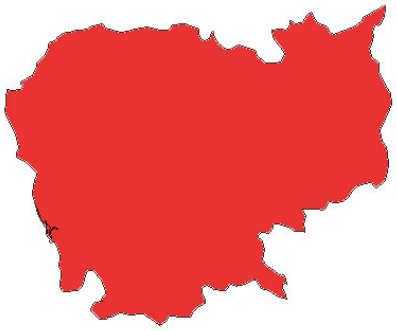


**E**ducational
**S**upport to
**C**hildren of
**U**nderserved
**P**opulations
(ESCUP)

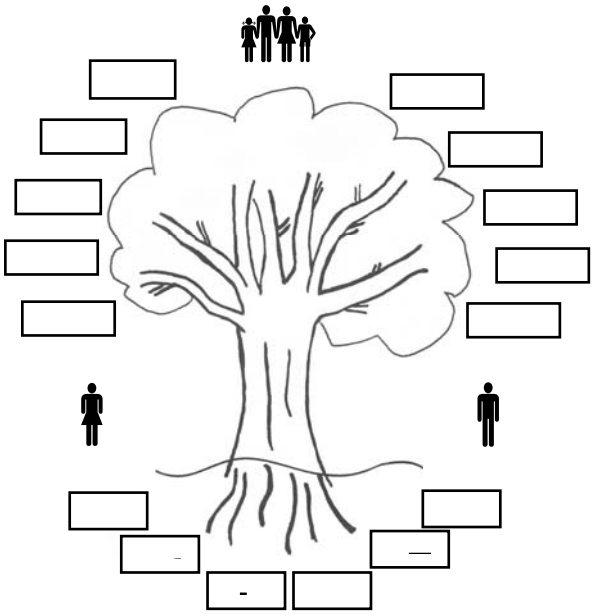
**DECEMBER 2005**

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

# Commune Education for All Commission (CEFAC) Workshop Program 2: Orientation Training on Grants Disbursement

# 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

U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00
Associate Cooperative Agreement No. 442-A-00-05-00004-00

# COMMUNE EFA COMMISSION TRAINING PROGRAM
## Session plan outline Phase II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|---|---|---|---|
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| 3 | Education For All (EFA) | 30 Minutes | 4 |
| 4 | Child Friendly School (CFS) | 45 Minutes | 5 |
| 5 | Review of ESCUP Program | 30 Minutes | 6 |
| 6 | ‘ Stakeholders ‘ analysis | 45 Minutes | 8 |
| 7 | CEFAC’ s contributions to quality education to their communes | 2 Hours | 9 |
| | **DAY II** | | |
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| 9 | Grants Disbursement | 3 hours 45 Minutes | 11 |
| 10 | Management and monitoring | 30 Minutes | 15 |
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**WORKSHOP OBJECTIVES**

- Create a forum where participants can deeply discuss and analyse on the issues of education and its impacts on people well-being especially on women and girls.
- Participants can describe the most important principles of a "Child Friendly School" and the concept of "Stakeholders".
- Participants can explain the objectives and important characteristics of the ESCUP Program.
- Participants can define their roles and responsibilities as CEFAC members in relation to cluster plans and approved activities.

# Session Plan

## DAY I

## Session 1: Introduction to the Workshop

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| **Topic and Overview**<br><br>***Time Required:*** | **1.1 Introduction of Facilitators - Ice Breaker - Workshop Organization -**<br>This session introduces participants to each other, to the facilitator, the overall session plan schedule, and sets some ground rules of the workshop.<br>It is expected that the introduction would not take time since the participants have already known each other from the previous workshop.<br>*30 Minutes* |
| ***Suggested materials:*** | o Poster: Table of content and workshop objectives |

| ***Objectives*** | ***Presentation*** | ***Participant Tasks*** |
|---|---|---|
| o Participants know each other better.<br><br>o Participants are arranged in a way that facilitates discussion and participation.<br><br>o Participants agree on rules of work and session plan schedule during the workshop. | 1.1. Group Arrangements<br>o Before the workshop starts, the facilitator should arrange participants into groups according to the commune to which they belong.<br>1.2. Introductions<br>o The facilitator begins the workshop with a warm welcome to all participants and arranges for introductions of all those attending.<br>1.3. Workshop Rules<br>o The facilitator should next review some of the rules of the workshop including the following points:<br>• Times of work<br>• Break times<br>• Session Plan<br>• Speaking one at a time<br>• Arrive and leave on time<br>• Financial details<br>o After short discussion, write these on a piece of poster paper and display them on a wall in the meeting place.<br>1.4. Workshop Objectives<br>o The facilitator displays the written posters on the board, one is a table of contents and another one is the workshop objectives.<br>o Give participants few minutes to read individually.<br>o The facilitator asks questions:<br>- What do you expect to learn from this workshop?<br>- What are your tasks in the next step?<br>o The facilitator takes note all expectations that participants raise in order to use them as a tool to evaluate the workshop content and process and see to which extend they address participants' expectations and concerns. | o Participants put themselves into same commune grouping.<br><br>o Each participant introduces him or her self.<br><br>o Facilitation team introduces itself.<br><br>o Seek agreement and modifications to the rules.<br><br>o Participants raise their expectations from the workshop.<br><br>o Participants provide answers to the question. |

## Session 2: Analysis on the Impact of Education

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| **Topic and Overview**<br><br>***Time Required:*** | **The Impact of Education:** This session gives an opportunity to the participants to define the term "Education" and deeply discuss its impact on people lives at both individual and collective levels<br>60 Minutes |

| ***Suggested Materials:*** | o Drawn flipchart paper with a picture of a tree<br>o Hand out ( a tree as metaphor of an impact of education)<br>o Blank cards | |
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| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants can give a common definition of Education.<br>o Participants can identify positive change in people lives impacted by education. | **2.1. Definition of Education**<br>o Begin the session by explaining to the participants that in order to deeply discuss on the educational issue we should have a common definition of education. The facilitator then asks question to the large group: What does "Education" mean to you?<br>o The facilitator writes participants' answers on the blanks cards. Write only keys words with big letters such as Knowledge, skills and attitudes. etc. (these written cards will be used in activity 2.3)<br>o Few participants are asked to summarize the ideas.<br>The facilitator concludes the session: *Education is not only teaching/learning a, b, c. Education is about providing/ acquiring knowledge, developing skills and attitudes leading to behavioral change that makes people to become good citizens with competency and dignity.*<br>**2.2. Who should receive education?**<br>o The facilitator brainstorms a question "who should receive education"?<br>o Give participants few minutes to think and the participants then provide their answers. The facilitator spends few minutes to explain to the large group about the similarities and differences between children educational needs and ways they learn compared to adults' learning. The facilitator then raises a question which focuses on education for children: "Why we focus on girls, children from the poor families, disabled children, children from minority groups and children, who are most at risk "?<br>**2.2. Impact of Education**<br>o The facilitator posts a drawn picture of a tree on the board and then review the definition of education buy using key words from session 2.1 to put under the tree.<br>o The facilitator divides participants into 3 different groups and gives them a task to do: 1)impact of education on individuals; 2 )the family and 3) the society. | o Participants provide answers to the questions:<br>- *to instruct/train/ teach, practice/ exercise and challenges our thought*<br>- *to acquire knowledge and skills, to learn and to save up good behaviors and practice.*<br><br>o Participants provide answers to the questions: *Girls, children from the poor families, disabled children, children from minority groups.*<br><br>o Participants provide answers to the questions:<br>- *Negative impact exists due to a lack of education.*<br>- *Gender gap in education*<br>- *Issue of equity and equality that needs to be addressed.*<br>- *It is about human rights.*<br><br>o Participants discuss in group and write down their answers on blank cards. *(see expected answers in annex 2)* |

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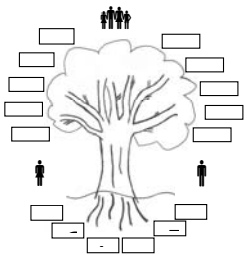
|  | o The facilitator sum up the results after the group presentation and give time to participants for questions and answers. *Education is very important in all circumstances. We cannot fully overcome challenges in our life without knowledge and (critical thinking) skills. No one can obtain all of these positive things without any learning efforts. This can be expressed by an Indian saying as a metaphor: "there is no living creature running into a mouth of an overslept lion".* | *The lack of equity in access to and attainment of a basic education is placing an increasing number of social groups at a disadvantage in terms of effectively negotiating the changes that are accompanying rapid global development. More often than not, girls and women find themselves placed at the bottom of society due to their lack of education and gender disparity.* |

## Session 3: Education For All (EFA)

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| **Topic and Overview**<br><br>***Time Required:*** | **Educational Development Policy:** This session provides participants with the background of EFA and important guidelines and policies of education in Cambodia<br>30 Minutes | |
| ***Suggested Materials:*** | o None | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants are able to:<br>- Understand the concept relating to EFA.<br>- Describe MoEYS key documents regarding to policies | **3.1. What is EFA?**<br>o The facilitator starts with a brainstorming question: Do all children in the world have access to education?<br>o The facilitator shows a number of children in worldwide and statistics of children Cambodia who are out of school in annex 1 to the participants and explains:<br>*Quality of education is a basic right and key to fighting poverty. However, over one hundred million children worldwide do not have access to a basic education. Two-thirds of these children are girls. In Cambodia, boys and girls start on equal footing in school. They have roughly similar school enrolment rates up to age 10. However, girls start falling behind boys in enrolment soon after this age. Grades 4 and 5 have high dropout rates for neediest children, especially girls. Therefore, there was a world Conference on EFA is Jomtiem and more recently in Dakar, Senegal, including Cambodia to pledge that every child would have a basic education of a good quality by 2015.*<br>o The facilitator asks the same question to consolidate the participants' knowledge.<br>**3.2. Educational development policy**<br>o Brainstorming question: What main policies does the MoEYS have? | o Participants provide answers to the question: *In this 21st century, around 130 million children worldwide have no access to education and 1/3 of them are girls.*<br><br>o Participants listen to the explanation.<br><br>o Participants provide answers to the question: *EFA is about a worldwide movement with 182 countries involved and its objective is to pledge that every child would have a basic education of a good quality by 2005.*<br><br>o Participants provide answers to the question:<br>- *EFA Plan*<br>- *ESP*<br>- *ESSP* |

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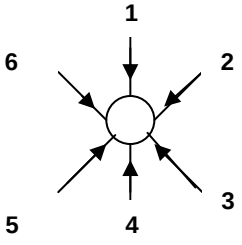
| o | o The facilitator explains each policy to the participants (see annex 1)<br>**3.3. Development goals in EFA plan**<br>o The facilitator explains that there are 3 main goals in EFA. Those are: 1) to promote quality and effective basic education; 2) to increase equitable access to basic education and 3) to develop planning and management.<br>**3. 4. Summary and consolidation of the session**<br>o The facilitator asks questions in respect to the sessions above to assess participants' understanding. | o Participants listen and ask questions.<br>o Participants provide the answers to the questions. |
| **Session 4: Child-Friendly School Concepts** | | |
| **Topic and Overview**<br><br>***Time Required:*** | **Child Friendly School Concepts:** This is a review session from the last orientation workshop, conducted in September. Participants have already discussed about child right and child- friendly school. But this time we add another dimension according to the update document from MoEYS. The session gives an opportunity to the participants to discus in a more details on the 6 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; (v) schools that provide opportunities for parental engagement and vi) supporting mechanism to CFS through monitoring and evaluation. Participants work in small group to identify activities which fit into each component.<br><br>45 Minutes | |
| ***Suggested Materials:*** | o Hand out (annex 3)<br>o blank cards ( white or colored cards), masking tape, marker pens and | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants are able to recall the 5 dimensions presented in the previous training and define what we mean by 'a child friendly school.' The 6th dimension will be introduced afterwards.<br>o Participants are able to describe sub-activities under each CFS dimension. | o The facilitator explains that CFS has been incorporated into one of MoEYS policies introduced above. And when we talk about CFS, we have to talk about child rights.<br>o The facilitator asks a question: What are the 4 main child rights?<br>o The facilitator probes questions:<br>- When we talk about right to develop, what does it mean?<br>- What should we do to make a school more child friendly?<br>o The facilitator adds another dimension and provides an explanation about this dimension which is about design/ planning, monitoring and evaluation to all dimensions for program development.<br>o The facilitator then summaries their ideas and introduces the overall goal of CFS: to develop a principle based on child right which would help to promote inclusive education, educational relevance and quality, health and nutrition, gender equity, | o Participants provide the answers to the questions:<br>- *Right to live*<br>- *Right to develop*<br>- *Right to be protected*<br>- *Right to participate*<br>o Participants answer: *we talk about how to help children to learn better. This means t how to make a school a more child-friendly school.*<br>o Participants answer by referring to the 6 dimensions of CFS ( see annex 3)<br>  |

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| | community engagement and monitoring and evaluation, contributing to good learning results for children.<br>o The facilitator asks participants to work in small group to deeply discuss activities/interventions in relation to each component and write their answers on the blank cards.<br>o The facilitator concludes the results of group discussions and gives time to participants to ask questions.<br>o The facilitator answer to the participants' questions (if needed). | o Participants listen and ask questions. |

| **Session 5: Review of ESCUP Program** | | |
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| **Topic and Overview**<br><br>***Time Required:*** | **Review of ESCUP Program –** Again**,** this session consolidates participant's knowledge and understanding about the ESCUP goal, the technical components within the program (Access & Quality, Teacher Education, and School-Community Partnerships) and 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.<br><br>30 Minutes | |
| ***Suggested Materials:*** | o Handout ( annex 4): Program Goals, Components, and Planned Interventions | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants can explain the goals of the ESCUP Program<br>o Participants can describe the overall structure of the ESCUP Program<br>o Participants can cite 4 major strategies that will be used by the ESCUP Program to meet its objectives. | **5.1. Program Goals**<br>o Begin this session by using memory and comprehension questions below:<br>• What does ESCUP stand for? And what is its goal?<br>• What percentage of children in this commune has no access to school?<br>• What is percentage of residents in the commune is from minority groups?<br>• How many minority teachers are there in the school?<br>• Does the cluster have any life skills activities that make education more relevant to communities?<br>• Does the cluster have enough teachers? If not, does this have any effect on quality?<br>o Next, display the poster that explains program goals on the board.<br>o Provide an explanation of the goals that relates to the discussion of educational issues in the cluster that just occurred.<br>o Provide time for questions about the explanation provided.<br>**5.2. Program Structure**<br>o Next, the facilitator asks a question: What activities/interventions have been supported by ESCUP in your commune?<br>o Briefly explain the activities that will occur under these components by providing concrete examples of specific interventions.<br>**5.3. Way of Working** | o Participants provide answers to the questions relating to educational service provision in the cluster.<br><br>o Participants ask questions as necessary<br><br>o Participants provide the answers to the question. They describe the 3 components in the ESCUP Program:<br>▪ *Teacher Education*<br>▪ *Access and Quality*<br>▪ *School-community partnerships (see annex 4).* |

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| | o The facilitator again recalls participants' memory by saying that the ESCUP program has 4 approaches or strategies[1]. Ask individuals to label each of the four strategies and give an explanation of the characteristics of each of them.<br>o Use the brief lecture notes below to explain the characteristics of each of the 4 Approaches in program design:<br>o Draw a Matrix outlining the program's working framework such as that shown below:<br><br><u>Strategy Matrix</u><br><br><table><tr><td><u>Rights' Based Approach</u></td><td><u>Freedom in Structure</u></td></tr><tr><td><u>Use of Local Grants</u></td><td><u>Implementation through Local Committees</u></td></tr></table><br>o The facilitator should add if the participants missed something in their interpretation.<br>o Review as a large group. | o Participants review the strategic approaches used in ESCUP with the facilitator.<br>1. <u>Rights-based approach</u><br>• Awareness of children's needs<br>• Consulting with students to understand their ideas<br>• Listening to the ideas of children about problems in a school<br>• Listening to the ideas of community members<br>• Helping parents have a greater understanding of children's needs<br>• Approaching program work with openness and a non-critical approach to receiving all ideas suggested<br>2. <u>Freedom in structure (choice)</u><br>• No-one is forced to participate in the program<br>• Some teachers may wish to participate in the program, while others may not.<br>• Each school may implement different activities that are appropriate to their own particular needs<br>• Using Activity Menus<br>3. <u>Use of Local Grants</u><br>• Each cluster will receive funds based on its size for the implementation of selected activities<br>• Clusters must get funds each month from the program using a standard request form.<br>• Funds can only be received by showing proof that the request was developed in committee and not by one or two people by themselves.<br><u>4. Implementation through Local Committees</u><br>• The actual implementation of activities<br>• will be done by local committees such as LCSC or CEFAC or SSC<br>• Local stakeholders provide direction to implementation of activities based on their own perceived needs. |

## Session 6: Stakeholders and Stakeholders in Local Schools

[1] English language edition: it may be useful for the reader to think of these "strategies" as program themes. Use of the word "strategy" in the Khmer language is considered appropriate to the context.

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| **Topic and Overview**<br><br>***Time Required:*** | 6.1. The Concept of "Stakeholders": 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.<br><br>45 Minutes | |
| ***Suggested Materials*** | o Hand out (annex 5)<br>o Written flipchart paper ( copy of the hand out) | |
| ***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.<br>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."<br>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.<br>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.<br><br>o Participants give the names of the various stakeholders.<br><br>o Participants as a whole group brainstorm content of Column 2 using the handout.<br><br>o Participants record the responses given into their own handout. |

| **Session 7: CEFAC' s contributions to quality education to their communes** | | |
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| **Topic and Overview**<br><br>***Time Required:*** | **CEFAC's contributions to education to their communes – T**his session consolidates participant's knowledge and understanding about their membership to the Commune EFA commission and also provides them with an opportunity to deeply discuss their responsibilities assigned by the government and their roles they can play to promote quality and relevant education in their communities.<br><br>2 Hours | |
| ***Suggested Materials:*** | o Handout ( annex 6): CEFAC's responsibilities assigned by the government<br>o Hand out (annex 7): Matrix of CEAFC's in relation to ESCUP interventions<br>o Flipchart papers, marker pens and masking tapes. | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants are able to be more aware of their responsibilities as CEFAC members and | **7.1. CEFAC Structure**<br>o The facilitator explains that there has been a list of CEFAC members for each commune, appointed by the government and then asks them to discuss and develop/draw a CEFAC structure in their | o Participants listen to facilitator's explanation and discuss in small group. |

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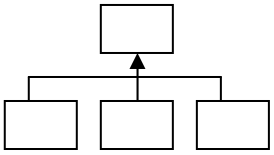
| their responsibilities in contributing to EFA goal, especially in ESCUP interventions. | group according to the commune to which they belong.<br>o Gives time to participants to draw a realistic organizational structure with names on.<br>o The facilitator checks the name with the CEFAC member name list received from the DOE. If there is any different name they can ask the DOE representative who participate in the workshop to clarify until the participants undoubtedly understand their membership on the board.<br>**7.2. CEFAC' s responsibilities**<br>o Again, the facilitator tells the participants that the government has developed key responsibilities (with 7 bullet points) for CEFAC in order them to contribute to the achievement of EFA goal.<br>o Brainstorms a question in the large group: "What are CEFAC's responsibilities?" If there is no answer, then give few minutes to participants to discuss in pairs.<br>o The facilitator then passes out the Handout (annex 6) and asks participants to read.<br>o Since each responsibility defined in the paper is quite broad still, the facilitator then asks the participants to explain by giving examples for each responsibility as many as they can to ensure the group have a clear picture in mind.<br>**7.3. Relationship between these responsibilities and Cluster Improvement Plans**<br>o The facilitator first recalls participants/ memory on main components of ESCUP<br>o Pass out the hand out (annex 7) and give an instruction by giving an example. It is a table with a list of all ESCUP activities. *There are 6 blank columns on the right for the participants to fill in. For each activity participants have to discuss in group and tick the one they think that CEFAC are supposed to take part of / take responsible for, describe how, who, expected results, how frequent and where.*<br>o Go around to monitor whether the discussion is on track and assist them to achieve the activity objectives (this does not mean that the facilitator has to tell them what he/she thinks that CEFAC should do but to elicit the answers from the groups instead.<br>o Review as a large group.<br>o The facilitator keeps in mind that the result from group discussion will be maintained and used as a training needs assessment for the follow up training/meeting. | o Group representatives post their diagrams on the board.<br>  <br>o Participants discuss in pairs and then provide their answers to the question.<br>o Participants give examples.<br>o Participants discuss in group and write up their ideas on the matrix.<br>o Group representatives present their results to the whole group.<br>o Participants ask questions and the facilitator/ other participants clarify the answers. |

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| | o Tell the participants that some urgent tasks they selected such as CT payment will be discussed in more detailed in the next session. | |

| DAY 2 | | |
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| **Session 8: Review from Day 1** | | |
| **Topic and Overview**<br><br>***Time Required:*** | **Review the session from Day 1:** The facilitator has an opportunity to assess participants' awareness and understanding of the conceptual and practical aspects with reference to education issues discussed in Day 1 and provide an opportunity for participants to enhance their knowledge through information sharing activities<br><br>20 Minutes | |
| ***Suggested Materials:*** | o Color/white cards | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants review the session from the last day | o The facilitator distributes blank color cards to participants (one card each) and asks them to write down the topics/ activities they have learned from Day 1.<br>o Post all written cards on the board.<br>o Keep only one card if they have same meaning.<br>o Ask individuals to give detail explanation on topics shown in the cards. | o Participants work individually and write down an activity they remember from Day 1.<br>o Participants share their understanding of the topic discussed. |
| **Session 9: Grant Disbursement System** | | |
| **Topic and Overview**<br><br>***Time Required:*** | **9.1. Key terms for financial management:** this session helps the facilitator to assess the level of participants' understanding and experience in financial management. Also, participants have opportunity to develop common definition of key terms relating to finance.<br><br>30 Minutes | |
| ***Suggested Materials:*** | o Hand out (annex 8)<br>o Color cards | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |

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| o Participants can state the terms that they will use for financial purpose. | o The facilitator begins the session by asking if the participants used to be involved in financial management.<br>o The facilitator asks each participant to write down one word that hey know on a card and then post it on the wall.<br>o Ask the participants to explain the words they wrote on the cards.<br>o Elicit new words which include on the list in annex 8. If participants are not able to provide any answer, the facilitator tells them the words and provides explanation to each word. (e.g. 1) Cash advance, 2) Balance, 3) Receipt, 4) Reconciliation, 5) Check and 6) Account).<br>o The facilitator then passes out the Handout (annex 8) and asks participants to work in small group.<br>o Review as a large group. | o Participants provide answers.<br>o Participants provide explanation based on their own knowledge<br>o Participants provide answers, listen and ask question, if necessary.<br>o Participants discuss in group to identify key word for definition provided in the first column. |
| **Topic and Overview**<br><br>*Time Required:* | **9.2. Cycle of grants disbursement from ESCUP to Cluster Schools:** the participants have an opportunity to discuss issues relating to the general aspects of the budget, the budget flow and the financial management procedures.<br><br>60 Minutes | |
| ***Suggested Materials:*** | o Hand out ( annex 9)<br>o Poster (grants disbursement) | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |

| | | |
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| o Participants demonstrate their understanding of the process of grants disbursement. | o The facilitator displays the poster on the board and asks volunteers to explain steps in the grants cycle.<br>o The facilitator explains the whole process of grants disbursement with main focus on monthly payment which based on cluster improvement plans and then elaborate each step as below:<br>**1. Submission of Grant Request to ESCUP**<br>*Grant fund request shall be submitted to Provincial Coordinator in the 4th week after the receipt of the fund in the previous month. Field Coordinator will assist in all disbursements. Forms below must be presented to ESCUP before grant fund can be disbursed to clusters.*<br>*A- Cash advance request for the next month*<br>*B- Advance reconciliation forms*<br>*C- Receipts of expenses in the previous month*<br>**Note:** The next grant disbursement can only occur after the clearing of advance in the previous month.<br>**2. Disbursement of grant fund**<br>▪ *Grant disbursement follows KAPE's procedures for Kampong Cham and releases funds by check in Kratie. Cambodian ID card of a designated Cluster Representative is required to present at the bank for cashing the check. Disbursement will be made by cash in Mondulkiri due to absence of bank system. Each cluster shall produce a list of 4 designated people 2 of which are representatives from the schools and other 2 are representatives from the cluster community.*<br>▪ *Cluster representatives should not travel alone to receive funds. At least 2 people are required from each cluster when they come to receive fund. One of those 2 representatives comes from the school and the other from the community. World Education will reimburse all travel costs.*<br>**3. Purchasing**<br>*1) Purchasing shall be done by committee*<br>*2) To the extent possible, each cluster should have designated purchaser(s)*<br>3) *Large scale purchasing (over $50 per item), quotation must be obtain from 3 shops*<br>4) *Receipts must be obtained from service.* | o Participants explain the words based on their own knowledge.<br>o Participants listen and ask questions, if necessary. |

| | | |
|---|---|---|
| | *5) Providers once expenses occurred. Names and signatures of suppliers/service providers and buyers are required.*<br>**4) Clearing of Advance**<br>*Clearing of advance must be done the same time when the request for the next grant fund is mage (the 4th week after the receipt of fund). This is expected to happen in the last two working days of each month in Kampong Cham and Kratie, while the first two working days of each month in MondulKiri. This can be flexible.*<br>o The facilitator encourages participants to ask questions and gives clarification, if necessary.<br>o Review as a large group. | |

| | | |
|---|---|---|
| | **5) Filing the receipts**<br>*Receipts must be filed in chronological order (the latest comes on the top). School directors within the cluster will sing the approval on each receipt.* | |
| **Topic and Overview**<br><br>*Time Required:* | **9.3. Cycle of grants disbursement from Cluster School to CEFAC:** This session develops participants' understanding of grants disbursement and provides opportunities to work with their groups to practice in filling advance and clearance forms and reporting on expenditures.<br><br>2 Hours and 15 Minutes | |
| ***Suggested Materials:*** | o Hand out (annexes 10- 14)<br>o Posters (all the 4 forms) | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |
| o Participants prove themselves understanding of the form and able to use them in an accurate way. | **9.3.1. Submission of Grant Request to cluster (by CEFAC)**<br>o The facilitator says that the grant request has to be submitted to cluster school during last week of every month after the reconciliation of the advance from the previous month. The cluster will facilitate the process to ensure the budget flow take place on time.<br>o The facilitator then describes the forms used for financial management:<br>1) Cash advance request (Form 1)<br>2) Cash advance receipt (Form 2)<br>3) Community teacher payment list (Form 3)<br>4) Advance reconciliation form (Form 4)<br>o Put written flipchart paper about cash advance up on the board and explain on how to fill it in.<br>o Distribute Form 1 to each participant and then ask them to practice filling it in by using seal number of community teachers in their communes and the real cost needed.<br>o Monitor participants' work and provide support if needed.<br>**9.3.2. Receipt of grant fund (by CEFAC)**<br>o Explain to participants that cash request has to be made by the chair of CEFAC or an appointed CEFAC member. In the later case, the person should have a delegation letter signed by the chair in order to receive the cash. The receiver then sign on the second form (Cash advance receipt).<br>o Post the second form written on flipchart paper on the wall and explain on how to fill it in.<br>o Distribute Form 2 to each participant and then ask them to practice. When they finish, ask them to find a partner and exchange the filled form for not only make a correction but discuss on difficulty in doing this task.<br>**9.3.3. Payment to community teachers**<br>o The facilitator says that community teacher payment takes place during week | o Participants listen and ask questions, if necessary.<br><br>o Participants fill in the form as individuals.<br>o Participants exchange their work with their partners and help each other to correct mistakes and discuss about the process of this work.<br><br>o Participants do the same exercise with their partners as mentioned in activity 9.3.1.<br><br>o Participants fill the form and do same exercise with their |

| | | |
|---|---|---|
| | 4 of each month. CEFAC should identify place and time for the teachers to come and receive their money and ask them to sign on the 3rd form as receiver (Community teacher payment list). The provider and the chair of CEFAC also sign on that form when the payment was done correctly.<br>o Put written flipchart paper about cash advance up on the board and explain on how to fill it in.<br>o Go through the same process as in the last session.<br>**9.3.4. Clearance advance**<br>o Tell the participants that the advance reconciliation happens at the same time as the submission of cash request.<br>o Put written flipchart paper up on the board and explain on how to fill it in.<br>o Go through the same process as in the last session (practice and correction).<br>o Distribute all forms to the participants for them to do a role play with the cluster school directors, as a consolidation step. | partners as mentioned in the last activity.<br><br>o Participants do role play. |

| **Session 10: Management and monitoring** | | |
|---|---|---|
| **Topic and Overview**<br><br>*Time Required:* | **10.1. Management and monitoring:** This session provides an opportunity to participants to review all activities which were/will be implemented by CEFAC members and see how well they were and to ensure the objectives set in the cluster improvement plans will effectively be met.<br><br>60 Minutes | |
| ***Suggested Materials:*** | o Hand out ( annex 15) | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |

| | | |
|---|---|---|
| | Activity review<br>o Review interventions supported by ESCUP as identified in cluster school plans.<br>o The facilitator notes all participants' answers and explains each solution/ intervention and its objectives.<br>Monitoring<br>o Brainstorm in the large group: how do you know that each activity is effectively implemented?<br>o Provide a definition of monitoring which is to collect information and assess the progress of activities for future development. This also can be done to compare with the expected results.<br>o Ask question on what do we need to monitor to see activity progress and then divide into group for in-depth discussion.<br>o Review as a large group. The results will be kept as record for monitoring tool development. | o Participants provide their answers (community teacher selection, child-seeking school, scholarship program ...)<br>o Participants answer to the question: how to monitor/follow up the implementation of these activities.<br>o Each group discusses on each activity (identifies areas to be monitored (see table below). |

| Activity | Areas to be monitored |
|---|---|
| CT management | 1. Did community teachers follow their plans?<br>2. Did community teachers have good relationship with the principal and their colleagues in school?<br>3. Did the community teachers' teaching performance attract their students to better learning?<br>4. Are community teachers punctual?<br>5. Are teacher-student ratios corresponding to the school norms?<br>6. Is there any double-shift teaching? |
| Child-seeking school | 1. Have you identified out-of school children (never-enrolled and drop out children)?<br>2. What did CEFAC members do to encourage them to go back to school? |
| Scholarship | 1. Was the scholarship student selection process fair enough?<br>2. Are scholarship students in school?<br>3. Has the absenteeism rate been reduced? |

| | | |
|---|---|---|
| **Topic and Overview**<br><br>*Time Required:* | **10.2. Next steps:** This is the last session of the workshop. The participants have an opportunity to develop a forward plan for implementation.<br><br>30 Minutes | |
| ***Suggested Materials:*** | o Hand out ( annex 16) | |
| ***Objectives*** | ***Presentation*** | ***Presentation*** |

| | | |
|---|---|---|
| Participants develop forward plan in group. | o Ask participants to work in group according to the commune to which they belong. Each of them receives a matrix for next step planning (annex 16) which includes 5 columns. Those are: tasks, how to do it, when, who is responsible, budget.<br>o Show an example in the table below when give instructions to participants to practice with the group exercise.<br>o Review as a large group<br>o The facilitator asks participants to take this plan with them for their actual implementation.<br>o The facilitator keeps one copy as well per commune in order to follow up after the training workshop. | o Participants work in their groups |

**Example of forward planning**

| Task | How | When | Who | How much |
|---|---|---|---|---|
| 1. Monitoring CTs | Meet with school principal to discuss on CTs' and students' situation ( absenteeism, drop out)<br>Meet with CTs<br>Pay CTs' salaries | Monthly (on 20th)<br><br>Monthly (on 30th) | (e.g. Mr. Sok) | <br><br>$18 x #of CTs= $..... |
| 2. Child-seeking school | Follow up the findings of mapping workshop: collect statistics (how many out-of school children? how many re-enrolled? how many re-enrolled students have received scholarship? How many persist in school? All numbers should be disaggregated by sex and ethnicity. | | | |
| 3. Scholarship | Follow up: how many students are involved in scholarship program? (number will be disaggregated by sex and ethnicity). | | | |
| 4. Improve relationship between CEFAC and cluster school | Attend meetings when invited. | | | |
| 5. 4. Improve relationship between CEFAC and cluster school | Disseminate information through meetings, in large groups ,small groups or/and with individuals.<br><br>Community outreach | | | |

**Annex 1:**

**Educational Decelopment Plan**

**1. Education For All (EFA)**: the EFA this is a long-term projections over the period 2006-15, which aims to imporve basic education from year 1 to year 9 and help all people to have reading and writing skills . these basic policy principles have been retained. In particular, the expansion of community/parental and private sector involvement in all sub-sectors apart from basic education and teacher training is projected to grow significantly after 2006

this is a long-term plan (fifteen- year plan).

**2. Education strategic Plan (ESP)**: medium term objectives which focus on significantly increased and equitable access to 9 years basic education and improved quality and relevance of schooling and further education studies and training are a massive step towards achieving these goals

**3. Education Sector Support Program (ESSP):** In particular, ESSP is designed to prioritise program strategies and activities focused on the long-term goal of achieving Education for All (EFA), by 2015. The ESSP document identifies the necessary strategic activities in reaching equitable access to 9 years of quality basic education by 2010, alongside critical capacity building needs.

**Note: Statistics of non-enrolled children in Cambodia**

About 510,000 of the 1.59 million children aged 6-11 are not enrolled in school. If secondary school-age children are included, Cambodia has about 1.1 million children aged 6-17 not enrolled in school[1]. According to the EFA Assessment Report carried out in Cambodia (1999), overall 63.4% of Cambodians have not completed primary education, with girls and women clearly under represented at all levels of formal education [2].

[1] Cambodia Poverty Assessment, December 1999, Phnom Penh, Cambodia, Ministry of Planning

[2] Source: EFA Assessment Report carried out in Cambodia (1999)

**Annex 2:** **Analysis of the Impacts of Education**

Reduced poverty

Decreased social problems that need to be addressed

Country with enriched human resource to develop individuals, family and society

Having better living condition

Increased well-being

Having honour / reputation

Good education for children

Reduction of domestic violence

Having nutrition in the family

Having good model

Having influence in decision making ( for women)

Having better job/ ability to work more effectively

Making better decision

Having higher income

Being aware of the law

idence

Not being easily cheated

their own right

Being respected by others

Having dignity

Having good behaviours

Having access to information

**Education**

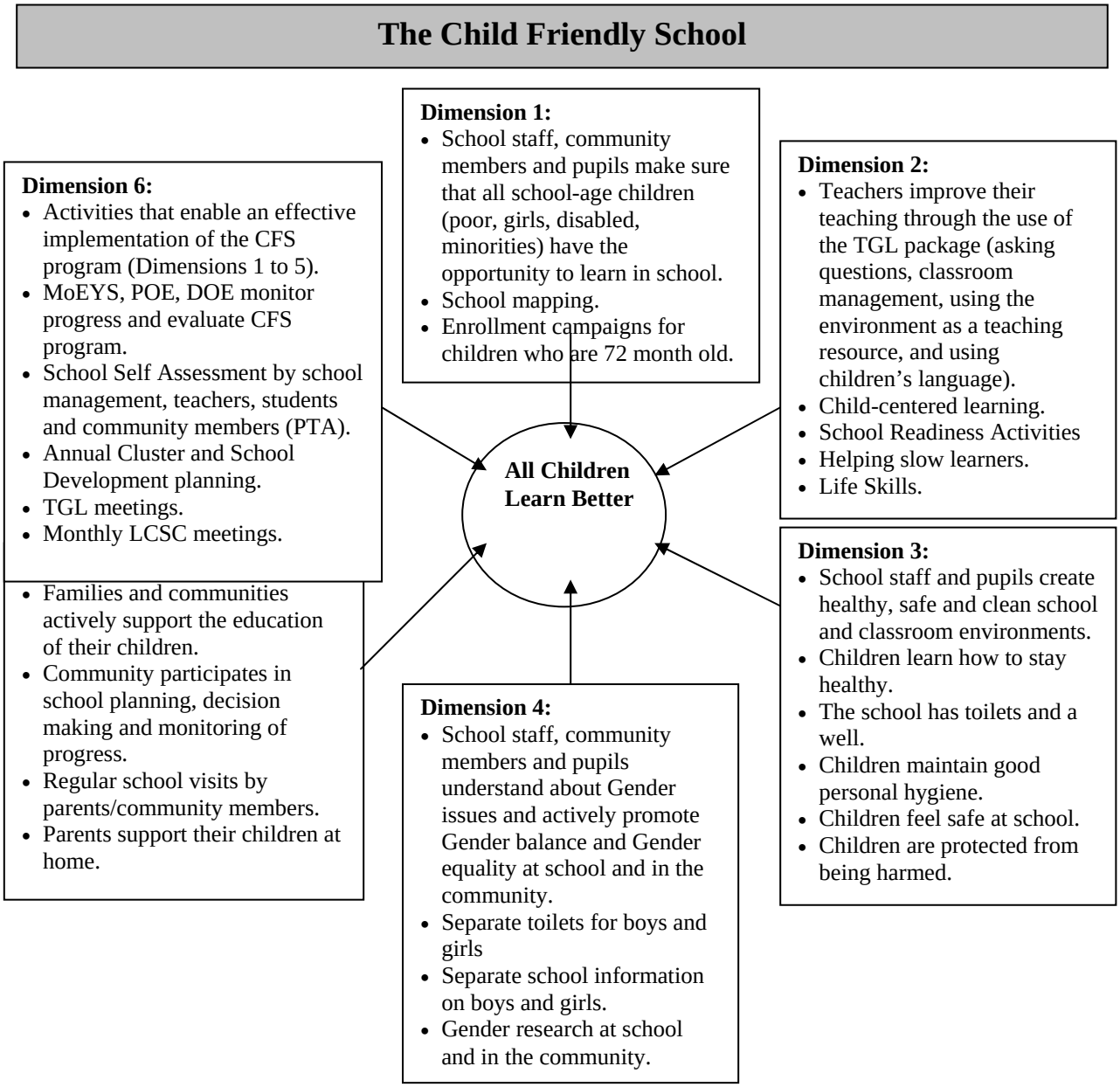
High products in agricultural activities

Knowledge

Attitudes

Skills

**Annex 3: Child-Friendly School**



## Annex 4: Overview of ESCUP

### What is ESCUP?

ESCUP stands for Education for Children in Under-served Population. The ESCUP Program is designed to address underlying problems that impede a quality basic education by increasing access to and quality of basic education to underserved areas, particularly those located in remote localities. Funding to World Education for the program is provided by USAID through the American Institutes for Research (AIR) under EQUIP 1, USAID's global flagship education program. ESCUP's period of implementation is from April 2005 until March 2007.

### Program Goal

The overall goal of ESCUP is to increase access to a basic education of quality for underserved groups including the (i) poorest of the poor, (ii) disabled children, (iii) girls and (iv) minority groups. A related goal is to promote children's rights through the Child Friendly School approach that has been developed by the Ministry of Education, Youth ad Sport (MoEYS) over the years.

### Program Structure

ESCUP will have three sub-components within which to implement various interventions that promote access and quality: (i) Teacher Education; (ii) Educational Access and Quality; and (iii) School Community Partnerships.

### Specific Interventions

Interventions are broken up into the three sub-components; specific interventions coordinated by each sub-component include:

Teacher Education

1. Fast Track Teacher Training
2. Community Teacher Support
3. Professional Teacher Support for Remote Teachers
4. School Readiness Program National Workshops and Follow-up Support

Educational Access and Quality

5. Primary School Scholarships for Poor Children
6. Lower Secondary School Scholarships
7. Remediation
8. SRP School-based Support
9. Life Skills under MoEYS' Local Life Skills Program
10. Infra-structural Improvements
11. Physical Rehabilitation for Disabled Children
12. Child to Child Outreach

School Community Partnerships

13. Muslim-Highland Community Outreach (cultural sensitization, Khmer as a Supplementary Khmer Language / SKL, Highland Youth Clubs, etc.)
14. Community Teacher Boards
15. Child-seeking Schools

### Promoting Innovation

Although many of the interventions outlined above have been previously piloted under the Child Friendly School Initiative, some are new and seek to promote innovative solutions to persistent problems. This includes adapting the use of community teachers developed by HCEP in Ratanakiri Province to the state school system. ESCUP will assist communities with severe teacher shortages to recruit local teachers, train them, and remunerate them in accordance with MoEYS guidelines for the payment of contract teachers. In parallel with this intervention, ESCUP will work with the Teacher Training Department to recruit candidates locally for entry to Teacher Training Colleges. These candidates will receive scholarships during their tenure at the Teacher Training Colleges and eventually replace community teachers at the end of their two-year training.

**Way of Working**

1. Rights-based approach

- 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. Freedom in structure (choice)

- 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. Use of Local Grants

- 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.

4. Implementation through Local Committees

- The actual implementation of activities

**Annex 5: Stakeholder analysis**

| Stakeholders | Why Stakeholders are interested in school planning and development |
|---|---|
| Parents | o Their children's future depends on the quality of education.<br>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.<br>o Teachers want to have a good supply of materials and other resources<br>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<br>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<br>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. |

**<u>Annex 6</u>: Responsibilities of Commune EFA Commission ( extracted from EFA Document)**

- Planning for improving quality education to meet EFA goals
- Mobilizing active participation of all community members and leaders in the program
- Stimulating participation and support by using existing resources in the local community
- Facilitating/ coordinating with all institutions and agencies in the local community to be involved in education
- Organizing /attending meetings to assess the progress of program implementation.
- Monitoring and evaluation of the program
- Submission of reports to DEFAC on monthly basis

**Annex 7: Group discussion:** Please tick (✓) the activities you assume you can take lead in the second column and then fill the other columns for activities you selected.

////

| No. | Intervention | CEFAC | How/ What strategies? | Who are involved | Objectives | Frequency | When |
|---|---|---|---|---|---|---|---|
| **A. Teacher Education** | | | | | | | |
| 1 | Fast Track Teacher training (FTTT) | | | | | | |
| 2 | Community Teachers | | | | | | |
| 3 | Remote Teachers<br>Multi-grade Teachers | | | | | | |
| 4 | Train SRP ( School Readiness program) Teachers | | | | | | |
| **B. Access and Quality** | | | | | | | |
| 5 | Scholarship for Primary School (PS) | | | | | | |
| 6 | Scholarship for Lower Secondary School (LSS) | | | | | | |
| 7 | Remediation program | | | | | | |
| 8 | SRP( materials and budget to organize classes) | | | | | | |
| 9 | Life skills | | | | | | |
| 10 | Infrastructure Improvement | | | | | | |
| 11 | Support for Disabled Children | | | | | | |
| 12 | Child-to-child activities<br>Peer-support system | | | | | | |
| | Peer-support system | | | | | | |
| **C. School-Community Partnership** | | | | | | | |
| 13 | Cultural life skills | | | | | | |
| 14 | Cultural centers | | | | | | |
| 15 | IYS and SA | | | | | | |
| 16 | BCA | | | | | | |
| 17 | SKL | | | | | | |
| 28 | Child-seeking school ( school mapping) | | | | | | |
| 19 | Community teacher administration | | | | | | |
| **D. Other additional activities** | | | | | | | |
| 20 | Assist in collecting data | | | | | | |
| 21 | Involve in improving school yard | | | | | | |
| 22 | Motivate parents' participation | | | | | | |
| 23 | ..... | | | | | | |
| 24 | ..... | | | | | | |
| 25 | ..... | | | | | | |

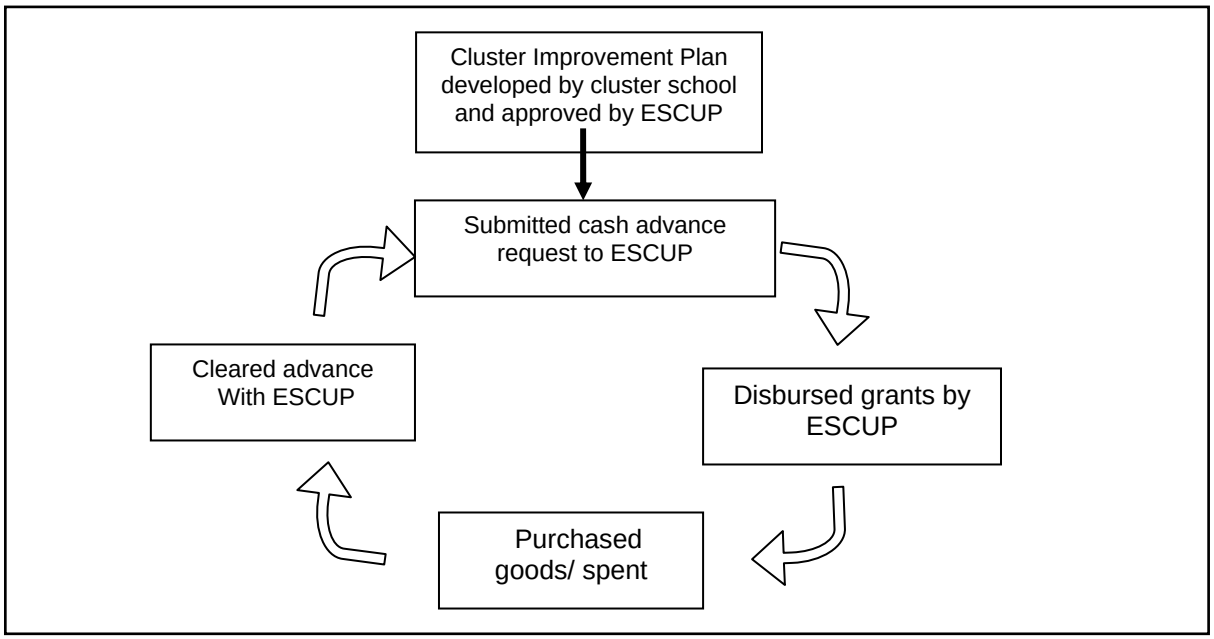
**Annex 8:**

**Key terms for financial management**

**Instructions:**
Please discuss in your group and find a term for each definition in the table below:

| definition | Term used |
|---|---|
| 1- Money that can be requested as an advance for any activity | |
| 2- The unspent budget (remaining) | |
| 3- Document that proves the expenditures which includes number, date, goods description, and amount spent/ received, name of vender and receiver. Etc. | |
| 4- Clearing all the advance occurred. | |
| 5-Form with name of authorized persons which can be used to show the bank to obtain the money from the bank account | |
| 6- A record of all operations including money received, expenses, advances and owed/ owing. | |

**Annex 9: Budget flow ( grants disbursement) from ESCUP to Cluster school**




| No. | Activity | Forms used | When | Attachment |
|---|---|---|---|---|
| 1 | Submission of cash advance request to ESCUP | Form 1 | Week 4 of each month | |
| 2 | Grants disbursement by ESCUP | Form 2 | | |
| 3 | Expense of budget or purchasing | Form 3 | | |
| 4 | Reconciliation | Form 4 | Week 4 of each month or during the 2 last days of each month 9 close account on 25$^{th}$ ) | |

**Annex 10:**

**Grant Disbursement System**

## I- Planning

LCSC shall meet every month to estimate the cost of activities according to the annual plan.

Signatures of people below shall be needed in order to attest the participation.

1. Cluster director
2. CEFAC/ Community Representative (Community)

A copy of request for grant fund shall be presented to DOE

## II- Submission of Grant Request to ESCUP

Grant fund request shall be submitted to Provincial Coordinator in the 4th week after the receipt of the fund in the previous month. Field Coordinator will assist in all disbursements. Forms below must be presented to ESCUP before grant fund can be disbursed to clusters.

D- Cash advance request for the next month
E- Advance reconciliation forms
F- Receipts of expenses in the previous month

**Note:** The next grant disbursement can only occur after the clearing of advance in the previous month.

## III- Disbursement of grant fund

- Grant disbursement is by check (in Kratie). Cambodian ID card of a designated Cluster Representative is required to present at the bank for cashing the check. Disbursement will be made by cash in Mondol Kiri due to absence of bank system. Each cluster shall produce a list of 4 designated people 2 of which are representatives from the schools and other 2 are representatives from the cluster community.
- Cluster representatives should not travel alone to receive fund. At least 2 people are required from each cluster when they come to receive fund. One of those 2 representatives comes from the school and the other from the community. World Education will reimburse all travel costs.

## IV- Purchasing

1- Purchasing shall be done by committee
2- To the extent possible, each cluster should have designated purchaser(s)
3- Large scale purchasing (over $50 per item), quotation must be obtain from 3 shops.
4- Receipts must be obtained from service providers once expenses occurred. Names and signatures of suppliers/service providers and buyers are required.

## V- Filing the receipts

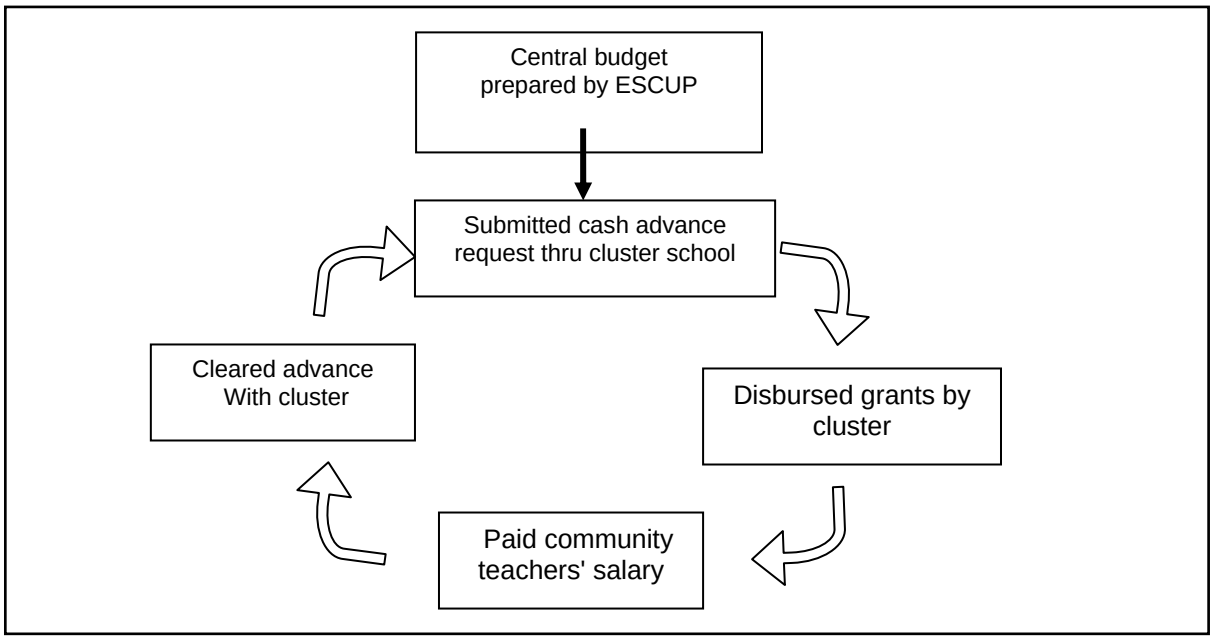
Receipts must be filed in chronological order (the latest comes on the top). School directors within the cluster will sing the approval on each receipt.

## VI- Clearing of Advance

Clearing of advance must be done the same time when the request for the next grant fund is mage (the 4th week after the receipt of fund). This is expected to happen in the last two working days of each month in Kratie, while the first two working days of each month in Mondul Kiri. **This can be flexible.**

**Annex 11:**

**Budget flow (Grants disbursement) from Cluster school to CEFAC**




| No. | Activity | Forms used | When | Attachment |
|---|---|---|---|---|
| 1 | Submission of cash advance request to cluster school | Form 1 | Early week 4 of each month | |
| 2 | Grants disbursement by cluster | Form 2 | Early week 1 of each month | |
| 3 | Payment of community teachers | Form 3 | Early week 1 of each month | |
| 4 | Reconciliation | Form 4 | Week 4 of each month or during the 2 last days of each month | |

**Annex 12:**

## Cash advance request

Form 1

Request Agency..... /**CEFAC)**

Purpose of request ..... .....

Location.....

..

Period: From...../...../.....

Period...../...../.....

Total USD Request.....$.....

| No. | Activity Description | Amount Requested |
|---|---|---|
| | | |
| | | |
| | | |
| | Total | |

Signature _____ ____/____/____

_____

**Annex 13:**

Form 2

## Cash advance receipt

Riel ☐
USD☐

| Description | Calculation | Amount |
|---|---|---|
| | | |
| | | |
| | | |
| | Total | |

**Reconcile by**
.....
..... .....
.....

....

**Advance to** -
Name of receiver:.....

Signature: .....

**Annex 14:**

Rsuk. **(District)**.....

kRmgsalaeron**(School Cluster)** .....

Form 3

# bBa¢IebIkR)ak;]btßmÖdl;RKshKm¾

**(COMMUNITY TEACHER PAYMENT LIST)**

sMrab;Ex.(For the Month): .....

| lr><br>N | eQµaH<br>Name | ePT<br>Sex | éf¶ExqñaMkMeNIt<br>Date of birth | beRgonenAsala<br>School | TwkR)ak;TTYl<br>Amount | htßelxa<br>Signature |
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RbFanKN³kmµaFIkarGb;rMsRmab;TaMgGs;Kñafñak;XMu¼kMrg (CEFAC Chief)

eQµaHGñkebIkR)ak; (Payer).....

htßelxa (signature)

htßelxa (signature)

**Annex 15:**

Form 4

# r)aykarN_cMNayR)ak;buerRbTan

**Advance Reconciliation Form**

| | |
|---|---|
| ①eQµaHsßab½n¼Name of institution: KN³kmµaFikarGb;rMsRmaab;TaMgGs;Kñafñak;XMu (CEFAC) | |
| ②eKalbMNgénkareRbIR)as;buerbTan¼Purpose of Adv : | ④éf¶TUTat;¼Date:_____/ /_____ |
| ③GñkRbKl;R)ak;¼Paid by: | ⑤GñkTTYlR)ak;¼Received by: |

| éf¶E xqña M Date | vik½yb ½Rtelx Rpt. No. | GFib,aylMGitnUvmux cMNay Description | fvikaTT Yl Amount Rec'd | fvikacM nay (US) Expense | smtulü (US) Balance |
|---|---|---|---|---|---|
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| | | | | | |
| | | | $ | $ | $ |

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KN³kmµaFikarGb;rMsRmab;TaMgGs;Kñafñak;XMu_____

RbFankRmg _____

**Annex 16:**

**List of activities monitored by CEFAC**

**Name of activity:** .....

| | yes | No | Comments |
|---|---|---|---|
| Areas to be monitored | | | |
| 1 | | | |
| 2/ | | | |
| 3/ | | | |
| 4/ | | | |
| 5/ | | | |
| Strengths<br>▪<br>▪<br>▪ | | | |
| Issues/ challenges<br>▪<br>▪<br>▪ | | | |
| Strategies for improvements<br>▪ | | | |

▪

▪

Approved by: Date: ----------

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CEFAC Chief; Name of monitor ----------

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Signature :---------- Signature :----------

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**Annex 17:**

**Forward planning**
**For next step**

| Task | How | When | Who | How much |
|---|---|---|---|---|
| **Monitor CTs** | | | | |
| **Child-seeking school** | | | | |
| **Scholarship program** | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |
| **Relationship between CEFAC and school cluster** | | | | |
| **Relationship between community and school** | | | | |