



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

OCTOBER 2005



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10 Day Introductory Training of Community Teachers Handouts



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

ESCUP 10 Day Community Teacher Training

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Note : all Readings are from MoEYS' TGL Training Package

DOCUMENT 1 : Structure of 10 day Community Teacher training

**ESCUP Community Teachers
Structure of 10 day training program**

Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
T O P I C	Child learning	Child development	MoEYS Curriculum Textbooks T. Manuals Support TGL system ESCUP	Getting ready for teaching Lesson ... Planning Teaching Assessing learning	TGL Technique 1 Questioning Practice tasks	TGL Technique 2 Class Management Practice tasks	TGL Tech. 3 Environment Practice tasks TGL Tech. 4 Using chn's language Practice tasks	Community Teacher Resource Package Learning games Teaching in a multi-cultural environment	Working within the Cambodian education system 1 Classroom	Working within the Cambodian education system 2 School and community

TGL Technical Group Leader Package

DOCUMENT 2 : Aims and Objectives of 10 day CT training

Aims and objectives of the CT training course

AIM

to prepare Community Teachers to work effectively as classroom teachers in state primary schools

Objectives

At the conclusion of the training, participants will ...

- > be able to apply theories of child learning and child development to classroom teaching**
- > know about the roles and responsibilities of classroom teachers working in State Primary Schools**
- > be aware of the provisions of the national primary curriculum**
- > be able to use MoEYS textbooks and teacher manuals in planning, teaching and assessing learning in their classroom**
- > be able to use four techniques of child centred learning based on the TGL training package of the MoEYS**
- > be aware of relationships between schools and communities, including the roles of the Commune Council and CEFAC**

DOCUMENT 3 : Detailed content by session

CONTENTS

Day	Session	Content of the 10 day training course by topic	Time
1		Aims and objectives of the 10 day training course	
1		Summary of the structure of the 10 day training course	
1	1	1A Introductions of Facilitator team and Community Teachers 1B Introduction to the course	60
	2	How children learn (VIPP) What do children already know when they come to school? How they learn these things?	90
	3	Kinds of learning - knowledge, skills, attitudes/values	60
	4	All children are different (VIPP) - What makes a child the way s/he is?	60
	5	Recognizing and working with differences in the class room	45
			5:15
2	1	Stages of development in children to age 11 Why it's important for teachers to understand child development	75
	2	Stages in child learning : Concrete-Symbolic-Abstract	60
	3	The role of language in learning : using DO TALK RECORD	75
	4	Building on what children know when introducing new content or concepts	90
	5	Reading "Eliciting children's ideas" (ex TGL)	30
	6	Assessing learning - How do we know if children have learned something?	60
	7	Review of the main points of Day 1 and Day 2	15
			6:45
3	1	The Cambodian Primary School Curriculum - main parts	45
	2	Subjects and hours of teaching in Primary Schools	30
	3	MoEYS Textbooks (TX) and Teacher Manuals (TM), Grades 1 to 6	180
	4	Teacher support and supervision in the MoEYS	45
	5	School Cluster system and teacher support	45
	6	Teacher support through the ESCUP project	20
			6:50
4	1	Introducing the concept of a <i>lesson</i> in State schools	15
	2	Identifying parts of a lesson	45
	3	Deriving a format for lesson planning by working teachers and comparison with MoEYS model lesson plan	75
	4	Analyzing a lesson 1 - mathematics	75
	5	Analyzing a lesson 2 - language	75
	6	Using materials to enhance teaching and learning	45
			5:30
5	1	TGL technique 1 (Questioning) Role Play 1 and 2	30
	2	Group analysis of RP 1 and 2	60
	3	Learning game - animal actions (practicing reading, drama)	15
	4	TGL Technique 1 Role Play 3	30
	5	Group analysis of RP 3	60
	6	Learning game - Hot Potato (practicing reading)	15
	7	Small group tasks to practice question writing skills	60
	8	Conclusion and summary of main points of Day 5	15

			4:45
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Day	Session	Topic	Time
6	1	TGL Technique 2 (Classroom management) Role Play 1	45
	2	Group analysis of RP 1	45
	3	Learning game (mental arithmetic, four operations)	15
	4	TGL Technique 2 (Classroom management) Role Play 2	30
	5	Group analysis of RP 2	45
	6	Learning game - dominoes (maths- four operations)	30
	7	TGL Technique 2 (Classroom management) Role Play 3	45
	8	Group analysis of RP 3	45
	9	Learning game - modeling animals with geometric shapes	15
	10	Reading : " Students work in groups/pairs " (ex TGL)	30
	11	Conclusion and summary of main points of Day 6	45
			6:30
7	1	TGL Technique 3 (Using the environment) Role Play 1 and analysis	45
	2	Game - fish in the fishing net	15
	3	TGL Technique 3 (Use of the environment) Role Play 2	60
	4	Group analysis of RP 2	30
	5	Review of all learning games to date	30
	6	Reading " Getting ready to start and absorbing new knowledge" (ex TGL)	30
	7	Learning game - letter box (language development, word study)	15
	8	TGL Technique 4 (Using children's language) Activity 1	30
	9	TGL Technique 4 (Using children's language) Activity 2	30
	10	Reading : "Using children's language - bicycle" (ex TGL)	30
	11	Conclusion - review all four techniques	30
			5:45
8	1	Community Teachers' Resource Package	45
	2	Learning games - three underlying concepts	45
	3	Learning games for Maths	90
	4	Learning games for Language	90
			4:30
9	1	What makes a good teacher ? Profiling a real teacher participants liked	45
	2	2.1 The idea of a Child Friendly learning environment 2.2 Child Rights	60
	3	The teacher as a role model	30
	4	Learners are different – using a variety of approaches	45
	5	Class management - rules, discipline, praise, blame	30
	6	Organizing the classroom for child centred teaching	45
	7	Classroom teacher's administrative tasks in a State Primary School	90
	8	Classroom management tasks for teacher and students	30
			6:15
10	1	The institution of school and its purpose in society	30
	2	Stakeholders in schools and the concept of ownership	60
	3	The concept of ownership and promoting ownership	60
	4	Principles of good governance – accountability, transparency, participation	60
	5	Community involvement in school governance (SSC, PAP)	60
	6	CEFAC and local authorities and education	30
	7	Closing of the training course	30
			5 : 30

ESCUP Community Teacher Training – Participants’ Materials

DOCUMENT 4 : Facilitators and Participants for 10 day training
Day 1 Session 1

Facilitators					
	Name	Position			
1	UI Run	Program Officer, World Education, ESCUP			
2	Ear Orn	Assistant Program Officer, KAPE, ESCUP			
3	Richard Geeves	Teacher Training Specialist, World Education, ESCUP			
4					
5					
Community Teachers					
	Name	District	Cluster	School	Grade
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

DOCUMENT 5 : Stages of children’s development

Day 2 Session 1

What they can do	Baby (2 years)	Child (4 years)	Gr. 1 (6 years)	Gr. 6 (11 years)
Knows own name				
Knows family members				
Knows day and night				
Knows about fire				
Knows what is edible				
Use spoon by self				
Can dress self				
Can do somepeah				
Say the numbers to 10				
Say the alphabet				
Write some letters				
Write sentences				
Read a story by self				
Count objects to 10				
Add by counting to 100				
Addition sum to 100				
Hold a pencil				
Catch a ball				
Run				
Hop (jump on one leg)				
Climb a tree				
Read a story				
Sing a simple song				
Do a task for over 1 hour				

DOCUMENT 6 : Concrete, semi-abstract and abstract learning
Day 2 Session 3

1. As children grow from 6 years old to 11 years old they also change from working mostly at a concrete level to working mostly at an abstract level. At the age of 6 they are mostly learning by moving things, seeing things, experiencing things. By the age of 11 they are learning much more through language than by moving things, seeing things, experiencing things.

CONCRETE - - - - - SEMI ABSTRACT - - - - - ABSTRACT
6 years old -----11 years old

2. When children, of any age, are learning something for the first time it is usually best to introduce it concretely. Let them experience it, then talk about it themselves and then record it in some way (e.g. drawing, writing, making a chart)

New learning for children in all grades

Grade 1	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT
Grade 2	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT
Grade 3	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT
Grade 4	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT
Grade 5	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT
Grade 6	CONCRETE - - - SEMI-ABSTRACT - - - ABSTRACT

DO-----TALK-----RECORD

DOCUMENT 7 : Introducing new learning with concrete experiences

Day 2 Session 2

Participants’ Task : What concrete learning activities could you use to introduce these topics to children learning about them for the first time ?

Topic	Introduce by concrete experience
The Cambodian flag	
Plants have leaves and roots	
Concept of heavy and light	
A triangle	
Water boils when heated	
A new letter in the alphabet	
People live in houses	
Understand the number 4	
Some animals lay eggs	
People usually live in a family	
Ice is frozen water	
Occupations in my village	

DOCUMENT 8 : Developing language skills in all subjects by using
Day 2 Session 3 **DO-TALK-RECORD**

Children DO something together		Children RECORD in some way what they did
Examples ...		Examples ...

Children talk about what they did

DOCUMENT 9 : Reading “Eliciting children's ideas”

[From MoEYS TGL Package, pp. xx-xx]

Day 2 Session 5

DOCUMENT 10 : Cambodia's national primary curriculum

Day 3 Session 1

How do teachers know what to teach when they walk into their class room at the beginning of the school year ?

There are a number of answers to that question. Here is a summary of a number of ways in which teachers know what to do ...

- **National Primary curriculum** - says what are the big aims of primary education, subjects, time allocations by Grade level (most teachers never use this document)
- **Subject curriculum** - for each subject in primary schools, sets out the main aims and summarizes content and process for all grades in primary school in each subject (most teachers never use these documents)
- **Textbooks** - sets out grade by grade, subject by subject, what should be taught during the year (most teachers and students use these books everyday).
- **Teacher Manuals** - these books give more ideas for teaching the different lessons in the textbooks and are very useful if teachers do not understand the textbook content clearly or are trying to write their own lesson plan (most teachers don't have time to use the Teacher Manuals very much).
- **Summary of lessons to be taught in the month** - document from DOE saying what lessons from the textbook should be taught during the current month (most teachers refer to this document frequently).
- **School timetable** made up by School Director about hours of teaching each week
- **Teachers also use their own experience** and ideas to change the content of lessons and the way of teaching to make them more appropriate to the learners and the location of the school.

DOCUMENT 11 : Primary curriculum – subjects and hours of teaching
Day 3 Session 2

Subject	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Language	13	11	11	10	8	8
Maths	5	5	5	5	5	5
Science	1	2	2	2	2	2
Social Studies	5	6	6	7	8	8
Sport	1	1	1	1	1	1
Foreign Languages	-	-	-	-	1	1
	25	25	25	25	25	25

hours per week

1. Are the subjects and times the same for all subjects ?
2. How many subjects are there are in Grade 1 ?
3. Is the hours given for Maths the same in all grades ?
4. How much time for Khmer Language in Grade 3 ?
5. What subject has the most hours ?
 What subject has the second most hours in Grade 1 ?
 What subject has the second most hours in Grade 3 ?
 What subject has the second most hours in Grade 6 ?

DOCUMENT 12 : MoEYS system of Teacher support

Day 3 Session 5

There are a number of staff in the MoEYS whose job it is to support teachers in their work and help them improve the quality of their teaching. The main people are :

1. **Inspectors and Maitres Formateurs** - from POE/DOE, observe classes, conduct in-service, limited visits to rural and isolated schools
2. **School Directors** - responsible for class observations and feedback, administrative responsibility (some Directors active, some not)
3. **School Deputy Directors** (technical) - some responsibility for class observations (some active, some not)
4. **Technical Group Leaders (TGLs)** - two kinds, School level TGL and Cluster level TGL. Responsible for conducting Thursday sessions, arrange demonstration teaching, group lesson planning, discuss problems amongst teachers at that Grade level (some active, some not)
5. **Other teachers** - no formal responsibility but a good source of advice about what needs to be done, how to solve problems, "survival skills"

DOCUMENT 13 : Information about School Clusters in Cambodia

Day 3 Session 6

Here is some information about the Cambodian national Cluster School system

Cluster School : a group of primary schools which work together to share resources (physical and human and sometimes financial resources) and experiences. Clusters have been very useful in Cambodia as a place for local education managers, teachers and community people to meet for training, planning and monitoring. Clusters have a central or CORE school and a number of SATELLITE Schools. All the schools in the Cluster are supposed to be within 7 km of the Core School to enable Directors, teachers and community representatives to meet easily without spending money on travel.

Cluster School types : there are four main types of Cluster School : (1) Regular Clusters: where all the schools are within 7 km and travel between them is easy (2) Populous Clusters : where schools are close together and very large, usually only in towns (3) Remote Clusters : where there are very big distances between most of the schools and Cluster meetings cannot be held (4) Irregular Clusters : where most schools are close together but one or two or three are very distant.

Cluster Director : one of the School Directors in the Cluster is the Cluster Director. The Cluster Director is responsible for chairing meetings of the Local Cluster School Committee, helping School Directors in their management tasks and helping TGLs organize Thursday technical sessions.

Cluster Technical Group Leaders (TGLs) : chosen from the teachers at each grade level from schools in the Cluster. The TGLs are responsible for carrying out the Thursday technical sessions and assisting teachers at their grade level improve their teaching.

Core School : the central school in the Cluster, usually located in the geographical centre so that all other schools are less than 7 km away. Directors and teachers meet at the Core School for professional development for one or two Thursdays a month.

The Local School Cluster Committee (LCSC) : the members of the LCSC are all the Directors of Primary Schools in the Cluster, TGLs, community representatives, the local Lower Secondary School Director (if there is one in the Cluster) and representatives from the Commune Council or CEFAC. When School Clusters receive support from IO/NGOs, such as in ESCUP, the LCSC is an important body for deciding how to use the funds. For PAP money, schools make their own decisions but the Cluster is a very useful forum for discussion, exchange of experience and making sure planning and PAP financial management is properly done.

Satellite Schools : other Primary Schools in the Cluster, not the Core School. Teachers usually meet for Thursday meetings at their own school or a nearby school on days when they do not travel to the Core School

DOCUMENT 14 : Information about ESCUP

Day 3 Session 6

ESCUP helps Community Teachers by

- Working with school and community to get support for the idea
- Working with school and community to identify and select Community Teachers
- Providing initial 10 days training and materials package
- Organizing and sending ESCUP staff to monthly meetings
- Helping to provide access to other resource people from ESCUP
- Helping provide access to counterparts within the MoEYS
- Helping LCSC/CEFAC with supervision of Community Teachers
- Working with School Directors and Technical Grade Leaders to support Community Teachers
- Regular monthly payments of salary by LCSC and CEFAC

DOCUMENT 15 : Parts of a lesson and a lesson plan

Day 4 Session 1

1. This is what we might call a lesson plan format for working teachers.

Lesson plan		
1	Aim/objectives	what the children will learn
2	Materials	what teacher/children will use
3	Teaching steps	what the teacher will do
4	Learning activities	what the children will do
5	Assessment	for the teacher to find out whether the children have learned or not
6	Follow up	strengthening or extending learning through homework, practice

2. Here is an example of the MoEYS model lesson plan used in Teacher Training Colleges and often used in Thursday technical sessions in schools.

Model lesson plan provided from MoEYS'

Primary and Secondary Principal's Training Program

DOCUMENT 16 : Analyzing a lesson using the working teacher format

Day 4 Session 5

Analyzing a lesson ... 1. Maths

Lesson plan		Subject _____	Topic _____
1	Aim/objectives		
2	Materials		
3	Teaching steps		
4	Learning activities		
5	Assessment		
6	Follow up		

DOCUMENT 17 : Analyzing a lesson using the working teacher format
 Day 4 Session 5

Analyzing a lesson ... 2 Language

Lesson plan		Subject _____	Topic _____
1	Aim/objectives		
2	Materials		
3	Teaching steps		
4	Learning activities		
5	Assessment		
6	Follow up		

DOCUMENT 18 : Learning games log

Day 5 Session 3

No.	Game	Description
1.		
2.		
3.		
4.		
5.		
6.		

DOCUMENT 19 : Questions for analysis

Day 5 Session 5

No.	Question	Type of question
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

DOCUMENT 20 : Writing memory, experience and thinking questions

Day 5 Session 7

Based on lesson from the Grade 3 Mathematics Textbook

Type	No.	Question
Memory	1	
	2	
	3	
	4	
	5	
Thinking	1	
	2	
	3	
	4	
	5	

Based on lesson from the Grade 3 Social Studies Textbook

Type	No.	Question
Memory	1	
	2	
	3	
	4	
	5	
Thinking	1	
	2	
	3	
	4	
	5	

DOCUMENT 21 : Dominoes

[From MoEYS TGL Package]

Day 6 Session 6

DOCUMENT 22 : Making animals with geometric shapes

[From MoEYS TGL Package]

Day 6 Session 9

DOCUMENT 23 : Reading "Students work in groups/pairs"

[From MoEYS TGL Package, pp. 18-19]

Day 6 Session 11

DOCUMENT 24 : Reading " Getting ready to start and absorbing new knowledge"

[From MoEYS TGL Package, pp. 9-10]
Day 7 Session 8

DOCUMENT 25 : Reading "Using children's language ...bicycle"

[From MoEYS TGL Package, pp. 22-23]

Day 7 Session 12

ESCUP Community Teacher Training – Participants’ Materials

DOCUMENT 26 : Community Teacher Materials Kit – list of contents

Day 8 Session 1

No.	Item	Quantity
1	Alphabet chart	1
2	Number chart	1
3	Cambodia map	1
4	Big paper	10 pieces
5	Tape measure	4
6	Scales (spring type)	1
7	Rubber bands	100g
8	Plastic drinking straws	375
9	String	50m
10	Pegs	60
11	Tape	1 roll
12	Drawing pins/small nails	2 boxes
13	Scissors (big)	1 pair
14	Scissors (small)	1 pair
15	Markers (black)	6
16	Marker ink (black)	1 bottle
17	Paper clips	1 box
18	Big clips	12
19	Cardboard	4 sheets
20	Crayons	5 pkts
21	Slates (small blackboards)	10 pieces
22	Dharang (Classroom hangers) (set of 9)	1 set
23	Plastic measuring cups	1 set
24	Small plastic rulers	20
	BOX	1

Checked by Participant Date :/05

Name

Signature

DOCUMENT 27 : Learning games for Maths

Day 8 Session 3

No.	Game/Type	Description of game
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Other notes		

DOCUMENT 28 : Learning games for Language

Day 8 Session 4

No.	Game/Type	Description of game
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Other notes		

DOCUMENT 29 : Six dimensions of Child Friendly Schools and descriptors

Day 9 Session 2

DOCUMENT 30 : Child rights
Day 9 Session 2

DOCUMENT 31 : Teacher as role model

Day 9 Session 3

Choose the sentences from the first chart, one positive and one negative, to match each desirable attitude/value in the second chart ...

POSITIVE	NEGATIVE
<p><i>Teacher always shares out tasks</i> <i>Teacher always on time</i> <i>Teacher writes clearly and neatly on the board</i> <i>Teacher throws paper or plastic on the ground</i> <i>Teacher always present in class with children during work time</i> <i>Teacher never hits children</i> <i>Teacher never smokes in class</i> <i>Teacher thanks children for answers, even if wrong</i> <i>Teacher friendly and polite</i> <i>Teacher sets homework</i></p>	<p><i>Teacher always chooses same children to do dirty tasks</i> <i>Teacher always puts his/her litter in the bin</i> <i>Teacher sometimes late</i> <i>Teacher goes outside when children do a test or task</i> <i>Teacher never sets homework</i> <i>Teacher uses poor language and raises voice</i> <i>Teacher writes carelessly on the board</i> <i>Teacher smokes in or near class</i> <i>Teacher uses stick or hand to hit children</i> <i>Teacher criticizes or ignores children who give incorrect answers</i></p>

Desirable attitude	Teacher model POSITIVE	Teacher model NEGATIVE
Take care to do work well		
Be on time		
Being polite shows respect for others		
Everyone must help keep the environment clean		
Good health means no smoking		
Don't use violence to solve problems		
Children learn in and out of school		
Be fair in treatment of everyone		
Acknowledging effort, even if wrong, makes others feel good		
Show responsibility in your job or profession		

DOCUMENT 32 : Prioritizing activities/ways of working according to personal preference Day 9 Session 4

The table below sets out ten kinds of different learning activities and ten different classroom arrangements for working.

Read them and then write down the numbers 1 to 10 against the items in each list - number 1 for the one you like the most and number 10 for the one you like the least. There is no "right" answer - the task is just to write down your own opinion.

1. Ten different learning activities

Learning activity	Ranking
Copying from the blackboard or a book	
Doing exercises from a textbook by myself	
Listening to a teacher and making notes	
Participating in a small group discussion	
Doing a research task by myself	
Doing a research task as part of a small group	
Playing a learning game	
Looking at a photo or video and then discussing it	
Answering questions from the teacher in a big class	
Answering questions from other students in a small group	

2. Ten different classroom arrangements for working

Way of working	Ranking
Working by myself	
Working with a partner (my friend)	
Working with a partner (chosen by teacher)	
Working with a small group (less than 8 people)	
Working with a large group (more than 8 people)	
Working by myself but as one of a large class	
Competing in a small group against another group	
Doing a test or exam by myself	
Making a presentation to a class group by myself	
Making a presentation as part of a team	

DOCUMENT 33 : Reading : "Dealing with wrong answers"

Day 9 Session 5

DOCUMENT 34 :

DOCUMENT 34 : Three classrooms

Day 9 Session 6



DOCUMENT 35 : Teachers administrative tasks

Day 9 Session 7

Task & Material	Teachers’ responsibility	Submitted to ...

DOCUMENT 36 : Examples of documents used by teachers in administration

Day 9 Session 7

Documents and extracts in plastic sleeve

1. **Marking List** A3 format - copy of cover (display book at workshop)
2. **Student Attendance Book** A3 format - copy of the cover (show book at workshop)
3. **Student Record Book** - one per student, kept at the school, student's main record real copy (start from Grade 4) distributed
4. **Student Report Book** - sent to parents (1 book one year) - real copy distributed
5. **Shift Book**- given to different student every day to record lessons, subject, title ... show photo copy of front page and example of daily record and exercise
6. **Observation Book** - for teachers to make notes when they observe somebody else teaching and record what they learned - cover and example of inside page given
7. **Relationship Book** - book (one for the class) written by teacher and sent to parent when there is a problem of attendance etc - cover and example page given
8. **Technical Meeting Book** for Thursday meetings (example of one page)
9. **Dharang** : examples ...
 - Cleaning schedule
 - Monthly average students' score
 - End of semester average students' scores
 - End of the year average students' scores
 - Outstanding Student in different subjects chart
 - Inventory of furniture in the classroom

DOCUMENT 36 B : Task using sample Students Marking List
Day 9 Session 7

DOCUMENT 37 : Responsibility for classroom management tasks

Day 9 Session 8

Classroom management task	Responsibility of the		
	Teacher	Students	Both
Taking the register			
Handing out/collecting in books and papers			
Deciding on breaks			
Choosing materials			
Giving praise			
Cleaning the room			
Writing on the board			
Using visual aids			
Preparing visual aids			
Moving furniture			
Maintaining discipline			
Allocating turns to speak			
Planning the lesson			
Forming groups			
Keeping a class notice board			
Marking homework			
Giving feedback			

DOCUMENT 38 : Stakeholders in education
Day 10 Session 2

Stakeholders	Why are stakeholders interested in school development planning ?
Parents	
Teachers	
School Principal	
Community	
SSC	
Children	
the MOEYS	
Local authorities	
Pagoda, Monks	

DOCUMENT 39 : Principles of good governance

Day 10 Session 4

Good Governance

Summarized from documents in use by the Legislation Office, Department of Personnel, MOEYS

In all societies, organizations and communities there are groups of people who are given the authority to make decisions. Their decisions affect many other people. Governance is the process by which those decisions are made, the ways decisions are communicated to all other people and the ways decisions are followed up.

Governance can be carried out well or badly. There are four important elements which are usually identified as contributing to **good governance**. They are :

- **Predictability** (following clear laws and rules)
- **Accountability**
- **Participation**
- **Transparency**

Predictability

In good governance, decisions should be made which follow clear laws and rules which have been written down and which everyone knows about. Decisions should not be made because of secret reasons or bad reasons. If decisions are made following laws and rules people will know what to expect – this is called “predictability”. When governance is predictable, people will develop trust in decision makers and work together for the benefit of society or the community as a whole. If governance is not predictable people will lose trust because they will think there are other influences at work.

Accountability

Accountability means that decision makers, and the people who implement the decisions, must take responsibility for what happens – good or bad. For example, all levels of government officials must accept responsibility when they have to do things as a result of a decision made by higher authorities. Accountability also means that people who are responsible have to make reports on what happens as a result of decisions made, not just to their superiors but also to the people affected by the decision. For example, a School Principal must report on PAP plans and budgets to the DOE **and** to the community (usually through the School Support Committee).

Sometimes things wrong because of a bad decision or because a person who implements a decision is lazy, incompetent or dishonest. In these cases, accountability means there must be an acknowledgement of a mistake. If the mistake or poor performance results in serious consequences a punishment should be given to the wrong doer.

Participation

Participation is the way people with authority to make decisions get other people involved in the decision-making process. Some reasons why participation is a good idea include :

- decision makers cannot know everything about grass roots needs and issues
- participation gives an opportunity for decision makers can test their ideas with other people before they become official policy
- participation shows that decision makers have nothing to hide from other people (see Transparency, below)
- participation builds feelings of trust and ownership amongst other people

Participation often involves consultation (talking together about issues). But real consultation means that both decision makers **and** other people have a chance to give their ideas. A meeting where the decision-makers tell the others what they are going to do is not real consultation and is not effective participation.

Transparency

Transparency means that decisions are made openly, not in secret. Transparency means that laws and rules are carefully followed and that reasons for decisions are made public. One of the most effective ways of achieving transparency is by including other people in the process of making decisions (see participation, above). “Transparency” literally means that you can see through something – like glass in a window or clear water in a stream. When a process is transparent there is nothing hidden, everything is written down and all documents are available for public checking. All fees are publicized and collected from everyone in the exact amount.

Building trust between decision-makers and other people

What is the result of the four elements of Good Governance coming together and being respected over a long time ? The result is a strengthening of trust between decision makers and the other people who are affected by their decisions. When trust is strong, cooperation is also strong and people will work together to do things willingly. When trust is weak people only do things when they are told to or because of fear.

DOCUMENT 40 : School Support Committees and PAP
Day 10 Session 4

DOCUMENT 41 : Community Education For All Commissions (CEFAC)

Day 10 Session 5

Reading

CEFAC is an acronym which means Education For All (EFA) Commission. EFA is an international agreement which the government of many countries around the world have agree to sign. Cambodia signed the EFA agreement in 1999. Cambodia produced a first report on EFA in 1999 and then a major National EFA Plan in 2003.

The goal of EFA in Cambodia, according to the National Plan of 2003, is that all Cambodian children will be able to participate in Basic Education (Grade 1- Grade 9) by 2015. All children means children who are rich or poor, from the city or the country, from areas with good roads and very isolated areas with no roads, from the sea to the mountains, boys and girls, Khmer speaking and non-Khmer speaking. So EFA is a very big and difficult goal.

The government has established a national structure to help achieve EFA. There are EFA Commissions at all levels - national, provincial, district and commune. The EFA Commissions have representatives from many government ministries as well as community members. Although many of the government members come from the Ministry of Education, other Ministries are also represented. EFA is an action of the Cambodian Government, not just the Ministry of Education, Youth and Sports.

The Commune EFA Commission has the acronym in English of CEFAC. The members of the CEFAC are

The CEFAC is one part of the Commune Council which is interested in education matters. Another important committee of the Commune Council is the Social Services sub-Committee which is interested in education, health and other social services.

The CEFAC is a very new institution and in many Communes it is only a paper Commission and has never yet had a meeting. The ESCUP Project is working with four CEFACs this year as an experiment to develop understanding and capacity of members. One of the tasks which ESCUP has helped these four CEFACs to do is to find, interview and select candidates for training and employment as Community Teachers. In other areas the Local Cluster School Committees have done this job.