

CLC X



Hammock Library



Library-oriented Community Learning Centers in Rural Cambodia

Shanti Volunteer Association

Hideki Eguchi

ESD Okayama Award 2015 Ceremony

December 13, 2015



CLC for 4 Activities from 3 Principles



CLC Platform: Integrated Framework for Cross-sectoral Collaboration towards Sustainable Development





ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា



របាយការណ៍មូលដ្ឋានរបស់រដ្ឋបាល
ការងារអនុវិស័យអប់រំក្រៅប្រព័ន្ធ
ឆ្នាំសិក្សា២០១៣-២០១៤ និងទិសដៅ
ឆ្នាំសិក្សា២០១៤-២០១៥

ថ្ងៃទី០១ ឆ្នាំ២០១៥

ស្រី ០១នាក់ និទ្ទេស Eមាន ១៥នាក់ និទ្ទេស Dមាន ១១នាក់ និទ្ទេស Cមាន ៤នាក់, ក្សេត្រសាស្ត្រ ២៥នាក់ ស្រី ១៧នាក់ និទ្ទេស Eមាន ៣នាក់ និទ្ទេសDមាន ២៥នាក់ និទ្ទេស Cមាន ១៥នាក់ និងបសុវត្សកម្ម ៣០នាក់ ស្រី ១៥នាក់ និទ្ទេស Eមាន ១នាក់ និទ្ទេស Dមាន ១៤នាក់ និទ្ទេស Cមាន ១៥នាក់។

តារាង១៥.ស្ថិតិថ្នាក់ គ្រូជំនាញ អ្នករៀនជំនាញមុនរបរបញ្ចប់កម្មវិធី

បរិយាយ	២០១២-២០១៣			២០១៣-២០១៤			កើន(+)/ថយ(-)			កើន(+)/ថយ(-) ជា%		
	ចំនួន	សរុប	ស្រី	ចំនួន	សរុប	ស្រី	ចំនួន	សរុប	ស្រី	ចំនួន	សរុប	ស្រី
ម.ស.សសរុប	348			347			-1			-0.28		
ថ្នាក់ជំនាញសរុប	642			671			+29			+4.51		
គ្រូជំនាញសរុប		660	301		675	353		+15	+52		+2.27	+17.27
អ្នករៀនជំនាញសរុប		7703	4814		8524	5381		+821	+567		+10.66	+11.77

-តារាង១៥ បង្ហាញថាអ្នករៀនជំនាញមុនរបរបញ្ចប់ ៤ ៥២៤ នាក់ ស្រី ៥ ៣៨១ ស្ត្រីនិង ៦៣,១៣ភាគរយ កើនបាន ៤២១នាក់ ស្ត្រីនិង ១០,៦៦ភាគរយ រៀបរយនិងឆ្នាំ២០១៣។

-កម្រិតកិច្ចសហប្រតិបត្តិការរវាងក្រសួងអប់រំ យុវជន និងកីឡា និងដៃគូអភិវឌ្ឍ ស៊ើវផ្នែកអនុវត្តកម្មវិធីបង្កើនប្រាក់ចំណូលតាមរយៈមជ្ឈមណ្ឌលសិក្សាសហគមន៍

- ក្រសួងអប់រំ យុវជន និងកីឡា មានចំនួនអ្នករៀនជំនាញចប់កម្មវិធី ៧ ៧៣៤ នាក់ ស្ត្រីនិង ៩០,៧៣ភាគរយ
- ដៃគូអភិវឌ្ឍ មានចំនួនអ្នករៀនជំនាញចប់កម្មវិធី ៧៩០នាក់ ស្ត្រីនិង ៨,២៧ភាគរយ

+ការផ្តល់របាយការណ៍របស់ដៃគូអភិវឌ្ឍពុំបានទៀងទាត់។

+ថវិកាបច្ចេកទេសជំនាញតិច និងពុំមានថវិកាបច្ចេកទេសប្រចាំគណៈគ្រប់គ្រងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ ដែលធ្វើឱ្យពិបាកក្នុងការរកគ្រូជំនាញតាមតម្រូវការរបស់សហគមន៍។

+កម្មវិធីបណ្តុះបណ្តាលជំនាញមុនរបរបញ្ចប់មានភាពទាញពីក្រុមមុនសញ្ញា។

+ស្ថានភាព និងជីវភាពរស់នៅរបស់អ្នករៀនជំនាញមុនរបរបញ្ចប់ និងចូលរៀនចូលធ្វើការងារបាន ០៧ ហើយមួយចំនួនទៀតធ្វើចំណាកស្រុក។

+អ្នករៀនជំនាញជាស្ត្រីបានបញ្ចប់ ស្ត្រីនិង ៦៣,១៣ភាគរយច្រើនជាងអ្នករៀនជាបុរស។

-បងស្រី ចាំ ពុំ អាប្រុតតាម រស់នៅក្នុងភូមិវិហារប្រមូលនិព្វាន ស្រុកកំពង់ស្វាយ ខេត្តកំពង់ធំ។ គាត់ជាកសិករក្រីក្រ និងជាអនុវត្តជម្លោះ ដែលមានអកុរបានយកលំបាកបំផុត។ គាត់បានប្រាប់ថា មជ្ឈមណ្ឌលសិក្សាសហគមន៍ជាកន្លែងតែមួយគត់ដែលគាត់អាចរៀនសូត្រ ដឹងករណីស្ថានភាព និងសម្រាកលំហែលេងទំនេរ ហើយគាត់បានស្គាល់មជ្ឈមណ្ឌលសិក្សាសហគមន៍តាមរយៈអ្នកជិតខាងរបស់គាត់។ គាត់បញ្ជាក់ថា ម្តីមកទំនេរ នៅពេលទំនេរពិការចោទទេ។ ម្តីតែងមកបន្តាលវិញ ជាញឹកញយណាស់ តាំងពីពេលចាប់ផ្តើម។ ម្តីចូលចិត្តស្រីនៅកសិកម្ម និងប្រឈមលោកជាងគេ។ ម្តីនឹងកំរិតស្រាវជ្រាវការងារបង្កើន ម្តីបានធ្វើតាម ឃើញថាបានផលល្អជាងមុន។ នៅបន្តាលវិញ ម្តីតែងលុំកុមារជួយកាន់ឱ្យស្ងប់។ ម្តីរៀនខ្លាំងដែរ ពេលស្តីតែជួយកាន់ឱ្យស្ងប់ ឬដល់ករណីជាមួយអ្នកទេអកុរ។ កាលនៅក្មេង ម្តីមិនបានរៀន ឥឡូវម្តីចង់យកវិភាគនេះរៀនសូត្រទ្រង្រ។ ម្តីបានទុះឈ្មោះរៀនអក្សរកម្មនឹងគេលើយ។ គាត់បន្តទៀតថា តាមរយៈមជ្ឈមណ្ឌលសិក្សាសហគមន៍ ម្តីមានវិភាគជួយបងប្អូនដោះស្រាយបញ្ហាភ័យខ្លាច ដូចជាវិធីថែទាំស្ត្រីមានផ្ទៃពោះ សុខភាពមាតានិងទារក និងអនាម័យទូរស័ព្ទជាដើម។ នៅទីនេះ ម្តីបានរៀនជំនាញថ្មី រួមមានរបៀបងារបង្រៀន និងការងារផ្សេងៗទៀត។ ម្តីសង្ឃឹមថា ថ្ងៃក្រោយគ្រប់គ្នានឹងមានជីវភាពល្អបង្អួច។




Ministry of Education, Youth and Sport

No. 2429 AYK.BrK

Prakas/Declaration

on

The Establishment and management of Communities Learning Center (CLC)

Minister of the Ministry of Education, Youth and Sport

- Having seen the Constitution of the Kingdom of Cambodia
- Having seen Royal Decree No. NS/RKT/0913/903 dated on 24th September, 2013 on the Appointment of the Royal Government of Cambodia
- Having seen Royal Kram (Royal Code) No. 02/NS/94 dated on 20th July, 1994 promulgating the utilization of the Law on Establishment and Execution of the Council of Ministers
- Having seen Royal Kram (Royal Code) No. 02/NS/RKM/0196/01 dated on 24th January, 1996 promulgating the utilization of the Law on Establishment of the Ministry of Education, Youth and Sport
- Having seen Royal Kram (Royal Code) No. 02/NS/RKM/1207/032 dated on 08th December, 2007 promulgating the utilization of Education Law
- Having seen Sub-Decree No. 58 ANKr.BK dated on 11th April, 2015 on preparation and execution of the Ministry of Education, Youth and Sport
- Having seen Sub-Decree No. 20 ANKr.BK dated on 05th March, 2015 on the Management and preparation of NFE teaching hours
- With reference to the necessity of the Ministry of Education, Youth and Sport

Decides

Chapter 1

General Provision

Article 1

This Prakas/Declaration aims to ascertain the requirements and procedures of the establishments of the community learning centers (CLC) of the Ministry of Education, Youth and Sport.

Minimum Standards for Community Learning Center (CLC)

I- Minimum Standards for Community Learning Center

are model standards to determine the statuses of the CLC by putting focuses on human resources, learning and teaching materials, documents, study programs, and operation as the requirements that personnel of all levels responsible for the CLC works, essentially the CLC management committee shall perceive and implement it with high quality and effectiveness.

II- Objectives

- to provide knowledge to the CLC management committee and facilitators of CLC works in order to implement and impart their knowledge to other concerned stakeholders
- to implement the CLC works nationwide consistently
- to develop CLC works at the community to understand and collaborate.

III- Significance of Minimum Standards for the CLC

- to have a consensus in the implementation of the CLC works
- to provide basic knowledge in the implementation and management of the CLC
- to promote the understanding of community people
- to improve the understanding of community people to participate in the development of community
- to contribute to the development of human resources

IV- Meaning of Minimum Standards for the CLC

1- Infrastructures

1.1. Location

- is at least 1,500 meters square of land size
- is the property of the community
- has a land title issued by the local authority
- has electricity system, clean water system and a toilet separated from the building



Presentation Flow

- Project Overview
- CLC Platform
- 3 Simple Principles



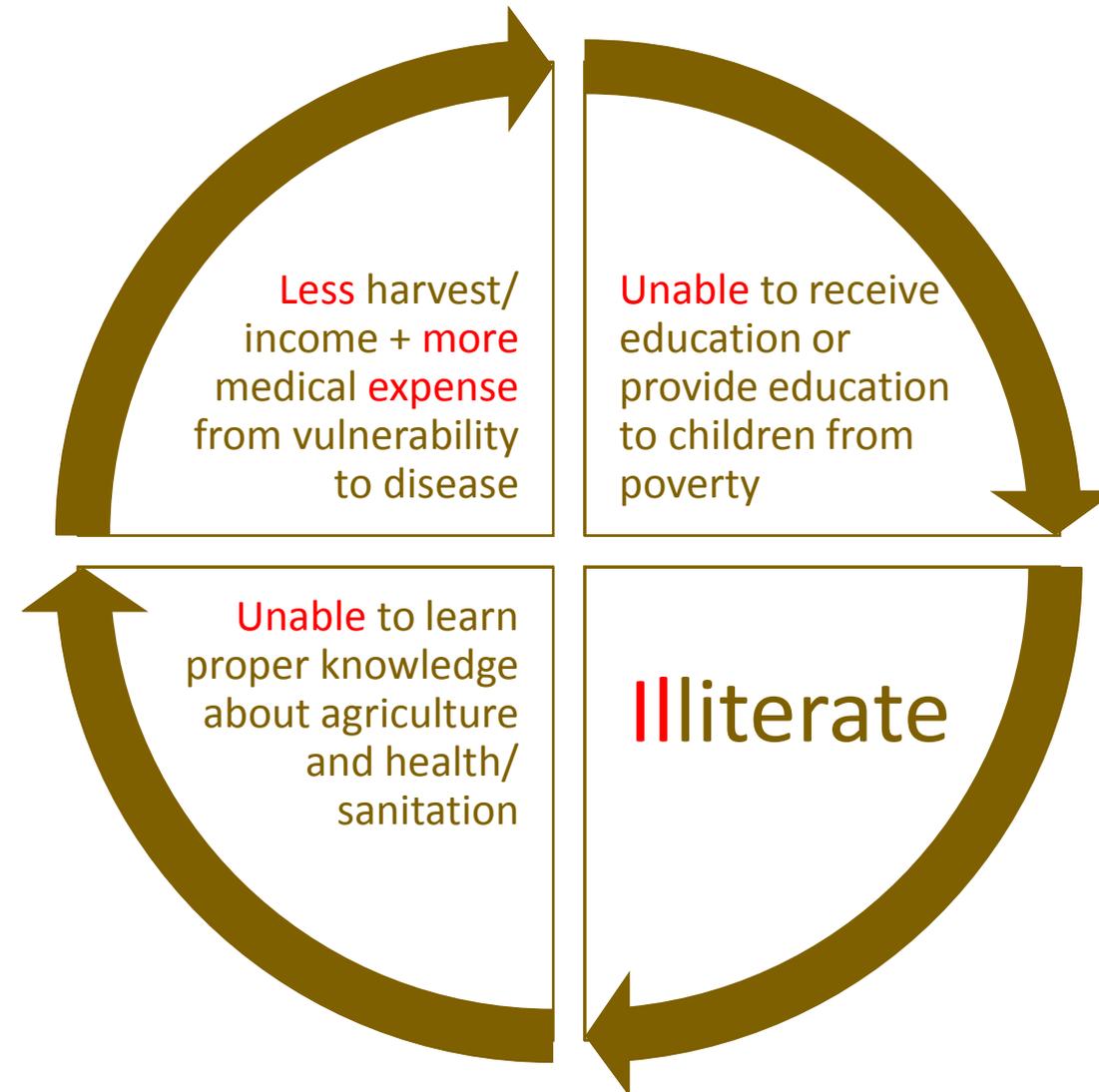
Background:

Cambodian adults dealing with
their harrowing past





Background: Poverty Cycle







Shanti's Community Learning Center (CLC)



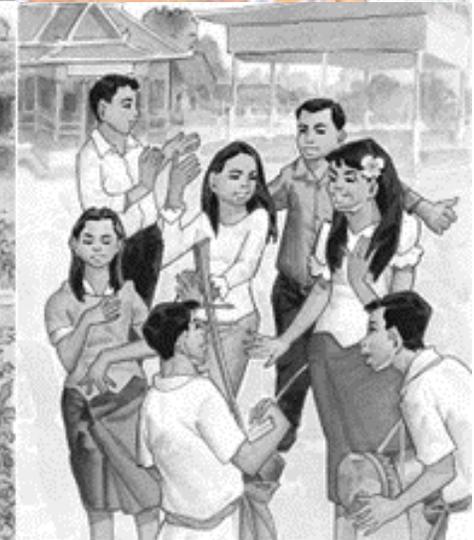
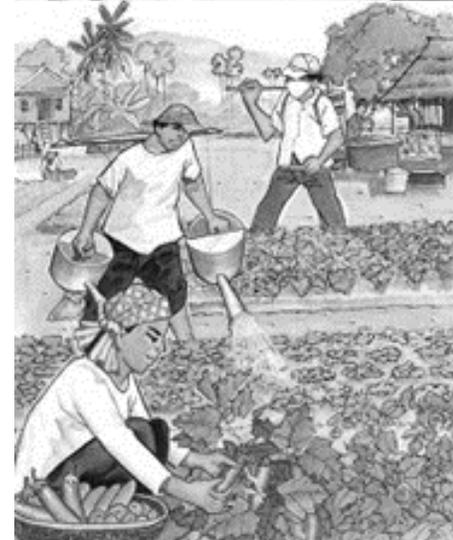
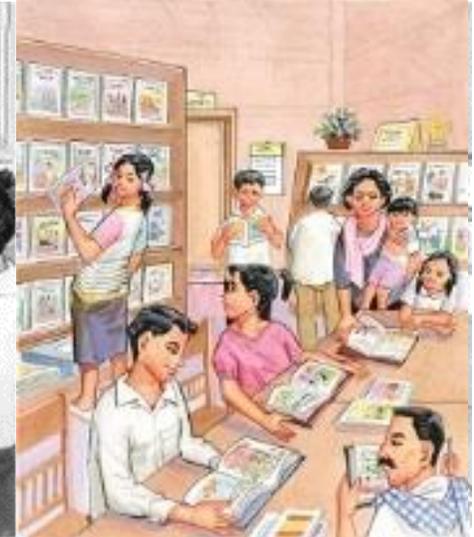
Library



©Yoshifumi Kawabata



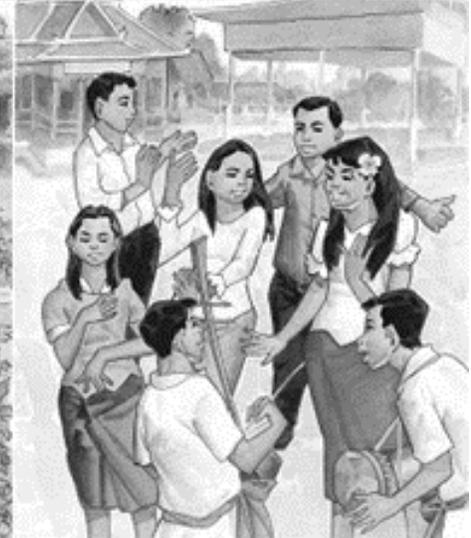
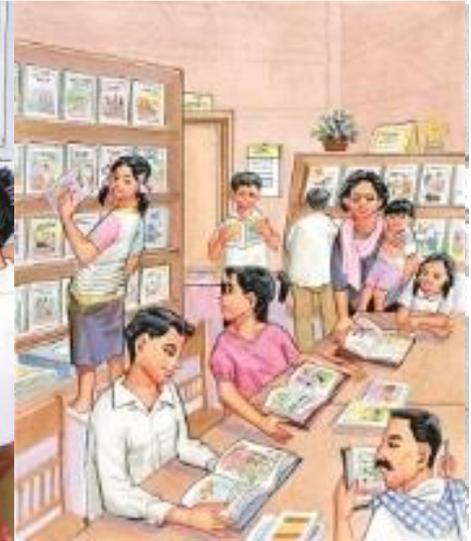
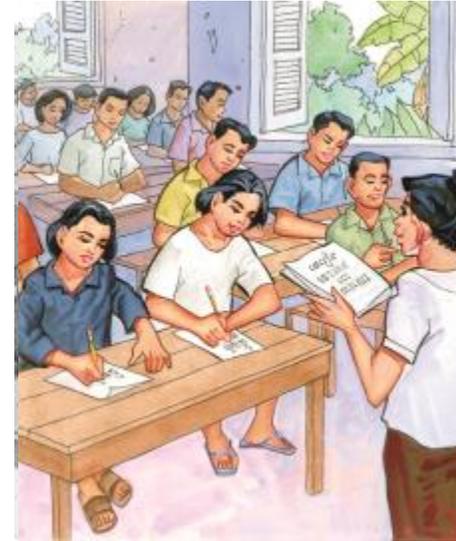
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Literacy Class



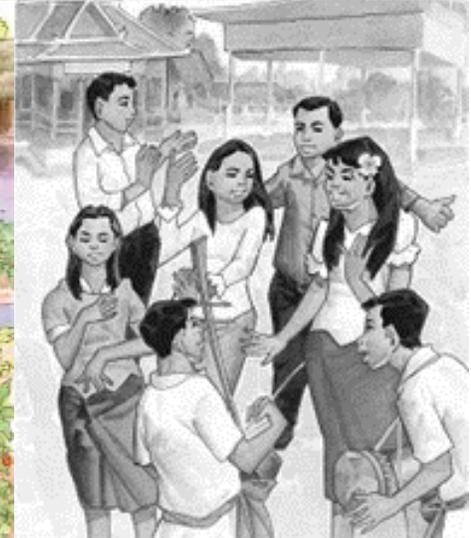
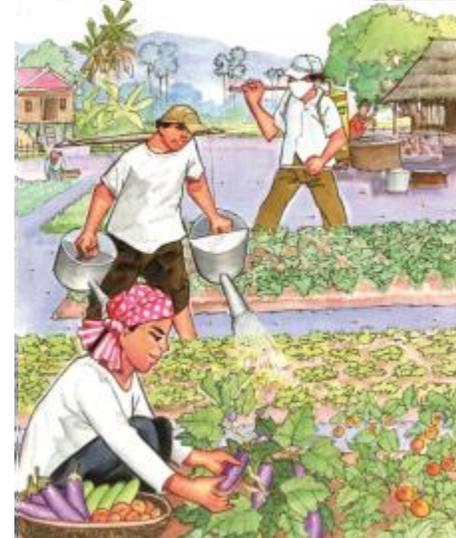
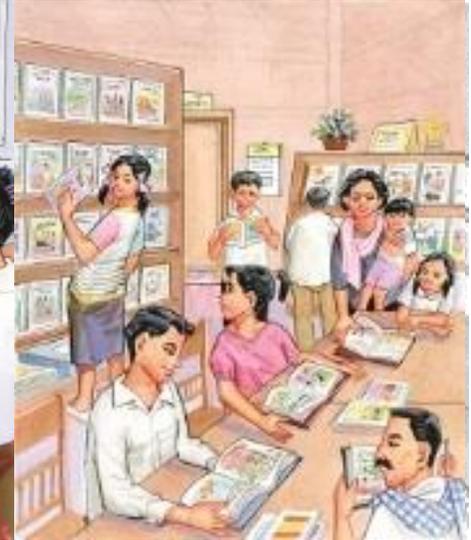
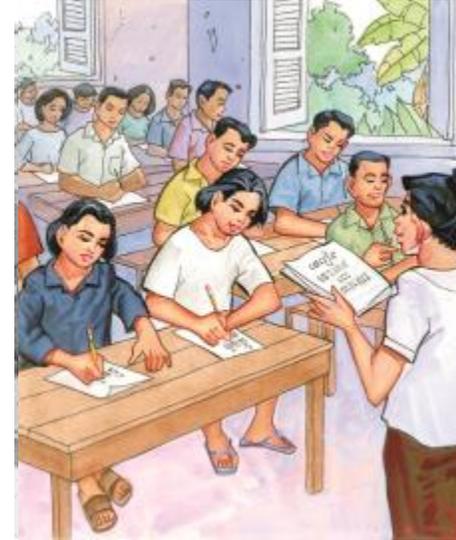
Literacy Class



Workshops for Livelihood Improvement



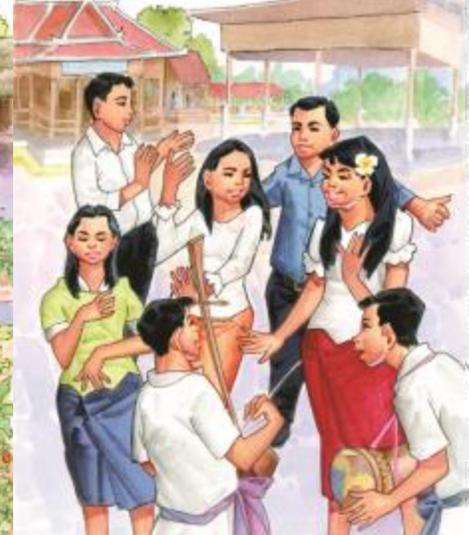
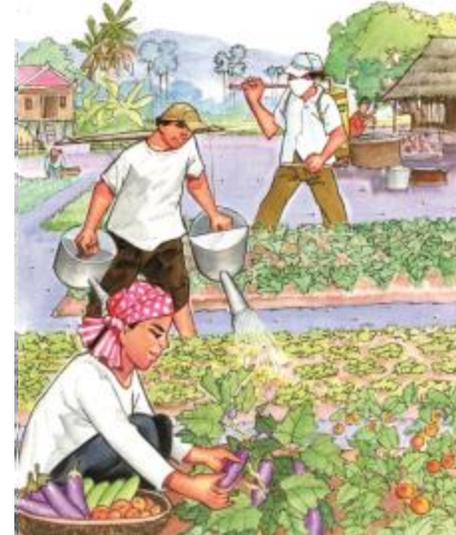
Workshops for Livelihood Improvement



Sports and Cultural Recreation

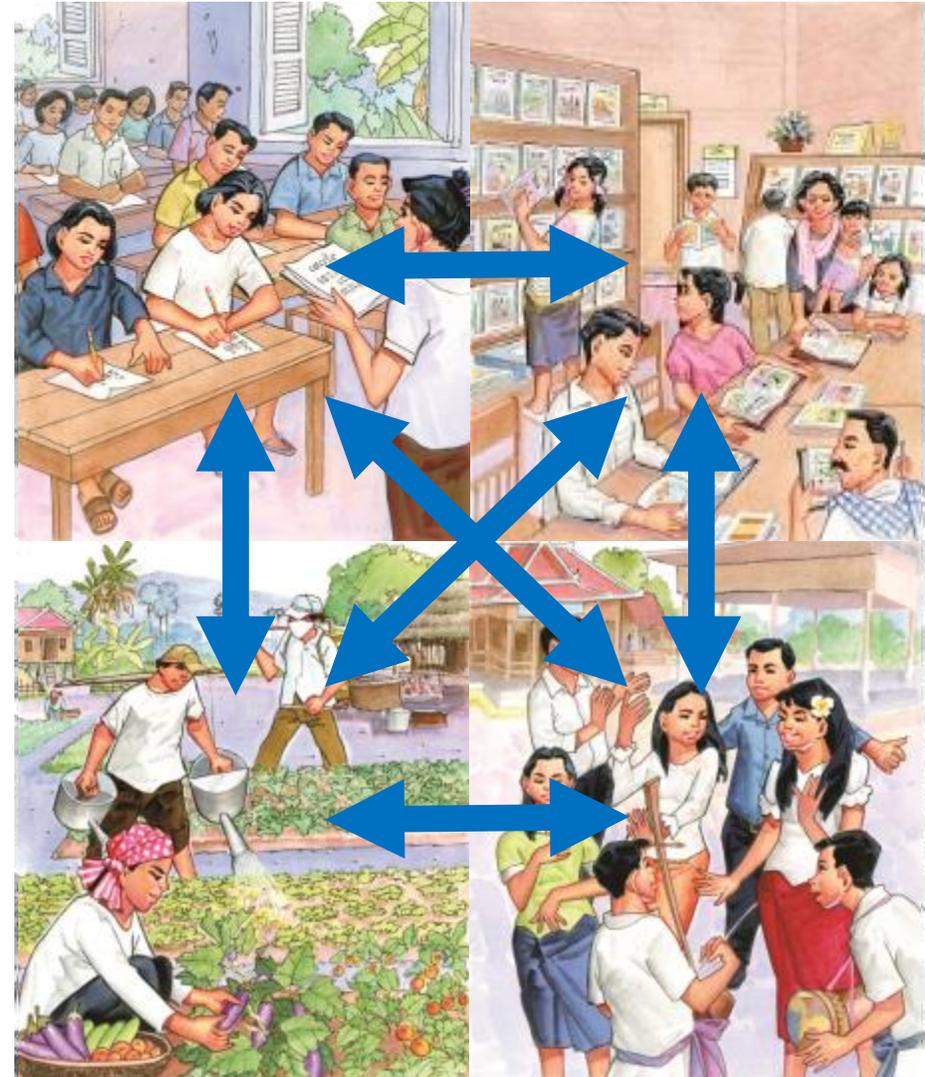


Sports and Cultural Recreation



4 Activities in Synergy

Learning by Doing



CLC from 3 Principles



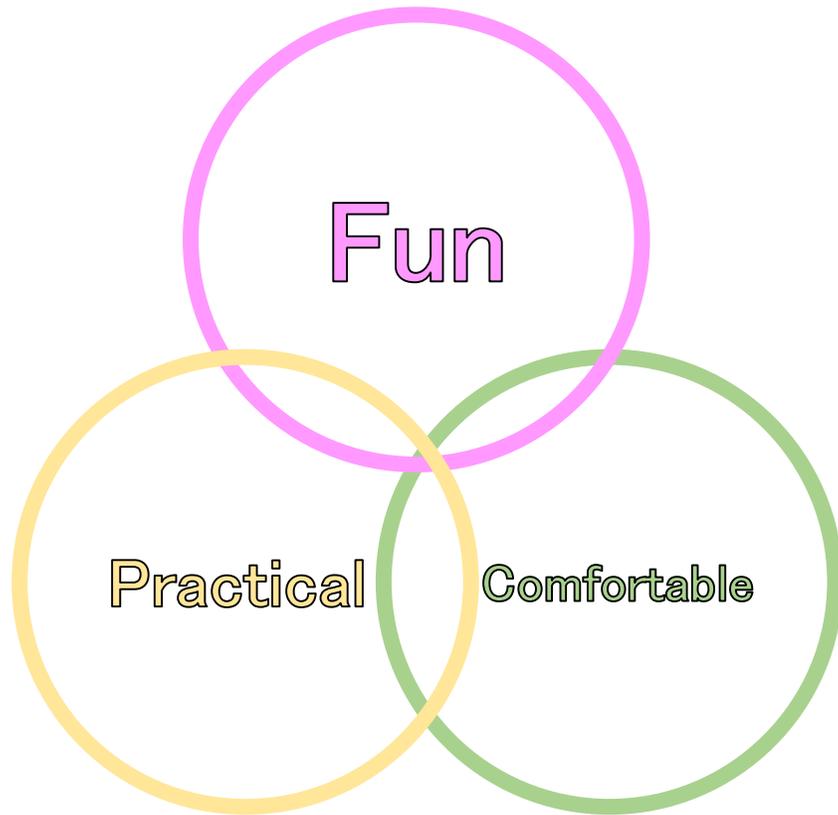
CLC from 3 Principles

Fun

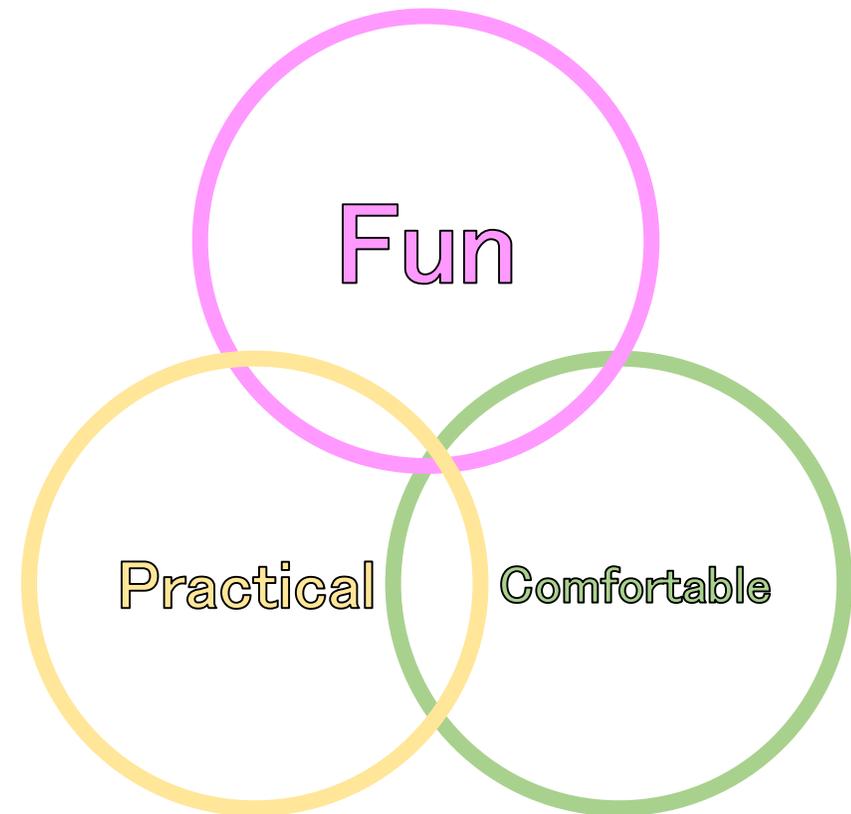
Comfortable



CLC from 3 Principles



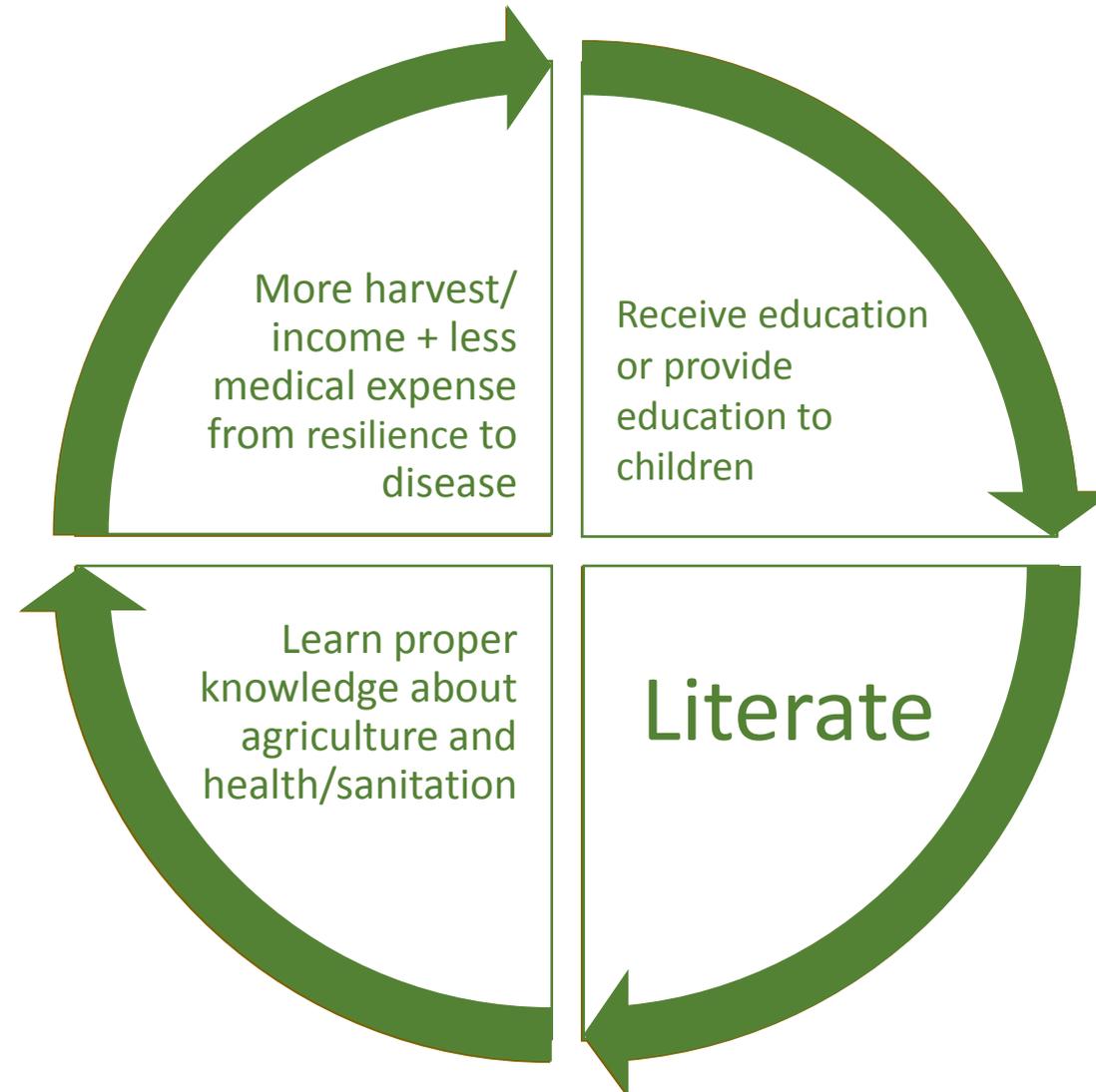
CLC from 3 Principles



CLC for 4 Activities from 3 Principles



Break Poverty Cycle

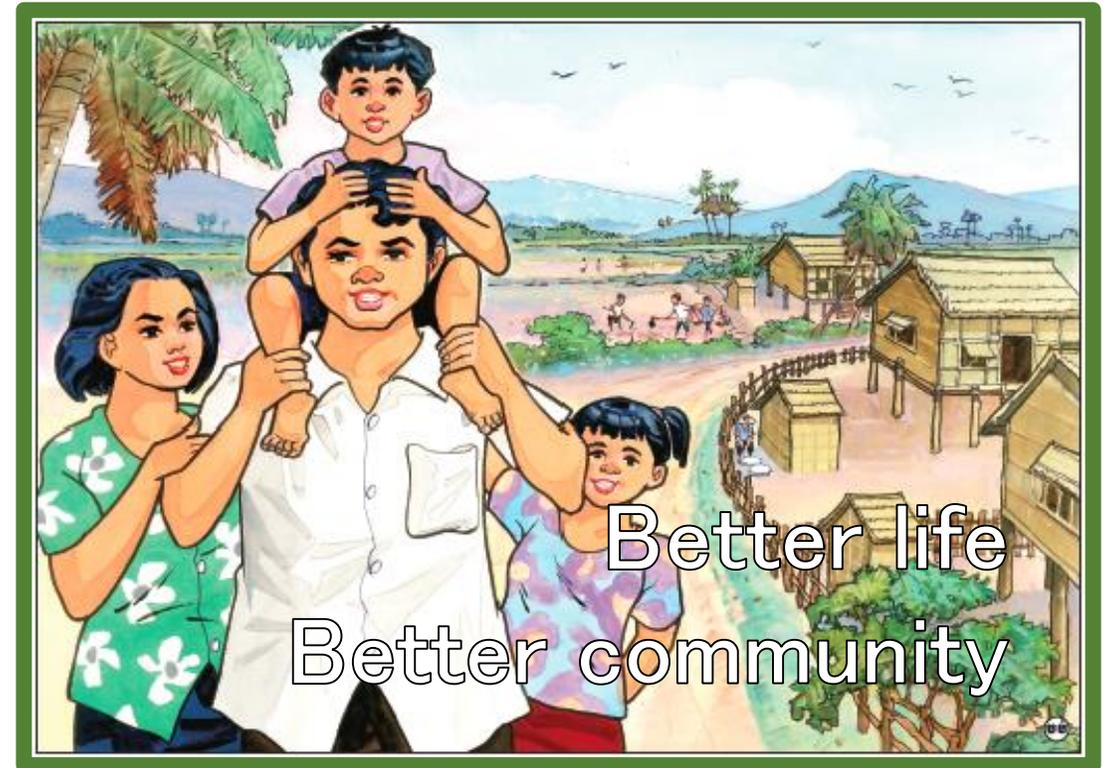
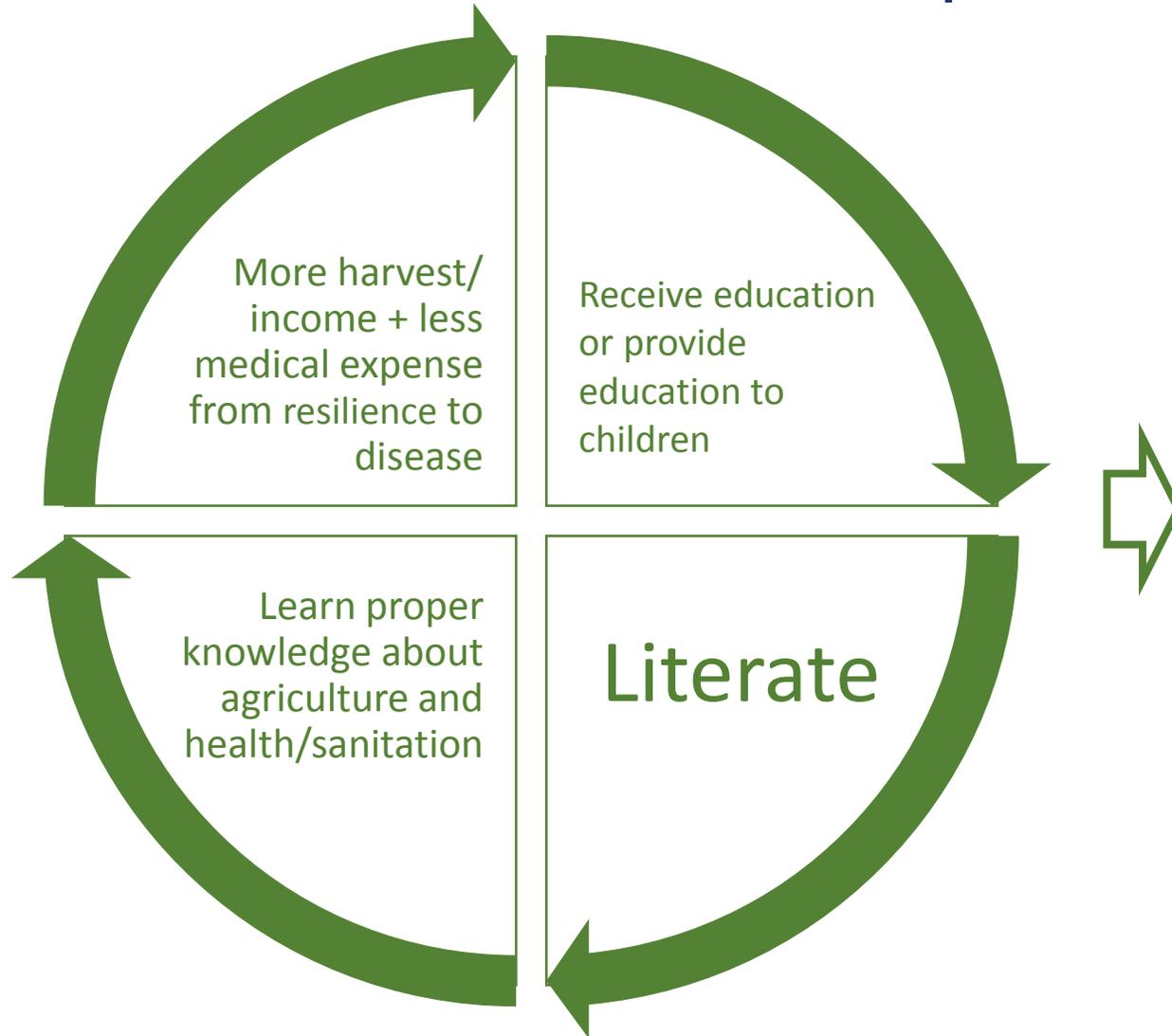


Ni Pich CLC Community



【Project Goal】

Sustainable Development through Empowerment



Presentation Flow

- Project Overview
- **CLC Platform**
- 3 Simple Principles



Question:

How is it possible an NGO contributes to community development or poverty reduction?



Shantí's answer:

Hmmm... No way...

We need partners.



CLC Platform: Integrated Framework for Cross-sectoral Collaboration towards Sustainable Development



CLC Platform: Integrated Framework for Cross-sectoral Collaboration towards Sustainable Development



Community Market



CLC Platform: Integrated Framework for Cross-sectoral Collaboration towards Sustainable Development



CLC Platform: Integrated Framework for Cross-sectoral Collaboration towards Sustainable Development



Presentation Flow

- Project Overview
- CLC Platform
- **3 Simple Principles**



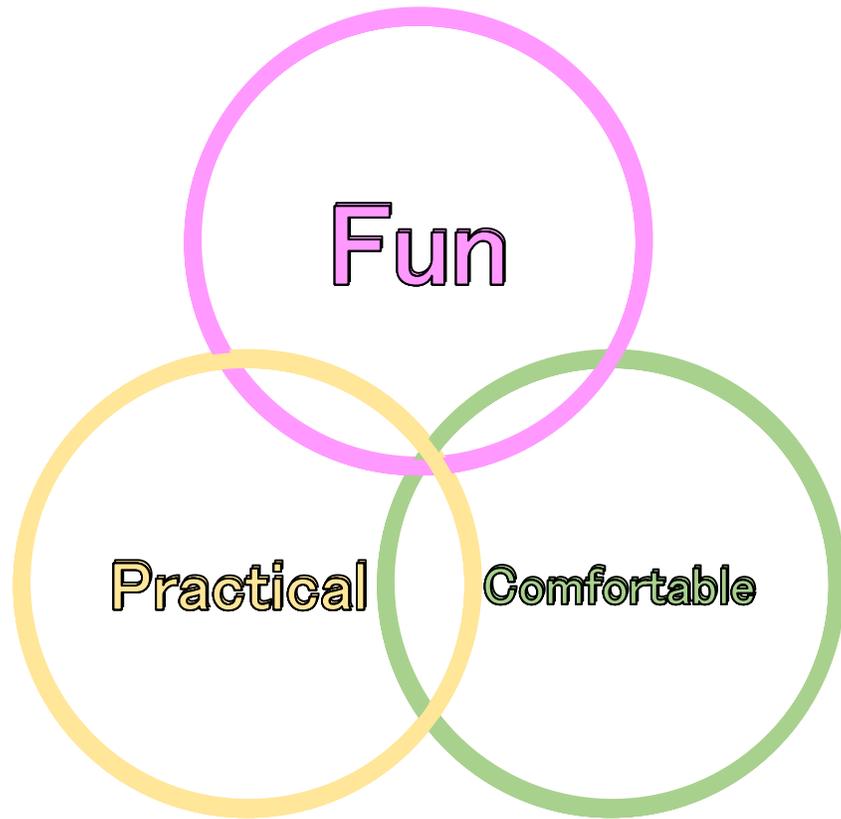
Why does education need to be
Fun, Comfortable and Practical?



Picture Map Analysis



Why 3 Principles?



A common problem in NonFormal Education:
People don't come...



QUESTION:

What does it take to get people to participate in NFE programs?



Shantí's answer:

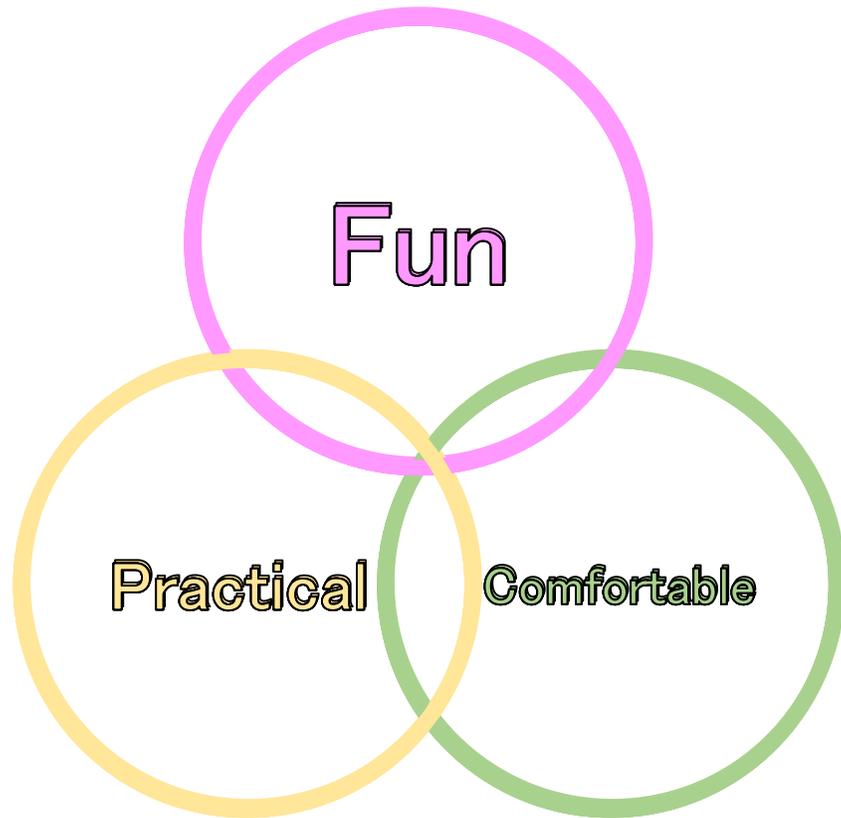
Casual approach to education



Imagine yourself after work.



Why 3 Principles?

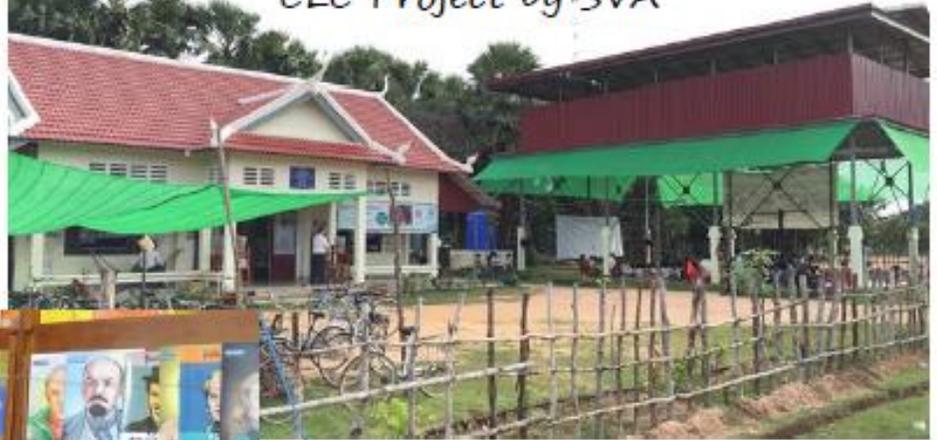




For detail information, visit our website:
http://sva.or.jp/wp/?news_en=16053

Stories behind Scenes

CLC Project by SVA



2013/11 Voices from our Community

http://clothesformiles.uniql.com/ja/report/detail1_01.html

2014/3 Identifying Needs: Picture Map Analysis

http://clothesformiles.uniql.com/ja/report/detail1_05.html

2014/6 How Come You Purchased Them?

http://clothesformiles.uniql.com/ja/report/detail1_08.html



2014/7 Who Pay for Snacks?

<https://sva.or.jp/wp/?p=10325>

2014/9 What is a Library?

<http://sva.or.jp/wp/?p=11293>



★2015/4 "Model CLC" in Ministry's Annual Report

<http://sva.or.jp/wp/?p=13569>

★2015/6 Literacy Class Kicked Off

<http://sva.or.jp/wp/?p=14039>



★2015/8 Night Operation & Karaoke Literacy?

<http://sva.or.jp/wp/?p=14582>



★2014/12 CLC Finally Launched

<http://sva.or.jp/wp/?p=11998>

★2014/12 CLC Finally Launched (#2)

<http://sva.or.jp/wp/?p=12066>

★2015/6 Giant Step toward Modelization

<http://sva.or.jp/wp/?p=14089>

★2015/7 Broadcast on 3 TV Channels

<http://sva.or.jp/wp/?p=14398>

Thank you
Okayama!!

