



DVV International

Regional CLC Operational Guidelines for East/Horn of Africa

August 2022

**DVV International - East/Horn
of Africa Regional Office**

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Foreword

Community Learning Centers (CLC) are places of learning and community development, where a variety of Adult Learning and Education (ALE) services can be delivered to the community, such as functional adult literacy, livelihoods and business skills training, savings and credit schemes, libraries, agricultural and health services, etc. The Recommendation on Adult Learning and Education (RALE, UNESCO General Conference of 2015) states that 'Adult learning and Education is a core component of lifelong learning' and member states are advised to establish appropriate structures such as CLC for delivering ALE services, and at the same time, encourage adults to use CLCs for learning and development. Therefore, it is acknowledged CLCs have a strong role to play in ALE, and particularly in ALE service delivery at community level.

DVV International, the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), is the leading professional organisation in the field of ALE and development cooperation. DVV International has committed itself to supporting lifelong learning for more than 50 years, with over 200 civil society, government and academic partners in 30 countries in Africa, Asia, Latin America and Europe. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

In the East/Horn of Africa region DVV International has worked in Uganda and Ethiopia for more than 20 years. Recently, Tanzania was added as a new partner country to the DVV International regional portfolio. Substantial work has been done in the region with DVV International support and technical partners, namely the responsible Ministries for the Adult Education sub-sector, their counterparts at local government level, other governmental sector offices and stakeholders in ALE service delivery.

DVV International uses the ALE System Building Approach (ALESBA) to guide its support and assist governmental structures and stakeholders to systematically review and ensure the necessary building blocks are in place for a fully functioning ALE system. Within this context, the piloting of CLCs has been a strong component of DVV International support in the region. By creating places such as CLCs, ALE services can be delivered in an integrated manner with our partners.

The CLC model was transferred from Morocco to Ethiopia through a peer learning process that was supported by DVV International. After adapting it to the local context in Ethiopia, and later in Uganda, it was piloted by both countries.

Today, CLCs are recognized as hubs for lifelong learning that deliver a wide range of integrated services based on local community needs and national development agendas in these two countries. CLC forms one programme component in the national integrated ALE programmes in Ethiopia and Uganda.

These Guidelines are based on experiences in the implementation of the CLC model in Uganda and Ethiopia. It provides a step-by-step guide to support state and non-state actors in establishment, management, coordination, and institutionalisation of CLCs. It addresses areas of capacity and organisational development and suggests key areas of ALE service modalities such as skills acquisition, livelihood training, entrepreneurship training, vocational training and much more. Addressing leaders and experts from state and non-state organisations of ALE, it can be adjusted to fit various contexts and institutions across the region. It thereby helps the community to learn, and ultimately transform lives.

Your sincerely,

Frauke Heinze,

*Regional Director – East/Horn of Africa
DVV International*

Acknowledgement

These guidelines have been developed using practical experiences from implementing CLCs in Uganda and Ethiopia. DVV International acknowledges the contribution of the Ministry of Gender, Labour and Social Development in Uganda through the Department of Community Development and Literacy, and the Ministry of Education in Ethiopia through the Adult and Non-Formal Education Directorate for their invaluable contribution towards the drafting of these guidelines.

I wish to express gratitude, especially to the DVV International Country Office teams in Uganda and Ethiopia with the leadership of respective Country Directors Mr. Caesar Kyebakola and Mr. Eshetu Abate, and the contribution of Programme Experts: Joseph Kifampa of Uganda and Mu-lugeta Awayehu of Ethiopia for their tireless efforts towards developing these guidelines. The Regional Office staff in Dar es Salaam and previously in Ethiopia are also appreciated for providing the requisite logistical support towards having this final product.

From the MGLSD Uganda, I wish to commend Mr. Alphonse Ejoru – Assistant Commissioner Literacy; Mrs. Imelda Kyaringabira – Principal Literacy Officer and Ms. Lydia Naluwende – Senior Community Development Officer for their outstanding contribution to the development of these guidelines. In the same vein, I wish to extend gratitude to the MoE Ethiopia, specifically to Mr Yoseph Abera ANFE CEO and Zelalem Alagaw ANFE desk officer for contributing to the development of these guidelines.

Dr. Robert Jjuuko is especially appreciated for his consulting services to these guidelines as a reviewer and editor of the final product and for ensuring that the guidelines are reflective of the regional perspective on CLCs.

Finally, I wish to appreciate the different CLC programme implementation teams at all levels in Uganda and Ethiopia for their efforts, experiences and lessons that have influenced the profile of CLCs and the development of these guidelines.

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Abbreviations and acronyms

ALE	Adult Learning and Education
ALESBA	Adult Learning and Education System Building Approach
CBOs	Community Based Organisations
CLC	Community Learning Centre
CMC	CLC Management Centre
COBET	Complementary Basic Education in Tanzania
CONFINTEA	International Conferences on Adult Education
CoP	Community of Practice
CSOs	Civil Society Organisations
CSR	Corporate Social Responsibility
ESDP	Education Sector Development Plan
FBOs	Faith Based Organisations
FDCs	Folk Development Colleges
ICBAE	Integrated Community Based Adult Education
ICOLEW	Integrated Community Learning for Wealth Creation
ICT	Information and Communication Technologies
IFAE	Integrated Functional Adult Education
IGAs	Income Generating Activities
LLL	Lifelong Learning
M&E	Monitoring and Evaluation
MIS	Management Information Systems
MoEST	Ministry of Education Science and Technology
	National Qualification Framework
NGOs	Non-Government Organisations
SDGs	Sustainable Development Goals

1. Introduction and background

Community learning centres (CLCs) have gained recognition as places where individuals and communities can access different adult learning and education (ALE) services. For a couple of decades, some African countries have been implementing CLCs in different forms under a variety of names or labels such as Resource Centres, Community Development Centre, Telecentre, Library, Multipurpose Community Telecentre, Distance Learning Support Centre and Community Library. While it is evident that CLCs do have the potential to meet the ever-changing learning needs of communities and individuals, they are yet to benefit from mainstream social policy, public financing and the required multi-sectoral support of state and non-state actors, including development partners and donors.

Following this introductory note is a rationale to further argue the case for CLCs. The position and role of DVV International is briefly explained to provide a context to the evolution of these guidelines. The introduction and background section ends with the description of the purpose and users of the guidelines. Under section two, a general understanding of CLCs is presented together with a delineation of the key principles and considerations, which ought to underpin the inception, design and management of service delivery. In the third section, the foundational phase is described under eight subsections to enable the users to appreciate and follow in a coherent manner the steps and activities that make up the phase. Section 4 outlines the eight management functions, which constitute the management phase of CLCs. While section five deals with the sustainability of the CLC with a focus on three elements, the last section lists the stakeholders' roles and responsibilities.

1.1 Rationale

There is consensus within the education and human development discourse that Community Learning Centres are increasingly recognized as playing an important role in providing education opportunities that meet local communities' needs (UNESCO 2021 in Belete et al, 2022, p. 261). State and non-state institutions converge in their conviction about the critical role of CLCs in providing and nurturing functional literacy, vocational study, active citizenship, and work-related skills and capabilities – more so to the socially disadvantaged population groups. CLCs are increasingly gaining recognition as better positioned to serve the learning, education, information and entertainment needs of children, youths and adults who cannot be appropriately served by formal education facilities.

There is literature evidence on local experiences and testimonies of how successful CLCs are bridging training, information and communication gaps in many communities across the globe. There are international declarations designed to entrench CLCs within national, regional and global education and development architecture, particularly in the context of ensuring the varied learning needs of all are met, and no one is left behind. The users of these CLC guidelines are referred to the following international documents:

- ✓ **Sustainable Development Goals (SDGs), particularly the Education 2030 Agenda**
- ✓ **The recommendations to expand equitable learning opportunities for youth and adults as captured in the Recommendation on Adult Learning and Education (UNESCO, 2015)**
- ✓ **The CONFINTEA VII Marrakech Framework for Action (UIL, 2022)**
- ✓ **Article 19 and 26 of the Universal Declaration of Human Rights (UDHR)**

1.2 DVV International's role in the East/Horn of Africa

DVV International, the Institute for International Cooperation of the German Adult Education Association (DVV), is the largest provider of adult education and the leading professional organisation in the field of adult education and development cooperation. Its vision is to fight poverty through education, lifelong learning and support for development. To this end, DVV has committed itself to providing worldwide support for the establishment and development of sustainable structures for youth and adult education for the last 50 years. DVV has long-standing experience in capacity building of various partner organisations and delivery of tailored education programmes for diverse groups of population in over 30 countries worldwide.

In the context of East/Horn of Africa, DVV International has supported adult learning and education for over 30 years. In the Ethiopian context, DVV has been working in a bilateral agreement with the Ministry of Education since 1995. DVV also has a long history of working toward building a sustainable adult education system in Uganda. DVV supported various adult education projects in Uganda dating back to the early 1980s and has carried out a variety of activities in adult learning and education in partnership primarily with the government. Tanzania has newly been added to the regional East/Horn of Africa portfolio in 2020.

DVV International realised that its support, which had focused on the technical assistance to partner country programmes such as the Integrated Functional Adult Education Programme (IFAE) in Ethiopia and the Integrated Community Learning for Wealth Creation Programme (ICOLEW) Uganda, had not been sufficient in leveraging the mission of promoting adult education in all its forms. To address this gap, DVV International made a strategic shift in its cooperation paradigm from project-based intervention to a systems approach to supporting national partners and governments to build ALE systems. Supporting the CLCs is therefore anchored within this broader mission of promoting ALE in all its forms, but most importantly through a systems approach.

In 2016, building on experiences and lessons learned from its programme in Morocco, DVV International introduced and contextualised the concept of CLCs in Ethiopia. DVV International and government partners from the East/Horn of Africa conducted an exchange visit to Morocco and have adopted and contextualised the CLC model from Morocco to the local context. This peer learning capacity building was followed by visits to Morocco and Ethiopia by the Ugandan decision makers from the Ministry of Gender, Labour and Social Development.

Just recently this peer learning was conducted with a team of state and non-state actors from Tanzania, Uganda and Ethiopia, who exchanged on the CLC model in Uganda and Ethiopia in comparison to the Folk Development Collages (FDC) in Tanzania as well as the integrated ALE programme implementation in the three countries.

In Ethiopia and Uganda, the CLCs are established and managed with financial and technical contributions from both governments and CLCs form one component of the national integrated ALE programme. Under the IFAE programme in Ethiopia, 11 CLCs have been established under the pilot phase of the programme, while in Uganda under ICOLEW, nine CLCs are in place. In Tanzania, FDCs are implemented and fully financed by the Government since the 1970s. Up to today 55 FDCs are functioning and running adult and non-formal education interventions mainly focusing on non-formal vocational training.

1.3 CLC guidelines, objectives and users

The guidelines are based on the experiences generated from initiating, implementing and institutionalising CLCs in Uganda and Ethiopia. The guidelines support in the founding, establishment and management of CLCs to respond to the identified needs and expressed interests from different stakeholders as informed by theory and practice.

The guidelines target all stakeholders involved in the implementation of ALE and CLCs in the region. The primary users from the public sectors include state actors from national and local government ministries, institutions and agencies with fiscal, political and administrative mandate in the sectors of adult education, community development, vocational education and training, agricultural extension, gender & inclusion, social development, youth development, library & information services, and community education.

The other important category of users are non-state actors from development partner agencies, donors, community based organisations, and national and international non-government organisations under the umbrella term of civil society organisations (CSOs). Private sector actors including philanthropists would also find these guidelines very useful in their social transformation interventions.

The objectives of the guidelines:

- ✓ **Make a case for CLCs within the broader vision of the ALE system to ensure institutionalisation for sustainability of a flexible learning facility for individuals and communities**
- ✓ **Explain processes and procedures that actors engaged in ALE require to establish, operate and sustain CLCs**
- ✓ **Guide the users through the process of CLC inception, founding and management**

2.

Community Learning Centres: Principles, Considerations and Objectives

2.1 Conceptualising Community Learning Centres (CLCs)

While a contextual definition of CLCs is paramount, the users of these guidelines are expected to be cognizant of the broad and generic conceptualisations to draw the required inspiration and insights for establishing and operating local but also globally responsive CLCs. In general terms, CLCs can be defined as flexible and institutionalised ALE spaces operating within the democratic principles of participation and freedom for communities and individual citizens to take some control of their learning and education paths beyond the restrictive formal schooling routines and in the context of personal development, active global citizenship and sustainable development (Belete et al., 2022; Rogers, 2019; Le, 2018; Ahmed, 2014).

In Uganda, CLC is defined as a one-stop centre for provision of non-formal youth and adult learning and education, lifelong learning and integrated service delivery for socio-economic transformation and improved quality of life. The CLC is a community based social institution owned and managed by the people to promote knowledge, skills, and the spirit of self-reliance; it serves as a mechanism for delivery of social and economic services for the development of communities.

In Ethiopia, the working definition captures two additional elements namely (i) CLC shall be established on the premises of a primary school, and (ii) the CLC clients shall be youth and adults in the age range of 15-60 years.

2.2 Underlying principles

The principles and values that underpin ALE policy and practice have a direct bearing on the founding and managing of CLCs as a driver or a space for community learning and social transformation from a lifelong learning perspective. The ALE principles are indeed democratic and human development-oriented ideals. They are embedded in several of the following concepts and terms which the users of these guidelines need to understand and acknowledge.

Adult learning and education (ALE)

It denotes the entire body of learning processes, whether formal, non-formal or informal, whereby those regarded as adults in the society where they live can develop and enrich their capabilities for living and working, both in their own interests and in those of their communities, organisations and societies. (UNESCO, 2015)

Lifelong learning

Lifelong learning, as a thinking framework or perspective, embraces all forms of educational and learning experiences throughout one's entire life. Lifelong learning is intended to enable individuals to become active social agents – people who can act, reflect and respond appropriately to the cultural, social and development challenges they face both as individuals and as members of society.

Human rights-based approach

The responsibilities and rights of both duty bearers and rights-holders should be acknowledged. Although CLCs can be implemented by different stakeholders in collaboration and close communication with the rights holders, the government ultimately remains the main duty-bearer for delivering services either directly or with/through intermediaries and partners

Gender and inclusion

There shall be deliberate efforts to address issues, needs and interests, aspirations of women and men, girls and boys and other disadvantaged and vulnerable members of the community. Equal learning opportunities and access to services for all, particularly women, youths, older persons, persons with disabilities, pastoral communities, persons with special learning needs, fisher folk communities, indigenous communities, displaced communities, refugees, and migrants.

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Multi-sectoral linkages and collaboration

CLCs provide a variety of ALE and LLL services that require collaboration among sectors, and where possible, integration of services to ensure quality learning experiences. ALE cuts across many sectors. The Framework for Action for Education 2030 emphasises the need for strong inter-sectoral approaches.

Community ownership, participation and empowerment

Since people value something they have a stake in, the community members are placed at the centre of the establishment, implementation and management of CLCs. Eligible women, men, girls and boys shall be involved at all stages in identification and prioritisation of their learning needs, interests and aspirations. CLCs shall aim at enhancing people's capacity to take charge of their own learning and social transformation.

2.3 Operating environment

Cognizance of the relevant governance and policy operating environment is core and paramount to optimising these guidelines.

Governance system

The implications of different governance systems across a region need to be identified and their impact on the founding and management of CLCs fully recognised. Where Ethiopia is a federal system of government, both Uganda and Tanzania run a decentralised system with significant variations at regional and district levels. The governance systems have far-reaching implications on the needed fiscal and policy environment for the smooth establishment and functioning of CLCs.

The relevant laws, regulations, policies, planning frameworks, including medium and long-term development plans, should be fully reviewed and analysed to establish provisions and aspects with direct impact on the functions and services of CLCs.

Mandate over ALE and CLCs

The professional and policy mandate over the design and provision of ALE in all its forms is not clear-cut in the region as it is the case in many contexts around the world. In Ethiopia IFAE, the most significant ALE programme is within the mandate of the Federal Ministry of Education, with replica structures at regional and city levels called Regional/City Administration Education Bureaus. Similar structures called zonal/sub city education departments are in place at the immediate lower level of administration. The Woreda Education Offices at the district level are the organs with the direct mandate over CLCs. In these guidelines, they are referred to as ‘founding body’.

In Tanzania, the Ministry of Education Science and Technology (MoEST) is responsible for policy making in ALE. The actual implementation of the programmes is done through the President's Office for Regional Administration and Government for instance the Integrated Community Based Adult Education (ICBAE), Complementary Basic Education in Tanzania (COBET), Non-Formal Secondary Education. Regional and District Local Governments with respective Adult Educators in place through the relevant organs are in charge of the planning, implementation and monitoring of the programmes. The FDCs are coordinated through the TVET department of MoEST. They build sources of inspiration and national reference points for establishing and managing CLCs in the country.

In Uganda, the Ministry of Gender, Labour and Social Development through its department of Community Development and Literacy is the lead agency for the country's official non-formal adult education programme - ICOLEW. The sub county local government which shares mandate over devolved services including non-formal adult education with the district local government is referred to as the CLC 'founding body'.

Adult Learning & Education System Building Approach (ALESBA)

DVV International started a process of developing a holistic approach for sustainably improving ALE systems in the region; and the users of these guidelines are expected to identify and embed the implications of the system for founding and managing CLCs. At the heart of the ALESBA lies a conceptual framework that captures the elements and building blocks of a comprehensive ALE system. The ALE system comprises four elements, namely:

✓ Technical Processes

ALE service delivery at CLCs falls within the technical processes system element and will cover topics such as curriculum, designing CLC programmes, learner assessment, capacity building, etc.

✓ **Institutional Arrangements**

Institutional arrangements and the governance system of CLCs across the spheres of governance, keeping in mind the multi-sectoral character of ALE, and therefore sectoral integration.

✓ **Management Processes**

Management and financing of CLCs with system building blocks such as planning, budgeting, M&E, coordination, etc.

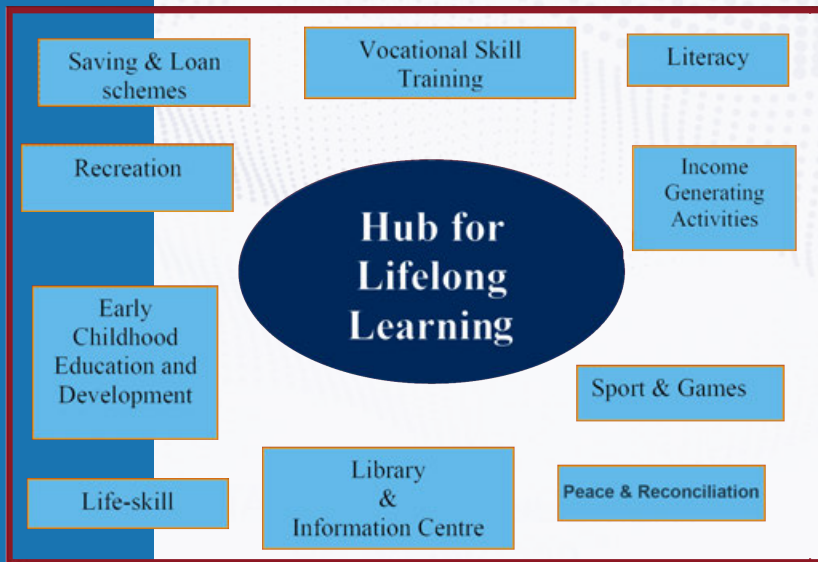
✓ **Enabling Environment**

The enabling environment for CLCs at a macro level, which constitutes system building blocks such as policies, strategies, qualification frameworks, etc. that have to be in place for a successfully functioning ALE system, with CLCs as a means to deliver ALE services at the micro level.

2.4 CLC aims and objectives

- a. To provide lifelong learning opportunities, including ALE
- b. To facilitate community development
- c. To promote human development and improve quality of life
- d. To address local needs with tailor-made services
- e. To deliver a range of services in one location
- f. To promote empowerment, social, cultural and economic transformation
- g. To promote sustainable development

Community Learning Centre



3. CLC Foundational phase

3.1 Preliminary consultations

- a. The founding body shall appoint a CLC steering committee of not more than five individuals from the key sectors within the context of ICOLEW in Uganda, and IFAE in Ethiopia, and ICBAE, COBET and FDCs in Tanzania.

- b. The Terms of Reference for the CLC steering committee shall be for a period not exceeding one year with clearly stipulated tasks including, but not limited to, conducting preliminary consultations, determining location of CLC, conducting context analysis, formulating the CLC functions and related infrastructure.
- c. The steering committee shall undertake preliminary consultations through review of documents on ALE interventions at the different levels to identify pointers to the need and demand for conducting an inception workshop for all key stakeholders.
- d. The steering committee shall conduct an inception workshop of key stakeholders to determine the road map for establishing the CLC, and the road map shall be duly documented and disseminated appropriately.
- e. The inception workshop shall determine a location for the CLC based on an agreed selection criterion, which shall be duly documented and disseminated.

3.2 Conducting context analysis

The context analysis shall be designed to gather information for determining the contextual

factors that would influence the functioning of the CLC. The context analysis shall in addition generate information for determining the community learning needs, interests and aspirations.

- a. The CLC steering committee shall develop a data collection plan clearly stipulating the activities, methods, sample and timelines.

- b. The information for the context analysis shall focus on key aspects of community life. These include, but are not limited to, livelihood, education, health, cultural, environment, energy sources and communication.
- c. The data and information to understand the context shall be collected from primary and secondary sources.
- d. The main source of primary data shall be community members from the selected location for establishing the CLC.
- e. The selection and participation of different community members in the context analysis shall be based on the principle of inclusiveness with gender, disability and all other relevant vulnerability dimensions fully accommodated.
- f. The number (sample) and individuals to participate in the context analysis as 'sources of information' shall be conveniently determined in line with basic research methodological principles to control bias and enhance data quality.
- g. The tools and guides for interviews, focus groups, observations, timelines, daily and seasonal calendars, transect walk, mapping and drawing shall be developed and used to guide quality and participatory collection of data and information.

3.3 Context analysis tools

Gathered data shall be subjected to a thorough analysis using a series of tools including, but not limited to:

- a. Stakeholder analysis
- b. Capacity and resources analysis to identify existing capabilities, assets and facilities
- c. Problem tree
- d. SWOT analysis more so into the supply side at not only the micro and meso but also macro level

¹Founding body is a descriptor of the applicable structure or organs of government with legitimate authority and mandate whether delegated or otherwise but are duly recognised within the laws governing the design and delivery of ALE services in the country. For the case of Uganda, it is the sub county local government; district local government for the case of Tanzania or any other organ or structure as shall be determined by the appropriate authority of the country; and Woreda education office for the case of Ethiopia. The duties and mandate of the founding body in the context of these guidelines shall be exercised by the Technical Planning Committee (TPC) or any applicable organ in line with the political governance and management structure of the country.

- e. Learning needs analysis matrix to reveal the gap between current and desired community members' knowledge and skills. This analysis should focus on community members' everyday activities or tasks in the context of key parameters of the ALE interventions (ICOLEW, IFAE) and existing knowledge and skills to identify the learning gaps and how they should be filled.
- f. Ranking matrix to allow the prioritisation and selection of learning needs (discrepancy between current and required knowledge and skills) in line with contextual realities relating to capacity, resources and considerations as revealed by the findings

3.4 Formulating CLC functions and services

- a. The identified learning needs shall be subjected to further analysis to determine the most appropriate functions and services that the CLC should deliver to contribute towards meeting the community members' current and future need for knowledge and skills.
- b. Determining the CLC functions and services shall be preceded with the definition of the CLC mission, which shall describe the overall contribution of the CLC towards the vision of ALE intervention (ICOLEW).
- c. The description of the CLC mission shall be used to determine the most appropriate functions and services that should be delivered in line with the realities revealed by the context analysis.
- d. While formulating CLC functions and services shall be context-bound in line with the realities revealed by the context analysis, the users of the guidelines shall be expected to be cognizant of the following:
 - (i) Education and training services focusing on adult basic education & literacy, livelihood, business & entrepreneurship, and information & communication technologies (ICT)
 - (ii) Communication, information and library services
 - (iii) Cultural, recreational, entertainment and sports services.
 - (iv) Community and public dialogues and debates (e.g barazas, bimezas, public hearings)

3.5 CLC governance and management structure

Based on the agreed functions and services, an appropriate CLC governance and management structure shall be decided with due reference to the ALESBA elements of institutional arrangements and management processes.

- a. At the apex of the CLC governance and management there shall be a Technical Planning Committee of the founding body, which shall be the supreme decision-making organ, and shall be appointed or delegated to serve as such by the founding body.
- b. The powers, functions and mandate of the Technical Planning Committee in respect to the CLC shall be determined as appropriate in line with the applicable rules and regulations.
- c. There shall be a CLC management committee (CMC) appointed by the founding body on recommendations of the policy decision-making organ referred to under 3.5 (a). The CLC governance council shall, on behalf of the founding body, determine and issue guidelines for the frequency and conduct of the CMC meeting proceedings as well as the allowances and any fees to be paid to the members in accordance with the applicable rules and regulations.
 - i. The CMC shall comprise nine members, five of whom shall be representatives of special groups in the categories of women, youths, people with special learning needs, adult literacy tutors/facilitators and adult literacy learners.
 - ii. The term of office for the CMC shall be a tenure of three years renewable once.
 - iii. The CMC positions shall include a chairperson, vice chairperson, secretary (CLC coordinator), treasurer, and the rest shall be referred to as committee members.
 - iv. The CMC shall be responsible for overseeing the day-to-day administration and management of the CLC, supervise the CLC management team, and ensuring that the intended functions and services are duly delivered in accordance with set objectives and targets. The

CMC shall also be mandated to among others determine and approve fees and charges on the services offered by the CLC; and approve memos of understanding for partnerships between the CLC and other actors.

- v. The CMC shall exercise some power and authority to determine additional procedures and regulations to regulate its functioning and performance subject to approval by the founding body.

d. There shall be a CLC management team appointed by the CMC on advice and guidance by the founding body. Depending on resources and other considerations, a CLC should have a full time team of professional and technical staff who shall be accountable for its daily management and administration.

- i. The CLC management team shall comprise of a coordinator as its head, and other technical and support staff as shall be determined from time to time by the CMC on approval by the founding body.
- ii. The recruitment of the coordinator and other fulltime and part-time staff or volunteers shall follow a formal procedure as shall be formulated and disseminated by the founding body in accordance with the applicable human resource management rules and regulations.
- iii. The CMC in consultation with the founding body shall determine and publish the terms of service as well as the job specifications and descriptions for the CLC management staff team.

3.6 Developing CLC strategic plan

- a. The mission and functions of the CLC as determined based on the outcomes of the context analysis shall be thoroughly analysed, described and presented in a 5-year strategic plan detailing the objectives, outputs and activities.
- b. The plan shall stipulate the budget with detailed costs for investment and capital development in addition to recurrent expenditure on staffing, equipment and overhead costs such electricity, internet connectivity, transport, security, repair and maintenance.

An elaborate investment plan as further described under 3.8 below shall be appended to the strategic plan.

- c. The plan shall outline the strategic direction in relation to the key aspects of resource mobilisation & financing, monitoring & evaluation, partnership and stakeholders' engagement.

3.7 CLC investment plan

- a. The CLC investment plan shall be developed based on the whether it will involve construction of new buildings or renovation/modification of an existing physical infrastructure to meet the requirements for delivering the envisaged functions and services.
- b. The specifications for the required physical infrastructure that befit the envisaged CLC functions and services shall be documented and used to engage experts/specialists with the required technical and professional capabilities to develop an appropriate architectural design.
- c. A detailed budget estimate for construction, water and sewerage facilities, electricity, security and general furnishings of the CLC as informed by the architectural design shall be developed.
- d. A financing strategy or proposal, together with the strategic plan and the appended CLC investment plan, shall be developed and submitted to the appropriate decision making organ of the founding body.

3.8 CLC launch plan

- a. The CLC launch plan is developed to guide the process leading to opening of the services to the intended community members and other clients.
- b. The plan shall state when the steering committee shall cease its work, submit 'a mission accomplished report' to the CLC policy decision making organ referred to under 3.5 (b), and hand over to the CMC.
- c. The plan shall set out the steps and procedures for recruitment and induction of the initial (skeleton) personnel.

- d. The plan shall outline the key steps and timelines for procurement and setting up equipment, materials and supplies.
- e. The plan shall set out the initial marketing and promotion events to publicise the launch of the CLC.
- f. The plan shall set out the programme and date for the official launch / commissioning of the CLC.

4. CLC Operational Phase

The decisions, procedures and plans as formulated under the foundational phase shall be translated into service delivery by the CMC in its oversight mandate to ensure that the CLC management team performs the required management functions as indicated below.

4.1 Planning and budgeting

- a. The CLC management team led by the coordinator shall undertake annual, quarterly and monthly planning and budget to translate the strategic plans into implementation instructions.
- b. The CLC annual work plan shall be developed in line with public finance and budgeting regulations of the respective countries. The CLC fiscal year shall be as per the applicable regulations.
- c. The flow and timelines per activities shall be presented and disseminated using a Gantt chart or any other relevant tool.
- d. Quarterly and monthly implementation plans and budgets shall be explicit on the services to be offered based on the available and anticipated resources.
- e. The monthly schedule of services and activities shall be posted on the CLC notice board and digitally via available platforms.
- f. The annual plans and budgets shall be submitted for final authorisation by the founding body as per applicable rules and regulations.
- g. The annual plans and budgets shall be prepared by the CLC management team, and approved by the CMC during a duly gazetted meeting for that purpose.
- h. The quarterly plans and budgets shall be endorsed by the CMC during the periodic quarterly meetings.

4.2 Building and enhancing human capacity to deliver

- a. The CLC management shall identify and engage suitable community members to serve as fulltime and part-time volunteers on paid or unpaid terms to undertake specified tasks and duties as shall be determined from time to time.
- b. The CLC management shall design and implement capacity enhancement events to develop and nurture the required technical and professional skills and capabilities in design and delivery of ALE, ICT, library and communication services, and customer care.
- c. The design and implementation of capacity enhancement events shall be based on a professional and technical capacity assessment exercise, which shall be duly documented, approved and disseminated by CMC.
- d. The capacity enhancement events shall include, among others, study visits to learn and benchmark, and team building excursions.
- e. The roles, tasks and duties of CLC full and part-time staff and volunteers shall be clearly documented and communicated.
- f. The management team shall conduct regular support supervision and mentoring events and sessions.

4.3 Procurement of goods and services

- a. The CLC shall develop a procurement plan every financial year showing the items (goods and services) for procurement, the quantity, estimated cost, source of funding, and date the item is required.
- b. The CLC coordinator shall prepare the procurement plan and present it to the CMC for approval and subsequent submission to the founding body for authorisation.
- c. The CMC shall seek discretionary permission from the founding body to design and implement a contextual procurement procedure to allow optimisation of local resources and opportunities without violating the applicable procurement rules and regulations.

4.4 Promotion and marketing

- a. The CLC shall be marketed, and the benefits proactively promoted through a deliberate branding strategy using print and digital media.
- b. Marketing strategies shall blend the educative, informative and entertainment tone within the broad framework of communication and marketing from an ALE and lifelong learning perspective.

4.5 Coordination and partnerships enhancement

CLCs shall be hubs where state and non-state actors provide holistic and integrated services to the community through an effective and efficient horizontal and vertical partnership enhancement framework.

- a. The roles and responsibilities of each partner shall be well defined and documented through memorandums of understanding between the CLC and individual actors (individual and institution) in the partnership
- b. The non-state actors shall include independent professionals & practitioners, community-based organisations (CBOs), non-governmental organisations (NGOs), cultural institutions, faith-based organisations (FBOs), profit and non-profit making enterprises and organisations and development partners
- c. The CMC shall steer and facilitate the formation and functioning of a stakeholders' forum dedicated to the growth and development of the CLC. The terms and working modalities of the stakeholder's forum shall be determined during the inception meeting that will be convened by the CMC
- d. There will be deliberate efforts to bring on board relevant duty bearers and actors for joint planning, implementation and evaluation of CLC performance at least twice a year

4.6 Mobilising material & financial resources

- a. Deliberate efforts shall be made to utilise available resources across priority sectors of public expenditure to promote service delivery optimization. The sectors of focus include, but are not limited to, education, agricultural extension, vocational education, public health, ICT, microfinance, and rural development in the context of each country's national development priorities and the CLC priority areas as informed by the contextual analysis.
- b. Resource mobilisation efforts and expenditure priorities should align with the CLC mission and objectives as stipulated in the strategic plan, investment plan and annual work plans.
- c. The following shall be some of the sources of funding for the CLCs:
- ✓ Central Government Transfers
 - ✓ CLC user fees
 - ✓ Revenue sharing scheme from government agencies
 - ✓ Contributions from Development partners
 - ✓ Contributions from Civil Society Organisations (CSOs)
 - ✓ Private sector
 - ✓ Community contributions (in-kind and cash)
 - ✓ Corporate Social Responsibility (CSR)
 - ✓ Course fees
 - ✓ CLC investments.
 - ✓ Individual donors
 - ✓ Foundations
 - ✓ Charitable donations
- d. The CLC resource mobilisation strategies shall include but are not limited to:
- (i) Proposal writing and fundraising
 - (ii) Launch (CLC itself and programmes)
 - (iii) Opening digital platforms like websites
 - (iv) Forming partnerships (corporate or otherwise)
 - (v) Hosting events (charity walk, luncheons, workshops etc)
 - (vi) Income Generating Activities (IGAs)

4.7 Managing financial resources

- a. The resources mobilised to finance CLC growth and development shall be deployed, controlled and monitored in accordance with applicable public financial regulations and procedures.
- b. The above guideline notwithstanding, the following elements shall constitute a proper CLC financial management procedure:
 - i. The CLC shall be a semi-autonomous structure, which is able to plan, budget and spend its resources to ensure its functionality, and be directly accountable to the founding body.
 - ii. The CMC, through the management team headed by the coordinator, shall be responsible for the day-to-day expenditure, control and monitoring of the CLC financial resources.
 - iii. A bank account for a CLC shall be opened in a recognized financial institution. The CLC bank account shall have three (3) authorised signatories who shall sanction all bank transactions. The authorised signatories shall include the CMC Chairperson, Treasurer and Secretary.
 - iv. All CLC revenues shall be recorded in the official cashbook by the staff in charge of finance or the CLC Coordinator where there is no substantive officer for that responsibility.
 - v. All CLC payments shall be made according to the approved plan and budget. Any changes to the plan and budget shall have to be approved by the CMC.
 - vi. The CLC shall maintain an asset register for all assets and inventories owned and controlled by the CLCs, and all assets shall be engraved.

4.8 Monitoring and evaluating service delivery

The CMC with technical and professional support and guidance of the founding body shall

- a. Ensure that the focus areas in the process of CLC monitoring and evaluation (M&E) plan should include, but are not limited to, the following:

- i. Whether or not adequate resources are allocated for the execution of programmes
 - ii. Availability of materials required for skills training at the CLC
 - iii. Availability of a properly prepared annual work plan at the CLC
 - iv. Relevance of the education and training contents offered by the CLC
 - v. Whether the learning and training tools meet the content choice and needs of the participants
 - vi. Availability of data collection records and forms at the CLC
 - vii. The participation and coordination of various stakeholders at the CLC
 - viii. Whether or not full-fledged services of CLC are provided on a continuous and sustainable basis
 - ix. The contribution of CLC in improving the lives of clients and community members
 - x. Functionality of the information management system
 - xi. The performance of CLC Management Committee
 - xii. The status of CLC equipment, tools and facilities
 - xiii. The categories of beneficiaries (in terms of age, gender, disability, etc.)
- b. Ensure that quality standards and indicators around environmental, occupational, health and safety, and service delivery parameters for monitoring and evaluation purposes are established
 - c. Ensure that CLC management team hold monthly review meetings to monitor performance and progress
 - d. Ensure that the monitoring and evaluation shall entail continuous follow-up and periodic assessment of progress using the developed tools like checklists and report formats, etc
 - e. Ensure that CLC Management Committee undertakes daily monitoring through tracking and inspecting attendance registers, visitors' books, or suggestion boxes

- f. Ensure that the responsible technical and professional staff promptly undertake monthly and quarterly monitoring and supervision of the CLCs
- g. Ensure that CLC periodic reports are generated and shared with stakeholders at different levels

5. Sustaining CLCs

There shall be a deliberate strategy and mechanisms to ensure continuity of CLC service delivery in line with ALESBA and the principles outlined under section one on introduction and background.

5.1 Leadership, governance and management sustainability

- a. CLCs shall be anchored within the ALE system as the means and infrastructure for ALE service delivery in line, especially, with the ALESBA elements of technical and management processes as well as institutional arrangements
- b. Holding CMC and management team truly accountable and responsible for performance and progress of the CLC by widening their freedom to think and act in the best interest of the overall growth and development of ALE
- c. Continuous capacity development for all position holders and stakeholders responsible for CLC management and administration
- d. Motivating and empowering CLC personnel to feel a sense of solidarity, ownership and belonging through building a Community of Practice (CoP) in the framework of ALE and lifelong learning
- e. Incorporating CLCs within the national ALE M&E system to ensure legitimate and evidence-based governance and management
- f. Fostering community participation and ownership, not only for contributing resources but also in planning, implementation and monitoring of CLC service delivery

5.2 Financial sustainability

- a. Government allocating public funds to CLC through a sector-wide and/or integrated framework with contributions from the different sectors, and at the different levels of governance and administration in line with the applicable structure, system and set-up of the government
- b. CLC raising own funds from donors, NGOs, private sectors and income generating schemes to supplement government transfers and grants
- c. CLC optimising community contributions in the form of time, labour, social networks and other local resources
- d. CLC collecting user fees and other charges on the services provided

5.3 Institutional sustainability

- a. Recognition of ALE and CLCs in policies, strategies and national ALE programme implementation guidelines
- b. Inclusion of ALE and CLCs within legal and regulatory frameworks governing the sector
- c. Recognition for non-formal learning and courses offered by CLCs within the National Qualification Framework and other forms of acknowledgement of learning attainments in the country
- d. Acknowledgement of the partnership and coordination structures as official CLC implementation structures, including the hierarchies, organograms, etc
- e. Capturing CLCs within national and sector development plans and budgets

6. Implementation and stakeholders' responsibilities

The successful implementation of the CLC operational guidelines is dependent upon the collaborative efforts amongst the different actors at macro, meso and micro levels. Whereas some of the roles and responsibilities particularly at the macro level are a preserve of state actors, the

the legitimate participation and partnership of non-state actors including CSOs, development partners, corporate philanthropy, and faith based organisations shall be upheld and promoted.

6.1 At the macro level

The stakeholders in the macro level structures shall include but are not limited to relevant staff in the ministry of gender, labour and social development, and by extension other technical staff from line ministries or agencies that are part of the national structure responsible for ALE shall be considered to be among the macro level state actors. The macro level actors shall:

- a. Exercise oversight, coordination, monitoring and evaluation of the implementation of the guidelines
- b. Periodically review and update the guidelines
- c. Publish and disseminate the guidelines
- d. Set and enforce national quality standards and indicators for the smooth running of the CLCs
- e. Provide guidance for building and nurturing partnerships and linkages with and among state and non-state actors
- f. Ensure an enabling policy and fiscal environment for CLCs

6.2 At the meso level

The stakeholders in the meso level structures shall include, but are not limited to, local government levels at the district (Woreda), and they shall perform the following roles:

- a. Orientation of stakeholders
- b. Identification of basic community structures/sites
- c. Conduct mapping exercise to identify potential partners
- d. Implement the structural designs for the CLCs
- e. Estimate costs of renovation of structures/bills of quantities
- f. Mobilise, allocate and manage financial resources of the CLCs
- g. Construction and renovation of CLC structures
- h. Furnishing and equipping of the centres

- i. Training (initial and refresher) of CLCs staff and orientation of CMCs
- j. Verification of identified basic community structures/sites for CLC establishment
- k. Develop appropriate training and learning materials and modules
- l. Deliver services including Demonstrations
- m. Avail supplementary reading materials
- n. Attend regular joint meetings by the different sectors
- o. Hold joint annual review meetings
- p. Provide supportive supervision
- q. Conduct monitoring and evaluation
- r. Conduct peer reviews
- s. Lead and manage the sustainable operation of the CLC
- t. Assign staff to manage day to day CLC activities
- u. Organise community entry meetings
- v. Conduct community mobilisation and sensitization
- w. Set up management structures i.e. centre management committees (CMC)
- x. Orientation of Management structures i.e. CMC
- y. Conduct situation analysis/baseline survey and needs assessment
- z. Organise events targeting all members of the community e.g. reading days, sports competitions, community dialogue, literacy week festivals /activities, mass media campaigns, community radios

6.3 At the micro level

The stakeholders in the micro level structures shall perform the following roles:

- a. Conduct joint review meetings and monitoring and evaluation events at the CLC
- b. Implement the structural designs for the CLCs
- c. Mobilise, allocate and disburse financial resources to the CLCs and manage community contributions Identification of basic community structures/sites

- d. Participate in the development of appropriate training and learning materials, modules and supplementary materials to facilitate learning activities at the CLC.
- e. Attend mobilisation and sensitization meetings
- f. Elect members to the CMC
- g. Contribute local materials towards the establishment of centres and their facilities
- h. Participate in the construction, renovation and equipping of CLCs
- i. Deliver services and training programmes including demonstrations at the CLC
- j. Attend organised events
- k. Utilise services and activities offered at the CLC
- l. Enrol for trainings and courses
- m. Replicate the skills and technologies demonstrated
- n. Self-assessment and peer review
- o. Demand for accountability/ use of score cards to assess service delivery
- p. Carry out exchange/study visits
- q. Organise exhibitions
- r. Participate in generating community priorities and needs to be integrated in the CLC, parish and sub county plans

7. Final Remark

These guidelines are indeed very helpful only when the users exercise prudent judgement and decision-making. As stated elsewhere in the different sections, users will have to contextualise the guidelines to suit local conditions, demands and interests. It is obvious that the performance and progress of any Community Learning Centre mirrors the institutional and organisational culture of the founding body as determined by the applicable laws, policies and procedures.

Overall, while a contextual definition and establishment of CLCs is paramount, the users of these guidelines are expected to acknowledge and demonstrate a good grasp of the universal CLC conceptualisations so as to found and manage LOCAL but GLOBALLY responsive community learning centres because we are in a “globalised and globalising society”

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With the financial support of BMZ



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Federal Ministry
for Economic Cooperation
and Development



Design and layout by Robel Fesseha