# PROJECT DESIGN RECOMMENDATIONS

## School-based Enrichment Program

MoEYS-ASIAN DEVELOPMENT BANK

**FINAL DRAFT**

**Technical Inputs Provided under:**
**TA-7657 CAM: Third Education Sector Development Program (ESDP III)**
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***Disclaimer***
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# Disclaimer

The views expressed in this document are those of the Consultant and do not necessarily reflect those of the Asian Development Bank or the Ministry of Education, Youth, and Sport.

# List of Abbreviations

| | |
|---|---|
| ADB | Asian Development Bank |
| CFS | Child Friendly School |
| CRP | Career Resource Person |
| DOE | District Office of Education |
| DOF | Department of Finance |
| ECCD | Early Childhood Care and Development |
| EEQP | Enhancing Educational Quality Project |
| EFA | Education for All |
| EMIS | Education Management Information System |
| EQIP | Educational Quality Improvement Program |
| ESDP | Education Sector Development Program |
| ESSUAP | Education Sector Scaling-Up Program |
| EU | European Union |
| FGD | Focus Group Discussion |
| FTI | Fast Track Initiative |
| IBEC | Improved Basic Education in Cambodia Project |
| JICA | Japan International Cooperation Agency |
| KAPE | Kampuchean Action for Primary Education |
| LLSP | Local Life Skills Program |
| MoEYS | Ministry of Education, Youth, and Sport |
| NEP | NGO Education Partnership |
| NER | Net Enrollment Rate |
| NGO | Non-governmental Organization |
| PB | Program-based Budget |
| PAM | Project Administration Manual |
| PED | Primary Education Department |
| POE | Provincial Office of Education |
| SBEP | School-based Enrichment Program |
| SCI | Save the Children International |
| SD | School Director |
| SED | Secondary Education Department |
| Sida | Swedish International Development Agency |
| SIG | School Improvement Grant |
| SIP | School Improvement Plan |
| SMIL | School-based Management and Instructional Leadership |
| SOB | School Operating Budget |
| SSC | School Support Committee |
| STEPSAM | Science Teacher Education Program |

| | |
|---|---|
| TGL | Technical Grade Leader |
| TTD | Teacher Training Department |
| UNICEF | United Nations International Children's Fund |
| USAID | United States Agency for International Development |
| VVOB | Flemish Association for Cooperation Development and Technical Assistance |
| VOD | Vocational Orientation Department |
| WEI | World Education, Inc. |

# 1. INTRODUCTION

## 1.1 Background

The Ministry of Education, Youth, and Sport (MoEYS) and the Asian Development Bank (ADB) will soon begin implementation of the Education Sector Development Program III (ESDP III), which will focus on substantive inputs in the lower secondary education sector. Project framework documentation has been approved in 2012 with the identification of three key outputs including (i) expanded access to lower secondary education; (ii) improved quality of lower secondary education; and (iii) improved sub-sector management. ESDP III supports the Education Strategic Plan 2009-2013, which sets the framework for meeting the goals set in the Education for All National Plan 2003-2015. Parallel to project interventions strengthening lower secondary education, the Program will support policy reforms towards ensuring student progression from primary to lower secondary education; providing direct resources to schools to meet local needs; strengthening of school-based management and community involvement for improved school performance and standards monitoring; and (iv) streamlining administration of basic education.

One of the key activities under ESDP III concerns the development and implementation of a School-based Enrichment Program (SBEP) that will be focused on maximizing student retention. Under the project, School Improvement Grants (SIP) will be piloted in the 14 target provinces to implement SBEP in select lower secondary schools. The grants will be based on School Improvement Plans that include interventions for preventing repetition and dropout. Based on this pilot, nationwide SBEP implementation will be financed from School Improvement Grants that lower secondary schools will receive as part of their School Operating Budgets (SOB) in the future. The SBEP implementation approach is based on a number of key assumptions that focus on improvements in the learning environment and targeted interventions focused on dropout as a means to increase student participation rates and keep children in school. SBEP is essentially a capacity-building activity that will put in place the activities to strengthen schools and communities as effective providers of educational services. Capacity-building activities include support for annual school improvement planning, teacher education, school management, and student services focusing on employability.

The development of SBEP is being informed not only by the important work done by others in this area such as USAID-World Education, Kampuchean Action for Primary Education, FTI-World Bank, and others but also through focus-group discussions that have been organized with key stakeholders in a number of selected schools. A series of stakeholder discussions were organized with over 400 stakeholders in September 2012. The stakeholders consulted include school directors, teachers, community members, and students. The viewpoints expressed by stakeholders are feeding into detailed project design discussions that are occurring in the Secondary Education Department and other Ministry departments. These viewpoints are summarized in a detailed report that was reviewed an approved by the Ministry in early October 2012. The report examines stakeholders' perceptions of the causes of dropout in their community, the nature of the relationships between stakeholders (including communities, school managers, teachers, and students, resources that they have to improve their schools, and how effectively these resources have been used. Stakeholders also provided feedback on several proposed design features in SBEP such as the establishment of school-based Career Resource Persons (CRPs), the possible roles of stakeholders in administering grant assistance, a focus on increased educational relevance, as well as grant amounts and administration. The views of stakeholders are not

always consistent with one another or with the conventional wisdom on why schools have low educational efficiency or what the best solutions might be to increase efficiency. For example, school-level stakeholders often point the finger at community-level factors while communities tend to identify school-side factors as much as community-side ones for causing low participation rates in local schools. The current report is intended to help the Ministry make the balanced design decisions needed to sort out these sometimes conflicting perceptions.

ESDP III plans to initially implement SBEP in 100 schools across 14 target provinces that adjoin or are in close proximity to the Tonle Sap Lake. These include Battambang, Kampong Cham, Kampong Chhnang, Kampong Speu, Kampong Thom, Otdar Meanchey; Pailin, Pursat, Siem Reap, Banteay Meanchey, Mondulkiri, Ratanakiri, Stung Treng, and Preah Vihear. These provinces were selected based on a review of their dropout rates (higher than average) and secondary school completion rates (lower than average).

The SBEP design framework that will be developed in the planning stages of the program will provide guidance to the Ministry with respect to the following:

- Determining the factors that contribute to variations in access to basic education;
- Selecting strategies to improve equitable access to basic education and retention;
- Establishing an appropriate scope for the program, in particular school activity targeting (i.e., access-based activities, quality-based activities, school management-based activities, etc.).
- Identifying key incentives that are appropriate for target groups and target locations;
- Establishing institutional and management structures for administering the proposed assistance;
- Synchronizing the assistance program with relevant structures outlined in ESDP III including school management training, in-service teacher training for math and science, etc.
- Setting up a monitoring system to ensure efficient administration of the program;

The SBEP design development process is being supported through a consultancy organized by ADB and endorsed by MoEYS that is working closely with Ministry counterparts at the national, provincial, and district level. The consultancy began at the end of July 2012 and seeks to complete all design development activities by the end of October 2012. A key focus of this support is to assist the Ministry in reviewing feedback from key stakeholders at school level, leading to a concise statement of activities that stakeholders feel would be effective in addressing school efficiency issues, particularly dropout. Building on the experience of several well-known pilots that have been implemented collaboratively with the Secondary Education Department (SED) and several NGOs, the Ministry requested that this feedback be summarized in the form of a 'menu' of activities that will give stakeholders choice in the selection and content of grant activities that will be supported under SBEP. Stakeholder discussions also included a strong focus on employability skills that would make schools more relevant to living in society as a key attractor to keep students in school.

## 1.2 Purpose and Goals

This report expands on the project description put forth in the ESDP III Project Administration Manual by providing more specific recommendations with regards to the operating structure of SBEP, activity content, and monitoring protocols. Based on feedback from stakeholders, the document lays out a 'theory of change' model that provides the rationale for the selection of particular interventions and activities, particularly as these relate to student retention. The theory of change model builds on the extensive feedback from stakeholders during focus group discussions as to why students leave school

including factors relating to the changing economic context, increased migration, structural problems in the education sector (e.g., teacher shortages), and the direct costs of education.

Based on the theory of change model described above, the report identifies specific content areas of a school-based enrichment approach in selected schools including targeted interventions in the key subject areas of math and science, increasing educational relevance and student engagement, and specific strategies to increase student retention. A description of capacity-building requirements for school managers and communities is also included to ensure that the operational structure put in place to manage project inputs can actually work.

The report reviews what has already been done by other development partners working with MoEYS in order to build on the experiences and lessons learned by other projects. A summary of the relevant development partners for each activity under ESDP III is provided in Table 1.1 below. These partners have each developed useful approaches and interventions that will be highly useful in the implementation of SBEP. The framework proposed will indicate the areas of future project development that must be completed to put the project in motion. To a large extent, many of the documents requiring development are already in place but will require some adaptation to fit with the specialized contexts found in the SBEP target schools.

**Table 1.1: Relevant Development Partners for Specific Outputs & Activities in ESDP III**

| Output | Relevant Activity | Key Development Partner |
|---|---|---|
| *Output 1:* Improved Access to Lower Secondary Education | New Infrastructure and Upgrading | -- |
| *Output 2:* Improved Quality of Lower Secondary Education *(School-based Enrichment Program)* | Piloting School Improvement Grants | World Bank-ESSUAP<br>USAID-IBEC (World Ed & KAPE) |
| | Strengthen Math Education | BETT-JICA |
| | Strengthen Science Education | VVOB |
| | Introduce Employability Skills | USAID-IBEC (World Ed & KAPE) |
| *Output 3:* Improved Subsector Management | Strengthen School-based Management | USAID-IBEC (World Ed & KAPE) |
| | Strengthen School Support Committees | -- |
| | Pilot Basic Education Clusters | -- |
| | Introduce Action Research for Policy Formulation | EEQP |

# 2. GENERAL DESIGN CONSIDERATIONS

## 2.1 A Theory of Change Model to Increase Participation Rates

***Dropout Causality:*** A great deal has been written about student dropout at the secondary school level in Cambodia. Recent research by ESDP III has shed further light on factors that contribute to dropout, particularly as these relate to recent economic transformations that are occurring in the countryside. An analysis of the logical relationships between factors causing dropout is provided in Figure 2.1. These factors can best be understood as an interaction between both *demand* and *supply-side* factors that lead to low NER and student dropout. Supply-side factors are anchored in the school context and relate to structural problems such as teacher shortages, poor educational relevance and quality, and other factors. These factors are most amenable to interventions focused on the school. Demand-side factors are those embedded in the home and community and relate to factors that depress the demand for education, as the term suggests. This includes attitudinal factors, distance to school, and economic considerations. These factors are interrelated in complex ways so that affecting one may impact on another. Based on what was learned in focus group discussions organized by ESDP III, the low perceived value of education by students and parents often stems from the structural problems in the education system and the feeling that education has low relevance to daily needs. In addition, the high demand for wage labor stimulated by the proliferation of the plantation economy as well as factories and employment opportunities in Thailand combine to create very high opportunity costs for staying in school, particularly when the value of school is not seen as a counterweight to these costs.

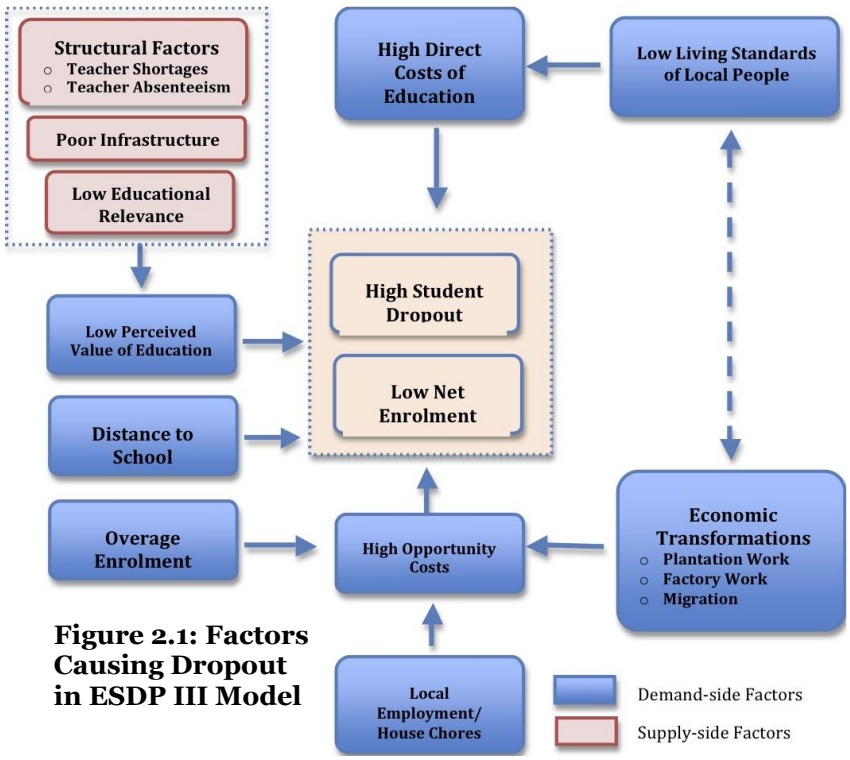



**Figure 2.1: Factors Causing Dropout in ESDP III Model**

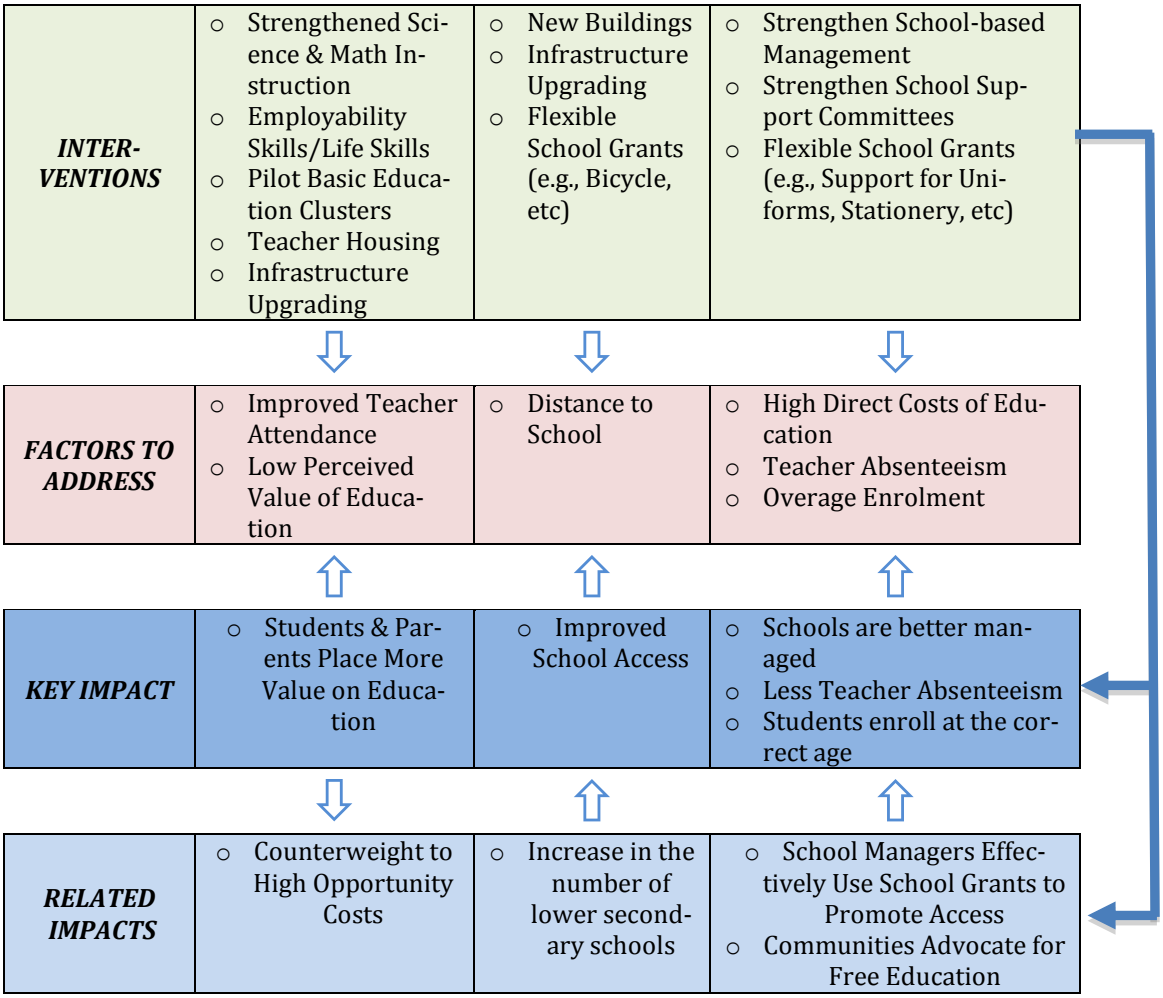
***Identifying Activity Clusters to Address Dropout Issues:*** Activity clusters under each of the three main outputs identified in ESDP III seek to logically address problem relationship strings outlined in Figure 2.1 above. For example, interventions focused on infrastructure (Output 1) will help to address the long distances to school that depress educational demand while improved subsector management (Output 3) will ensure that school grants are effectively managed so that they can address both supply and demand side factors. The flexible nature of the school grants will be a key feature of SBEP implementation (Output 2) so that they can address a wide number of factors. Indeed, school grants have been incorporated into the SBEP design because of their versatility in addressing problems identified by stakeholders. In this respect, school improvement grants will be organized into a menu of activities determined by stakeholders via earlier focus group discussions to address key problems identified

by the stakeholders themselves during their school planning. Ensuring choice in the selection of activities will ensure that interventions are relevant to the context and 'owned' by stakeholders. Ownership will in turn promote sustainability.

Although the school grants proposed under SBEP will be used to address both supply and demand-side factors, the other key interventions relating to strengthening science/math instruction and employability skills will focus primarily on school-side factors to increase educational relevance and in turn increase the perceived value of education by stakeholders. It is hoped that when stakeholders have a higher perceived value of education, this will act as an effective counterweight to the opportunity costs of going to school, given the current environment of high demand for wage laborers fostered by the increasing profusion of plantations and factories in the countryside.

A summary of the 'theory of change' used in ESDP III, which provides the rationale for the structure and organization of interventions under the project is provided in Table 2.1 below:

**Table 2.1: Theory of Change Chart Explaining the Rationale for Interventions Supported under ESDP III**



## 2.2 Operational Structures

***School Level Management:*** The SBEP capacity-building program will be overseen at school level by a School Support Committee (SSC) that is comprised of community and teacher representatives as well as the school director. The decision to use this body has been endorsed by MoEYS and will be configured in a way so that the school director does not dominate the proceedings of the committee, though he/she will continue to be a key player in the development of the school and the implementation of the school improvement plan. It is important to note that the MoEYS does not wish to create project-specific committees that will compete with other already existing committees, such as the School Support Committee. It is for this reason that the Ministry is endorsing the proposal to implement SBEP school grants using the existing SSC, though with some modifications in the tasks assigned to it that address the needs of SBEP implementation. The SSC will be headed by a Chairperson who is elected by community representatives as per recent guidelines disseminated by the Ministry (cf. No. 21 MoEYS/SNN dated 12 July 2012).

**BOX 1: RECOMMENDED PARTICIPANTS IN SSC MEETINGS & THEIR ROLES IN SBEP IMPLEMENTATION**

**Suggested Committee Members**

- School Director
- Teachers, especially Technical Grade Leaders (TGLs)
- SSC Members (CHAIRPERSON)
- Commune Representatives/Village Chiefs/Temple-Mosque Representative
- Student Council Representative

**Suggested Roles of the Committee**

Planning

- Attend orientations provided by PoEYS/DoEYS on the implementation of SBEP.
- Conduct a Needs Analysis at the beginning of each year as part of school improvement planning
- Develop a School Improvement Plan (SIP) at the beginning of each year using standardized Activity Menus and Planning Templates established by the project
- Develop a budget based on the SIP
- Develop an Activity Implementation Schedule based on SIP

Grant Administration

- Apply for grant disbursement using standardized forms
- Regular Meetings (at least once every two months) to review Activity Implementation Schedule and allocation of grant funds to specific activities
- Assign specific individuals (teachers, students, and community representatives) to the implementation of specific tasks
- Implementing activities in plan with shared roles among all committee members, including community members
- Monitor progress of activity implementation
- Liquidate grant funds using standardized forms
- Cooperate with Provincial Facilitators in the implementation of activities specified in SIP.
- Preparation of reports on progress of implementation

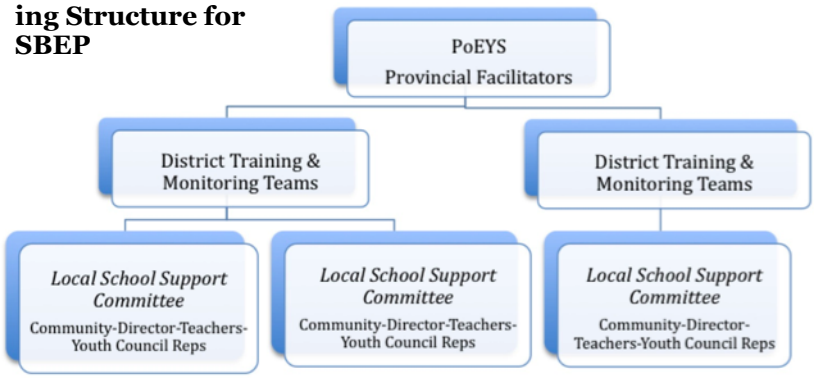
Community Outreach

- Finding and tracking students who have dropped out
- Provide payments for travel costs of those who do follow up of students in the community
- Awareness Raising for Parents/Training
- Dissemination of information to community through a network linked to village chiefs
- Community members should provide information to teachers on students with special needs

The SSC will hold meetings at least three times per year and must include communities' and students' representatives. The latter should be selected from the Youth (Student) Council, which the MoEYS mandates in all secondary schools. The SSC must also participate in an orientation to SBEP as well as introductory workshops provided by Provincial and/or District Offices of Education, Youth, and Sport (POEYS/DOEYSs) for all schools. Each year, the SSC will develop an annual School Improvement Plan that includes appropriate resource plans. The SSC must have in place, or be willing to adopt prior to the grant award, open and transparent financial management procedures to ensure proper utilization of grant resources. Before grant funds can be released, each SSC will be required to sign a contract outlining the conditions of the grant and the expectations for achievement. A recommended list of official roles and duties of the SSC for SBEP implementation is provided in Box 1.

***Province and District Level Management:*** Oversight of SBEP will be undertaken by Provincial Facilitators (PF) who are based in both the PoEYS and DoEYS (see Figure 2.2). The PFs will have management oversight over the schools including the approval of submitted school improvement plans and grant requests. They will also have a general facilitating role in the implementation of all technical activities and will lead foundational workshops relating to a general orientation to ESDP III as well as grant planning, and technical inputs outlined under SBEP. A detailed statement of the roles and duties of PFs is provided in Annex 1.

**Figure 2.2: Operating Structure for SBEP**




The PFs will work closely with District Training & Monitoring Teams (DTMTs), which currently exist in many districts to implement the national Child Friendly School Policy at primary school level, but which will need to be adapted to address the imminent expansion of the policy to the secondary education sector. These adaptations will include the incorporation of individuals from the secondary education office within the DoEYS into the DTMT. SBEP will develop a training and orientation manual for secondary education level DTMTs and the PFs with whom they work. The DTMTs/PFs will be trained to provide 'advisory' support to SSCs in grant planning and management as well as the implementation of core activities involving improvements in Math, Science, and Employability Skills. A summary of the proposed tasks to be undertaken by secondary level DTMTs/PFs is provided in Box 2.

**BOX 2: PROPOSED DUTIES OF SECONDARY-LEVEL DTMTs/jPFs**

- Attend trainings provided by MoEYS and PoEYS on the delivery of the School-based Enrichment Program including:
  - ⇒ Grant Administration & Monitoring protocols
  - ⇒ Math-INSET
  - ⇒ Science-INSET
  - ⇒ Employability Skills Program
- Attend regular planning meetings on SBEP program delivery
- Develop monthly work plans to support SBEP implementation.
- Deliver training to schools on the Planning, Budgeting, and Grant Approval process
- Assist schools in developing their School Improvement Plans
- Endorse plans before they are conveyed to PoEYS for review, based on agreed protocols
- Endorse liquidations made by schools when they have expended grant funds
- Assist schools in animating their plans and delivering any specialized training required for the implementation of specific activities chosen from the SBEP Activity Menu
- Undertake regular monitoring using standardized checklists
- Complete reports to PoEYS based on monitoring visits
- Report irregularities in the use of grant funds to PoEYS when they occur

## 2.3 Key Features of the Proposed Design and their Rationale

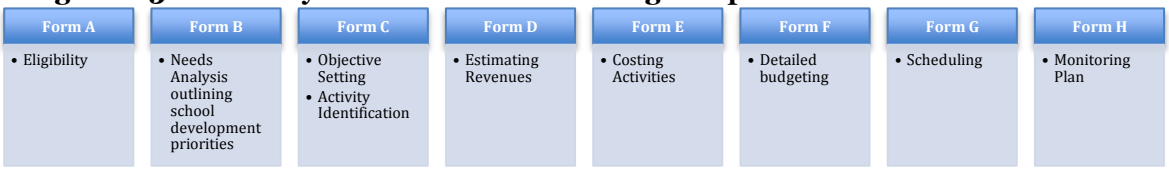
### 2.3.1 Role of School Improvement Planning in the SBEP Design

**BOX 3: KEY PLANNING DOCUMENTS AND STAGES IN SCHOOL IMPROVEMENT PLANNING**

- FORM A: Basic Information and Eligibility
- FORM B1: Statistics And Indicators
- FORM B2: EMIS Statistics and Indicators – Questions
- FORM C: Planning to Address Needs
- FORM D: Estimated Revenue for The Year – Potential Resources
- FORM E: Summary Of Cost Of Activities Planned For This Year (For School Submitting The Proposal)
- FORM F: DESCRIPTION OF SPECIFIC ACTIVITIES
- FORM G: Activity Implementation Schedule
- Form H: Monitoring And Evaluation

***Planning Process and Use of Standardized Planning Templates:*** The starting point for SBEP implementation is the School Improvement Planning process. SIP under SBEP follows a well-accepted approach that starts with a locally led needs analysis. The needs analysis should take the form of a *self-assessment* by the school-community, which then summarizes and prioritizes these needs in the form of a school development plan to address perceived needs (see Form B). The needs analysis should be followed by the identification of objectives, activities, budgeting, implementation schedule and monitoring plan. Each of these products will be developed during the Foundation Workshop at the beginning of the school year. SBEP will facilitate the SIP process by using standardized templates adapted from the Ministry's ESSUAP Project, which have been modified to meet the specialized context of the secondary education sector. SBEP will develop a training and orientation manual to introduce SSCs to the planning framework and manner in which to complete all accompanying forms. This introduction will be called the *Foundation Planning Workshop* and it will be delivered by the secondary education level DTMT. The forms to be used for school planning under SBEP are summarized in Box 3 and are provided in their entirety in Annex 2 of this document. The purpose of each form is summarized in Figure 2.3 below:

**Figure 2.3: Summary of Functions of Planning Template Forms**




The adoption of a planning framework earlier developed by the Ministry recognizes the need to reduce the transaction costs that might occur with the introduction of multiple income streams in schools, all of which are using a school grant approach to promote school development. It is therefore understood that the Ministry will be promoting one standardized template for school planning at secondary school level so that schools need only do one school planning exercise at the beginning of the academic year that may include funding sources from multiple projects (e.g., Sida's Programme-Based Support to Education in Cambodia through a School Improvement Grant Scheme). This will

**Figure 2.4: Planning Process Steps Envisioned by MoEYS**

lead to the generation of a single comprehensive School Improvement Plan for each school, rather than a number of competing and separate planning documents whose implementation would greatly tax the capacity of SSCs. The planning process envisioned by the Ministry may be summarized as shown in Figure 2.4 above.

***Approval Process and Steps after the Completion of the Foundation Planning Workshop:*** School improvement grants will be based on the SIPs submitted by the schools. Completed SIPs will be sent to the DTMTs and PFs for their endorsement. In reviewing the plans, the PFs/DTMTs should use the SIP Review Guidelines that are provided in Annex 3. After endorsement by PF/DTMT, the plans should be signed by the DoEYS and conveyed to PoEYS for their review and approval. Occasionally if the PoEYS sees the need for changes in an SIP, these should be recorded in writing and sent to the school via the DoEYS. The explanation should be clear and detailed. This will provide guidance in helping schools understand how to revise the SIP and improve their writing and planning skills. Schools will then make revisions accordingly and resubmit their plans for review via the DoEYS.

The PoEYS will next seek approval for funding of all SIPs in their province to the Secondary Education Department who after their approval will seek final approval from the Directorate of General Education who will then authorize the release of grant funds to the school (see Figure 2.5). Once the MoEYS has approved the SIP list, schools are then informed that their plans have been approved. Funds will be distributed openly and transparently in a public ceremony. Once the school receives the funds, it must develop an action plan for the implementation of their school improvement activities (see Form G). The monitoring and evaluation of grants implementation begins one the grant funds have been released. Lessons learned from the implementation will be inputs for the Foundation Workshops in the following year.

The SSC must supply evidence of a public meeting announcing the grants to members of the community and the school. At the meeting the school and the community observe the counting of the grant money to verify how much money has been received. This is to promote transparency in grant accounting. Both the school and the community should know how much the grant is and how it will be spent each month and on what. A poster with the information of every activity should be displayed outside the school office to keep people informed. This builds trust and confidence in local management of the grant money. In subsequent years of the project, schools will re-evaluate their plans and priorities based on lessons learnt over the previous year. At the end of each year, they will assess whether their vision and needs have remained the same. Based on their experience and evaluation, the school will then write a new proposal for that year.

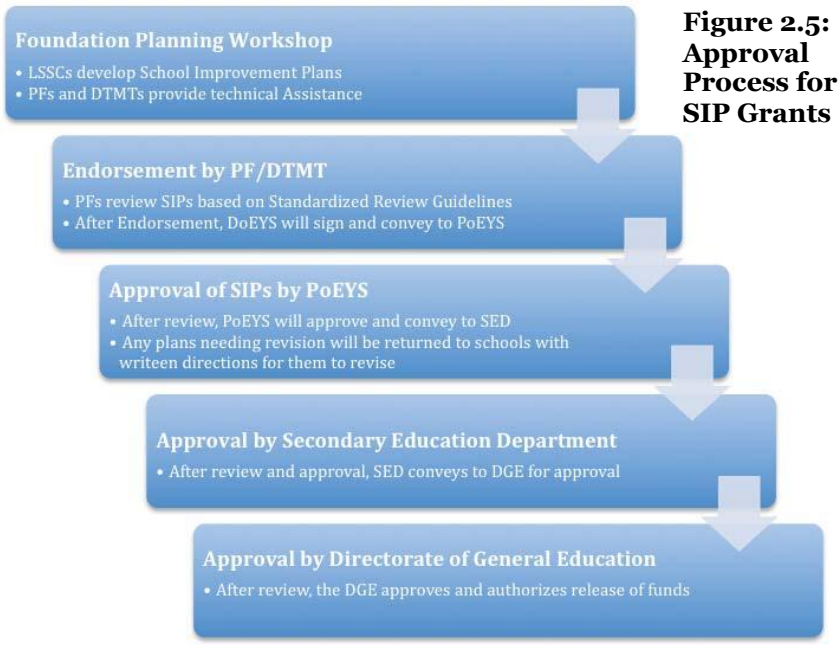



**Figure 2.5: Approval Process for SIP Grants**

***Grant Amounts for SIP Implementation:*** SBEP grants used to animate SIPs will be fixed at $500 per school regardless of size, based on a request from the MoEYS for a standard lump sum for each school. This grant may be supplemented by other income streams including Sida grants, which will provide schools with about $400 in additional grant funds, on average. The SBEP Grant will be released in two instalments during the year of $300 and $200. The larger release of funds will come first in order to ensure that schools can initiate activities early in the year, even if SOB funds have not yet been provided to schools. Although these two tranches are standardized at fixed amounts, they must still be based on activities identified in the School Improvement Plan developed by each school at the beginning of the year. The Ministry sees the timing of these grant releases as critical to the success of school development activities with the first tranche to be released by October of each school year at the latest. This will require the completion and approval of School Improvement Planning activities during the period August-September. A second tranche of funds will be released in the second semester by March of each year. The release of the second tranche will be contingent on a successful review of how the first tranche was used and whether principles of good governance, accountability and transparency have been properly adhered to.

***SBEP Planning Framework and Child Friendly School Policy:*** The planning framework adopted by SBEP will also promote the implementation of the Ministry's Child Friendly School Policy. It is for this reason that the adopted templates require schools to organize their selected activities into six activity clusters, which each correspond to the six dimensions identified in the CFS policy. While SBEP will foster a strong focus on dropout prevention and enriched learning environments, other aspects of the school's context will also be considered, based on feedback from stakeholders during focus group discussions. This includes requests for toilet construction, some access to ICT education, small scale infrastructure upgrading, and other activities that will also enhance the school environment. Acknowledging these concerns expressed by stakeholders will foster increased ownership and sustainability of program activities. SBEP's approach to school planning, therefore, embraces the idea of stakeholder-driven development in which there will be a choice in the activities that schools implement. This approach is also consistent with the philosophy set out in the CFS policy framework. The use of *Activity Menus*, as proposed by MoEYS and based on stakeholder requests for a wide range of activities to prevent dropout will be a key means through which to ensure a stakeholder-driven approach for SBEP implementation.

### 2.3.2 Use of Menus to Promote Ownership and Adaptation of Activities to Local Contexts

***Key Development Concepts Promoted by the Use of Activity Menus:*** The use of Activity Menus such as the one proposed in the SBEP design helps to ensure that project interventions are properly contextualized. The focus group discussions in different provinces that were organized as part of the participatory design process for SBEP revealed a wide range of different problems that confront stakeholders. The use of Activity Menus helps to ensure that stakeholders can contextualize many of the interventions supported by the project so that they are relevant and responsive to perceived needs. In so doing, they will realize SBEP's goal of fostering *School Initiated Interventions (SII)*. This approach will help to promote important concepts in development such as 'empowerment,' 'ownership, and 'sustainability.' After many years of centrally driven development models, it is now generally recognized that in order to achieve successful school improvement planning and implementation, one must ensure that stakeholders feel empowered when developing such planning tools. Empowerment occurs when stakeholders feel that they have made their own choices of what they want to do to solve their own problems. A sense of empowerment will in turn ensure that local working groups have ownership

of their own implementation plans. When there is ownership of a plan, it is more likely that stakeholders will strive to sustain the activities that they have identified. Thus, one can see an important set of relationships between these 3 concepts:

**Figure 2.6: Promoting Sustainability through Empowerment**

***Freedom in Structure:*** The philosophy underpinning the use of planning menus in project implementation can best be summed up by the words 'freedom in structure.' SBEP tries to avoid a prescriptive approach to development but nevertheless recognizes the constraints of implementation in stakeholder driven projects in the Cambodian context. This speaks to the lack of experience and exposure of schools and communities to new ways of doing things. The use of menus provides opportunities for empowerment within a structure that recognizes these local constraints. It provides a 'middle way' between these two issues of 'avoiding prescription' and 'recognizing that local stakeholders often lack experience and exposure to new ideas.'

***Structure of the Activity Menu:*** The Activity Menu developed as part of the SBEP design has been structured as a matrix with six columns. The proposed Activity Menu to be used in the project is provided in Annex 4. In order to promote the Child Friendly School policy of the Ministry of Education, Youth, and Sport, all activities are organized in terms of the CFS Dimension that it represents. There are altogether six dimensions:

1. Inclusive Education (and Gender Equity) — Color Code: Blue
2. Effective Learning & Teaching — Color Code: Aqua
3. Health, Safety, & Protection — Color Code: Red
4. Gender Equity (Combined with Dimension 1) — Color Code: --
5. Child, Parental, & Community Engagement — Color Code: Pink
6. Enabling Environments: School Governance — Color Code: Orange

The Activity Menu has been structured so that it is easy for local stakeholders to use at the school level. For example, the activities are organized by **CFS Dimension** and are color coded, as noted above, for easy reference. The CFS Dimension is the first column that one sees in the matrix on the far left hand side. Activities are also organized by the problem that they help to address. Each problem is listed in the column called **Problem Domain** of the Activity Menu matrix. After stakeholders have identified their problems in Form B of the planning template (see Figure 2.3), they can then open the menu booklet and try to MATCH their problems with an appropriate activity that has been designed to address it. To be sure, there are also a number of Core Activities' that schools will be required to implement, as part of the overall theory of change outlined earlier. In this respect, activities relating to enhanced mathematics and science instruction as well as employability skills will be required for inclusion in the school improvement plan though their implementation will be resourced through central ESDP III funds.

Stakeholders can decide among themselves whether they like an activity or whether it is relevant to their context by reading the short **Activity Description** that goes along with each activity. In the Activity Description, there is one or more words that is provided in *italics* to stress the actions that need to be done to make this activity happen. These italicized words are usually verbs like *provide, build,*

*make, organize,* etc. Using these action words in a school improvement plan helps to keep the plan focused on *real activities* and avoids the use of what are sometimes called 'fake' planning words. Fake planning words include words like *strengthen, encourage, disseminate,* etc. and are not explicit with regards to the types of activities that need to be identified in the plan. As part of the review process of the SIPs submitted under SBEP, plans that use these terminologies should be revised. Because the Activity Descriptions are very short, there is also a picture provided with each activity to help readers better understand what the activity is about. The picture is found in the **Illustration** column on the far right hand side of the matrix. These pictures may be helpful for those stakeholders who have limited literacy skills. Activities in the Menu each have a **Reference Number** so that they are easy to find. If a member of a planning group asks someone else in the group to look at a specific activity, it will be helpful to ensure that everyone is literally on the same page.

In all, there are 32 different activities listed in the Activity Menu to try to help stakeholders identify suitable activities that can address the problems that they have found in their school-community. As noted earlier, these activities are provided because many stakeholders have had limited exposure to outside ways of doing things. *However, if stakeholders have their own idea for an appropriate activity or the activity menu has helped them to create a new activity, then they may surely include this activity in their plan, as long as a logical justification can be provided.* Thus, the Activity Menu is not intended to be a limiting tool but rather one that provides a balanced structure of activities for stakeholders to consider.

Finally, each activity in the menu also includes a short listing of the **Notional Resources** that one needs to implement a given activity. In any plan, one needs to make a budget that outlines the resources that are needed to implement an activity. The Notional Resources column helps stakeholders to identify these resources easily so that they can list them in the budget. These resources may include specific materials (e.g., specific technical manuals), stationery, cash for different purposes (e.g., travel money), and also human resources. In order to quantify the monetary cost of each resource, a Unit Cost Section will be provided at the end of the menu booklet to help stakeholders with this process.

### 2.3.3 Classification of Schools and Adjustments in Grant Support

One of the important realizations of earlier school grant projects is that schools vary widely in terms of their capacity and individual needs. Given these differences, it is not wise to treat all schools the same with regards to the activities that they may choose from. Some projects have developed a multi-tiered approach in the structure of their grant allocations so that schools with the greatest capacity to manage resources receive more grant support while those with less capacity receive a level of support that has been adjusted to their ability to use them effectively. While recognizing the importance of avoiding a 'one size fits all' approach in grant administration, the MoEYS has opted for a simple classification of schools into two tiers: (i) *disadvantaged* schools (based on DoP guidelines) and (ii*) mainstream* schools. In this regard, a key criterion in classifying a school as disadvantaged relates to how low the completion rate is. Rather than developing different menus for each school category, the MoEYS has decided to restrict the number of activities that disadvantaged schools may include in their school improvement plans in order not to overtax their limited ability to manage such activities. In this respect, disadvantaged schools will be limited to five to six activities per year while mainstream schools may implement as many as ten to twelve activities, not counting Core Activities that will be resourced through central ESDP III funds.

### 2.3.4 Curriculum Enhancement Activities in Science and Mathematics

***Strengthen Mathematics Education:*** ESDP III will nationally scale-up the Math In-service Teacher Training (Math-INSET) pilot developed and implemented through the Basic Education Teacher Training (BETT) Project supported by the Belgian Technical Cooperation[1]. The Math-INSET aims to strengthen the subject matter knowledge and teaching skills of lower secondary math teachers to employ student-centered teaching methodologies. The Math-INSET is aligned with the National curriculum and existing textbooks for math at the lower secondary level. It consists of 6 units that address instruction of the following areas: number, calculation, algebra, statistics, geometry, measure. Each unit covers concepts, knowledge and skills, pedagogy, and learning activities.

ESDP III will design the Math-INSET scale-up in coordination with the Japan International Cooperation Agency (JICA). The Math-INSET scale-up will adapt the structure and organization for in-service teacher training provided through the Regional Teacher Training Centers (i.e. RTTC-based INSET) established under JICA's Science Teacher Education Project (STEPSAM). The Project will also coordinate with DGSE to re-produce BETT classroom materials for math instruction. The Project will support the dissemination of BETT classroom materials to all 1,500 lower secondary schools nationwide. All BETT materials are under the ownership of MoEYS. The training of Math Teachers at the lower secondary schools (i.e. school-based INSET) will be conducted by the TGLs through technical meetings. Lower secondary SD/DD will be held accountable to ensure TGLs conduct technical meetings.[2]

***Strengthen Science Education:*** ESDP III will design a Science In-service Teacher Training (Science-INSET) pilot program for 100 lower secondary schools linked to the Secondary Resource School – Secondary Resource Center (SRS-SRC) networks recognized under MoEYS Prakas No. 3277[3]. The list of the lower secondary schools within each SRS-SRC network is in Appendix 5. The design of the Science-INSET pilot program will be developed in coordination with TTD, JICA, and the Flemish Association for Development Cooperation and Technical Assistance (VVOB). The design will be based on the school-based INSET model established under JICA's STEPSAM, which aims to strengthen subject matter knowledge and teaching skills of lower secondary science teachers to employ the lesson study and inquiry-based approaches.

The Project will support the training of 20 National Trainers, which will be conducted by Teacher Trainers at the RTTC in Kandal province[4]. VVOB will assist in organizing the training of National Trainers in coordination with TTD. The Project will also support the training of 800 Science Teachers (including Technical Group Leaders for Science) from the 100 lower secondary schools over a 3-day workshop which will be conducted by the 20 National Trainers. The training of the Science Teachers will take place in the science labs of the designated SRCs in the following 17 provinces: Banteay Meanchey; Battambang; Kampong Cham; Kampong Chhnang; Kampong Speu; Kampong Thom;

[1] The BETT Project was implemented from 2003-2011 in 3 provinces: Siem Reap, Otdar Meanchey, and Kampong Cham. Math teacher training for the lower secondary level was a component of a larger teacher training effort covering other subjects at both primary and lower secondary levels. Since 2011, the math teaching and learning resources for teachers and students which were developed under the project are under the ownership of MoEYS.

[2] Under Output 3, sub-output , the Project will build capacity of lower secondary SD/DD to be instructional leaders supporting teacher development.

[3] Under the Enhancing Education Quality Project (EEQP), 18 SRS-SRC networks were recognized through the issuance of MoEYS Prakas No. 3277 on 14 December 2010.

[4] The RTTC in Kandal province was part of the pilot teacher training program under SEAL supported by VVOB. It houses the VVOB working group.

Kampot; Kandal; Koh Kong; Kratie; Preah Vihear; Prey Veng; Pursat; Siem Reap; Preah Sihanouk; Stung Treng; and Takeo.

The Project will make provision for training materials developed by VVOB for both sets of training. The Project will also make provision for VVOB classroom materials for science instruction to 100 lower secondary schools within the SRS-SRC networks. VVOB classroom materials support student-centered learning that complement the lesson study and inquiry based approaches of the JICA STEPSAM. The classroom materials will include: science posters, concept cartoons, teacher manuals on student-centered approaches, subject-specific activity manuals, experiments (laboratory equipment and low cost materials), and multimedia learning materials (i.e. video-based learning, animations and simulations). Lower secondary SD/DD will monitor the extent to which Science Teachers are able to apply knowledge and skills acquired through the Science-INSET pilot program to their classroom instruction.

### 2.3.5 Employability Focus and the Use of Career Resource Persons

***Introduce Employability Skills Program:*** ESDP III will support the design and implementation of an employability skills program focused on entrepreneurship. The program will provide integrated learning experiences for youth ages 12-14 years that prepare them for the future workplace. Integrated learning experiences will be a cross-cutting theme characterizing the learning approach in technical manuals used in SBEP. These cross-cutting learning themes include a focus on the following three skill areas: (i) basic skills such as reading and arithmetic; (ii) higher-order thinking skills such as problem solving and decision making; and (iii) affective skills and traits such as dependability, a positive attitude, and cooperativeness. The employability skills program will be designed with a specific focus on girls' empowerment.

These provisions within SBEP are consistent with requests from stakeholders during focus group discussions for a wide range of vocational and life skills education topics. Teachers and school managers noted that though they wanted to teach life skills programming to students, they had neither the programming, the expertise, nor the documents needed to do so. In all, stakeholders requested support for 15 vocational/life skills topics that are also a part of the new MoEYS Life Skills Menu recently developed by the Department for Curriculum Development (DCD) in collaboration with the *Enhancing Educational Quality Project* (EEQP) and the *Improved Basic Education in Cambodia Project* (IBEC). To date, DCD has developed 30 life skills manuals using a standardized template that cover issues across three topical domains: (i) Socially Relevant Themes (e.g., drug abuse prevention, migration); (ii) Business and Economic Studies (e.g., World of Work-Career Placement), and (iii) Prevocational Skills (e.g., sewing, vegetable cultivation, etc.) (see Box 4). Of special importance in this regard for SBEP's employability program-

**BOX 4: LIFE SKILLS TOPICS AVAILABLE FROM MOEYS**

***Domain 1: Socially Relevant Themes***

1. Civics Awareness
2. *Safe Migration & Trafficking*
3. Alcoholism Prevention
4. *Preventing Drug Abuse*
5. Water, Sanitation & Hygiene
6. Cultural Issues
7. Environmental Issues
8. Personal Understanding
9. *Gender Sensitivity*
10. Music & Dance

***Domain 2: Business & Economic Studies***

11. *Me and My Marketing Skills*
12. Me and My Future
13. Money Management Skills
14. *The World of Work*
15. Social & Children's Enterprises
16. Saving & Spending
17. *Information Technology*

***Domain 3: Prevocational Skills***

18. *Rice Cultivation*
19. *Vegetable Cultivation*
20. *Fish Raising*
21. Frog Raising
22. Bio-gardens
23. Mushroom Growing
24. *Raising Chickens*
25. *Bicycle Repair*
26. *Hair Cutting & Hair Dressing*
27. Masonry
28. *Cooking*
29. *Sewing*
30. Food Processing

*Topics in italics requested in FGDs*

ming is Domain 2, which focuses on entrepreneurial skills. The approach used in these manuals is convergent with the SBEP integrated learning approach and will provide a good model for additional manuals produced under SBEP. These manuals are currently under review by the MoEYS *Textbook Approval Council* and are expected to be available for general use in schools by the beginning of 2013 as officially approved curricula.

The SBEP manuals used to promote employability skills will include some of those already developed by DCD as well as new ones. The project will build on the good practices experienced in pre-existing projects and will use standardized templates for manuals that consist of (i) explicit teacher session plans, (ii) student handouts, and (iii) laminated student learning slides so that they can be re-used from year to year. The manuals will also include an explicit student assessment framework to help monitor and document student learning. There is an important rationale for structuring life skills manuals in this way, relating mainly to the need for a comprehensive implementation framework, which DCD has now put in place. Some of these best practices to be adopted by SBEP are summarized in Table 2.2 below:

**Table 2.2: Best Practices in Life Skills Implementation to be Adopted under SBEP Employability Skills Program**

| No | Observed Problem | MoEYS Response/Best Practice |
|---|---|---|
| 1 | Lack of Comprehensive Life Skills Documents in Needed Skill Areas | ○ Development of EEQP Life Skills Syllabus<br>○ Development of 30 Life Skills Manuals<br>○ Introduction of Standardized Manual Templates |
| 2 | Teachers don't know how to teach topics | ○ Manuals formulated as teacher session plans |
| 3 | High cost Student Books | ○ Laminated Learning Slides/Handouts (included in Teacher Manual |
| 4 | Lack of clear guidelines on HOW to implement life skills education at school level (e.g., time tables, role of student council, etc.) | ○ Implementation Framework that outlines key steps in implementation and desired teacher methodologies |
| 5 | Lack of guidelines for student assessment | ○ Development of EXPLICIT student assessment framework for each life skills manual |
| 6 | No overtime payments for life skills instruction | ○ MoEYS revision in curriculum guidelines recognizing life skills as an official subject and eligible for overtime payment |

The employability program will be characterized by a number of unique features that will ensure high quality delivery of content in employability skills (see Box 5). This includes an explicit implementation framework setting out the steps and approaches in planning the skills program to be offered to students at school level. In this respect, the implementation framework will be characterized by a five-step process that starts with the identification of the employability topics desired by the school-community, based on the availability of teachers and local expertise to teach these topics (see Figure 2.7). The selection of topics by SSCs will be facilitated by the use of the MoEYS Life Skills Menu, which may be modified for use by SBEP to focus on employability. A sample of the Life Skills Menu is provided in Annex 5.

**BOX 5: KEY ELEMENTS OF EMPLOYABILITY PROGRAMMING**

- Integrated learning approach
- Explicit implementation framework
- Use of standardized manual templates that include teacher session plans, student handouts, & learning slides
- Two 10-week cycles of instruction (one for each semester)
- School choice in the topics to be taught
- Student choice of the available topics chosen by the school
- Use of reflective training techniques and ICT when training teachers
- Explicit student assessment framework

Though subject to modification, this menu provides a useful starting point for ensuring choice in the topics available to target schools and communities.

**Figure 2.7: Indicative Process for Implementation of Employability Skills Program**

| STEP 1: | STEP 2: | STEP 3: | STEP 4: | STEP 5: |
|---|---|---|---|---|
| School Planning Meeting to determine Life Skills Topics to be offered to students | Training of teachers in selected topics<br><br>Training workshops employ reflective learning and use of media to model desired teaching approach | Students select their topics<br><br>Group discussions to ensure informed decision-making | Students do field work in chosen areas<br><br>Strong focus on vocational skills linked to entrepreneurship | Student assessment to determine mastery of integrated learning areas: (i) reading/math; (ii) higher order thinking skills; (iii) affective skills |

Teachers will be trained by PFs and DTMTs in using official manuals that each come with ten explicit session plans. Each session plan will comprise a two-hour weekly unit resulting in at least 20 hours of student instruction per semester (i.e., a ten-week period). Two cycles (one for each semester) of skills instruction (depending on teacher availability) will lead to 40 hours of instruction per year. The methodology used in training teachers in skills instruction will employ reflective training techniques that rely heavily on the use of ICT technology such as laptops and micro-teaching presentations. Students will also have a choice among the topics that the school has chosen to offer. For example, if a school chooses three topics to teach, students will have the option of choosing one; during a second cycle of instruction, they may choose yet another. This approach will help to empower students, increase the number of topics that students can learn during the year, and enhance ownership of the program. The final step in the program will entail an student assessment using standardized forms and tasks.

***Capacity-building for Career Resource Persons:*** Another proposed component of the Employability Program refers to the organization of Career Resource Persons (CRPs) in schools who will help to animate a *career advisory service.* During student FGDs, most students indicated that they rarely receive any advice about their futures or occupational direction in life. Mostly, they seem to rely on listening to their peers (or sometimes their parents and siblings), especially those who have already dropped out and are gainfully employed. This advice tends to focus on short-term financial thinking with little thought given to the long-term implications of leaving school. The need for a career advisory service or at least one that gives some guidance for future planning is, therefore, acute given the high dropout rates being reported in target schools.

As in the case of life skills, capacity-building efforts in this area can be greatly streamlined by reviewing work already in progress by the Ministry. In this regard, a great deal of work has already been done by the Vocational Orientation Department (VOD) in career guidance. The VOD has already been working on a directory of career services to use in schools. The department has also been working closely with the IBEC Project to pilot a training manual that sets up a Career Advisory Service run by a CRP in collaboration with the Youth/Student Council. The manual was field-tested by the department in collaboration with KAPE and World Education in 2011-12 and is currently being revised. The manual is used in conjunction with another life skills manual developed by DCD called the *'World of Work,'* which provides students with structured learning about possible occupations to choose from (see Topic #14 in the Life Skills Menu of Annex 5). One of the important aspects of the career advisory service is that it utilizes local entrepreneurs as a source of information about local entrepreneurship, which is a key aspect of SBEP's employability skills program. The proposed manual that can be adapted to SBEP needs provides a useful structure for students to research local occupations in their community and interview local entrepreneurs about how they work. The capacity building areas outlined in the CRP manual are summarized in Table 2.3 below.

**BOX 6: TRAINING MANUAL INTRODUCTION TO SET UP A CAREER ADVISORY SERVICE**
***(Excerpt from Draft VOD Manual)***

. . . .This manual is intended to assist ***Career Resource Persons*** in lower secondary schools to train the student council in their roles in setting up and supporting a Career Advisory Service. The training will help them to set up and run a career advice service in their school and help in prioritizing students who have little or no idea about what types of career they would like to have in the future.

Thinking about careers at an early age helps students to acquire the necessary skills and experience they need in order to have a satisfying career, rather than just finding themselves in a job for which they have little motivation and little chance of promotion. It is recommended that the Careers Advisory Service focuses on students in the upper grades. The reason for this is that students in grade 7 are new to secondary education and hence are still finding out which subjects they enjoy and are good at. However, the resources produced can be of use and interest to all students in the school. We hope young people can become more forward thinking in their aspirations for their future career and become more aware of the types of work, which would suit them. The Career Resource Person will work closely with the student council to set up the careers advice services. This training is in addition to the ***World Of Work Life Skills Manual*** recently piloted by MoEYS, which will further help students to understand and gain the soft skills required for the workplace and how to apply for a job.

**Table 2.3: Proposed Capacity-building Lessons for CRPs**

| Lesson title | Time | Summary |
|---|---|---|
| 1. Introduction to Careers Advisory Service and Work Opportunities | 100 min. | Understand what a careers advisory service is. Think about careers available in Cambodia. |
| 2. Local Employment: Helping students to research the employment opportunities in their community | 65 min. | Know how to make a map of jobs available in the local area, especially those of local entrepreneurs |
| 3. Case Study Interviews: Helping students to interview local entrepreneurs | 90 min. | Know how to prepare case studies of local people's work. |
| 4.Target jobs: Tracking students' job interests | 70 min. | Know how to keep a record of jobs targeted by students during their research |
| 5. Career Assessment Questionnaires | 70 min. | Be able to use a questionnaire to assess which students need one to one interviews |
| 6. How to carry out one-to-one interviews: Individualized counseling | 90 min. | Practice giving one to one interviews to students |
| 7. Planning for Implementation | 85 min. | Plan how to implement the training in their own school |

The department is currently considering its options to bring together the career directory service and the CRP training manual into one manual to assist schools in providing career counseling services, as

requested by stakeholders during data collection interviews to better inform program design. As a first step, the department is working with UNESCO to develop *operational guidelines* that would provide a policy framework for a CRP intervention. *An important question to be answered by the department is whether it can move forward with another pilot under SBEP in employability before the guidelines have been completed and approved by MoEYS.* In this respect, the department is working closely with UNESCO, World Education, and KAPE and receiving coordinated technical assistance from all three agencies to expedite the development of the new guidelines. The Ministry has indicated tentatively that it is possible for SBEP to move forward with a guidance counselor activity of the sort proposed even before the guidelines that VOD is working on have been finalized. This pilot in SBEP schools need not necessarily be implemented in all schools due to the existence of severe teacher shortages in some schools; rather a more limited pilot in 30 to 40 schools might be more recommended.

One of the attractive elements of the CRP training manual that will also be incorporated into the SBEP approach is that it utilizes Student Councils mandated under the MoEYS Child Friendly School Policy to help designated teachers run the Career Advisory Service in the school (see Box 6). Members of the council set up a network that identifies students who have dropped out or in danger of doing so that they can be immediately referred to an adviser for counseling. This structure gives an added purpose to the council and means that the teacher also has some help in animating the system.

## 2.4 Preliminary Preparations before Implementation

### 2.4.1 Review of Conditions at Schools to Determine Feasibility

The provision of financial and technical resources to a school is unlikely to succeed unless there are certain organizational prerequisites in place to ensure that these resources can be used effectively. The availability of human resources is of particular importance in this regard, both in terms of their quantity and quality. For example, the data collection exercise done as part of the design process for SBEP indicated that 90% of the sample of schools visited reported severe to moderate teacher shortages, requiring the school director to teach as well as manage the school. Such conditions will likely undermine the effective implementation of interventions designed to improve educational quality in target schools.

In order to mitigate these factors, a preliminary survey of all target schools should occur prior to the implementation of SBEP in order to get a clearer picture of the situational context of each school. The survey will be carried out by Provincial Facilitators in collaboration with DTMTs. This survey will feed into the school classification process described in Section 2.3.3 that will determine whether schools are to be considered 'disadvantaged' or 'mainstream. This classification will have implications for the number of activities that the school is allowed to carry out with its school grant funds as well as possible modifications to participation in enrichment interventions such as employability. The survey will focus on an assessment of eight key situational factors in the school context. The implications of these factors on implementation and their ranking in terms of seriousness is provided in Table 2.4 below:

**Table 2.4: Situational Factors to Anticipate that Might Compromise Project Implementation**

| Situational Factor | Ranking | Implications for Project Implementation |
|---|---|---|
| 1. Teacher Availability | Critical | ○ Poor teacher availability will undermine a school's ability to provide instruction in employability skills, animate career advisory networks, etc.<br>○ Poor teacher availability requires the school director to teach, |

| | | | |
|---|---|---|---|
| | | | limiting his availability for grant management |
| 2. | Teacher Attendance | Critical | ○ High teacher absenteeism will mute the impact of inputs for mathematics and science instruction<br>○ High teacher absenteeism will undermine other interventions designed to prevent dropout |
| 3. | Management Capacity of School Director | Critical | ○ Low management capacity raises the risk of misusing grant funds and lowering community trust/engagement<br>○ Low management capacity raises the risk that various interventions will not be implemented effectively |
| 4. | Operational Capacity of Student Council | Moderately Serious | ○ As student councils are expected to participate in animating several activities (e.g., career advisory networks, life skills, etc), the absence of such bodies will undermine the feasibility of successfully implementing several interventions |
| 5. | Availability of Classrooms | Moderately Serious | ○ Lack of classrooms will impede the logistics of organizing specialized instruction in employability, life skills, etc. |
| 6. | Quality of Classroom Infrastructure | Moderately Serious | ○ Poor classroom infrastructure will impede the logistics of organizing specialized instruction in employability, life skills, etc.<br>○ Poor classroom infrastructure will limit the ability of the school to store teaching aids in classrooms due to poor security, which will likely affect inputs to strengthen Mathematics and Science |
| 7. | Community Engagement | Moderately Serious | ○ Poor community engagement will ensure that SBEP implementation is dominated by the school director<br>○ Poor community engagement will lower ownership and sustainability of project inputs |
| 8. | Geographical Access | Moderately Serious | ○ Difficult access to schools will limit their ability to receive grant funds on time<br>○ Difficult access will limit the ability of Provincial Facilitators and DTMTs to help schools animate SBEP activities |

Surveys that indicate a school is characterized by four or more undermining situational factors should be considered as 'disadvantaged,' particularly where these factors are considered to be of critical importance.

### 2.4.2 Actions to Ensure Feasible Implementation

Following the completion of preliminary surveys by provincial teams, each PoEYS should consider its options for addressing the situational factors that may undermine SBEP implementation. The degree to which these factors can be addressed or at least mitigated will increase the likelihood that project implementation may succeed in any given school. The suggested measures provided in Table 2.5 are for consideration by project implementers as part of the preliminary preparations for project implementation. Not all situational factors may be completely resolvable but some may at least be partly so.

**Table 2.5: Suggested Responses to Situational Factors that May Compromise Project Implementation**

| Situational Factor | Ranking | Actions to Address |
|---|---|---|
| 1. Low Teacher Availability | Critical | ○ Prioritize identified schools when posting new RTTC graduates |
| 2. Poor Teacher Attendance | Critical | ○ Prioritize identified schools when selecting sites for teacher housing |
| 3. Low Management Capacity of School Director | Critical | ○ In cases where capacity is reported to be very low and community mistrust high, consider replacing the individual in question<br>○ Promote a competent teacher to the post of vice director |
| 4. Low Operational | Moderately | ○ Prioritize identified schools for capacity building support to set |

| | | | |
|---|---|---|---|
| | Level of Student Council | Serious | up Student Councils |
| 5. | Limited Availability of Classrooms | Moderately Serious | ○ Prioritize identified schools for ESDP III construction support |
| 6. | Poor Quality of Classroom Infrastructure | Moderately Serious | ○ Prioritize identified schools for ESDP III construction support |
| 7. | Low Community Engagement | Moderately Serious | ○ Organize SSC elections that will identify new leadership in the community<br>○ In cases where community mistrust is high, consider replacing the replacing the school director<br>○ Promote a competent teacher to the post of vice director |
| 8. | Difficult Geographical Access | Moderately Serious | ○ -- |

### 2.4.3 Baseline Surveys

General baseline studies at the provincial and district levels will be undertaken at the beginning of the Project to add to the monitoring and evaluation matrix described in the Project Administration Manual. The monitoring and recording system and procedures followed by the Department of Planning will be reviewed and modified as per the monitoring needs at the provincial and district levels. Project performance monitoring will focus on project implementation plans and targets, and their execution and achievement. Performance evaluations will examine the impact of project interventions, problems and constraints, their causes, and solutions to them.

## 2.5 Document Development

In order to effectively implement the design recommendations outlined above, SBEP will develop a series of training documents that will facilitate capacity-building of stakeholders at all levels to implement discrete clusters of activities. These documents will be formatted as Facilitator Session Plans in order to ensure participant-centered approaches in the delivery of training content.

**Table 2.6: Documents in Need of Development or Revision by Sub-output**

| Sub-outputs | Training Document Title | Target Group | Starting Point | Reference |
|---|---|---|---|---|
| ***Piloting School Improvement Grants*** | ○ Foundation Workshop on School Planning<br>○ <u>Areas of Capacity Building</u>:<br>• Methods for assessing resources necessary for enrichment activities.<br>• Budgeting for enrichment activities.<br>• Implementation plan for enrichment activities.<br>• Monitoring and evaluation of enrichment activities. | ○ School-Community Stakeholders | ○ Beginning of School Year | ○ SIG Manual<br>○ IBEC Foundational Planning Manual |
| ***Strengthen Math Education*** | ○ Math INSET Training Manual<br>○ <u>Areas of Capacity Building</u>:<br>• Methods for assessment of student achievement by grade level and subject.<br>• Strategies for supporting Technical Group Leaders to work with teachers identify enrichment activities.<br>• Pre and post testing of students. | ○ Math Teachers<br>○ Technical Grade Leaders | ○ Foundation Training at Beginning of Year<br>○ Periodic In-service | ○ BETT Training Documents |
| ***Strengthen Science Education*** | ○ Science INSET Training Manual<br>○ <u>Areas of Capacity Building</u>:<br>• Methods for assessment of student achievement by grade level and subject. | ○ Science Teachers<br>○ Technical Grade Leaders | ○ Foundation Training at Beginning of Year<br>○ Periodic | ○ VVOB SEAL Manuals<br>○ JICA STEPSAM Manuals |

| | | | | |
|---|---|---|---|---|
| | • Strategies for supporting Technical Group Leaders to work with teachers identify enrichment activities.<br>• Pre and post testing of students. | | In-service | |
| ***Introduce Employability Skills*** | ○ Life Skills Implementation Manuals<br>○ Career Resource Person Training Manual | ○ Life Skills Teachers<br>○ Community Resource Persons | ○ Foundation Training at Beginning of Year | ○ VOD manuals<br>○ EEQP Life Skills Syllabus<br>○ DCD manuals developed with IBEC |
| ***Strengthen School Based Management*** | ○ School Management and Leadership Training Manual<br>○ Areas of Capacity Building:<br>○ School Leadership<br>○ Engagement of School Support Committees | ○ School Directors<br>○ School Vice Directors<br>○ SSC Members | ○ 4 workshops over a two-year period | ○ IBEC SMLTC Manual<br>○ CESSP Leadership Training Manual |

## 3. MONITORING PROVISIONS

The proposed SBEP design outlines four distinct levels of monitoring activity that corresponds to the School, District, Provincial, and National Level. Monitoring provisions are conceptualized to include some degree of self-monitoring to promote ownership and internalized values of high quality educational service provision as well as more conventional approaches involving external oversight. SBEP supported schools will be required to sign a **Commitment Form** that lays out their responsibilities for receiving funds, spending, and monitoring activities appropriately. These forms will be endorsed by the DoEYS and approved by the PoEYS (see Form I/Annex 6). Specific details for monitoring provisions are outlined below:

### 3.1. School Level Monitoring Provisions

The SSC is responsible for the implementation of grant activities. The SSC will make its own monitoring plan using *Form H: Monitoring & Evaluation Tracking Plan* to do so (see Annex 2). This form outlines what the school should be monitoring for each activity identified in the plan and who should be doing it. Self-tracking in this way will help internalize values of accountability and professional educational service delivery as noted above. The completion of monitoring activities should be recorded using school ***self-assessment reporting forms*** developed by the MoEYS as part of the Child Friendly School Policy.

The development of pre- and post-tests in key subject areas such as Mathematics and Science will figure prominently in school monitoring. Schools will be supported in developing *tables of specification* for specific subject areas so that the tests developed exhibit characteristics of both content and skill validity. **Model tests** will be provided to schools so that they can develop assessment instruments on their own that exemplify the project's desire to promote and measure the assessment of higher order thinking skills. For monitoring student progress in the acquisition of employability skills, schools will use the student assessment frameworks provided in manuals developed by the Department of Curriculum Development.

All purchases of goods and services by the SSC must follow correct procurement procedures stipulated by the Department of Finance of the MoEYS. Receipts for all purchases of goods and services must be filed where they are accessible for project monitors and Inspectors.

The following are some examples of monitoring at the school level and the different monitoring agents within that level:

- *School Directors* carry out daily monitoring in their schools, e.g. of teachers performance, attendance of teachers and students, library use, weekly technical meeting.
- *PFs and DTMTs* monitor teaching and learning.
- *Community members* visit the school, observe teacher attendance, the implementation of school activities, and follow students' absences to their home.
- The *librarian* has a visitor's book and system to record use during breaks and at other times of the day.
- *SSC* meetings keep records of the minutes and agendas of their meetings.

With assistance of animators, the SSC is responsible for submitting a Monthly Financial Report (MFR) to the DoEYS**.** The report will list all the grant expenditures for that month and include all relevant documentation.

### 3.2. District Level Monitoring Provisions

***Provincial Facilitators:*** PFs have principal responsibility for monitoring progress of SBEP implementation. As they visit schools supporting the implementation of grant activities, both PFs and DTMTs with whom they work closely should keep a written record of their visits noting (for example):

- issues that need further action
- lessons learned
- actions taken by them and/or the schools/clusters
- outcomes of school/cluster activities

This information will be used as inputs for their reports.

At the end of the first semester (January-February), PFs should compile information and submit a **Grants Implementation Progress Report**. The PFs should do a report for the entire province while the DTMTs with whom they work closely will compile reports for their respective districts (see below). These implementation reports will rely heavily on information generated by the School Monitoring Reports generated by DTMTs (see below).

***District Training and Monitoring Teams:*** The DTMT should submit **School Monitoring Reports** (see Form J/Annex 6) on grants implementation to the DoEYS each semester. The contents of the reports will be discussed during the District Animation Team meetings. The SSC Chairperson will feed this information back to the whole committee, who will make decisions based on these issues. The DTMT has responsibility to oversee the development of the School Improvement Plan, work hand-in-hand with the PFs to assure the smooth implementation of the scheme, and build its capacity to take over the process from the PF for the development and implementation of future school plans.

### 3.3. Provincial Level

At the end of the project cycle year, PFs should complete a **Project Monitoring and Evaluation Report** for all schools collectively under their responsibility and the annual **School Monitoring Report** (compiled by DTMTs) for every individual school. They should send these documents, together with the school summary sheets, to the PoEYS. They should also meet with the DoEYS and the PoEYS together to discuss the outcomes of the individual activities and lessons learned. Their findings will be incorporated in the PoEYS annual report and the contents of the report are discussed during regular meetings at PoEYS.

The PoEYS Accountant will verify schools' **Monthly Financial Reports**. If there are problems, they will visit schools and check financial processes and records.

A final report prepared by the Provincial Facilitators, the **Annual Monitoring and Evaluation Report**, consolidates information, observations, recommendations, lessons and issues from the full project year. The report is submitted to the PoEYS for incorporation into its report and recommendations to the Secondary Education Department, Director General for Education, the MoEYS Annual Congress.

The PoEYS coordinates the preparation of quarterly planning with PFs and DTMTs to ensure wide coverage of all school activities. The purpose of this is to avoid duplication of inspections by the dif-

ferent groups and to establish clear differentiation of responsibilities.

The Account and Planning Office of PoEYS will submit **Monthly Financial Reports** to the DoF, which will include the grants and any other project-related expenditure incurred at the provincial level. The Accounting and Planning office of PoEYS will also prepare reconciliations for each individual grant at the end of the funding cycle and will report/discuss any irregularities with the PoEYS Director.

The Director of the PoEYS, with inputs from PFs and DTMTs, will also carry out annual performance appraisal of animators. In this respect, the PFs are key change agents in facilitating the implementation of SBEP. Their performance is expected to have a substantial impact on project outcomes. The Director of PoEYS carries out an appraisal of their performance with technical support from the various offices of the PoEYS. The process of appraisal should first begin with PFs carrying out a self-appraisal. In doing so, they can collect evidence (from written reports, accounts of events, examples of completed work) of on-the-job performance. During an appraisal session, the PFs and appraisers will use the self-appraisal as a basis for discussion and negotiate an agreed level of performance. A "standards based" tables with at least five levels of descriptors relating to any given performance criterion will be developed to facilitate performance appraisal of PFs.

### 3.4. National Level

**Directorate General for Education (DGE):** The Secondary Education Department collates information from all levels, identifies trends and provides feedback to the DGE. SED staff will visit a sample of schools during the year to monitor grant activities and check financial records. Using the Provincial Quarterly Progress Reports, the SED will then consolidate information and write a **Semester-based Consolidated Progress Report** for the whole project.

The last Semester-based Consolidated Progress Report of the year constitutes the **Annual Report of Project Progress,** making recommendations for project and process improvement to the DGE, FD and PMU. The report will be sent to the Planning Department to compile for use in the MoEYS Annual Congress. The DGE will also be responsible for reporting to MoEYS via the PMU Secretariat and the Asian Development Bank on issues related to the management and implementation of the project.

A summary of monitoring reports to be submitted by the various levels of administration is provided below:

**Table 3.1: Summary of Monitoring Forms and Reports**

| Name of Report | Compiled by | Recipients | Frequency | Source of Data |
|---|---|---|---|---|
| *Form H: Monitoring & Evaluation Tracking Plan* | SSC | DoEYS & PoEYS | Annual | • School Improvement Plan |
| *School Self-Assessment Reporting Form* | SSC | DoEYS | Annual | • Internal Monitoring<br>• SSC Meetings |
| *Monthly Financial Report* | SSC | PoEYS Accountant | Monthly | • Receipts<br>• Expenditure ledgers |
| *Form J: School Monitoring Re-* | DTMT | PFs | Semester | • School Visits |

| Name of Report | Compiled by | Recipients | Frequency | Source of Data |
|---|---|---|---|---|
| *ports* | | DoEYS<br>PoEYS | | |
| *Grants Implementation Progress Report (District-level)* | DTMT | PFs<br>DoEYS | Semester | • School Monitoring Reports |
| *Grants Implementation Progress Report (Province-level)* | PFs | PoEYS<br>SED | Semester | • School Monitoring Reports<br>• Grants Implementation Progress Report (District-level) |
| *Project Monitoring & Evaluation Report (Province-level)*<br>*(Note: All individual School Monitoring Reports should be attached to this report)* | PFs | PoEyS<br>SED | Annual | • Grants Implementation Progress Report (Province-level)<br>• School Monitoring Reports |
| *Annual Monitoring and Evaluation Report (Province-level)* | PF | PoEYS<br>SED | Annual | • Project Monitoring & Evaluation Report (Province-level) |
| *Semester-based Consolidated Progress Report* | SED | DGE<br>PMU | Semester | • Grants Implementation Progress Report (Province-level) |
| *Annual Report of Project Progress* | SED | DGE<br>DoF<br>PMU | Annual | • Semester-based Consolidated Progress Report<br>• Annual Monitoring and Evaluation Report (Province-level) |

# 4. Risk Analysis

Because SBEP will be implemented in those 100 schools with among the highest dropout rates in the country, the challenges faced by program implementers are no doubt daunting. Being aware of these challenges from the outset will, however, help to anticipate their effect and facilitate preparations accordingly. Some of the more important of these challenges include the following:

***Using Supply-side Interventions to Address Demand-side Issues***

Because SBEP is primarily an education development program, its interventions will naturally focus on the educational context. However, the main factors causing dropout appear to be primarily social and economic in nature comprising crushing poverty, huge pressures to migrate, and a strong demand for wage labor from proliferating factories and plantations. Going to school is perceived as a large opportunity cost for those contemplating dropout because the income they forego by not entering the workforce is significant. In addition, the value of an education is perceived as very low because teachers are frequently absent and there is no vocational training available at the school (among other reasons). This further amplifies the opportunity costs of education. SBEP seeks to increase the value of education by making it more relevant to students' needs, thereby offsetting the opportunity costs. The challenge in achieving this will be whether changes in the educational context will be great enough to really make students reconsider foregoing the prospect of entering the work force (and the income that this would provide) in order to stay in school.

***Addressing Structural Problems within the Secondary Education Sector***

Teacher shortages were found to be endemic in many of the schools visited during the course of data collection. Many of the teachers that were available often lived far away from the school and as a result were frequently absent. Conventional school grant funds and capacity-building efforts will likely not be effective in the face of this challenge. Associated activities under ESDP III, however, might be more successful such as the construction of teacher housing (for both male and female teachers). Such structural problems may also require less conventional approaches in the way that school grants are used such as teacher incentives or food subsidies for teachers who need to live at or nearby the school.

***Assessing the Risk when Prerequisites for Feasible Implementation are Lacking***

Many of the interventions planned under SBEP assume some basic prerequisites such as the availability of competent human resources to implement them. Yet stakeholder discussions indicated that many of these prerequisites are not in place, particularly with regards to teacher availability. It will, therefore, be a serious challenge to start addressing higher order needs in a school (such as improved teaching and curricula) when more basic needs such as low teacher availability and competent leadership still need to be met. The program will need to consider ways of optimizing the use of existing human resources (e.g., using grants for teacher incentives linked with extra work associated with counseling, life skills education, and other interventions; capacity-building in order to increase leadership skills, etc.) to ensure that the lack of certain prerequisite conditions do not undermine key program interventions.

***Mitigating High Transaction Costs***

The recent proliferation of school grant programming in Cambodia makes it likely that there may be more than one school grant stream in SBEP target schools. Multiple grant streams with different funding flows and reporting requirements will result in very high transaction costs for schools. Given the human resource constraints already faced by schools, there will be a serious challenge of overburdening local implementers not only at the school level but also at the DOE and POE. This will undermine the effectiveness of SBEP grant implementation. The coordination of grant implementation (e.g., diverting grants from non-ADB funds to other schools to avoid duplication) will do much to address

this challenge

***How can SBEP avoid the same traps that other programs have fallen into (e.g., grant administration dominated by school directors, exclusion of SSCs from the administration of school funds)?***

SBEP is not the first school grant program in Cambodia nor will it likely be the last. Many of the challenges faced by SBEP have also been faced by other projects. The tendency for communities to be disengaged and for school directors to dominate school grant decision-making, to name but a few problems, have been experienced before. Indeed, these behaviors appear to be deeply entrenched, particularly where the joint use of money is concerned. The challenge for SBEP will be how to face these challenges more effectively than other programs have. The decision to use the community chairperson of the School Support Committee as the head of the SSC will be a step in the right direction to avoid the possibility of domination by the school director. It may also be desirable to classify schools both in terms of their management capacity and perceived willingness to change and modulate grant assistance as well as capacity-building support accordingly. These measures may help to minimize the fiduciary and technical risks in implementation.

## Annex 1: Core Tasks of Provincial Facilitators (PF) and DTMTs

| Task | Description |
|---|---|
| Prepare a work plan at the beginning of the animation process | ○ PFs make work plans: quarterly, monthly in collaboration with DTMTs |
| Facilitate Foundational Planning Workshops. | ○ Support the development of the School Improvement Plan using standardized planning templates and the SBEP Activity Menu |
| Together with DTMTs review and endorse SIPs for approval by PoEYS. | ○ After SIPs are written, the PF in collaboration with respective DTMT members will review SIPs and make a judgement whether they can be endorsed using specific review protocols that have been developed for the purpose. |
| Assist school in SIP revisions if necessary | ○ If any revision is needed, PF in collaboratio with DTMT will assist the SSC in making modifications and improvements to the school plan. |
| Support implementation of activities | PF in collaboration with DTMT will assist the SSC in setting up the implementation and monitoring plans for grant activities to be implemented including:<br>○ Meetings with school directors regularly to discuss progress of implementation based on observations, the implementation plan and the monitoring plan<br>○ Comment on improvement and discuss solutions to issues<br>○ Check if implementation plan is being followed for all activities<br>○ Observe progress of the implementation according to the plan both in terms of schedule and quality<br>○ Respond to needs of SSC<br>○ Support local initiatives (decentralisation)<br>○ Supply technical support |
| Attend SSC Meetings | Support the SSC in conducting effective meetings:<br>○ setting an agenda and following it<br>○ performing the effective role of a chairperson<br>○ using appropriate meeting procedures based on contents to be discussed<br>○ having clear outcomes.<br>○ arrangement of seating |

| Task | Description |
|---|---|
| Monitor implementation of grants activities | ○ Maintain informal diary of observations and impressions.<br>○ Complete *Grants Implementation Progress Record*<br>○ Complete *Project Monitoring and Evaluation Report* at the end of the school year<br>○ Use *Standardized Report* forms<br>○ Monitor outputs and their quality & evaluate outcomes of activities.<br>○ Support lower secondary schools to evaluate own activities. |
| Promote Learning by SSC Members | ○ Ensure that SSCs regularly review and evaluate progress of the grant implementation<br>○ Assist SSC to make decisions on lessons learned and to incorporate the results into the following year's school improvement planning |
| Support grant accounting | ○ Assist in completion of monthly school financial reports.<br>○ Remind schools of due dates of monthly reports in advance. |
| Meet with PoEYS on SBEP Implementation | ○ Discuss results of animation process and lessons learned to be input into next animation cycle. |
| Support transparency | ○ Verify amount of grant allocation displayed in school. |
| General Technical Support for SSCs | Support includes:<br>○ Management of funds<br>○ Collecting accurate school data<br>○ Calculating indicators<br>○ Posting school statistics<br>○ Delegating and supervising tasks<br>○ Planning activities with community<br>○ Praise them when they are doing good work<br>○ Support their decision-making and initiatives (decentralisation) |

| Task | Description |
|---|---|
| Conduct regular meetings with DTMTs | ○ Address issues and propose solutions to the schools – SSC discusses choice and decide on course of action.<br>○ Support school innovations.<br>○ Support local decision-making & initiatives (decentralisation) |

# Annex 2: Planning Templates for SBEP

## FORM A: BASIC INFORMATION AND ELIGIBILITY

### A1. Basic information about the SBEP Grant Request

| | |
|---|---|
| 1. Duration of grant implementation | From: …… to …….. |
| 2. Total amount of funds available to the schools | $ 500.00 |
| 3. Amount requested by SSC from SBEP for 20__ to 20__. | $ …….. |
| 4. Name of animator and DOE staff: | …… |

### A2. Eligibility criteria for your school

| | | |
|---|---|---|
| 1. List the dates of the last 6 SSC meetings. | | |
| 2. Are the attendance records from each of the last 3 SSC Meetings attached to this request? | Yes …… | No ……. |
| 3. Does your SSC have an open and transparent financial management system? | Yes …… | No ……. |
| 4. Are there any characteristics of this proposal which might result in problems for the school's community and/ or its environment,? | Yes ……<br>If yes, attach an explanation | No ……. |

## FORM B1: Statistics and Indicators (Year: _____)

**1. General statistics about your school**

| School code | Classes | Class rooms | Library | Teachers* | | | | | | | | | | Office Staff | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | MA | KH | CH | PH | ES | BIO | HIS | GEO | ENG | Other | Total | Fem |
| | | | | | | | | | | | | | | | |
| | | | | Total Teachers at this School: | | | | | | | | | | | |

*Please indicate the primary specialization of a teacher only and **NOT** all the subjects that he/she teaches.

**2. Statistics and indicators about students in the school**

| Indicators | Grade 7 | | Grade 8 | | Grade 9 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Totals | Girls | Totals | Girls | Totals | Girls | Totals | Girls |
| **Enrollment** | | | | | | | | |
| **Repeaters** | | | | | | | | |
| **Promotion rate** | | | | | | | | |
| **Repetition rate** | | | | | | | | |
| **Drop out rate** | | | | | | | | |

## FORM B2: EMIS Statistics And Indicators - Questions

Refer to statistics and indicators by school for each year participating in SBEP

**School planners should take the following questions in to consideration:**

**Participation of vulnerable groups of children**

- What is the net admission rate in the school? Does the rate change compared to last year? Have they received any special support?

- What is the proportion of girls enrolled in the school? Does the proportion change from grade to grade? Should they receive special support?

- Have there been changes in the indicators (repetition, promotion, drop out) for girls from previous years?

**Indicators**

- Have there been changes in the performance indicators from previous years (repetition, promotion, drop out, both for clusters and individual schools) which show improvements?

- If some indicators have become worse, what are the reasons and what can be done to improve them?

**Activities suggested by the comparison of indicators between years and between schools**

Should this year's plan include any special activities to address problems suggested by your study of the indicators? For instance:

- a school- wide activity to improve the net admission, participation and retention rates of vulnerable groups of children and girls

- a special activity to address a participation problem revealed by the indicators at an individual school

## **FORM C: Planning Matrix To Address Needs**

| **NOW** | | **ACTIVITIES** | **OBJECTIVE** | | Activity no. from Form E , left hand column (if need is addressed this year) |
|---|---|---|---|---|---|
| What are our needs? | What evidence do we have of them? | What will we do? | What do we want to achieve? | How can we know we have achieved it? | |
| | | | | | |
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| | | | | | |

## FORM D: Estimated Revenues for This Year – Potential Sources

If necessary, attach additional pages

In academic year _____, list of school's sources of potential resources and income

Name of school: ……..

| **Name of source of resource / income** | **Form of assistance (cash, donation, labor, support, etc.)** | **Value (approximate)** | |
|---|---|---|---|
| | | Riel | Dollar |
| **1. PB** | Cash | | |
| | | **PB total** (in dollars) | |
| **2. Other** | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | **Other total** (in dollars) | |
| *Grand total*** | | | |

Exchange rate: US$1 = ..... riel

*Include, for example:

- Approximate value of World Food Program ($XX / metric ton – weight of all food together)
- Cash donations from donor, generous people, NGOs, etc.
- All community support – cash and in kind
- Support by NGOs in areas like health, libraries, etc.

## FORM E: Summary Of Cost Of Activities Planned For This Year (for school submitting the SIP Request)

| **Activity Number** (Copy No. from Form C, last column) | **Activities (Selected from Form C)** | **Beneficiaries of activities** | | | | Activity cost subtotals |
|---|---|---|---|---|---|---|
| | | Teachers | Pupils | Admin | Commu-ni. | |
| **Dimension 1: All Children Learning** | | | | | | |
| 1.1 | | | | | | |
| 1.2 | | | | | | |
| **Dimension 2: Effective Learning Environments** | | | | | | |
| 2.1 | | | | | | |
| 2.2 | | | | | | |
| **Dimension 3: Health, Nutrition, & Safety** | | | | | | |
| 3.1 | | | | | | |
| 3.2 | | | | | | |
| **Dimension 4: Gender Responsive** | | | | | | |
| 4.1 | | | | | | |
| 4.2 | | | | | | |
| **Dimension 5: Community, Parental, & Student Engagement** | | | | | | |
| 5.1 | | | | | | |

| **Activity Number**<br>(Copy No. from Form C, last column) | **Activities**<br>**(Selected from Form C)** | **Beneficiaries of activities** | | | | Activity cost subtotals |
|---|---|---|---|---|---|---|
| | | Teachers | Pupils | Admin | Commu-ni. | |
| 5.2 | | | | | | |
| **Dimension 6: Ena-bling Environments** | | | | | | |
| 6.1 | | | | | | |
| 6.2 | | | | | | |

*Note: Could expand pages according to need.*

## **FORM F: Description of Specific Activities**

| ***Activity 1.1*** *Name of activity:* | | | | | |
|---|---|---|---|---|---|
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |
| ***Activity 1.2*** *Name of activity:* | | | | | |
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |

| ***Activity 2.1*** | *Name of activity:* | | | | |
|---|---|---|---|---|---|
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |
| ***Activity 2.2*** | *Name of activity:* | | | | |
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |

| ***Activity3.1*** | *Name of activity:* | | | | |
|---|---|---|---|---|---|
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |

| ***Activity 3.2*** | *Name of activity:* | | | | |
|---|---|---|---|---|---|
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |

| ***Activity 4.1*** *Name of activity:* | | | | | |
|---|---|---|---|---|---|
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |
| ***Activity 4.2*** *Name of activity:* | | | | | |
| Items of expenditure | Units | Unit cost | x N/month | x month | Total cost |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Subtotal | | | | | |

*Note: could expand pages according to need*

## FORM G: Activity Implementation Schedule

| Activity No. | Quarter 1 | | | Quarter 2 | | | | Quarter 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Apr. | May | June | July |
| 1.1 | | | | | | | | | | | |
| 1.2 | | | | | | | | | | | |
| 1.3 | | | | | | | | | | | |
| 1.4 | | | | | | | | | | | |
| 1.5 | | | | | | | | | | | |
| 2.1 | | | | | | | | | | | |
| 2.2 | | | | | | | | | | | |
| 2.3 | | | | | | | | | | | |
| 2.4 | | | | | | | | | | | |
| 2.5 | | | | | | | | | | | |
| 3.1 | | | | | | | | | | | |
| 3.2 | | | | | | | | | | | |
| 3.3 | | | | | | | | | | | |
| 4.1 | | | | | | | | | | | |
| 4.2 | | | | | | | | | | | |

| Activity No. | Quarter 1 | | | Quarter 2 | | | Quarter 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Apr. | May | June | July |
| 4.3 | | | | | | | | | | | |
| 5.1 | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | |
| 5.3 | | | | | | | | | | | |
| 6.1 | | | | | | | | | | | |
| 6.2 | | | | | | | | | | | |
| 6.3 | | | | | | | | | | | |

**<u>Form H</u>: Monitoring & Evaluation Tracking Plan (School Level)**

| Activity (Input) | *What will we monitor?* | How often will we monitor it? | What immediate changes do we expect due to this activity? (Descriptive or Numerical)<br><br>(Indicators of outputs)<br><br>Refer to Objectives, Form C | What future improvements do we expect due to this activity?<br><br>(Outcomes) |
|---|---|---|---|---|
| 1.1 | | | | |
| 1.2 | | | | |
| 1.3 | | | | |
| 1.4 | | | | |
| 1.5 | | | | |
| 2.1 | | | | |
| 2.2 | | | | |
| 2.3 | | | | |
| 2.4 | | | | |
| 2.5 | | | | |

*Note: could continue pages according to need.*

# Annex 3: School Improvement Plan Review Guidelines

## 1. Background

The following guidelines are intended to assist PFs, DTMTs, and PoEYS in reviewing Secondary School Improvement Plans at the beginning of each academic year. These guidelines should facilitate decisions that lead to approval of the plan or that aid in the generation of feedback to SSCs to help them revise the plans. Revisions should make plans more consistent with national goals to promote 'child friendly schools.'

## 2. Explicit Review Guidelines

(i) Planning Components: Each plan submitted should take the form of a *planning matrix* that uses the planning templates specified under SBEP (Forms A-H)

(ii) Coverage of CFS Dimensions: Any submitted plan should have at least one activity to address issues and needs for each of the 6 dimensions suggested in the CFS development framework including the following: (a) All Children have Access to Schooling; (b) Effective Teaching and Learning; (c) Health, Safety and Protection of Children; (d) Gender Responsiveness; (e) Participation by Children, Families, and Communities and (f) Enabling Environments

(iii) Inclusion of Core SBEP Activities: Submitted plans should include activities for the following core activities:

- Interventions (one or more) to prevent dropout
- Strengthening SSCs
- Strengthen School-based Management and Instructional Leadership
- Using training received by MoEYS in Mathematics to improve educational service provision
- Using training received by MoEYS in Science to improve educational service provision

(iv) Omission of Budget Costs for Activities that are Centrally Funded: Some activities, though they may be mentioned in plans, need not be budgeted for because the funds will come from the central ESDP III budget. Some activities need to be budgeted in this way because they will depend on the execution of program wide workshops that will be led by MoEYS departments. The following activities will be budgeted for in this way:

- Math-INSET
- Science-INSET
- Strengthen School-based Management and Instructional Leadership
- Strengthening School Support Committees
- Heavy construction for latrines, teacher housing, and new classroom buildings

(v) Clarity of Proposed Activities

Activities should be clearly stated and avoid use of 'fake' planning words such as *strengthen, encourage,* and *disseminate*

(vi) Logical Linkages between Problems/Objectives and Selected Activities: Proposed activities in each plan should have logical linkages with the problems that they seek to solve and the objectives they seek to achieve. If linkages do not appear logical, SSCs should be asked to explain their reasoning and/or revise their plan. The following are common examples of linkages that are not logical:

- Building a flagpole will increase enrolment
- Putting curtains on classroom windows will decrease dropout.
- Making flower gardens will increase school attendance.
- Providing every child with a pen will decrease dropout.

- Etc.

(vii) Conformity with Total Budget Allocation: Each school is provided with a budget allocation at the beginning of each planning exercise. Submitted plans may not exceed these allocated budgets, without permission from PoEYS.

(viii) Conformity with Suggested Unit Costs: To facilitate budgeting activities, each school will be provided with guidelines that suggest approximate unit costs for standard expenditures across several activities such as the remuneration of teachers (e.g., $0.75/hr), travel for surveys ($2/day), and other costs. Budget estimates for each activity should conform with these guidelines.

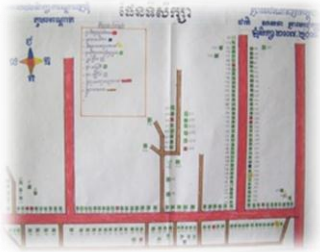
(ix) Minimal Overlap with Program-based Budgets (PB): Schools receive budgets in order to facilitate the implementation of activities that are not covered under PB or other project grants. Therefore, submitted plans should not include budgetary items that are already covered by PB or other grant provisions. The following items are examples of expenditures that schools are already allowed to use their PB budgets to cover:

- Flower gardens
- Sports Equipment
- Fine arts equipment
- Flagpoles
- School Gates
- School Office Supplies

(x) Necessary Signatures: Plans should be signed by the District Office of Education to ensure that district authorities are aware of the nature of the investments to be made in their schools. The plans should be signed before they are conveyed to PoEYS for approval.

## Annex 4: SBEP Activity Menu

**(Based on Focus Group Discussion Requests)**

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| Dimension 1: All Children Learning & Dimension 4: Gender Sensitive | 1 | ○ Communities have no role in supporting education | **School Mapping:** Local schools and communities *conduct* a survey in order to identify the children out of school on a map. These children then receive special services from the school (e.g., scholarships) to enroll. | ○ Surveyors<br>○ Stationery<br>○ Travel money |  |
| | 2 | ○ Special problems prevent some children from attending school | **Child-to-Child Support for Vulnerable Children:** Schools *identify* children at risk (e.g., disabled, slow learners, minority children) and *provide* special assistance (helper friends, walk ramps, wheel chairs, remedial assistance at home, pen pals) to learn at school. | ○ Surveyor training costs<br>○ Communication with NGO partners to find supplemental support<br>○ Small grants to meet children's special needs<br>○ Teacher remuneration | |
| | 3 | ○ High Student Dropout | **Early Warning System:** Schools *set up* a special system that allows the identification of students who may dropout and take preventive measures to ensure that they stay in school. | ○ Training Documents from School Dropout Prevention Pilot<br>○ Stationery<br>○ Travel costs | Need Picture |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 4 | ○ High dropout among girl due to physical appearance and social status | **Girls' Counselor:** Schools *identify* female teachers for giving instructions and support to girl students in schools. Girl counselors set up networks to support female students who are at risk. | ○ Counseling materials<br>○ Remuneration for counselors<br>○ Traveling cost for home visits | |
| | 5 | ○ Low enrolment<br>○ High dropout | **Secondary School Scholarships:** The local community *sets up* a committee that *conducts* a survey to identify poor children using a standardized interview instrument. Children are identified based on their score on this instrument. Standard scholarship packages are distributed to selected students multiple times per year. Alternatively, schools can give limited packages as well such as a bicycle only | ○ Student Uniform<br>○ Stationery and Copy Books<br>○ Bicycle<br>○ Per diem for visiting students at home when they are absent<br>---<br>○ Alternatively, schools can also give a one-time cash grant to selected students | |
| | 6 | ○ Low enrolment<br>○ High dropout | **Bicycle Repair Support:** Schools identify students who need to travel long distances to school by bicycle and provide school grant funds to help them repair their bicycles to enable them to be able to come to school regularly. The selection of students receiving this support should be done in collaboration with SSCs. | ○ Funds for bicycle repair | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| Dimension 2: Effective Learning Environments | 7 | ○ Teaching is not effective<br>○ Parents do not value the education service in their school<br><br>**CORE ACTIVITY - REQUIRED** | **Strengthen Math Education:** Schools participate in Math-INSET pilot developed by BETT, which aims to strength subject matter knowledge and teaching skills of lower secondary school math teachers. The in-service will cover topics in 6 areas: Number, Calculation, algebra, statistics, geometry, and measurement. | ○ CENTRAL ESDP III FUNDS | |
| | 8 | ○ Teaching is not effective<br>○ Parents do not value the education service in their school<br><br>**CORE ACTIVITY - REQUIRED** | **Strengthen Science Education:** Schools participate in Science-INSET pilot developed through the JICA STEPSAM model, which aims to strength subject matter knowledge and teaching skills of lower secondary school science teachers. The in-service will focus on lesson study and inquiry-based approach | ○ CENTRAL ESDP III FUNDS | |
| | 9 | ○ Educational provision is not relevant to local needs<br>○ Parents do not value the education service in their school<br><br>**CORE ACTIVITY - REQUIRED** | **Employability Skills:** Schools *appoint* one or more Career Resource Persons in their school who will work with Youth Councils to help students plan their futures and explore employment/career opportunities. The CRP will be supported by availability of a Life Skills Course called, *World of Work* (see Life Skills Menu). This work will be done in close collaboration | ○ Career Resource Person Manuals (being prepared by VOD)<br>○ Student handouts (in CRP Manuals)<br>○ Training support for CRPs<br>○ Stationery materials<br>○ Salary Supplements for CRPs (using school grant funds) | <br>***World of Work*** |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | | | with the Youth Councils who will help the CRP to animate the support networks in the school, especially for those students most at risk. | | |
| | 10 | ○ Educational provision is not relevant to local needs<br>○ Students lack 'Employability' Skills<br>○ Parents do not value the education service in their school<br><br>**CORE ACTIVITY - REQUIRED** | **Opportunities for Life Skills Education and Employability Skills:** Schools *provide* life skills education by allowing students to choose topics that are relevant to the local context. Topics are organized into a menu that include 3 domains: (1) Socially Relevant Themes; (2) Business & Economic Studies; and (3) Practical Livelihoods. | ○ Life Skills Manuals with Teaching Session Plans<br>○ Life Skills Education Posters<br>○ Life Skills Learning Slides<br>○ Student Handouts (included in manuals)<br>○ Overtime for teachers, as needed | |
| | 11 | ○ Low quality buildings impede improvements in teaching methods | **Infrastructure Improvements:** Schools *repair* existing buildings and add doors, windows, etc as needed to ensure that learning aids in classrooms are secure. | ○ Construction material<br>○ Labor cost<br>○ Transportation costs | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 12 | ○ Educational provision is not relevant to local needs | **School Libraries:** Schools *set up* small reading rooms where children have the opportunity to read books of interest to them to reinforce reading skills. | ○ Schools with Existing Libraries: Additional books, administrative materials<br>○ Schools with no libraries: double-sided cabinets, reading tables, books and administrative materials) | |
| | 13 | ○ Lack of textbooks impedes the quality of education | **Procure Additional Textbooks:** Schools discuss with teachers to determine what subjects require additional textbooks and make additional procurements in the market place with school grant funds. | ○ Funds for additional textbook procurement | This image cannot currently be displayed. |
| | 14 | ○ Teaching is not effective<br>○ Learning environments lack educational materials | **Teaching & Learning Aids:** Schools discuss with teachers the need for additional teaching and learning aids and place budget in School Improvement Plan for the procurement of requested materials. | ○ Furniture (e.g., cabinets, special tables, etc.)<br>○ Learning aids for teachers<br>○ Learning aids for students<br>○ Educational materials for decorating the classroom | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 15 | ○ High repetition rates<br>○ Large class sizes prevent attention to special learning needs | **Remedial Support for Slow Learners (Tutoring):** Schools *provide* students who are failing with opportunities to study with an assigned teacher in their school so that they receive special help in learning, based on their special learning needs. | ○ Teacher trainers<br>○ Per diem for workshop participants<br>○ Stationery for training<br>○ Materials for remedial classes<br>○ Remuneration for remedial teachers | |
| | 16 | ○ Teaching is not effective | **Demonstration Classes:** On Technical Days, schools *organize* short microteaching activities focusing on particular teaching skills such as 'questioning,' 'explaining concepts,' 'communicating with students,' 'managing small group work,' ' using specific teaching aids,' 'doing science experiments,' etc. These activities may be organized by master teachers during technical meeting days at the school. | ○ Materials for producing teaching aids<br>○ Materials for doing a demonstration lesson<br>○ Master Teacher who can do the lesson<br>○ Per diem for participants | |
| | 17 | ○ Educational provision is not relevant to local needs | **Mini-ICT Labs:** With assistance from government or a development partner, schools *set up a small* computer lab to give students access to ICT. The mini- labs can greatly facilitate teaching and provide digital literacy skills to students in rural schools. | ○ Infrastructure renovation funds for a computer room with Mini-ICT Lab<br>○ Computers<br>○ Electrical wiring<br>○ Maintenance costs for guard and cleaner | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 18 | ○ Schools lack facilities and materials to enable practical and concrete teaching and learning of science concepts | **Science Labs:** Schools *set up* science labs that enable hands-on learning of science principles in the state curriculum relating to physics, chemistry, biology, etc. Teachers receive training in how to use and maintain the labs, practice safety, and conduct experiments. Purchase local materials to facilitate science experiments. | ○ Infrastructure renovation<br>○ Science lab tables and stools<br>○ Cabinets for storage<br>○ Locally available chemicals and science materials<br>○ Funds for training teachers in 'hands-on' science techniques | |
| | 19 | ○ High Teacher Absenteeism | **Teacher Housing:** Schools apply to PoEYS for Teacher Housing to enable teachers to limit the need for teachers from far away to travel home frequently. | ○ CENTRAL ESDP III FUNDS | Need picture |
| **Dimension 3: Health, Nutrition, & Safety** | 20 | ○ Schools are not responsive to children's health needs | **First Aid Kits:** Schools *provide* a first aid kit to children to meet special health problems that may occur at school. The kits are stored in the school office for emergencies. | ○ Old Schools: Materials for first aid (restocking)<br>○ New schools: First aid box, first aid materials | |
| | 21 | ○ Lack of toilets at school impede attendance by girls | **School Latrines and Clean Water:** Schools build *wells* and toilets to facilitate attendance by young girls. To facilitate sustainability, toilets should be connected to water systems that provide running water for easy maintenance. | ○ Labor costs<br>○ Construction materials<br>○ Transportation costs | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 22 | ○ Schools are not responsive to children's health needs | **Extracurricular Activities:** Schools *provide* opportunities to student groups to organize sports activities and games and do regular exercises at their school. These activities strengthen students' health and formalize physical education as a regular part of the learning program. | ○ Sports materials (from PB budget)<br>○ Funds to support student sports groups | |
| **Dimension 5: Community, Parental, & Child Engagement** | 23 | ○ Low Community Engagement<br><br>**CORE ACTIVITY - REQUIRED** | **Strengthening School Support Committees:** Schools work with SSCs to make sure that they understand and implement the new implementation guidelines for all SSCs recently issued by MoEYS. | ○ ESDP III Central Budget | |
| | 24 | ○ Students do not assist one another | **Peer Tutoring:** Schools organize students into help groups so that students who are doing well in school can work with classmates who are falling behind. | ○ Training for supervising teacher who organzes student help groups<br>○ Stationery for students such as copy books, pens, pencils, and paper | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 25 | ○ Students lack leadership roles in the school | **Student-Youth Councils:** Students in each school receive support to *set up* councils or associations that facilitate greater involvement in managing the school. The council should be involved in planning, maintaining life skills education facilities (e.g., gardens, fish ponds, etc), animating student support networks, and other special activities that the council decides to take on. | ○ Training manuals for setting up a Youth Council<br>○ Small grant to each council from the school grant for stationery | |
| | 26 | ○ Local communities have no role in educational provision | **Community-School Semester Meetings:** Schools *organize* meetings at least twice a year to meet with parents to discuss educational provision at the school. | ○ Refreshments<br>○ Materials for the meeting | |
| | 27 | ○ Parents do not see the value of education service in their school | **Schools Helping Families:** Schools identify at risk students and provide small seed grants to their families ($10-$20) to help them use their life skills learning in enhancing the family income. These grants may be used to assist families raise chickens, cultivate vegetables, raise fish, etc. | ○ Seed grant funds for families of at risk students studying relevant life skills courses | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| Dimension 6: School Enabling Environments | 28 | ○ Lack of stakeholder involvement due to poor local leadership<br><br>**CORE ACTIVITY - REQUIRED** | **Strengthen School-based Management and Instructional Leadership:** School directors and local educational leaders *attend* a series of seminars on school management and leadership. Between seminars, directors complete assigned task work at their schools. Based on transcript records and seminar attendance, directors receive an SSMIL certificate. | ○ ESDP III CENTRAL BUDGET | |
| | 29 | ○ Schools do not know how to use assessments to facilitate improvement in local educational practices | **School Self-Assessment:** Schools *carry out* an honest and critical self-assessment of performance to improve local educational practices across all CFS dimensions. | ○ Travel costs for visits to designated schools<br>○ Travel costs for meetings to tabulate and discuss assessment data<br>○ Other materials (assessment tool) | |
| | 30 | ○ No close follow up on the school activities | **School Monitoring Activities:** All school directors who receive support from the project *have a duty to follow up* all activities, eg. Remediation, life skills, children council, etc. | ○ School director remuneration<br>○ Monitoring tool | |

| CFS Dimension | No | Problem Domain | Activity Description | Nominal Resources | Illustration |
|---|---|---|---|---|---|
| | 31 | ○ School level technical meetings are irregular and lack effectiveness | **Support for Monthly Technical Meetings:** School-based mentoring teachers receive guidance on how to develop and effectively make presentations on topics that will help colleagues improve their teaching. Training topics should include 'how to do microteaching,' 'providing non-threatening feedback to teachers during one-on-one conferencing sessions,' 'effective use of teaching aids,' and other topics. | ○ Training topics for mentors on conducting effective technical meetings<br>○ Participant per diem for training workshops for mentors<br>○ Workshop stationery and refreshments | |
| | 32 | ○ No stakeholder-led planning development at local level.<br>○ Stakeholders lack knowledge of appropriate activities to develop the school | **School Improvement Planning (SIP):** School stakeholders meet together to do school improvement planning using activity menus to address the needs identified by students, teachers, community representatives, and school managers. The selection of activities is based on an analysis of local needs and problems and consensual decision-making among stakeholders. | ○ Per diem for participants to attend planning meetings in a central location<br>○ Activity menu<br>○ Workshop materials | |

***<u>Note:</u> Schools may add other activities to their plans with a good justification.***

# Annex 5: MoEYS Life Skills Manual Menu

**(Endorsed by DCD and Currently under Review by the *Textbook Approval Council* for Official Adoption)**

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| **Socially Relevant Themes** | 1 | **Civic Awareness:** This module deals with the workings of democracy and different administrative structures in the government (e.g., province level, district level, commune level, etc) as well as how they work. There are discussions of the role of youth, women, and minority groups in civic matters and also a general discussion of human rights. | • Teacher Manual<br>• Poster<br>⇒ *Voting and democracy*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Best suited for higher grades<br>• No seasonal restrictions | |
| | 2 | **Safe Migration & Trafficking:** This module helps youth know about the dangers of migration from rural to urban areas and gain understanding of the safest means to look for work outside of their local community. Youth also learn about the advantages and disadvantages of migration in order to make the right decision as well as life in the city. The module also discusses trafficking laws of the Kingdom and what their rights are under this law. | • Teacher Manual<br>• Poster<br>⇒ *Safe and unsafe migration*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Best suited for higher grades<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 3 | **Alcoholism Prevention:** This module helps students understand the effects of alcohol on the body and how these effects are different in the short-term and the long-term. Students also learn about the effects of alcoholism on family and friends and what measures can be taken to prevent or stop alcoholism. | • Teacher Manual<br>• Poster<br>⇒ *Think again, while you can.*<br>• Learning Slides<br>• Student Handouts<br>• Stationery for posters<br>• Possible Overtime for Teachers | • 12 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |
| | 4 | **Preventing Drug Abuse:** This module helps students to know how to identify the different kinds of addictive drugs in Cambodia and understand the short and long-term effects of these drugs, both on the body and on those around the user. The module also discusses why and how youth become addicted (e.g., peer pressure, feelings of personal uncertainty, etc) and ways in which local communities can prevent drug prevention. | • Teacher Manual<br>• Poster<br>⇒ *Drugs in Cambodia*<br>• Learning Slides<br>• Student Handouts<br>• Stationery for games<br>• Possible Overtime for Teachers<br>• Resource Book: 'Drugs . . . Dangerous!' (Jesuit Service Cambodia)<br>• Song Moun Mara 'Don't use drugs' | • 12 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 5 | **Water, Sanitation, & Personal Hygiene:** This module explains the importance of water in our environment, the different forms it can take (e.g., rain, rivers, etc) and how we can safely use water. The module also discusses what water pollution is, how it is caused, and its impacts on the physical and social environment. Finally, students learn how we use water to maintain good health and personal as well as family hygiene. | • Teacher Manual<br>• Posters<br>⇒ *Water pollution*<br>⇒ *Washing hands*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |
| | 6 | **Cultural Issues:** This module guides students in learning about the definition and characteristics of culture and how this affects everyone's behavior. The module also tries to raise awareness about different cultures, especially minority cultures, and the idea of cultural diversity in a unified society. | • Teacher Manual<br>• Poster<br>⇒ *Ethnic groups in Cambodia*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers<br>• Local Resource People | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |
| | 7 | **Environmental issues:** This module helps students understand the difference between the social and physical environment and the interaction between them, both positive and negative impacts. The module discusses the key principles of ecology, the importance of nature and maintaining balance between people's needs and the local environment in all its aspects including water, soil, forests, air, energy, etc. Students learn about local activism to pre- | • Teacher Manual<br>• Posters<br>⇒ *Recycling*<br>⇒ *Waste management*<br>⇒ *Energy*<br>⇒ *Pollution*<br>⇒ *Ecology / Forest*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | | serve the environment such as through recycling and waste management. | • Resource Book: 'Our Environment' (Sipar) | | |
| | 8 | **Personal Understanding:** This module helps students to understand their personal needs and emotional expression. Students learn how we should collaborate with others in appropriate ways as well as how to communicate effectively. Students also learn how to deal with difficult emotions such as anger, sadness, loneliness, etc. and social problems that they may encounter. | • Teacher Manual<br>• Poster<br>⇒ *How do you feel?*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |
| | 9 | **Gender Sensitivity:** This module helps students to develop their understanding of cultural norms about gender. Students learn how one's culture affects the way one values men and women differently. Students also learn how to analyze gender stereotypes and change their own perceptions of gender roles. | • Teacher Manual<br>• Posters<br>⇒ *Benefits of Girls' Education*<br>⇒ *What do you think?*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 10 | **Music and Dance:** This module discusses the characteristics of different art forms in music and dance through observation and practice (e.g., traditional dance like *Reamkey,* shadow puppets, etc.). Students will learn about different musical instruments and kinds of dance. Students will learn how to perform certain art forms that they select with their teacher such as the *Reamkey.* | • Teacher Manual<br>• Poster<br>⇒ *Reamker Dance*<br>⇒ *Folk Dances*<br>⇒ *Kbach Roam*<br>⇒ *Traditional Orchestra Instruments in Cambodia*<br>• Learning Slides<br>• Student Handouts<br>• Possible Overtime for Teachers<br>• Music & Dance Resource Person<br>• Music CD and a CD Player | • 20 hours of instruction<br>• Suitable for all grades<br>• No seasonal restrictions | |
| **Business & Economic Studies** | 11 | **Me and My Marketing Skills:** The module concerns basic skills in bookkeeping and how these skills can be used in financial transactions, the market place, etc. Students learn how to do proper investigation before pricing products. | • Teacher Manual<br>• Student Work Book<br>• Posters<br>⇒ *Simple marketing skills*<br>• Possible Overtime for Teachers | • 12 hours of instruction<br>• Best for Grade 7 because it is very basic<br>• No seasonal restrictions | |
| | 12 | **Me and My Future:** This module discusses how students can do life planning about possible options for future employment, especially local employment. Students learn about how to make decisions based on a balanced consideration of all possible options. | • Teacher Manual<br>• Student Work Book<br>• Poster<br>⇒ *Dangerous work*<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Best for Grades 8 & 9<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 13 | **Money Management:** This module helps students to review their personal spending habits based on an improved understanding of the things that they 'need' and the things that they 'want.' Students learn about how to make budgets and analyze their daily spending. Students learn about concepts relating to 'income' and 'expenditure' and how to record cash flow for themselves and their families. | • Teacher Manual<br>• Student Work Book<br>• Posters<br>⇒ *Needs and wants*<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Best for Grades 8 & 9<br>• No seasonal restrictions | |
| | 14 | **The World of Work:** This module helps students to acquire knowledge, skills, and experience in preparation for employment. The module covers how to apply for jobs (e.g., completing a job application, writing a resume) as well as proper behavior in the work place (e.g., conflict resolution). The module also provides a review of many different occupations for students to consider as part of their occupational planning. | • Teacher Manual<br>• Posters<br>⇒ *Highly motivated worker*<br>⇒ *Types of work*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Resource Book: Career Dictionary (Sipar) | • 20 hours of instruction<br>• Best for Grades 8 & 9<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 15 | **Social and Child Enterprise:** This module helps students to set up a small enterprise in a small group. The students review different options in their groups for setting up the enterprise outside of the school to earn income. Students learn how to develop a 'business plan' and work effectively in a group (e.g., how to share responsibility, division of labor, leadership principles for young children, etc.). | • Teacher Manual<br>• Posters<br>⇒ *Convention of children's rights*<br>• Learning Sides<br>• Possible Overtime for Teachers<br>• Resource People: Village Chief | • 20 hours of instruction<br>• Best for Grades 8 & 9<br>• No seasonal restrictions | |
| | 16 | **Saving and Spending:** This module discusses the concepts of saving and spending, including the idea that these concepts apply not only to money but also to other things such as 'time' and 'resources in the environment.' Students learn about why it is important to save as well as the benefits of different strategies to save (e.g., keeping money in a bank, buying gold, savings groups – 'ton tin', etc.). | • Teacher Manual<br>• Posters<br>⇒ *What and how to save*<br>⇒ *Cambodian Money*<br>• Learning Sides<br>• Possible Overtime for Teachers<br>• Resource People: Micro-Finance Institute or Bank Staff | • 20 hours of instruction<br>• Suitable for All Grades<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 17 | **Information Technology:** This module introduces students to using computers including basic maintenance, keyboard layout, and other important features of a computer. Students learn basic programs mandated by MoEYS policy such as Open Office and Khmer Unicode. | • Teacher Manual<br>• Student Book (Open Institute)<br>• Posters<br>⇒*Change key*<br>⇒*Finger on keyboard*<br>⇒*Using mouse*<br>⇒*Keyboard plan*<br>• Possible Overtime for Teachers | • 20 hours of instruction<br>• Requires IT Labs<br>• Suitable for All Grades (Grades 10-12 are priority as per MoEYS policy)<br>• No seasonal restrictions | |
| **Practical Livelihoods** | 18 | **Rice Cultivation:** This module helps students to understand (i) the life cycle of rice, (ii) soil preparation for rice cultivation, (iii) the different steps in growing rice, (iv) good and bad insects in a rice paddy, and (v) environmentally safe methods for controlling pests. In addition, students learn about how to make compost and use it effectively. Learning takes place both in the classroom as well as in the rice field and culminates in a presentation to communities about how to improve local rice cultivation, based on practical experience. | • Teacher Manual<br>• Posters<br>⇒*Land preparation*<br>⇒*Beneficial or harmful insects*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Rice Field near school<br>• Rice Seed<br>• Special materials in agriculture learning | • 20 hours of instruction<br>• Suitable for All Grades<br>• Seasonal Restrictions apply<br>⇒*October-January if no water source*<br>⇒*All year if water source is available*<br>• Dry Season | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 19 | **Vegetable Cultivation:** This module gives students an overview of different kinds of vegetables commonly grown in Cambodia, common diseases and pests, and soil preparation (mainly for string beans). Students learn about different methods to control common diseases and pests that affect vegetable cultivation. Learning takes place both in the classroom as well as in the vegetable garden and culminates in a presentation to communities about how to improve local vegetable cultivation, based on practical experience. | • Teacher Manual<br>• Posters<br>⇒ *Land preparation*<br>⇒ *Different vegetables*<br>⇒ *Diseases*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Vegetable Garden near school<br>• Vegetable Seeds<br>• Garden Tools<br>• Special materials in agriculture learning | • 20 hours of instruction<br>• Suitable for All Grades<br>• Seasonal Restrictions apply<br>⇒ *October-January is best* | |
| | 20 | **Fish-Raising:** This module gives students an overview of different kinds of fresh water fish in Cambodia. Students learn about how to choose a good location for digging a small pond to raise fish as well as the different steps in organizing the pond (e.g., digging, placement of plastic lining, etc). The module also covers methods to prevent diseases as well as how to feed fish and monitor their growth. The module also includes a market analysis to help students ensure that they can raise fish at a profit. | • Teacher Manual<br>• Posters<br>⇒ *Pond preparation*<br>⇒ *Freshwater Fish*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Fish Pond (including plastic lining and other materials)<br>• Fingerlings<br>• Plants, fish food, etc. | • 20 hours of instruction<br>• Suitable for All Grades<br>• No Seasonal Restrictions apply | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 21 | **Frog Raising:** This module gives students an overview of the life cycle of frogs as well as different kinds of frogs in Cambodia. Students learn about how to choose a good location for digging a small pond to raise frogs as well as the different steps in organizing the pond (e.g., digging, placement of plastic lining, etc). The module covers methods to prevent diseases as well as how to feed frogs and monitor their growth. The module also includes a market analysis to help students ensure that they can raise frogs at a profit. | • Teacher Manual<br>• Posters<br>⇒ *Pond preparation and species*<br>⇒ *Life cycle of a frog*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Frog Pond (including plastic lining and other materials)<br>• Frog Eggs<br>• Light Bulb to attract insects<br>• Plants, frog food, etc. | • 20 hours of instruction<br>• Suitable for All Grades<br>• No Seasonal Restrictions apply | |
| | 22 | **Bio Gardens:** Students learn about different varieties of garden plants and how to cultivate them in a green house, including the different steps in building a small green house. Students learn about grafting, germination, and other techniques to ensure that they can provide many plants for the school gardens. In addition, students learn about how to make compost and use it effectively. | • Teacher Manual<br>• Posters<br>⇒ *Seed germination test*<br>⇒ *Grafting techniques*<br>• Learning Slides<br>• Possible Overtime for Teachers<br>• Building Materials for a Green House<br>• Different Garden Plants<br>• Garden tools and chemicals for grafting | • 20 hours of instruction<br>• Suitable for All Grades<br>• No Seasonal Restrictions apply | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 23 | **Mushroom Growing:** In this manual students learn how to define the right season to grow mushroom and to choose a suitable place for this. They acquire knowledge about the different growth stages and how to prepare the land to ensure a good harvest.<br><br>After collecting the mushrooms the students learn how to make an economic analysis to learn how to sell their products with a good profit. | • Teacher Manual<br>• Posters<br>⇒ *Mushroom growing*<br>• Learning slides<br>• Possible overtime for teachers.<br>• Gardening tools.<br>• Mushroom powder, hay, plastic cover. | • 20 hours of instruction<br>• Suitable for All Grades.<br>• October until January | |
| | 24 | **Poultry (Chickens):** Choosing a suitable place to build a henhouse is an essential part of this manual. The students also learn how to take care of their chickens by making healthy food for them and learn how to identify different diseases. They also study how to prevent these diseases and how to give vaccinations. Another part of this manual teaches the different growth stages of chickens and how they reproduce. | • Teacher Manual<br>• Posters<br>⇒ *Life cycle of chickens*<br>⇒ *How to raise chickens*<br>• Learning slides<br>• Possible overtime for teachers.<br>• Material to prepare a wooden henhouse.<br>• Chicken food, baby chickens | • 20 hours of instruction<br>• Suitable for All Grades.<br>• No seasonal restrictions. | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 25 | **Bicycle Repair:** Students learn the names of the different parts of a bicycle as well as the names and function of bicycle repair tools.<br><br>Through practice they learn how to assemble the different parts well and how to fix common problems as flat tires. They learn how to keep their bicycle in good condition through regular maintenance. | • Teacher Manual<br>• Posters<br>⇒ *Different parts of a bicycle*<br>⇒ *Bicycle repair tools*<br>• Learning slides.<br>• A bicycle to practice on.<br>• Bicycle repair tools<br>• Possible, community resource person to show repair techniques. | • 20 hours of instruction<br>• Suitable for All Grades.<br>• No seasonal restrictions | |
| | 26 | **Hair Cutting and Hair Dressing:** Students learn which equipment is used by a barber and how to keep this in good condition.<br><br>They practice basic hair cutting skills like how to use a scissor, comb and others and what behavior is appropriate towards customers. Through practicing, the students acknowledge and learn the importance of taking good care of your hair and which products can be used for that.<br><br>Finally, the students identify different hair styles and apply one of these to themselves. | • Posters<br>⇒ *Barber's tools*<br>• Learning slides<br>• Possible overtime for teachers.<br>• Help from a barber to let students practice hair cutting.<br>• Scissors, combs, mirrors and other barber tools. | • 20 hours of instruction<br>• Suitable for All Grades.<br>• No seasonal restrictions | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 27 | **Masonry:** With this manual we aim to learn students about the different ways of bricklaying and which equipment is necessary to build walls. Students will learn how to mix cement and how prepare the surface to build on.<br><br>They will learn how to estimate necessary materials and how to maintain these properly.<br><br>After this they will start building small walls to apply their knowledge and skills. | • Posters<br>⇒ *Masonry tools*<br>⇒ *Building with bricks*<br>• Learning slides<br>• Possible overtime for teachers.<br>• Bricks, cement, water.<br>• Masonry tools.<br>• Community resource persons : construction worker to demonstrate techniques. | • 20 hours of instruction<br>• Suitable for Grade 8 and 9.<br>• No seasonal restrictions | |
| | 28 | **Cooking Class Guideline:** Students will learn how to cook several dishes in a small group by dividing tasks and making a proper planning. They will prepare a recipe and buy necessary ingredients on the market while working with a budget. Though surveys and interviews they will acquire knowledge about different types of food commonly eaten in Cambodia. While cooking they will learn about safety rules and names of different cooking equipment. By studying the food pyramid, students can try to prepare a healthy diet for their family. | • Posters<br>• Learning slides<br>• Possible overtime for teachers<br>• Cooking stoves, cooking equipment.<br>• Firewood, charcoal.<br>• Community resource persons : cooks to help guiding the class, relatives to join the final cooking competition. | • 20 hours of instruction.<br>• Suitable for all grades.<br>• No seasonal restrictions. | |

| Life Skills Domain | Ref No. | Topic | Notational Resources | Remarks | Illustration |
|---|---|---|---|---|---|
| | 29 | **Sewing Class:** In this manual students will learn how to make a t-shirt step by step. They will practice hand sewing and different sewing techniques. In the process they will measure and calculate necessary fabric and other material and will buy these on the market.<br><br>The posters and learning slides will give support in every step of designing and creating the t-shirt. | • Posters<br>• Learning slides<br>• Possible overtime for teachers.<br>• Needles, fabric and other sewing equipment.<br>• Optional community resource person: Experienced seamstress to provide assistance and instruction. | • 20 hours of instruction.<br>• Suitable for all grades<br>• No seasonal restrictions. | |
| | 30 | **Food Processing:** This manual focuses on different ways of preserving and processing fruit. The students will practice different ways to handle mango, papaya and other common fruits. During this, they will learn how to handle the necessary equipment and how to keep this safe an proper. | • Posters<br>• Learning slides<br>• Possible overtime for teachers<br>• Fruit, several kitchen utensils. | • 20 hours of instruction.<br>• Suitable for all grades<br>• Seasonal restrictions depends on the type of fruit chosen. | |

# Annex 6: Monitoring Report Forms

## FORM I: Community and School Acceptance of Responsibility

### SSC COMMITMENT TO MONITORING & SUPERVISION

The School Support Committee (SSC) commits itself to supervising the implementation of the foregoing School Improvement Grant and to ensure regular progress reporting on grants expenditures by the schools.

The SSC will:

1. Prepare a Grants Implementation Monitoring Plan (Form H) for grants expenditure for the year and deliver the monitoring plan to the Provincial Office of Education by 31 October of the year.
2. Provide a complete and correct Monthly Financial Report (MFR) to the POE by the 15th day of the following month (15th of January, April, July, and October).
3. Draw to the attention of the Director of DOE and POE any problems arising with the implementation of this program.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| School Director Name | Signature | Date |
| _____ | _____ | _____ |
| Deputy Director Name | Signature | Date |
| _____ | _____ | _____ |
| Teacher Representative Name | Signature | Date |
| _____ | _____ | _____ |
| Community Representative Name (SSC Chairperson) | Signature | Date |

***Endorsed by:***

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Director Name<br>District Office of Education | Signature | Date |

***Recommended by the Provincial Office of Education and Approved by:***

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Director Name<br>Provincial Office of Education | Signature | Date |

**Total Approved Grant Funding for the Year:** $_____

(See describe plan, proposal, and detail of activities, budget and planned for expenditure of each activity group)

## FORM J: School Monitoring Report

### Summary Sheet

**School Name:** …… **Date:** ……

**District / Province:** ……..

**Name of the supervisor / Position:** ……

| | | | Descriptor numbers | | | | |
|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership | | | | | | | |
| 2. Management | | | | | | | |
| 3. Learning Environment | | | | | | | |
| 4. School & Community Relations | | | | | | | |
| 5.Parents Involvement | | | | | | | |
| 6.Girls Participation | | | | | | | |
| 7. Library | | | | | | | |
| 8. Teaching & Learning | Classroom | Display | | | | | |
| | | Hygiene | | | | | |
| | | Materials | | | | | |
| | | Textbooks | | | | | |
| | | Classroom organization | | | | | |
| | | Attendance records | | | | | |
| | Teaching | Learning intention | | | | | |
| | | Lesson plan | | | | | |
| | | Slow learners | | | | | |
| | | Teaching aids (teacher use) | | | | | |
| | | Task | | | | | |
| | | Teacher's questions | | | | | |
| | | Expectations/interest | | | | | |
| | Learning | Learning materials (pupil use) | | | | | |
| | | Groupings | | | | | |
| | | Pupil's questions | | | | | |
| | | Involvement | | | | | |
| | | Regular feedback during learning time | | | | | |
| | | Pupil's notebooks | | | | | |
| | | Homework | | | | | |

***School Monitoring Report***

**School Name:** …… **Date:** ……

**District / Province:** ……..

**Name of the supervisor / Position:** …….

**1. Leadership**

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|---|
| ☐ 5. Director encourages staff to take the initiative and celebrates their achievements. |
| ☐ 4. Director involves staff in planning and initiating innovations. |
| ☐ 3. Director takes initiatives and involves staff in discussion. |
| ☐ 2. Director takes some initiatives, but the staff is not informed. |
| ☐ 1. Director waits for instructions. |

**2. Management**

| |
|---|
| ☐ 5. Director and staff use records as a basis for planning. |
| ☐ 4. Director and staff can comment on records |
| ☐ 3. Records are immediately accessible. Director cannot comment on them. |
| ☐ 2. School has records but they are not immediately accessible. |
| ☐ 1. School has no clear records (finance and performance indicators). |

**3. Learning Environment**

| |
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| ☐ 5. The toilets are open and hygienic. AND Drinking water is accessible. AND The schoolyard is free of litter. This is a result of effective systems to maintain, monitor and education about a healthy and clean learning environment. |
| ☐ 4. The toilets are open and hygienic. AND Drinking water is accessible. AND The schoolyard is free of litter. There are systems to maintain and monitor a healthy and clean learning environment. |
| ☐ 3. The toilets are open and hygienic. AND Drinking water is accessible. AND The schoolyard is free of litter. There are systems to maintain a healthy and clean learning environment. |
| ☐ 2. The toilets are open and hygienic. AND Drinking water is accessible. AND The schoolyard is free of litter. |
| ☐ 1. School has no toilet. OR Toilet is locked. OR Toilets are hygienic. OR Pupils have no drinking water. OR There is litter in the schoolyard. |

**4. School and Community Relations**

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| ☐ 5. The community participates in all aspects of school life: management, planning, school activities, teaching and learning. |
| ☐ 4. Community members frequently visit the school. The community is involved in the implementation of some school activities. |
| ☐ 3. Community members attend some meetings at the school. |
| ☐ 2. The community provides some financial assistance to the school and sponsors some building projects at the school. |
| ☐ 1. The community has little involvement in the school. |

**5. Parents' and Students' Involvement**

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| ☐ 5. The school formally invites parents to discuss pupils' progress |
| ☐ 4. The school initiates parental involvement when needed |
| ☐ 3. There is some evidence of parents' involvement in the work of the school |
| ☐ 2. The school has an annual open day or an activity that encourages parental involvement |
| ☐ 1. The school takes no specific action to promote parental involvement |

**6. Girls' Participation**

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| ☐ 5. The school has strategies and activities to promote girls participation, these are monitored and evaluated |
| ☐ 4. The school uses a variety of actions to promote the attendance of girls |
| ☐ 3. The school has one specific activity to promote the attendance of girls |
| ☐ 2. The school has a plan to increase the attendance of girls |
| ☐ 1. The school takes no specific action to promote the attendance of girls |

**7. Library**

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| ☐ 5. The library area is well used and maintained. The school has a library development plan. |
| ☐ 4. The library area is used during learning time for a variety of learning activities. |
| ☐ 3. There is a library area and there is evidence that it is used during learning time. |
| ☐ 2. There is a library area but there is no evidence that it is used during learning time. |
| ☐ 1. There is no library area or the doors of the library are locked. |

## 8. Teaching and Learning

| **1. Classroom Organization** | |
|---|---|
| ***Specific measure*** | **Descriptors** |
| **Display** | ☐ 5. There are learning displays on the walls. Student work is displayed on walls in an organized and attractive way.<br>☐ 4. There are learning displays on the wall. Some pupil work is displayed on the walls.<br>☐ 3. There are some pictures and posters on the wall. There is no pupil work on the walls.<br>☐ 2. Few pictures on the walls.<br>☐ 1. There are no wall decorations. |
| **Hygiene** | ☐ 5. Classroom is maintained well. It is very clean: no dirt, litter or food. Furniture is clean.<br>☐ 4. Desks are clean and provide a free working area. The floor is clean.<br>☐ 3. The floor is clean and most desks are clean. Desks do not provide a free working area.<br>☐ 2. There is some litter and food on the floor. Most desks are not clean.<br>☐ 1. There is litter and food on the classroom floor and desks. |
| **Materials** | ☐ 5. All pupils have paper and pencils/pens.<br>☐ 4. Most pupils have paper and pencils.<br>☐ 3. More than half of pupils have paper and pencils.<br>☐ 2. Less than half of the pupils have paper and pencils.<br>☐ 1. Only a few pupils have paper and pencil. |
| **Text-books** | ☐ 5. All pupils have their own textbooks.<br>☐ 4. Most pupils have their own textbooks. Some pupils are sharing text-books in pairs.<br>☐ 3. Some pupils have their own textbooks. Most pupils are sharing text-books in groups of 2 or 3.<br>☐ 2. All pupils are sharing the textbooks in groups of 2 and 3. Some pupils do not have access to a textbook.<br>☐ 1. Most pupils do not have access to a textbook of their own or by sharing. |
| **Organization of Furniture** | ☐ 5. Desks are organised well to support pupil learning. Desks provide a clean and uncluttered work area.<br>☐ 4. Desks are organised well. Most desks are uncluttered. Classroom is not used as storage room.<br>☐ 3. Desks organised but not well. Most desks are uncluttered. Some items stored in classroom, like unused desks.<br>☐ 2. Teacher does not use all available floor space to organise pupils' desks. Some items are stored in classroom. Most desks are cluttered.<br>☐ 1. The area in the classroom is badly organised. Classroom is used for storage for unused desks, wood, rice, tiles, etc. Desks are cluttered with bags and dishes. |

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| **Attend-ance Records** | ☐ 5. Attendance records are up-to-date and accurate.<br>☐ 4. Attendance records are mostly accurate and up-to-date.<br>☐ 3. Attendance records are recorded daily, but they are not accurate.<br>☐ 2. Attendance records are not accurately kept. Records are not always recorded daily.<br>☐ 1. No evidence of attendance records. |

| **2. Teaching** | |
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| ***Specific measure*** | **Descriptors** |
| **Learning intention** | ☐ 5. Teacher explains learning intention of lesson and monitors it throughout lesson. Pupils understand learning intention. The learning intention is achieved.<br>☐ 4. Teacher states learning intention of lesson. Pupils understand the learning intention. Teacher monitors if learning intention is achieved.<br>☐ 3. Teacher tells the learning intention. Most pupils understand it. There is no monitoring therefore it is not clear if learning intention was achieved.<br>☐ 2. The learning intention is not clear to the teacher or pupils. Teacher does not monitor pupil learning. The learning intention is not achieved.<br>☐ 1. Teacher has no learning intention for pupils. |
| **Lesson Plan** | ☐ 5. Lesson plan is well structured and clear. Plan is followed throughout lesson.<br>☐ 4. Teacher has clear lesson plan. The plan is followed through most of the lesson.<br>☐ 3. Teacher has a complete up-to-date lesson plan. Teacher does not follow plan throughout lesson.<br>☐ 2. Teacher has incomplete lesson plan. Teacher does not follow plan.<br>☐ 1. There is no lesson plan. |
| **Slow Learners** | ☐ 5. Teacher has a plan to support slow learners in the classroom and uses it.<br>☐ 4. Teacher has identified slow learners and has a plan to help them.<br>☐ 3. Teacher has identified slow learners. She has no plan to help them<br>☐ 2. Teacher knows there are some slow learners in the class, but does not know how to give them extra support.<br>☐ 1. No support given to slow learners or no awareness of them. |

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| **Teaching Aids (teacher** | ☐ 5. Teacher uses teaching aids appropriately to support learning intentions.<br>☐ 4. Teacher uses teaching aids, and they are related to learning intention. |

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| **use)** | ☐ 3. Teacher uses teaching aids, but they are not necessary. They do not effectively support learning intention.<br>☐ 2. Teacher has chosen material that is inappropriate for the lesson. The material does not support the learning intention.<br>☐ 1. Teacher does not use teaching aids when it would have been useful. |
| **Task Work** | ☐ 5. Task has a clear objective, and the objective supports the learning intention. The task matches the different abilities of the pupils.<br>☐ 4. Task is appropriate to learning intention. It has a clear objective. Most pupils are able to achieve the task.<br>☐ 3. The task was not appropriate for the learning intention, but it has an objective. Most pupils able to complete task.<br>☐ 2. Most students are unable to complete task. Task did not match learning intention. The objective is not clear.<br>☐ 1. Task is not appropriate for the learning intention and does not have an objective. Pupils are not able to do the task. |
| **Teacher's questions** | ☐ 5. Teacher uses questions for various purposes – for example, checking pupils' understanding and eliciting information from pupils.<br>☐ 4. Teacher uses questions to check pupils' understanding and follow up pupils' responses.<br>☐ 3. Teacher asks questions to check pupils' understanding but cannot follow up the response.<br>☐ 2. Teacher asks questions of the pupils, but the questions do not check understanding. Pupils are not given time to respond to questions completely.<br>☐ 1. Teacher does not use questions. |
| **Expectations/ Interest** | ☐ 5. Teacher has high expectations for pupil achievement.<br>☐ 4. Teacher has expectations for pupil achievement.<br>☐ 3. Teacher has some expectations for pupil achievement.<br>☐ 2. Teacher has few expectations for pupil achievement.<br>☐ 1. Teacher has no expectations for pupils. |

| **3. Learning** | |
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| ***Specific measure*** | **Descriptors** |
| **Learning material (pupil use)** | ☐ 5. All pupils use learning materials when necessary at their own initiative.<br>☐ 4. All pupils have access to learning material to manipulate, but only use when instructed to do so.<br>☐ 3. Most pupils have access to learning material sometimes.<br>☐ 2. Pupils rarely have access to learning materials.<br>☐ 1. Pupils have no access to learning material they can manipulate. |
| | ☐ 5. All pupils participate actively in different groupings: individually, pairs, small groups and whole class. Groupings are related to the objec- |

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| | tive of the task and learning intention. |
| | ☐ 4. Pupils work in different groupings, mostly involved in task. Groupings are related to the objective of the task and learning intention. |
| **Group-ings** | ☐ 3. Pupils work in groups but not all group members are involved in task. Groups may be too large. Grouping is related to objective of the task & learning intention. |
| | ☐ 2. Pupils are sitting in groups, but work independently. The grouping is not related to the objective of the task, but it is related to the learning intention. |
| | ☐ 1. Pupils are only in one grouping when more than one would have been more useful. The grouping is not related to objective of the task. |
| **Pupils' questions** | ☐ 5. Pupils ask questions for various purposes to teacher and other pupils. Pupils are supported in their questioning. |
| | ☐ 4. Pupils ask questions for help and clarification of other pupils or teacher. |
| | ☐ 3. Some pupils ask questions so that they can understand more |
| | ☐ 2. Pupils rarely ask questions to clarify instructions and task. |
| | ☐ 1. Pupils are not motivated to ask questions. |
| **Involve-ment** | ☐ 5. Pupils are actively involved and enthusiastic. |
| | ☐ 4. Most pupils participate and are interested. |
| | ☐ 3. Some pupils are interested but do not participate actively in the lesson. |
| | ☐ 2. Some pupils participate some of the time, but most pupils are not motivated. |
| | ☐ 1. Pupils do not participate in the lesson. They are not motivated or interested. |
| **Regular feedback during learning time** | ☐ 5. Teacher gives pupils regular feedback on their progress in lesson. The teacher monitors throughout the lesson for pupil understanding, adapting the delivery where appropriate. |
| | ☐ 4. Questions are used in class to find out what pupils have learned. Comments on pupil class work are made to give encouragement. |
| | ☐ 3. Teacher asks questions, but they do not always explain to pupils why their answers are good or not. |
| | ☐ 2. Teacher does not check for understanding during the lesson. |
| | ☐ 1. Pupils receive little or no feedback. |

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| | ☐ 5. All pupils' notebooks are covered and clean. Teacher gives clear directions for organising the notebooks. Teacher marks and comments on written work of the pupils. |
| | ☐ 4. Most pupils' notebooks are cared for: covered and clean. Teacher gives clear directions for organising the notebook. Teacher regularly marks the notebook but without written comments. |
| **Pupils' notebook** | ☐ 3. Most notebooks are cared for: covered and clean, but the content is not clearly organized. The teacher regularly marks the notebooks. |

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| | ☐ 2. Most notebooks are uncared for: uncovered and dirty. There is some evidence of teacher marking. |
| | ☐ 1. Most notebooks are uncared for: uncovered and dirty. There is no evidence of teacher marking. |
| **Homework** | ☐ 5. Homework is purposeful and supports learning intention. Homework is unfinished work or an extension activity. Homework is corrected and comments are given. |
| | ☐ 4. Homework is supports the learning intention and is purposeful. Homework is corrected, but no written comments. |
| | ☐ 3. Homework is related to the learning intention but it is not purposeful. Homework is not corrected. |
| | ☐ 2. Homework is given, but does not relate the learning intention. It is not corrected. |
| | ☐ 1. Students do not receive homework. |