COMMUNITY LIBRARY
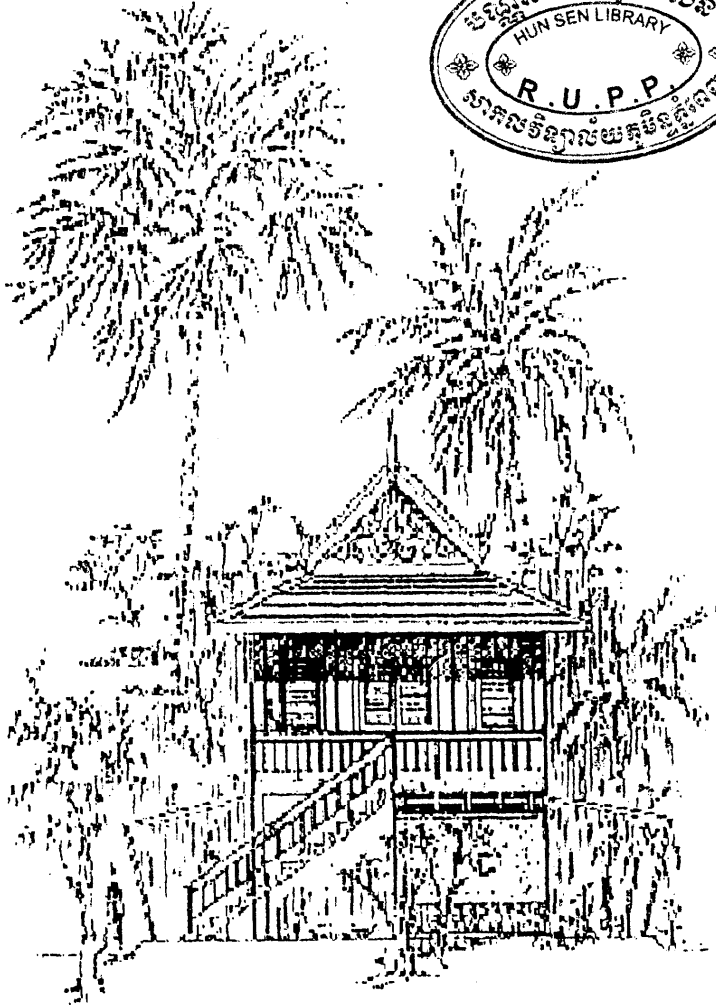# AND
DEVELOPMENT CENTRES

PROJECT PROPOSAL

Paving the way towards Education for All

UNESCO CAMBODIA
JUNE 1997

CREDITS

This project document is the product of the collaboration of many people. UNESCO Cambodia has worked with the Ministry of Education, Youth and Sports in defining the need for the project, identifying the resources currently available to serve the project, and proposing agreed strategies for its implementation. NGOs, IOs and the relevant ministries working in the field of literacy and community development have been identified. Strategies for co-operation between these agencies and UNESCO, for the implementation of the project, are currently being finalised. Most importantly, this project has its roots at community level. Already, several communities in the provinces of Siem Reap and Battambang, where literacy programmes are being developed by UNESCO's Terakoya Unit, have asked for the assistance of UNESCO to develop and implement a centre which would serve as a support facility for current literacy programmes. The work was co-ordinated by the project consultant Ms Sophie Borel, who is also the principal author and editor.

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EXECUTIVE SUMMARY

The Royal Government of Cambodia's (RGC) long term priority in the education sector is to provide high quality Education for All. Considering the current education indicators and literacy rates, however, considerable efforts are needed to achieve this objective. More than 40 percent of the population is less than 19 years of age and has, on average, less than 4 years of formal education. The proportion of females attending school less than that of males by about 10 percent. Drop out and repetition rates are high, especially in rural areas and amongst the female population. Only 67 percent of the total population is literate, 59 percent being female and 76 percent being male. An important factor affecting these rates is the lack of adequate reading and literacy materials and textbooks for new and existing literate persons. It is estimated that roughly one-fifth of school have libraries, which are under-stocked and poorly managed. Thus, the RGC and UNESCO have decided to launch a first project seeking to consolidate the existing literacy results obtained and develop a base for the systematic improvement of literacy levels throughout the country.

The project aims to ensure access to reading materials for literate and new literate persons through the establishment of a network of Community Library and Development Centres (CLDCs) at district level, and Village Reading House (VRHs) and Mobile Libraries extensions at village level. The CLDCs will provide library facilities and serve as support facilities for current literacy activities being undertaken by the RGC, UNESCO, non-governmental organisations (NGOs) and international organisations (IOs). The willingness of the communities to take charge of the CLDCs, with the support of the Non-Formal Education Department (NFED) of the Ministry of Education, Youth and Sports and UNESCO, remains one of the key elements of creating sustainable advances in the non-formal education sector. It is essential that the focus of the project be placed on community development as well as individual development. The project will, therefore, make room for education, community development and rural development in order to achieve its aims.

The project will be developed in three phases. The pilot phase will develop and establish 10 pilot CLDCs and 10 VRHs. Phases 2 and 3 will seek to progressively cover the country. In addition, a Clearing House will be established in Phnom Penh, to serve as a collection, selection and shipping centre for all reading and literacy materials which will be distributed to the CLDCs and VRHs. The Clearing House concept will be developed in phase 1 (the pilot phase), and implemented gradually in phases 2 and 3.

More than 500 publications in Khmer language, of interest for the project, have been identified and all of the institutions concerned with literacy in Cambodia (ministries, NGOs and IOs) have agreed, in principle, to co-operate and participate in the development and implementation of the project.

A Project Management Unit based in the NFED will be responsible for the development, management and monitoring of the CLDC network, with the technical assistance of UNESCO.

Table I - Organisational Structure

Community Library & Development Centres Project

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┌─────────────────────┐   ┌─────────────────────┐
│ Ministry of Education,│   │  Interministerial   │
│  Youth and Sports   │   │   Working Group     │
└─────────────────────┘   └─────────────────────┘
            │                       │
            └───────────┬───────────┘
                 ┌─────────────────────┐
                 │ Department of Non-Formal │
                 │      Education      │
                 └─────────────────────┘
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Community Library & Development Centres Project Management Unit — **Technical Assistance**

Clearing House — Collection, selection and distribution of literacy and reading materials.

Research and Development — Implementation of the education and community development programmes in the concerned areas.

Network Development and Management — Design and physical planning of the CLDCs, development of extensions and new activities and services, evaluation and monitoring.

■ Denotes structures which will be setup by the project.

Provincial Education Authority (NFED)

District Education Authority (NFED)

Community Volunteer Literacy Committee

Community Library & Development Centres District Level

Mobile Libraries

Village Reading Houses Village Level

Area Covered	Phase I	Phase II	Phase III	Estimated need*:
Provinces:	2	10	4	16
Districts:	10	90	38	138

*Inaccessible provinces and districts (due to lack of security or accessibility) have not been taken into account. These include all districts in the provinces of Mondulkiri, Preah Vihear, Ratanakiri, Stung Treng and Kep. Phnom Penh Municipality has also been ignored.

SECTION 1
CONTEXT

1.1 PROJECT JUSTIFICATION

Increased social stability and economic growth are the overriding objectives of the Cambodian people. The efforts being made towards sustainable economic and social development are impressive, wide and varied. Considering the recent history of the country and the present political situation, the annual growth of GDP between 1991-94 is indeed significant, averaging 6 percent for this period. Nevertheless, the geographical and sectors' scope of this economic development is limited, covering mostly the Phnom Penh area and occurring mainly in trade and construction.

> The shallow economic development . . . not only lacks the necessary base for sustainable development, but also increases the great economic differences between the centre - Phnom Penh [which represents 10% of the population] - and the rest of the country. (Swedish International Development Co-operation Agency. 1995:4)

With 85 percent of the population living in rural areas, the challenge to achieve sustainable economic growth throughout the country and to raise the total population's standard of living is particularly severe. Indeed, the incidence of poverty is highest in rural areas, with 40 percent of all households living below the poverty line (compared to 24 percent in Phnom Penh, and 35 percent in other urban areas). (Ministry of Planning. 1996:50)

Taking this into account, the *First Socio-economic Development Plan (1996-2000)* clearly states that the overriding priority of the Royal Government of Cambodia (RGC) is the fight against poverty. In that context,

> . . . the [RGC] is seeking a relatively high real rate of GDP growth (7-8 percent per year) in the next decade or so and . . . one which (a) optimises the utilisation of the country's domestic resource base in the generation of the growth, and (b) allows wider and more equitable access among people and regions on the growth. (RGC. 1995a)

Integrating economic development with rural development and education (as well as other sectors such as health) is the cornerstone of generating sustainable growth.

In the education sector, the government's long term priority objective is to provide high quality Education for all. In addition, the RGC is committed "to mobilising additional resources for education" including increasing the budget share from 9 percent in 1994 to 15 percent by 2000. (RGC. 1994) A plethora of International Organisations (IOs) and Non Governmental Organisations (NGOs) are assisting the government in the realisation of its objectives relating to primary education, the premise being that "sound economic growth depends upon human resource development as its irreplaceable bedrock, and that if decisive action is not taken to provide education for all, development will not be sustainable." (United Nations. 1991:3)

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1.1.1 Literacy Rates

Poverty remains the main problem faced by Cambodia today. Experience from many developing countries which are on their way to full economic development has shown that providing education and adult literacy for all citizens is an indispensable pre-condition and strategy for poverty reduction. The RGC and UNESCO have formulated a five-year national literacy and non-formal education plan which aims at increasing the country's literacy rate from 67 percent at present to 85 percent by 2001. Education is, however, not only essential in combating poverty. It is also vital in building a world of greater justice, equality and peace; it is, finally, a basic right which must be accessible to everyone.

The three decades of internal war have left the education sector in Cambodia with a largely destroyed institutional and physical infrastructure, as well as with an acute shortage of qualified teachers and reading materials. "It is estimated that between 75 percent and 80 percent of Cambodia's teachers and higher education students fled or died" during the 1975-79 conflict period. (Asian Development Bank. 1994:5) Whilst efforts are being made in most of the sectors of the education system, literacy remains a low priority. In 1994, it was estimated that the "access and coverage of adult literacy programme [were] very limited" reaching only 1,000-1,500 adults (mainly women) in less than 80-100 villages, that is, less than one percent of the villages were covered by the programmes, and less than 0.1 percent of the adult population. (Asian Development Bank. 1994:232)

Tables 1 and 2 below show the literacy rates among the general population (ages 7 and above) and adults (ages 15 and above) respectively.

Table 1
Literacy Rates (percent) among population (aged 7 and above), by sex and stratum, Cambodia

Stratum	Both Sexes	Male	Female
Total	67.0	76.0	59.0
Urban	78.4	85.5	72.2
Rural	65.2	74.5	56.9

Source: NIS. 1996:21

Table 2
Adult Literacy Rates (aged 15 and above), by sex and stratum, Cambodia

Stratum	Both Sexes	Male	Female
Total	68.7	81.8	58.0
Urban	80.2	90.6	71.5
Rural	66.8	80.3	55.7

Source: NIS. 1996:21

General literacy rates are higher in the case of males and in urban areas. Adult literacy rates rise in the case of males, but show a decline in the case of females in both urban and rural areas. When desegregated by age groups (table 3 below), adult literacy rates show a clear decline with the increase in age. This is especially significant for females. Although general literacy rates are relatively high when compared with other developing countries, females and rural areas are at a clear disadvantage and a major concern if the country is to achieve its targeted literacy rates by 2001.

Table 3
Adult Literacy Rates, by age groups and sex, Cambodia

Stratum	Both Sexes	Male	Female
Total 15+	68.7	81.1	58.0
15-24	79.9	85.0	75.2
25-34	73.7	82.8	66.0
35-44	69.6	82.0	60.4
45-54	63.6	84.9	47.2
55-64	42.2	74.7	17.6
65+	31.1	60.5	10.4

Source: NIS. 1996:22

1.1.2 Education Indicators

Data for 1996/97 relative to formal education patterns has recently been collected by the Planning and Co-ordination Unit of the MoEYS. Tables 4, 5, 6, 7 and 8 below summarise some of the findings.

Table 4
Net Enrolment Rates, Cambodia

Level	Whole Kingdom		Urban		Rural		Remote	
	Total	Female	Total	Female	Total	Female	Total	Female
Primary	84.70	78.40	80.50	74.80	93.00	86.00	51.80	48.10
Lower sec.	23.20	18.40	47.40	39.00	16.00	11.90	1.30	0.90
Secondary	6.30	4.60	18.50	13.80	1.40	0.90	0.00	0.00

Table 5
Student Flow Rates - Whole Kingdom

	Promotion		Repetition		Drop-out	
	Total	Females	Total	Females	Total	Females
Grade 1	50.0	49.7	42.7	41.8	7.4	8.5
Grade 2	61.6	61.5	29.5	28.3	8.9	10.2
Grade 3	68.0	67.6	21.5	20.6	10.5	11.8
Grade 4	73.6	64.9	14.8	13.6	11.6	21.5
Grade 5	55.8	53.3	25.0	21.8	19.2	22.8
Grade 6	84.8	82.2	3.5	2.3	11.8	15.5
Grade 7	82.1	78.3	3.5	2.2	14.4	19.5
Grade 8	35.4	36.2	27.0	20.9	37.6	42.9
Grade 9	90.1	87.0	1.5	1.0	8.4	12.0
Grade 10	98.0	90.6	1.6	0.8	0.4	8.6
Grade 11	26.4	31.5	22.2	20.1	51.4	48.4

Table 6
Student Flow Rates - Urban Area

	Promotion		Repetition		Drop-out	
	Total	Females	Total	Females	Total	Females
Grade 1	56.1	56.1	38.5	36.7	5.3	7.2
Grade 2	67.1	68.3	27.7	26.1	5.2	5.6
Grade 3	75.2	75.2	19.3	18.2	5.5	6.5
Grade 4	78.1	69.8	14	12.3	7.9	17.9
Grade 5	70.6	71.2	20.4	18.3	9	10.5
Grade 6	85.3	84.4	3.6	2.2	11.1	13.4
Grade 7	85.5	83.1	3.9	2.3	10.7	14.6
Grade 8	43.5	45.1	25.3	19.8	31.2	35.1
Grade 9	90.5	87.5	1.6	1.2	7.8	11.3
Grade 10	100.6	91.4	1.7	0.9	-2.4	7.8
Grade 11	28.3	33.4	21.8	19.6	49.8	47

Table 7
Student Flow Rates - Rural Area

	Promotion		Repetition		Drop-out	
	Total	Females	Total	Females	Total	Females
Grade 1	49.0	48.6	43.6	42.9	7.4	8.5
Grade 2	60.2	60.0	30.2	29.1	9.6	10.9
Grade 3	65.8	65.3	22.6	21.7	11.6	13.0
Grade 4	72.0	63.0	15.3	14.3	12.7	22.7
Grade 5	48.3	46.3	27.4	24.0	24.3	29.8
Grade 6	84.1	79.3	3.3	2.4	12.6	18.3
Grade 7	77.6	71.1	2.9	2.0	19.5	26.8
Grade 8	23.6	21.2	29.5	22.8	46.9	56.0
Grade 9	87.0	83.0	0.4	0	12.6	17.0
Grade 10	73.6	80.3	0	0	26.4	19.7
Grade 11	14.3	16.6	24.6	24.4	61.2	59.0

Table 8
Student Flow Rates - Remote Area

	Promotion		Repetition		Drop-out	
	Total	Females	Total	Females	Total	Females
Grade 1	42.8	42.5	47.5	46.1	11.5	11.4
Grade 2	55.0	52.0	29.5	28.4	15.5	19.6
Grade 3	58.4	56.0	19.8	19.3	21.8	24.6
Grade 4	65.2	55.9	13.2	12.6	21.6	31.6
Grade 5	34.0	27.8	31.8	26.4	34.2	45.8
Grade 6	80.2	68.4	1.5	2.1	18.3	29.5
Grade 7	72.5	57.3	1.8	2.1	25.7	40.6
Grade 8	4.9	2.6	28.9	15.5	66.2	81.9
Grade 9	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0

There is a general decline in enrolment rates from primary to lower secondary and secondary education at all levels (urban, rural and remote areas and males and females). At the exception of primary education enrolment ratios, rural areas show lower ratios than urban areas. Drop out and repetition rates are especially high in rural and remote areas and for females in all areas. For drop out rates, this is especially significant in grades 5, 8, 10 and 11.

The disparities between the figures shown above (for both literacy and formal education) for rural and urban areas stem from several factors. The availability of educational facilities is better in urban areas than in the rural or remote areas. Persons in rural areas and, more particularly, in remote areas, who cannot reach these urban centres easily are obviously at a disadvantage.

In terms of drop out rates and repetition rates, the quality of education (with regards to teachers and facilities) in rural/remote areas seem far lower than those in urban areas. The teachers per school rate is indeed higher in urban areas (24.0) than in rural/remote areas (8.2/4.1 respectively). The same is true for classrooms per school (11.0 in urban areas against 5.7 and 3.7 respectively for rural and remote areas). Pupil per staff ratios are higher in rural/remote areas (38.6/48.4 respectively) than in urban areas (32.5).

Poverty and lack of time are important factors affecting literacy rates and education indicators. This is especially true with regards to single-headed female households and to females in general who have to take care of household chores on top of their income earning activities.

Last but not least, the quality and quantity of reading and literacy materials and textbooks impacts upon the whole quality of the education. The provision of reading materials for new and existing literate persons is insufficient. It is estimated that roughly one-fifth of schools have libraries, which are under-stocked and poorly managed. The number of books available is enough for only 30 percent of students in lower secondary education and 13 percent in upper secondary education. (MoEYS. 1994:Annex 5)

The lack of adequate reading materials concerns the whole of the education system, from the formal education sector at primary, secondary and higher levels and the non-formal education sector, to the literate and new literate population segments, and has especially serious consequences for self study. Self study is an important means within the educational strategy of a country to rapidly increase the average level of education of Cambodians and provide a realistic solution to their eagerness to learn. Failing to address this aspect of education undermines the sustainability of the overall efforts being made within the education sector by creating problems such as limited resource availability for homework and self development, and falling back into illiteracy for newly literate persons. The problem, however, extends beyond the sphere of individual education, and has important consequences for the very fabric of community life. Thirty years of conflict have done little in terms of enhancing the concepts of social cohesion and solidarity. The levels of formal and non-formal education attained by individuals are indeed important. Nevertheless, collective development should not, and need not, be overlooked. This project seeks to tackle both issues.

Building upon the literacy programmes developed by the Terakoya Unit of UNESCO, this particular project concerns the establishment of a network of *Community Library and Development Centres* around the country, to ensure access to reading materials for existing and new literate persons. The centres will also serve as support facilities for the current literacy activities being undertaken by UNESCO and other humanitarian organisations, as well as those of the government and other UN agencies, whilst expanding their scope into the realm of economic and rural development.

BOX 1 DEFINING LITERACY

The statistics used in this paper relating to literacy were obtained from the Demographic Survey of Cambodia (National Institute of Statistics. 1996), where literacy is defined as follows:

> ... the ability to read and write with understanding in any language. A person is a literate when he can both read and write a simple message in any language or dialect. A person who cannot both read and write a simple message is considered illiterate. Also to be considered illiterate is that person who is capable of reading only his name and numbers, as well as a person who can read but not write, and vice versa. (NIS. 1996: 56)

When it comes to the functionality of the Community Library and Development Centres, however, the concept of literacy is taken in its broader sense and is defined as follows:

> A person is literate who can with understanding both read and wrote a short simple statement on his everyday life. ... A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also to enable him to continue to use reading, writing and calculation for his own and the community's development. (Wagner. 1992:18)

Nevertheless, the individual and collective consequences of literacy extend beyond a simple understanding of reading and writing, and hinge on concepts such as empowerment, cultural enrichment, democracy, freedom, equality as well as productivity and employment. It is this broader phenomenon of literacy which concerns this project.

SECTION 2
BACKGROUND

2.1 HOST COUNTRY STRATEGY

2.1.1 Education and Literacy

The commitment of the RGC to eradicate illiteracy and promote education is reflected in its objective to expand adult literacy and complementary schooling programmes by 1997. The target was established at the time for a literacy enrolment of 0.5 million persons per year and continuing/complementary student enrolment of 60,000 per year by 2000. (RGC. 1994:47)

The government plans to upgrade the capacity of government staff, to enable them to carry out functions such as training, materials development, programme design, implementation and monitoring. In addition, provincial staff are expected to be more involved in the design and implementation of programmes. It also seeks to enhance and strengthen community participation, through community financing and co-management schemes between the RGC and the local communities.

2.1.2 Rural Development

The development of the rural areas of Cambodia is critical to raising the standard of living of the population as a whole as well as developing the country's economy. Not only is the majority of the population rural based (85 percent of the population), but the incidence of poverty is also greatest at rural levels. In defining its rural development programme, the MRD aims to cover the economic and social dimension of the problem as well as reach the particularly disadvantaged groups, identifying the "most urgent needs of the population in order to reflect these in the balance of the programme, and to involve the population directly in the activities of improvement and development." (RGC. 1995a:29)

2.1.3 Community Development

"Sustainability must be the cornerstone of the kind of assistance required: that is, assistance which provides its recipients with the ability to sustain initiatives once external agencies have moved on to other projects." (RGC. 1995b:28) Strengthening domestic self-reliance and building on community-based activities and on the mobilisation of communities and resources are the foundations of sustainable development. In recognising this, the RGC seeks to "ensure a shift towards a more integrated, gender-sensitive and people-centred approach to rural development, . . . made sustainable by the people." (RGC. 1995b:30) Community development programmes lie, therefore, at the heart of new initiatives which the RGC considers essential for the development of existing rural development programmes.

2.2 PRIOR OR ON-GOING TECHNICAL ASSISTANCE
2.2.1 Literacy and Community Development

Some 30 NGOs and a number of IOs have been participating in literacy activities at community levels, and placing community development as the basis for their programmes. The scope of their literacy activities often expands beyond literacy classes, and integrates skill's training, income generation, capacity building and literacy materials production.

At national level, a close co-operation between UNESCO and the Ministry of Education, Youth and Sports (MoEYS) has been established, and has resulted in the preparation of a policy and priority programme framework for education and training (*Rebuilding Quality Education and Training in Cambodia*, MoEYS. 1994), and a National Literacy and Non-Formal Education Programme (1995) of a duration of 5 years.

UNESCO has implemented a number of literacy projects and continues to do so, primarily in the area of training personnel to prepare curriculum materials. UNESCO has also executed a literacy programme for demobilised soldiers and other vulnerable groups in six provinces, benefiting 4,500 youths and adults (1992-93). Finally, UNESCO is currently implementing a literacy programme co-ordinated by its Terakoya Unit. Box 3 below summarises its objectives and current achievements.

Box 2 UNESCO Community/Temple Learning Centre (CTLC) Programmes

The Community/Temple Learning Centre (CTLC) programmes of UNESCO were prepared in 1992 with the sponsorship from the National Federation of UNESCO Associations in Japan (NFUAJ) and the United Nations Volunteer Programme (UNV). The programme was originally designed to upgrade the basic education situation at community level, targeting the north-western provinces of Cambodia where most of the former border camp refugees and internally displaced persons had settled. As the title of the programme suggests, the CTLC programme was initially designed to work closely with Buddhist temples and existing community organisations which play an important role in Cambodian society, especially in rural areas. In doing so, the programme aims to revitalise communities' potential in educating people. For instance, most of the learning centres built by the programme are located in the compound of Buddhist temples, and various kinds of training activities are implemented there. Basic education is therefore taking place in a location that is an integral part of community life.

The CTLC programme is composed of four independent projects. Two focus on adult literacy activities and the other two deal mainly with skills/vocational training and cultural activities. These two different kinds of project are, as a whole, promoting community based learning activities at selected villages in the project areas, and in doing so, encouraging villagers to initiate sustainable community learning activities in a participatory fashion.

The programme was started in 1993, and is planned to continue until 1999. To-date, five Community/Temple Learning Centres have been built in Siem Reap, Battambang and Kandal provinces. In addition, school libraries at provincial teaching colleges (Siem Reap and Battambang) have been renovated with financial and technical assistance from the programmes. These libraries are expected to serve the programme as a resource centre for local staff to obtain necessary learning/training materials as well as training. So far, more than 6,500 adults (between the ages of 15 and 71) are being trained in functional literacy activities, and approximately 450 children learners (below 14 years of age) attend basic reading and numeracy classes held at the learning centres. In addition, the CTLC programme has offered more than 21 different skills/vocational training courses to the rural beneficiaries who live around the learning centres, thereby giving these adults a chance to generate their own income. Among these training courses, the programme has placed emphasis on the revitalisation of traditional arts and skills, such as Khmer music/dance and silk production. Thus, the learning centres function not merely as a place of learning, but also as a centre of community unity and solidarity.

UNICEF's support to the MoEYS in education and community development is concerned with four main programmes; capacity building, curriculum development, education management information system and education for community needs. The later includes the development of 10 reading centres in 10 villages in Battambang and Siem Reap within the context of their cluster schools development.

2.2.2 Provision of Reading Material

(a) Textbooks   One of the main priorities of the RGC is to "ensure by 1998 universal access to and utilisation of new quality textbooks which are consistent with a fully-reformed curriculum framework, achieved through an accelerated programme of curriculum reform and textbook publication," (RGC. 1994:7) for both primary and secondary education. The country has, however, limited expertise and book manufacturing capabilities. A substantial amount of foreign technical assistance has therefore been provided by IOs and NGOs to achieve this goal.

UNICEF's education programme includes curriculum development and printing and distribution of textbooks. It assists the MoEYS in revising and publishing a new competency-based curriculum in Khmer and mathematics for primary school students. UNICEF's support to textbook production resulted in over 4.67 million textbooks being printed between 1993 and 1994. In 1996, 1,390,000 copies of 23 new textbooks for grades 1, 6 and 7 were printed and adopted nation-wide at a 1:2 book-student ratio. A further 450,000 copies of old Khmer titles for grades 4 and 5 were printed.

UNFPA has developed a Population Education Project which has been implemented by the MoEYS in collaboration with UNESCO for the Formal Education sector. The aim of the project is to add subjects such as reproductive rights, population and development issues, reproductive health, sexually transmitted diseases, HIV/AIDS, birth spacing and social, civic and moral issues in the revised teaching curricula. Furthermore, UNESCO has translated a number student textbooks and teacher's guides for primary education courses, including 54 new titles for school children.

With assistance from the European Community's (EU) PASEC programme, 15,000 copies of a new social science curricula were distributed to 5,000 primary schools in Cambodia in 1995-96. Furthermore, in partnership with UNESCO, 850,000 social science and applied science textbooks were produced for the 1996-97 school year. The Asian Development Bank (ADB) also contributes to this effort with a textbook publishing and management project for the basic education sub-sector.

(b)   Children and Non-Formal Education Materials   UNICEF, in collaboration with several NGOs, produces books and booklets in Khmer (10 titles), dealing with subjects such as health, sanitation and hygiene. In addition, they produce other types of literacy materials, such as videos (23 titles in Khmer) and flipcharts, which have been very successful in some of their own projects and campaigns.

The Asia/Pacific Cultural Centre for UNESCO (ACCU) is involved in the production of a number of materials for children and adults who have acquired primary knowledge of reading and writing. ACCU's activities in Cambodia have resulted in the translation of 8 prototype literacy materials in Khmer language. It has also assisted the NFED in the production of 500 copies of the *New Guidebook for Development and Production of Literacy Materials* and a video and 500 copies of a guide concerning the development of literacy materials for women. UNESCO and ACCU have jointly supported the MoEYS with the production of some 2,000 copies of literacy booklets. Finally, ACCU has also supported the training of book personnel in the area of digitalisation of publishing series.

The Japan Sotoshu Relief Committee (JSRC) established a library and printing house in Phnom Penh in 1993, which produces primarily picture books for children. They developed two fixed libraries in the province of Battambang, one in Kandal, two in Takeo, and additional mobile libraries which cover other regions in these provinces as well as Svey Rieng, Siem Reap and Phnom Penh.

REDD BARNA developed library sites in Phnom Penh, Kompong Cham and Siem Reap and assisted UNICEF in the development of cluster schools. They are mostly concerned with the production of reading materials for children with the exception of some teacher manuals and methodologies. Their Mom & Mab children's magazine has been especially successful, with a circulation of 27,000 copies at the end of 1996, 20,000 of which were distributed to the school clusters.

UNESCO has produced 10 titles in Khmer and is presently supporting the production of 24 manuals covering all steps of literacy education for adults.

Annex 1 indicates the subject areas covered by the reading and literacy materials currently being produced by UNESCO, IOs, NGOs and government bodies in Khmer language in Cambodia.

Efforts are being made by the RGC and international and local agencies towards upgrading the provision and quality of textbooks and literacy materials. However, an number of important problems still need to be addressed.

Distribution remains vastly insufficient and uncoordinated. It is today limited to the projects of particular agencies which do not necessarily reach all areas of the country or all population sectors. The lack of co-ordination between the agencies involved in the distribution of textbooks and literacy materials also means that there is no monitoring of which areas are receiving less attention and which should be prioritised in future projects.

Target audiences are essentially children and the general public when it comes to general purpose development education. Other population sectors, such as women, adolescents, and the poorest and most vulnerable groups as target beneficiaries in general purpose education programmes cannot be marginalised if the country is to achieve its education and development objectives.

3.1 DEVELOPMENT OBJECTIVES

The development objectives of the project are:

a) to enable all Cambodians to take an active role in and benefit from the social and economic development of their country by improving the general education levels through non-formal means and, by the same token, promote community participation, individual learning and the general quality of life;

b) to attain equitable access to literacy and continuing education for youths, adults and other vulnerable groups, in particular for the poor, young women, girls, minorities and displaced persons;

c) to attain equitable access to information, knowledge and training as the most cost effective means to promote rural development and increase the standards of living of the communities.

BOX 3 THE ROYAL GOVERNMENT'S BROAD DEVELOPMENT OBJECTIVE

This project is necessarily and explicitly set within the Royal Government's single and most important long-term objective of eradicating poverty and its commitment to:

⇒ double the 1994 level of GDP by 2004 in real terms, and place heightened emphasis in harnessing Cambodia's agricultural, industrial and tourism potential;

⇒ extend health, education and social services to the entire population in order to ensure, within a decade, a peaceful way of life and a substantial increase in the standard of living;

⇒ improve rural standards by promoting rural development as a central feature of the Royal Government's development priorities;

⇒ ensure that the pattern of development is sustainable socially, politically, fiscally and environmentally; and

⇒ strengthen domestic self-reliance and thus reduce the current dependence on external financial and technical assistance.

3.2 SPECIFIC PROJECT OBJECTIVES

Table 9 below shows the overall project framework, with the specific objectives and the respective activities and inputs.

Table 9   Project Framework

	Logical Hierarchy	Indicators	Means of Verification	External Factors
Specific Project Objectives	**1. Provide access to relevant reading materials to population groups who have or are following literacy courses, serving as support facilities to the current literacy activities being developed around the country, starting with those being developed with the assistance of the Terakoya project of UNESCO.**	1. Community Library and Development Centres network established in all districts of the country. 2. Village Reading Houses and Mobile Library extensions established country-wide. 3. Increased co-ordination between IOs, NGOs and government agencies developing literacy, education and community development programmes. 4. Reduction of illiteracy and of drop out rates.	1. On-going monitoring by Project Management Unit. 2. Quantity of CLDCs/VHRs and MLs established. 3. Statistics.	- Political stability - Security - Full co-operation of the Ministry of Education, Youth and Sports at all levels.
	2. Provide an adequate space and a user-friendly environment to initiate a range of activities and services which will promote the sustainable development of the communities and their own self-reliance, as well as individual opportunities within those communities.	1. Increased community and individual self-reliance. 2. Increased community solidarity. 3. Participation of the communities in the development and management of the CLDCs - Community Literacy Volunteer Committee. 4. Percentage of persons using the facilities provided by the centres.	1. Informal dialogue with communities and persons using facilities provided by CLDCs. 2. Participatory evaluation. 3. Evaluation of the activities and facilities provided by CLDCs. 4. Evaluation from the Department of Non-Formal Education of the Ministry of Education of Thailand.	- Volunteers willing to participate without immediate rewards.
	3. Rationalise the distribution of reading materials in Khmer language by organising its distribution through joint facilities shared by institutions working in Cambodia, as well as providing a rational network of community access points for basic development activities.	1. Clearing House established in Phnom Penh, acting as a collection and distribution centre for reading and literacy materials. 2. Increased co-ordination between IOs, NGOs and government agencies in the production and distribution of reading and literacy materials.	1. Evaluation of the co-ordination between IOs, NGOs and government agencies. 2. Evaluation of distribution system for literacy and reading materials.	- Sufficient supply of reading and literacy materials. - Means of transport, condition of roads. - Security.

	Logical Hierarchy	Indicators	Means of Verification	External Factors
Outputs	1. Community Library and Development Centres established in all accessible districts of Cambodia. (total 138) 2. Village Reading Houses and Mobile extensions established country-wide. 3. Project management unit established at the Department of Non-Formal Education (MoEYS). 4. Clearing House established in Phnom Penh.	1. Number of CLDCs established. 2. Number of VRHs and MLs established. 3. All project management unit staff trained in planning, development and management of the CLDC network. 4. All reading and literacy materials successfully distributed to the CLDC units.	1. Evaluation of CLDC network. 2. Reports from districts.	1. Co-operation of Provincial and District Authorities. 2. Stability in all targeted districts and villages. 3. Community participation.
Activities	1. Establish project management unit at NFED. 2. Construct or renovate CLDC units in each district, starting with 10 CLDC units in selected districts in the provinces of Siem Reap and Battambang for the pilot phase. 3. Develop extensions of the CLDC units, in the form of Village Reading Houses and Mobile Libraries for more remote areas. 4. Establish a Clearing House in Phnom Penh, which will serve as a collection, selection and shipping centre for all reading and literacy materials to be distributed to the CLDCs and other projects requiring such materials. 5. Monitor and evaluate CLDC network.	1. Project management unit staff trained in the area of planning, management and development of the CLDC network. 2. CLDCs and their extensions operational in all districts of the country. 3. Clearing House operational and materials successfully distributed to CLDCs. 4. Project reviewed and evaluated by management unit.	1. Technical assistance for management unit reduced. 2. Progress report of Technical Consultant assisting project management unit. 3. Project evaluation report.	1. Co-operation of NFED/MoEYS and communities. 2. No natural disaster. 3. Stability in all provinces.
Inputs	1. Expatriate staff for project management unit. 2. Local staff for project management unit and CLDCs. 3. District counterparts (Community Literacy Volunteer Committee). 4. Provincial counterpart - land for the construction of the CLDC units. 5. MoEYS and donor agencies to provide funds. 6. NGOs to provide technical assistance and reading and literacy materials. 7. Technical assistance for construction of CLDCs, management of the network and training of the staff.	1. Participation in training programmes. 2. Support from all counterparts, both in-kind and financial. 3. Support from donor agencies and NGOs.	1. Signature of agreement between RGC, communities and UNESCO. 2. Expenditure reports. 3. Evaluation reports.	1. Funding available. 2. Relevant information available from other agencies. 3. Full community participation. 4. MoEYS support.

3.3 . EXPECTED END OF PROJECT SITUATION

The following end of project situation is expected:

- The establishment of fully functional and equipped Community Library and Development Centres in all of the districts in the country, and Village Reading House and Mobile Library extensions.
- The establishment of a clearing house in Phnom Penh.
- Greater co-ordination between NGOs, international and government agencies providing literacy and reading materials for the dissemination of these materials.
- A bibliography of the available and anticipated literacy and development reference material.

3.4 GENERAL ORGANISATION

The Community Library and Development Centres project will de developed by Non-Formal Education Department (NEFD) of the MoEYS, where the management unit will be based. The unit will carry out the following essential activities, each assigned to a task group (refer to Table I (p.*ii*) for the organisational structure):

- Network development and management
- Clearing house and supply of books, materials and equipment
- Research and development, concentrating on the development of joint projects with specialised organisations/agencies to meet the specific needs of the communities, using Community Library and Development Centres as a base. CLDCs will be developed at district level with Village Reading Houses and Mobile Libraries serving villages.

3.4.1 Network Development and Management

The network development and management task group, in close co-operation with the Provincial and District Education Authorities will be responsible for the following activities:

a) Physical planning of the network configuration for the district CLDCs. It involves identifying the priorities for the location of the centres according to community needs as well as to community development and education programmes being developed in the area.
b) Negotiating with each community on the terms of the agreement of the MoEYS, and the subsequent signing of the agreement. (Refer to Annex 2)
c) Monitoring the implementation of the agreement together with the provincial representatives of the MoEYS.
d) Developing the Village Learning House (VLH) concept as an extension of the CLDCs. Trial and implementation of VRHs.
e) Developing Mobile Libraries (MLs) as an extension of the CLDCs. Trial and implementation of the MLs.
f) Monitoring and evaluation of the network.

3.4.2 The Clearing House

A Clearing House will be established in Phnom Penh to serve as a collection, selection and shipping centre for all the reading materials, books and equipment which will be relayed to the CLDCs. These will be relayed according to (i) the expressed needs of the communities; (ii) the existing types of development activities in the area; (iii) the literacy activities/programmes in the area; (iv) the literacy and schooling levels of the area; and (v) the availability of reading and literacy materials. The Clearing House concept is developed further in section 3.3.

3.4.3 Research and Development

The research and development task group will be responsible for assessing community needs and designing economically viable and sustainable services to meet these needs. It involves discussions with institutional partners, agencies and NGOs not only to implement these services and raise funds for new developments, but also to co-ordinate the programmes being developed in this area.

In close co-operation with the MoEYS, UNESCO will ensure the planning, training and overall management unit of the project.

The fundamental components of the network are the Community Library and Development Centres (CLDCs) and the Clearing House. Detailed description of both components are developed below.

3.5   THE COMMUNITY LIBRARY AND DEVELOPMENT CENTRES
3.5.1   Target Community Beneficiaries

The CLDCs are open to the general public. The reading and literacy materials provided and the activities envisaged are, however, particularly targeted to the following population groups:

- *Literate and new-literate adults seeking self instruction facilities.* The provision of reading and literacy materials is so far insufficient to cover for the needs of literate and new-literate adults. The centres will provide most of the relevant materials available in Khmer language, at any given time and of interest to the community readers.

- *Families wishing to supplement their children's education.* The lack of textbooks and readers for children constitutes one of the main problems in the education system of Cambodia. The centres will offer the possibility for children to have access to reading materials in an appropriate and motivating environment, after school hours and during weekends.

- *Farmers, fishermen and craftsmen wishing to upgrade their technical knowledge.* The lack of up-to-date technical information and materials about specific domains of activities greatly undermines the capacity of farmers, fishermen and craftsmen to seek information and to increase production in sustainable ways. By providing reading materials, access to relevant information, and possibilities to solve problems as a community, the centres will help in enhancing both production means and labour capacity.

- *Adolescents.* Cambodia is characterised by a very young population. Although adolescents[1] make up only 10.4 percent of the total population of Cambodia today, (National Institute of Statistics. 1996:15) an important increase will emerge within the next couple of year considering the fact that children[2] today represent 43.9 percent of the population (National Institute of Statistics. 1996:18), and that the high birth rate shows no sign of slowing down. Promoting activities that contribute to young people's general education and individual self reliance, leadership skills and community solidarity is not only one of the aims of the project, it is also the RGC's medium and long-term policy for youth and sports. (RGC. 1995:146)

- *Mothers and young children.* It is estimated that 25.8 percent of households are headed by females. (National Institute of Statistics. 1996:10) They face a number of handicaps at all levels, from their low educational standards, barriers to accessing credit, lack of adequate manpower, to a lack of surplus time available for activities outside that needed for daily production of livelihood and family care. The access to relevant information and community development facilities, together with care facilities for young children will help in reducing some of these handicaps, whilst promoting skills, education and empowerment opportunities.
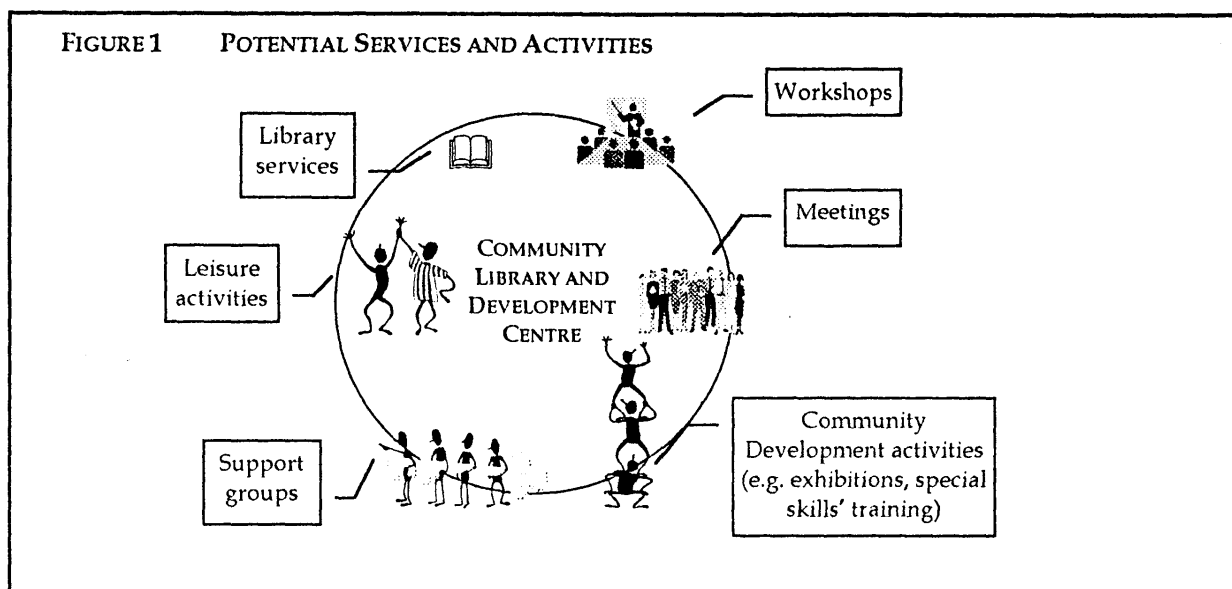
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[1] Adolescents represent the 15 to 19 year old population segment.
[2] Children represent the 0 to 14 year old population segment.

- *Children, adults or elderly undertaking community development activities.* The importance of promoting education and community development cannot be undermined. The centres will offer an excellent opportunity for children, adults and elderly to develop their individual and collective skills through general community development programmes.

- *Vulnerable and minority groups.* Vulnerable and minority groups[3] are often excluded from the activities developed by communities. Providing for their needs in terms of reading materials and including them within a structure which is an integral part of the community lessens their risk of being excluded and helps in addressing their particular literacy and education needs.

3.5.2 Standard Services

The potential facilities provided by the CLDCs are shown in Figure 1 below.

FIGURE 1   POTENTIAL SERVICES AND ACTIVITIES

Library services — Workshops — Meetings — COMMUNITY LIBRARY AND DEVELOPMENT CENTRE — Leisure activities — Support groups — Community Development activities (e.g. exhibitions, special skills' training)

The facilities and services provided within each CLDC will be tailored according to the needs of the specific community where the centre is located. Thus, not all CLDCs will have the same types of facilities and services. Furthermore, the phasing for each service and activity will differ. **A basic library service and a minimum space for community development activities, meetings and support groups constitutes the base of each CLDC, and is envisaged in all centres. Further facilities and services will be added progressively, according to the needs expressed by the communities, the sustainability of their development and the willingness of donors to support them.**

Table 10 below shows a detailed description of each facility, with the respective support staff and materials needs, specific target groups and possible co-operating agencies (local and international).

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[3] Vulnerable and minority groups refers to those persons who are living in especially difficult circumstances. They constitute the poorest and most vulnerable stratum of the population of the country, and include returnees and Internally Displaced Persons (IDPs), families with many small children and without access to basic services (e.g. safe water, health services, education), amputees, persons disabled by war, victims of natural disasters, widows and orphans, inhabitants of very insecure areas and ethnic minorities.

Table 10
Description of Facilities and Services
I. Basic Facilities

A) LIBRARY

Target Beneficiaries:	• Literates/new literates • Children • Farmers, fishermen and craftsmen • Adolescents • Elderly • Minority groups
Support Staff:	• 1 full time librarian
Materials:	• Literacy and reading materials • Newspapers

Possible Co-operating Bodies:

Local	*International*
• Ministry of Education, Youth and Sports • Ministry of Women's Affairs • La Joie de Lire	• UNICEF • JSRC • REDD BARNA • SIPAR • European Union

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B) MEETING CENTRE

Target Beneficiaries:	• Literates/new literates • Children • Farmers, fishermen and craftsmen • Adolescents • Elderly • Minority groups
Support Staff:	no additional staff needed
Materials:	no additional materials needed

> At the basic level, only space will be provided for support groups, meetings and community development activities. The target beneficiaries can thus have the possibility of organising their activities as they wish. No additional inputs are necessary. The librarian has the duty of organising the space allocated for these activities.

Possible Co-operating Bodies:

Local	*International*
• Ministry of Rural Development	• CARERE • UsAID • World Education

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II. Possible Additional Facilities:
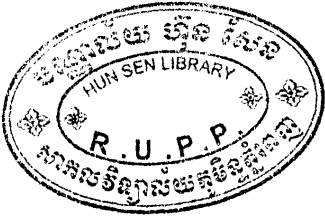### *added according to the needs of the communities*

C) VIDEO CENTRE

Target Beneficiaries:	• Farmers, fishermen and craftsmen • Literates/new literates
Support Staff:	no additional staff needed
Materials:	• Videos • Television • Video player • Generator

Possible Co-operating Bodies:

Local	*International*
	• UNICEF

D) INFORMATION CENTRE

Target Beneficiaries:
- Farmers, fishermen and craftsmen
- Women
- Adolescents

Support Staff:
- 1 person

Materials: no additional materials needed

> The Information Centre provides information services for the public on a range of topics of interest. It is especially designed for problem formulating/solving activities, where persons with specific problems can seek advice on a number of issues; e.g. agriculture, health and hygiene.

Possible Co-operating Bodies:

Local	*International*
• Ministry of Rural Development	• FAO
• Ministry of Agriculture, Forestry and Fisheries	• WFP
	• IRRI
• Ministry of Women's Affairs	• UNICEF/UNAIDS

E) LITERACY CLASSES

Target Beneficiaries:
- Illiterates
- Drop-outs

Support Staff:
- 1 community teacher

Materials:
- Literacy materials

Possible Co-operating Bodies:

Local	*International*
• Ministry of Education, Youth and Sports	• FAO

F) SMALL CRAFT SKILLS COURSES

Target Beneficiaries:
- Adolescents
- Women

Support Staff:
- 1 community teacher

Materials:
- Depends on the course

> Especially designed to promote income generation activities, the small craft skills course will help persons seeking to acquire new skills or refine the skills they already have

Possible Co-operating Bodies:

Local	*International*
• Ministry of Education, Youth and Sports	
• Ministry of Rural Development	

G) SUPPORT GROUPS

Target Beneficiaries:
- Single mothers
- Adolescents
- Handicapped

Support Staff:
- 1 person

Materials: no additional materials needed

> This facility is especially aimed at providing a place where individuals can support each other to solve problems common to the community as a whole or to a particular group within the community.
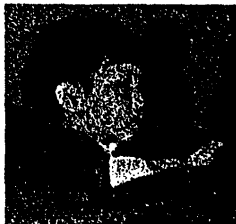
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H) PLAY CENTRE

Target Beneficiaries:
- Children (3-5 year olds)
- Mother and child

Support Staff:
- 1 person

Materials:
- Toys
- Picture books

The Play Centre will enable children to express themselves and take part in educational games in a comfortable environment. It will assist mothers wishing to use facilities within the CLDC by taking charge of their children.

Possible Co-operating Bodies:

Local
- Ministry of Women's Affairs

International
- UNICEF
- JSRC
- REDD BARNA

I) COUNSELLING CENTRE

Target Beneficiaries:
- Mothers
- Especially vulnerable groups

Support Staff:
- 1 person

Materials:
no additional materials needed

Mothers and especially vulnerable groups can benefit from counselling, aimed at helping them cope with especially difficult circumstances affecting their everyday lives.

J) COMMUNITY DEVELOPMENT ACTIVITIES

Target Beneficiaries:
- Children
- Adolescents
- Adults

Support Staff:
- 1 person

Materials:
no additional materials needed

Particular Community Development Activities:
Community participation meetings
Project development groups
Environmental education/awareness
Story-telling
Exhibitions
Traditional music, play and dances

K) SPORTS CENTRE

Target Beneficiaries:
- Adolescents

Support Staff:
- 1 person

Materials:
- Sports equipment

Space for outdoor sports activities is an advantage and helps youths express themselves in a context which promotes health and group interaction. However, this would only be envisaged should the land available be of sufficient size.

3.5.3 Physical Layout of a CLDC Unit

The CLDCs will be structured in such a way that additions and changes in the content of activities and facilities provided can be easily implemented. If no existing and suitable infrastructure is available, then the CLDCs will be constructed according to the plans shown in Annex 3. A suitable and comfortable environment needs to be emphasised; both, to highlight the importance of the role of the CLDCs within the education programmes as well as to provide a motivating and user-friendly environment for the persons using the facilities provided by the centres.

A two-story high building is envisaged for the initial structure. It will house the library on the first floor, and space for community development activities, classes and meetings on the ground floor. (Figure 2 below) The ground floor and open spaces can be adapted to house other activities, such as a play centre or a video centre (according to the needs of the communities).

FIGURE 2   MAIN BUILDING - PHYSICAL LAYOUT

Terrace

Outdoor reading space

Library

BATIMENT CENTRAL

Top Floor - Library layout; possible shelves and reading chairs arrangement.

Storage room

BATIMENT CENTRAL

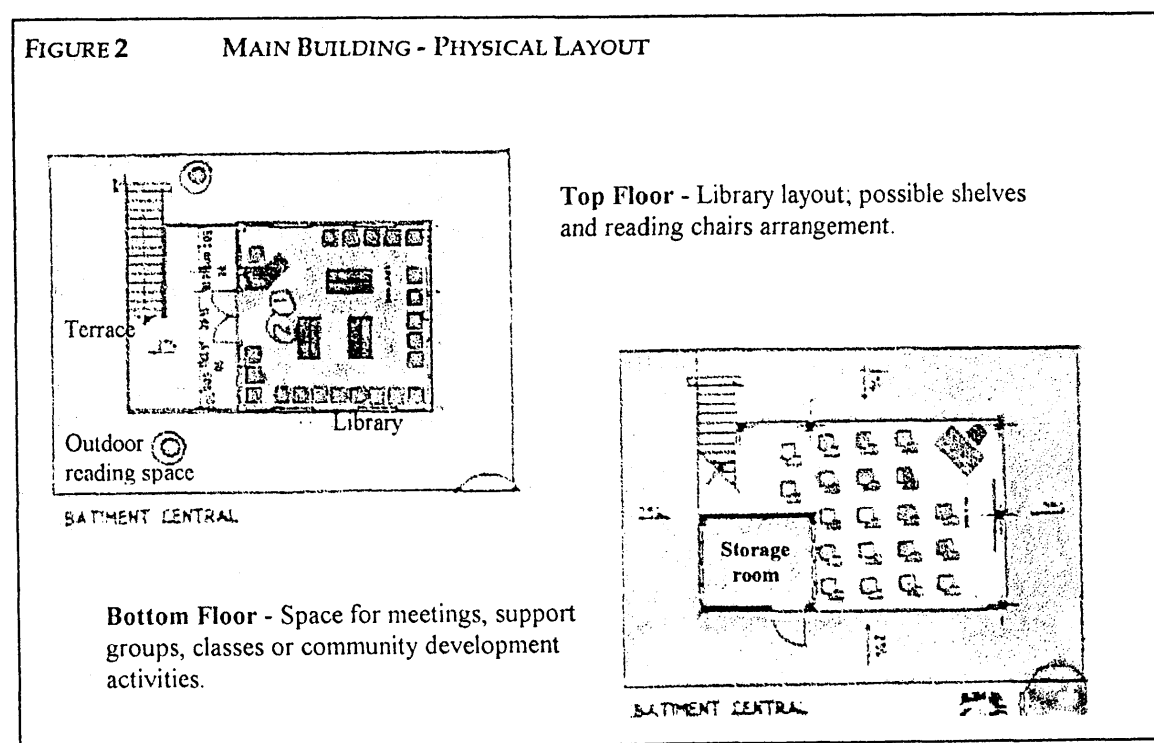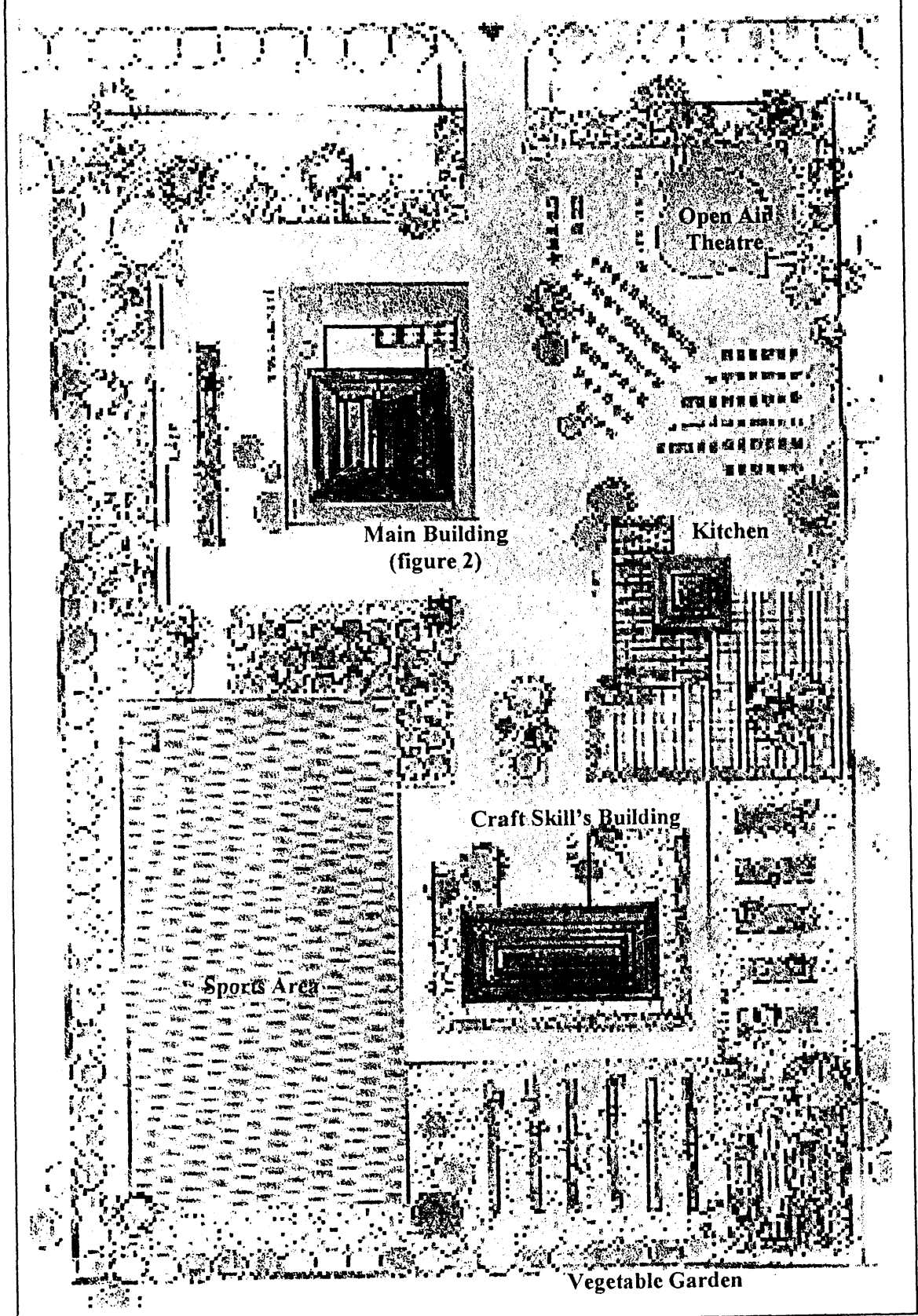**Bottom Floor** - Space for meetings, support groups, classes or community development activities.

Figure 3 shows the additional structures which can be added to form a complex and serving the growing demand for activities and services. It includes a small outdoor theatre, a vegetable garden, a building especially adapted for a play centre or small craft skills courses, an extension for cooking, and a sports area.

Village Reading Houses (VRHs) and Mobile Libraries (ML) are also envisaged as extension of a CLDC unit. The VRHs and MLs would extend the reach of the CLDCs to more remote areas, providing library services and learning activities to population segments unable to reach the actual CLDC units.

The land necessary for the CLDCs and their future extensions will be provided by the communities. UNESCO and interested NGOs will provide the technical assistance for the construction of the centres, or for the renovation/refurbishment of existing infrastructures should existing structure be used.

FIGURE 3   POSSIBLE ADDITIONAL STRUCTURES

Open Air
Theatre

Main Building
(figure 2)

Kitchen

Craft Skill's Building
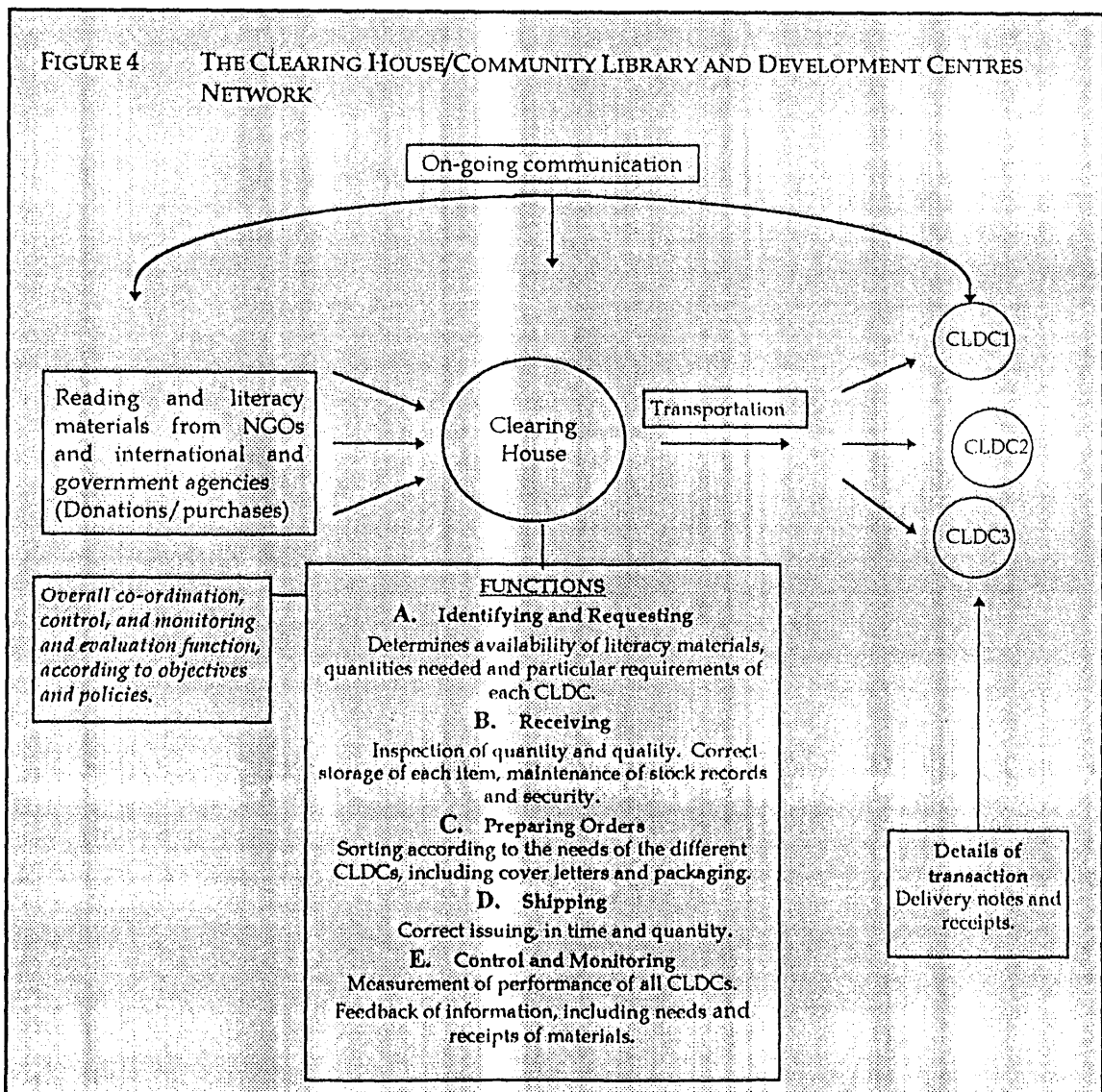
Sports Area

Vegetable Garden

3.5.4   Organisation of a CLDC Unit

Once the reading and literacy materials reach a particular centre, reception, recording, classification and storage of the items are required. The materials need to be shelved in such a way that the users can easily access them for use within the library. In terms of staffing, one librarian will suffice for a CLDC with basic facilities and services. Additional staff will be required as additional facilities develop within the CLDC. Annex 4 shows the terms of reference for the librarian.

3.6   THE CLEARING HOUSE

The provision of reading and literacy materials will be initially managed by UNESCO for all associated institutions. As the network develops, a clearing house located in Phnom Penh, where publishing and production facilities are established, will manage the collection and distribution of reading and literacy materials. The function of the clearing house will not be solely limited to the needs of the CLDCs. It will cater for the needs of any other programmes or institutions requiring literacy and reading materials, including school libraries, and will depend on the capacity of the publishers to provide materials for the system. Figure 4 below depicts the general organisation of the clearing house/CLDC network.

FIGURE 4   THE CLEARING HOUSE/COMMUNITY LIBRARY AND DEVELOPMENT CENTRES NETWORK

On-going communication

Reading and literacy materials from NGOs and international and government agencies (Donations/purchases)

Clearing House

Transportation

CLDC1

CLDC2

CLDC3

Overall co-ordination, control, and monitoring and evaluation function, according to objectives and policies.

FUNCTIONS
A.   Identifying and Requesting
Determines availability of literacy materials, quantities needed and particular requirements of each CLDC.
B.   Receiving
Inspection of quantity and quality. Correct storage of each item, maintenance of stock records and security.
C.   Preparing Orders
Sorting according to the needs of the different CLDCs, including cover letters and packaging.
D.   Shipping
Correct issuing, in time and quantity.
E.   Control and Monitoring
Measurement of performance of all CLDCs. Feedback of information, including needs and receipts of materials.

Details of transaction
Delivery notes and receipts.

SECTION 4
IMPLEMENTATION AND CO-ORDINATION ARRANGEMENT

4.1 GENERAL ARRANGEMENTS

The project will be executed and implemented by the concerned districts under the authority of the NFED of the MoEYS, with the assistance and initially under the co-ordination of UNESCO. The collaboration with the MoEYS, the Ministry of Rural Development (MRD) and/or the Ministry of Agriculture, Forestry and Fisheries (MAFF) is necessary to establish the project in the context of the overall government objectives relating to education and community development. Nevertheless, both implementation and co-ordination at grass-roots level remains a priority as community participation is vital for the sustainability of the project. Keeping this in mind, the development of the CLDCs is envisaged through a cost-sharing scheme between the RGC, UNESCO and the concerned communities, whereby UNESCO will provide the technical assistance in exchange for a participation, in-kind or financial, from the communities. A contract defining the terms of this cost-sharing scheme and the responsibilities of the concerned parties is presented in Annex 2.

4.2 IMPLEMENTATION

The following sections describe the frameworks for each phase. The project will be implemented in three phases, of an estimated duration of 12 months for each of the first two phases and 24 months for the third and final phase. The frameworks show the immediate phase objectives, required outputs, activities, estimated dates of implementation per activity, inputs and possible co-operating agencies (international and local).

4.2.1 Phase I (Pilot Phase) Framework - *12 months*

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. Establish project management unit in the Non-Formal Education Department (NFED)/(MoEYS) to develop, manage and evaluate the Community Library and Development Centres (CLDCs)network and to co-ordinate the education and community development programmes.	1.1 Project management unit staff selected.	- Select project management unit staff according to job specification.	2 months	- Counterpart staff and expatriate staff.	NFED/UNESCO
	1.2 Capacity of project management unit staff developed.	- Train staff and build their capacity in the areas of development, management and evaluation of CLDC network.	6 months	- Technical assistance for staff training.	UNESCO
2. Develop and construct 10 pilot CLDCs in the selected districts in the provinces of Siem Reap and Battambang and 10 Village Reading Houses (VRHs) as extensions of the CLDC units.	2.1 Pilot CLDC and VRH sites selected.	- Needs assessment: define and select pilot CLDC sites according to field surveys and GIS.	1 month		NFED/UNESCO
	2.2 Community Volunteer Literacy Committee established in each CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each CLDC unit.	1 month	- Volunteers	Communities/NFED UNESCO
UNESCO offices will act as a Clearing House for the collection, selection and distribution of reading and literacy materials to all pilot CLDCs and VRHs until the Clearing House is established phase II.	2.3 Pilot CLDCs and VRHs constructed.	- Sign contract between RGC, UNESCO and communities for each CLDC unit. (Refer to Annex 7) - Construction or renovation of CLDCs.	10 months	- Building materials and basic furniture. - Technical assistance for construction.	Communities/NFED / UNESCO/ Action Nord Sud
	2.4 Pilot CLDCs and VRHs established.	- Implement activities and facilities for each CLDC according to the specific needs of each community.. - Provide reading and literacy materials, and other equipment for the CLDCs/VRHs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on activities)	REDD BARNA/ NFED/UNESCO Other NGOs producing literacy and reading materials.
	2.5 Trained staff to manage the CLDC units and promote CLDC activities.	- Select staff for CLDCs (according to content of activities). - Train staff to manage and promote activities and facilities provided by CLDC units.	1 months 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/NFED UNESCO
	2.6 Mobile library extensions developed.	- Establish mobile library routes to provide reading and literacy materials to more remote areas. - Select and train staff.	6 months 2 months	- Financial assistance for the renovation of the buses. - Local staff.	Communities/NFED / UNESCO
3. Develop the Clearing House concept, which will serve as a collection, selection and shipping centre for all reading and literacy materials, books and equipment which will be distributed to the CLDCs.	3.1 Feasibility study for the Clearing House.	- Sponsor a consultant who can provide technical assistance to develop a feasibility study for the Clearing House	4 months	- Research team.	NFED/UNESCO

4.2.2 Phase II Framework - *12 months*

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. Evaluate pilot Community Library and Development Centres (CLDCs).	1.1 Pilot CLDCs evaluated.	- Define evaluation criteria. - Prepare report of evaluation to be reviewed by communities and project management unit.	1 month 3 months		NFED/UNESCO/ Communities
2. Develop additional facilities to be implemented in pilot CLDCs.	2.1 Additional facilities in pilot CLDCs implemented.	- Define additional facilities for the CLDCs according to community needs. - Recruit necessary additional staff. - Provide necessary materials and equipment. - Implement additional facilities.	3 months	- Technical assistance for staff training. - Local staff. - Materials and equipment	NFED/UNESCO/ Communities
3. Implement the Clearing House in Phnom Penh to serve as a collection, selection and shipping centre for all reading and literacy materials for the CLDCs and Village Reading Houses.	3.1 Clearing House implemented according to the feasibility study specifications (Pilot Phase).	- Implement the Clearing House. - Recruit and train Clearing House staff. - Collect literacy and reading materials, supplies and equipment to be distributed to the CLDCs.	6 months	- Local staff. - Reading and literacy materials. - Equipment - Technical assistance for staff training.	NFED/UNESCO/ NGOs producing literacy and reading materials in Khmer language.
4. Develop and construct 90 additional CLDCs and 90 additional VRHs..	4.1 90 phase 2 CLDC sites and 90 VHR sites selected.	- Needs assessment: define and select phase 2 CLDC sites.	1 month		NFED/UNESCO
	4.2 Community Volunteer Literacy Committee established in each additional CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each additional CLDC.	1 month	- Volunteers	Communities/ NFED/UNESCO
	4.3 Phase II CLDCs and VRHs constructed.	- Sign contract between RGC, UNESCO and communities for additional CLDC units - Construction/renovation of additional CLDCs.	10 months	- Building material and basic furniture. - Technical assistance for construction.	Communities/ NFED/UNESCO
	4.4 Phase II CLDCs and VRHs established.	- Implement facilities and activities for each CLDC unit according to the specific needs of each community. - Provide reading and literacy materials, and other equipment for the CLDCs/VRHs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on content of activities).	Communities/ NFED/UNESCO
	4.5 Trained staff to manage additional CLDC units.	- Select staff for additional CLDCs (according to the content of activities.) - Train staff to manage and promote activities and facilities provided by CLDC units.	1 month 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/ NFED/ UNESCO
	4.6 Mobile library extensions developed.	- Establish mobile library routes to provide reading and literacy materials to more remote areas. - Select and train staff.	6 months 2 months	- Vehicles. - Financial assistance for the renovation of the vehicles. - Local staff.	Communities/ NFED/UNESCO

4.2.3 Phase III Framework - *24 months*

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. Develop and construct 38 additional CLDCs.	1.1 38 phase III CLDC sites selected.	- Needs assessment: define and select phase 3 CLDC sites.	1 month		NFED/UNESCO
	1.2 Community Volunteer Literacy Committee established in each additional CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each additional CLDC unit.	1 month	- Volunteers	Communities/NFED UNESCO
	1.3 Phase III CLDCs constructed.	- Sign contract between RGC, UNESCO and communities for each additional CLDC unit. (Refer to Annex 7) - Construction or renovation of additional CLDCs.	10 months	- Building material and basic furniture. - Technical assistance for construction.	Communities/NFED UNESCO
	1.4 Phase III CLDCs.	- Implement facilities and activities for each CLDC unit according to the specific needs of each community. - Provide reading and literacy materials, and other equipment for the CLDCs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on content of activities).	Communities/NFED UNESCO
	1.5 Trained staff to manage additional CLDC units.	- Select staff for additional CLDCs (according to the content of activities.) - Train staff to manage and promote activities and facilities provided by CLDC units.	1 month 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/NFED UNESCO
2. Develop the Clearing House - final phase.	2.1 Fully established and functional Clearing House/CLDC network.	- Evaluation of the Clearing House developed in phase II. - Implementation of changes according to the evaluation.	3 months 1 month	- Technical assistance	UNESCO/NFED
3. Evaluate the implementation of additional Village Reading House (VRH) and Mobile Library (ML) extensions.	3.1 Evaluation report for additional VRHs and MLs.	- Evaluate the implementation of additional VRH and ML extensions.	6 months	- Technical assistance	Communities/NFED UNESCO
4. Evaluation of a system of multi-media distance education by satellite.	4.1 Evaluation report for a system of multi-media distance education by satellite.	- Evaluate the multi-media distance education by satellite system.	6 months	- Technical assistance	Thai Ministry of Education/NFED/ UNESCO

4.3 BUDGET

4.3.1 Phase I - Pilot Phase

Year: 1997 (12 months)		COST
1 Pilot Community Library and Development Centres[a]		
1.1 10 CLDC units[b]		$60,000
1.2 10 Village Reading Houses[c]		$10,000
1.3 Additional staff training		$5,000
	sub-total	$75,000
2 Project Management Unit		
2.1 Training[d]		$15,000
2.2 Local staff salaries[e]		$20,000
2.3 Expatriate staff[f]		$51,000
2.4 Office set-up		$5,000
2.5 Duty Travel[g]		$5,000
	sub-total	$96,000
3 Transport		
3.1 Vehicle (second hand)		$10,000
3.2 Fuel and oil		$1,500
3.3 Repairs and maintenance		$500
3.4 Driver salary		$3,000
	sub-total	$15,000
4 Additional Overheads		$7,000
TOTAL		**$193,000**

Notes:

a) Construction will be undertaken by the communities, with technical assistance from the NFED, UNESCO and interested NGOs. Land for the construction of the CLDCs is provided by the Provincial Authorities.

b) Standard cost for a CLDC unit

Building materials	$3,200
Fixtures, fittings and equipment	$800
Cost for providing reading and literacy materials	$800
Staff training	$200
Overheads	$650
Other	$350
Total	**$6,000**

c) Standard cost for a Village Reading House

Building materials	$600
Cost of providing reading and literacy materials	$270
Overheads	$130
Total	**$1,000**

d) Training of 9 persons from different Provincial Education Offices and 2 persons from the NFED (Phnom Penh)

e) Refer to Annex 5 for staff list

f) Expatriate staff includes one UNV and one specialist (4 months) in community development.

g) Duty travel amounts to $250 per unit.

4.3.2 Phase II Budget

Year: 1998 (12 months)		COST
1 Community Library and Development Centres[a]		
1.1 90 CLDC units		$540,000
1.2 90 Village Reading Houses		$90,000
	sub-total	$630,000
2 Clearing House		
2.1 Implementation of the Clearing House		$50,000
	sub-total	$50,000
3 Project Management Unit		
3.1 Technical expertise[b]		$34,000
3.2 Local staff salaries		$20,000
3.3 Staff training		$20,000
	sub-total	$74,000
Total		$754,000

Notes:
a) The standard cost for a CLDC unit and a VRH remains the same as described in section 4.3.1 above.
b) Includes 1 CTA and 2 assistants (local)

4.3.3 Phase III Budget

Year: 1999 - 2000 (24 months)		BUDGET
1 Community Library and Development Centres[a]		
1.1 38 CLDC units		$228,000
1.2 200 Village Reading House		$200,000
	sub-total	$428,000
2 Clearing House		
2.1 Final phase implementation of the Clearing House		$100,000
	sub-total	$100,000
3 Project Management Unit		
3.1 Technical assistance		$100,000
	sub-total	$100,000
Total		$628,000

Notes:
a) The standard cost for a CLDC unit and a VRH remains the same as described in section 4.3.1 above.

4.4 LOCATION OF PILOT PROJECT SITES

At the initial stage of the project, the CLDCs will be located at district level. The necessity of library services at commune level should, however, not be overlooked. It is anticipated that the distribution of CLDCs will be made according to the target population concentration alone. In addition, extension of library services to more remote areas is envisaged through small village reading houses and/or mobile library services.

A Geographical Information System (GIS) will be used to locate the most suitable potential CLDC sites. The following data will be used as criteria for the selection and mapping of the sites:

- Schooling levels and number of schools
- Illiteracy rates
- Number of persons belonging to each target groups (as defined in section 3.2.1)
- Population numbers
- Number of Pagodas
- Number of UNESCO Temple Learning sites
- Other literacy and community development programmes in the area.

In selecting the sites, the commitment and participation of the communities with regards to the construction, organisation and management of the centres is essential. Thus, field surveys will be undertaken to complement the GIS mapping results. The choice of sites for phases I, II and III will follow the selection criteria as described above.

4.5   PROJECT MONITORING, REPORT AND EVALUATION

Project monitoring, report and evaluation will be undertaken by the network development and management task group (Department of Non-Formal Education, MoEYS), with participation from the communities. During the initial stages of the project, technical assistance will be provided by UNESCO. The following indicators will be used to monitor and evaluate the project:

a) Ratio of population numbers in the area to persons using the CLDC facilities and services.

b) Most popular facilities and services, breakdown of the number of persons using specific facilities. Reasons why these facilities are popular.

c) Least popular facilities and services. Reasons why these facilities are not popular.

d) Types of facilities and services which are not popular, but that are deemed essential in the context of the country's and the project's objectives. Identification and development of promotional techniques for these facilities and services.

e) Literacy and reading materials distributed:

f) Types of materials most requested

g) Identification of most utilised materials

h) Identification of under-utilised materials

i) Under-utilised materials which are deemed essential in the context of the country's and the project's objectives. Identification and development of promotional techniques for these materials.

j) Evaluation of community commitment and participation.

k) Revision of budget and of the viability and sustainability if additional CLDCs in other districts.

These indicators will be used in the evaluation of the project after the implementation of each phase.

Although UNESCO will provide technical assistance for the development of the project (from monitoring, report and evaluation, to the training of the staff, the construction of the centres and the provision of reading and literacy materials), the underlying objective of Community Library and Development Centres Project is to strengthen the capacity of the MoEYS in the area of non-formal education; and ultimately enable the NFED, the MoEYS and the local communities to develop, operate and analyse the CLDC network (and other similar projects) without the need for foreign assistance.

LIST OF READING MATERIALS IN KHMER LANGUAGE

A complete list of the current reading and literacy materials in Khmer language produced by NGOs and IOs has been collected. To-date, 515 titles are being produced in the following subject areas:

- Agriculture
- Animal husbandry
- Aquaculture and fishing
- Business and finance
- Children, children's games and activities
- Community development
- Culture, tradition and religion
- Development in Cambodia
- Education
- Environment
- Forestry
- Health and hygiene
- Human rights
- Hydrology and water
- Management
- Mines
- Story telling and folk tales
- Technology
- Women

Preamble

The Royal Government of Cambodia recognises that improving literacy levels, through non-formal education, is a critical component of Education for All. "The overall objective is to improve equitable access to literacy, continuing/complementary schooling and post-primary formal studies for disadvantaged adults and selected school students, especially females and minorities in less well-off rural areas." (RGC. 1994:47) Thus, the RGC launches a first project seeking to consolidate the existing literacy results obtained and develop a base for the systematic improvement of literacy levels throughout the country.

The project aims to ensure access to reading materials for literate and new literate persons through the establishment of a network of Community Library and Development Centres (CLDCs). The CLDCs will provide library facilities and serve as support facilities for current literacy activities being undertaken by the RGC, UNESCO, Non-Governmental Organisations and International Organisations (e.g. UNICEF). The willingness of the communities to take charge of the centre, with the support of the Non-Formal Education Department (NFED) of the Ministry of Education, Youth and Sports (MoEYS) and UNESCO, remains one of the key elements of creating sustainable advances in the non-formal education sector. It is therefore essential that the focus of the project be placed on community development as well as individual development. The project will, therefore, make room for education, community development and rural development in order to achieve its aims.

Article 1

The NFED, UNESCO and the community agree to co-operate in order to establish a pilot Community Library and Development Centre in the district of _____ under the terms of this contract.

Article 2

The NFED and UNESCO will establish a network of Community Library and Development Centres (CLDCs) at district level throughout the country. During the pilot phase, 10 district CLDCs will be established in selected districts in the provinces of Siem Reap and Battambang. Phases 2 and 3 will seek to establish additional CLDCs aiming at a country-wide coverage. The project will be developed by NFED of the MoEYS, where the management unit will be based, with technical assistance from UNESCO.

The Provincial Authorities will provide the land for the construction of the CLDCs.

Article 3

The NFED and UNESCO will co-operate with the concerned community in the district of _____ where the CLDC unit will be established to reach the following objectives:-
- Identify the main needs of the participating community in relation to the structure and location of the CLDC, and the activities and facilities to be provided therein.
- Work with the community to form a participatory structure for the development, establishment and management of the CLDC, in the form of a Community Volunteer Literacy Committee.

Article 4

To achieve the objectives stated in Article 2, the NFED and UNESCO will provide the community with:-
- Technical assistance for the construction and development of the CLDC.
- Financial assistance for the total cost of the construction materials for the CLDC.
- Basic furniture for the CLDC.

- Training and financial assistance for the librarian in the pilot phase and any other staff required for the CLDC as activities develop.
- Reading and literacy materials for the CLDC.

Article 5
In turn, the community will:-
- Carry out the construction of the CLDC.
- Identify and recruit, after approval of the NFED and UNESCO, and remunerate the librarian and other staff as required by the development of the CLDC.
- Identify and recruit volunteers (not remunerated) for any additional activities to be provided in the CLDC.

Article 6
Once the CLDC unit is established, the concerned community will ensure the good maintenance of the unit, which involves repairing any damaged materials, equipment or structure within the CLDC and providing a small budget for any expenses to be covered for the CLDC.

Article 7
In addition, the NFED and UNESCO will provide the following support services:-
- **Network development and management**
  Technical assistance for the design and physical planning of the CLDC, the development of extensions and new activities and services and the evaluation and monitoring of the CLDC.
- **Research and development**
  Technical assistance for the co-ordination of the education and community development programmes in the area.
- **Clearing House**
  A Clearing House will be established in Phnom Penh to serve as a collection, selection and shipping centre for all reading and literacy materials, books and equipment which will be relayed to the CLDC's. The Clearing House will be implemented during phase 2 and will be managed by the NFED. Therefore, during the pilot phase, the transportation of materials to the CLDC units will be undertaken by UNESCO. Thereafter, it will be undertaken by the Clearing House unit.

Article 8
The ultimate responsibility of this project lies with the RGC and particularly the NFED of the MoEYS. UNESCO will provide technical assistance for the establishment of this new network.

Any new activities will be discussed with the communities and will be launched by the NFED and UNESCO after careful study and approval by the MoEYS.

Article 9
This contract is valid for the period of twelve months after the opening of the CLDC and is renewable.

Signature
Mr. So Chhun
Director
Department of Non-Formal Education
Ministry of Education, Youth and Sports

Date:

Signature

Department of Non-Formal Education
Provincial Education Authority

Date:

Signature

Community Representative

Date:

Signature
Mr. Bruno Lefèvre
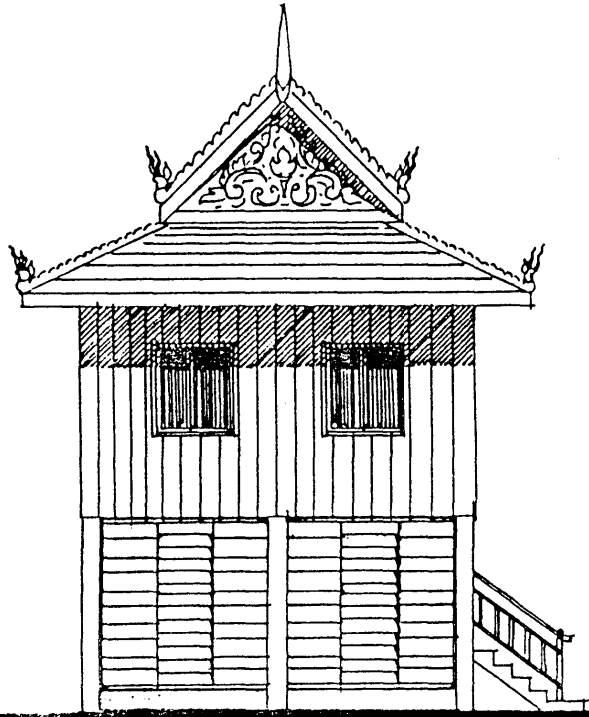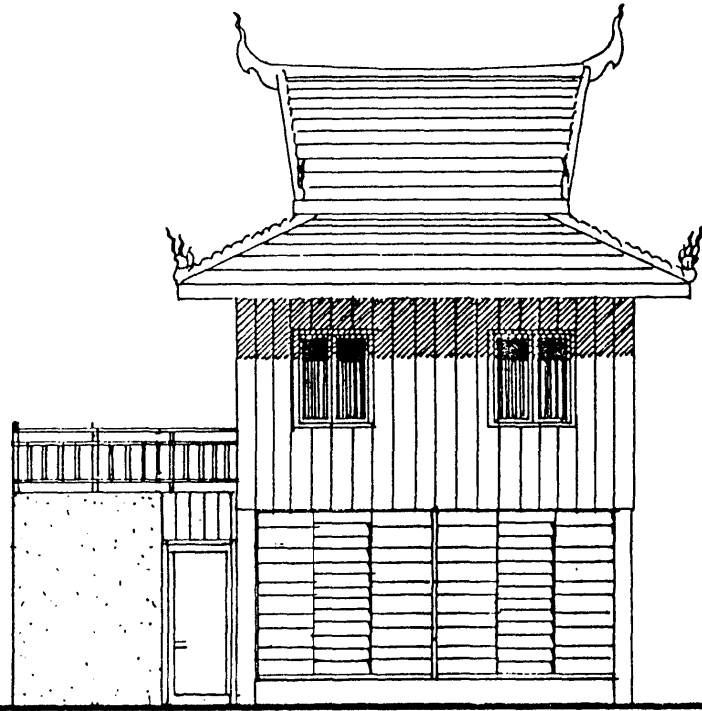Director
UNESCO office in Cambodia

Date:

ANNEX 3
PHYSICAL STRUCTURE OF A CLDC UNIT
INITIAL BUILDING
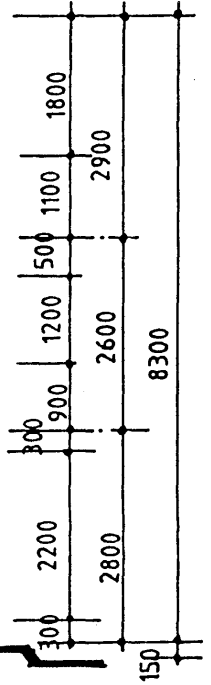
A complete set of plans has been produced for the design and structure of a CLDC unit. Only a part of these plans are shown in this Annex.
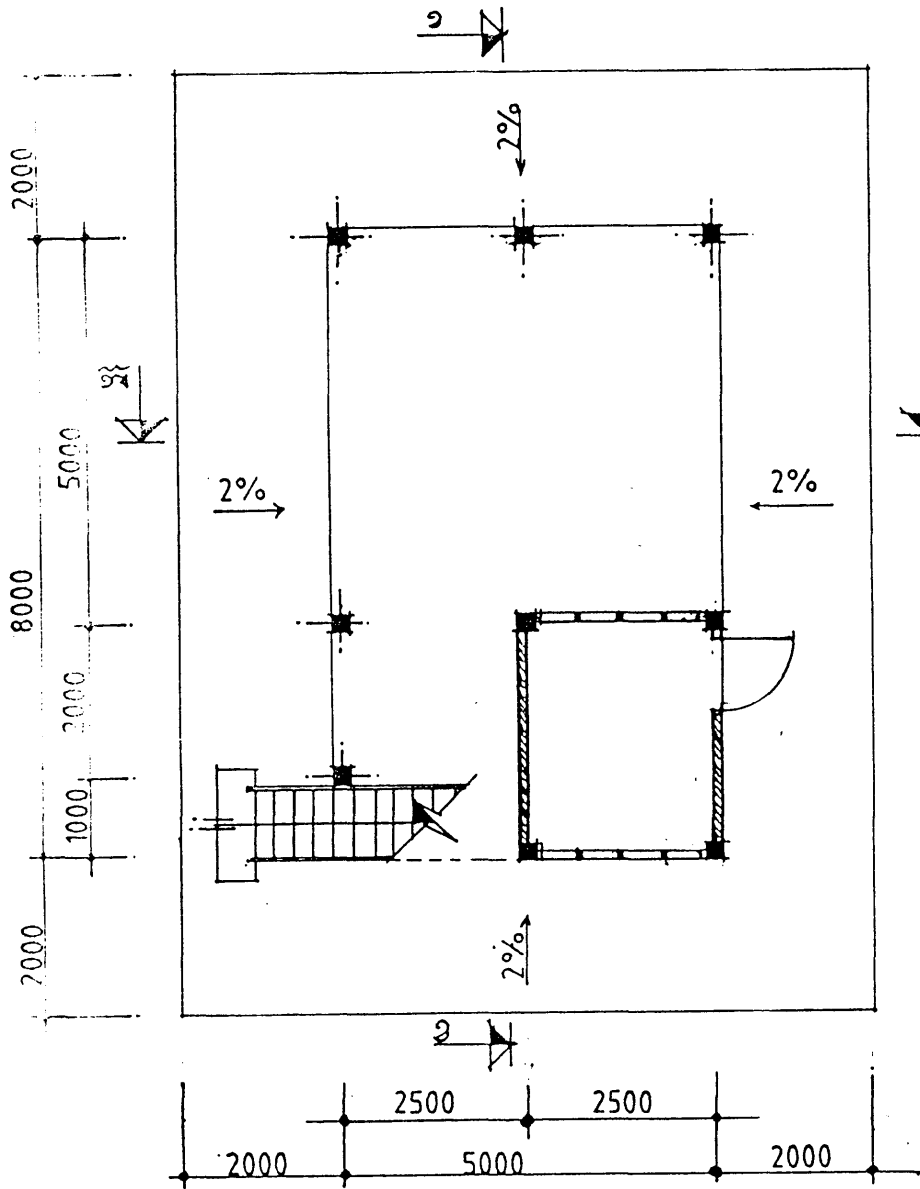
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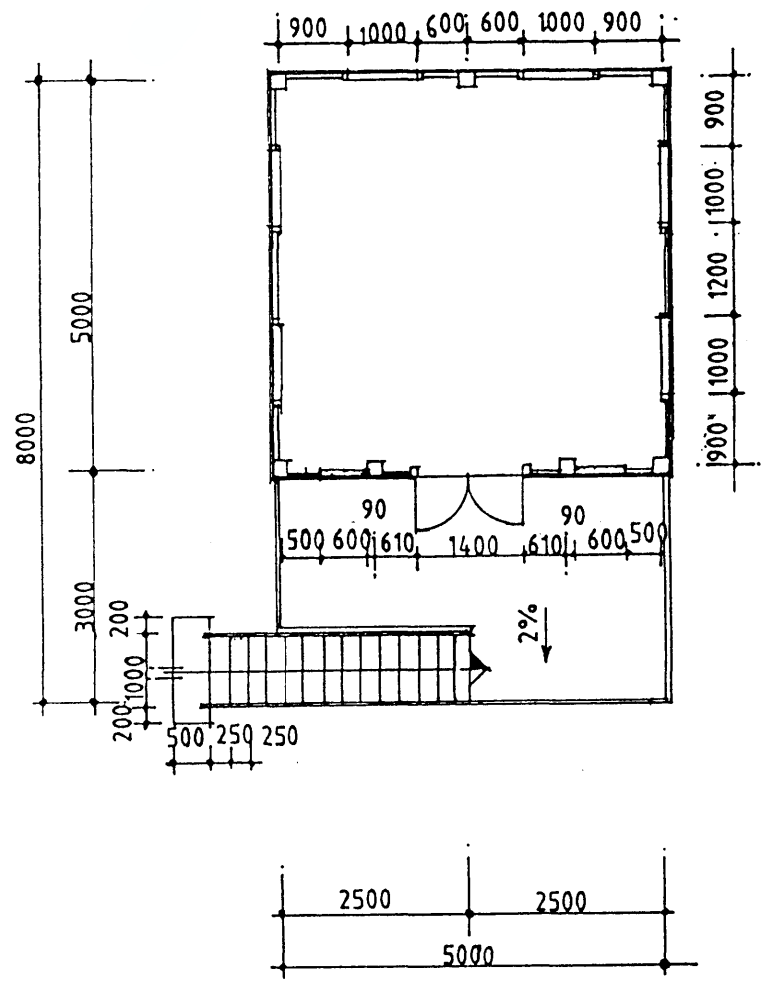
ធ្វើឆនើឆំឡេរាំង E. 1:100

ទ្រង់ជ្រាយឆ្លងលើ E.1:100

ទ្រង់ជ្រាយទី 1 E.1:100

ស្លុ ១៦០៥ 60×120

ស្ថើង ម្តុ ឆ្លា ៩ ក ត

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ជ័រ ចំនាខ 30×30

650 650

2600

5000

8000

3000

2000

900 2500 2500 900

2000 5000 2000

រូប ដំបូល E. 1:100

1400
900 400
600
500
900 1200
300 900

2900

8300

2200 2800

300 150

5000 3000

900 8000

 កៈ ១-១. E. 1:100
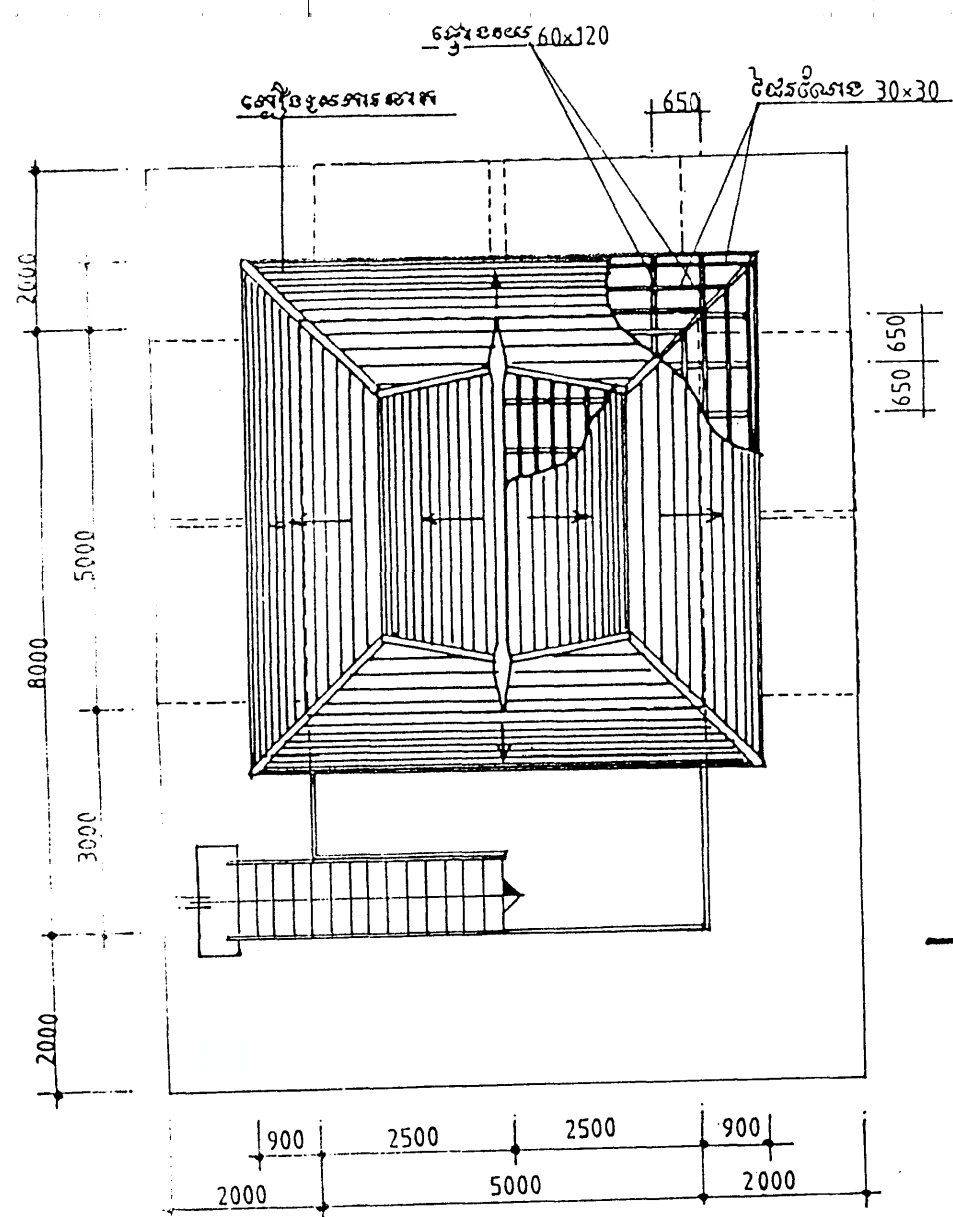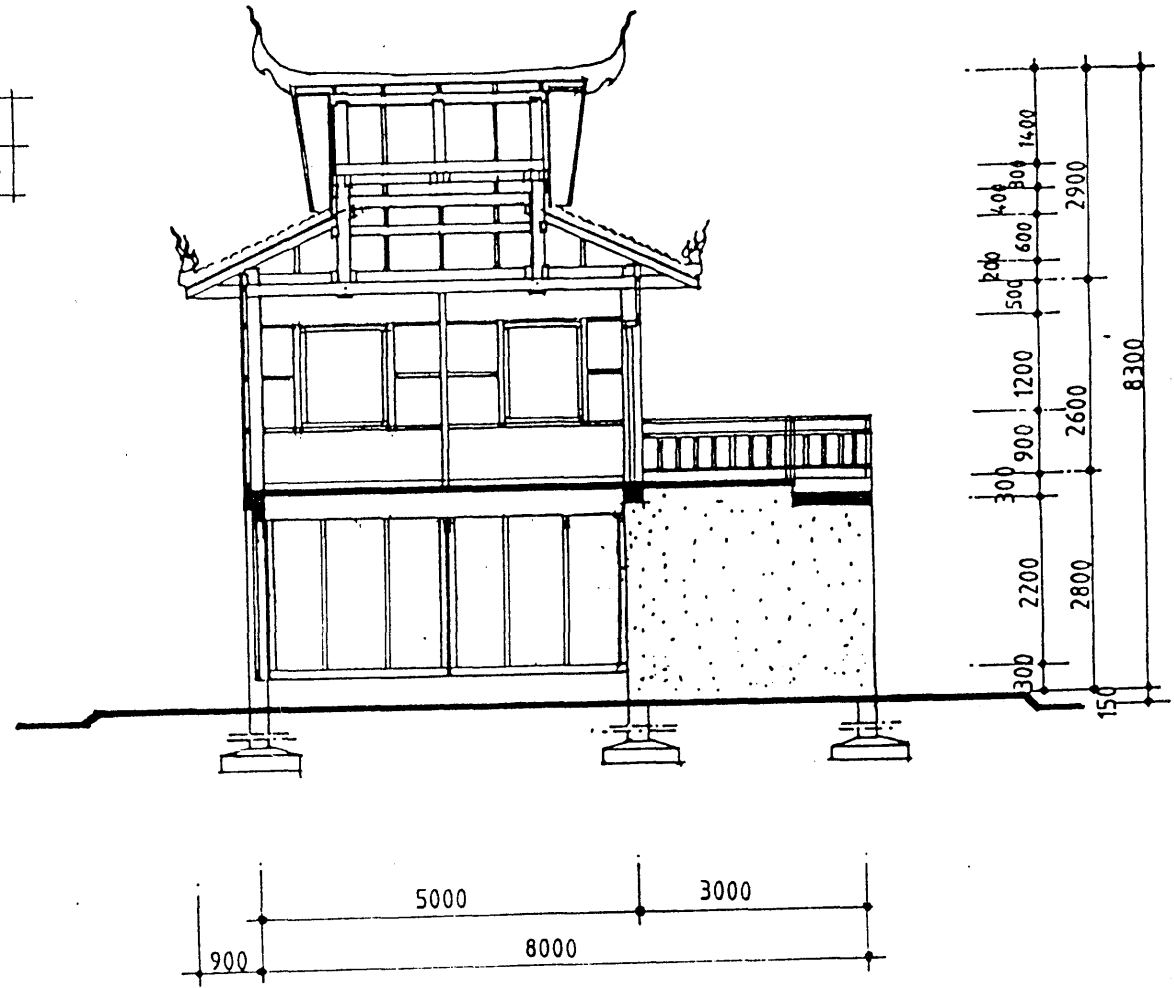
The following terms of reference refers to the position of a Librarian for a Community Library and Development Centre with basic facilities only (refer to Table 2).

Duties and Accountabilities

1. The Librarian will report to the Non-Formal Department of the District Education Authority and, at the initial stage of the project, to UNESCO; and manage the development and operation of the Community Library and Development Centre (CLDC). More specifically, the Librarian will perform the following functions and duties

2. Evaluate literacy and reading materials needs. Communicate these needs efficiently to the person in charge or to the clearing house.

3. Reception, recording, classification and shelving or storing of the literacy and reading materials received from the clearing house or other sources.

4. Reception of the persons using the facilities of the CLDC and keeping record of these persons according to the facilities being used.

5. Lending reading and literacy materials to users and keeping records of which materials are being borrowed to avoid losses and keep track of popular materials

6. Giving advice on the literacy and reading materials provided by the CLDC.

7. Managing the space provided for community development activities, meetings and support groups; initiating, supervising and co-ordinating these activities. This involves organising a booking system for the space.

8. Work closely with the community as well as Project Management Unit.

9. Ensuring a systematic promotion of reading and literacy materials as well as community activities within the CLDC service area.

10. Monitor and evaluate overall operation of the CLDC.

Selection Criteria

Overall qualities: the candidate must have the ability/personality to develop and maintain good relations with the community. Good oral and written skills are essential, as is a cheerful and motivating disposition. Furthermore, the candidate must be able to communicate and work efficiently with the local education authorities at all levels, as well as with the Project Management Unit, including the Clearing House staff. The candidate must be a local resident of the district where the CLDC is located.

Managerial: skills in managing a community learning centre, a library or any other type of place where community development activities are developed are not necessary but would be an advantage.

Professional: school graduate.

Training: training will be offered to all selected CLDC candidates.

A. Project Management	Position		No. of Persons
i) National Team	Team Leader		1
→ Cambodian nationals	Project Officers		2
→ NFED/MOEYS	Staff:	Drivers	2
		Secretaries	2
ii) Technical Assistance	Project Officer		1
→ UNESCO	Assistant		1

B. Clearing House	Position	No. of Persons
→ Cambodian nationals	Director	1
→ NFED/MOEYS	Assistant	1
	Reception of Materials:	
	Supervisor	1
	Orders Management:	
	Supervisor	1

C. CLDC Unit	Position	No. of Persons
i) Basic CLDC → Cambodian national	Librarian	1
ii) Additional Staff* → Cambodian nationals	Video Centre	no additional staff needed
	Information Centre	no additional staff needed
	Literacy Classes	1 community teacher
	Small Craft Skills Courses	1 community teacher
	Play Centre	1 co-ordinator
	Counselling Centre	1 counsellor
	Support Groups	1 co-ordinator
	Sports Centre	1 co-ordinator
	Community Development Activities	1 co-ordinator

* Additional staff will be integrated in the Community Library and Development Centres at the request of the communities themselves. Each activity will be started on a pilot basis and then generalised in co-operation with the relevant ministries and, in general, with the support of the relevant international organisation for the starting phase. In all cases, staff is expected to be hired by the local/regional authorities and trained by the donors.

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Wagner, D.A. (1992), *International Yearbook of Education Vol. XLIII 1991*, UNESCO, Paris.

World Bank (1994), *Cambodia - From Rehabilitation to Reconstruction*. Washington.

Mr Tezuka Koji	Director, Japan Sotoshu Relief Committee
Mr Mech Sokha	Co-ordinator of Education, Japan Sotoshu Relief Committee
Ms Martha Tease	Programme Officer, World Food Programme
Mr Jim Mielke	Project Officer, UNICEF
Mr Leonard DeVos	Resident Representative, UNICEF
H.E. Mr Tol Lah	Minister, Ministry of Education, Youth and Sports
Mr So Chhun	Director, Department of Non-Formal Education, Ministry of Education, Youth and Sports
Mr Robert Nugent	Integrated Pest Management Officer, Food and Agricultural Organisation
Ms Robyn Ziebert	Country Director, World Education
Ms Carole Garrison	Executive Director, Co-operation Committee for Cambodia
Ms Sam Ouen Sophinith	Librarian, Co-operation Committee for Cambodia
Mr Stephen Nyirady	Assistant Country Director, Adventist Development and Relief Agency
Ms Régine Mounier	Director, Action Nord Sud
Mr Olivier Roualt	Project Co-ordinator, Battambang, Action Nord Sud
Ms Isabelle Mouzay	Action Nord Sud
Mr Has Rutten	Assistant Resident Representative, REDD BARNA
Mr Keo Sarath	Project Co-ordinator, Education, REDD BARNA
Mr K C Krishna	Programme Officer, Strategy and Policy, REDD BARNA
Ms Margaret Bywater	Library Resource Adviser, The Asia Foundation
Ms Heng Sithon	Director of Education and Training, Ministry of Women's Affairs
Ms Chantal Rodier	Representative, Early Childhood Education Programme, Enfants du Cambodge

COMMUNITY LIBRARY AND DEVELOPMENT CENTRES

PROJECT PROPOSAL SUMMARY

Country: Cambodia

Project title: Community Library and Development Centres Project

Requester: Ministry of Education, Youth and Sports (MoEYS)

Implementing agency: Non-Formal Education Department, (MoEYS)
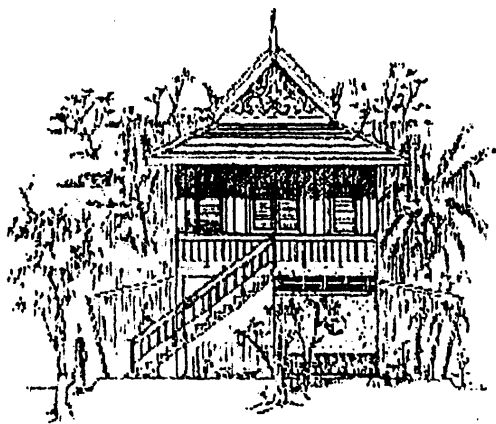
Executing agency: UNESCO

Project duration: 4 years

Starting date: June 1997

Funds required: US$ 1,575,000

UNESCO Cambodia
June 1997

COMMUNITY LIBRARY AND DEVELOPMENT CENTRES SUMMARY

The Issues

The Royal Government of Cambodia's long term priority objective is to provide high quality Education for All. Considering the current education indicators and literacy rates, however, considerable efforts are needed to achieve this objective. More than 40 percent of the population is 19 years of age and has, on average, less than 4 years of formal education. The proportion of females attending school is less than that of males by about 10 percent. Drop out and repetition rates are high, especially in rural areas and amongst the female population. 33 percent of the total population is illiterate, 24 percent being males and 41 percent being females. An important factor affecting these rates is the lack of adequate reading and literacy materials and textbooks for new and existing literate persons. The three decades of conflict have left the education sector not only with a largely destroyed institutional and physical infrastructure, but also with an acute shortage of qualified teachers and reading materials. It is estimated that roughly one-fifth of schools have libraries, which are under-stocked and poorly managed.

The lack of adequate reading materials concerns the whole of the education system, from the formal education sector at primary, secondary and higher levels and the non-formal education sector, to the literate and new literate population segments, and has especially serious consequences for self study. Self study is an important means within the educational strategy of a country to rapidly increase the average level of education of its people and provide a realistic solution to their eagerness to learn. Failing to address this aspect of education undermines the sustainability of the overall efforts being made within the education sector, by creating problems such as limited resource availability for homework and self development, and falling back into illiteracy for newly literate persons. The problem, however, extends beyond the sphere of individual education and has important consequences for the fabric of community life. The thirty years of conflict in Cambodia have done little in terms of enhancing the concepts of social cohesion and solidarity. The levels of formal and non-formal education attained by individuals are indeed important. Nevertheless collective development should not, and need not, be overlooked. This project seeks to tackle both issues.

... and the Needs

Efforts are being made by the RGC and international and local agencies towards upgrading the provision and quality of textbooks and reading materials. Nevertheless, an important number of problems still need to be addressed. **Distribution remains vastly insufficient and uncoordinated.** It is today limited to the projects of particular agencies which do not necessarily reach all areas of the country or all population sectors. The **lack of co-ordination between agencies** also means that there is no monitoring of which areas are receiving less attention and which should be prioritised in future projects. **Target audiences** are essentially children and the general public when it comes to general purpose development education. Other population sectors, such as women, adolescents, and the poorest and most vulnerable groups as target beneficiaries in general education programmes cannot be marginalised if the country is to achieve its education and development objectives.

The Community Library and Development Centres

The project aims to ensure access to reading materials for literate and new literate persons through the establishment of a *network of Community Library and Development Centres (CLDCs)* at district level, and Village Reading Houses (VRHs) and Mobile Library extensions at village level. All CLDCs will provide library facilities and a minimum space for community development activities, meetings and support groups, thus serving as support facilities for current literacy activities being undertaken by the RGC, UNESCO, NGOs and IOs. Providing a suitable and comfortable environment where people can have easy access to reading and literacy materials in Khmer language serves the purpose not only of supporting existing literacy programmes, but also of popularising new technologies and reviving the country's culture and traditions.

The CLDCs are open to the general public. The reading and literacy materials envisaged are, however, particularly targeted to the following population groups:

- Literate and new literate adults seeking self instruction facilities.
- Families wishing to supplement their children's education.
- Farmers, fishermen and craftsmen wishing to upgrade their technical knowledge.
- Adolescents.
- Mother and young children.
- Children, adults or elderly undertaking community development activities.
- Vulnerable and minority groups, including the poor.

Development Objectives

The development objectives of the project are:

a) to enable all Cambodians to take an active role in and benefit from the social and economic development of their country by improving the general education levels through non-formal means and, by the same token, promote community participation, individual learning and the general quality of life;

b) to attain equitable access to literacy and continuing education for youths, adults and other vulnerable groups, in particular for the poor, young women, girls, minorities and displaced persons; and

c) to attain equitable access to information, knowledge and training as the most cost effective means to promote rural development and increase the standards of living of the communities.

Specific Project Objectives

The specific objectives of the Community Library and Development Centres project are the following:

a) Provide access to relevant reading materials to population groups who have or are following literacy courses, serving as support facilities to the current literacy activities being developed around the country, starting with those being developed with the assistance of the Terakoya project of UNESCO.

b) Provide an adequate space and a user-friendly environment to initiate a range of activities and services which will promote the sustainable development of the communities and the own self-reliance, as well as individual opportunities within those communities.

c) Rationalise the distribution of reading materials in Khmer language by organising its distribution through joint facilities shared by institutions working in Cambodia, as well as providing a rational network of community access points for basic development activities.

Further facilities and services will be added progressively, according to the needs expressed by each community, the sustainability of their development and the willingness of donors to support them. The communities have the choice of developing and implementing, with technical assistance from the NFED and UNESCO, are range of facilities, such as:

- a video centre
- an information centre
- literacy classes
- small craft skills courses
- support groups
- a play centre
- a counselling centre
- community development activities
- a sports centre

The provision of reading and literacy materials to the CLDC units will be initially managed by UNESCO for all associated institutions. As the network develops, a clearing house located in Phnom Penh, where publishing and production facilities are established, will manage the collection and distribution of reading and literacy materials. The clearing house will cater not only for the needs of the CLDCs, but also for the needs of any other programmes and institutions requiring literacy and reading materials, including school libraries.
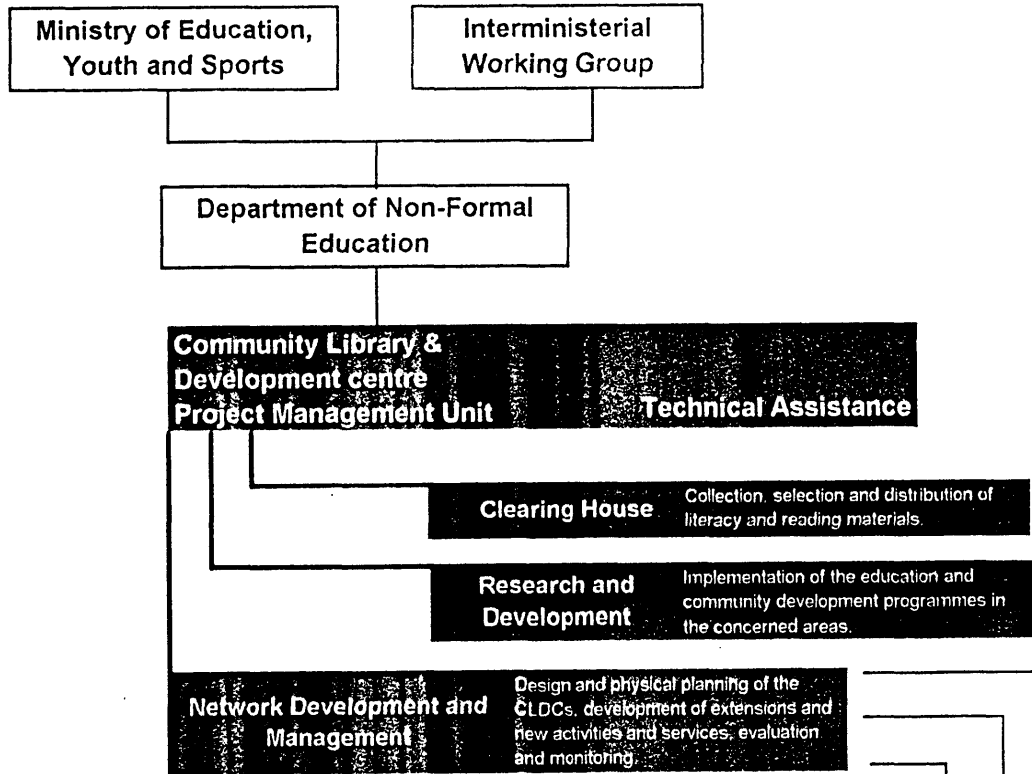
The willingness of the communities to take charge of the CLDCs, with the support of the Non-Formal Education Department (NFED) of the Ministry of Education, Youth and Sports (MoEYS) and UNESCO, remains one of the key elements of creating sustainable advances in the non-formal education sector. It is therefore essential that the focus of the project be placed on community development as well as individual development. The project will, therefore, make room for education, community development and rural development in order to achieve its aims. It will be executed and implemented by the concerned districts under the authority of the NFED of the MoEYS, with assistance and initially under the co-ordination of UNESCO. Nevertheless, both implementation and co-ordination at grass-roots level remains a priority as community participation is vital for the sustainability of the project. Keeping this in mind, the development of the CLDCs is envisaged through a cost sharing scheme between the RGC, UNESCO and the concerned communities, whereby UNESCO will provide technical assistance in exchange for a participation, in-kind or financial, from the communities.

The project will be developed in three phases. The pilot phase will develop and establish 10 pilot CLDCs and 10 VRHs. Phases 2 and 3 will seek to progressively cover the country. The clearing house concept will be developed in phase 1 (the pilot phase), and gradually implemented in phases 2 and 3.

More than 500 publications in Khmer language, of interest for the project, have been identified and all of the institutions concerned with literacy in Cambodia (ministries, NGOs, and IOs) have agreed, in principle, to co-operate and participate in the development and implementation of the project.

A Project Management Unit based in the NFED will be responsible for the development, management and monitoring of the CLDC network, with the technical assistance of UNESCO.

Community Library & Development Centres Project Organisational Structure

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┌─────────────────────┐   ┌─────────────────────┐
│ Ministry of Education,│  │   Interministerial  │
│  Youth and Sports    │  │   Working Group     │
└─────────────────────┘   └─────────────────────┘
             │
   ┌─────────────────────────┐
   │ Department of Non-Formal │
   │        Education         │
   └─────────────────────────┘
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■ Denotes structures which will be setup by the project.

Community Library & Development centre Project Management Unit / **Technical Assistance**

Clearing House — Collection, selection and distribution of literacy and reading materials.

Research and Development — Implementation of the education and community development programmes in the concerned areas.

Network Development and Management — Design and physical planning of the CLDCs, development of extensions and new activities and services, evaluation and monitoring.

Provincial Education Authority (NFED)

District Education Authority (NFED)

Community Volunteer Literacy Committee

Community Library & Development Centres District Level

Mobile Libraries

Village Reading Houses Village Level

Area Covered	Phase I	Phase II	Phase III	Estimated need*:
Provinces:	2	10	4	16
Districts:	10	90	38	138

*Inaccessible provinces and districts (due to lack of security or accessibility) have not been taken into account. These include all districts in the provinces of Mondulkiri, Preah Vihear, Ratanakiri, Stung Treng and Kep. Phnom Penh Municipality has also been ignored.

PROJECT FRAMEWORK

	Logical Hierarchy	Indicators	Means of Verification	External Factors
Specific Project Objectives	1. Provide access to relevant reading materials to population groups who have or are following literacy courses, serving as support facilities to the current literacy activities being developed around the country, starting with those being developed with the assistance of the Terakoya project of UNESCO.	1. Community Library and Development Centres network established in all districts of the country. 2. Village Reading Houses and Mobile Library extensions established country-wide. 3. Increased co-ordination between IOs, NGOs and government agencies developing literacy, education and community development programmes. 4. Reduction of illiteracy and of drop out rates.	1. On-going monitoring by Project Management Unit. 2. Quantity of CLDCs/VHRs and MLs established. 3. Statistics.	- Political stability - Security - Full co-operation of the Ministry of Education, Youth and Sports at all levels.
	2. Provide an adequate space and a user-friendly environment to initiate a range of activities and services which will promote the sustainable development of the communities and their own self-reliance, as well as individual opportunities within those communities.	1. Increased community and individual self-reliance. 2. Increased community solidarity. 3. Participation of the communities in the development and management of the CLDCs - Community Literacy Volunteer Committee. 4. Percentage of persons using the facilities provided by the centres.	1. Informal dialogue with communities and persons using facilities provided by CLDCs. 2. Participatory evaluation. 3. Evaluation of the activities and facilities provided by CLDCs. 4. Evaluation from the Department of Non-Formal Education of the Ministry of Education of Thailand.	- Volunteers willing to participate without immediate rewards.
	3. Rationalise the distribution of reading materials in Khmer language by organising its distribution through joint facilities shared by institutions working in Cambodia, as well as providing a rational network of community access points for basic development activities.	1. Clearing House established in Phnom Penh, acting as a collection and distribution centre for reading and literacy materials. 2. Increased co-ordination between IOs, NGOs and government agencies in the production and distribution of reading and literacy materials.	1. Evaluation of the co-ordination between IOs, NGOs and government agencies. 2. Evaluation of distribution system for literacy and reading materials.	- Sufficient supply of reading and literacy materials. - Means of transport, condition of roads. - Security.

	Logical Hierarchy	Indicators	Means of Verification	External Factors
Outputs	1. Community Library and Development Centres established in all accessible districts of Cambodia. (total 138) 2. Village Reading Houses and Mobile extensions established country-wide. 3. Project management unit established at the Department of Non-Formal Education (MoEYS). 4. Clearing House established in Phnom Penh.	1. Number of CLDCs established. 2. Number of VRHs and MLs established. 3. All project management unit staff trained in planning, development and management of the CLDC network. 4. All reading and literacy materials successfully distributed to the CLDC units.	1. Evaluation of CLDC network. 2. Reports from districts.	1. Co-operation of Provincial and District Authorities. 2. Stability in all targeted districts and villages. 3. Community participation.
Activities	1. Establish project management unit at NFED. 2. Construct or renovate CLDC units in each district, starting with 10 CLDC units in selected districts in the provinces of Siem Reap and Battambang for the pilot phase. 3. Develop extensions of the CLDC units, in the form of Village Reading Houses and Mobile Libraries for more remote areas. 4. Establish a Clearing House in Phnom Penh, which will serve as a collection, selection and shipping centre for all reading and literacy materials to be distributed to the CLDCs and other projects requiring such materials. 5. Monitor and evaluate CLDC network.	1. Project management unit staff trained in the area of planning, management and development of the CLDC network. 2. CLDCs and their extensions operational in all districts of the country. 3. Clearing House operational and materials successfully distributed to CLDCs. 4. Project reviewed and evaluated by management unit.	1. Technical assistance for management unit reduced. 2. Progress report of Technical Consultant assisting project management unit. 3. Project evaluation report.	1. Co-operation of NFED/MoEYS and communities. 2. No natural disaster. 3. Stability in all provinces.
Inputs	1. Expatriate staff for project management unit. 2. Local staff for project management unit and CLDCs. 3. District counterparts (Community Literacy Volunteer Committee). 4. Provincial counterpart - land for the construction of the CLDC units. 5. MoEYS and donor agencies to provide funds. 6. NGOs to provide technical assistance and reading and literacy materials. 7. Technical assistance for construction of CLDCs, management of the network and training of the staff.	1. Participation in training programmes. 2. Support from all counterparts, both in-kind and financial. 3. Support from donor agencies and NGOs.	1. Signature of agreement between RGC, communities and UNESCO. 2. Expenditure reports. 3. Evaluation reports.	1. Funding available. 2. Relevant information available from other agencies. 3. Full community participation. 4. MoEYS support.

Phase I (Pilot Phase) Framework - 12 months

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. *Establish project management unit in the Non-Formal Education Department (NFED)/(MoEYS) to develop, manage and evaluate the Community Library and Development Centres (CLDCs)network and to co-ordinate the education and community development programmes.*	1.1 Project management unit staff selected.	- Select project management unit staff according to job specification.	2 months	- Counterpart staff and expatriate staff	NFED/UNESCO
	1.2 Capacity of project management unit staff developed.	- Train staff and build their capacity in the areas of development, management and evaluation of CLDC network.	6 months	- Technical assistance for staff training.	UNESCO
2. *Develop and construct 10 pilot CLDCs in the selected districts in the provinces of Siem Reap and Battambang and 10 Village Reading Houses (VRHs) as extensions of the CLDC units.*	2.1 Pilot CLDC and VRH sites selected.	- Needs assessment: define and select pilot CLDC sites according to field surveys and GIS.	1 month		NFED/UNESCO
	2.2 Community Volunteer Literacy Committee established in each CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each CLDC unit.	1 month	- Volunteers	Communities/NFED UNESCO
UNESCO offices will act as a Clearing House for the collection, selection and distribution of reading and literacy materials to all pilot CLDCs and VRHs until the Clearing House is established phase II.	2.3 Pilot CLDCs and VRHs constructed.	- Sign contract between RGC, UNESCO and communities for each CLDC unit. (Refer to Annex 7) - Construction or renovation of CLDCs.	10 months	- Building materials and basic furniture. - Technical assistance for construction.	Communities/NFED / UNESCO/ Action Nord Sud
	2.4 Pilot CLDCs and VRHs established.	- Implement activities and facilities for each CLDC according to the specific needs of each community.. - Provide reading and literacy materials, and other equipment for the CLDCs/VRHs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on activities)	REDD BARNA/ NFED/UNESCO Other NGOs producing literacy and reading materials.
	2.5 Trained staff to manage the CLDC units and promote CLDC activities.	- Select staff for CLDCs (according to content of activities). - Train staff to manage and promote activities and facilities provided by CLDC units.	1 months 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/NFED UNESCO
	2.6 Mobile library extensions developed.	- Establish mobile library routes to provide reading and literacy materials to more remote areas. - Select and train staff.	6 months 2 months	- Financial assistance for the renovation of the buses. - Local staff.	Communities/NFED / UNESCO
3. *Develop the Clearing House concept, which will serve as a collection, selection and shipping centre for all reading and literacy materials, books and equipment which will be distributed to the CLDCs.*	3.1 Feasibility study for the Clearing House.	- Sponsor a consultant who can provide technical assistance to develop a feasibility study for the Clearing House.	4 months	- Research team.	NFED/UNESCO

Phase II Framework - 12 months

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. Evaluate pilot Community Library and Development Centres (CLDCs).	1.1 Pilot CLDCs evaluated.	- Define evaluation criteria. - Prepare report of evaluation to be reviewed by communities and project management unit.	1 month 3 months		NFED/UNESCO/ Communities
2. Develop additional facilities to be implemented in pilot CLDCs.	2.1 Additional facilities in pilot CLDCs implemented.	- Define additional facilities for the CLDCs according to community needs. - Recruit necessary additional staff. - Provide necessary materials and equipment. - Implement additional facilities.	3 months	- Technical assistance for staff training. - Local staff. - Materials and equipment	NFED/UNESCO/ Communities
3. Implement the Clearing House in Phnom Penh to serve as a collection, selection and shipping centre for all reading and literacy materials for the CLDCs and Village Reading Houses.	3.1 Clearing House implemented according to the feasibility study specifications (Pilot Phase).	- Implement the Clearing House. - Recruit and train Clearing House staff. - Collect literacy and reading materials, supplies and equipment to be distributed to the CLDCs.	6 months	- Local staff. - Reading and literacy materials. - Equipment - Technical assistance for staff training.	NFED/UNESCO NGOs producing literacy and reading materials in Khmer language.
4. Develop and construct 90 additional CLDCs and 90 additional VRHs..	4.1 90 phase 2 CLDC sites and 90 VHR sites selected.	- Needs assessment: define and select phase 2 CLDC sites.	1 month		NFED/UNESCO
	4.2 Community Volunteer Literacy Committee established in each additional CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each additional CLDC.	1 month	- Volunteers	Communities/ NFED/UNESCO
	4.3 Phase II CLDCs and VRHs constructed.	- Sign contract between RGC, UNESCO and communities for additional CLDC units - Construction/renovation of additional CLDCs.	10 months	- Building material and basic furniture. - Technical assistance for construction.	Communities/ NFED/UNESCO
	4.4 Phase II CLDCs and VRHs established.	- Implement facilities and activities for each CLDC unit according to the specific needs of each community. - Provide reading and literacy materials, and other equipment for the CLDCs/VRHs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on content of activities).	Communities/ NFED/UNESCO
	4.5 Trained staff to manage additional CLDC units.	- Select staff for additional CLDCs (according to the content of activities.) - Train staff to manage and promote activities and facilities provided by CLDC units.	1 month 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/ NFED/ UNESCO
	4.6 Mobile library extensions developed.	- Establish mobile library routes to provide reading and literacy materials to more remote areas. - Select and train staff.	6 months 2 months	- Vehicles. - Financial assistance for the renovation of the vehicles. - Local staff.	Communities/ NFED/UNESCO

Phase III Framework - 24 months

Immediate Objectives	Outputs	Activities	Duration	Inputs	Co-operating Agencies
1. Develop and construct 38 additional CLDCs.	1.1 38 phase III CLDC sites selected.	- Needs assessment: define and select phase 3 CLDC sites.	1 month		NFED/UNESCO
	1.2 Community Volunteer Literacy Committee established in each additional CLDC site.	- Work with community to form a participatory structure for the development, establishment and management of each additional CLDC unit.	1 month	- Volunteers	Communities/NFED UNESCO
	1.3 Phase III CLDCs constructed.	- Sign contract between RGC, UNESCO and communities for each additional CLDC unit. (Refer to Annex 7) - Construction or renovation of additional CLDCs.	10 months	- Building material and basic furniture. - Technical assistance for construction.	Communities/NFED UNESCO
	1.4 Phase III CLDCs.	- Implement facilities and activities for each CLDC unit according to the specific needs of each community. - Provide reading and literacy materials, and other equipment for the CLDCs.	10 months 10 months	- Reading and literacy materials. - Other equipment (depending on content of activities).	Communities/NFED UNESCO
	1.5 Trained staff to manage additional CLDC units.	- Select staff for additional CLDCs (according to the content of activities.) - Train staff to manage and promote activities and facilities provided by CLDC units.	1 month 2 months	- Local staff and volunteers. - Technical assistance for staff training.	Communities/NFED UNESCO
2. Develop the Clearing House - final phase.	2.1 Fully established and functional Clearing House/CLDC network.	- Evaluation of the Clearing House developed in phase II. - Implementation of changes according to the evaluation.	3 months 1 month	- Technical assistance	UNESCO/NFED
3. Evaluate the implementation of additional Village Reading House (VRH) and Mobile Library (ML) extensions.	3.1 Evaluation report for additional VRHs and MLs.	- Evaluate the implementation of additional VRH and ML extensions.	6 months	- Technical assistance	Communities/NFED UNESCO
4. Evaluation of a system of multi-media distance education by satellite.	4.1 Evaluation report for a system of multi-media distance education by satellite.	- Evaluate the multi-media distance education by satellite system.	6 months	- Technical assistance	Thai Ministry of Education/NFED UNESCO

BUDGET

PHASE I (PILOT PHASE) - Year: 1997 (12 months)		COST
1 Pilot Community Library and Development Centres[a]		
1.1 10 CLDC units[b]		$60,000
1.2 10 Village Reading Houses[c]		$10,000
1.3 Additional staff training		$5,000
	sub-total	$75,000
2 Project Management Unit		
2.1 Training[d]		$15,000
2.2 Local staff salaries		$20,000
2.3 Expatriate staff[e]		$51,000
2.4 Office set-up		$5,000
2.5 Duty Travel[f]		$5,000
	sub-total	$96,000
3 Transport		
3.1 Vehicle (second hand)		$10,000
3.2 Fuel and oil		$1,500
3.3 Repairs and maintenance		$500
3.4 Driver salary		$3,000
	sub-total	$15,000
4 Additional Overheads		$7,000
TOTAL		$193,000

PHASE II - Year: 1998 (12 months)		COST
1 Community Library and Development Centres[a]		
1.1 90 CLDC units		$540,000
1.2 90 Village Reading Houses		$90,000
	sub-total	$630,000
2 Clearing House		
2.1 Implementation of the Clearing House		$50,000
	sub-total	$50,000
3 Project Management Unit		
3.1 Technical expertise[g]		$34,000
3.2 Local staff salaries		$20,000
3.3 Staff training		$20,000
	sub-total	$74,000
Total		$754,000

PHASE III - Year: 1999-2000 (24 months)		COST
1 Community Library and Development Centres[a]		
1.1 38 CLDC units		$228,000
1.2 200 Village Reading House		$200,000
	sub-total	$428,000
2 Clearing House		
2.1 Final phase implementation of the Clearing House		$100,000
	sub-total	$100,000
3 Project Management Unit		
3.1 Technical assistance		$100,000
	sub-total	$100,000
Total		$628,000

Notes:

a) Construction will be undertaken by the communities, with technical assistance from the NFED, UNESCO and interested NGOs. Land for the construction of the CLDCs is provided by the Provincial Authorities.

b) Standard cost for a CLDC unit

Building materials	$3,200
Fixtures, fittings and equipment	$800
Cost for providing reading and literacy materials	$800
Staff training	$200
Overheads	$650
Other	$350
Total	$6,000

c) Standard cost for a Village Reading House

Building materials	$600
Cost of providing reading and literacy materials	$270
Overheads	$130
Total	$1,000

d) Training of 9 persons from different Provincial Education Offices and 2 persons from the NFED (Phnom Penh)

e) Expatriate staff includes one UNV and one specialist (4 months) in community development.

f) Duty travel amounts to $250 per unit.

g) Includes 1 CTA and 2 assistants (local)