Educational
Support to
Children of
Underserved
Populations
(ESCUP)

SEPTEMBER 2005

Commune Education for All Commission (CEFAC) Workshop Program 1:
Local Communities' Participation to Promote Child Friendly Learning Environments

ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

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I. Introduction

A. Challenges in Achieving EFA

Since the World conference on Education for All (EFA) in Jomtiem and more recently in Dakar, when 116 nations, including Cambodia pledged that every child would have an education of good quality by 2015, NGOs in Cambodia have proven that they have an extraordinary contribution to make towards guaranteeing of basic education to every Cambodian child, thereby helping to achieve EFA goal. Yet, there continues to be a considerable gap between official policy and reality. Major access impediments to a basic and quality education continue to exist throughout the country but particularly in remote areas. The causality underlying this situation can best be understood as a complex interaction between supply and demand-side factors that include teacher shortages, low educational relevance, restrictive access due to direct and indirect costs, and the perceived low value of education by community members among other factors.

B. Need for Stakeholder Involvement

If all learners are to receive an education of good quality, the commitment and involvement of communities is essential. Government, donors and NGOs alone cannot provide the needed resources; there are countless human, materials, and other resources that only communities can effectively mobilize. Communities also help bring together a multitude of processes that must work in harmony to successfully carry out global and national policies. Finally, without community support and ownership nothing that is achieved will be sustainable.

In fact, Communities and parents have contributed significantly to government efforts to meet the education needs of their children. They have engaged in such sectors as improvement of infrastructure and clean water. Nevertheless, while making these contributions, communities and households have little or no control over how or even if their children are educated. Education was seen as government responsibility. Communities do not understand their roles in educationaal provision well and carry out spontaneous tasks or in isolation. They are not yet fully aware of the potential community roles as a change agent. The government, in collaboration with NGOs, need to provide further support to the communities in the development process.

C. What is ESCUP and How Can it Help to Meet the Challenges

The ESCUP Program is an initiative designed to address many of the problems outlined above by increasing access to and quality of basic education to underserved areas. Funding for the program is provided by the American Institutes for Research and EQUIP 1 under a cooperative agreement with USAID. ESCUP focuses on 3 main components; teacher education, access and quality education and school-community partnership. ESCUP also develops and strengthens in all program partners the knowledge, skills, experiences and attitudes in defining the concept of the child friendly school.

With respect to the third component mentioned above, ESCUP envisions strengthening of existing structures of MoEYS and local government to utilize resources in order to achieve access and quality education. This is done through close collaboration with communities, especially Commune EFA Commissions (CEFACs) and the supervision and support of community teachers. The program also seeks to work closely with minority communities by promoting the latter's involvement in the selection of community teachers, establishing indigenous youth associations, and fostering cultural and life skills studies within the state school system. The focus is on building capacity for participation, empowerment, problem analysis, planning, action taking and monitoring.

II. Multiple relationships through which communities act to address the quality of education

The Commune EFA Commission was officially set up by the Ministry of Education Youth and Sports/ EFA secretariat with the intention of actively involving local government in the achievement of EFA goals by 2015. It, therefore, represents the voice of community members and plays an important role in working with NGOS/ESCUP, hand in hand to support the government in its efforts to provide educational services that address the learning needs of all and hold the government accountable for quality education provision. In doing so, CEFACs as well as Parent Associations (PA) will be moving far beyond their traditional roles of building schools. Empowered with knowledge and skills, they will be able to work with multiple stakeholders and address multiple dimensions of the education system including: resources, process, content and equity.

This manual focuses on CEFACs' relationships with 4 specific stakeholder groupings: (i) Local Custer School Committee (LCSC) and teachers, (ii) learners, (iii) parents, and (iv) NGOS (ESCUP) and

government. The relationship between these stakeholder groupings and CEFACs is illustrated in Figure 2.1 below:

Figure 2.1: CEFAC[1] Relationships with Relevant Stakeholders
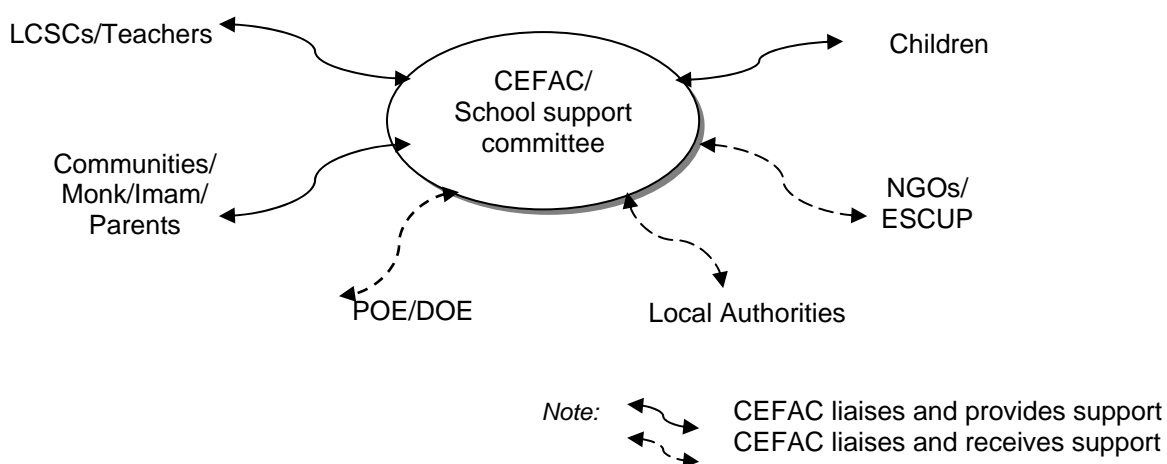
III.   Workshop Objectives

- To familiarize the participants with important education issues.
- To develop capacities in local planning that utilize a range of strategies to support learning and teaching, which lead to a child friendly environment.
- To enable local communities and authorities to assess and prioritize competing needs, draw up plans to meet those needs and then implement and monitor the plans
- To identify participants' potential to develop key roles and responsibilities as supporters of learning and teaching.
- To encourage the progress on decentralization where initial steps have been made by the MoEYS to deconcentrate responsibility for their activities.

IV.   Workshop contents

Session 1   Introduction to the workshop, workshop objectives and Introduction to ESCUP - Program Goals - Program Structure - Way of Working
Session 2   Introduction to Child Friendly School Concepts
Session 3   Community Teacher Administration
Session 4   Stakeholders, Ownership and Participation

V.   Methodology[2]

The 'Child friendly school' approach requires teachers to use active methods in the classroom with the children. Therefore, it is important that facilitators use active methods in their workshop with the participants to help them visualize the idea of what 'friendliness' means. A common mistake in many workshops is to spend too much time lecturing and using the 'chalk and talk' method that makes the environment non-participatory and unenthusiastic. Here are the methodologies to be used in this workshop:

- Short presentations
- Brainstorming, whole group discussion and whole group work
- Pair work
- Small group discussion
- Gallery walk
- Case studies
- Games (energizer/warm up and learning games)
- Role plays

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[1]*CEFAC is made up of Commune chief, Village chief, LSCS Director, Secondary School Director and Women child focus* person.

[2] *There should have a compatibility with meetings in traditional society. Materials such as pictures and symbols/ representational signs should be used as much as possible for the audiences with less experience in reading and writing.*

- Role modeling

VI.   Introductory session

- Use personal introduction and ice breaker activities
- Make clear about logistics issues (such as accommodation, travel, per diem) and items the participants might need
- Check, agree and set workshop objectives
- Review and finalize the content and time table/schedule with the participants. Indicate that the time table can be slightly changed if necessary.
- Set workshop rules/norms with participants and ensure they know the rationale for having such rules (e.g. be on time, turn off or lower the phone, active participate in sharing ideas/experience, do not interrupt while other are speaking, help to organize the seats, clean up the workshop room. etc.)
- If we have a session on school/village mapping in the time table, it might be useful to alert participants at the beginning to prepare some ideas or information about the local area in which they live. Be clear about what information is required and how it should be organized
- Have participants express their expectations.

VII.   Expected products

- For each participant to have a detailed plan of action.
- For each participant to leave with hand outs, notes and other relevant materials such as advertisement paper for community teachers, application forms and contract for community teachers.
- For each participant to have a contact list of names, address and telephone numbers.

VIII.   Workshop venue and duration

The facilitator should discuss the venue of the workshop with the Commune Chief beforehand in order to identify a suitable place which is easily accessible to all participants. The workshop will last for 2 days and will then be followed by a 2-day-follow-up workshop in every quarter. Besides the months which hold the workshops, the participants will participate in monthly meetings in order to review the implementation of activities, identify problems and challenges in their implementation and identify solutions to address problems identified. Make sure that dates do not clash with other events relevant for participants such as national events, transplanting or harvesting.

IX.   Seating arrangement

Seats should be arranged in a U-shape for plenary sessions. The training room should have enough light and be large enough to avoid doubling the rows. Seating on the mat/ floor could be a better way to help the participants feel more relaxed and actively participate. The participants should be asked to swap their seats every day so that they do not feel marginalized and bored because of staying at the back or in the corner. The participants whose turn it is to have those seats are specially taken into consideration and motivated.
In addition, each participant as well as facilitator should have a name card and the card remained on their desk through out the workshop to ensure better communication amongst the whole team.

X. Number of participants

There should be a maximum of 25 participants in the workshop. The participants should include the following:
- Commune Chief *
- Village Chief *
- Cluster School Director *
- High School Director (if applicable) *
- Women/Child Focus Person*
- School Support Committee (SSC) Chairpersons
- Monk
- Imam
- One or two representative(s) from minority groups

Note:
* Indicates officially appointed members of the CEFAC

 The scope for inviting School Support Committee (SSC) chairpersons and other participants (who are not formal members of the CEFAC) will depend on the size of the commune and in particular the number of village heads attending. A large number of villages might not leave much possibility for inviting SSC representatives as we want to keep total participant number at 25 or less.

XI. Workshop evaluation

It would be useful for the facilitators to use a simple form to collect constructive feedback from participants for future planning. If the group is small, the participants can be asked to give an oral evaluation through an activity such as a ball game[3] . They have a chance to reflect on what they have learnt and how the workshop was delivered. For example, the evaluation should seek to:
- what the participants have learnt,
- If the workshop objectives have been achieved,
- if the participants' expectation have been met,
- if the workshop has been practical,
- If the process has been participatory,
- if there are any materials that are needed,
- if the time table has been realistic,
- if the environment has been conducive and friendly
- what the participants found most/least enjoyable and why,
- what things are good and what things need to improve for future planning.

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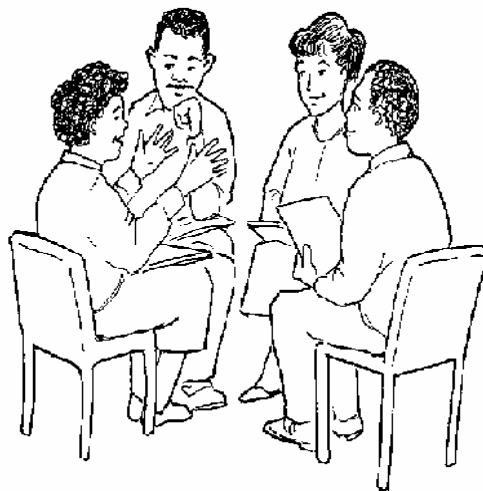
[3] Participants are asked to sit on chairs into 2 lines. Each of them has 2 pieces of scrap papers. They use them to make 2 balls. One represent 3 good things from the workshop and another represents at least one thing that they really don't like about the workshop and want to leave it when they go back home. They take turn to speak out what they like and then throw the 'like' ball to the basket in front of them. They do the same for the 'dislike' ball and throw it to another basket which is a trash can.

Session Plan

Session 1: Introduction to the Workshop	
Topic and Overview *Time Required:*	**1.1 Introduction of Facilitators - Ice Breaker - Workshop Organization -** This session introduces participants to each other, to the facilitator, the overall session plan schedule, and sets some ground rules of the workshop *45 Minutes*
Suggested Materials:	**None**

Objectives	*Presentation*	*Participant Tasks*
o Participants know each other. o Participants are arranged in a way that facilitates discussion and participation. o Participants agree on rules of work and session plan schedule during tkshop	Introductions o The facilitator begins the workshop with a warm welcome to all participants and arranges for introductions of all those attending. These introductions are as important for the facilitator as for the participants in order to organize those attending the workshop as peer groups. This will ensure that the different status among participants will not inhibit discussions. Group Arrangements o Following introductions, the facilitator should arrange participants into groups according to the general peer group or commune/cluster to which they belong. Workshop Rules o The facilitator should next review some of the rules of the workshop including the following points: • Times of work • Break times • Session Plan • Speaking one at a time • Arrive and leave on time • Financial details o After short discussion, write these on a piece of poster paper and display them on a wall in the meeting place.	o Each participant introduces him or her self. o Facilitation team introduces itself. o Participants put themselves into same peer group arrangements or same commune/ cluster. o Seek agreement and modifications to the rules.

Topic and Overview	**1.2. Workshop Objectives:** This session introduces participants to the purpose of the training, its objectives, and desired products.	
Time Required:	15 Minutes	
Suggested Materials:	o <u>Poster</u>: Purpose, Objectives, and Products of the Workshop	
Objectives	***Presentation***	***Participant Tasks***
o Participants can explain the purpose and objectives of the workshop o Participants can state the desired products that the workshop should produce.	o The facilitator tapes a poster to the board that summarizes the purpose, objectives, and products of the workshop. o Review the poster with participants. o Ask questions to test for understanding. For example: ❑ What is the most important thing that this workshop should produce? ❑ What is the next step?	o Participants review the Poster or alternatively listen to the facilitator review the Poster's content out loud. o Answer questions posed by the facilitator. o Discuss differing answers to facilitate understanding.

<u>POSTER</u>: Purpose, Objectives, and Products of the Workshop

PURPOSE

The purpose of this workshop is to provide a forum where Commune Education For All Committees (CEFACs) in target communes/clusters can meet to learn about the ESCUP Program, Child Friendly Schools, and identifying their potential and critical roles in supporting teaching and learning in order to promote child friendly school environments.

OBJECTIVES

o Participants can explain the objectives and important characteristics of the ESCUP Program.
o Participants can describe the most important principles of a Child Friendly School
o Participants acquire skills in strategic planning and implementation of the whole process of enhanced community involvement in education including community teacher administration.

PRODUCT

This workshop should lead to development of a plan for the selection of community teachers in target schools in a more participatory and fairly manner.

NEXT STEP

o Advertisement, submission of application forms by candidates, making a second list of candidates by interview panel, interviews, weighting the scores, developing a final list of community teachers

o List of selected community teachers to be sent to the Teacher Education Team through PGW/DOE not more than 2 weeks after the workshop
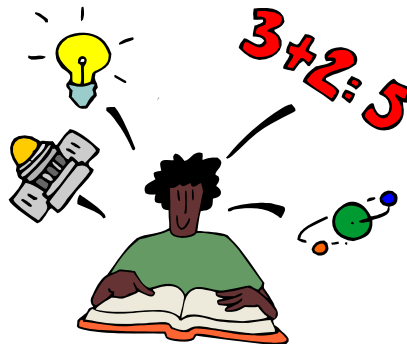
Topic and Overview	**1.3. Introduction to ESCUP - Program Goals - Program Structure - Way of Working:** This session familiarizes participants with the goals of the ESCUP program, the technical components within the program (Access & Quality, Teacher Education, and School-Community Partnerships) and some of the important ways that the program will work. This includes (i) the use of a child rights-based approach to development, (ii) the use of a structured implementation approach that accommodates stakeholder preferences, (iii) the use of cluster grants, and (iv) implementation through local committees.
Time Required:	60 Minutes
Suggested Materials:	o <u>Poster</u>: Program Goals and Structure o <u>Poster</u>: Strategy Matrix (one for each group) o <u>Handout 1</u>: Program Goals, Components, and Planned Interventions o Pictures of selected interventions o Cards that describe particular aspects of program implementation

Objectives	Presentation	*Participant Tasks*

o Participants can explain the goals of the ESCUP Program
o Participants can describe the overall structure of the ESCUP Program
o Participants can cite 4 major strategies that will be used by the ESCUP Program in implementation.
	Program Goals
	o Begin this session by asking some probing questions about characteristics of education provision in the commune such as those given below:
	  • What percentage of children in the commune is not in school?
	  • What percentage of residents in the commune is from minority groups?
	  • How many minority teachers are there in the school?
	  • Does the commune have any life skills activities that make education more relevant to communities?
	  • Does the commune have enough teachers? If not, does this have any effect on quality?
	o Next, display the poster that explains program goals on the board.
	o Provide an explanation of the goals that relate to the discussion of educational issues in the cluster that just occurred.
	o Provide time for questions about the explanation provided.
	
	Program Structure
	o Next, pass out the handout that describes the 3 components in the ESCUP Program:
	  • Teacher Education
	  • Access and Quality
	  • School-Community Partnerships
	o Briefly explain the activities that will occur under these components by providing concrete examples of specific interventions using the pictures provided.
	o To facilitate explanations, pass out the pictures provided to give examples of what specific activities each intervention entails.
	o (Optional) As a check of participants' understanding of the goal of each component, ask participants to classify pictures by the component and intervention to which they refer.
		o Participants provide answers to the questions relating to educational service provision in the commune.
		
		o Participants ask questions as necessary
		
		o Participants review the handout provided.
		
		o Participants classify pictures that they receive as a large group on a chart on the board.

	Way of Working	o Participants review the strategic approaches used in ESCUP with the facilitator.
	o The facilitator should next explain that the ESCUP program has 4 approaches or strategies. The facilitator should then give an explanation of each strategy by giving a short lecture on the characteristics of each of the four strategies.	
	o Use the brief lecture notes below to explain the characteristics of each of the 4 Approaches in program design:	
	1. <u>Rights-based approach</u>	
	• Awareness of children's needs	
	• Consulting with students to understand their ideas	
	• Listening to the ideas of children about problems in a school	
	• Listening to the ideas of community members	
	• Helping parents have a greater understanding of children's needs	
	• Approaching program work with openness and a non-critical approach to receiving all ideas suggested	
	2. <u>Freedom in structure (choice)</u>	
	• No-one is forced to participate in the program	
	• Some teachers may wish to participate in the program, while others may not.	
	• Each school may implement different activities that are appropriate to their own particular needs	
	• Using Activity Menus	
	3. <u>Use of Local Grants</u>	
	• Each cluster will receive funds based on its size for the implementation of selected activities	
	• Clusters must get funds each month from the program using a standard request form.	
	• Funds can only be received by showing proof that the request was developed in committee and not by one or two people by themselves.	o <u>Group Work</u>: Using cards provided by the facilitator, participants classify different strategy characteristics according to the overall strategic approach that they represent.
	4. <u>Implementation thru Local Committees</u>	
	• The actual implementation of activities will be done by local committees such as LCSC or CEFAC or SSC	
	• Local stakeholders provide direction to implementation of activities based on their own perceived needs.	
	o The facilitator should then ask participants to engage in an exercise to strengthen their understanding of the different elements of the program conceptual framework.	
	o Distribute a Matrix outlining the program's working framework such as that shown below:	

Strategy Matrix

Rights' Based Approach	Freedom in Structure
Use of Local Grants	Implementation thru Local Committees

- o Explain to participants that they will receive a set of cards with words and phrases that describe characteristics of the 4 program strategies.
- o Ask participants to arrange and place the cards in the appropriate spot under each strategy title on the matrix. Approximately 45 minutes can be allocated to this exercise, which should be carried out in small groups.
- o The facilitator should move around the room to assist each group.
  Note: Assistance does not mean telling groups the answers!
- o Review as a large group.

SESSION 2: Introduction to Child Friendly School Concepts

Topic and Overview	**Child Friendly School Concepts:** This session gives an opportunity to the facilitator to introduce the 5 dimensions of a 'child friendly school' including (i) education that is relevant to children's needs; (ii) education that is inclusive; (iii) a healthy learning environment; (iv) learning environments that are gender sensitive; and (v) schools that provide opportunities for parental engagement. Participants are introduced to these dimensions and then review specific descriptors that clarify what each dimension means. Participants do a matching exercise in which they have match sentence strips that describe each CFS dimension.
Time Requirement:	60 Minutes
Suggested Materials:	o Poster: Dimensions of Child Friendly Schools (see below) o Sentence strips that describe specific dimensions of child friendliness

Objectives	*Presentation*	*Participant Tasks*
o Participants are able to identify the 5 dimensions that define what we mean by 'a child friendly school.' o Participants are able to match descriptive statements to the CFS dimension that they represent.	*Introduction to the 5 CFS Dimensions* o The facilitator should introduce the rationale for the CFS approach to school development by reviewing some of the problems that a non-child friendly school presents for children's learning. o Lead a guided discussion that uses some of the questions (and desirable responses) below: • Dimension 1: Educational relevance and quality Why do children seem to learn things by themselves in their villages even without a teacher (Answ: learning is 'fun'; learning is more informal; children learn things that interest them, etc.). • Dimension 2: Inclusive education How can children be excluded from school? (Answ: because they are poor and can not buy necessary materials; because they can not speak the language used in school; because they are disabled in some way). • Dimension 3: Health and Nutrition How can a healthy environment facilitate learning? (Answer: children are not hungry and so can concentrate on their lessons, children are emotionally happy in school and do not feel threatened by peers, etc.) • Dimension 4: Gender equity How can schools be more gender sensitive? (Answer: teachers do not discriminate between girls and boys when asking questions; there are female and male role models in the school; children are not discriminated against because of the characteristics of their sex, e.g., the availability of toilets, etc.) • Dimension 5: Community engagement How can schools be more effective if parents are engaged in education? (Answer: learning is reinforced in the home; if schools provide more relevant education, parents are more inclined to let their children come to study regularly. etc.) o Summarize the discussion above by displaying the Poster on the 5 CFS dimensions.	o Participants provide answers to the facilitator's questions and discuss. o Participants review the poster with the facilitator.

	Matching Exercise o Distribute sentence strips shown in the Handout to each participant. Make sure there are enough strips so that each participant gets one. Participants are expected to create 10 sentences based on their strips (of which there should be 20). If there are more than 20 participants in the workshop, the facilitator may need to develop additional sentences or double up participants with each sentence strip. o Count how many participants in the group. If there is an odd number, the facilitator may have to join the group. o Jumble up the sentence strips and distribute one to each participant. o Ask participants to go and find 'their other half' (matching strips). When they have done this, they should discuss with their 'partner' what the sentence means, how this leads to better learning, and what dimension it represents. o In closing this session, participants should present their complete sentences to the large group and indicate the dimension that it represents.	o <u>Group work</u>: Participants match the sentence strips that they receive with those of a partner whom they must find. o Discuss the meaning of each sentence and classify it under one of the 5 dimensions discussed earlier. o Participants present their completed sentences to the whole group and explain.

Change to

Child Friendly School

Current situation

Future

Educational Relevance and Quality

Community Engagement

Inclusive Education

Gender Equity

Health & Nutrition

SESSION 3: Community Teacher Administration	
Topic and Overview	**3.1 Community teacher Criteria:** This session gives an opportunity to the participants to discuss the criteria of community teachers they prefer and the strategic way of the selection process.
Time Requirement:	60 Minutes
Suggested Materials:	o Poster: Criteria for community teachers o Handout 2: Criteria for community teachers

Objectives	*Presentation*	*Participant Tasks*

Participants are able to:
 	
o Develop selection criteria for community teachers and other administration works related to teacher recruitment.
 	
o Describe the whole process of community teacher recruitment.
	3.1.1. Review of current situation in terms of teacher shortage
	o Begin the session by referring back to questions in session 1.3 and add:
	• What has the community done to address this?
	
	o Show participants the statistics/ survey results recently done by ESCUP (# of state teachers, contract teachers and double shit-teachers and # of community teachers provided by ESCUP)
	
	o Next, explain to the participants that ESCUP works with CEFACs or LCSC to select community teachers in their communes.
	
	3.1.2. Criteria for Community teacher Selection
	o Ask the participants to think about the real situation of their schools, children, minority children and the language they speak...And think of ideal people they expect them to learn and teach those children in an effective and friendly manner.
	
	o Show the participants the criteria proposed below and compare it with they have thought. They can make any changes or add and then make a consensus:
	  1. Being bilingual (Khmer and one local minority language)
	  2. Living in the village where the school is
	  3. Complete grade 9 (for some areas it may be lower than grade 9)
	  4. Experience as a teacher in the past
	  5. Experience and skills in community development work is advantage
	  5. Good behaviors
	  6. Be flexible and willing to learn
	  7. two-year commitment to teaching
	  8. Female role models wherever possible.
	  9. Should be18 years old and above.
		o Participants provide answers to the facilitator's questions.
		
		o Participants ask questions or/and provide answers to the facilitator's questions and discuss.
		
		o In pair, participants spend few minutes to think and write down characteristics of community teachers they prefer on blank cards (one card for each pair).
		
		o Large group discussion: finalize the criteria by removing the items which are not relevant to their schools and add any ones they feel more relevant. For example, if there are no children from minority groups, the item #1 is not necessary.
		o Note: Participants might raise so many things such as be respected by villagers, honest, patient, love to work with children. Take note all of these ideas and tell them these will be included in the interview.
		
		o Participants would answer no. Some items are more important such as items # 2

		and # 3.

	3.1.3. Weighting the scores according to its relevancy
	o When the group has finalized the criteria, ask the participants:
	  ❑ Do you think that all items in this criterion list should have same weight or not with respect to their relevancy and importance?
	  ❑ What should we do to ensure the second list could be produced in a way that most relevant and suitable to their needs?
	o Weight them together in groups
	o Compare the score weighted by groups
	o Reconcile
		o Participants answer that they can weight each item the score.
		
		o Participants identify which items are important and relevant and which ones are most/lest important/relevant in small groups.
		o The group discussion leads to the agreement as below:
		Highest important ❸
		Moderate important ❷
		Minor important ❶
		o Participants will use it as a tool for second listing.

Topic and Overview	**3.2. Advertisement**: This session is to elicit different strategies for advertisement. The participants should also have sufficient time to develop materials such as posters as a team
Time Required:	60 minutes

Suggested Materials	o <u>Handout 3</u>: Advertisement paper	
Objectives	*Presentation*	*Participant Tasks*

Participants are able to:
 	
  o Develop strategies for the advertisement.
  o review and revise the draft of advertisement
	3.2.1.Strategies for advertisement:
	o Ask the participants how can people know that we need candidates to apply for the job?
	o List down all what participants said:
	  ❑ Using posters and stick them in places where people come and look.
	  ❑ Inform this to the Village Chief. The village Chief will then conduct a meeting with community members
	  ❑ Temple / mosque meeting
	  ❑ Distributing the advertisement papers to households with members whose qualification meets the criteria.
	
	3.2.2. <u>Identification of a right and secure place to post the advertisement</u> (*the detailed plan on who when, where and how will be further discussed in the last session*).
	
	3.2.3. <u>Review and revision of the draft advertisement</u>
	o Ask participants to read the draft individually,
	o Give clarifications to questions raised by participants in whole group. Add new idea they would comment.
		o Participants provide answers to the facilitator's questions.
		
		o Write the idea on the poster.
		
		o Participants suggest in including a statement that people who are 18 and above can apply for the job.
		
		o Participants think of how many posters they would need so that they can prepare the whole set of it. Posters will be used in the implementation of their activities (if they cannot finish it during this workshop, they can do it in the next step).

Topic and Overview	3.3. Application and short listing: This session gives an opportunity to participants to discuss the process of short listing applicants.
Time Required:	90 Minutes
Suggested Materials	○ Handout 4: Application form ○ Handout 5: Second listing format

Objectives	Presentation	Participant Tasks

Participants are able to:
 	
  ○ Describe how to organize the application process.
 	
  ○ Practice short listing the applicants.
 	
  ○ Identify potential candidates for interview in their work.
	3.3.1. Application form
	○ Ask the participants what they expect to happen when people saw the advertisement?
	○ Discuss with participants some additional questions as below:
	  ❑ Where can the applicants receive the form?
	  ❑ Which date?
	  ❑ Who is responsible for this?
	○ Distribute handout 4 (application form) to each participant and ask the whole group for modification.
	
	○ Give participants time to act the role of a candidate and fill in the form. Then work in pairs to review each other's task.
	
	○ Ask participants to share what in the form works well and which part(s) might be difficult for the applicants to complete based on their experience. The draft will be finalised based on participants' inputs.
	  ○ Collect all completed forms from them in order to use in the next session.
	
	3.3.2. Application review and second listing
	○ Ask participants:
	  ❑ Who are making the second list
	  ❑ How to do it? (with this question, facilitator uses the criteria and score weighting on poster developed in session 3.1)
	○ Give the forms completed by individuals from the last session to the participants to practice short listing in small groups.
	○ Plenary session to share experience on difficulties in short listing the applicants.
	○ Ask participants:
	  ❑ When the second list should be done?
	  ❑ What are you going to do when you have a second list?
		○ Participants provide answers: People come to the commune and ask for more information about the selection and application form
		
		○ Participants make the decision.
		
		○ Participants go through the form and give comment if they feel they want to add something.
		
		○ Each participant fills the form.
		
		○ Participants provide answer: Each cluster should have a selection committee which is made of Cluster School Director, Commune Chief, school director, ...
		
		○ Small group exercise: Short list the applicants
		
		○ *Number of candidate in second list should be at list 2 times of numbers of interviewed candidates, preferably 3 times*
		
		○ Make an appointment with the candidates (date, time, place).

Topic and Overview	3.4. Interview: This session is to give an opportunity to participants to review and revise the draft questionnaire and practice their interview skills.	
Time Required:	90 Minutes	
Suggested Materials	o Handout 6: Interview questionnaire o Handout 7: List of selected community teacher o Handout 10: Contract	

Objectives	Presentation	Participant Tasks
Participants are able to: o apply their interview skill practice in the workshop in their workplace	o Ask participants: ❑ Have you ever interviewed people who have applied for job/ have you ever been interviewed? ❑ Which tool should be used for the interview? o Distribute the hand out 6 to each participant. Ask them to read it silently and then go through one question at a time in large group for editing. o Ask 4 volunteers to come to the front and do a role play. One volunteer acts the role of a candidate and the rest the role of interview panel members. Sum up the score from the members to get the interview result. Show it to the group. o Discuss why there might be different in the score provided. o Reflection on the role play: Questions and answer. o Ask participants to find their partner. They take turn to interview and put the score on the interview sheet. They are asked to compare their results and identify a moderate scoring standard. o Finally, ask participants: ❑ What the panel should do to get the interview results? ❑ Who should be on the interview panel?	o *Expected answer:* Interview questionnaire o Participants discuss the questions. They might suggest some changes. o 4 or 5 participants do a role play. o Doing interview, scoring and tabulating interview score(Handout 6and 7) o Participants make decision (start with the division of labor: Who is doing what?)

Topic and Overview	3.5. Implementation Schedule for community teacher selection (Task, sub-tasks, time frame and responsible person): This session gives an opportunity to the participants to make decision on division of labor and to develop a participatory monthly work plan.	
Time Requirement:	60 Minutes	
Suggested Materials:	O Poster: Gant chart O Hand out 8: Gant chart	

Objectives	Presentation	Participant Tasks
o Participants can develop an implementation schedule using a GANT chart.	o Explain to participants that Implementation Schedules can help planners to know when activities should be done and who should be responsible. When such schedules are posted in a public place, they help ensure that everyone knows when	o Large Group Exercise: As a

o Participants can determine who will be responsible for the implementation of each proposed activity.	something is to happen and who should do it. That is, it makes particular people accountable for carrying out specific activities. o Pass out Handout 8 to participants. Inform participants that a schedule in this format is known as a GANT chart. Check to see how many participants have ever used a GANT Chart before to help tailor an explanation of how to fill it in. o Put a copy of the GANT chart shown in the handout drawn on poster paper on the blackboard for participants to see. Briefly explain where to write the names of activities, those responsible, and how a time period is indicated. Making an Actual Implementation Schedule o Following the above explanation, ask participants to develop an actual implementation schedule for teacher selection using a GANT Chart format on poster paper. Use the Chart drawn by the facilitator. Do this as a large group. o Participants can think of resources needed for each activity (Human, time, materials and budget) and put in the GANT Chart.	large group, list all activities and sub-activities for selection process they have learnt from previous sessions onto the GANT chart drawn on poster paper. Ask a participant (perhaps the Cluster Chairperson) to lead the formulation of the schedule. o When participants have completed the schedule, determine who will be responsible for the implementation of each activity The participants produce 2 different charts: one is gant chart with activities, time frame and responsible person(s), and another is a resource chart with activities, human, time, materials, budget and period of time for the implementation.

Topic and Overview	**3.6. Next step for community teacher selection process**: This is a very short session to ensure that the planning process does not stop with the workshop. The session reviews expectations of the facilitators and the next steps that participants must undertake upon return to their schools and communities**.	
Time Required:	30 Minutes	
Suggested Materials	○ Poster: List of Next Steps	
Objectives	***Presentation***	***Participant Tasks***

o Participants can state the things that they must do when they return to their schools and communities.	o Begin this session by reminding participants that the process should not end with this workshop. They will use their implementation plan as a guide to go through the selection process.
	o Display the Poster that summarizes the next steps that have to be done in order to complete the planning process.
	
	Next Steps:
	  • Cash advance for the implementation based on resource chart developed in the last session.
	  • Meeting with community members
	  • Communication with temple/ monks and IMAM.
	  • Advertisement
		o Participants listen to facilitator's introduction.
		o Participants ask questions as needed.

	- Collection of application form - Second list - Making an appointment with second listed candidates for the interview. - Preparation of all relevant forms (photo copy) - Interviews - Scoring Interview to get the result - Submit successful candidate list to LCSC and PWG - Inform successful candidates about the results and contract signed - Keeping contract teachers informed about their training - Liquidate the advance and reflection meeting o Give an opportunity for participants to ask questions as the	

Session 4: Stakeholders, Ownership, and Participation

Topic and Overview	**4.1. Key Concepts –Stakeholder, ownership, and participatory planning**: This is a very short session to introduce the next set of content and tasks. The facilitator says that focus of activities is now changing to WHO writes plans and about 3 important concepts: stakeholders, ownership, and participatory planning.	
Time Required:	15 Minutes	
Suggested Materials	o None	
Objectives	***Presentation***	***Participant Tasks***
o Participants can link the idea of WHO writes plans to the concept of participatory planning.	o The facilitator explains that participants have so far been looking at types of plans and the structure of plans but now they will think about WHO writes plans. o The facilitator says that in the next activities, participants will be learning about 3 important concepts: (1) stakeholders; (2) ownership; and (3) participatory planning.	o Participants listen to facilitator's introduction.

Topic and Overview	**4.2. The Concept of "Stakeholders" and Stakeholders in Local Schools:** In this session, participants clarify their understanding off the term "stakeholder". It is important that participants recognize that there are many different stakeholders in education – not just Ministry staff. Participants complete a task in which they will discuss who all the stakeholders are and what their interest and contribution in education can be.	
Time Required:	45 Minutes	
Suggested Materials	o Large chart like the one displayed in the Handout o Handout 10: Stakeholders and Their Interest in Schooling	
Objectives	***Presentation***	***Participant Tasks***
o Participants demonstrate their understanding of the term "stakeholder" by completing a task.	o The facilitator says that stakeholders are all the different people who have an interest in education and the work of the school. The concept of stakeholders is very relevant in the process of school planning. All stakeholders have concerns and opinions and can contribute in different ways to the development of their respective schools. o The facilitator asks the group to list the various stakeholders and lists them in column 1 of a chart taped to the board (same as in handout). Column 2 is blank but has the heading "Stakeholders' interest in school planning and development." o The facilitator then asks participants as a whole group to give their ideas to complete Column 2 for each of the stakeholders listed. The facilitator then writes participants' ideas into the big chart at the front of the room. o The facilitator then passes out the Handout and asks participants to fill in the same chart to keep for future reference.	o Participants listen to facilitator's presentation. o Participants give the names of the various stakeholders. o Participants as a whole group brainstorm content of Column 2 using the handout. o Participants record the responses given into their own handout.

Anticipated Responses to Task (Completion of Handout)

Stakeholders	Why Stakeholders are interested in school planning and development
Parents	o Their children's future depends on the quality of education. o Parents invest or give their own money to support the school in different ways and want to know that the school is well-managed.
Teachers	o Teaching is their means of livelihood and they want to do it well. o Teachers want to have a good supply of materials and other resources o Teachers want to see improved facilities for learning
School Principal	o It is his/her means of livelihood and they want to do it well o Is responsible to staff and community for the quality of the school and especially the organization and management
Community	o The future of the community depends on the quality of education – they want to see the school improve and have good facilities and resources
Parent Association	o They raise money and do other things to help the school, they want the school to be well managed and use resources wisely
Children	o Come to school everyday for 9 months each year – they want it to be a happy, healthy, and safe place o School is a place where they are learning for later life – learning should be of good quality or they will be disadvantaged
Ministry	o Pays teachers salaries and other expenses, they want to see a good result for this expense and so expect good management and organization
Local Authorities	o They want to see good management and results of education for the children of their district
Pagoda, Monks	o Pagoda Committee spends money to maintain and extend the school and want to know that it is well managed and organized.

Topic and Overview	**4.3. The Feeling of Ownership:** This is a short session in which the Facilitator's role is to use focus questions to the whole group of participants to lead tthem towards recognizing the importance of feelings of ownership amongst all stakeholders in education and the local cluster. After agreeing on a definition of ownership and discussing some of its characteristics, participants think about the benefits to the cluster if feeling of ownership are spread widely.
Time Required:	30 Minutes
Suggested Materials	o None

Objectives	*Presentation*	*Participant Tasks*
o Participants can explain the concept of ownership and some of its implications. o Participants can recognize the benefits which can come from various people feeling ownership of the school.	o The facilitator says that people feel ownership over their house, their field or their bicycle. Facilitator asks, "Why do people have the feeling of ownership?" o Anticipated Answer: People usually feel ownership when they inherit something, are given something by their family or buy or pay for something and then <u>can make decisions about it.</u> o The facilitator then asks, "How do people behave towards the thing they have ownership for?" o <u>Anticipated Answer</u>: People look after it, fix it if it breaks, use it a lot, and take responsibility for keeping it in good condition.	o Participants respond to facilitator's question about where feeling of ownership come from. o Participants respond to facilitator's question about what people do when they feel ownership.

	o Facilitator then asks, "What makes feelings of ownership get weaker?"	o Participants respond to facilitator's question.
	o <u>Anticipated Answers include</u>: If you pay for something and then somebody else uses it all the time and makes all the decisions about it, your feelings of ownership will get less and less and maybe completely disappear. People need to be actively involved in the way something works or in making decisions about it to have real feelings of ownership.	
	o Facilitator asks, If they did feel ownership, what could we expect to see?"	o Participants respond to facilitator's question.
	o <u>Anticipated Answers include</u>: School staff work well and hard contributing funds, labor, giving gifts of material in improving the school environment, encouraging children to come to school and staying in school, assisting children with homework, etc.	

Topic and Overview	**4.4. Participatory and Non-participatory Styles of Management:** This is a longer session because it will be important to in trying to develop new styles of management and decision-making at local level. The facilitator asks some of the participants to play the roles of Principal, Teacher, and Community Members. The first role play is dominated by the Principal who talks all the time, interrupts the others, will not answer questions, and decides everything. In the second role play, everyone talks, the Principal listens and asks questions, they all agree what to do. After the role play, the facilitator helps the participants to describe the characteristics of non-participatory and participatory styles of management and makes a summary using the Handout.
Time Required:	60 Minutes
Suggested Materials	o Blackboard or poster paper o <u>Handout 11</u>: Characteristics of Participatory and Non-participatory Management Styles

Objectives	*Presentation*	*Participant Tasks*
o Participants can identify the characteristics of participatory and non-participatory management. o Participants can explain the linkage between participatory styles of decision-making and feeling of ownership.	*Role Play and Focus Questions* o The facilitator organizes a short role play involving participants (planned beforehand). Before the role play, the facilitator says to the participants who observe the role play that it will show them two very different styles of decision-making. The facilitator asks participants to observe (1) who is talking most; (2) whose ideas are being heard and discussed; (3) what decisions are being made; and (4) who is making decisions. o After the role play, the facilitator asks participants to give their observations in	o Some selected participants help in doing the role play. o Other participants observe the role play. o Participants give comments to facilitator when the role play ends about the characteristics of the two styles of management presented.

	answer to the questions given above. The facilitator writes participants' feedback into a two column chart on the board. o The facilitator explains that the two styles of decision-making are usually called "participatory style" and "non-participatory style." If decision-making is dominated by one person or a small group and other people are not included in discussion or their views ignored, feelings of OWNERSHIP will be very weak. The end result might be negative. People will decide NOT to help because of such a style. o The facilitator continues that the PARTICIPATORY STYLE is completely different because people in authority positions try to discuss management issues with many different groups of stakeholders and listen to their ideas. They do not give their own ideas first and ask people if they agree or not. Nor do they expect people to give their opinions straight away without any kind of background information and a chance to discuss it together. Participatory management involves making information available and allowing enough time for discussion. It often means holding a first meeting to give information and them meeting again for discussion and then meeting a third time to reach an agreement. It is a good way of strengthening feelings of OWNERSHIP. o The facilitator passes out Handout as a summary of the discussion describing the different styles of management. Participants put the handout in their ring binders as a reference document.	o Participants as a whole group brainstorm content into the chart drawn on the board or on poster paper. o Participants read Handout and keep as a reference.

Anticipated Responses Summarized in Handout

Non-Participatory Management	Participatory Management
The same person or people always make the decisions.	Decisions are not made until discussions have been held and different opinions given.
There is little information giving or discussion.	Information is circulated and there is plenty of time to discuss.
If meetings are held, time for discussion is limited or there are lots of complicated documents or people are asked to decide something immediately with little discussion.	People are given time to talk or go away to read documents, meet and talk with other people and then come back to discuss their opinions again.
Authority figures give their opinion first and ask if everyone agrees.	Good managers listen to the discussion and try to incorporate as many good ideas from the group as they can.
Everyone is expected to follow the original decision exactly in all points.	Decisions can be reviewed, minor points can be flexible so long as main aims are respected.
There is little monitoring or follow-up of the decisions made.	There is open discussion and monitoring to follow-up decisions made.

Handout No.	Content
1	Program Goal structure and interventions eKalbMNgrcnasm<½n§ nig GtþraKmn_Cak;Esþgénk
2	Concept of Child Friendly School salakumaremRtI
3	Criteria for Community Teacher selection lkçN³vinicä½ykñúgkareRCIserIsRKUshKmn_
4	Advertisement esckþICUndMNwg
5	Application form BakSsMucUlbMerIkargarCaRKUshKmn¾
6	Format: list of Candidates to be interviewed bBa¢IebkçCnEdlRtUvsMPasn_edIm,IeFVICaRK
7	Interview questionnaire kMrgsMNYrsMPasn_RKUshKmn
8	Format: list of selected candidates bBa¢IeQµaHRKUshKmn_Edl)aneRCIserIs
9	Community teacher Contract kic©snüakargar
10	Next Step skmµPaBkñúgCMhanbnÞab; kñugkareRCIserIsRKUshKmn_
11	Implementation plan taragEpnkareRCIserIsRKUshKmn_