



**Educational
Support to
Children of
Underserved
Populations
(ESCUP)**

JULY 2006



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Orientation on new Interventions in the Activity Menu for School Directors, Teachers and Community Representatives



ESCUP partners include:

American Institutes for Research (AIR)

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Kampuchean Action for Primary Education (KAPE)

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Contents

	Topics	Page
	Overview Menu Activities	3
	Dimension 1 & 4: Inclusive Education and Gender	4
	Information sheet Activity 1.1: Scholarships	5
	Information sheet Activity 1.3: Child to child Activities	7
	Information sheet Activity 1.4: Community Teachers	9
	Information sheet Activity 1.5: Child seeking school (Mapping)	10
	Information sheet Activity 1.7: General and Cultural Life Skills	12
	Information sheet Activity 1.8: Intermediate ClassRooms (ICR's)	14
	Dimension 2: Effective Learning	15
	Information sheet Activity 2.5: Integrated Pest Management (IPM)	16
	Information sheet Activity 2.6: Bi-lingual Classroom Assistants (BCA)	18
	Information sheet Activity 2.12 Supplementary Khmer Language (SKL)	19
	Dimension 3: Health, Safety, and Child Protection	20
	Information sheet Activity 3.1: First Aid Provision	21
	Dimension 5: Engagement with Children, Families, and Communities	221
	Information sheet Activity 5.4: Culture Center (CC)	23
	Information sheet Activity 5.5: General and Cultural Life Skills	25
	Information sheet Activity 5.6: Student Associations	27
	Information sheet Activity 5.7: Market Simulation	29
	Annex: ESCUP Activity Menu	30

OVERVIEW MENU ACTIVITIES

Activity	Dimension 1 & 4: Inclusive Education & Gender
1.1	Scholarships*
1.2	Physical Rehabilitation for Disabled Children
1.3	Child-to-Child Support for Vulnerable Children*
1.4	Community Teachers*
1.5	Child Seeking School (school mapping)*
1.6	School Latrines and Clean Water
1.7	Life Skills for girls and/ or boys at risk*
1.8	Emergency Classrooms*

Activity	Dimension 2: Effective Learning
2.1	Remediation
2.2	Infrastructure improvements
2.3	Physical Enhancement CFS Classrooms
2.4	Community Based Pre Vocational Life Skills
2.5	Integrated Pest Management*
2.6	Bi-lingual Classroom Assistants*
2.7	Preparation of Multi-grade Classrooms
2.8	School Libraries
2.9	Training of CFS Experimental Classroom Teachers
2.10	Student Study trips
2.11	Study trips for School Personnel and Community Members
2.12	Supplementary Khmer Language*

Activity	Dimension 3: Health, Safety, and Child Protection
3.1	First Aid Kits*
3.2	School Breakfast Program (with WFP support)
3.3	Physical Rehabilitation for Disabled Children/ Children with health problems
3.4	School Latrines and Clean Water
3.5	Playgrounds

Activity	Dimension 5: Engagement with Children, Families, and Communities
5.1	Child Seeking Schools (school mapping)*
5.2	Community Teachers
5.3	Community Teacher Boards (CEFAC's)
5.4	Culture Centers*
5.5	Cultural Life Skills*
5.6	Student Associations*
5.7	Market Simulation*
5.8	Community Announcement Boards
5.9	Community School Semester Meetings (at cluster level)
5.10	School Fairs

Activity	Dimension 6: Enabling Environment: Management and Leadership
6.1	LCSC Administrative support
6.2	School Self Assessment
6.3	Data Collection for reporting

* Activity information sheet attached

Dimension 1 & 4
Inclusive Education & Gender

Activity 1.1 Primary School Scholarship Program

1. Introduction

The Ministry of Education, Youth and Sports has adopted its policy to abolish start-of-the-year school fees that can address the reduction of the current direct and indirect cost burdens on poor families and has been implementing a number of targeted interventions independently and collaboratively with other private agencies, NGOs and donors to provide social protection for children from poor families such as scholarship assistance to both primary and secondary education. These initiatives have stimulated greater access and increase retention and reduce drop out rates for the poorest students. Primary school scholarship program has been implementing in all ESCUP-supported schools as they included this intervention in their Cluster School Improvement Plans aiming at promoting equitable educational opportunities for children in underserved population and addressing inclusive education strategy which leading to the achievement of EFA goal. This also simultaneously ensures low drop-out rates, frequently caused by inability to pay direct and informal costs.

2. Primary objective/Outcomes

- To reduce absenteeism and the rate of student drop out.
- To promote small material incentives to help poor children to stay in school.
- To establish/strengthen community systems that monitor/follow up on absent students.
- To strengthen communication and liaison between schools and parents

3. Target group

Scholarship support will be provided to children from grade 1 to grade 6 who are at high risk of dropping out and school-age children who are not enrolled in primary school such as the ones who: 1) are affected by HIV/AIDS, 2) have a high number of siblings, 3) are orphans, 4) only have one parent, 5) live with their relatives, 6) from families who don't have land, 7) have a history of dropping out, 8) are frequently absent and are in danger of dropping out of school due to a lack of educational materials 9) are poor and handicapped, 10) are from families of low socioeconomic status and children whose parents are old or infirm.

4. Facilitators

1. Cluster Scholarship Committee: This committee has the following membership. The chairperson and vice-chairperson are elected.

- Advisor, a representative of the District Education Office
- Chairperson, a chairperson of a Parents' Association of one of the schools in the cluster
- Vice-chairperson, a director of one of the schools in the cluster
- Treasurer, the director of the school whose Parents' Association chairperson has been selected as chairperson of the committee
- Members, the directors of all schools in the cluster and the chairpersons of all the Parents' Associations/ School Scholarship Committee

2. School scholarship Committee

- (a) Advisor, the commune chief
- (b) Chairperson, the chairperson of the Parents' Association
- (c) Vice-chairperson, the vice-chairperson of the Parents' Association
- (d) Treasurer, school director
- (e) Members, village chiefs in the school catchment area, active members of the community, teachers

5. Information on implementation

A 2-day training workshop will be conducted with Scholarship Committee members. During the last day of the training, the forward work plan will be developed and implemented by the committee:

- 1) Develop selection criteria for scholarship recipients
- 2) Allocate budget for each school and plan for scholarship packages/ items and distribution frequency
- 3) Disseminate information and make sure poor families in the village can access information.
- 4) Distribute application forms to parents and collect the complete forms for short listing
- 5) Interview parents or guardians, scoring and second listing according to the total interview scores.
- 6) Make a final announcement after dealing with the appeals.
- 7) Submit a cash request according to types of scholarship packages needed and purchase materials
- 8) Meeting with parents for scholarship materials distribution.
- 9) Submit the report and relevant document to central office and liquidate the cash advance.
- 10) On-going monitoring and follow up activities including household visits.

See for more detailed information the Scholarship Program Manual.

Activity 1.3: Child to Child Activity

1. Introduction

In many countries children make up nearly half the country's population. They have their rights and also the responsibilities of citizens. Experience has shown the possibility to integrate Child-to-Child activities within primary education in order to invite children into a working partnership and give them a chance to begin to explore their potential and ability to practice their responsibilities in assisting in other children's learning. It does not seek to burden children with adult responsibilities but rather to develop their special relationship with other children, enthusiasm and power of communication leading to build up their self-confidence and self-esteem. It also promotes an approach to learning and is interpreted as *peer tutoring* where children work together on a learning task.

2. Objectives:

- To stimulate students to be attentive to other students
- To stimulate students to express themselves through writing
- To increase student's confidence and responsibility.
- To motivate students to learn and make them feel more comfortable to go to school.

3. Target groups:

- Grade 4, 5 and 6 students who have enough time to give support, patient and interested in working with small children,
- Children that volunteer to help, siblings/relatives from the disabled child and children who live in the same village,
- Children with disabilities in all grades,
- Grade 1 and 2 students who are slow learners

4. Information on implementation:

A one-day meeting on Child- to-Child activities will be conducted with all the teachers in school. In Child- to-Child activities implementation, one child is the *tutor* and serves as a teacher and the other child or children who learn are the *tutees*. The peer tutor helps the student tutee or tutees to learn, practice or review an academic skill that the class teacher has planned. Types of peer tutoring include *same-age peer tutoring* in which one student in the classroom tutors one or more classmates and *cross-age peer tutoring* in which the tutor is several years older than the tutee or tutees. There are five Child- to-Child activities which can be introduced in schools:

I. Developing language skills through Child-to-Child activities (cross-age peer tutoring):

The grade 5 and 6 teachers teach a lesson on how to help younger children to read and write (3 hours). Following the lesson the teachers should monitor frequently whether *Child- to-Child activities* are conducted properly. In their free time, the pairs of grade5/6 students and grade 1/ 2 students will sit together and the grade5/6 students help the younger children to learn how to read and write.

II. Helping children to writing pen-pal letters (same-age peer tutoring):

The grade 6 teachers will teach a lesson on writing pen-pal letters (two hours). The pen-pal letters are letters, which are exchanged between school children from different schools. Writing letters is a skill that can be enhanced through practicing. This activity is only conducted in grade 6 initially. Child- to-Child activities can be very helpful for writing pen-pal letters as children can help their classmates and write a letter together.

III. Organizing homework clubs (same-age peer tutoring):

The grade 4, 5 and 6 teachers teach a lesson on initiating homework clubs (two hours). Usually the teacher doesn't have enough time to help slow learners or revise the previous lesson. A homework club is an activity, where students meet in their free time and in their own community. One student facilitates a session for their peers to learn, practice or review an academic skill that has been assigned by the teacher as homework. The homework club covers only Khmer language and Math subjects.

IV. Assisting disabled children (same-age peer tutoring or cross-age tutoring):

All teachers teach a lesson on organizing activities to assist disabled children to let them fully participate in learning at school (3 hours).

V. Encouraging students, who are frequently absent, to attend classes in school (same-age peer tutoring or cross-age tutoring):

All teachers teach a lesson on activities to encourage students, who are frequently absent, to attend classes in school (1 hour). In Child- to-Child activities students with bicycles help to transport their peers to school, students ask their parents if they can help their parents in their free time, students can persuade and give support to their disabled peers to attend classes in school. .Teacher, parents and peers encourage students to attend the homework club .Peers will share the contents of the lesson with students that were absent that day.

Activity 1.4: Community Teachers

1. Introduction

The use of Community Teachers in the state school system is an intervention that tries to address the problem of chronic teacher shortages in state schools, especially those incomplete schools in remote areas. Such shortages lead to overcrowded classrooms, overworked teachers, and ultimately poor student learning and dropout. This intervention also tries to provide the preconditions necessary to address educational quality in the classroom by lowering Pupil Teacher Ratios (PTR) to levels of 50:1 or less. Community Teachers work along side state teachers in the same schools. Although they must work under a state school director, they are paid salaries of \$20/month by local community teacher boards. These funds are provided to communities by the project. In order to address sustainability concerns, ESCUP uses Community Teachers as an interim measure to address teacher shortages in the short-term. A parallel measure that recruits candidates from local communities to sit for the PTTC Entrance Examination and provides scholarships for selected PTTC students from underserved areas occurs simultaneously with the recruitment and training of Community Teachers. After two years when these candidates have completed their studies at PTTCs, they will gradually replace the Community Teachers in target schools.

2. Objective:

- ◆ To provide the necessary pre-conditions in classrooms to make effective other interventions that seek to enhance educational quality.
- ◆ To reduce Pupil Teacher Ratios in remote schools.
- ◆ To enhance community participation in educational provision in state schools.

3. Target group:

- ◆ Children studying in remote schools that are generally incomplete.

4. Information on implementation:

1. Orientation meeting in the schools who planned for this activity

Communities join an orientation meeting with program staff to review the goals of the intervention and how the intervention will be implemented. The program does not create special community bodies for oversight of Community Teachers but rather builds on existing structures such as Commune EFA Commissions and School Support Committees.

2. Selection of Community Teachers

Community Teacher recruitment is undertaken by local communities through local advertising and transparent interviews. Important criteria for selection include (i) at least 9 years of basic education; (ii) interest in working with children, (iii) commitment to work up to 4 hours a day during regular school hours, (iv) no specific age requirements but with a preference for female and minority candidates.

3. Training of Community Teachers

Following their selection, Community Teachers are intensively trained by project staff for a period of 10 days. A training manual that borrows heavily from the MoEYS TGL manual has been developed for this purpose and is available to any other interested projects.

4. Implementation

Community Teachers are assigned to schools through a review process by local cluster school committees. The teachers receive a materials kit to facilitate their teaching, follow-up technical support once every two months, and periodic visits at their schools from program trainers. Community bodies check attendance and release salaries each month.

Activity 1.5: Child Seeking School (Mapping)

1. Introduction

Many children fail to enroll in primary education. This is particularly a problem for marginalized children such as orphans, children who are affected by HIV/AIDS, disabled children, and children of very poor families especially girls. ESCUP tries to address this problem through interventions such as providing scholarships to poor students, remediation for slow learners, physical rehabilitation for disabled children, general and cultural life skills and other interventions which help children better understand their own local culture. However, there is also a need for schools to be more pro-active in identifying children at risk of not enrolling in primary schools.

2. Objective:

- To identify school-going age children (6 to 12 years old), who have not enrolled in or dropped out from primary school education and seek possible interventions to help these children to enter primary school (school tries to reach children rather than waiting for children to reach school).
- To promote participation of local communities in supporting inclusive education as part of CFS program and develop closer working relationship between school and communities.

3. Target group:

Child Seeking School or Mapping activities are implemented in all ESCUP supported schools which included this intervention in their Cluster School Improvement Plan. Local community members, Commune Education For All commissions (CEFACs), School Support Committees (SSCs), School Management Board, classroom teachers, and grade 5/6 students can cooperate to identify children at risk in their coverage area and to follow up on these cases.

4. Information on implementation:

There are different ways to identify children at risk of not enrolling in primary school:

1. Look into the lists of students that received a scholarship last school year.
2. Look into the list of students that participated in life skill activities last year.
3. Look into the list of children that have been frequently absent in the past year. Frequent absence means that a student is absent five days or more per month.
4. Look into the list of children that faced prolonged absenteeism in the past year. Prolonged absence means that a student is absent twenty or more days in a row.
5. Look into the list of children that dropped-out in the past year. Drop-out means that a student stopped to learn and did not return to school during that school year.
6. Visit households where children live and encourage them to enroll this school year.
 - Classroom teachers are responsible for collecting the 2003-2004 data for the first five points mentioned above.
 - Grade 5 and 6 students (or Student Association) with support of CEFAC/SSCs and school teachers will do a small survey (not later than the first week of November).
 - The information collected by the teachers and the survey results from grade 5/6 students will be incorporated into one map that indicates where the children at risk of not enrolling this school year live.
 - Local community members will cooperate to identify appropriate CFS interventions that could be used to allow these children to enroll primary school.

5. Implementation workshops at school level

- Step one (1 day): Orientation on general conceptual information and how to draft mapping and assign task for the next step activity.
- (Home work in between step 1 & 2 to collect/verify information in village)
- Step two (half day):
 - Discuss findings and finalize map
 - Action plan to follow up with families at risk

See for more detailed information the Child Seeking School Mapping Manual.

Activity 1.7: General and Cultural Life Skills

1. Introduction

The MoEYS is currently working on a Life Skills Education policy, which includes a new Local Life Skills Program. This program provides schools with 2-5 hours per week for locally developed and relevant activities that are designed to give students the opportunity to extend the learning they have undertaken as part of the formal school curriculum. To facilitate the holistic development of the child, it is important to provide (pre-) vocational training to develop relevant life skills.

In line with the above, ESCUP supported schools have received grants for improving access and quality in their schools. They have been offered the choice of several quality improvement activities from a service menu of which life skills is an important category of activities. The life skills are divided into four categories:

- General life skills
- Cultural life skills
- Integrated Pest Management
- Supplementary Khmer Language

The first two categories are quite similar and therefore can be organized in the same way but IPM and SKL require specific preparations. Separate information sheets are available for these activities

2. Objectives:

1. To implement extra-curricular activities that respond to the needs of children with consideration to their livelihood circumstances.
2. To provide children with a choice in deciding what they would like to learn.
3. To promote good relations between the school and the community as well as to provide an opportunity for the community to participate in the learning of children.
4. Children have a better understanding of the cultural diversity in their communities

3. Target group:

1. All ESCUP supported schools which planned for general and cultural life skills.
2. Students from Grade 5 & 6 who volunteer to participate in this extra -curricular activity.

4. Facilitators

- Teachers from Grade 5 & 6
- Selected community resource persons for several life skills (as identified by the students)

5. Information on implementation

The life skills activity will be implemented as an extra-curricular activity for approximately 1 hour a week for 10 weeks. There will be several groups in each school with a variety of topics.

The following steps are suggested guidelines for the preparation for implementation:

- 1- Orientation for cluster committee and community representatives who will act as focal points for life skills activities in the school
- 2- Training for teachers of Grade 5 & 6
- 3- Teachers will provide an orientation to students of Grade 5&6 and prepare student groups for community research
- 4- Students work in groups to conduct the research to identify interesting and useful skills in the community and identify potential resource persons who can facilitate the life skills lessons
- 5- Teacher will present the results and students choose the topics of their choice.
- 6- The school will recruit community resource persons who will facilitate the life skills lessons in school and prepare an implementation plan with them, in close cooperation with the teachers of Grade 5-6
- 7- Implementation of the actual activity with the students.

See for more detailed information the Life Skills Orientation Manual.

Activity 1.8: Intermediate Classrooms (ICR)

1. Introduction

ESCUP provides support to communities in remote, inaccessible areas to construct temporary buildings made of local materials (mainly thatch and bamboo covering a wooden frame). This intervention, which also exists in the MoEYS Child Friendly School Activity Menu, provides an immediate, albeit temporary solution to the problem of school availability. These one-room, intermediate classroom structures are generally staffed by a Community Teacher and enable educational service provision within a very short period of time. This approach is vastly superior to cumbersome school construction projects, which usually take years to complete from the time of program start-up through environmental impact assessments, actual construction, and eventual registration with government, excluding the additional time required to staff such structures with state teachers. In combination with the provision of Community Teachers and community mobilization activities, ESCUP has found that support for ICRs can reach a large number of children in a very short period of time. After their establishment, ICRs generate a local culture of school attendance and eventually put these areas on the radar screen for more formalized school construction by Government or an international development bank. The construction of ICRs, therefore, plays a crucial role in jump-starting an important process leading to expanded educational provision in remote areas.

2. Primary Objectives/Outcomes

- To increase access to basic education in remote and underserved areas of the country.
- To expedite the process of expanding the educational system in remote areas.

3. Target Group

The provision of ICRs generally seeks to target very young children who have never had the benefit of studying in school. Usually, these children are too small to walk to the nearest school and so really have no opportunity to study. In general, ICRs provide access to Grade 1, 2, and 3 because these are the children who are most deprived of opportunities to learn in remote areas though it is possible for ICRs to serve older children through multi-grade teaching modalities.

4. Facilitators

Ideally, the construction of ICRs should be led by the Commune EFA Commission or the local community. Local leaders should cooperate with the nearest school or school cluster in order to receive a small grant of about \$500 for the purchase of materials in order to build a temporary building. Communities must supply the labor for the construction. The Local Cluster School Committee should coordinate the allocation of a community teacher, if one is necessary, to teach at the school.

5. Information on Implementation

- During annual planning activities at the beginning of the school year, schools should identify the areas where there are many children with no access to a school.
- Following the identification of areas in need of ICRs, calculate budget needs based on a general formula of \$500 per ICR (one room).
- Upon the release of grant funds, LCSCs should immediately provide the \$500 grant to each CEFAC or local School Support Committee.
- CEFACs or SSCs should undertake local community mobilization to construct the ICR. They should also make announcements in the village that school services will be available from the beginning of the school year or the estimated time of building completion.
- LCSCs should also coordinate with local communes the allocation of Community Teachers for each of the ICRs to be constructed.

**Dimension 2:
Effective Learning**

Activity 2.5: Integrated Pest Management (IPM)

1. Introduction

IPM is a combination of management strategies that farmers use to minimize the impact of pest and diseases on their crop. In ESCUP, several schools have selected this activity as part of their life skills program. IPM is an education process: the training methodology is complimentary to, and compatible with, the curriculum of rural schools. The innovative IPM field school education approach, conducted over a full crop cycle, using the “field as the book”, can reinforce, and put in to practice, in a positive and enjoyable way what children are formally taught in school; specifically in subjects of art, literacy, basic science (biology, chemistry, and ecology), agriculture, health and nutrition.

2. Objectives of IPM in school

- Teachers are able to prepare a unit of work that motivates their students to develop an interest in learning informally from the own environment and community members.
- Increasing the relevance of education for young children through life skills provisions and enhanced critical/creative thinking skills.
- Strengthening the relationship between school and communities

3. Target group

- Schools who have selected this from the activity menu for their Cluster Improvement Plans.
- Students from Grade 5 and 6

4. Facilitators

- 1 IPM adviser from World Education and 2 assistant trainers from the province, preferably from agricultural office.
- 2 facilitators (1 teachers and 1 farmer) at local level take responsible for implementation of activity

Information on implementation

The program requires 2 persons for one IPM Student Field School (1 teacher (who is part time farmer) and 1 farmer) will receive the basic training on IPM for 9 days at the provincial town (one full day per week on Sunday). The selected persons will then work for half day per week with 30 students in their school to conduct activities in the Student Field School (SFS). The student activities take place on Thursday as an extra-curricular life skills activity. The proposed schedule is as follows:

STEPS FOR IMPLEMENTATION OF IPM STUDENT FIELD SCHOOL (SFS)

Step 1: Finding interest groups

- Cluster / school director, they should identify individuals who are interested in promoting IPM Student Field Schools.
- Conduct a meeting with this group to explain more about the concept of a Student Field School and identify potential facilitators, who will receive training on how to prepare and implement the IPM activity

Step 2: Planning for IPM Student Field School (SFS)

- Identify the field (1000 squared meters) for the SFS and get the agreement of the owner (it would be easy if the field belongs to the school and the teachers who work in IPM teaching team).
- Locate a study space (classroom or sheltered area) not far from the field.

Step 3: Inform DOE/POE on implementation plan and getting approval from them

- Confirm the availabilities of funds and other resources
- If necessary, make a formal application to the POE through the school cluster and DOE to start IPM.

Step 4: Select students and meet with their parents

- Select group of 30 students from Grade 5-6. Students can be from one class or mixed classes from the same school or from mixed schools in the cluster as long as they do not have to travel too far.
- The group should have equal participation of girls and boys.
- Conduct meeting with all selected students, their parents or families member and SFS facilitators to clarify the responsibilities of every one involve in SFS and agree on starting date.

Step 5: Receive funds and purchase equipment

- Obtain funds from the cluster; the facilitators will have to sign a formal agreement taking responsibility for keeping and spending the money.

Step 6: Open the Student Field School

- Commence the SFS and implement the activity for 18 weeks

Note: School director should be invited for this meeting or approve on the group's plans – the support of the director is necessary to use school classrooms and equipment and in taking the proposal to DOE and POE.

See for more detailed information the IPM Orientation Manual.

Activity 2.6: Bilingual Classroom Assistants (BCA)

1. Introduction

The use of Bi-lingual Classroom Assistants refers to the recruitment of individuals in various communities who speak a local language as well as Khmer. Their role in the classroom will be to act as a bridge between an ethnic Khmer teacher who does not speak the local language and very young minority children who do not yet understand Khmer. Although such individuals will not themselves be teaching, they will be expected to help translate instructions and lesson content into the local language for those children who are not proficient in Khmer. They might also work with students individually to help them complete assigned classroom tasks. Introducing the use of Bi-lingual Classroom Assistants in this way will help students from ethnic minority groups in the lower primary grades to cope with linguistic barriers to learning until such time as they increase their proficiency in the majority language. An added value of the availability of a BCA will be to bridge cultural differences between teacher and students and build the confidence of students from an ethnic minority group and to increase their joy in learning. Finally, it is expected that BCAs will contribute to a teacher's improved understanding of a specific minority language and associated cultural aspects of the ethnic minority group that s/he is working with. BCAs may help to sensitize the state school system to the needs of minority children.

2. Objective:

To offer students with a different mother tongue than Khmer additional support in the classroom to facilitate increased participation in teaching and learning activities resulting in better performance and increased confidence.

3. Target group:

Bi-lingual Classroom Assistant activities will be introduced for Grade 1 in schools with substantial numbers of non-Khmer speaking children. This activity is implemented in schools which included this intervention in their Cluster School Improvement Plan.

4. Information on implementation:

1. Orientation meeting in the schools who planned for this activity

Schools will conduct an orientation meeting for school staff and parents to explain how the activity will be implemented and what the expected benefits are.

2. Selection of BCA's

Recruitment of potential BCA's will be done by the cluster but in close collaboration with the community. A key factor for successful implementation of this pilot intervention is a clear understanding of the role and responsibilities of the BCA by all school staff and community. In this pilot, the schools will receive assistance of the Cambodian Islamic Youth Association to recruit candidates from the Cham communities. The main criteria for selection are: (i) good understanding of Khmer and the minority language, (ii) interest in working with children, (iii) commitment to work up to 4 hours a day during regular school hours, (iv) no specific age requirements and preference for female candidates.

3. Training of BCA's

Training for BCA's will be provided by ESCUP staff from the Teacher Education component. The teachers who will work with the BCA will also be involved in this training.

4. Implementation

The activity will ideally start at the first semester for the whole school year.

See for more detailed information the BCA Training Manual.

Activity 2.12: Supplementary Khmer Language (SKL)

1. Introduction

Every child has the right to receive quality basic education, which fosters respect for their families, cultural identity and language to be able to develop their personality, talents and mental and physical abilities to the fullest. Many children do not speak Khmer when they enter school. Promoting a child friendly, inclusive learning environment requires an approach, which respects the cultural and linguistic diversity in the classroom and offers interventions to address the specific needs of students from ethnic minority groups.

2. Objectives:

To offer students with a different mother tongue than Khmer additional support in the development of Khmer language skills to increase their participation in education.

3. Target group:

Non -Khmer speaking students in Grade 1 in selected schools who have planned for this activity in their Cluster School Improvement Plan.

4. Facilitators:

Teachers of Grade 1, who have been selected to implement SKL activities.

5. Information on implementation:

I. Orientation meeting in the schools who plan for this activity

Schools who plan for this activity should conduct an orientation meeting for school staff and parents to explain about the activity, how it will be implemented and what the expected benefits are.

II. Selection of teachers

Teachers should be interested and motivated to invest in this new activity and therefore selection is preferably based on volunteerism. Teachers who volunteer will receive specific training and support from ESCUP staff to be prepared for implementation.

Depending on the number of students who speak a different language than Khmer, it can be decided to create a special class from students from different classes/teachers or make it an activity for students from the same class (if there are enough students).

III. Training of teachers

A four-day training for teachers will be provided by ESCUP staff in the first week of February. Teachers will receive teaching and learning materials specifically designed for SKL activities.

IV. Selection of students

Teachers need to identify which students will participate in this activity

V. Implementation

The SKL program will be implemented for approximately 18 weeks as an extra-curricular activity for 2,5 hours per week (on Thursday or afternoon) and a daily follow up of 10 minutes a day. SKL can be part of the Local Life Skills program of MoEYS.

See for more detailed information the SKL Training Manual.

**Dimension 3:
Health, Safety, and Child
Protection**

Activity 3.1: First Aid Provision

1. Introduction

Small accidents can easily happen at school and if injuries are not properly treated, students can become sick. Therefore, using a First Aid kit is very important. This module seeks to give support to school management and teachers in the provision of First Aid in their school.

2. Objectives:

Schools provide first aid treatment to children who become sick or who experience minor accidents in and around the school.

3. Target groups:

All school children and teachers who need some first aid assistance due to sickness and minor accident and injuries.

4. Information on implementation:

ESCUP supported cluster schools can select this activity to be included in their improvement plans. After review and approval of the plan, the school director calls a meeting with all teachers to explain that the school will have a First Aid kit in order to provide first aid treatment to children who become sick or who have small accidents/injuries. The following steps are important for successful implementation:

- Training on using the First Aid kit will be organised. First Aid training may be provided by a nurse from the local health centre or district hospital. Selected teachers are trained on the technical aspects of using materials from the First Aid kit and learn to recognize symptoms of common diseases, and so be able to alert medical services in time.
- The school will have to appoint one member of staff to take responsibility for the First Aid kit.
- The school staff member in charge should purchase new materials in order to keep the First Aid kit complete; cluster budget can be utilized for this purpose. S/he will prepare the forms to record the use of First Aid materials.
- The school director will monitor the First Aid kit and the activities of the teacher who is responsible for the First Aid kit. S/he explains that all teachers should inform all students about the First Aid kit in school. When students don't feel well or have an injury, they should go to the school office for advice and treatment.

Dimension 5:

Engagement with Children, Families, and Communities

Activity 5.4: Culture Center

1. Introduction

The Culture Center creates an opportunity to provide a special place for activities related to local cultures and traditions, which exist in the area where the school is located. The Culture Center is also expected to encourage increased community involvement in the school as they will be involved in preparations as well as in the use of the center. The center also enables the students to meet their peers in an open, informal space for study activities, presentations about cultures and traditions and other educational activities outside the classroom as well as leisure time during breaks.

2. Objectives

- Establishment of a meeting place for study, research, and presentation of different cultural topics
- Collection and display of different local arts and crafts.
- Conservation and promotion of existing cultures of the different ethnic groups in the community.
- Increasing understanding on cross-cultural concepts
- Increase community involvement and strengthen the school- community relationship

3. Target group

20 schools have planned to establish a cultural center with cluster grants from ESCUP. All students in these schools will have easy access to the center.

4. Facilitation

Once the center is established, it will be managed by the Student Association' and/or life skills groups. Students will be supported in this task by the school director and community representatives, who have been selected to facilitate the activity. If the school also implements life skills activities, then members of the life skills committee should also be involved.

5. Information on implementation

STEPS FOR IMPLEMENTATION

Step 1. Orientation for School and Community

School staff and community representatives meet and discuss about the advantages of the culture center to collect ideas and seek their support.

Step 2. Identification of location, design, materials and development of an implementation plan.

After mutual agreement among the stakeholders, a construction committee with representatives from school and community will be established. This committee will take responsibility for construction and conduct fund raising if needed. (Note: it can be considered to use an existing room if available but an open new space near the school is often more welcoming)

Step 3. Responsibilities of focal persons in school.

After completion of construction, the Student Association and/or life skills group should manage the center with support from school director and community representative.

GUIDELINES FOR CULTURE CENTER CONSTRUCTION

1. Location of the Culture Center

The location of the Culture Center is suggested to be in the school compound. The exact location should be discussed with the different stakeholders which results in a mutual agreement. Criteria for selection of a suitable location include; accessibility, safety (no floods) and location in relation to other school buildings. In certain areas, it can be considered to use existing facilities for the establishment of a culture center, if appropriate.

2. Size for culture center

The size of culture center should be able to accommodate 15 -20 children. It is suggested that the size should be around 7m x 10m but depends on available space and recourses.

3. The design

It is encouraged to use local materials for the construction of the center as this will represent the use of natural resources locally available in this area. Each school can choose their own design based on the available resources and according to their own preference but in agreement with the Construction Committee. The Culture Center wall should have only lower part around 1.2 meters and upper part open completely or with the middles part as window. It would be good if some space is reserved for keeping more important materials by making a "wall" from bamboo which displays the materials from behind the bamboo. The below photo's give an example of the design of a Culture Center from outside and inside.

Culture Center examples



See for more detailed information the Culture Center Establishment Guidelines

Activity 5.5: General and Cultural Life Skills

1. Introduction

The MoEYS is currently working on a Life Skills Education policy, which includes a new Local Life Skills Program. This program provides schools with 2-5 hours per week for locally developed and relevant activities that are designed to give students the opportunity to extend the learning they have undertaken as part of the formal school curriculum. To facilitate the holistic development of the child, it is important to provide (pre-) vocational training to develop relevant life skills.

In line with the above, ESCUP supported schools have received grants for improving access and quality in their schools. They have been offered the choice of several quality improvement activities from a service menu of which life skills is an important category of activities. The life skills are divided into four categories:

- General life skills
- Cultural life skills
- Integrated Pest Management
- Supplementary Khmer Language

The first two categories are quite similar and therefore can be organized in the same way but IPM and SKL require specific preparations. Separate information sheets are available for these activities

2. Objectives:

1. To implement extra-curricular activities that respond to the needs of children with consideration to their livelihood circumstances.
2. To provide children with a choice in deciding what they would like to learn.
3. To promote good relations between the school and the community as well as to provide an opportunity for the community to participate in the learning of children.
4. Children have a better understanding of the cultural diversity in their communities

3. Target group:

3. All ESCUP supported schools which planned for general and cultural life skills.
4. Students from Grade 5 & 6 who volunteer to participate in this extra -curricular activity.

4. Facilitators

- Teachers from Grade 5 & 6
- Selected community resource persons for several life skills (as identified by the students)

5. Information on implementation

The life skills activity will be implemented as an extra-curricular activity for approximately 1 hour a week for 10 weeks. There will be several groups in each school with a variety of topics.

The following steps are suggested guidelines for the preparation for implementation:

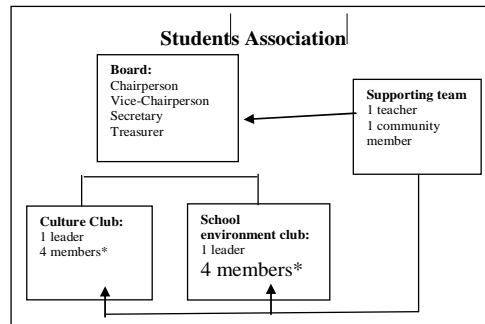
- 8- Orientation for cluster committee and community representatives who will act as focal points for life skills activities in the school
- 9- Training for teachers of Grade 5 & 6
- 10- Teachers will provide an orientation to students of Grade 5&6 and prepare student groups for community research
- 11- Students work in groups to conduct the research to identify interesting and useful skills in the community and identify potential resource persons who can facilitate the life skills lessons
- 12- Teacher will present the results and students choose the topics of their choice.
- 13- The school will recruit community resource persons who will facilitate the life skills lessons in school and prepare an implementation plan with them, in close cooperation with the teachers of Grade 5-6
- 14- Implementation of the actual activity with the students.

See for more detailed information the Life Skills Orientation Manual.

Activity 5.6: Student Association (SA)

1. Introduction

A Students Association (SA) is a group of grade 5 and 6 students who help directors and teachers make their schools more child-friendly and develop cross-cultural understanding and belief contributing to reducing diversity gap and discrimination in all forms such as ethnicity, gender, rich/poor etc. The members are supported by a motivated teacher and community member who both volunteer for this task.



*** This is the suggested number of members. If students show high interest, the school can consider making the clubs bigger (but not exceeding 10 members) or establish more clubs, depending on available financial and human resources.**

2. Objectives

The purpose of this activity is to build capacity for empowerment by designing participatory and supporting mechanisms for increasing participation. The program focuses on CFS but more inclusion of cultural differences and diversity/ exchanges and more gender sensitivity.

- Ensure active participation of youth/children
- Empower youth/children by giving skills in decision making and team work
- provide opportunity to youth/children to learn from each other by promoting better understanding of cultural differences in society (culture)
- Create a model for their peers/community
- Link between school-community
- Conduct research

3. Target groups:

- It is an in-school activity for in-school children with possibilities for outreach activities in the community
- We will work with 27 Primary schools (as identified in cluster improvement plans)
- Students from Grade 5/6 with mixed-ethnicity group members.

4. Facilitators

Supporting team (1 teacher and 1 community member)

6. Information on implementation

- Two to four times a month on a Thursday morning the SA meets for one to two hours to discuss the situation in school. The SA discusses problems and plans the implementation of

small projects to promote a child-friendly environment and cross-cultural issue/exchange in school and in the community.

- The Student Association is democratically elected by the students from grade 5 and 6. In this manner students are introduced to the principal of free and fair elections in civil society. To facilitate this process, the teacher and the community member work together to introduce and support the students to organize the elections. It could be decided that the members of the SA will be appointed for one year.

Setting up the Students Association

A- Orientation for teachers and community

- A meeting is organized for all teachers of the school and community members who frequently participate in school activities (for example members of CEFAC or PTAs/SSCs). In this meeting an orientation takes place on Students Association. As a result of this meeting a teacher and community member volunteers to support the Students Association.

B- Orientation for students

- The Grade 5 and 6 teachers do a lesson about the SA. The teachers of Grade 5 and 6 familiarize their students about the role and activities of a Students Association. Grade 5 and 6 students take home a questionnaire in order to consider becoming a member of the SA.

C- Nomination of students

- Interested students forward their names to their teacher who passes on the names of the nominees to the volunteer teacher who supports the Students Association.

D- First elections

- The teacher and community member, who support the SA, organize the elections. The teacher is the head of the School Election Committee (SEC). Students of grade 5 and 6 elect students of their own grades for the Students Association.

E- Second elections

- The volunteer teacher and community member organize another round of elections in order to identify different positions within the SA. After this meeting students introduce themselves to the all children in school. The SA members also introduce a school suggestion box form to Grade 3, 4, 5 and 6.

F- Organizing a meeting

- SA members learn how to arrange and conduct a meeting.

G- Making a School Development Plan

- SA members learn how to make a School Development Plan.

Note that all of the activities mentioned above should be introduced by ESCUP staff to school management, Grade 5 and 6 teachers, the volunteer teacher and community member, before they do the orientations.

See for more detailed information the Student Association Training Manual.

Activity 5.7: Market Simulation

Introduction

The Ministry of Education, Youth and Sports currently has a strong policy to promote Local Life Skills (LLSP) activities in order to facilitate the holistic development of the child. Such programs can develop generic skills such as decision-making, critical and creative thinking. The child develops a sense of responsibility for their own development as well as having the opportunity to work in close cooperation with others to achieve common goals.

A Market Simulation (MS) allows students to use generic skills and specific technical skills developed through the community based life skills program. Students are given the opportunity to utilize budgetary skills in a simulated market setting in school related to buying, selling, book-keeping, borrowing money and prioritizing purchases.

Market Simulation activities are based and depended on the existence of LLSP activities. In fact the Market Simulation activities are done after the completion of the LLSP. It's not essential that a functioning Student Association is present. However LLSP activities, MS activities and SA are mutually complementary.

1. Objectives






- Assisting schools to visualize the Market Simulation concept.
- Assisting schools to identify logistical issues involved in setting up a Market Simulation.







2. Description of a Market Simulation








In the LLSP program, Grade 5 and 6 students have the opportunity to familiarize themselves with different skills in a ten week period. The Market Simulation will take place in week eleven and twelve. In week eleven and twelve a part of the children will be sellers and a part will be buyers. This depends on how much students there are in Grade 5 and 6. All students will be able to earn 'fake' money for certain activities such as cleaning, working in the garden, helping teachers, etc. and as an incentive for attending classes every day. Money can be saved starting from the beginning of the LLSP. After ten weeks a market will be organized. Students can offer the services that they have learned in the LLSP such as hair cutting, playing traditional music, sewing, repairing bikes, food processing, etc. They can sell products that they made by themselves or they can provide services supported by the school like serving food in a restaurant created for the market, watching animation video's, doing arts and educational games (puzzles and creative and critical thinking activities).









Annex:








ESCUP Activity Menu





	No	Problem Domain	Activity Description	Resources	Illustrations
Dimensions 1 & 4: Inclusive Education & Gender	1	<ul style="list-style-type: none"> ○ Low enrolment ○ High dropout 	<p>Primary School Scholarships: The local community <i>sets up</i> a committee that <i>conducts</i> a survey to identify poor children using a standardized interview instrument. Children are identified based on scores on this instrument. Standard scholarship packages are distributed to selected students 3 times per year.</p>	<ul style="list-style-type: none"> ○ Volunteer surveyors ○ Stationery (for surveys) ○ Travel money (monitoring) ○ Materials for scholarship support 	
	2	<ul style="list-style-type: none"> ○ Low enrolment ○ High dropout ○ Low transition to secondary school 	<p>Lower Secondary School Scholarships: Local stakeholders <i>set up</i> a committee made up of representatives from the local high school, school clusters, and communities. Children are encouraged to apply for a scholarship. The local committee <i>conducts</i> a survey using a standard interview form. Candidates are selected based on scores on this instrument. Committees <i>distribute</i> Standard packages to selected students at least 3 times per year.</p>	<ul style="list-style-type: none"> ○ Volunteer surveyors ○ Stationery (for surveys) ○ Travel money (monitoring) ○ Materials for scholarship support 	
	3	<ul style="list-style-type: none"> ○ Disabilities prevent some children from attending school 	<p>Physical Rehabilitation for Disabled Children/Children with Health Problems: Local surveys <i>identify</i> children with disabilities or chronic illnesses and bring them to service providers for rehabilitation.</p>	<ul style="list-style-type: none"> ○ Surveyors ○ Travel money to bring children to services 	
	4	<ul style="list-style-type: none"> ○ Special problems prevent some children from attending school 	<p>Child-to-Child Support for Vulnerable Children: Schools <i>identify</i> children at risk (e.g., disabled, slow learners, minority children) and <i>provide</i> special assistance (helper friends, walk ramps, wheelchairs, remedial assistance at home, pen pals) to learn at school.</p>	<ul style="list-style-type: none"> ○ Surveyors ○ Small grants to meet children's special needs 	
	5	<ul style="list-style-type: none"> ○ Incomplete schools depress completion rates ○ Teacher shortages 	<p>Community Teachers: LCSC /CEFAC <i>select</i> local community members in order to work as teachers in the school. Teachers are trained by the ESCUP Program.</p>	<ul style="list-style-type: none"> ○ Teacher volunteers ○ Funds for salary ○ Teacher trainers ○ Materials for classes 	

	6	<ul style="list-style-type: none"> Lack of toilets impedes attendance by girls 	School Latrines and Clean Water: Schools <i>build</i> wells and toilets to facilitate attendance by young girls.	<ul style="list-style-type: none"> Labor Costs Construction materials 	
	7	<ul style="list-style-type: none"> High dropout among girls High absenteeism among girls 	Life Skills for Girls at Risk (Curriculum Enhancement): LCSCs <i>identify</i> those schools in the cluster with particularly high rates of dropout among girls and <i>organize</i> special life skills classes for girls with histories of dropout and poor attendance. Attendance is contingent on attendance of the life skills classes, which usually consist of home economics topics such as sewing and cooking.	<ul style="list-style-type: none"> Materials for instruction Remuneration for teachers Travel funds for home visits to visit absent students 	
	8	<ul style="list-style-type: none"> High dropout among boys High absenteeism among boys 	Life Skills for Boys at Risk (Curriculum Enhancement): LCSCs <i>identify</i> those schools in the cluster with particularly high rates of dropout among boys and <i>organize</i> special life skills classes for those with histories of dropout and poor attendance. Attendance is contingent on attendance of the life skills classes, which usually consist of topics in carpentry and masonry.	<ul style="list-style-type: none"> Materials for instruction Remuneration for teachers Travel funds for home visits to visit absent students 	
	9	<ul style="list-style-type: none"> Low enrolment due to lack of school provision Incomplete schools depress completion rates 	Emergency School Buildings: Schools receive funds to <i>construct</i> temporary buildings that can be built quickly and at minimum cost in order to accommodate educational service in those areas that have none at all or for a particular grade. This intervention is intended as an intermediary measure until more permanent structures can be built.	<ul style="list-style-type: none"> Construction materials Labor costs 	
Dimension 2: Educational	10	<ul style="list-style-type: none"> High repetition rates Large class sizes prevent attention to special learning needs 	Village-based Remedial Support for Slow Learners: Schools <i>provide</i> children who fail the first term opportunities to study with a teacher in their villages so that they receive special help in learning.	<ul style="list-style-type: none"> Teacher trainers Stationery for training Materials for classes Remuneration for teachers 	
	11	<ul style="list-style-type: none"> High repetition rates Large class sizes prevent attention to special learning needs 	Home-based Remedial Support for Slow Learners: Schools <i>provide</i> children who fail the first term opportunities to study with a teacher in their homes so that they receive special help in learning.	<ul style="list-style-type: none"> Teacher trainers Training materials Materials for home instruction Remuneration for teachers Teacher travel costs 	

12	<ul style="list-style-type: none"> Low quality buildings impede improvements in teaching methods 	<p>Infrastructure Improvements: Schools <i>repair</i> existing buildings and add doors, windows, etc as needed to ensure that learning aids in classrooms are secure.</p>	<ul style="list-style-type: none"> Construction materials 	
13	<ul style="list-style-type: none"> Newly enrolled children are not completely ready for school 	<p>Physical Enhancement of CFS Classrooms: Schools <i>refurbish</i> CFS classrooms in order to make them suitable to implement activities that promote active learning as well as critical and creative thinking.</p>	<ul style="list-style-type: none"> Furniture Teaching aids Learning aids Stationery for classes 	
14	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Community-based Prevocational Life Skills Classes: Schools <i>provide</i> children the opportunity to study pre-vocational courses that interest them with a community teacher. Schools recruit community members to teach these courses.</p>	<ul style="list-style-type: none"> Community teachers Materials for classes Remuneration for teachers 	
15	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Integrated Pest Management: Schools <i>provide</i> children with the opportunity to study environmentally safe agricultural practices that avoid the use of chemical fertilizers and pesticides. Schools <i>recruit</i> teachers from state teachers & commun.</p>	<ul style="list-style-type: none"> Community and state teachers Rice fields Learning materials Teacher remuneration 	
16	<ul style="list-style-type: none"> Educational provision is not relevant to the special needs of children whose 1st language is not Khmer 	<p>Bi-lingual Teaching Assistants: In schools with large minority populations, schools <i>recruit</i> local teaching assistants who speak the indigenous teacher to assist state teachers in teaching minority children who do not speak Khmer well.</p>	<ul style="list-style-type: none"> Community volunteers Teacher trainers Remuneration for teachers 	
17	<ul style="list-style-type: none"> Schools have too few children to make a separate class 	<p>Preparation of Multi-grade Classrooms: In schools with too few students at specific grade levels, teachers <i>learn</i> about multi-grade teaching so that schools can open multi-grade classrooms.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Teaching aids 	
18	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>School Libraries: Schools <i>set up</i> small reading rooms where children have the opportunity to read books of interest to them to reinforce reading skills.</p>	<ul style="list-style-type: none"> Cabinets/Tables Books 	

	19	<ul style="list-style-type: none"> Classroom teaching is not effective 	<p>Training of CFS Experimental Classroom Teachers: Schools <i>recruit</i> teachers who volunteer to manage CFS classrooms. Teachers receive 8 days of intensive <i>training</i> at the beginning of the school year followed by continuous technical support during the year.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Per diem for workshop attendance Technical documents 	
	20	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Student Field Trips: Schools <i>organize</i> special day trips for children (usually Grades 4, 5, or 6) to sites of educational interest (e.g., old temples, local factories, waterfalls, local museums, etc.).</p>	<ul style="list-style-type: none"> Responsible teachers Travel costs for students Lunch for students 	
	21	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Study Trips for School Personnel and Community Members: Clusters <i>identify</i> selected personnel who can profit from <i>visiting</i> other clusters that exemplify especially good educational practices. Schools <i>replicate</i> these practices in their own schools upon their return.</p>	<ul style="list-style-type: none"> Travel costs for participants Lunch for participants 	
	22	<ul style="list-style-type: none"> Educational provision is not relevant to local needs 	<p>Supplementary Khmer Language (SKL): Teachers in minority areas <i>receive</i> special training to help minority children learn Khmer language as a tool to improve their learning.</p>	<ul style="list-style-type: none"> Teacher trainers Stationery for training Stationery for learning materials 	
Dimension 3: Health & Nutrition	23	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>First Aid Kits: Schools <i>provide</i> a first aid kits to children to meet special health problems that occur at school.</p>	<ul style="list-style-type: none"> Materials for first aid 	
	24	<ul style="list-style-type: none"> Children are hungry and malnourished 	<p>School Breakfast Programs: With WFP approval, local community committees <i>prepare</i> and <i>administer</i> breakfast to all children at rural schools.</p>	<ul style="list-style-type: none"> Cooking materials Cooks Rice/Fish from WFP 	
	25	<ul style="list-style-type: none"> Schools are not responsive to children's health needs Sickness prevents attendance 	<p>Physical Rehabilitation for Disabled Children/Children with Health Problems: Local surveys <i>identify</i> children with disabilities or chronic illnesses and bring them to service providers for rehabilitation.</p>	<ul style="list-style-type: none"> Surveyors Travel money to bring children to services 	
	26	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>School Latrines and Clean Water: Schools <i>build</i> wells and toilets to reinforce hygienic habits.</p>	<ul style="list-style-type: none"> Labor costs Construction materials 	

Dimension 5: Engagement by Children, Parents, and Communities	27	<ul style="list-style-type: none"> Schools are not responsive to children's health needs 	<p>Playgrounds: Schools <i>construct</i> playgrounds, usually in a shaded area, in order to provide children with opportunities for physical exercise as well as emotional enjoyment.</p>	<ul style="list-style-type: none"> Labor costs Construction materials 	
	28	<ul style="list-style-type: none"> Communities have no role in supporting education 	<p>Child Seeking Schools: Local schools and communities <i>conduct</i> a survey in order to identify the children out of school on a map. These children then receive special services from the school (e.g., scholarships) to enroll.</p>	<ul style="list-style-type: none"> Surveyors Stationery Travel money 	
	29	<ul style="list-style-type: none"> Communities have no role in classrooms State teachers do not speak local language 	<p>Community Teachers: LCSC /CEFAC <i>select</i> local community members in order to work as teachers in the school. Teachers are trained by the ESCUP Program.</p>	<ul style="list-style-type: none"> Teacher volunteers Funds for salary Teacher trainers Materials for classes 	
	30	<ul style="list-style-type: none"> Communities have no role in supporting education 	<p>Community Teacher Boards: Commune EFA Commissions (CEFACs) <i>supervise</i> the selection, payment, and monitoring of community teachers in collaboration with school directors.</p>	<ul style="list-style-type: none"> Training resource persons Stationery for training Travel money 	
	31	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs Communities have no role in classrooms 	<p>Culture Centers: School <i>set up</i> special rooms or buildings to provide opportunities for children to study about the cultural diversity within their community.</p>	<ul style="list-style-type: none"> Construction materials Cultural artifacts 	
	32	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs Communities have no role in classrooms 	<p>Cultural Life Skills Studies: Both minority and Khmer children <i>receive</i> an opportunity to learn about culture and religion at the school. Classes utilize local people as a learning resource.</p>	<ul style="list-style-type: none"> Community teachers Materials for classes Meeting place Remuneration for teachers 	
	33	<ul style="list-style-type: none"> Educational provision is not culturally relevant to local needs 	<p>Student Associations: Children in each school receive support to <i>set up</i> associations that facilitate learning about local cultures (e.g., teaching younger children, researching local culture and reporting back to peers, etc.) and the natural environment.</p>	<ul style="list-style-type: none"> Volunteer teachers Funds for special activities 	

	34	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Market Simulation: Schools <i>organize</i> special fairs that provide children with opportunities to use life skills that they have acquired during the year. The fairs provide an opportunity for communities to be involved in children’s education.</p>	<ul style="list-style-type: none"> Materials for various events that occur during the simulation Food and refreshments 	
	35	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Community Announcement Boards: Schools <i>construct</i> announcement boards in villages in order to improve communication between schools and communities. The announcement boards provide information about enrolment drives, special school events or meetings, opportunities for parents to visit school, etc.</p>	<ul style="list-style-type: none"> Construction materials for school boards Labor costs 	
	36	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>Community-School Semester Meetings (at cluster level): Schools <i>organize</i> meetings at least twice a year to meet with parents to discuss educational provision at the school.</p>	<ul style="list-style-type: none"> Refreshments 	
	37	<ul style="list-style-type: none"> Local communities have no role in educational provision 	<p>School Fairs: Schools organize enjoyable events at the beginning of the school year (e.g., videos, children’s games, contests, etc.) in order to stimulate local interest in enrolment and the schools role in the community.</p>	<ul style="list-style-type: none"> Small cash grants for special activities 	
Dimension 6: Enabling Environments	38	<ul style="list-style-type: none"> Travel costs depress attendance of cluster meetings 	<p>LCSC Administrative Support: Cluster school committees <i>provide funds</i> for travel to committee members in order to ensure attendance of monthly meetings and other cluster functions.</p>	<ul style="list-style-type: none"> Travel costs for committee members 	
	39	<ul style="list-style-type: none"> Schools do not know how to use assessments to facilitate improvement in local educational practices 	<p>School Self-Assessment: Clusters <i>select</i> one or more of their best schools and <i>conduct</i> an honest and critical self-assessment of performance to improve local educational practices across all CFS dimensions.</p>	<ul style="list-style-type: none"> Travel costs for visits to designated schools Travel costs for meetings to tabulate and discuss assessment data 	

	40	<ul style="list-style-type: none"> ○ Schools do not know how to analyze school efficiency performance indicators 	<p>Data Collection for Reporting: Clusters <i>collect and analyze data</i> on terminal indicators (e.g., repetition and dropout) using standard data collection forms. Clusters <i>disseminate</i> the data to all member schools and district offices of education.</p>	<ul style="list-style-type: none"> ○ Data collection forms 	
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