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You may start reading from any section of this handbook. Your reading may be more fruitful if you can share some sections for discussion with your colleagues and/or supervisors. If you are a trainer of facilitators, you may wish to use some sections for formal/informal discussions and training programmes.

If you have your own stories to tell or if you have questions that were not answered in this handbook, please send your feedback to us. Your contribution could enable us to improve this resource book. Please address your questions or comments to:

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We hope that this handbook will be of some help to your work in literacy, continuing education and other adult education programmes.

*Yours sincerely,*  
Project Co-ordinator

# Suggestions for Developing a Local Version of this Handbook

If you wish to adapt the regional version of the handbook into a local version, we suggest that you:

## 1. Adapt

### ***Substitute local names in the stories used as examples in the handbook.***

The regional version uses a wide selection of names for people, villages and districts in these stories. Please replace these names with more common names from your own country if you feel it is necessary. People feel more comfortable with familiar names.

### ***Add local stories that are relevant to the theme or topic.***

The regional version is based on real experiences in the UNESCO Member States. If you can find similar stories from your own CLC and NFE programmes, please add those stories. They will interest the users in your country.

### ***Change the format and size of the handbook.***

The handbook consists of a series of modules. Each module is bound separately so that it can be used according to the interests of readers, regardless of sequence. The entire volume is kept short so that it can be read in a relatively short time.

Feel free to make changes in the format and size of the book. For example, if A4 size is not suitable for the local version, you may decide to use a different paper size.

## 2. Use

The handbook should be used flexibly according to the needs of the users. It is not a textbook, so there is no need to follow the sequence of modules and sections. You may encourage users to start with the section they find most useful and interesting.

### ***Self-learning***

This handbook primarily aims to provide CLC workers with self-learning materials to help them in their day-to-day activities. The overview placed at the beginning of each module gives readers an idea about the module's content.

### *Training*

Selected sections of the handbook can be used in training programmes for CLC workers. Select the relevant sections according to the training needs and purpose as well as the time available for the programme. We suggest that sections found useful be incorporated into existing training programmes for CLC workers.

In order to assist in conducting the training sessions, the following audio-visual materials will soon be available for use with this handbook:

- (1) Transparencies and/or PowerPoint presentation samples in English. These materials need to be adapted into local languages.*
- (2) Videotapes on introducing CLCs in the Asia-Pacific region, including concrete examples of CLC management in selected countries of the region.*

Please contact **APPEAL, UNESCO Bangkok**, to obtain these materials. The materials will also be available at the organizations listed below: LRC, ATRC, DNFE, etc.

## Part One

### Introducing Community Learning Centres



# Introducing Community Learning Centres

In recent years, numerous community learning centres (CLCs) have been established in many countries of the Asia-Pacific region under various names, such as *reading centres* or *gonokendras* in Bangladesh and *continuing education centres* in India.

Their features, as well as the responsibilities of management, are very different from country to country, and even within the same country, according to the needs of the particular local community.

In this introduction, we are going to review what CLCs are by sharing the experiences of countries in the Asia-Pacific region. We will try to answer the following questions:

- Section One • What are CLCs?
- Section Two • What are the roles of CLCs?
- Section Three • Where are CLCs located?
- Section Four • What are the functions and activities of CLCs?
- Section Five • Who runs CLCs?
- Section Six • How can we sustain CLCs?

This introduction will familiarise you with different kinds of CLCs and give you a general background to how they work. We hope that you find it useful in developing the organisation and structure of your own centre.

*Happy Reading!!*



## Section One | What are CLCs?

First, we may want to know the differences between schools and CLCs. Let's read this story about Chai.

### Chai

I have been working as the manager of the local CLC for 3 years now. Our CLC is located in a rural agricultural area not far from the capital city. Because the road is good, we can easily make day trips to the city by bus.

I compared our CLC with the local primary school, and found that the CLC has some unique characteristics:

- While the school administration under the guidance of the local education office decides which activities take place at the school, community people are responsible for determining the activities of the CLC.
- While the school receives most of its funds from the Government, the CLC receives only 30% of its total budget from this source. More than half of its funds are contributed by and mobilised from the community.
- While the school covers academic subjects designated in the national curriculum, the CLC offers a variety of activities related to many aspects of life in the community.

What about your own CLC? Is it similar to mine?

Chai's comparison gives us a better understanding of the characteristics of CLCs.

The most important characteristic is *community participation and ownership*. Let's look at experiences from *India* and *Laos*.

In the village of Tarigopula in India, the literacy facilitator Shangameshwar showed the village people the importance of setting up a CLC to promote literacy and continuing education. Afterwards, they decided to establish a CLC with committees made up of community members. They discussed the characteristics, concept, function and features of the CLC they wanted to establish and where the money would come from, possible locations for the CLC and other relevant topics. The village political unit, the Gram Panchayat, agreed to provide the venue while local business persons provided funds, and the community shared their resources. Now the village has a CLC, which is functioning smoothly.





A Japanese NGO, International Volunteers of Japan (IIV), working in Lao PDR, discussed with the local government unit of a village the idea of setting up a CLC in the community. The local authorities helped the community organise a series of community meetings at which people volunteered to help manage the CLC. At first, the village head helped them plan the CLC's structure and activities, but once they had gained some experience, they were able to plan and manage these on their own.

### ► What have we learned?

The above two cases show the importance of involving community members in the design and management of a CLC's functions. Although the initiatives came from the literacy facilitator in the case of India and a foreign volunteer in the case of Lao PDR, these cases show that the community people played a significant role in the setting up of their CLCs, and are now fully responsible for their continuing operations.

.....

**Please share your experiences:**

- Do you get community people involved in the CLC's planning and implementation?
  - How do you get them involved in the CLC's activities?
  - What are some examples of involvement by community people?
- .....

## Conclusion

Shall we now summarise *what CLCs are*?

CLCs are places for providing lifelong learning opportunities to everyone in the community in order to:

- Empower them to become self-reliant
- Improve their quality of life
- Develop their community

CLCs are usually set up and managed by community people. They serve everyone in the community including adults, youth and children regardless of race, sex, caste or religion.

***Community participation and involvement at all stages of decision making is the first and most important characteristic of CLCs.***

## Section Two | What are the roles of CLCs?

CLCs play important roles. Let's learn from some experiences in different countries.

### Identification of needs and development of programmes

The remote village of Domkhar in Bhutan is economically stable because of its agricultural activities. During needs identification, villagers felt that the community needed a primary school, so they decided to set up a primary education programme for students in Grades 1 and 2. Another need was skills development. People found tailoring particularly useful in wintertime when they cannot work much in the fields. The programme is now carried out with support from the local education office.



#### ► What have we learned?

As we have seen in the case of Bhutan, the CLC plays an important role in identifying and addressing the needs, interests and resources of the community. It can cater to the needs of different interest groups through various kinds of activities for the empowerment of community people.

*Module One* of this handbook shows us how to understand the community and to conduct a needs assessment. *Module Two* focuses on how to prepare CLC plans based on the results of this assessment.

## Resource mobilisation

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 organised with the youth association, women's union and the association of elders. Individuals and groups provide contributions, for example, in the form of labour during construction. The community also donated an old rice storage building for use by the CLC.



CLCs can help mobilise and generate potential resources in the community. *Module Three* includes additional examples of resource mobilisation.

## Creating a network for community development

Anita works at a CLC in the poor community of Dalit, whose people are economically and politically marginalised. Their literacy rate is estimated to be less than 15%, which is much lower than the national average in Nepal, estimated at more than 50%. In gathering learning materials, Anita was able to get assistance from different government organisations (GOs), international NGOs and local NGOs. She organised a committee at the district level to collect and supply the materials to the CLC regularly and developed a system to facilitate participatory planning of CLC activities by the committee members. She gets financial and infrastructure support from the village development committee.



## ► What have we learned?

As this example from Nepal shows, a CLC is a multi-functional organisation for meeting certain demands, such as the alleviation of poverty and improving the quality of life. Because the CLC alone cannot carry out all the activities needed in the community, it must work with community groups concerned with development as well as get support from GOs and NGOs. The topic of networking and linkages is addressed in more detail in *Module Four*.

## Monitoring, documentation and feedback

Dena, manager of a CLC in Bangladesh, looks after the day-to-day functioning of the centre. Meetings are held twice a month with a technical advisor from an NGO field office. During these meetings, participants make decisions related to CLC activities and review the implementation of these activities. In addition, Dena prepares weekly reports to be submitted to the NGO field office. This input is sent on to the NGO headquarters to be examined and used in the planning of the overall CLC project.

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.

## ► What have we learned?

The CLC provides not only services but also helps review, monitor and give feedback by documenting the findings of the community development activities as a basis for planning future activities. For further details, please see *Module 5* on monitoring and evaluation and *Module Six* on documentation and dissemination.

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*Please share your experiences:*

- *Do you think the roles presented above cover every aspect of the CLC in your community?*
  - *If not, what other roles should the CLC have? Please add to the list, on the basis of your experiences with your local CLC.*
- .....

## Conclusion

The roles of CLCs may be summarised as follows:

- To identify and address the needs of the community
- To cater to the needs and interests of the community through various activities
- To mobilise the resources in the community
- To establish linkages, close co-operation and partnerships with other organisations and agencies. A CLC may be involved in a variety of community development activities depending upon local needs.
- To monitor and review progress in order to help in future planning
- To document the strengths and weaknesses of CLC activities

*One more important role of a CLC is to strengthen its capacity for action by means of personnel training and resource development.* For further details, please see *Module Seven* on capacity building.

## Section Three | Where are CLCs located?

Let's look at the various countries where CLCs are located.



### **Cambodia**

Most CLCs are located in the compounds of Buddhist temples, but some of them occupy unused government buildings.

### **China**

In line with the government policy on poverty alleviation, particularly in rural areas, many CLCs are located at the public primary schools serving farm families. The school principal and teachers play a key role in implementing CLC activities. A number of Farmers Vocational Training Centres have been upgraded to function as CLCs for farmers.

### **India**

After successful implementation of a literacy campaign, the National Literacy Mission of India has supported villages in setting up CECs (Continuing Education Centres) that function as CLCs.

### **Myanmar**

Most CLCs are located in temple compounds, inside the buildings of Village Peace and Development Councils, and at public primary schools.

### **Thailand**

Most CLCs are located in temple compounds, in Sub-District Administrative Offices, upgraded community halls and public health centres.

### **Uzbekistan**

Most CLCs are located at secondary schools, but some are located in the Regional Education Department's buildings.

### **Viet Nam**

Many CLCs are upgraded commune cultural centres, which function as training centres, with one separate building next to the centre serving as the commune library.

.....

*Please share your experiences:*

- ▶ *Where are your CLCs located? Please list the locations.*
  - ▶ *Do you use already existing buildings? If so, which ones?*
  - ▶ *If not, have you constructed new ones? Why? How did you find money and building materials? Who did the actual construction?*
- .....

## Conclusion

We can set up CLCs at different places in the community, especially in already existing buildings easily accessible to all, such as the health centre, temple, mosque, primary school and other public places.

## Section Four | What are the functions and activities of CLCs?

CLCs can function as a venue for:

- education and training
- community information and resource services
- community development activities
- co-ordination and networking



Here are some of the main activities of CLCs in different countries:

- Literacy and post literacy
- Libraries or reading corners
- Income-generating activities
- Small-scale enterprise training
- Computer skills
- Health and hygiene
- Self-development programmes
- Social and cultural activities
- Sports and recreation
- Early childhood care and development
- Special programmes for women
- Savings and credit
- Raising awareness of HIV/AIDS

Let's see what specific activities take place at different CLCs.

### Income-generating programmes

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.



## Skills training

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.



## Programmes for children

At the CLC in Bangli on the island of Bali, the major sources of income are agriculture and tourism. Besides education and training for adults, programmes have been created for out-of-school children, community education and early childhood care and development. The CLC also conducts training for personnel of different levels involved in CLC activities including non-formal education for school-age children and youth.

## Information and communication technology (ICT)

A project in Malaysia has resulted in the 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 enrol pay US\$7 as an initial fee. 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 organising activities in areas such as literacy, continuing education, 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.

## Community development

At one of the gonokendras in Bangladesh, the members are economically independent and have embarked on an ambitious scheme of registering the gonokendra-owned land along with becoming a registered institution with the Social Welfare Department. The committee plans to build a permanent brick structure for the CLC. Very soon, they shall also start their own *interest-free* loan programme for members.

.....

*Please share your experiences:*

- ▶ *What activities are currently carried out at your CLC?*
  - ▶ *What activities need to be carried out to fulfill the needs of the community?*
- .....

## Conclusion

- Each CLC has different programmes depending on the community's needs and its socio-economic, religious and cultural activities.
- The core activities of CLCs are educational. Many activities are closely linked to the economic life of local people.
- The CLC is a place for providing various programmes that are often supported technically by experts within and outside the community.

## Section Five | Who runs CLCs?

In our community, there are many people willing to work for the CLC. Looking at the results of community mobilisation, we can find some committed and responsible persons to work for our CLC as a manager or facilitator or member of the CLC committee.

Here are some examples of CLCs with good management structures:

### Myanmar

The Taung Kyar CLC in Ywngan Township is operated by a management committee. Sein Aung is the CLC manager responsible for daily activities. After the initial training, the manager and committee members organised regular consultations to develop an action plan and review CLC activities.

### Mongolia

A CLC in Tosontsengel Bag has a management committee which is responsible for all kinds of development initiatives. Realizing the needs and the problems of the community, the management committee held a series of meetings for the purpose of community development.

### Nepal

The village of Shrikote in Baitadi district has a village development committee (VDC) responsible for all kinds of development initiatives in the village. Advisory and steering committees were formed at the VDC level as well as CLC sub-committees to monitor CLC activities in the village.

### Indonesia

The Government of Indonesia through the Ministry of Education directly supports the Susut Bangli CLC as well as the satellite CLCs in Bali. This CLC is managed by a director with the help of 12 schoolteachers. In addition, administrative staff support the CLC activities.

### ► What have we learned?

In the case of Myanmar, Mongolia and Nepal, the CLC manager and CLC management committee or sub-committee plan and run the CLC activities. In Indonesia, the director of the CLC manages CLC activities with support by the government and administrative staff.

A CLC does not mean only buildings and facilities. The personnel working there have a very important role in making the CLC successful. CLC managers and committee members need to be active as well as *proactive* to respond to the changing needs of the community.



The following table shows some common roles and responsibilities of CLC personnel:

Personnel	Roles and Responsibilities
CLC Manager	<ul style="list-style-type: none"> <li>▲ Ensures the smooth operation of the CLC</li> <li>▲ Organises different programme activities according to the action plan</li> <li>▲ Co-ordinates with different GO, NGO, CBO and INGO agencies at the community level</li> <li>▲ Supervises, monitors and evaluates CLC programmes</li> <li>▲ Facilitates the programmes</li> <li>▲ Maintains records and accounts</li> <li>▲ Prepares reports</li> <li>▲ Maintains regular contact with CLC members</li> <li>▲ Mobilises resources</li> </ul>
CLC Committee	<ul style="list-style-type: none"> <li>▲ Formulates and executes the CLC programmes</li> <li>▲ Lobbies for support</li> <li>▲ Mobilises resources</li> <li>▲ Supervises, monitors and evaluates CLC activities</li> <li>▲ Initiates networking</li> <li>▲ Assesses community needs</li> <li>▲ Prepares long and short term plans</li> <li>▲ Ensures community involvement</li> </ul>

*Please share your experiences:*

- ▶ *Compare the roles and responsibilities of the CLC manager and committee in your community with the list presented in the above table. What are the similarities and differences? Please list them.*

## Conclusion

To summarise, we can say that:

- The CLC Manager is responsible for the day-to-day activities of the CLC.
- The CLC Committee is concerned with planning, implementation, fund-raising, monitoring and evaluating the CLC.

In principle, CLCs are managed by the local manager and committee members. At the same time, it is important to have support from local government offices.



## Section Six | How can we sustain CLCs?

If we are satisfied with our CLCs, how we can continue their activities? This is a big issue, which requires us to find ways and means to keep our CLCs in operation. Let's look at experiences from *Thailand* and *Bangladesh*.

### Support of the Government...towards self-sustainability

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.

### Support of NGOs ....towards self-sustainability

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 joint solutions. To raise funds, they formed 20 family groups; each donated one kilo of rice each week. At the end of the week, the gonakendra conducted a lottery. The winner got 18 kilogrammes of rice and the remainder was donated to the gonakendra funds, thereby enabling fund-raising to initiate a loan programme.



## ► What have we learned?

These two cases show that the CLC often needs support from external agencies including Government and NGOs, particularly at the initial stage. They also demonstrate that, at the same time, the community should also be ready to manage the CLC itself. One of the important characteristics of the CLC is the self-sufficiency of the organisation. The above cases focused on *financial* sustainability, but it is equally important to consider the sustainability of programme activities through building the capacity of CLC personnel and people in the community to continue the centre's activities and their contributions to its successful operation.

.....  
*Please share your experiences:*

- *Who and what organisations are now helping your CLC?*
  - *If no more assistance is available in the future, what will you do to continue the operation of your CLC?*
- .....

## Conclusion

*Self-sustaining management in the long run is essential, with external support at the initial stage.* The co-operation, contribution and commitment of community people, particularly in terms of a sense of ownership, are key to sustaining a CLC. Community people will work together to find ways of keeping their CLC going if they realise that the centre belongs to them and is essential for improving their quality of life. They will then find it their duty to maintain the CLC for the purpose of their community's lifelong learning and development.

## Part Two

### Introduction: CLC Planning and Management



# Introduction: CLC Planning and Management

## Overview

It is important to plan and implement CLC activities systematically to ensure that they are cost-effective and that they reach the target groups efficiently.

Before setting up a CLC, the community should develop an overall vision and goals for the CLC. To do so, initial community mobilisation and an overall needs assessment are needed in order to understand the general picture and potential of the community.

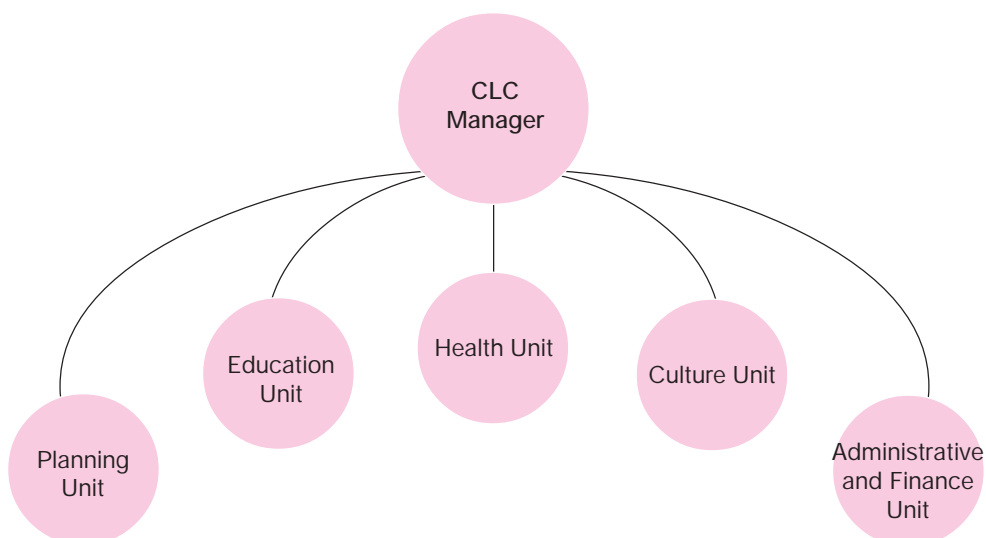
With these overall goals clearly in mind, CLC managers along with members of the community should consider the following essential features of CLC planning and management: 1) organisational structure; 2) specific activities during the planning and management cycle; 3) resource development strategies; and 4) resource mobilisation and networking with other organisations.

Let's look at each one.

### 1. Organisational structure

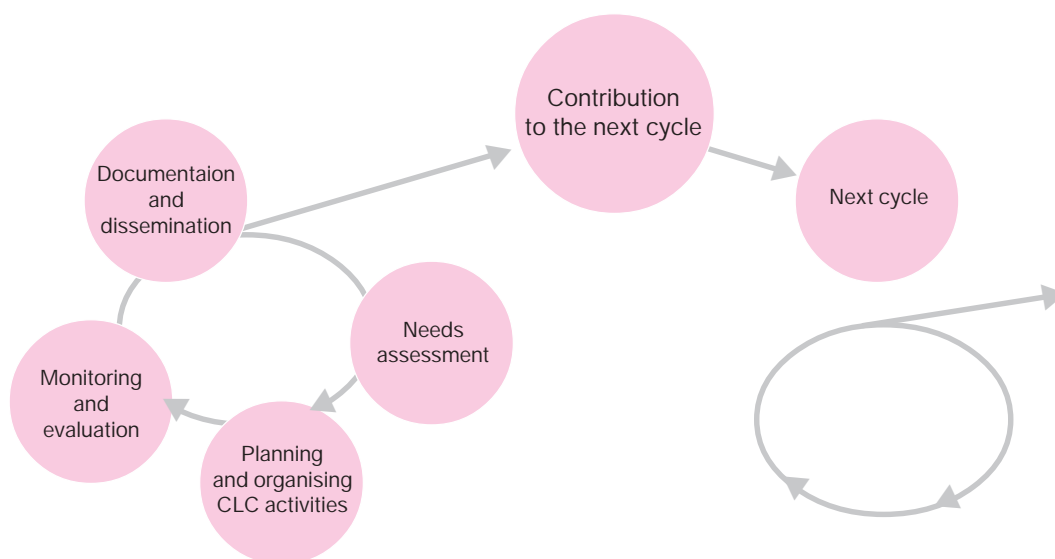
The creation of an appropriate organisational structure is essential for the effective planning and management of CLCs. This structure should be appropriate for and in harmony with the community's administrative system, size, local economy, and socio-cultural characteristics. The CLC should regularly strengthen and improve its administration. *Part One* of this handbook has provided examples of different kinds of CLC organisational structure in different communities.

Here is an example of an organisational structure that may be appropriate for a large CLC. In some small CLCs, there is only one person in charge of each unit or one person in charge of several units.



## 2. Specific activities during the planning and management cycle

*Part Two* provides practical information about the other components of CLC planning and management. First, the CLC manager and committee should understand the overall planning and management cycle, which consists of needs assessment, planning and organising activities, monitoring and evaluation, and documentation and dissemination, as shown in the diagram below. The outcomes of evaluation should contribute to the planning of the next cycle.



## 3. Resource development strategies

Resource development, which includes materials development and personnel training (capacity building) for strengthening the planning and implementation of activities, should be planned and carried out not only at the beginning of CLC activities but during the course of CLC operations. For example, staff training may be necessary for different tasks such as needs assessment, management of facilities/books and accounting. Materials development is also an ongoing process.



## 4. Resource mobilisation and networking with other organisations

We need to mobilise resources of various kinds, including funds, materials and equipment, land and (not least) human beings. Fundraising should be carried out continuously. The creation of networks and linkages is an important responsibility of CLC managers. Resources can be mobilized through networking with other organisations. To meet the diverse needs of the community, managers should make continuous efforts to create and maintain strong networks with other CLCs as well as with NGOs and the development offices of local governments in order to obtain assistance from qualified experts.

We can summarize the requirements for successful CLC planning and management as follows:

1. Organisational structure (who is in charge of what)
2. The planning and management cycle consists of the following tasks:
  - Needs assessment
  - Planning and organizing CLC activities
  - Monitoring and evaluation
  - Documentation and dissemination of the outcomes
3. Resource development strategies focus on:
  - materials development
  - building the capacity of CLC personnel
4. The successful operation of a CLC depends on internal and external sources of support obtained through:
  - mobilising and managing resources
  - networking and linkage with other organisations

### Community mobilisation, participation and ownership

The CLC is an institution located in the community for the people of the community. Full ownership by the community is one of the most important factors for sustaining the CLC in the long run.

There are different kinds and degrees of participation in community-based activities. In general, the participation of the community may be divided into three stages:

1. Community people are mobilised for CLC activities.
2. Community people participate in CLC activities of their own free will.
3. Community people make decisions about the future of CLC activities.

Let's go through each stage:

1. **Community members are mobilised:** When community activities are initiated by outside people or leaders of the community, most community people are invited to join the activities or asked to make contributions to the CLC. This is particularly the case when new ideas and activities are brought into the community. CLC managers need to mobilise the community people by making them aware of and interested in community activities through various techniques such as mass meetings and campaigns. Actual demonstration of new skills is important to convince people about the usefulness of the CLC and its activities. Community mobilisation needs to be continuous. At this stage, community people are involved only through their attendance at meetings.



2. **Community members participate freely:** As community people become more involved in CLC activities, their understanding increases and gradually they are able to choose what activities they wish to participate in. The CLC managers may provide relevant information and encourage people to think about what else they want to do. Through active participation in CLC activities of their choice, community people can build confidence and acquire new knowledge and skills.



3. **Community members make decisions:** When people can take the initiative and make decisions about the planning and implementation of activities, we can say that the CLC and its activities are owned by the community. The role of the CLC manager may shift from a direct organizer to the facilitator of work done by the community people. At this stage, community members own not only the success of the CLC but are also responsible for addressing any problems and failures in order to better plan and manage future activities.

In real-life CLCs, these three stages may in fact exist at the same time. CLC managers need to be aware of these different degrees of participation and try to ensure that all people in the community eventually become part of the decision-making process.

In particular, special attention should be given to people living in disadvantaged circumstances. For example, gender disparity is a common feature of social life in many countries of the region. The effective management of CLCs needs to take into account the principle of gender equality.



**Gender equality** means that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same but that their rights, responsibilities and opportunities will not depend on whether they are born male or female<sup>1</sup>.

When we consider the three stages of participation, we may say that even though many women are involved or participate in CLC activities, only a few of them are part of the decision-making process. The CLC manager must ensure not only the representation of women on CLC committees but also their participation in decision-making on an equal footing with men.

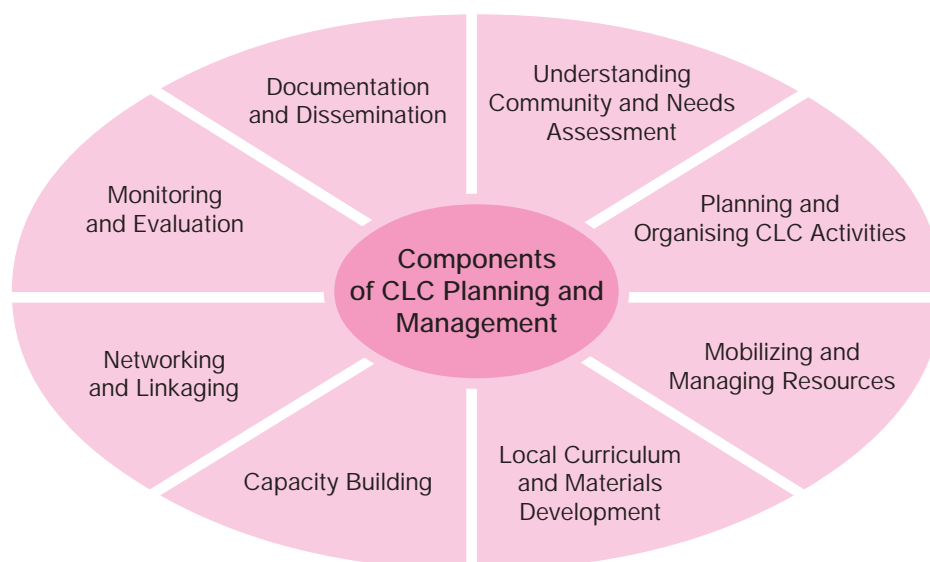
Specifically, CLC managers can raise awareness among all community members about the rights of women. Gender analysis should be built into the needs assessment process to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision making. Such an analysis is the first step in gender-sensitive planning for promoting gender equality.

In addition, a gender component should be included in the capacity building of staff and community people through the training of both men and women. Although the empowerment of women is important, men should also be informed about this issue. Women's training organisations can help in developing the technical aspects of this gender awareness training.

<sup>1</sup> *ABC of Women Workers' Rights and Gender Equality*, ILO, Geneva, 2000, p.48.

## The Contents of Part Two

*Part Two* consists of seven modules covering the seven main components of the planning and management of CLCs. This handbook will not address the component on local curriculum and materials development, because this is included in the NFE Facilitators' Handbook. CLC managers and committees can seek help from local schoolteachers or educational organisations in the vicinity to develop local curricula and materials that are appealing and appropriate for the community.



The seven modules in *Part Two* are as follows:

- Module One** • Understanding the Community and Undertaking Needs Assessment
- Module Two** • Planning and Organising CLC Activities
- Module Three** • Mobilising and Managing Resources
- Module Four** • Networking and Linkage
- Module Five** • Monitoring and Evaluation
- Module Six** • Documentation and Dissemination
- Module Seven** • Capacity Building

