building for staff of literacy department in different levels is conducted.
- Experience sharing of successful CLCs with other CLCs

Article22 of CLC regulation Draft:

Provincial and district literacy principals are responsible for monitoring and guidance of CLC programs in their respective areas.

Article23of CLC regulation Draft:

Management committee of Local training has following duty at the community level

- ✓ While there is a need CLCMC is responsible for planning and schedule for precise implementation of programs in cooperation with local literacy authorities.
- ✓ Decision making and implementation of proper measures for better management of the CLCs
- ✓ Mobilization of community people in literacy programs
- ✓ CLCMC encourage and invites community people to the CLC.
- ✓ CLCMC identifies all CLC problems and seeks solutions for them.
- ✓ CLCMC must have an active rule in baseline survey.
- ✓ Mobilization of community people for meetings, donation collection for CLC, PR activities for encouraging community people, establishment of donation box, participation in Shura meetings and other community events.

Aricle7 of CLC regulation Draft:

Literacy department and CLC Management Committee are responsible for day to day monitoring and supervision of CLC activities.

Article20 of CLC regulation Draft:

CLC management committee is duty bound to organize capacity building programs in every developing aspect.

3. **Decentralization and Management of CLC- 2 pages**

    3.1. Organization charts from the Ministry/district government to CLC

    3.2. Decentralization of programme delivery and curriculum development
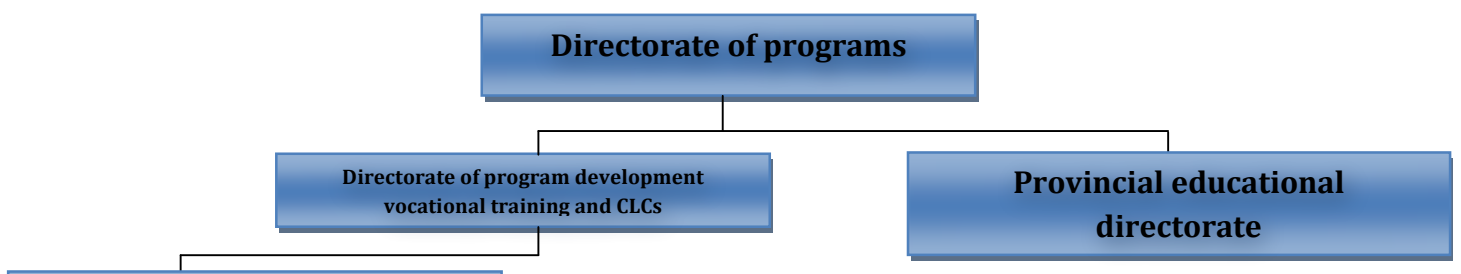
    3.3. Management of CLC

Decentralization and Management of CLC:

Organizational system of Community learning center in Afghanistan

Literacy department of Ministry of Education is responsible for literacy education throughout the country. Besides, program directorate of literacy department is responsible for establishment of CLC and improvement of vocational training skills.
Under the Program directorate of Literacy department there is directorate of program development, vocational training, and CLCs, which is responsible to conduct their assignment based on new organizational chart which was approved and effective from 2009.

The following is the latest organizational chart of Directorate of program development, vocational training and CLCs.

Directorate of programs

Directorate of program development vocational training and CLCs

Provincial educational directorate

General directorate of CLCs

4. **ICT and NFE [2]- 1 page**

    4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

    4.2. Cases: Use of ICT to improve learning of learners

4-2

- In Kabul city district 5, 8 and 12 CLCs are equipped with PC learning classes, in which CLC learners learning Microsoft office and other IT programs and except Bamiyan province CLC s, all CLCs in Afghanistan equipped with PC.

5. **Literacy Survey and Assessment- ½ pages**

    5.1. Literacy survey and assessment at regular intervals

    5.2. Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)

6. **Issues and challenges - ½ pages**

- **The main challenges are as following:**

  - ➢ **Luck of fund for establishment of New CLCs by the government.**
  - ➢ **Luck of fund for management of current CLCs by the government.**
  - ➢ **Luck of capacity of Literacy department staff in regard to CLC management**
  - ➢ **Luck of fund for vocational training equipments and materials vocational classes of CLCs**
  - ➢ **Luck of professional teachers and trainers of vocational training**
  - ➢ **Luck of people's interests in some village in regard to CLC and its programs**
  - ➢ **Luck of PR activities in regard to CLC programs.**

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[2] Any projects already implemented/to be implemented by the governments/NGO/private sector.