



New Generation School Accreditation Protocols

MINISTRY OF EDUCATION, YOUTH, & SPORT

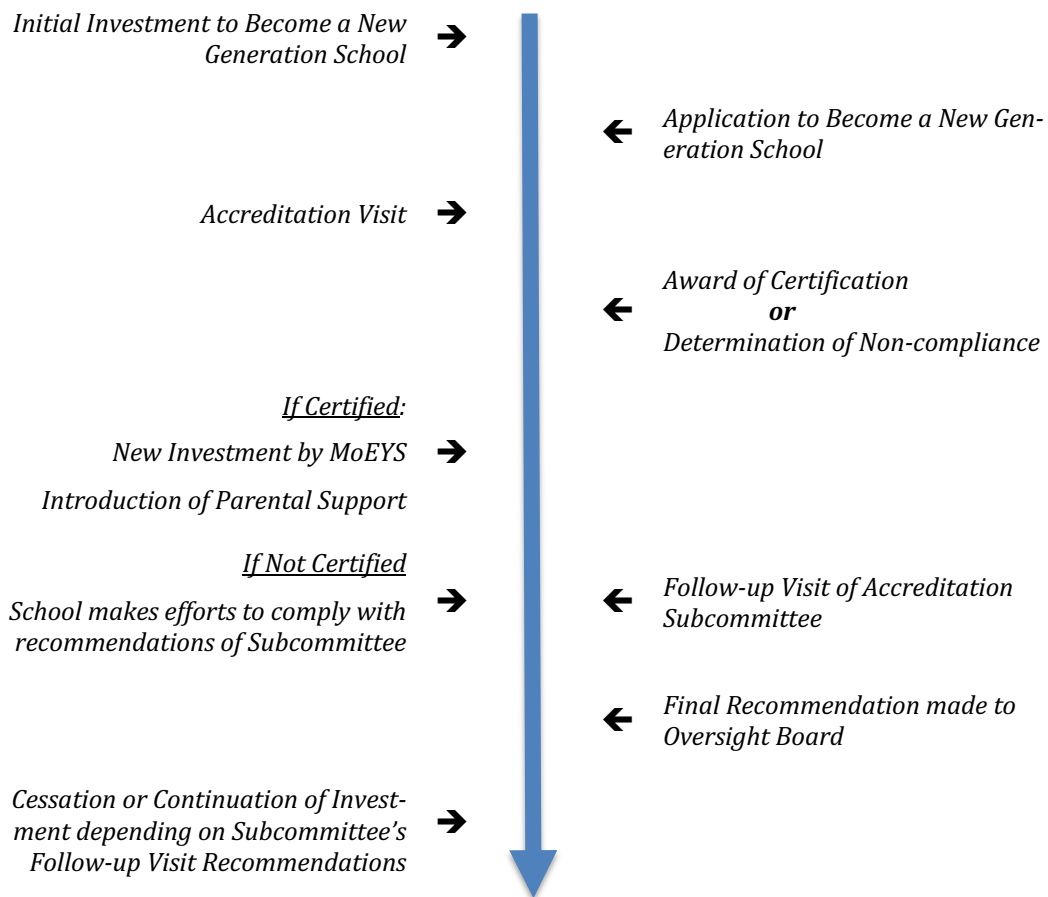
**Phnom Penh, Cambodia
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1. INTRODUCTION

1.1 The Link between Accreditation and School Investment

The New Generation School Initiative supported by the Ministry of Education, Youth, and Sport seeks to pursue investment in public schools in an entirely new way. One of the key approaches behind NGS development in this regard is to make sure that the ‘conditions’ for successful investment are in place so that invested funds are utilized as effectively as possible. This is particularly important given that MoEYS plans to make sizable investments in such schools including the emplacement of multiple science labs, ICT labs, 21st Century Libraries, and other modern facilities. Awards of NGS Certification will, therefore, have major implications for whether a school may or may not receive special investment and whether it will have the special privileges for autonomous operation that are assured under the New Generation Policy Guidelines. One of the special freedoms under these guidelines is the right to negotiate voluntary contributions from middle class parents to maintain high standards. The links between NGS Accreditation and investment are summarized in the diagram below.

How the NGS Certification Process Affects Investment



1.2 Management of the Accreditation Process

The NGS Accreditation Process will be managed by a special subcommittee whose members are nominated by the NGS Oversight Board and appointed by the Minister of Education, Youth, & Sport. The criteria and guidelines used for the

NGS Accreditation Process are laid out in the NGS Operational Policy Guidelines and also in the current document (see **Annexes 1 and 2**). The NGS Accreditation Subcommittee will not directly accredit a school but rather will make ‘recommendations’ to the NGS Oversight Board about whether a certificate can be awarded to a given school or not. The actual decision to accredit a school is made by the Oversight Board itself. The separation of the accreditation process into discrete steps of this nature is intended to strengthen both the integrity and impartiality of the accreditation process. The guidelines outlined in this document are intended to help those engaged in this accreditation process better understand the purpose of NGS Accreditation, how the process is intended to unfold, and some of the forms that are used to animate the process.

2. THE IMPORTANCE OF THE ACCREDITATION PROCESS

2.1 The Conditions for Success

The NGS Accreditation Process is one of the key measures that MoEYS has put in place in order to ensure that the conditions for successful investment are indeed present in each NGS site. For example, MoEYS has found that much of its previous investment in schools has not been effectively utilized because state teachers spend more time on their private classes than on their teaching responsibilities as public school teachers. Thus, libraries, science labs, and ICT labs have often been underutilized in many schools receiving investment from MoEYS. As a result of this experience, one of several conditions that MoEYS requires of a New Generation School is that teachers focus entirely on their public school duties and are not allowed to teach private classes during working hours. This is just one of several key conditions that MoEYS requires of a New Generation School before it can receive investment. The NGS Accreditation Process provides tangible evidence that a New Generation School is compliant with the agreed conditions needed for successful investment.

2.2 Preserving the NGS Brand

The NGS Accreditation Process will also seek to protect the ‘NGS Brand’ to ensure that being a New Generation School has both meaning and value. This means that the designation of being a New Generation School is not conferred lightly or arbitrarily by local officials. Rather, being a New Generation School is a privilege conferred by the NGS Oversight Board that provides access to special resources from the public and private sector. Given the costly nature of access to such resources, MoEYS must be sure that a school qualifies for such privileges. Thus, when a school receives a Certificate of NGS Accreditation, this certificate is the proof that the school meets the requirements of the NGS Brand.

2.3 Distinguishing Between the Conditions Needed for Success and Learning Outcomes:

It is important to remember that the purpose of accreditation is not to assess direct learning outcomes in a school but rather to check the necessary *pre-conditions* that a school needs to demonstrate to be considered a New Generation School. That is, can the Ministry consider the school to be worthy of increased investment and technical support? It is this support that will contribute to more professional behaviors among teachers and school managers, which will in turn lead to improved learning outcomes. The learning outcomes themselves will be

assessed through separate processes such as national achievement testing or PISA testing. Thus, the NGS Accreditation Process should focus on the quality of agreed operational conditions at a school, defined by the NGS Accreditation Criteria, and not the learning outcomes, per se.

3. THE PROCESS OF APPLYING NGS ACCREDITATION CRITERIA

3.1 *The Need for Independence and Impartiality*

The award of NGS Certification brings with it many advantages including millions of riels in investment for infrastructure and equipment as well as the authority to negotiate voluntary support fees from parents to maintain high educational standards. Thus, a great deal importance rests on the award of an NGS Certificate. Because of this importance, there may be considerable political pressure from local officials to make determinations that undermine the validity of the NGS Accreditation Process. It is, therefore, essential that those on the Accreditation Subcommittee maintain 'independence' and 'impartiality' in managing the process of accreditation and resist any political pressures that may arise to make decisions that are contrary to real conditions at any given school.

3.2 *The Need for Flexibility*

Nevertheless, the accreditation process is designed to be flexible enough so that subcommittee members can still make positive determinations with respect to specific accreditation criteria but with certain advisories to make improvements. This is particularly true if a school has shown 80 or 90% compliance with a specific criterion. Thus, subcommittee members must demonstrate *independence*, *impartiality*, and *flexibility* when reviewing compliance with NGS Accreditation Criteria.

3.3 *Applying the NGS Accreditation Criteria and Documenting the Process*

The criteria that define NGS Accreditation are summarized in Annex 1 of this document, as noted above. There are in total 20 criteria that have been identified for accreditation. Of these 20 criteria, 10 are 'required' while 10 more are 'preferred.' In order to be accredited, a school must demonstrate that it is fully or mostly in compliance with all 10 required criteria and in compliance with at least 50% of the criteria that are preferred. Accreditation Officers must use the directions and forms provided in **Annex 4** of these protocols to document the accreditation process and make their recommendations accordingly. Key documents that must be used in this regard include:

- **Form 4A: Standardized Criteria Definitions and Degree of Achievement:** This form asks Accreditation Officers to determine to what degree a school is in compliance with a specific criterion based on a review of the evidence (e.g., fully compliant, mostly compliant, not in compliance).
- **Form 4B: Accreditation Assessment & Committee Recommendations:** This forms requires the Subcommittee Team Leader and Accreditation Officers to summarize their findings and make recommendations for those points that need to improved and whether the school may be accredited or not. All members of the Subcommittee must sign the recommendation form.
- **Form 4C: Recommendation for Withdrawal of NGS Accreditation:** This form is to be used after follow-up visits to a New Generation School that

did not succeed in getting accredited. The form is to be signed by the Team Leader and Accreditation Officers recommending that the school's accreditation be withdrawn.

- **Form 4D: Notification of Withdrawal of NGS Accreditation:** This form accepts and finalizes the recommendation to rescind accreditation and is authorized by the Ministry of Education, Youth, & Sport
- **Form 4E: NGS Certificate of Accreditation:** This form officially certifies a school as a New Generation School for a period of one year, based on the recommendations of the Accreditation Subcommittee. The certificate must be signed by the Minister of Education, Youth, & Sport.

4. COMMITTEE MEMBERSHIP

4.1 Accreditation Subcommittee Membership Qualifications

Because there are not many New Generation Schools currently in existence, it is recommended that MoEYS start with a relatively small number of members of the Accreditation Subcommittee. This number should initially not exceed 5 to 6 persons. This number may be increased, as the number of New Generation Schools requiring accreditation visits also increases. Subcommittee members will be nominated by the NGS Oversight Board and appointed by the Minister of Education, Youth, & Sport. Members of the subcommittee may include both government officials as well as individuals and representatives from the private sector including representatives from Non-state Actors (e.g., NGOs, Foundations, etc.). Of key importance, committee members should be individuals who:

- Have a strong background in school assessment procedures
- Have a clear understanding of the NGS concept
- Are willing to make decisions that may not be popular with provincial and district officials
- Are able to apply principles firmly but flexibly

Additional qualifications of Subcommittee members are provided in **Annex 3** of this document.

4.2 Accreditation Subcommittee Membership Roles & Duties

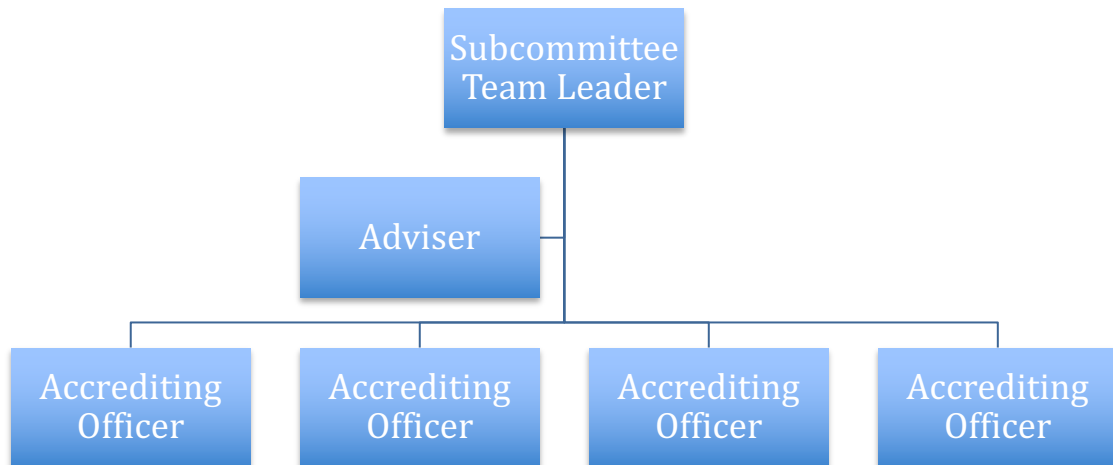
The NGS Accreditation Subcommittee will be led by a Team Leader and assisted by an Adviser and at least 2 or more Accreditation Officers (see figure below). The specific roles and duties of Subcommittee members is summarized in **Annex 3** of this document.

The primary role of the **Subcommittee Team Leader** will be to coordinate planning, scheduling, and the completion of all documentation relating to the accreditation process.

The primary role of the **Adviser** will be to provide training to Subcommittee members about how to undertake the accreditation process as well as assist the Subcommittee and the Board in reviewing and revising the process.

The primary role of **Accreditation Officers** is to gather information relating to the 20 accreditation criteria by reviewing the available evidence and assist in completing the necessary documentation that summarizes these findings.

Accreditation Subcommittee Structure



5. IMPLEMENTING THE NGS ACCREDITATION PROCESS

The following steps are recommended for putting the NGS Accreditation Process in motion:

Step 1: Identification of the Accreditation Subcommittee Members: The first step to start the NGS Accreditation Process should begin with the identification of Subcommittee members who are familiar enough with the establishment of New Generation Schools to effectively implement the procedures described in this document. Individuals who come with little knowledge of the NGS policy may make serious mistakes in assessing the criteria required for NGS accreditation. Similarly, the individuals sitting on the subcommittee should not come with conflicts of interest if they are from the same province as the school that needs to be reviewed. The Board may consider organizing visitations so that individuals from one province visit schools from other provinces and vice versa.

Step 2: Identifying a Team Leader: After all Subcommittee members have been identified, the Oversight Board should appoint one individual from the team as the Team Leader. The qualifications for being a team leader are summarized in **Annex 3**.

Step 3: Subcommittee Orientation: All Subcommittee members should attend a one-day orientation that will be organized by the Subcommittee Adviser to understand how to apply NGS criteria and complete all necessary documentation. If subcommittee members already have some experience in assessing NGS criteria, they should nevertheless attend a refresher training to address any problems that arose during earlier accreditation visits.

Step 4: Schedule Appointments with the Schools That Have Applied for Accreditation: The Subcommittee Team Leader should contact each of the schools that have applied for NGS Accreditation and schedule ap-

pointments accordingly. Each appointment should last for two to three days to gather all necessary information.

Step 5: Subcommittee Planning Meeting to Determine How Information Will be Collected: Subcommittee members should meet together to plan out how they will collect information for each of the 20 NGS Accreditation Criteria that have been identified. Accreditation Officers should determine the mode of data collection (e.g., observation, interview, focus group, etc.) that will be used for the accreditation visit and who and when they will meet to get the information needed. A Data Collection Planning form is provided in **Annex 5** to provide Accreditation Officers with some structure in

Step 6: Organize an Introductory Meeting on the First Day of the Visit with School Managers: On the first day of the accreditation visit, the Subcommittee should meet with school managers and relevant stakeholders in order to plan out any and all observations/interviews that are needed to gather evidence relating to each NGS criterion. Appointments with specific individuals should be noted in the Data Collection Planning Forms that Accreditation Officers started to complete during their initial planning meetings.

Step 7: Start the Collection of Information: Based on the introductory meeting, Accreditation Officers should meet with relevant stakeholders over the next two or three days in order to collect the agreed information stated in the Data Collection Planning Form. Some sample questions have been provided for accreditors in **Annex 6** to facilitate the data collection process. These are not required questions but should provide accreditors with some direction about the kinds of questions that they should be asking to stakeholders during interviews and focus group discussions. Accreditors should make notes for each Accreditation Criterion and compile major findings into a report to the Team Leader.

Step 8: Closure Meeting at the School: The Accreditation Subcommittee should schedule one final meeting with school managers and other relevant stakeholders in order to review the extent to which they were able to gather necessary information and any outstanding issues that need to be resolved. Accreditation Officers are not required to give any indication about the emerging recommendations of the accreditation visit but are free to provide any information about overall impressions should they feel the need to do so.

Step 9: Compiling Information: The Subcommittee Team Leader should schedule a meeting of all subcommittee members to determine the criteria that have been achieved or not achieved and whether these have been fully or only partially achieved. It should be noted that criteria that have been 'achieved to an acceptable standard' may still be counted as having complied with NGS requirements; however, areas for further improvement should be noted in a report to the school. Final narrative recommendations for Form 4b should also be completed at this time. If this is a follow-up visit, Form 4c should also be completed, if non-compliance continues to be a problem at the visited school.

Step 10: Present the Final Report to the Oversight Board for Action:

Following the completion of all forms, the Subcommittee Team Leader should present the recommendations regarding NGS Accreditation to the Oversight Board for review and concurrence, as to the final recommendations. In the event that accreditation has been awarded, the Ministry will prepare a Certificate of Accreditation for signature by the Minister of Education, Youth, and Sport (**Form 4e**). In the event that accreditation is being rescinded, the Minister should sign **Form 4d**, instead.

Annex 1: Summary of Accreditation Standards & Recommendations

(Taken from Annex 4 of the NGS Operational Guidelines)

Educational Service Criteria	Criteria Status		Remarks
	Required	Preferred	
1. Private Tutoring (linked to promotion) abolished	✓		
2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc) abolished.	✓		
3. Evidence of rationalized resource allocation system	✓		All income must revert to the school and not to private individuals
4. Increased hours of Instruction <ul style="list-style-type: none"> • 34 hours of instruction per week (Primary) • 40 hours of instruction per week (secondary) 	✓		
5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching	✓		As per standardized criteria
6. 21 st Century Library Availability	✓		As per standardized criteria
7. Evidence of a Professional Learning Community among Teachers	✓		As per standardized criteria
8. High Rates of Student Access to ICT	✓		Set at 75% response rate
9. Availability of ICT Lab services	✓		As per standardized criteria
10. Availability of science lab services	✓		As per standardized criteria
11. Evidence that Student Council is active and engaged in school management		✓	As per standardized criteria
12. Evidence that School Support Committee is active and engaged in school management		✓	As per standardized criteria
13. High rates of teacher proficiency in ICT usage		✓	As per ICT proficiency survey
14. Evidence of career counseling services (for secondary schools only)		✓	As per standardized criteria
15. Majority of classrooms demonstrate high levels of sanitation and attractiveness		✓	As per standardized criteria
16. High standards of toilet hygiene and clean water access		✓	As per standardized criteria
17. Availability of sports/playground facilities		✓	As per standardized criteria
18. Evidence of life skills education using MoEYS approved curricula		✓	As per standardized criteria
19. Access to Great Books Reading Programming		✓	As per standardized criteria
20. Canteen services for students		✓	As per standardized criteria

Note: Accreditation is contingent on meeting 100% of Required Criteria and 50% of Preferred Criteria.

Annex 2: Excerpt from NGS Operational Guidelines on Accreditation Process

4. Procedures for Accreditation

- Guideline 4.1** Accreditation as a New Generation School must be renewed annually.
- Guideline 4.2** An *Accreditation Subcommittee* under the oversight of the Board will visit all New Generation Schools at least twice a year to determine compliance with NGS core principles.
- Guideline 4.3** Monitoring visits made by the Accreditation Subcommittee will use a standardized assessment form presented in Form 4a of **Annex 4**. This form will include a final recommendation regarding accreditation.
- Guideline 4.4** Some criteria enumerated in the standardized assessment form will be considered as absolutely required and must be assessed by the visiting subcommittee. These criteria are noted in **Annex 4**.
- Guideline 4.5** Incidences of non-compliance with one or more core principles will be reported at once to the school and to the Oversight Board using Form 4b in **Annex 4**. A second visit will be scheduled with the school no later than three months hence to provide an opportunity for the school to bring itself into compliance.
- Guideline 4.6** If a school is still not in compliance with a core principle after a warning earlier provided, the Accreditation Subcommittee will make a recommendation to the Oversight Board to rescind accreditation. Although the Oversight Board cannot remove a school director, it should inform the Provincial Office of Education, Youth, & Sport of that province that the school director's non-performance has resulted in a loss of accreditation and that the POEYS should consider removal. The recommendation to rescind accreditation will be conveyed using Form 4c provided in **Annex 4**.
- Guideline 4.7** The Oversight Board will have final authority regarding the award of annual accreditation to all New Generation Schools.
- Guideline 4.8** Decisions to rescind accreditation should be reported to the school and the Provincial Office of Education, Youth, and Sport using Form 4d provided in **Annex 4** with the advisory that the school will once again become a normal school. When a New Generation School loses its accredita-

tion, it will no longer be eligible for innovation funds.

- Guideline 4.9** When a school loses its accreditation, it must wait at least one academic year from the time of suspension before it can re-apply for accreditation. At that time, it may do so using the form provided in **Annex 1** of the NGS Operational Guidelines.
- Guideline 4.10** When a New Generation School loses its accreditation, the Oversight Board will be authorized to remove any and all equipment/furniture that has been provided to the school by MoEYS as part of its eligibility for high investment. The determination to remove such investment or to allow the school to keep it will rest with the Oversight Board.
- Guideline 4.11** When a New Generation School is accredited, it should be awarded with a Certificate of Accreditation using the form shown in Form 4E of **Annex 4**, which must be signed by the Minister of Education, Youth, & Sport. This certificate is only good for a period of one year from the date of issue and must be renewed annually.

Annex 3: Terms of Reference for Accreditation Subcommittee Members

ACCREDITATION SUBCOMMITTEE TEAM LEADER

Qualifications:

- Master’s Degree in Education or Equivalent
- Educator from either the public sector or a Non-state Actor organization
- Strong understanding of the NGS Policy and Operational Guidelines
- Strong understanding of school management at both primary and secondary school level
- At least 3 years of experience in a supervisory role
- At least 5 years of teaching experience
- Proven ability to assess schools in an independent and impartial fashion using standardized tools designed for the purpose

Responsibilities:

1. Attend orientation workshops on the NGS accreditation process.
2. Become familiarized with the NGS Operational Guidelines Manual and Policy documents in order to better understand the tenets of New Generation schools, professional ethics (including new professional standards for teachers) and apply accreditation standards effectively.
3. Demonstrate a full understanding of the 20 criteria designated as key elements of a New Generation School.
4. Demonstrate independence and impartiality when making determinations of achievement of NGS accreditation criteria.
5. Schedule meetings of the Accreditation Subcommittee in order to plan the process of New Generation School accreditation.
6. Communicate with schools to set up appointments for planned visits.
7. Coordinate appointments with relevant stakeholders (e.g., school managers, teachers, students, parents, etc.) at visited schools.
8. Lead meetings of the Accreditation Subcommittee for purposes of planning, assigning tasks to different members, and other tasks relating to accreditation.
9. High Priority Task: Finalize and authorize accreditation assessment reports to the NGS Oversight Board that make recommendations regarding the schools visited.
10. Accreditation Team Leaders should also assist other Accreditation Subcommittee Members to fulfill all tasks outlined in their Terms of Reference must also perform (see below).

ACCREDITING OFFICER

Qualifications:

- Bachelor's Degree in Education or Equivalent
- Educator from either the public sector or a Non-state Actor organization
- Strong understanding of the NGS Policy and Operational Guidelines
- Strong understanding of school management at both primary and secondary school level
- At least 5 years of teaching experience
- Proven ability to assess schools in an independent and impartial fashion
- Ability to carry out data collection through different modalities including interviews, observations, focus group discussions, etc.
- Ability to tabulate data from different data collection modalities including interviews, observations, focus group discussions, etc.

Responsibilities:

1. Attend orientation workshops on the NGS accreditation process.
2. Become familiarized with the NGS Operational Guidelines Manual and Policy documents in order to better understand the tenets of New Generation schools, professional ethics (including new professional standards for teachers) and apply accreditation standards effectively.
3. Demonstrate familiarity with the accreditation criteria for a New Generation School including the following:
 1. Private Tutoring (linked to promotion) abolished
 2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc) abolished.
 3. Evidence of rationalized resource allocation system
 4. Increased hours of Instruction
 - 34 hours of instruction per week (Primary)
 - 40 hours of instruction per week (secondary)
 5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching
 6. 21st Century Library Availability
 7. Evidence of a Professional Learning Community among Teachers
 8. High Rates of Student Access to ICT
 9. Availability of ICT Lab services
 10. Availability of science lab services
 11. Evidence that Student Council is active and engaged in school management
 12. Evidence that School Support Committee is active and engaged in school management
 13. High rates of teacher proficiency in ICT usage
 14. Evidence of career counseling services (for secondary schools only)
 15. Majority of classrooms demonstrate high levels of sanitation and attractiveness
 16. High standards of toilet hygiene and clean water access
 17. Availability of sports/playground facilities
 18. Evidence of life skills education using MoEYS approved curricula
 19. Access to Great Books Reading Programming
 20. Canteen services for students
4. Travel to designated NGS schools in order to carry out assessment activities where such visits may take 2 to 3 days, depending on the size of the school.
5. Make follow-up visits to designated NGS schools to determine compliance

with recommendations if full accreditation could not be conferred on an earlier visit.

6. Attend planning meetings of the Accreditation Subcommittee as these might relate to the accreditation of schools.
7. Attend planning meetings at schools in order to make schedules for visits, interviews, observations, record reviews, and other data collection activities relating to the school's accreditation.
8. Execute delegated tasks agreed with the Accreditation Team Leader as these might relate to the accreditation of schools according to the 20 criteria designated as key elements of a New Generation School.
9. Review all pertinent documents at a school to determine compliance with NGS accreditation criteria including library usage records, ICT and science lab utilization records, teacher profiles, SSC meeting minutes, etc.
10. Visit classrooms, libraries, science and ICT labs, toilets, and meeting facilities to determine rates of utilization, maintenance, and tidiness.
11. Interview relevant stakeholders including students, teachers, school managers, librarians, career counselors, and other school personnel in order to gather information on relevant accreditation criteria.
12. Carry out observations of specific activities such as classroom teaching, science experiments, and school-community meetings in order to make assessments relating to relevant accreditation criteria.
13. Record data into data tabulation forms based on interviews, observations, etc.
14. Deliberate with other members of the Accreditation Subcommittee in order to arrive at a consensus regarding achievement of specific NGS criteria. Conclusions in this regard may take the form of (1) fully achieved; (2) achieved with conditions; or (3) not achieved.
15. Sign all necessary forms regarding the conferral or withdrawal of accreditation to a New Generation School.
16. Carry out other duties relating to NGS accreditation as may be determined by the Team Leader.

ADVISER

Qualifications:

- Master's Degree in Education or Equivalent
- Educator from either the public sector or a Non-state Actor organization
- Strong understanding of the NGS Policy and Operational Guidelines
- Strong understanding of school management at both primary and secondary school level
- At least 3 years of experience in working with independent public schools (e.g., charter schools, academies, etc.).
- At least 3 years of training experience
- Proven ability to assess schools in an independent and impartial fashion using standardized tools designed for the purpose

Responsibilities:

1. Prepare and deliver orientations to Subcommittee members

2. Develop and revise forms for accreditation as the need may arise.
3. Assist the Accreditation Subcommittee and the Oversight Board to review the accreditation 'criteria' and make changes accordingly.
4. Assist the Accreditation Subcommittee and the Oversight Board to review the accreditation 'process' and make changes accordingly.
5. Assist the Accreditation Subcommittee and the Oversight Board in finalizing recommendations for accreditation or withdrawal of accreditation, as the case might be.

Annex 4: Forms Used for the Accreditation Process

Form 4A: Standardized Criteria Definitions and Degree of Achievement

Directions: Please complete the following checklist based on your investigation of conditions at the school. Use the guidance provided for each criterion to make your determination using stakeholder interviews, observations, document reviews, and other methods of assessment. Please note that shaded criteria **MUST** be either ‘Fully Achieved’ or ‘Achieved to an Acceptable Standard.’ Among other criteria at least 5 **MUST** be achieved.

Educational Service Criteria	Findings
1. Private Tutoring (linked to promotion) abolished <ul style="list-style-type: none"> • There should be no incidences of private teaching involving teachers’ own students. • There should be no incidences of private teaching during working hours. • If there are incidences of private classes, these should be isolated cases that the school director is dealing with the problem using contract extension as leverage if necessary. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc.) abolished. <ul style="list-style-type: none"> • There should be no incidences of extortion that involve forcing students to buy test papers, fiches, cakes, or other materials • If there are incidences of such extortion, these should be isolated cases that the school director is dealing with the problem using contract extension as leverage if necessary. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
3. Evidence of rationalized resource allocation system <ul style="list-style-type: none"> • No funds should be flowing from students to any school staff directly. • Any funds received by the school to provide services should ALL flow into school coffers that can be checked through transparent means (e.g., profit & loss reports, etc.). • There is an annual school budget that includes teacher incentives, new equipment, special activities 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
4. Increased hours of instruction <ul style="list-style-type: none"> • 34 hours of instruction per week (primary) • 40 hours of instruction per week (secondary) 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching <ul style="list-style-type: none"> • Assessors should check the degree to which Career Path Planning log books are completed and updated • Assessors should check records of teacher conferences with either directors, vice directors, or project staff should there be external assistance to the school. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved

Educational Service Criteria	Findings
<ul style="list-style-type: none"> Assessors should check access to scholarships for additional certifying degrees & certificates Assessors should check to see whether teachers are using project work, technology, cooperative learning, and other target methods in their teaching. 	
<p>6. 21st Century Library Availability</p> <ul style="list-style-type: none"> Assessors should check for internet access in the library, access to multiple work stations, mobile devices, and audio-visual equipment The library should present documented records of book borrowing, mobile device usage, and the number of children using the library each day. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>7. Evidence of a Professional Learning Community among Teachers</p> <ul style="list-style-type: none"> The school should have a faculty room for teacher meetings and common work All teachers should be linked electronically through LINE, Google Drive, or other means There should be evidence and examples of teacher sharing, regular meetings, and reporting to other teachers following study trips and trips abroad. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>8. High rates of student access to technology</p> <ul style="list-style-type: none"> Students should be accessing a computer lab at upper primary level at least 2 hours per week and at secondary level at least 3 hours per week Student interviews should demonstrate access to mobile learning devices, AV equipment, and computer workstations in the library on a regular basis. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>9. Availability of ICT Lab services (active usage) A standardized assessment tool assessing ICT access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</p>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>10. Availability of science lab services (active usage)</p> <ul style="list-style-type: none"> A standardized assessment tool assessing science lab access and administration should have been administered by the school each year. Check the most recent scores received under this assessment. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>11. Evidence that Student Council is active and engaged in school management</p> <ul style="list-style-type: none"> A standardized assessment tool assessing SC performance should have been administered by the school each year. Check the most recent scores received under this assessment. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>12. Evidence that School Support Committee is active and engaged in school management</p> <ul style="list-style-type: none"> A standardized assessment tool assessing SSC performance should have been administered by the school each year. Check the most recent scores received under this assessment. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved

Educational Service Criteria	Findings
<p>13. High rates of teacher proficiency in ICT usage</p> <ul style="list-style-type: none"> • All teachers should be in possession of a laptop computer • Teachers should have access to LCD projectors and a borrowing record should indicate that multiple teachers are using such equipment. • A majority of teachers should be using educational software in their teaching on a regular basis. • A standardized assessment tool assessing teachers' ICT proficiency should have been administered by the school each year. Check the most recent scores received under this assessment. Do at least 90% of teachers demonstrate minimum proficiency on the tool? 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>14. Evidence of career counseling services (for secondary schools only)</p> <ul style="list-style-type: none"> • The school should have a full-time person assigned for counseling purposes • The school should have conducted surveys to identify students at risk of dropout • The school should be providing regular workshops to students on such career topics as applying for work, migration, completing work applications, etc. • Students should report access to literature on career placement, continuing education, and vocational training 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>15. Majority of classrooms demonstrate high levels of sanitation and attractiveness</p> <ul style="list-style-type: none"> • Classrooms should have copious amounts of learning materials in them • There should be evidence that learning materials are actively used • A majority of classrooms should have secure cabinets for the storage of supplies. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>16. High standards of toilet hygiene and clean water access</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing toilet hygiene and clean water access should have been administered by the school each year. Check the most recent scores received under this assessment. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>17. Availability of sports/playground facilities</p> <ul style="list-style-type: none"> • Determine whether playgrounds and sports facilities are available at the school • Determine whether students have access to playgrounds and sports facilities 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>18. Evidence of life skills education using MoEYS approved curricula</p> <ul style="list-style-type: none"> • The school is providing all students with at least 2 hours of life skills education per week • Each life skills course lasts a minimum of 10 weeks. 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved

Educational Service Criteria	Findings
<ul style="list-style-type: none"> • The school is using authorized life skills educational manuals developed by Ministry • The school provides choice in the way that life skills topics are offered • The school carries out regular assessment at the end of each life skills course. 	
<p>19. Access to Great Book Reading Programming</p> <ul style="list-style-type: none"> • Students interviewed in the upper grades indicate that they are reading at least 10 books per year • Teachers can describe how they implement Great Book Reading Programming guidelines 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p>20. Canteen services for students</p> <ul style="list-style-type: none"> • Determine whether students have access to canteen services that are characterized by the following criteria: <ul style="list-style-type: none"> ○ Hygienic eating conditions ○ Children do not have access to junk food or other unhealthy foods ○ No food stuffs are past their expiration dates ○ Prices are reasonable for the context 	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
Assessment Summary	
How many Required Criteria Were Achieved?	____ out of 10
How many Preferred Criteria Were Achieved?	____ out of 10

Form 4B: Accreditation Assessment & Committee Recommendations

<input type="checkbox"/>	<i>The school can be fully accredited as a New Generation School as per the findings of the Committee.</i>
<input type="checkbox"/>	<i>The school can be accredited as a New Generation School as per the findings of the Committee but with some advisories as follows:</i>
	1.
	2.
	3.
	4.
<input type="checkbox"/>	<i>The school cannot be accredited as a New Generation School until it addresses the following Issues:</i>
	Issues to be Addressed
	1.
	2.
	3.
	4.
	<i>The school has until _____ to address the issues raised at which time the committee will make another assessment.</i>

Authorizing Signatures:

Name: _____ Position: Team Leader
 Signature: _____ Date: _____

Name: _____ Position: _____
Signature: _____ Date: _____

Name: _____ Position: _____
Signature: _____ Date: _____

Name: _____ Position: _____
Signature: _____ Date: _____

Form 4C: Recommendation for Withdrawal of NGS Accreditation

Recommendation for Withdrawal of Accreditation by Accreditation Subcommittee

Following multiple assessment visits and failure to comply with New Generation School performance criteria, it is the opinion of this committee that _____ School located in _____ Commune of _____ District, _____ Province should lose its accreditation as a New Generation School.

It is further our recommendation that the Provincial Office of Education, Youth, and Sport move to replace the school director with a more competent individual who will enable the school to re-apply for accreditation next year.

Signed by:

Name: _____ Position: Team Leader

Signature: _____ Date: _____

Name: _____ Position: Accreditation Officer

Signature: _____ Date: _____

Name: _____ Position: Accreditation Officer

Signature: _____ Date: _____

Form 4D: Notification of Withdrawal of NGS Accreditation

Notice:

This notice is to inform you that the New Generation School Oversight Board cannot award a *Certificate of NGS Accreditation* to your school because you have failed to comply with key performance criteria. Your school has been given 3 months to comply with advisories from the Accreditation Subcommittee but has failed to do so.

Because your school has not been able to comply with accreditation criteria, you are no longer eligible for special investment funds from the MoEYS nor will you be able to enjoy any of the rights or privileges of a New Generation School as per the Ministry's Policy Guidelines. The Oversight Board will discuss with you when or if you must return earlier invested equipment and furniture received by your school.

Your school may re-apply to be a New Generation School within one year from the date of this notification.

Signed: _____ Date: _____

Name: _____

Position: Minister of Education, Youth, and Sport

Form 4E: NGS Certificate of Accreditation

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ



ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ: អយក.

**វិញ្ញាបនបត្របញ្ជាក់
សាលារៀនជំនាន់ថ្មី**

វិញ្ញាបនបត្រត្រូវបានប្រគល់ជូន

វិទ្យាល័យ ហ៊ុន សែន កំពង់ចាម

ចំពោះការអនុវត្តបាន
តាមគ្រប់បទដ្ឋានដែលមានចែងនៅក្នុងក្រមនៃគោលការណ៍និង ស្តង់ដារអតិបរមា
នៃសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជា

ប្រគល់ជូននៅថ្ងៃទី ខែ ឆ្នាំ២០១៦
មានសុពលភាពដល់ថ្ងៃទី ខែ ឆ្នាំ២០១៦

ធ្វើនៅភ្នំពេញ ថ្ងៃទី ខែ ឆ្នាំ២០១៦
រដ្ឋមន្ត្រី ក្រសួងអប់រំ យុវជន និងកីឡា

**គណៈកម្មាធិការ
អនុវត្តស្តង់ដារ**

**ក្រុមប្រឹក្សាភិបាល
សាលាជំនាន់ថ្មី**

Annex 5: Data Collection Planning Form for Accreditation Officers

School Name:		Province:	
District:		Commune:	
Accreditation Officer Name		Date:	
Accreditation Criteria <i>(Please Write Out the Criterion and Indicate Its Number from Annex 1):</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>		
Type of Data Collection: <i>(Indicate all that apply)</i>	Time <i>(e.g., Date, Time)</i>	Place <i>(e.g., School Office, Library, etc.)</i>	With Whom <i>(e.g., Librarian, Director, Vice Director, Math Teacher, etc.)</i>
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			
Findings:			
Accreditation Criteria <i>(Please Write Out the Criterion and Indicate Its Number from Annex 1):</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>		
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			
Findings:			
Accreditation Criteria <i>(Please Write Out the Criterion and Indicate Its Number from Annex 1):</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>		
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			

Findings:			
<hr/>			
Accreditation Criteria (<i>Please Write Out the Criterion and Indicate Its Number from Annex 1</i>):			
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			
Findings:			
<hr/>			
Accreditation Criteria (<i>Please Write Out the Criterion and Indicate Its Number from Annex 1</i>):			
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			
Findings:			
<hr/>			
Accreditation Criteria (<i>Please Write Out the Criterion and Indicate Its Number from Annex 1</i>):			
<input type="checkbox"/> Observation			
<input type="checkbox"/> Interview			
<input type="checkbox"/> Focus Group			
<input type="checkbox"/> Document Review			
Findings:			

Annex 6: Nominal Questions for Accreditation Research

The following list of questions has been provided to assist accreditation officers to investigate compliance with the accreditation criteria identified for New Generation School certification. These are not required questions but are intended to give accreditors some direction when questioning stakeholders. The questions may be addressed directly to school managers, teachers, students, parents, and/or community members.

Educational Service Criteria	Nominal Questions for Accreditors
<p>1. Private Tutoring (linked to promotion) abolished</p> <ul style="list-style-type: none"> • There should be no incidences of private teaching involving teachers' own students. • There should be no incidences of private teaching during working hours. • If there are incidences of private classes, these should be isolated cases that the school director is dealing with the problem using contract extension as leverage if necessary. 	<ul style="list-style-type: none"> • Are teachers aware of the conditions under which private teaching may occur? (e.g., not during working hours, not with one's own students, etc.) • If private teaching is occurring, what would you estimate is the level of incidence? (e.g., 5%, 10%, etc.) • If private teaching is occurring, how is the school director dealing with the situation?
<p>2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc.) abolished.</p> <ul style="list-style-type: none"> • There should be no incidences of extortion that involve forcing students to buy test papers, fiches, cakes, or other materials • If there are incidences of such extortion, these should be isolated cases that the school director is dealing with the problem using contract extension as leverage if necessary. 	<ul style="list-style-type: none"> • Where do students buy stationery from on campus? • Where do students buy cakes and candies? • If the school director feels that forced selling is not a problem, how does he know this? • (To students) Do you ever feel that you have to buy stationery or foodstuffs in the classroom? What happens if you don't buy these materials?
<p>3. Evidence of rationalized resource allocation system</p> <ul style="list-style-type: none"> • No funds should be flowing from students to any school staff directly. • Any funds received by the school to provide services should ALL flow into school coffers that can be checked through transparent means (e.g., profit & loss reports, etc.). • There is an annual school budget that includes teacher incentives, new equipment, special activities 	<ul style="list-style-type: none"> • Does the school have a list of all sources of income? • Does the school have a list of all expenditures? • Do any staff members in the school have private businesses that they operate on campus? Do these businesses provide any fees to the school? What sorts of businesses, if any? • Do students ever have to pay for services directly to some other entity other than the school? Does the school derive any benefit from such purchases?
<p>4. Increased hours of instruction</p> <ul style="list-style-type: none"> • 34 hours of instruction per week (primary) • 40 hours of instruction per week (secondary) 	<ul style="list-style-type: none"> • Does the school have a standardized classroom schedule? • What are the hours of instruction according to that schedule? • When does the school open? Close?
<p>5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching</p> <ul style="list-style-type: none"> • Assessors should check the degree to which Career Path Planning log books are completed and updated • Assessors should check records of teacher 	<ul style="list-style-type: none"> • Does the school maintain teacher profiles? • Do teacher profile documents contain evidence of teacher career path planning documents? What percentage of teachers at the school does not appear to have completed teacher career path

Educational Service Criteria	Nominal Questions for Accreditors
<p>conferences with either directors, vice directors, or project staff should there be external assistance to the school.</p> <ul style="list-style-type: none"> Assessors should check access to scholarships for additional certifying degrees & certificates Assessors should check to see whether teachers are using project work, technology, cooperative learning, and other target methods in their teaching. 	<p>documentation?</p> <ul style="list-style-type: none"> Do teacher profile documents contain evidence regular observations and conferencing? What percentage of teachers at the school does not appear to have experienced regular observations and conferencing? Do teachers feel that the career path planning process is helpful to them? If yes, why? If no, why?
<p>6. 21st Century Library Availability</p> <ul style="list-style-type: none"> Assessors should check for internet access in the library, access to multiple work stations, mobile devices, and audio-visual equipment The library should present documented records of book borrowing, mobile device usage, and the number of children using the library each day. 	<ul style="list-style-type: none"> What is the overall appearance of the library in terms of tidiness, maintenance, and organization? Does the library possess research workstations? Are these in working order and connected to the internet? Does the library possess documentation that indicates (i) books borrowed; (ii) mobile devices and tablets that have been used; and (iii) use of a TV monitor? What do these records indicate? Do large numbers of students interviewed appear to have had access to workstations and tablets?
<p>7. Evidence of a Professional Learning Community among Teachers</p> <ul style="list-style-type: none"> The school should have a faculty room for teacher meetings and common work All teachers should be linked electronically through LINE, Google Drive, or other means There should be evidence and examples of teacher sharing, regular meetings, and reporting to other teachers following study trips and trips abroad. 	<ul style="list-style-type: none"> Do teachers have a place where they can meet regularly? Are teachers linked electronically through social media groups? What sorts of communication occurs through these networks if they exist (personal, professional, etc.)? Is there evidence that teachers meet regularly in their technical groups (e.g., meeting minutes, attendance lists, etc.)? Do teachers share experiences such as study trips, new materials that they have discovered, use of software, etc. (look for photographic evidence, stories from teachers, etc.)
<p>8. High rates of student access to technology</p> <ul style="list-style-type: none"> Students should be accessing a computer lab at upper primary level at least 2 hours per week and at secondary level at least 3 hours per week Student interviews should demonstrate access to mobile learning devices, AV equipment, and computer workstations in the library on a regular basis. 	<ul style="list-style-type: none"> What percentage of students interviewed indicate that they study computer at least 2 hours per week or more? What percentage of interviewed students indicate that they have access to tablets and research stations in the library? What percentage of students indicate that they have ever watched movies on the library TV screen?
<p>9. Availability of ICT Lab services (active usage) A standardized assessment tool assessing ICT access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</p>	<ul style="list-style-type: none"> Does the school have an ICT lab? What percentage of the workstations are in working order? Does the lab appear to be well-maintained? Does the school have a clear schedule

Educational Service Criteria	Nominal Questions for Accreditors
	<p>for use of the computer lab and does this schedule accommodate at least 2 hours of study per week for all students?</p> <ul style="list-style-type: none"> • How often do a majority of students indicate that they use the ICT lab, based on random student interviews? • Are some students members of IT clubs such as web design clubs, photoshop clubs, etc.?
<p>10. Availability of science lab services (active usage)</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing science lab access and administration should have been administered by the school each year. Check the most recent scores received under this assessment. 	<ul style="list-style-type: none"> • Does the school have at least 2 science labs? • Do the labs appear to have adequate amounts of materials? • Do the labs appear to be well-maintained? • Does the school have a clear schedule for use of the labs? • How often do a majority of students indicate that they do experiments in the science lab, based on random student interviews (e.g., multiple times a week, once a week, several times per month, etc.?)
<p>11. Evidence that Student Council is active and engaged in school management</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing SC performance should have been administered by the school each year. Check the most recent scores received under this assessment. 	<ul style="list-style-type: none"> • Does the school have a council? • Does the council have officers and were they elected? • Does the council have its own budget? Who makes the spending decisions for this budget if it exists? Do students know how much the budget is? • How often does the Council meet? Are there meeting minutes? • What do students say is the biggest achievement of the council this year?
<p>12. Evidence that School Support Committee is active and engaged in school management</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing SSC performance should have been administered by the school each year. Check the most recent scores received under this assessment. 	<ul style="list-style-type: none"> • Does the school have an SSC? • Does the SSC have officers and were they elected? • How aware is the SSC of the school budget (approximate amount of money in the budget, what it is used for, etc.)? • How often does the SSC meet? Are there meeting minutes? • What do SSC members say is the biggest achievement of the committee this year?
<p>13. High rates of teacher proficiency in ICT usage</p> <ul style="list-style-type: none"> • All teachers should be in possession of a laptop computer • Teachers should have access to LCD projectors and a borrowing record should indicate that multiple teachers are using such equipment. • A majority of teachers should be using educational software in their teaching on a regular 	<ul style="list-style-type: none"> • Do all teachers have a laptop? • Are there records of teacher proficiency of using their laptops and how have these levels of proficiency changed over time (e.g., baseline and endline surveys)? • Does the school have multiple LCD projectors? Are these used primarily for teaching purposes? • Are there records of LCD projector use

Educational Service Criteria	Nominal Questions for Accreditors
<p>basis.</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing teachers' ICT proficiency should have been administered by the school each year. Check the most recent scores received under this assessment. Do at least 90% of teachers demonstrate minimum proficiency on the tool? 	<p>and do these records indicate high rates of usage in classrooms? What percentage of teachers appear to be using LCD projectors in their teaching?</p> <ul style="list-style-type: none"> • What sorts of software do teacher interviews indicate is available and how often do teachers use this software? • How well is teaching and learning linked to library facilities?
<p>14. Evidence of career counseling services (for secondary schools only)</p> <ul style="list-style-type: none"> • The school should have a full-time person assigned for counseling purposes • The school should have conducted surveys to identify students at risk of dropout • The school should be providing regular workshops to students on such career topics as applying for work, migration, completing work applications, etc. • Students should report access to literature on career placement, continuing education, and vocational training 	<ul style="list-style-type: none"> • Does the school have a full-time counselor? • Is there a place for the counselor to meet with students? • Is there a youth center/counseling center? • Are there records of students at risk at the school and how often has the counselor met with these students? • Is there evidence that counselors organize workshops and meetings with students about career planning events?
<p>15. Majority of classrooms demonstrate high levels of sanitation and attractiveness</p> <ul style="list-style-type: none"> • Classrooms should have copious amounts of learning materials in them • There should be evidence that learning materials are actively used • A majority of classrooms should have secure cabinets for the storage of supplies. 	<ul style="list-style-type: none"> • Are classrooms neatly maintained? • Are the bulletin boards in classrooms utilized to display student work? • Are classrooms creatively decorated with student work? • Do classrooms have copious supplies of learning materials, teaching aids, and other materials in its cabinets? • Do students indicate that they use materials housed in the classrooms on a regular basis?
<p>16. High standards of toilet hygiene and clean water access</p> <ul style="list-style-type: none"> • A standardized assessment tool assessing toilet hygiene and clean water access should have been administered by the school each year. Check the most recent scores received under this assessment. 	<ul style="list-style-type: none"> • Do toilets have a bad smell? • Were the toilets locked on the day of the visit? • Is there a cleaning schedule for maintaining toilets? • Do toilets have cleaning materials readily available to maintain them? • Do students appear to be organized to maintain the toilets?
<p>17. Availability of sports/playground facilities</p> <ul style="list-style-type: none"> • Determine whether playgrounds and sports facilities are available at the school • Determine whether students have access to playgrounds and sports facilities 	<ul style="list-style-type: none"> • Does the school have a playground? • Is the playground well maintained? • Is there a designated teacher who is responsible for sports teaching? • How often do students report that they engage in organized sports activities? • Does the school have organized sports teams for both sexes (e.g., soccer team, volleyball team, etc)?
<p>18. Evidence of life skills education using MoEYS approved curricula</p> <ul style="list-style-type: none"> • The school is providing all students with at least 2 hours of life skills education per week 	<ul style="list-style-type: none"> • Does the school have an organized schedule for life skills instruction? • Does the school use the official curriculum manuals of the Ministry for life

Educational Service Criteria	Nominal Questions for Accreditors
<ul style="list-style-type: none"> • Each life skills course lasts a minimum of 10 weeks. • The school is using authorized life skills educational manuals developed by Ministry • The school provides choice in the way that life skills topics are offered • The school carries out regular assessment at the end of each life skills course. 	<p>skills instruction?</p> <ul style="list-style-type: none"> • Is there a well maintained garden for life skills activities pertaining to agriculture? • Do teachers do formalized assessments of students in life skills topics that they teach using official manuals? • Has the school actively allocated a budget for life skills instruction? How much was allocated?
<p>19. Access to Great Book Reading Programming</p> <ul style="list-style-type: none"> • Students interviewed in the upper grades indicate that they are reading at least 10 books per year • Teachers can describe how they implement Great Book Reading Programming guidelines 	<ul style="list-style-type: none"> • Does the school have a Greats Book Reading Program? • How many students are participating in the GBRP and how many books have students read on average during the year (based on both student and teacher interviews)? • Has the school purchased books for the GBRP?
<p>20. Canteen services for students</p> <ul style="list-style-type: none"> • Determine whether students have access to canteen services that are characterized by the following criteria: <ul style="list-style-type: none"> ○ Hygienic eating conditions ○ Children do not have access to junk food or other unhealthy foods ○ No food stuffs are past their expiration dates ○ Prices are reasonable for the context 	<ul style="list-style-type: none"> • Is there a canteen for student food services? • Does the canteen have a contract with the school that governs the kinds of food sold and standards of hygiene? • What sorts of food are sold in the canteen including junk food, if any? • How long each day is the canteen open? • Are prices at the canteen reasonable, according to student interviews?