

Educational
Support to
Children of
Underserved
Populations
(ESCUP)

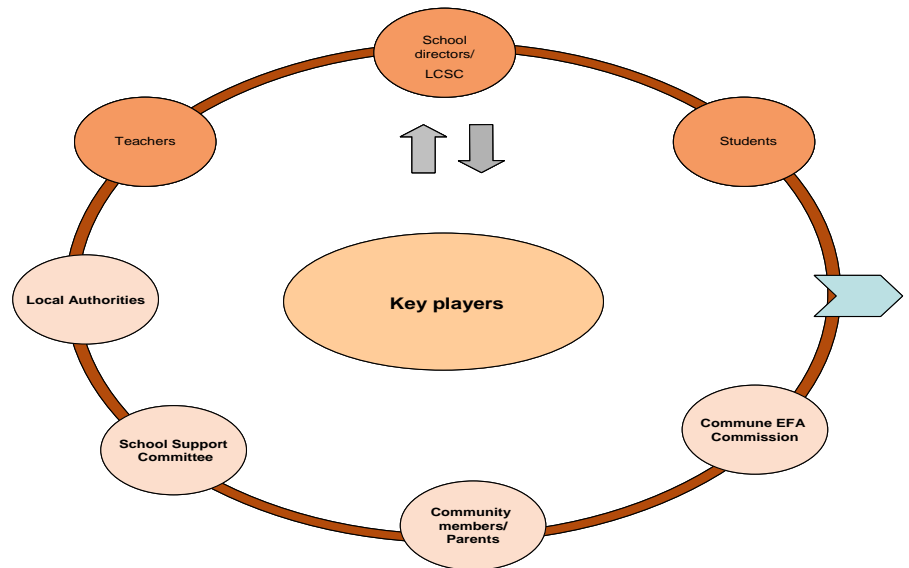
JULY 2006



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FROM THE AMERICAN PEOPLE



Commune Education for All Commission (CEFAC) Workshop Program 3: Reflection and Forward Planning 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

Session plan outline

No.	Topics	Time	Page
1	Introduction, workshop objective	30 Minutes	3
2	Development and Education	45 Minutes	4
3	Visualization of an Ideal School (CFS)	90 Minutes	5
4	Important players contributing to quality education	90 Minutes	6
5	Reflection on CEFAC' s contributions to quality education to their communes in year 1 of ESCUP implementation	90 Minutes	8
6	Start preparations planning Year 2	45 Minutes	9
ANNEXES			
A.1.	CFS document with definition and explanation 6 Dimensions		
A.2.	Diagram to illustrate key players contributing to quality education		
A.3.	Roles and responsibilities of CEFAC in quality education improvements		
A.4.	Reflection on CEFAC' s participation in ESCUP Year 1 implementation		
A.5.	Template for preparations planning activities Year 2		

WORKSHOP OBJECTIVES

- Provide an opportunity to remind participants of the main child rights and to discuss the importance of education for development.
- Enhance participants' understanding of the Child-friendly School concept and its 6 dimensions through the visualization of an ideal school.
- Identification of key players in education and reflect on the specific role of individual CEFAC members in supporting quality education improvements.
- Reflection on the working experiences in quality education improvements in Year 1 and the development of planning first quarter Year 2 (Sept-November 07).



Session Plan

Session 1: Introduction to the Workshop		
Topic and Overview	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.	
Time Required:	20 Minutes	
Suggested Materials:	None	
Objectives	Presentation	Participant Tasks
<ul style="list-style-type: none"> ○ Participants know each other. ○ Participants are arranged in a way that facilitates discussion and participation. ○ Participants agree on rules of work during workshop. 	<p><u>Introductions</u></p> <ul style="list-style-type: none"> ○ The facilitator begins the workshop with a warm welcome to all participants and arranges for short introductions of all those attending. <p><u>Group Arrangements</u></p> <ul style="list-style-type: none"> ○ Following introductions, the facilitator should arrange participants into groups according to the general peer group or commune/cluster to which they belong. <p><u>Workshop Rules</u></p> <ul style="list-style-type: none"> ○ Same as the previous workshops, the facilitator should next elicit some of the rules of the workshop from the participants. Those include the following points: <ul style="list-style-type: none"> ● Times of work, ● Break times, ● Everyone should keep to the timing, ● No smoking in the workshop room, ● Do not interrupt while others are speaking, ● Show respect to others and others' opinions, ● Everyone should try to listen as well as speak, ● Financial details. Etc. ○ The facilitator goes through each rule to make sure everyone agrees. ○ Stick the ground rules on the wall. 	<ul style="list-style-type: none"> ○ Each participant introduces him or her self. ○ Facilitation team introduces itself. ○ Participants put themselves into same peer group arrangements or same commune/cluster. ○ Seek agreement and modifications to the rules.
Topic and Overview	1.2. Workshop Objectives: This session introduces participants to the objectives of the training so that they can set their expectations and be ready to participate in the next discussion.	
Time Required:	10 Minutes	
Suggested Materials:	○ <u>Poster</u> : Purpose, Objectives, and content of the Workshop	
Objectives	Presentation	Participant Tasks
<ul style="list-style-type: none"> ○ Participants can explain the objectives of the workshop 	<ul style="list-style-type: none"> ○ The facilitator displays a poster that summarizes the objectives of the workshop. ○ Review the poster with participants. ○ Allow time to participants to ask questions. 	<ul style="list-style-type: none"> ○ Participants review the poster with the facilitator. ○ Participants ask questions as necessary.
Session 2: Development and Education		

<p>Topic and Overview</p> <p><i>Time Required:</i></p>	<p>This session provides an opportunity to participants to refresh their understanding of the main child rights and to discuss the importance of education for development.</p> <p><i>45 Minutes</i></p>	
<p>Suggested Materials:</p>	<p>Flipchart paper, markers, tape.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ To refresh the knowledge of participants on the 4 main child rights ○ To learn the importance of education for development. 	<p>Presentation</p> <p>The facilitator introduces this session by referring to the previous training (CEFAC II) and the discussions we had about child rights. Explain to participants that every child needs to grow physically, mentally and emotionally and then ask participants if they remember the 4 main child rights. Write them on the board.</p> <p>Highlight the right to develop and ask what this actually means. The idea below might support to stimulate the discussion:</p> <ul style="list-style-type: none"> ◆ Closeness with an adult who can understand and positively respond to them ◆ Opportunity to explore: things to look at, touch, hear, smell and taste. ◆ Opportunity to play ◆ Appropriate language stimulation ◆ Opportunity to explore their words etc. ◆ Having access to quality education etc. ◆ Protection from danger, ◆ A safe and healthy environment, adequate housing, food and nutrition ◆ Adequate immunization and health care <p>The facilitator divides the participants into small groups to discuss why education is important for development.</p> <p>The facilitator writes the question "Why is education important for development?" on the board and asks participants to write their ideas on a flip-chart paper.</p> <p>The facilitator asks one group to present their group work and invites the other groups to add any ideas that are not yet mentioned. Possible answers are: Education provides knowledge Education provides skills Education prepares students for being good citizens Education stimulates personal development Children learn how to read and write, Children learn how to work together Etc.</p> <p>The facilitator concludes that education is an important tool to development which helps to reduce poverty because <u>it gives people choices.</u></p>	<p>Participant Tasks</p> <ul style="list-style-type: none"> ○ Participants think and provide the answer to the question: <i>Rights to live, Right to develop, Right to be protected, Right to participate.</i> ○ Participants provide their answer to the question. ○ Participants discuss in small groups and prepare a poster with their ideas. ○ One volunteer group presenter presents the outcomes of his/her group. Other groups will add if necessary
<p>Session 3: Visualization of an Ideal School (CFS)</p>		

<p>Topic and Overview</p> <p><i>Time Required:</i></p>	<p>This session provides an opportunity for participants to increase their understanding of the characteristics of a child-friendly school and learn about the CFS guidelines of MoEYS as a strategy to achieve EFA goals in 2015.</p> <p><i>90 Minutes</i></p>	
<p>Suggested Materials:</p>	<ul style="list-style-type: none"> ○ Poster entitled “Definition and key characteristics of Child Friendly School” ○ Hand-outs Annex 1 ○ Colored/ white cards, markers and masking tape 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Participants will have increased understanding of the Child-friendly School concept and its 6 dimensions through the visualization of an ideal school. 	<p>Presentation</p> <ul style="list-style-type: none"> ○ The facilitator asks participants to visualize the school in their village and describe its main characteristics. ○ Participants will get a few minutes to individually think of children, teachers, parents and community members, learning environment both inside and outside the classroom etc. ○ Each participant shares one of her/his points which is recorded on the board. ○ The visualization exercise is then continued and participants are asked to think of what an ideal school is like. Participants write down the most important characteristics on color cards. ○ Review the second visualization by inviting participants to share their ideas. ○ Explain to participants that all of the good things they have visualized are characterized as a child-friendly school. Refer to the MoEYS guidelines on CFS as a national strategy to improve access to and quality of education to achieve the EFA goals in 2015. ○ Post the definition of CFS and its 6 dimensions of CFS written on the big paper on the wall and refer to the CEFAC II training session where this was introduced. Give the participants hand-out A.1. with MoEYS' CFS definition and CFS dimensions. ○ Ask one volunteer to read the definition out loud for the whole group and give some time for reflection/questions. Then ask other volunteers to read out loud the 6 different dimensions. ○ Ask participants to take the written cards posted on the board in the previous exercise and put them under the matching dimensions of CFS. ○ Review it as large group. Facilitator to explain that the ESCUP framework is based on the CFS concept and is in line with the CFS guidelines of MoEYS 	<p>Participant Tasks</p> <ul style="list-style-type: none"> ○ Participants visualize the school in their village and then share their individual observations. ○ Sample feedback from second visualization: <i>all children are in school, they are clean and safe, They are happy, teachers are in class punctually, committed to teaching, there are lots of learning teaching materials, there are libraries with lots of books which is used by children, there is clean water, playground, many trees and nice garden in the school, parents send their children to school, attend school meetings,. school director is strict and popular, Etc.</i> ○ Participants ask questions as necessary.

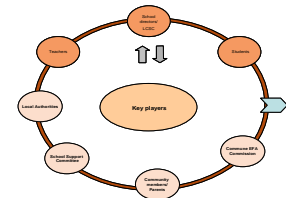
	<p style="text-align: center;">Summary Description of Child Friendly Schools</p> <p>Definition: A child friendly school is a school that recognizes children’s basic rights in a way that includes all stakeholders, especially parents, in the development of a learning environment for students that is characterized by solidarity, freedom, balance, equity, nonviolence, mental, physical, and emotional health, that leads to the development of knowledge, skills, attitudes, values and morals, nonviolence, particularly focusing on seeking all children to go to school, and on quality and effective learning according to children’s current and future needs (MoEYS, CFS Program document 2005).</p> <p>Important CFS Dimensions <i>Dimension 1:</i> Inclusive education <i>Dimension 2:</i> Effective learning <i>Dimension 3:</i> Health , safety and child protection <i>Dimension 4:</i> Gender Sensitive Education <i>Dimension 5:</i> Child, parental & Community Engagement <i>Dimension 6:</i> Good School Governance and support MoEYS</p>	
Session 4: Important players contributing to quality education (CFS)		
Topic and Overview	This session provides an opportunity to participants to determine who the key players in education are and how they interact to each other to contribute to quality education improvements.	
Time Required:	60 Minutes	
Suggested Materials:	<ul style="list-style-type: none"> ○ Flipchart paper, markers, scissors, colored cards ○ Hand-outs Annex 2 and Annex 3 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Participants can identify key players in education and reflect on their own role in supporting quality education improvements. 	<p>Presentation</p> <p><u>Key players involved in quality education</u></p> <ul style="list-style-type: none"> ○ The facilitator begins the session with the following question: What are key factors for the realization of an ideal child friendly school? Give participants time to think individually. <ul style="list-style-type: none"> ◆ Possible points could be given: <i>enough resources, strong school management, teachers teach regularly and on time ,high student attendance, students have enough learning material, students are healthy, lesson content responds to students needs, enough technical, financial and professional support strong relationship between school and community, high level of participation of local authorities /communities / parents. Etc.</i> 	<p>Participant Tasks</p> <ul style="list-style-type: none"> ○ Participants provide their answers to the question and identify key factors for a successful school

- Ask participants to share their thoughts with the group and write feedback on the board.
- Review plenary and encourage participants to explain what each point means to ensure everyone's understanding. They can add more ideas if necessary. This would help stimulate the next discussion on keys players who contribute to quality education services
- Ask participants to discuss and identify key players involved in school. The facilitator puts the middle circle (Key players) on the board and adds the other circles based on the input of the group to build a diagram to illustrate the key players and how they relate to each other.
- Distribute hand-out in Annex 2 to participants as reference.

Roles of respective players in quality education

- Divide participants in 4 small groups of 4 to 5 members.
- Distribute the hand-out Annex 3 to each participant.
- Ask the group to discuss and write down their ideas in the appropriate column to present how CEFAC members can contribute to quality improvements by specific interactions with the different stakeholders.
- Ask all 4 groups to pair with another group to discuss their ideas.
- Reconcile the results as large group by looking at the similarities and differences. Discuss the differences to make consensus.
- The facilitator may add any relevant aspects that have not been mentioned before closing this session.

- Participants provide their answers to the question which leads to the development of the below diagram:



Roles of CEFAC members in improving quality education

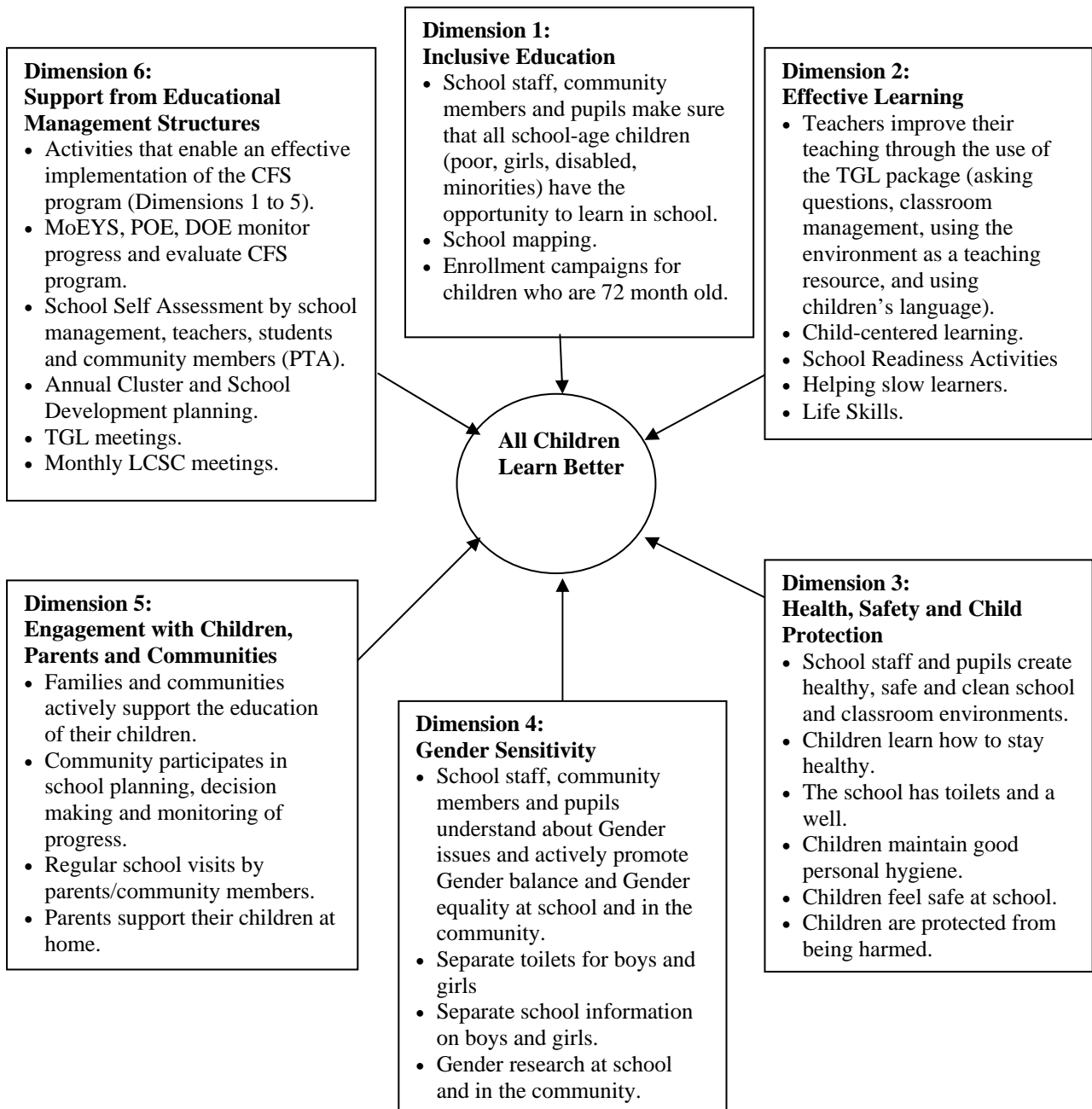
Key players and their roles in education quality improvement	CEFAC
Students	
Teachers	
Sch.mgt.	
Local.auth./CC/C	
EFAC	
Com/parents	

- Participants ask questions as necessary.

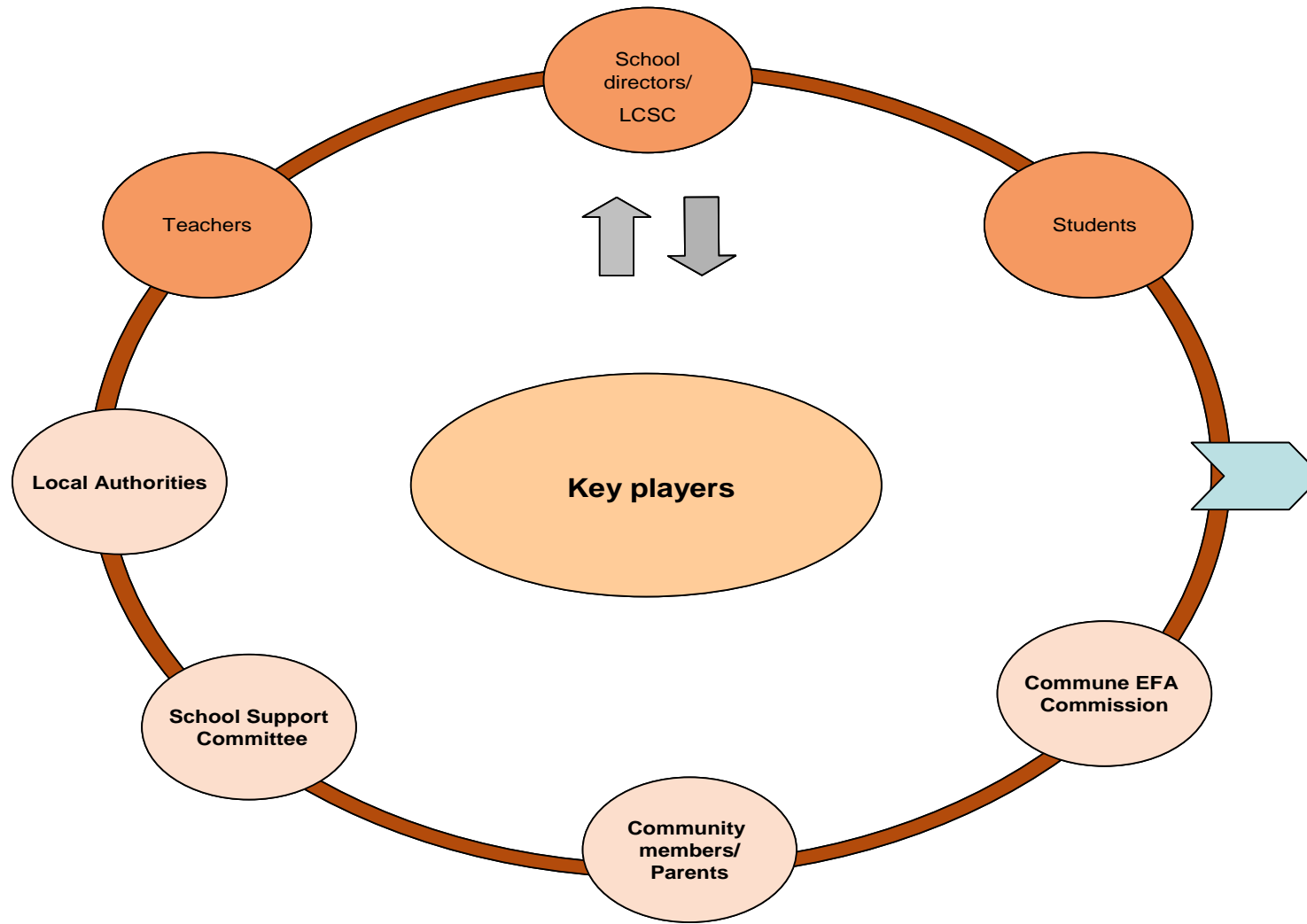
Session 5: Reflection on CEFAC' s contributions to ESCUP Year 1																					
Topic and Overview	This session provides an opportunity for participants to reflect on specific activities that they have participated in in the first year of ESCUP interventions, to discuss their experiences and to provide feedback to the program.																				
Time Required:	90 Minutes																				
Suggested Materials:	<ul style="list-style-type: none"> ○ Flipchart paper, markers, scissors, colored cards ○ Hand-outs Annex 4 																				
Objectives	Presentation	Participant Tasks																			
	<p><u>Self-reflection on involvement of CEFAC in Year 1</u></p> <ul style="list-style-type: none"> ○ Distribute hand-out in Annex 4 to each participant and ask them to think of their participation in ESCUP Year 1 by ticking the relevant boxes in the matrix (see the instruction in the hand-out provided). ○ Participants add their own work on the big paper posted on the wall. All participants' inputs are combined on one paper so that every one can see how much involvement every member had in last year's implementation. <p><u>Analysis of process of implementation Year 1</u></p> <ul style="list-style-type: none"> ○ Participants are divided into small groups. Each group will select at least 3 activities from the previous exercise to be analyzed in more detail. Groups will prepare a flip chart poster which describes successes/supporting factors, problems/hindering factors and suggestions for improvement of the selected activities. See example below: <table border="1" data-bbox="496 1317 1070 1648"> <thead> <tr> <th>Activity</th> <th>Successes/ Supporting factors</th> <th>Problems/ hindering factors</th> <th>Suggestions for improvement</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Groups will present their analysis to the large group ○ Facilitator summarizes the outcomes of the discussion and draws conclusions for next year's implementation 	Activity	Successes/ Supporting factors	Problems/ hindering factors	Suggestions for improvement																
Activity	Successes/ Supporting factors	Problems/ hindering factors	Suggestions for improvement																		

Session 6 : Overview planning		
Topic and Overview	<i>This session provides an opportunity to start planning for activities in Year 2 that require involvement of CEFAC members</i>	
Time Required:	45 Minutes	
Suggested Materials:	<ul style="list-style-type: none"> ○ Hand-outs Annex 5 	
<u>Objectives</u>	<u>Presentation</u>	<u>Participant Tasks</u>
<ul style="list-style-type: none"> ○ Participants reflect on their past involvement in school activities and develop their future work plan for the next quarter. 	<p>The facilitator explains that the school holiday is a busy time for preparations for the new academic year. Many stakeholders are involved in several activities to ensure a good start. The facilitator asks the following question: "<i>What important activities will take place in the next quarter from September-November?</i>" Participants give their ideas in a plenary setting. Then the facilitator hands out a planning template (Annex 5) with the assignment to work in the CEFAC groups to prepare their plan for the next quarter. Important activities have already been marked but participants can add activities when necessary. It should also be mentioned that the sheet provides a time indication but exact dates should be checked with the school/cluster. Specific members will be assigned to specific tasks to ensure that CEFAC members are actively assisting the schools in its efforts to increase access and quality of education in the new academic year.</p> <p>The facilitator closes the workshop by summarizing the day and gives a final opportunity for participants to ask questions and provide comments/feedback.</p>	<p>Participants identify key activities in the next quarter.</p> <p>Participants divide tasks and responsibilities resulting in a work plan for the next quarter.</p>

Definition: A child friendly school is a school that recognizes children’s basic rights in a way that includes all stakeholders, especially parents, in the development of a learning environment for students that is characterized by solidarity, freedom, balance, equity, nonviolence, mental, physical, and emotional health, that leads to the development of knowledge, skills, attitudes, values and morals, nonviolence, particularly focusing on seeking all children to go to school, and on quality and effective learning according to children’s current and future needs (MoEYS, CFS Program document 2005).



Annex 2: Key players contributing to quality education



Annex 3: Roles and responsibilities of CEFAC in quality education improvement

	Commune EFA Commissions (CEFAC)
Students	
Teachers	
School management	
Local authorities/Commune Councils/CEFAC	
Communities/parents	

Annex 4: Reflection on CEFAC's participation in ESCUP Year 1 implementation

Instruction: Please first write your name down in one column and the name of other CEFAC members who have involved in education activities with you as a team in other columns. Secondly, look at your column, reflect on which activities (shown in the left column in the matrix) you have been involving during Year 1 of ESCUP implementation and then tick the box

Types of activities being involved by CEFAC members	Chair:	Deputy	Member	Member	Member	Member	Member	Member	Member	Member	Member
Community teacher selection											
Community teacher administration/ payment											
Support in Provincial teacher training College students											
Assisting in Student Association											
Assisting in Cultural Center											
Assisting in Life Skills implementation											
Involved in school/ cluster planning											
Scholarship selection											
Involved in school mapping											
Involved in organization of school fairs											
Involved in organization of /market simulation.											
Improve play ground											
Classroom repairs											
Other:											

Annex 5: Planning Year 2 template

For next Quarter (September 2006-November 2006)

Activity	When (note: check exact date)	Who	How
School planning (PAP)	August-September		
Cluster planning (ESCUP)	September		
Child-seeking school/ school mapping	September -October		
Scholarship program	September -October- November		
Other?			