THE REPUBLIC OF UGANDA

MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME

GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

MARCH, 2022

Implemented by:

In cooperation with;

vhs
DVV International

Federal Ministry
for Economic Cooperation
and Development

LIST OF ACRONYMS AND ABBREVIATIONS

ALE	Adult Learning and Education
AIDS	Acquired Immuno Deficiency Syndrome
BTVET	Business, Technical, Vocational Education and Training
CAO	Chief Administrative Officer
CBOs	Community Based Organizations
CBSD	Community Based Services Department
CCT	Centre Coordinating Tutor
CDO	Community Development Officer
CSO	Civil Society Organization
CEG	Community Empowerment Group
CLC	Community Learning Centre
CMC	Center Management Committee
CSR	Corporate Social Responsibility
DDEG	District Discretional Equalization Grant
DIC	District ICOLEW Coordinator
DICC	District ICOLEW Coordination Committee
DIT	Directorate of Industrial Training
DTPC	District Technical Planning Committee
DVV	German Adult Education Association
ECD	Early Childhood Development
FAL	Functional Adult Literacy
FBOs	Faith Based Organizations
GAP	Group Action Plan
HIV	Human Immuno - Deficiency Virus
ICOLEW	Integrated Community Learning for Wealth Creation
IECD	Integrated Early Childhood Development
ICT	Information, Communication, Technology
LC	Local Council
LG	Local Government
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MGLSD	Ministry of Gender, Labour and Social Development
MoES	Ministry of Education and Sports
MoTIC	Ministry of Trade, Industry and Cooperatives
M&E	Monitoring and Evaluation
MWE	Ministry of Water and Environment
NDP	National Development Plan
NFA	National Forestry Authority
NGOs	Non- Governmental Organizations

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

i

PDC	Parish Development Committee
PDM	Parish Development Model
SAS	Senior Assistant Secretary
SDGs	Sustainable Development Goals
SGBV	Sexual and Gender Based Violence
SITAN	Situation Analysis
STPC	Sub County Technical Planning Committee
SWOT	Strengths, Weaknesses, Opportunities, Threats
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UWA	Uganda Wild Life Authority
VAP	Village Action Plan
VSLA	Village Savings and Loans Association

FOREWORD

The Government of Uganda recognizes education and literacy as important aspects required to propel the country towards achieving the middle income status by 2040. The National Development Plan III has identified 18 Programme Areas to facilitate the socio-economic transformation of the country. ICOLEW programme is one of the flagship programmes for operationalization of the programme area of Community Mobilization and Mindset Change as well as the Parish Development Model (PDM).

Efforts towards mobilizing, sensitizing and empowering individuals, households, communities and citizens to get involved in development interventions of government, and other agencies as well their own development initiatives dates back since independence. This was intended to promote socio-economic wellbeing of communities with their active participation. Such efforts witnessed the establishment Community Centres in the 60s at sub county levels in all the districts throughout the country. The main purpose of the Community Centres was sensitizing, empowering and training people for improvement of literacy and numeracy skills, livelihoods and life skills so as to better their socio-economic wellbeing and contribute to national development. Besides the Community Centres, there were also regional Rural Training Centers (RTCs) established throughout the country to offer tailor made and integrated trainings to communities.

However, very few centers still exist, with varying status of physical structure and use. Majority of the Centres have either collapsed or have been converted to other use while those available are dilapidated and in need of renovation/rehabilitation, equipping and furnishing. The collapse of Community Centers has had negative impact on the various government interventions geared towards community and national development; there has been limited uptake and participation of individuals, households, communities and citizens in development interventions and self-help initiatives due to negative attitude and mindset.

The MGLSD with support from the German Adult Education Association (DVV International) has been implementing the Integrated Community Learning for Wealth Creation (ICOLEW) programme; from 2015 to 2019 on a pilot basis in four Districts of Namayingo, Mpigi, Iganga and Nwoya. With effect from FY 2020/21, it was recommended that ICOLEW programme be rolled out to cover the whole country as a successor programme to FAL. The programme is premised on 5 components namely: literacy and numeracy acquisition and enhancement; Village Savings and Loans Association; Livelihoods and business development skills support; Community Learning Centers (CLCs) establishment; and Institutional capacity strengthening and support.

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

iii

The CLC component is focused on revamping the former community centers, and upgrading them into Community Learning Centers (CLCs) based at the Parish level. The CLCs are aimed at improving access to and participation of the non and semi literates and the wider community in community led development process through integrated service delivery.

The development of these CLC Guidelines was informed by the lessons from the pilot phase. The CLC programme component interventions will be achieved through a multi-sectoral and multi- departmental approach whereby the CLCs will be used as "one stop centers" for knowledge and skills acquisition and application and integrated service delivery within the communities.

The CLC Guidelines provide systematic implementation modalities for CLC establishment, operationalization, management and sustainability. These guidelines have been developed through a consultative process and are expected to guide all stakeholders in the implementation of the CLC modality.

I therefore call upon all stakeholders across sectors, Development Partners, Civil Society, Faith - Based Organisations and Private Sector to work in partnership and implement CLCs so as to ensure lifelong learning opportunities for all.

A.D. Kibenge
PERMANENT SECRETARY

ACKNOWLEDGMENT

The Ministry of Gender, Labour and Social Development wishes to extend appreciation to the various Organizations, Agencies, Local Governments and Officers for their support towards the development of the Community Learning Centers (CLCs) guidelines. The Ministry is indebted to the German Adult Education Association (DVV International) Uganda Country Office for supporting the entire process of designing the ICOLEW Programme, and specifically supporting the development of the CLCs Guidelines. Special thanks to Mr. Kyebakola Caesar the Country Director DVV International-Uganda and Mr. Kifampa Joseph the Programme Expert.

On behalf of the Ministry, I wish to express gratitude towards the District Local Governments of Mpigi, Namayingo, Iganga and Nwoya, the pilot Districts of the ICOLEW Programme; and so piloted the CLCs modality from which many lessons were drawn to enrich these Guidelines. My great recognition is particularly extended to the District ICOLEW Coordination Committees of the pilot districts who participated actively in implementation of the pilot phase from which invaluable inputs into this guidelines were drawn.

The development of the Guidelines would not have been possible without the generous contributions and tireless efforts provided by the staff of the Department of Community Development and Literacy. I would like to especially commend Mr. Ejoru Alphonse - Assistant Commissioner for Literacy; Ms. Kyaringabira Imelda - Principal Literacy Officer/National ICOLEW Coordinator and CLC component head; Ms. Akello Harriet - Principal Literacy Officer; Ms. Naluwende Lydia - Senior Community Development Officer; Ms. Nankinga Annette - Community Development Officer and Ms. Irene Nyakato - Literacy Officer.

Everest Tumwesigye
COMMISSIONER, COMMUNITY DEVELOPMENT AND LITERACY

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

v

CONTENTS

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

vii

GLOSSARY

Community Learning Centre: 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 improvement of quality of life. The Community Learning Centre is a community based social institution owned and managed by the people to promote knowledge, skills, spirit of self-reliance and serves as a mechanism for delivery of social and economic services for the development of communities.

CLC Coordinator: A Parish Chief of the Parish where the CLC is located, dully assigned by the Senior Assistant Secretary to manage the matters pertaining to the CLC

CLC Management Committee: CMC is formally constituted and is responsible for overseeing the operations and activities of the CLC. The CLC management committee represents the different interests of the community members.

0.1   Structure of the Guidelines

The Guidelines comprise of six chapters. Chapter one provides the background to the guidelines, conceptual clarity of CLCs and situates CLCs in Ugandan context. It links the guidelines to the policy and legal environment; outlines the rationale, purpose, objectives and target group. It lays down the guiding principles, structure, process of developing and users of the Guidelines.

Chapter two describes in detail the process and procedures of establishing CLCs, giving both the demand and supply sides and institutional arrangement for implementation of CLCs. Chapter three discusses the functions, programmes and services of CLCs and linkages between CLCs and ALE as well as monitoring learning achievements. Chapter four details planning for and organizing programmes and activities for CLCs, institutional structures for effective management of CLCs as well as their roles and responsibilities.

Chapter five is about networking, collaboration, coordination and working relationships with partners. Chapter six explores financing, resource mobilization and sustainability strategies. While chapter seven covers aspects pertaining to monitoring and evaluation.

0.2   Process of developing the Guidelines

During the process of developing these guidelines, consultations were made with stakeholders at all levels. The ICOLEW programme Core Team carried out benchmarking studies in other countries. The results of these exercises informed the development of the guidelines for establishment and management of CLCs. The draft guidelines were validated by stakeholders at all levels.

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

xi

0.3   Users of the Guidelines

These guidelines shall be used by all adult learning and education stakeholders that wish to implement activities and programmes through Community Learning Centres.

xii

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

CHAPTER I

INTRODUCTION

Community Learning Centres play a pivotal role in literacy and continuing education, particularly for the non-literate, semi-literate, disadvantaged and poor individuals and groups. CLCs promote human capital development by providing opportunities for lifelong learning to all people in the local community, support empowerment, social transformation and improvement of the quality of life of the community and its peoples. Community Learning Center programmes are mainly provided through non-formal pathways, hence promoting opportunities for community members to learn throughout life.

1.1   Background

Education is critical for human capital development and one of the effective tools in poverty eradication. Literacy plays a vital role as a basic education foundation for lifelong learning, sustainable livelihoods, good health, active citizenship and improving quality of life for individuals, families, communities and society as a whole. Literacy and continuing education are essential for women's empowerment and gender equality. Adults, youth and disadvantaged and vulnerable people have a right to basic education, starting with literacy, which enables them to effectively participate in and to transform, the world in which they live. Uganda like the rest of the world has made remarkable progress in literacy and education. However, a sizeable proportion of youth and adult population i.e. approximately 10 million people are still non-literate, semi –literate or have inadequate literacy and numeracy skills to enable them function effectively in the information age. These are in need of adult learning and continuous education in a lifelong learning and sustainable manner.

The right to education begins at birth and continues throughout life. In order to fulfill the right to education, formal education/schooling can be complemented with other forms of learning to ensure inclusive and equitable quality education that promotes lifelong learning opportunities for all through flexible lifelong learning opportunities. In response to SDG Goal 4 and the dynamic trends in globalization and regional development, the role of learning goes beyond the realm of literacy and numeracy and will go a long way in addressing the current needs of youth and adult learners as well as the wider communities where they live.

1.2   Community Learning Centres

Community Learning Centres (CLCs) are community-based institutions set up, owned and managed by communities to provide lifelong learning opportunities as well as other services, for community development and improvement of people's quality of

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

1

life. Because CLCs are owned by the community, they are better placed to address local needs: identify and analyze local needs and mobilize local resources to address them, i.e *solutions to solve local problems*. Using participatory learning and action techniques and tools, community members acquire knowledge and skills necessary to participate in, and benefit from, overall national development and improve their own quality of life.

1.3   Community Learning Centers and ALE in Uganda

The concept of community-based learning in Uganda dates back as far as early 1960's when the Government identified literacy as one of the important factors for accelerating development. Subsequently, the Government established community centers, rural training centers and farm institutes at community, sub county and district levels, where learning, information dissemination, recreation activities and sharing experiences would be practiced. However, over time these efforts collapsed and most of these centers became desolate due to the civil strife in the 70's and early 80's.

The Education White paper, 1992, spells out interventions aimed at democratization of education and training systems in the country. In 1992, the government revived the adult literacy programmes using the integrated Functional Adult Literacy (FAL) approach. FAL approach integrated literacy, numeracy with practical knowledge and skills. While this programme was well conceived, it was affected by a number of challenges ranging from poor learning environment to inadequate mechanism to provide for continuous and lifelong learning opportunities.

Community Learning Centers therefore provide opportunities for knowledge and skills acquisition, practice and application in a lifelong learning perspective.

1.4   Policy and Legal Context

Policies, legislations, international conventions and agreements relevant to the establishment and sustainable management of CLCs, include:

*   National Community Development Policy, 2015
*   National Adult Literacy Policy, 2012
*   National Gender Policy, 2007
*   National Youth Policy, 2001
*   National Culture Policy, 2006 (Reviewed 2019)
*   Skilling Uganda programme
*   BTVET Act, 2008
*   Constitution of the Republic of Uganda, 1995 as Amended
*   Local Governments Act, Cap 243
*   Public Finance Management Act, 2015
*   Government White Paper, 1992

- Uganda Vision 2040
- National Development Plan III
- Ministry of Gender, Labour and Social Development Strategic Plan, 2020/21-2024/25
- UN Sustainable Development Goals, 2015-2030
- Education 2030: Incheon Declaration and Framework for Action for implementation of SDG 4
- Belem Framework for Action, 2009

Government has already incorporated the CLC concept into its Tenth Five-Year Development Plan as programme strategy for reducing illiteracy and attaining EFA goals.

1.5 What is a Community Learning Centre? Conceptual understanding

According to UNESCO, a Community Learning Centre (CLC) is considered as a resource centre or a local educational institution outside the formal education system (APPEAL, 1995) set up and managed by communities to provide learning opportunities, information and lifelong learning to promote community development and improvement of people's quality of life.

In the Ugandan context, a Community Learning Centre is 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 improvement of quality of life. The Community Learning Centre is a community based social institution owned and managed by the people to promote knowledge, skills, spirit of self-reliance and serves as a mechanism for delivery of social and economic services for the development of communities.

1.6 Rationale

Currently, adult learners who complete basic literacy and numeracy programmes lack or have limited opportunities for post-literacy follow-up to ensure utilization and sustenance of learning outcomes. CLCs provide opportunities for adult learners and other interested members of the community to consolidate the gains of the Functional Adult Literacy programme, sustain the learning outcomes of numeracy and literacy and access continuing education and lifelong learning opportunities.

Community problems, issues and needs are multi-dimensional and therefore require a multi-sectoral response. The services offered at the centre make it possible to address multi-dimensional needs. As local institutions, CLCs are easily accessible because they are owned and managed by the local community. CLCs are structures for Community mobilization and empowerment, social cohesion and cooperation, self-reliance which stimulates community development,

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

3

1.7   Purpose of the Guidelines

The guidelines have been developed to:

i.   Explain standards, processes and procedures that actors engaged in ALE require to establish, operate and sustain CLCs;

ii. Provide institutional and management structures for effective implementation of CLCs;

iii. Describe the key roles and responsibilities of different stakeholders involved in the establishment, operation and sustainable management of CLCs; and

iv. Provide strategies for effective financing and resource mobilization to sustain operation and management of CLCs

1.8   Objectives of the Community Learning Centre

1.8.1 Overall Objective

To improve access to and participation in community led development process through integrated service delivery.

1.8.2 Specific objectives

The specific objectives are to:

i)   Map out local needs, resources and institutions for socio-economic transformation of communities;

ii) Provide lifelong learning opportunities for different members of a community;

iii) Create linkages between community, sector departments and other actors for integrated service delivery;

iv) Increase self-reliance among communities for sustainable development; and

v)   Strengthen coordination, collaboration and networking for effective and efficient service delivery.

1.8.3 Expected outcomes of Community Learning Centres

i)   Increased access to post-literacy, continuing and lifelong learning opportunities by the community;

ii) Increased participation of communities in sustainable natural resources use and management;

iii) Increased demand for and uptake of development services by communities;

iv) Improved transparency and accountability by service providers; and

v)   Improved efficiency and effectiveness of service delivery.

1.9   Target Groups

The CLC as a one-stop service centre is a place for all men, women, the youth, children, older persons, persons with disabilities and out of school children. The centre particularly targets those learners interested in continuing learning and education, livelihoods and vocational skills development, farmers, business community seeking technology transfer.

Note: The CLCs shall provide equal access to and utilization of programmes, activities and services by all members of the community at all times.

1.10   Guiding Principles

These guidelines shall be implemented based on the following principles:

Needs Based Approach; The CLCs programmes and activities shall be responsive to the identified needs of the communities, adult learners and aligned with the national development goals.

Participation and involvement; Communities and adult learners shall be involved at all stages in identification of learning needs, local resources and development initiatives as well as decision-making, implementation, monitoring and evaluation.

Ownership; The communities shall be at the centre of the establishment, implementation and management of programmes and services provided at the CLC for sustainability.

Human rights Based Approach; Promotion and protection of the right to participate in adult learning and education as well as access to services shall be upheld at all times by duty bearers and rights holders. Duty bearers shall have the responsibility to provide and right holders shall have obligation to participate in CLCs programmes and activities.

Transparency and accountability; The CLC shall ensure joint and regular planning, meetings, implementation, reporting, monitoring and evaluation and information sharing among stakeholders at all levels.

Equal access for all;   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, migrants, hard to reach and people under special circumstances like prisoners and armed forces.

Gender responsiveness; 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.

Partnership and networking; There shall be recognition of the important roles and contribution by government and non-state actors in the implementation of the CLC modality. This principle will ensure cooperation, networking, collaboration and coordination at establishment, management and sustainability of the CLCs.

Multi-sectoral linkages and collaboration; There shall be deliberate effort to promote intra and inter-sectoral linkages, collaboration and coordination for effective and efficient service delivery at all levels of governance. Community Learning Centres shall promote integrated service delivery by all sectors for the benefit of the community.

Decentralized service delivery; The programme shall uphold implementation within the decentralized system of governance. The local governments shall be responsible for programme implementation while central government shall be responsible for policy guidance and oversight. Resource mobilization shall be carried out at central, local and community level.

Empowerment; The programme shall focus on enhancing people's capacity to take charge of their own development. Emphasis will be on enabling them to have the ability to initiate and implement action plans.

Experiential learning; Adult Learners shall be encouraged to draw lessons from their life experiences and knowledge in the learning process.

Respect and dignity; CLC beneficiaries shall be treated with respect. Their voices should be heard and the methods of facilitating their learning should befit them irrespective of age, sex, disability, political, social, cultural and economic status.

Adaptability; The CLC modality shall be flexible to promote innovations to cope with the ever changing needs, programming and technological innovations.

Intergenerational learning; The CLC guidelines shall promote learning for all ages and across age groups as well as promoting the positive cultural practices Learning is lifelong. This preserves indigenous knowledge and promotes cultural heritage. Learning across age groups builds a sense of personal and societal identity while encouraging tolerance

CHAPTER II

ESTABLISHMENT OF COMMUNITY LEARNING CENTRES

Introduction
This chapter describes in detail the process and procedures of establishing CLCs, giving both the demand and supply sides and institutional arrangement for implementation of CLCs.

2.1   Who can establish a CLC
CLCs shall be established by all stakeholders involved in the implementation of adult learning and education programmes. These include; the community, local leaders, CBOs, civil society organizations, government entities, cultural/traditional institutions, FBOs, private sector, development partners, individuals.

2.2   Process of Establishing CLC
The Demand Side
- Identify a Community
- Conduct Community Needs Assessment/ Situation Analysis
- Carry out basic needs assessment
- Ascertain secondary needs
- Determine the target groups
- Community mobilization and sensitization

The Supply Side
- Identify and work with stakeholders including MoES, MWE, MAAIF, MoTIC, e.t.c, NGOs and FBOs, Private sector, foundations, individual professionals & practitioners
- Develop programmes, services and activities:
  - literacy and numeracy, continuing education, equivalency/alternative education, ECD, livelihoods/rural development and business development skills, sports and recreation, cultural development and promotion e.g cultural tourism, *ekisakate*, etc
- Identify, Select, develop and /or improve CLC site/facility
- CLC facilities and equipment
- Planning for operation and management of CLC
- CLC program and service design (also see Chapter III)

2.3   Procedure for Establishing CLC
In order to establish sustainable CLCs, the following procedures shall be followed in the process of implementation:

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

7

i)   Conduct community entry and sensitization meetings

ii) Identify sites and community structures to host the CLC

iii) Conduct mapping exercise to identify potential partners

iv) Renovate and or construct CLC site facility or structures, furnish and equip

v)   Assign staff, constitute and orient the Community Learning Center management committee and other structures

vi) Design the cross sectoral programmes for the center (based on or informed by Situation analysis/needs assessment and or market assessment results)

vii) Provide services including literacy and post literacy, continuing education, extension & out reaches, etc

viii) Monitor, report and evaluate CLC programmes and activities

CHAPTER III

FUNCTIONS AND PROVISION OF SERVICES AT THE COMMUNITY LEARNING CENTRE
Chapter three discusses the functions, programmes and services of CLCs and linkages between CLCs and ALE as well as monitoring learning achievements.

3.1   The Core Functions and Services

- Adult learning, community education, and trainings
- Information and library resource services
- Community/rural development activities
- Community out-reaches and extension services
- Cultural development, recreation and sports
- Co-ordination and networking

3.2   Main Programmes and Activities

a) Education and training

- Literacy and post literacy
- Livelihood and business skills training
- ICT training services
- Integrated Early childhood care and development services
- Non formal vocational skills
- Demonstration of technologies
- Life skills and mindset change
- Language , and sign language teaching

b) Community information and resource services

- Libraries and reading corners
- ICT services and internet connectivity
- Market information services
- Meteorological information service
- Registration services
- Barazas and Community score cards
- Global citizenship and civic centre
- Community information system

c) Community development activities

- Income-generating activities/livelihoods promotion
- Health and hygiene promotion
- Nutrition and food security activities
- Self-help development programmes
- Social and cultural activities
- Programmes for special interest groups such as youth, women, older persons, PWDs

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

9

- Micro-finance services
- Sexual and reproductive health/HIV and AIDS
- Conflict management
- SGBV, probation Case management
- Technology dissemination and adoption/adaptation services
- Exhibitions and marketing
- Community dialogue meetings
- Community participatory planning meetings

d) Cultural, Recreational and sports development
- Preservation, promotion and development of culture
- Community sports and talent development
- TV watching
- Music Dance and Drama
- Social events (parties)
- Cultural tourism centre /community Museum

d) Co-ordination and Networking
- Provision of linkages between the government, civil society and private sector
- Promotion of lifelong learning.
- Hosting the CLC Management Committee
- Hosting the CLC Coordinator
- Stakeholder engagement bureau

3.3 Linkage of CLC and ALE programme development

The CLC is an integral part of the ALE service delivery process. It is not just a physical building but a bridge between informal and formal education addressing the learning needs of individuals and communities, lifelong and life wide. CLCs provide opportunity for delivery of intersectoral ALE programmes that benefit individuals across literacy levels and skills. Institutionalization of the CLC approach will deliver results that feed into the mainstream system for education, employment, civic engagement.

Baseline studies and needs assessment shall inform the development of programmes at the CLC, the programmes shall be accredited and validated by the different service providers.

3.4 Monitoring learning achievement/ assessments

Learning assessment at the CLC will form part of the ICOLEW Learning Process for participants undertaking literacy and numeracy and other ICOLEW components. Other training programmes' achievements will be assessed and evaluated using custom made tools and methodologies in relation to the needs. Trainers and Facilitators will be responsible for periodically assessing learner achievement over time. Certificates of achievement will be given based on the assessment results.

CHAPTER IV

ORGANIZATION, GOVERNANCE AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

The governance, administration and management of CLCs shall follow existing government structures as illustrated below. Each structure shall have specific roles and responsibilities.

The CLC shall be overseen by the CMC supported by the CLC coordinator. They will generate a strategic plan and annual work plan to support implementation of CLC activities on a regular basis.

4.1 Institutional structures and Governance at macro, meso and micro level

The creation of an appropriate organizational structure is essential for the effective planning and management of CLCs. Appropriate structures for implementation of CLCs shall be harmonized with the already existing government structures. The roles and responsibilities of each structure shall be clearly defined and spelt out.

The following structures shall support the management of CLCs:

Level	Structure
National	Inter-Ministerial Steering Committee/Municipality Technical
District	District Technical Planning Committee (DTPC)
Municipality	Municipality Technical Planning Committee (MTPC)
Sub county/ Division/Town	Council Technical Planning Committee (TPC)
Parish/ Ward	Center Management Committee (CMC), Parish Development Committee (PDC)

4.2 Planning and Organizing CLC Programmes and services

a) The Community Needs Assessment

CLC programmes and services address community needs. It is important to know about peoples' diverse problems and needs. Effective CLC programmes and services depend on how well we address needs and demands of the community. Community needs assessment shall provide data and information about the strengths of the community and their present and future needs.

CLC activities should not be pre-determined or supply driven, but be demand driven. Therefore, before organizing CLC activities, basic information about the community, its resources and people, need to be collected. Detailed data and information on various

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

11

aspect of the community shall be collected and compiled in the community database useful for planning, decision making and problem solving.

A community needs assessment shall be carried out before the establishment of the CLC and thereafter, every two years.

b) Methods of community needs assessment

To assess community needs, decide the kind of data and information we need to collect and how to get the data and information. Different methods and tools can be used to get information. Basic information of the community can be collected from secondary data sources in local government department, NGOs/FBOs/CBOs and private sector[1]. In addition primary data can be collected through a survey in the community using participatory rural appraisal (PRA) to identify knowledge and experiences of the community as well as enables local people make their own appraisals, analysis and plans.

Detailed data and information on various aspects of the community shall form the community data base that helps to understand the situation of the community and its people, know about the community's needs, problems and potentials as well as get up to date information about services of the local government departments and other providers in the community. Community database shall be useful for planning, decision making and problem solving as well as monitor and evaluate the CLC outcomes.

c) Developing Community Learning Centre Plans

The CLC management shall develop the following plans to support resource mobilization, the design, implementation, monitoring and evaluation of services and programmes at the centre:

i) CLC Strategic Plan

A strategic plan shall be developed for the medium term preferably every five years outlining the priorities, resources, stakeholders, monitoring and evaluation mechanism. This plan shall be developed in consultation with all relevant stakeholders in line with planning and budgeting frameworks. (See Annex 2 (a))

ii) CLC Annual work plan

The CLC annual work plan shall cover a period of a financial year, as drawn from the strategic plan. It shows activities per quarter, cost and responsible person. (See Annex 2 (b)

---

1   Population, literacy rate, economic conditions, local resources (human and physical), local institutions and their services; housing; government agencies, departments and their services; NGO/FBO, development partners, private sector and their services; utilities, media and internet; financial services; history of the community, culture and traditions, etc.

iii) CLC Quarterly work plan

The CLC shall have a quarterly work plan derived from the annual work plan showing the activities per month, estimated cost and responsible person/s. (See Annex 2 (c))

iv) CLC Procurement plan

The CLC shall develop a procurement plan every financial year showing the subject of procurement, the quantity, estimated cost, source of funding and date the item is required. (See Annex 2 (f))

The CLC coordinator will prepare the Procurement plan with support of CDO and SAA. The CLC management committee will approve for submission to the sub county for discussion integration into the sub-county plan.

v) CLC capacity building plan

The CLC management and key stakeholders will need relevant knowledge and skills necessary for the establishment, operation, management and sustainability of the CLC. The CLC capacity building plan shows the category of stakeholder, their identified skill gap, tools/ equipment gaps and time frame in which to address the gaps during the financial year. Explain clearly what capacity building is (See Annex 2 (e))

4.3 CLC Management Committee (CMC)

Introduction

CMC is a body responsible for overseeing the operations and activities of the CLC. The CLC management committee shall represent the different interests of the community members. The CMC shall meet on monthly and quarterly basis and shall report to PDC.

4.3.1 Composition of CMC

The CLC management committee shall be comprised of ten (10) members namely.
i. Entire PDC
ii. Chairperson LCI of the village hosting the CLC
iii. One Facilitator
iv. Center Coordinating Tutor
v. Sub-county extension staff as ex officials

Term of office for CMCs

The term of office of CMC shall be three years for members and renewable once.

4.3.2 Roles and Responsibilities of CLC Management Committee

1. Support the CLC Coordinator and staff to run the CLC programmes and activities in response to community learning needs
2. Develop CLC strategic plans (long term and short term)

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

13

3. Formulate CLC programmes and courses
4. Mobilize resources to run the CLCs
5. Promote and ensure community engagements/involvement, contribution and participation
6. Lobby and advocate for support and
7. Provide oversight, supervise, monitor and evaluate CLC programmes and activities
8. Hold monthly and quarterly meetings.
9. Initiate networks and partnerships and integration across the sectors and with other partners
10. Approve work plans and budgets
11. Provide periodic reports to Local Authorities (Sub county, Town Council or Division)
12. Account for resources generated, advanced to the CLC

4.3.3   Management of the CLC

The SAS shall assign the Parish Chief of the as the CLC Coordinator to run the day to day programmes and activities of the center with support from the Community Development Officer (CDO).

4.3.4   Roles and Responsibilities of the CLC Coordinator

1. Over all coordination of the center's activities
2. In charge of the day to day programmes and activities of the center
3. Organize CLC programmes and activities and ensure that they are implemented
4. Support the CLC management committee to play their roles and responsibilities
5. Secretary to the CMC.
6. Ensure that the CMC is functional.
7. Assess the learning needs of the learners at the center
8. Work with experts to develop the curriculum of the center
9. Team leader for the CLC livelihood activities
10. Maintain constant interface and contact with CLC participants/beneficiaries/ learners and encourage community members to attend CLC programmes
11. Ensure efficient and effective operation of the center's equipment, materials and facilities
12. Lobby and advocate for the CLCs activities
13. Mobilize resources for the center (internal and external resources)
14. Plan and budget for the CLC activities
15. Maintain records and document all events that take place at the center
16. Monitor and evaluate CLC programmes and activities
17. Ensure timely reports (activity and periodic)
18. Disseminate information and activities of the CLC to the public
19. Provide timely accountabilities for the CLC activities
20. Collaborate with external partners of the center; government, Development Partners, Private Sector and Community Based Organizations
21. Any other duties assigned by the Supervisor

CHAPTER V

MINIMUM STANDARDS OF COMMUNITY LEARNING CENTRE

Introduction

A CLC should operate within agreed aspects, features and activities accepted by the set standards. The Community Development Officer shall ensure compliance to the set standards

5.1   Infrastructure and Architectural Design

The CLC Infrastructure should be established with the accessibility in mind. The Land ownership tenure must be without encumbrance, handed over for community/public good with documented evidence. The physical structures of the CLC shall be in good habitable condition. The model/standard CLC shall have the following structures and facilities in place:

a) Training spaces (1-2 rooms in/partially outdoor),	a) Solid waste disposal place
b) Library/book store/resource center	b) A fence
c) Office space	c) Water facility (tank or tap stand)
d) Demonstration site (Tree planting, Market place, Wood lot, Fruit Orchards)	d) Hand washing facility (tippy- tap)
e) Sports ground/recreation spaces	e) IECD center
f) Sanitary facilities	f) Bulking, storage and marketng

5.2   Service Delivery Standards

i)   Community should be involved in site selection, needs assessment, resource mobilization, programmes design and all levels of decision making.

ii)   Literacy and numeracy services should be the primary priority for establishing the CLC

iii)   Programmes and services at the CLC must address local community needs informed by the needs assessment

iv)   The CLC Coordinator shall be the area Parish Chief and other staff as the needs of the CLC shall be. The Sub County extension staff will support integrated service delivery at the CLC

v)   Stakeholder engagement shall be exhibited for partnership and networking.

vi)   The CLC Management Committee shall be constituted and functional and periodically reporting to the Sub County Chief or Town Clerk.

vii) Operation and management of CLCs shall be done using locally mobilized resources.

viii) Local leaders shall be mobilized to support the CLC.

ix)   Reporting, assessment and evaluation of the CLC shall be carried out using Community score cards.

CHAPTER VI

RESOURCE MOBILIZATION AND FNANCIAL MANAGEMENT OF CLCS.

Introduction

This chapter explains the processes and procedures for resource mobilization and financial management of CLCs.

6.1   Resource Mobilization Strategy and management

CLC resources vary from finances, materials, staff, and other assets required by the CLC in order to function effectively and efficiently. Resource mobilization involves all activities geared towards securing new and additional resources for the CLC. Resource mobilization efforts should align with the organizational mission, objectives and strategic plan.

Resources shall be mobilized through;
a) Proposal writing
b) Launch (CLC itself and particular programmes)
c) Opening digital platforms like websites
d) Forming partnerships (corporate or otherwise)
e) Hosting events (charity walk, luncheons, workshops etc)
f) Income Generating Activities (IGAs)
g) User fees

Each CLC shall develop a Resource Mobilization Plan in order for it to address the community most felt needs. (Refer to the Resource Mobilization Plan, Annex……)

The resources mobilized shall be managed within the existing management structures and procedures as outlined in section 6.2. Deliberate efforts shall be made to utilize available resources across sectors to promote service delivery optimization. The CLC model shall focus on making better use of, and maximizing existing resources.

6.2   CLC establishment, operations and management cost

The cost for establishment, operations and management of a CLC shall depend on the state and location of the proposed physical structure /site, requisite tools, equipment and materials to deliver programmes and services according to the needs identified by the community. Such costs will include but not limited to; land, construction/renovation, furnishing, human resource costs, equipment, utilities, operations and maintenance etc.

6.3   Financing CLC

The CLCs shall be financed through various sources ranging from government, development partners, Civil Society Organizations (CSOs), private sector, local partners and the community. The following shall be some of the sources of funding for the CLCs:

i)   A proportion of 25 percent of the locally raised revenue to Village Councils

ii)   District Discretional Equalization Grant (DDEG)

iii)   Central Government Transfers

iv)   CLC user fees

v)   Revenue sharing scheme from government agencies e.g., UWA, NFA, among others.

vi)   Royalties from mining companies, power generation, etc.

vii)   Contributions from Development partners

viii) Contributions from Civil Society Organisations

ix)   Private sector

x)   Community contributions (in-kind and cash)

xi)   Corporate Social Responsibility (CSR)

xii)   Course fees

xiii) CLC investments.

xiv)   Individual donors

xv)   Endowment gifts (social enterprise) - donation given with the intent to preserve the original value of the gift, and to grow it over time.

xvi)   Foundations - independent private bodies whose funds are derived from its members for a cause.

xvii) Charity (Lotteries)

6.4   Financial management for CLCs

Financial Management refers to the process of planning, organizing, controlling and monitoring financial resources with a view to achieve goals and objectives. Proper management of CLC's finances ensures quality and regular services for efficient functioning. Below are the elements of proper financial management for CLCs;

The CLC shall be a semi-autonomous structure which is able to plan, budget and spend its resources to ensure its functionality. The CLC management committee shall be responsible for the day-to-day management of its financial resources. The CLC management committee shall be assisted by the Lower Local Government Accounts Department to ensure transparency and efficiency in management of CLC resources.

Budgeting; Every financial year, the CLC management committee shall develop a plan of activities and prepare a budget to implement the plan. The budget shall describe estimate of revenue and expenditure for a given financial year. For a CLC established by government, the annual budget shall be submitted to the sub-county for integration into the sub-county annual work plan and budget.

Once the budget has been approved and the activity implemented, the process shall be completed by comparing the plan (budget) with the eventual outcome ('actual'), to avoid under or over-expenditure.

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

17

Bank accounts; A bank account for a CLC shall be opened in a financial institution recognized by Bank of Uganda. This process shall be facilitated by the respective Local governments. . The CLC bank account shall have three (3) authorized signatories who shall sanction all bank transactions. The authorized signatories shall include the Chairperson-CMC, Treasurer and Secretary.

For a CLC established by government, the CMC shall at an agreed intervals transfer revenues collected to the CLC bank account. Bank transactions shall be recorded in the payment voucher book and bank ledger. The CLC bank account shall be reconciled on a monthly basis. The CLC bank account shall not be used to obtain credit from a bank.

Revenues; The CLC shall receive income from the different sources and these revenues shall be recorded in the serialized receipt books to track all incomes collected. The revenues shall be recorded in the cash book for the CLC. The CLC Coordinator shall be in charge of revenue collection for the CLC.

Expenditures; All CLC payments shall be made according to the approved plan and budget. Any changes to the plan and budget shall be approved by the CLC Management Committee and the sub-county chief. The CLC shall record all payments in the voucher and cash book. Each payment shall be supported by a payment requisition. All payments shall be prepared by the CLC Coordinator, reviewed by the CDO and approved by the SAS.

Cash book; The CLC shall maintain an up-to-date cash book with records of all cash and bank receipts and payments.

Procurement; The CLC shall develop an annual procurement plan of the goods and services. The CLC Coordinator shall prepare a purchase requisition. The CLC shall obtain one quotation for goods and services with a procurement value of less than UGX 1,000,000. The CLC shall obtain 3 quotations for goods and services with a procurement value of UGX 1,000,000 and above.

Asset and inventory management; The CLC shall maintain an asset register for all assets and inventories owned and controlled by the CLCs. All assets shall be engraved to avoid misappropriation.

Reporting; The Accounts Assistant shall prepare monthly Income and expenditure Statement as well as bank reconciliation statement for the CLC. In addition, the Accounts Assistant shall prepare annual statement of financial performance, statement of Cash flows and Statement of financial position for the CLC

Standard documents;
• Work plan & Budget
• Procurement plan
• Asset Register
• Asset disposal
• Payment Requisition

- Payment Voucher
- List of prequalified suppliers
- Purchase requisition
- Local Purchase Order
- Goods Received Notes
- Purchase decision record
- Contracts (for services)
- Receipts
- Invoices
- Minutes of the CLC management committee meetings

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

19

CHAPTER VII

NETWORKING, COLLABORATION AND PARTNERSHIPS AND COORDINATION

CLCs shall be hubs where state and non-state actors provide holistic and integrated services to the community. Roles and responsibilities of each partner shall be well defined in order to strengthen the networks at all levels.

CLCs shall establish mechanisms that foster networking, collaboration and partnerships amongst stakeholders. The stakeholders shall include the community, local leaders, CBOs, civil society organizations, government entities, cultural/traditional institutions, FBOs, private sector, development partners, and individuals.

CLCs shall establish a stakeholders' forum to promote cooperation, advocacy, shared resource utilization and experience sharing. Representatives of the stakeholders shall form part of the CLC Management Committee who will also guard the interests of the CLC at all levels. Stakeholders shall form partnerships to implement CLC programmes. Partnerships may be vertical, horizontal, programme/activity based or as need may arise. The CLC Management Committee shall spearhead the establishment of these partnerships.

For effective functioning of CLCs as community hubs for knowledge and skills acquisition and application, stakeholders shall be coordinated through existing government coordination structures at all levels.

There will be deliberate efforts to bring on board relevant duty bearers and actors for joint planning, implementation and evaluation of CLC programmes

CLC stakeholder meetings will be held at least twice a year.

Coordination structures shall include but not limited to: Local Councils, Parish Development Committee/ CLC Management Committee, Technical Planning Committee, Councils, CSOs as well as partnership fora among others.

Coordination activities shall include: joint planning, implementation, funding, monitoring and evaluation among others.

CHAPTER VIII

SUSTAINABILITY

This chapter covers mechanisms of ensuring continuity of services provided at the CLC beyond the establishment and external support. Sustainability of CLCs entails conceptualization, design, establishment, management (Operations and Maintenance) and provision of services that benefit the community with or without external support. It considers institutional, programme, capacity building, training and financial sustainability.

Sustainability of CLCs shall be promoted through involvement of communities at the point of establishment, operationalization and management. Use of local resources, skills and knowledge shall be promoted to enhance the spirit of community ownership. The sustainability of CLCs shall be hinged on the following aspects:

8.1   Institutional sustainability

The CLC component shall be implemented within the established government structures from national to community level. The CLC shall be part of service delivery structure at parish level under PDM coordinated by the Parish Chief/Town Agent. The CLC Management Committee shall oversee the operations of the CLC, coordinate with the PDM structures and Civil Society Organisations. The Parish Chief/Town Agent shall prepare periodic work plans and reports for integration into the sub county work plans and budgets.

The management and operationalization of the CLC shall promote multi-sectoral approaches for service delivery optimization. Deliberate efforts shall be made to utilize available resources across sectors in the day to day operations of the CLC.

CLCs shall benefit from political will and support where the decision makers shall prioritize CLC activities in their development plans, allocate resources, advocate for the CLC at all levels. The LC II Chairperson shall be a member of the CMC to ensure integration of CLC priorities into parish plans.

The CLCs shall promote partnerships and collaboration among stakeholders in the delivery of services to ensure sustainability.

8.2   Programmes sustainability

Local ownership and self-reliance shall be promoted through community participation, resource mobilization, services uptake, operation and maintenance, security and community contribution in kind and cash.

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

21

Communities shall be consulted on the services and activities required at the CLC by the service providers. Services at the CLC shall be accessible and open to the general community.

There shall be deliberate efforts to forge partnerships around the CLC to respond to the needs of the community.

8.3 Capacity building and training

Capacity building for the CLC shall include; sensitization of local communities on CLCs, what it is, why they are necessary, how they operate, what kind of activities are required and management of the CLCs.

The local leaders shall be oriented on the CLC at all levels. The CLC management Committee shall be established, trained and mentored on regular basis. The CLC management Committee shall schedule different sectors to deliver services on different days in a planned manner. They shall mobilize communities accordingly.

The Local government shall assign staff to oversee and manage the operations of the CLCs. The Parish Chief/Town Agent shall be the CLC Coordinator. The CDO shall supervise the management of activities at that level. All assigned or deployed staff shall be trained on CLC as a component of the ICOLEW programme on regular basis. Study and exchange visits shall be organized to promote experience sharing amongst managers and supervisors of the CLC at all levels.

Political leaders at village, Parish/Ward, Sub-county/Town Council and district shall be oriented on the management and operations of CLCs and shall monitor CLC operations regularly. The CLCs shall be equipped with necessary tools and equipment for effective functioning. Records shall be kept at the CLC on daily basis, reports produced and shared on monthly basis. All information generated at the CLC shall be linked to the Parish Development Management Information System (PDMIS).

8.4 Financial sustainability

Financial sustainability of CLC operations shall require a Lower Local Government to integrate financial requirements of CLCs in their periodic work plans and budgets. The different departments at Higher Local Government level and the non – state actors shall integrate CLC activities in their plans and budgets.

The CLC management committee shall initiate and promote unique community products, services and income generating activities to support the CLC operations. Management of local revenues generated shall be in line with provisions of the Public Finance Management Act (2015), the Local Government Financial and Accounting Regulations and CLC Guidelines of 2022.

CHAPTER IX

INSTITUTIONAL ARRANGEMENT FOR IMPLEMENTATION OF CLC
This chapter outlines the different stakeholders, their roles and responsibilities in the establishment and management of CLCs from national to community level. These include Ministries, Departments and Agencies, local governments, CSOs, FBOs, traditional/cultural institutions, institutions of learning, development partners, private sector, the community as well as households and individuals.

The successful implementation of the CLC component is dependent upon the collaborative efforts amongst these different stakeholders. The roles and responsibilities of these stakeholders are outlined below;

ROLES OF STAKEHOLDERS

Level	Roles and Responsibilities
National level (Macro)	• Orientation of stakeholders • Verification of Identified basic community structures/sites • Conduct mapping exercise to identify potential partners • Develop structural designs for CLCs • Furnishing and equipping of the centers • Develop and disseminate manuals and operational guidelines • Develop tools to conduct situation analysis • Provide training materials • Support supervision and technical backstopping • Monitoring and evaluation • Capacity building and equipping the implementers • Hold joint annual review meetings • Conduct action research and documentation • Document and disseminate lessons and best practices
District (Meso)	• Orientation of stakeholders • Identification of basic community structures/sites • Conduct mapping exercise to identify potential partners • Implement the structural designs for the CLCs • Estimate costs of renovation of structures/bills of quantities • Mobilise, allocate and manage financial resources of the CLCs • Construction and renovation of CLC structures • Furnishing and equipping of the centers • Training (initial and refresher) of CLCs staff and orientation of CMCs • Develop appropriate training and learning materials and modules • Deliver services including Demonstrations • Avail supplementary reading materials • Regular joint meetings by the different sectors • Hold joint annual review meetings • Provide support supervision • Conduct monitoring and evaluation • Conduct peer reviews • Lead and manage the sustainable operation of the CLC

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

23

Level	Roles and Responsibilities
Sub county and (Meso)	• Orientation of stakeholders • Identification of basic community structures/sites • Assign staff to manage day to day CLC activities • Organize community entry meetings • Conduct community mobilization and sensitization • Conduct mapping exercise to identify potential partners • set up of management structures i.e. center management committees (CMC) • Orientation of Management structures i.e. CMC • Allocate and disburse financial resources to the CLCs and manage community contributions • Training (initial and refresher) of CLCs staff and CEG facilitators • Conduct situation analysis/baseline survey and needs assessment • Organize events targeting all members of the community e.g. reading days, sports competitions, community dialogue, literacy week festivals /activities, mass media campaigns community radios • Deliver trainings and other services including CEG sessions • Regular interface between the different extension staff and communities • support Supervision • Conduct peer reviews, monitoring and evaluation • Publicity of the CLC services
Communities (micro)	• Attend mobilization and sensitization meetings • Elect members to the CMC • Contribute local materials towards the establishment of centers and their facilities • Provide labour for casual works at the center • Attend organized events • Utilize services and activities offered at the CLC • Enroll for trainings and courses • Replicate the skills and technologies demonstrated • Self-assessment and peer review • Demand for accountability/ use of score cards to assess service delivery • Carry out exchange/study visits • Organize exhibitions • Participate in generating community priorities and needs to be integrated in the CLC, parish and sub county plans

Level	Roles and Responsibilities
Civil Society and Faith Based Organizations	• Initiate, integrate and implement CLC programmes and services. • Collaborate with government ministries, departments and agencies in delivery of CLC programmes and services. • Lobby and advocate for increased allocation of resources for CLCs. • Mobilize resources for the implementation of the CLCs modality. • Promote networking and coordination between local and international ALE programmes in CLC implementation • Support and advocate for the participation of all the stakeholders. • Research, document, and disseminate information on CLCs to improve service delivery • Participate in monitoring and evaluation of CLC programmes and services. • Support in the development and availing IEC materials at the CLCs • Support the retooling and refurbishment of CLC infrastructure
Private Sector	• Support the establishment of CLCs by investing in infrastructure development • Promote demonstration and adoption of appropriate technologies at the CLCs • Provide Information and Communication Technologies connectivity and services at the CLCs • Provide appropriate services at the CLCs • Provide financial services support to beneficiaries for income generating activities at CLCs. • Conduct training of communities at CLCs
Other line Ministries, Departments and Agencies	• Collaborate with the MGLSD and LGs on matters of CLCs • Participate in the inter-ministerial coordination committees • Sensitize and mobilize public participation in CLC programmes and services • Mobilize and allocate resources for establishment and operationalization of CLCs • Undertake research and documentation on contribution of CLCs to sector outcomes • Monitor and evaluate impact of CLC interventions to national development • Accreditation and certification of CLC Programmes • Integrate CLC activities in their programs and guidelines

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

25

ROLES AND RESPSONSIBILITIES OF STAKEHOLDERS AT CLCs

No.	Level	ROLES
1.	SAS/TC	• Planning and budgeting • Resource allocation and disbursement of funds for CLC activities • Integrating CLC activities into the Sub-county/Town Council plan and budget • Ensuring compliance to financial and accounting standards • Capacity building on financial management to the CLC Coordinator • Approve all transactions of the CLC • Supervise, monitor and evaluate activities of the CLC
2.	CLC Coordinator	• Assess community needs and conduct CLC SITAN in liaison with the CMC and the CDO • Ensure community involvement in CLC activities • Develop CLC programmes • Develop CLC strategic, annual, quarterly work plans and budgets in liaison with the CMC and the CDO • Mobilize resources to support CLC establishment and sustainability • Lobby and advocate for support • Networking and linkages with other service providers • Training, advising and support supervision of CEG facilitators • Ensure that the CLC data is collected and input into the IMIS • Issue receipts for incomes of the CLC • Maintain proper record keeping including income and expenditure for the CLC • Ensure proper accountability for funds advanced for CLC activities • Ensure proper custody, operation and maintenance of the CLC assets • Provide periodic reports on CLC activities to the CDO • Ensure provision of high quality services at the CLC • Secretary to the CLC management committee • Act as the co-signatory of the bank account of the CLC

No.	Level	ROLES
3.	CDO	• Mobilisation and sensitization of communities on CLC modality and ensure their involvement in all CLC activities • Supervise, monitor and evaluate CLC activities • Ensure that CLC activities are integrated in the sub-county plans and budgets • Advise the community on suitable sites for the CLC establishment • Training, advising and support supervision of CLC Coordinator, CLC Management Committee and Facilitators attached to the CLC • Develop CLC materials • Review CLC work plans and budgets • Provide feedback on the reports from the CLC Coordinator • Lobbying and advocacy for support towards CLC establishment and management through networks and linkages • Coordinate and ensure high quality service provision at the CLC • Assess community needs and conduct CLC SITAN in liaison with the CMC and the CLC Coordinator • Conflict management • Advise CLC Management Committee • Oversee the management of the CLC funds
4.	Accounts Assistant	• Ensure budget allocation for the planned CLC activities • Facilitate implementation of CLC planned activities • Ensure value for money during CLC activity implementation • Check and verify all transactions of the CLC • Prepare monthly, quarterly and annual financial reports • Check accountabilities for funds • Maintain asset register for the CLC • Support and mentor the CLC Coordinator in financial management and book keeping
5.	CLC Facilitator	• Conduct trainings on issues identified • Coordinate delivery of services to beneficiaries of the CLC • Support in the assessment of community needs • Mobilize CEGs to participate in CLC activities • Follow up on CLC beneficiaries • Support the CLC Coordinator in running the CLC • Conduct literacy sessions at the CLC

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

27

No.	Level	ROLES
6	CEG Facilitators	• Mobilize CEG participants and communities to participate in the CLC activities • Support the CLC Facilitator in conducting trainings at the CLC • Provide support during the assessment of community needs • Follow up on CLC beneficiaries • Popularizing the CLC activities in the community
7.	Political Leaders	• Oversight role in management of CLC activities • Mobilize the community to participate in CLC activities • Approve plans and budgets to support CLC activities • Mobilize resources for CLC establishment and operations
8	Subject matter specialists (Commercial Officers, Agricultural Officers, Fisheries Officers, Health Assistants,)	• Plan and conduct trainings, • Organize outreaches • Provide advisory services • Establish technology demonstrations • Provide market information services • Create awareness on development issues • Provide IEC materials • Support in the development of supplementary materials
9	CMC	• Support the CLC Coordinator and staff to run the CLC programmes and activities in response to community learning needs • Develop CLC plans (long term and short term) • Formulate CLC programmes and courses • Mobilize resources to run the CLCs • Promote and ensure community engagements/involvement, contribution and participation • Lobby and advocate for support and • Provide oversight, supervise, monitor and evaluate CLC programmes and activities • Hold quarterly meetings • Initiate networks and partnerships and integration across the sectors and with other partners • Approve work plans and budgets • Provide periodic reports to Local Authorities (Sub county, Town Council or Division) • Account for resources generated, advanced to the CLC

28

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

CHAPTER X

MONITORING AND EVALUATION

Monitoring and evaluation entails continuous follow-up and periodic assessment of progress geared towards the attainment of the set objectives and goals.

The purpose is to improve current and future management of CLCs in Uganda. This shall be done by use of developed tools like checklists and report formats etc.

Monitoring the CLC activities shall be done by different stakeholders at all levels namely village, Parish, Sub-county, District and National. The host LC1 Committee, CLC Management Committee and the PDC will undertake daily monitoring. The technical staff at Sub County, district and national level will undertake monthly and quarterly monitoring and supervision of the CLCs. Political leaders at all levels will undertake periodic monitoring of the CLC activities.

CLC periodic reports shall be generated and shared with stakeholders at different levels and structures.

Monitoring and evaluation shall be carried out through meetings, progress reports, performance reviews, field visits and periodic reviews.

Data generated shall be entered into the ICOLEW Management Information System (IMIS).

Assessment of the CLC activities shall be done continuously and periodically to ascertain progress towards attainment of the objectives and outcomes.

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

29

BIBLIOGRAPHY

UN Sustainable Development Goals, 2015-2030

Education 2030: Incheon Declaration and Framework for Action for implementation of SDG 4

Ministry of Finance Planning and Economic Development, Uganda Vision 2040

National Development Plan Three (NDP III) 2020/21 – 2024/25

Ministry of Gender, Labour and Social Development Strategic Plan, 2020/21-2024/25

Ministry of Finance Planning and Economic Development, National Development Plan III, 2016/17 -2019/20

Ministry of Gender, Labour and Social Development, National Community Development Policy, 2015

Ministry of Finance Planning and Economic Development, Public Finance Management Act, 2015

Ministry of Gender, Labour and Social Development, National Adult Literacy Policy, 2014

Ministry of Gender, Labour and Social Development, National Gender Policy, 2007, Reviewed 2017

Ministry of Gender, Labour and Social Development, National Youth Policy, 2007, (Reviewed 2017)

Ministry of Education and Sports, Skilling Uganda programme, 2012

Belem Framework for Action, 2009

Ministry of Education and Sports, BTVET Act, 2008

Ministry of Local Government, Local Governments Act, Cap 243 1997

Constitution of the Republic of Uganda, 1995 as Amended

Ministry of Education and Sports, Government White Paper, 1992

ANNEXES

Annex 1: Organization Structure of CLC

THE CLC Organogram

```
                    ┌──────────────────┐
                    │   Sub County     │
                    │    Council       │
                    └──────────────────┘
                              │
                              │         ┌──────────────────┐
                              │         │       SEC        │
                              │         └──────────────────┘
                              ▼
                    ┌──────────────────┐
                    │       SAS        │
                    └──────────────────┘
              ┌───────────┬──────────────┬───────────────┐
              ▼           ▼              ▼
    ┌──────────────┐  ┌──────────┐  ┌──────────────┐
    │   Account    │  │   CDO    │  │Sector Experts│
    │  Assistant   │  │          │  │              │
    └──────────────┘  └──────────┘  └──────────────┘
              │         ┌───────────────────┐
              │         │ CLC Management    │
              ▼         │   Committee       │
    ┌──────────────┐    └───────────────────┘
    │     CLC      │
    │ Coordinator  │
    └──────────────┘
      ┌─────────┬──────────────┬──────────────┐
      ▼         ▼              ▼
 ┌──────────┐ ┌────────────┐ ┌──────────┐
 │Internship│ │ Community  │ │Volunteers│
 │ students │ │Facilitators│ │          │
 └──────────┘ └────────────┘ └──────────┘
              ┌──────────────┐
              │The Community │
              └──────────────┘
```

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

31
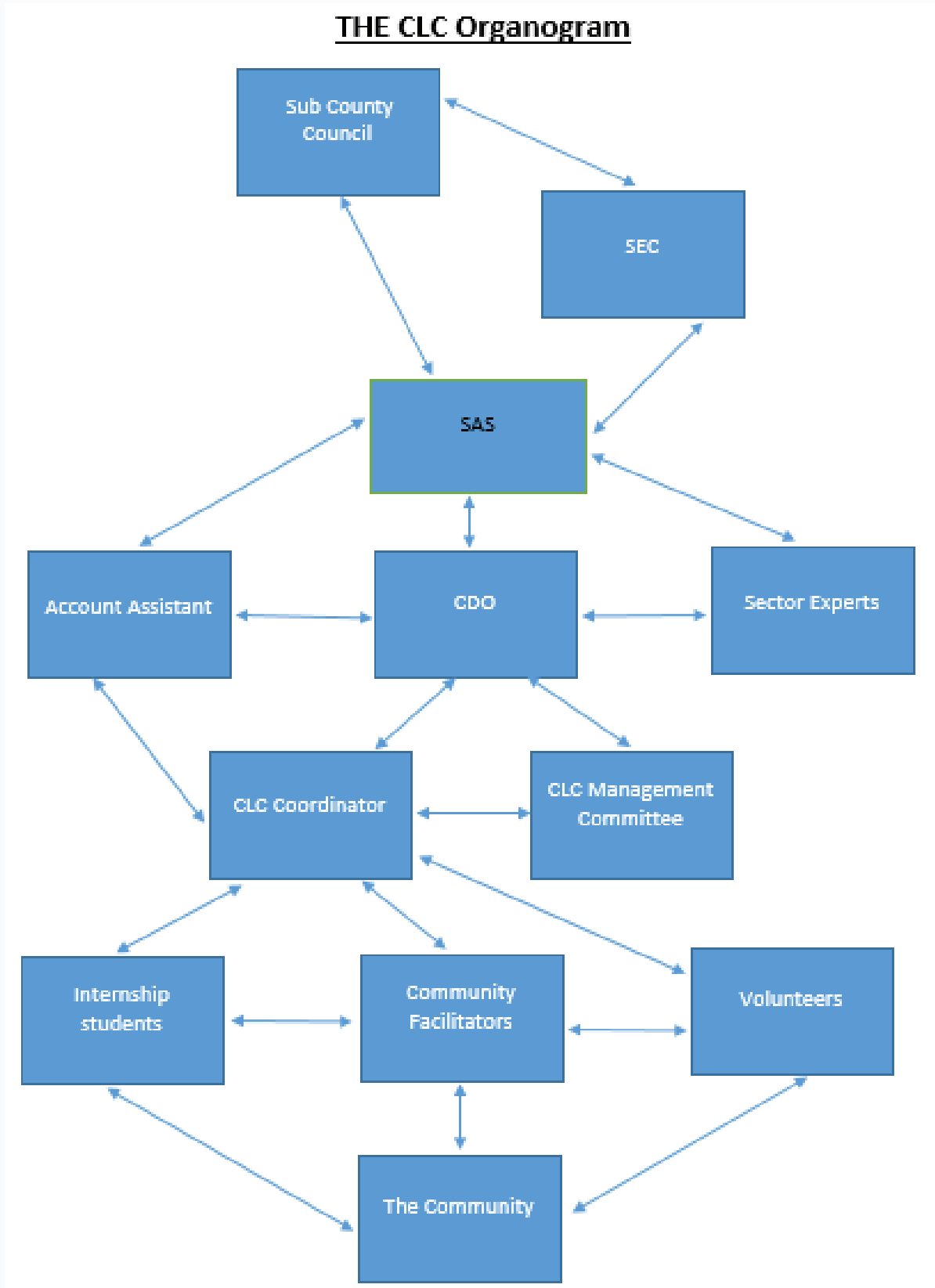
Explaining the CLC Organogram.

The Sub County Council takes overall responsibility of the CLC, while the Sub County Executive Committee (SEC) plays an oversight role. The two are the political arms of the Sub County.

The Senior Assistant Secretary is the overall technical head of the CLC and delegates this responsibility to the Community Development Officer (CDO). The CDO works hand in hand with other extension workers in agriculture and health as well as the Account Assistant to provide technical support to the CLC Coordinator as well as delivering services at the CLC.

The CLC Coordinator is responsible for the day-to-day operations and management of the CLC and he/she works closely with the CLC Management Committee. These are supported by Community Facilitators, Volunteers and Internship Students as well as the wider Community.

The double arrow is used to show both the reporting relations as well as the feedback mechanisms among actors in the CLC Organogram.

Annex 2: Community Learning Centre Planning Formats

a) Community Learning Centre Strategic Plan Format

Introduction (background information, establishment, location, motto)

Situation analysis (where is the community at?)

Who are our stakeholders?

SWOT

Strategic direction

Vision statement; what do you see at the horizon? What makes you wake up in the morning?

Mission; what you do and for whom, how do you do it?

Core Values; what are your virtues, beliefs and behaviors?

Goal; what is the broader contribution towards change?

Overall Objective; what is your medium term achievement towards the goal?

Specific Objectives; how will you achieve your goal?

Development of programmes, courses, and activities

Methods

Assessment criteria; Organizational structure and staffing (CDO, Coordinator, CMC, support staff etc, etc and their roles)

CLC Implementation Plan

Objective	Outcomes	Strategies	Strategic activities	Times frame	Responsibility

Financing the CLC Strategic Plan (Who will contribute what?) Monitoring and Evaluation

Summary of projected income

SN	Source of funds	Time frame	Amount

Summary of projected expenditure

SN	Type of expenditure	Time frame	Amount

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

33

b) Community Learning Centre Operational/Annual Work plan Format

No.	ACTIVITY	Time Frame				Responsible Person (S)	Budget	Source of Funds	Remarks
		Q1	Q2	Q3	Q4				

c) Community Learning Centre Quarterly Work Plan Format

No.	ACTIVITY	Time Frame			Responsible Person (S)	Budget	Source of Funds	Remarks
		M1	M2	M3				

d) CLC Investment project profile template

Date:	
District:	Parish: ....
Sub County:	Village: ....
Name of CLC:	
Name of Project:	
Location:	
Start Date:	End Date: ....

Project Management Committee:	1... 4 ....
	2 .... 5 ....
	3 .... 6 ....

Total Project Budget: ....

Source of Funds:	a) Community Contributions	....
	b) Government Development Programme	....
	c) Local Authority Contribution	....
	d) CLC Revenue	....
	e) Donations	....
	f) Other	....
	If Other, please specify	....

Name of CLC Chairperson: .... Signature....................................
Name of CLC Coordinator: .... Signature....................................

34

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

e) CLC Capacity Building Plan Template

SN	Category of Structure/ Stakeholder	Competence/ skill Gap	Method/s of capacity building	Tools/ Equipment Gaps	Time Frame

f) Procurement Plan Template

COMMUNITY LEARNING CENTRE PROCUREMENT PLAN FY ....

SN	Subject of Procurement	Quantity/ Unit measure	Current and Estimated cost	Source of Funding	Date when goods/ Services/Works are required

Prepared by CLC Coordinator: Reviewed by CDO Approved by SAS

Name: ....   Name: ....   Name: ....

Signature: ....   Signature: ....   Signature: ....

Date: ....   Date: ....   Date: ....

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

35

ANNEX 3 (a): CLC Situation Analysis (SITAN) Data Collection Tool at Community Level

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
1	Coverage	• Number and names of villages • Number of households • Number of people and categories i.e. male, female, youth, children, older persons, PWDs • Languages spoken	- List the number and names of villages - How many households are in the parish - How many people are in the parish by age, gender and disability? - List and name the languages spoken	Paper, Markers, Flip charts	Questionnaire, Interview guide	Census Document review	Community S/C District
2	Skills and knowledge	• Skills existing among the community members • General knowledge levels existing among the community members • Category and number of resource persons in different fields including retired ones	- What skills exist among community members? - List the professionals within the community and their professions - List the resource persons in the community in various fields (employed, non employed, retired officers, volunteers)	Paper, Markers, Flip charts	Interview guide	FGD	Community
3	Indigenous knowledge	• Local artisanal knowledge • Are there TBAs, • Local Artisans within the community ceramic people among others in the community	- What are the current practices of knowledge transfer? - What are the tangible and intangible cultures of the community? - How many people offer traditional treatment services? - List the local artisanal skills in the community? - What services are offered by traditional healers	Paper, Markers, Flip charts, pens	Key informant interview Guide	FGD	Community Leaders

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
4	Resource persons in various fields	• Category and numbers of resource persons in different fields, including the retired ones • Is there Presence of community Experts like teachers, Masons	- List the categories and numbers of the skilled professionals and services they offer in the community	Pens, Paper, Markers, Flip charts	Interview Guide	FGD Key informant Interview	Community Leaders
5	Income levels and sources of livelihoods	• major sources of livelihoods • Access to financial services	- What are the major sources of livelihoods for community members? - How do community members access financial services (banks, SACCOs, VSLA, Nigina)	Paper, Markers, Flip charts, pens, Locally available materials,	Interview Guide (Income and Expenditure tree)	PRA Interview Guide	Community
6	Available resources	**Human Resource** • Parish Chief in place, assigned & trained • CMC in place, trained, operational • Existence of Extension staff & types of services provided **Physical Resource** ▪ CLC building infrastructure in place and status, accessibility ▪ Available water source at CLC site or within neighborhood	- Is the position of Parish Chief filled? - How functional is the CLC management committee? - What are the training needs of the CLC management committee? - List the extension staff available at the CLC - What type of services do they provide at the CLC? - How often do they provide services? - How accessible are these services to the community - Describe the state of the CLC structure	Paper, Markers, Flip charts, pens, Locally available materials	Interview guide Questionnaire Transect walk Mobility Map Venn Diagram	FGD Observation PRA	Community members

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

37

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
		▪ Nature and number of sanitation facilities within the CLC site ▪ Availability of sports/ recreational area **Materials** ▪ Types of equipment required (computers, furniture, internet connectivity) ▪ What materials is community willing to contribute to the CLC **Environment and Natural Resources** ▪ Presence of natural resources found around the CLC location (trees, swamps, stones, hills, forests sand, Lake, river, etc).	- Describe the infrastructure available at the CLC - Describe the availability of water and sanitation facilities - How accessible is the CLC to persons with disabilities? - List the equipment and materials available at the CLC, their source and condition - List the equipment and materials needed at the CLC -List the natural resources in the community -What is the state of natural resources in the community? - How is the community using the existing natural resources? - Describe the activities carried out that may harm the environment -What mitigation measures are practiced to conserve/ preserve the environment				

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
7	Available partnership and networks	Conduct stakeholders analysis on the following categories:- **CBOs & NGOs** ■ Are there CBOs, NGOs, FBOs, CSOs, cultural institutions and other service providers **Business Community** ■ Is there Presence of business people ■ What are their contributions in the community (donations and other services/ corporate social responsibility) **Cultural & Religious institutions** ■ What are some of the Cultural practices in the community ■ What are some of the Contributions done by cultural & religious institutions in the community	- List the stakeholders in the community by category, name, kind of activities, location of their activities, official address - What is the level of collaboration between or amongst the different stakeholders? - How have the stakeholders contributed to the establishment and service delivery at the CLC and in the community generally? - List the cultural and religious institutions in the community - Name the cultural practices in the community - What opportunities exist amongst the stakeholders? - Name the corporate companies found in the community - Which type of Corporate Social Responsibility (CSR) activities do they offer?	Paper, Markers, Flip charts, pens, Locally available materials	Interview Guide Venn Diagram Key Informant Interview	FGD PRA	Community

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
		Social Corporate (MTN, AIRTEL, Banks among others) ▪ Are there social corporate companies with in the community ▪ Which type of Services do they provide/extend to the community Which other Activities are carried out by the social corporate companies.					
9	Public utilities	Type of available utilities like:- Telecommunications, water, electricity,	- List the public utilities/ infrastructure in the community	Paper, Markers, Flip charts, pens, Locally available materials,	Resource Map Interview Guide	PRA FGD	Community
10	Literacy levels	Literacy levels/situation in the parish	- State the literacy levels of the people in the community by gender, age, disability - Apart from ICOLEW, what other adult education programmes exist in the community? - What is the level of enrollment of the non-literates and semi literates in the adult learning programmes - What are the completion levels in adult learning programmes	Paper, Markers, Flip charts, pens	Interview Guide Document Review	Document Review	Community Subcounty/ District

40

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
11	Historical profiles	Settlements, marriages, sites , social and cultural practices, civic engagement, sports and recreation	- What are the major historical events/milestones of the community with approximate dates? - What cultural practices does the community identify with?	Paper, Markers, Flip charts, pens	Interview guide Key informant Interview guide	FDG Key informant interview	Community Leaders
12	Community participation	**Mode of participation** ▪ Does the community members take interest to know funds government allocates to, collects from and spend on the community ▪ Does community participate in identifying and prioritizing community needs	- What is the level of community awareness about central government transfers, local revenue and expenditure of the lower local government? - What is the level of community participation in the needs identification and planning for development of their community? - What activities, services and programmes does the community require at the CLC for different categories of people (by age, disability and gender)? - What is the level of participation by community members in the monitoring of development projects in their community? - What is the community contribution to the projects put up in the community? - Identify self-help initiatives carried out in the community, e.g. VSLA, local group projects, etc	Paper, Markers, Flip charts, pens	Interview Guide	FGD	Community

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

41

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
13	Source of information for the community	▪ The available sources of information to the communities ▪ Relevant are the available sources and medium of information to the communities, Is it radios, TVs, Social media	- What are the available sources of information to the communities? - How relevant are the available sources and medium of information to the communities? - What are the barriers to communication and information dissemination in the community? - What are the most effective channels of information dissemination in the community? - What is the level of digital literacy in the community?	Paper, Markers, Flip charts, pens	Interview Guide	FGD	Community
14	Social gatherings, happenings, & sports recreation	Events that bring community members together	- What are the current social gathering practices and recreation facilities available? - How accessible are the above, to the communities? - What categories of people are involved in the social gatherings and recreational activities? - What conflict management avenues/structures exist in the community?	Paper, Markers, Flip charts, pens	Interview Guide	FGD	Community

General Community Description

42

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
15	Health	**Disease burden**	- List the medical/health services available in the Parish? - Describe the health services it offers to the community? - What diseases are frequent amongst the communities and at what time of the year? - What category of persons are most affected? - What mode of treatment do the communities use? - What are the health seeking behaviors of the community? - Where do most community members get medical attention/services from? - What measures are in place to prevent and control disease?	Paper, Markers, Flip charts, pens	Interview Guide Key informant Interview Guide	FGD Key informant interview	Community Leaders
16	Water, hygiene and sanitation	Water, hygiene and sanitation practices	- What are the main sources of water in the community? - Describe the sanitation and hygiene practices in the community? (domestic waste/fecal waste, safe water chain, hand washing, housing, e.t.c)	Paper, Markers, Flip charts, pens, Locally available materials	Mobility Map Interview Guide	FGD PRA	Community

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

43

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
17	Education	Education of children	- List the schools located in the parish and ownership status - What are the number of school going age children and how many are in school (enrollment by gender, age and disability)? if not explain why? - What role are parents/ guardians playing in keeping children in school? - What is the average distance to school? - How accessible are schools for persons with disabilities?				
18	Environment	Environmental protection, climate change and management issues	- What is the current state of environment affairs (tree cover, wetlands swamps, lakes, rivers, etc.) - What are the major environmental problems in the community? - What are the current practices geared towards environmental protection and management - What is the role of the community in environmental protection and management	Paper, Markers, Flip charts, pens, locally available resources	Interview guide Natural resources map Transect walk	PRA FGD	Community

44

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

SN	DATA CATEGORY	KEY ISSUES	KEY QUESTIONS	MATERIALS TO BE USED	TOOL	METHODS TO BE USED	TARGET GROUPS
19	Agriculture	Agricultural value chain, practices & technological adoption	- What are the current agricultural practices - What is the average land holding/acreage per household - List the types of agricultural technologies practiced? - What is the level of technology adoption and use - What value addition initiatives have been adopted in the community?	Paper, Markers, Flip charts, pens	Interview guide Natural resources map Transect walk	PRA FGD	Community
20	Gender	Gender relations	- What is the level of involvement of women and men, youth in decision making at household and community level? - What is the status of property ownership by women in the community? - How are women involved in income generating activities	Paper, Markers, Flip charts, pens	Interview guide	FGD Interview	Community leaders

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

45

Annex 3 (b): CLC Situation Analysis (SITAN) Report Format at Sub County Level

District: ……………………………………………………………………………. Sub County: …………………………………………………………………

Parish: ……………………………………………………………………………. Date: ………………………………………………………………………………….

Name of CLC: ……

Name of CLC Coordinator: ……..

Introduction: ……

Methodology: ………..

Presentation and Analysis of Findings: ………………………………………………………………………………………………………

a) Coverage	h) Public utilities	n) General Community Description
b) Skills and knowledge	i) Literacy levels	o) Health
c) Indigenous knowledge	j) Historical profiles	p) Water, hygiene and sanitation
d) Resource persons in various fields	k) Community participation	q) Education
e) Income levels and sources of livelihoods	l) Source of information for the community	r) Environment
f) Available resources	m) Social gatherings, happenings, & sports recreation	s) Agriculture
g) Available partnership and networks		t) Gender

Conclusions

Recommendations

Annex 4: Community Learning Centre Report Format

District: .... Sub County/Town Council: ....

Parish/Ward: .... Month: ....

Name of CLC: ....

Services and Activities Offered at the CLC

SN	Activities/Services	Service Provider	Category of beneficiaries (youth, children, elderly, PWDs)	No of Beneficiaries			Remarks
				F	M	T	

Other visitors received at the CLC

SN	Category of Visitors	Purpose of the Visit	Remarks

Tools, equipment and materials received at the CLC:

SN	Tools, equipment and materials received	Quantities	Date	Source	Remarks

Status of the Tools, Materials and Equipment at the CLC

SN	Tool, Materials or Equipment	Status	Remarks

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

47

Funds Generated and Received

SN	Source	Amount	Utilization	Remarks

Achievements: ....
....
....
....

Challenges: ....
....
....

Proposed strategies: ....
....
....
....

Planned Activities: ....
....
....
....

Name: ....

Signature: ....

Date: ....

Please attach photographic evidence
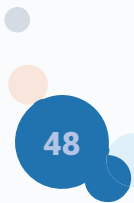
Annex 5: CLC Monitoring Checklist

No.	What do we monitor at CLC	Comments
1.	Existence of a qualified CLC Coordinator	
2.	Existence of a CLC Management Committee and it's composition	
3.	CMC fully constituted with clear roles and responsibilities	
4.	CLC Management Committee trained	
5.	Evidence of CMC meetings	
4.	Existence of a CLC strategic plan	
5.	Existence of annual work plan and budgets	
6.	Existence of quarterly work plan and budgets	
7.	Sources of funding for CLC activities	
8.	Tools, equipment and materials available at CLC	
9.	Record/evidence of community contribution	
10.	Record of beneficiary register by age, disability (category), gender	
11.	Income and expenditure records	
12.	Bank statement	
13.	CLC and other programme implementation guidelines in place	
14.	The list of Stakeholders and services provided	
15.	Evidence of monitoring and support supervision	
16.	Progressreports	
17.	Technology demonstration records	
18.	Networking and partnership events and their purposes	
19.	Activities conducted at the CLC during the reporting period	
20.	Asset register	
23.	Event records e.g workshops	
24.	Types of Services provided by other service providers	
25.	General setup of the CLC	
26.	Constraints and challenges encountered during the reporting period	
27.	Identified needs	
28.	Assessing the impact of CLC programme activities to the beneficiaries	
29.	Utilization of services and activities at the CLC	

i. **Who monitors: state and non-state actors from national, district, sub county, parish and community level**

INTEGRATED COMMUNITY LEARNING FOR WEALTH CREATION (ICOLEW) PROGRAMME
GUIDELINES FOR ESTABLISHMENT AND MANAGEMENT OF COMMUNITY LEARNING CENTRE

49

Annex 6: Model CLC physical site lay out

For rural areas, one acre of land is required to accommodate space for sports and recreation, agricultural technology demonstration and the physical infrastructure which should include; meeting hall with minimum sitting capacity of 50 persons, CLC Coordinator's office, Information and library services room, store, Early Childhood Development room. In addition amenities such as rain water harvesting tank, hand or solar pump, three stance VIP latrine and changing room

In urban areas, the recommended space is about 150 square meters and this is required to accommodate; enterprise training room(s)/meeting space with minimum sitting capacity of 30 persons, CLC Coordinator's office, Information and library services room, store, Early Childhood Development room.

Annex 7: CLC Resource Mobilization Plan Template

Strategy *[Insert Type of Fundraising Strategy]*	Description *[Insert Description of the Activity]*	Target Audience *[Insert the Audience You Would Like to Target]*	Resource Goal *[Insert The Amount of Funding/ Resource You Would Like to Receive]*	Cost *[Insert the Cost of The Activity]*	Person Responsible *[Insert the Person/s Responsible for the Activity]*	Deadline *[Insert the Exact or Estimated Deadline for the Activity]*
User fees	Hire chairs	Individuals, schools,	200,000 pa	20,000 pa	CLC Coordinator	Continuous
	Radio announce-ments	Individuals, local authorities, civil society, local institutions, etc	100,000 pa	10,000 pa	CLC Coordinator	Continuous
Conditional and non-conditional grants						
Local revenue						
CLC Income generating projects						
Events						
Gifts						
Community contribution						