

## Regional Conference on Community Learning Centers (CLCs):

### National Qualifications Frameworks for Lifelong Learning and Skills Development

19-21 June 2013, Bangkok, Thailand

## Country Report of Cambodia

### 1. Updated Information on Community Learning Centers (CLCs)

The first governmental CLCs were established in 1994 in three provinces (Siem Reap, Battambang, and Kandal) as jointly supported by UNESCO Phnom Penh Office and the National Federation of UNESCO Associations in Japan (NFUAJ). The Non-Formal Education Department (DNFE) then initiated a pilot project from 1999 to 2001 in other three provinces (Takeo, Kampong Speu and Kampong Thom) under the APPEAL CLC support in the Asia Pacific region. DNFE has taken over the CLCs project and has annually expanded the support to CLCs.

In 2008, the Ministry of Education, Youth and Sport, as supported by UNESCO Phnom Penh, developed a manual for management committee of CLCs. This manual is being revised to better respond to current needs. The revised manual will also include good practices within Cambodia and regional countries.

#### 1.1. National policies and strategies of CLCs

Various government official documents highlight the importance of CLCs and its contribution in achieving EFA goals.

- **Education Strategic Plan (ESP) 2009-2013** includes an expansion of Non-formal Education as one of the sub-programmes to ensure equitable access to education services (ESP Policy 1) and to improve quality and efficiency of education services (ESP Policy 2) to achieve EFA. It also set the two national targets related to CLC: (1) The number of youth and adults in literacy, life skill and income generation programmes is maintained at 60,000 annually until SY 2013-2014, (2) The number of CLCs will increase from 40 in SY 2009-2010 to 90 in SY 2013-2014. **Annual Operation Plan 2013** which is a detailed plan to realize ESP allocates R4,771.90 m (\$1,192,975) for expanding the progress of literacy and life skill programmes.
- MoEYS also set **The National Policy on Non-formal Education** in 2002 and it stipulates:
  - “The Ministry of Cult and Religions shall co-operate with the two sects of Buddhist leaders, lay monks, nuns and priests to urge them to be involved in educating people through preaching, campaigns at the pagodas or during religious festival times about the usefulness of knowledge and help them to organize libraries, reading rooms, classrooms and **CLCs** in each pagodas and participate in teaching or training according to their availability and capacity”.
  - “The MoEYS shall provide opportunities for communities to participate in establishing literacy classes, post-literacy classes, complementary classes, vocational skill training classes, **CLCs**,

reading rooms, and libraries etc.; especially, it must be responsible for advising, facilitating and cooperating and expanding teachers' capacities".

- **National Action Plan for Non-formal Education 2008-2015** says "CLCs are the places to provide education and various information of community development from the external world in order to meet the needs of people, out-of-school youth and adults". It also aims "Each commune has a CLC".
- High officials of Ministry of Education, Youth and Sport (MoEYS) have reiterated at various occasions **that "all communes should have one or more CLCs"**.

One of the challenges of the country is to review these policies and guidelines in the past and develop an updated comprehensive CLC policy and strategy with a clear CLC vision based on evidence based data to meet the needs of the marginalized groups. DNFE plans to organize a national workshop under the CapEFA support to discuss visions and actions of the country in October 2013.

### 1.2. Objectives and target groups of CLCs

"CLCs are the places to provide lifelong learning services to community people, out of school youth and adult through various NFE programmes, including functional and post literacy, equivalency, income generation and parental education for early childhood care and development (NFE National Action Plan 2008-2015)."

Specific objectives of CLCs mentioned in the NFE National Action Plan 2008-2015 are:

- Provide knowledge and simple skills to community people,
- Provide information and experiences,
- Reduce poverty,
- Provide with understanding of human rights, democracy, gender equity, agriculture, health and sanitation and of citizens' duties for the people to take advantage of existing resources in their communities by adapting and modifying these resources as various materials for generating their income.

The recent CLC guideline developed in 2011 highlights that CLC's priority should be given to a simple vocational skill training for income generation, targeting 1) community people who can read and write (15 to 45 year old), and 2) neo-literate, the disadvantaged, the disabled, ethnic minorities and females.

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

Year	CLC		Number of Literacy Classes		Number of Libraries and Reading Rooms (Post-literacy) <sup>1</sup>			
	Government	NGO/others <sup>2</sup>	Government	NGO/others	Government		NGO/others <sup>3</sup>	
					Library	Reading	Library	Reading

<sup>1</sup> Reading room is a smaller room than a library with the limited numbers books.

<sup>2,3</sup> The data of Some NGOs and other partners was missed because they did not provide the report to DNFE regularly.

						room		room
2009	154	N.A	1,655	486	15	172	45	156
2010	217	25	1,092	222	18	194	44	97
2011	278	20	1,131	369	21	194	43	62
2012	302	19	1,184	305	29	212	19	274

## 2. National Qualifications Frameworks (NQFs)

### 2.1. National Qualifications Frameworks in country to connect education and training programmes

N/A.

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

DNFE collects CLC data regularly once (or twice) a year (June and November) from each commune through District Office for Education (DoE) and Provincial Office for Education (PoE). The data includes number of CLCs and participants. In addition, DNFE also tries to collect qualitative data to identify strengths and weakness of the CLCs. DNFE plans to improve NFE-MIS system under the CapEFA implementation with the support of UNESCO. In addition, DNFE will conduct research with educational institutions to identify minimum standards or accreditation by exploring good practices of the CLCs under the CapEFA in October 2013.

## 3. Recognizing and validating Lifelong Learning through NQFs.

### 3.1. How are programmes for lifelong learning under CLC/NFE centers legitimately recognized by the Government?

The programmes for lifelong learning under CLC/NFE centers are legitimately recognized by the government because every year government invests more resources for this sector. In the past, CLC/NFE centers has been used the old building as mechanism for NFE services, but now government approved for constructing the new building; and the budget support for each existing and new established CLC has also increased.

### 3.2. Are there any equivalency programmes that link formal and non-formal education in your country?

Equivalency programme policy in Cambodia has three levels: primary education (Grade 3-6), lower secondary education, and upper secondary education; and all levels are equivalent to formal education system. However, the Ministry department is in the process of putting into implementation the EP at primary level. The programme, so far has been implementing by several NGOs such as CVCD, Mlop Tapang, NFUAJ.

To date, the Department is still running the complementary education programme at lower and upper secondary level. Learners who completed this programme are considered to be equivalent to those who complete lower and upper secondary school from the formal school system.

## 4. Skills Development in Country

4.1. Please describe the current policies concerning skills development in country under formal and non-formal education. Is it discussed under the National Education Policy?

Currently, MoEYS has developed the policy of vocational school and been waiting the approval from minister of MoEYS. In Cambodia, there are only three vocational schools locating in three provinces: Kampong Thom, Kandal and Kampong Chhnang. And the vision of MoEYS is that **“all provinces should have at least one vocational school.”**

4.2. Are there any recent initiatives of the Government to address skills development for unemployed youth?

To equip the skills for the unemployment youth, the government provides skill development services through various channels: Ministry of Education, Youth and Sport, Ministry of Labor and Vocation Training, Ministry of Women’s Affairs, Ministry of Agriculture, Other ministries and private institutions.

4.3. Can you describe any innovations or new approaches that have been used in CLCs to reduce poverty and/or build livelihood skills?

In order to reduce poverty and build livelihood skills, various vocational skills has been identified by the community people. And for operating the training course, some time CLCs need to hire trainers from outside the community but the cost for those trainers is higher than the budget line. To solve this problem, at first year, the CLC management committee (especially the monks who is the main agent for resources mobilization) asks for supplementing the cost for the trainers. Then for the second year, the trainer has been recruited from the learners who had been trained at the first year. This case is always occurred in the literacy class as well (especially for the ethnic group), because in the minority group community, it is shortage of human resources so that the smart learner has been recruited to be the literacy teacher.