MINISTRY OF EDUCATION, YOUTH, & SPORT

IMPLEMENTING SCHOOL-BASED MANAGEMENT

Useful Session Plans for Workshop Facilitators

SUMMARY

This manual is a generic guide for SBM implementation that may be used in any context. It provides both Session Plans for prospective facilitators to train stakeholders on using SBM Principles in their schools as well as Course Materials for participants, which they can use as reference documents when they return home.

Phnom Penh, CAMBODIA
April 2021

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ANNEXES

LIST OF ABBREVIATIONS

ADB	Asian Development Bank
CFS	Child Friendly Schools
CPD	Continuous Professional Development
CPDMO	Continuous Professional Development Management Office
DOE	District Office of Education
INSET	In-service Education Training
LFA	Logical Framework Approach
MoEYS	Ministry of Education Youth and Sport
NGS	New Generation Schools
PLC	Professional Learning Community
POE	Provincial Office of Education
PRESET	Pre-service Education Training
SBM	School-based Management
SEIP	Secondary Education Improvement Project
SIP	School Improvement Plan
SMC	School Management Committee
SOF	School-operating Fund
SSC	School Support Committee
TGL	Technical Group Leader
TTI	Teacher Training Institute
USE-SDP 2	Upper Secondary Education – Sector Development Program 2

PREFACE

The Ministry of Education, Youth, and Sport (MoEYS) is happy to release this manual to assist school facilitators in effectively implementing new reform policies that relate to improving school management and governance. This manual focuses on the application of a particular technique to improve school governance known as *School-based Management* (SBM) to realize these reform objectives. School-based Management is now a globally recognized approach to school governance that seeks to decentralize the management of schools so that stakeholders have a greater say in key issues such as professional development, classroom instruction, curricular organization, and the general use of resources. This approach is widely used throughout the world and is often one of the key strategies implemented to realize educational reforms that embrace the need for educational decentralization and innovation.

This manual also provides a logical approach for facilitators to train about School-based Management principles. The manual includes structured session plans and participant handouts. These materials have been thoughtfully produced and should be highly useful to facilitators who are both experienced in the use of SBM as well as those for whom SBM is a new concept. It is the hope of MoEYS that these materials may be highly effective in helping to achieve the educational reform goals of the Royal Cambodian Government (RGC).

1. INTRODUCTION

1.1   Overview

The present training manual has been produced by the Ministry of Education, Youth, and Sport in order to facilitate the implementation of School-based Management programming in all schools. School-based Management is not a new concept. Indeed, it has been around in one form or another since the 1990s. However, over the last twenty years, it has been increasingly popular and now has a global profile. MoEYS has also been employing this approach as an increasingly important component of its educational reforms that seek to improve school governance. The ultimate purpose of improving school governance is to improve and enhance the development and learning of students at the school related to academic subjects but equally important, related to development of 21st Century skills. Through improved school governance, MoEYS believes that more stakeholders will be involved in the management of a particular school, which will in turn help to stimulate increased ownership of the school as well as more educational innovation. In other words, when more people are contributing ideas and opinions about the management of a school, these ideas will coalesce into more innovative educational programming that will in turn, result is more well-rounded, skillful and capable students. MoEYS believes that SBM is the primary vehicle through which to achieve such innovation.

School-based management is, simply stated, a management strategy that seeks to improve education by transferring significant decision-making authority from central level offices to individual schools. The key idea behind such decentralization is that individual schools are more capable of understanding their local needs and context than is a central-level office. This definition is laid out in more detail in Box 1[1]. Key elements of this general definition used throughout the world include **decentralization, autonomy, ownership,** capacity, and **accountability.**

BOX 1: Global Definition of School-based Management

*School-based management (SBM) **decentralizes control** from the central district office to individual schools as a way to give school constituents -- principals, teachers, parents, community members, and in some schools, students -- more control over what happens in schools. This promotes more school **autonomy.** When schools are more autonomous, it **empowers** stakeholders and gives them a sense of greater **ownership** of the school. Proponents of SBM argue that increasing the involvement of school-level stakeholders in managing schools will increase the **capacity** of schools to improve. This occurs because ownership increases **accountability** among stakeholders for **performance standards** that they themselves set. SBM advocates argue that through SBM, a broader range of perspectives will be taken into account in the decision-making process, thereby producing decisions better tailored to the needs of the local school community.*

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[1] See the following website for discussion: https://www2.ed.gov/pubs/SER/SchBasedMgmt/make-work.html

It is important to recognize, however that SBM takes many forms and is implemented along a continuum from weak to strong depending on the local context, particularly as this concerns the amount of local autonomy that a school has.[2] For example, does the school have authority to spend its budget freely? How much control over hiring does the school have? Who controls continuous professional development (CPD)? Can the school change the curriculum? A great deal of control in these areas means that there can be strong compliance with SBM principles. Less control implies that the degree of SBM implementation will be weaker (see Figure 1.1). Thus, facilitators using this manual need to recognize that the implementation context may be different from school to school or from project to project and that they will need to modulate the way that they deliver training materials depending on this context. It should be noted, however, that just because a context does not fully enable SBM implementation, this does not mean we should abandon any attempt to implement SBM principles there. SBM may still be supportive (in a more limited way) of improvements in the school even if the context is not the ideal enabling environment.

Weak Enabling Environment:
Weak Compliance

Strong Enabling Environment: Strong Compliance
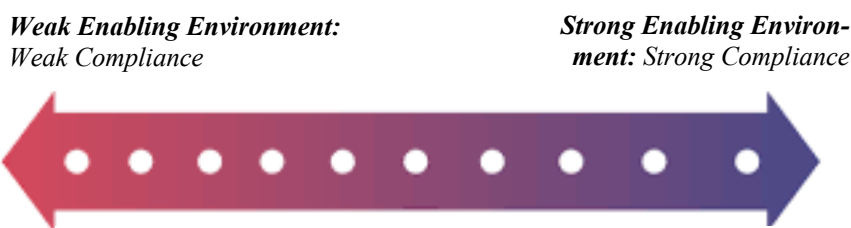
Figure 1.1: Continuum of SBM Implementation

Similarly, various stakeholders may play a smaller/larger role in different versions of SBM depending on the context. These different forms of SBM implementation may take varied approaches to the issue of school autonomy in regard to budgeting, personnel, CPD, and curriculum. For example, in an example of weak SBM compliance - parent councils in Mexico receive Government funds for school improvement but are only mandated to spend money on physical infrastructure and cannot use the funds for other improvements.[3] Such conditions constrain the freedom and autonomy of schools. Cambodia's *New Generation Schools Initiative (NGS)*, on the other hand, represents an example of strong SBM compliance because schools have significant control over the selection of teachers, changes in curriculum, and how they allocate grants provided by MoEYS. Indeed, they are allowed to work outside of the regular policy framework of the education system *on the condition that they show high performance and innovation.[4]* Such conditions for implementation are well in line with some of the key principles of SBM discussed above.

Given that SBM will likely be implemented along a continuum of implied compliance depending on the context, it is important for facilitators and school stakeholders to assess the local context with regards to its enabling characteristics in order to determine the degree to which SBM principles can be implemented. For this reason, this manual includes a special module that will help facilitators make such an assessment (cf. Module 3.2). Based on this assessment, facilitators and stakeholders will have a much better idea of the degree to which they can implement SBM principles in a specific school or project.

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[2] **Note:** Weak SBM compliance does not necessarily imply weak educational quality nor does strong SBM compliance necessarily guarantee high educational quality.

[3] World Bank (2014). *School-based management: Lessons from International Experience and Options for Turkey*. Education Sector Unit: Europe & Central Asia Region.

[4] MoEYS. (2016). *New Generation School Policy,* Phnom Penh: MoEYS.

1.2 Purpose and Content of This Manual

The purpose of this manual is to provide some structured guidance to facilitators who have been selected to train schools on how to implement SBM principles using concrete explanations, practical examples, real case studies, and other training tools. The manual contains a set of **9** user-friendly *Session Plans* to guide facilitators in presenting a practical training program to introduce stakeholders to some of the basic concepts of SBM. The content of these modules is explained in Box 2 below. Each session plan is set out with a suggested time frame, statement of needed preparation, useful materials and resources, and learning objectives. The manual also

BOX 2: Module Summary

3.1 Defining School-based Management: Concepts of Autonomy, Accountability, & Ownership – This module introduces key SBM principles and concepts as they are defined globally and tries to guide participants in understanding how these principles may be applied to the Cambodian context.

3.2 Pre-Assessing the Level of Autonomy in Your School and Setting Appropriate Expectations – This module helps to explain further the concept of School Autonomy in multiple areas of school operation. The module also introduces the idea of an SBM implementation continuum and variable nature of enabling environments. When stakeholders understand this concept, they are then guided through a process of assessing their context in terms of its enabling characteristics and the degree to which they can implement SBM principles.

3.3 Key Structures Needed to Implement School-based Management – This module discusses the administrative vehicles that are used to apply SBM principles in Cambodian schools. This refers in particular to the School Management Committee and the School Improvement Planning process.

3.4 Systematizing Continuous Professional Development in Schools – This module focuses on how schools can re-organize the various mechanisms that govern how teachers engage in continuous professional development. This re-organization is closely linked with School Improvement Planning and may involve online learning, mentoring software, the use of mentors and coaches, and other possible mechanisms.

3.5 SIP: Organizing and SIP Process, and Principles of Planning – This module discusses how stakeholders can develop effective School Improvement Plans that embody SBM principles. The module introduces participants to problem-based planning whereby stakeholders identify their own problems, solutions, and activities needed to realize the solutions.

3.6 SIP: Using a Logical Framework Approach (LFA) to Planning - This module shows stakeholders how to use an LFA approach for planning, in a way specifically adapted to the school setting. It provides on doing Problem and Objective Analyses, identifying objectives, activities, resources, and developing a work plan.

3.7 Identifying and Applying Your Indicators for Assessment – This module discusses how schools will assess their performance once they have developed a School Improvement Plan. This involves helping schools to set good performance indicators that provide important benchmarks for tracking improvement. Assessment of performance indicators is a key way to ensure that schools are held 'accountable' for the freedoms that they receive under a school-based management regime.

3.8 Using Activity Menus (Optional) – This module discusses the use of Activity Menus in the planning process. Activity Menus try to avoid a prescriptive development approach (i.e., an approach in which we tell the stakeholders what to do without consulting them) but recognize 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.

3.9 Change Management: This module discusses the concept of "managing change." This concept is important because SBM is an active and on-going process aimed at continuous improvement of the quality of education within a school so it means that we will be continuously experiencing change. School-Based Management is very different from the traditional top-down way of managing education. It requires involvement from many different stakeholders – especially school authorities, teachers, families, and community members. To be effective, it is necessary to consistently manage the change which SBM brings.

contains a set of *Participant Course Materials* that should be provided to stakeholders participating in the training program so that they can use these as reference documents after the conclusion of the training workshop.

1.3 Intended Applications of This Manual

A Manual for Generic Use: This manual has been designed for generic use in many contexts. It may be used by trainers working at provincial and district level or it may be used by project-based trainers who are implementing a specific project. Although the manual was originally designed for schools at secondary school level, there is no reason that it cannot also be used for primary schools, as well. Each module in this manual is organized sequentially starting with topics on the most basic concepts of SBM and ending with topics on actual application. Nevertheless, Facilitators may also pick and choose specific modules relevant to their situation and need not necessarily teach every module from beginning to end.

As noted earlier, it may not be possible to fully implement SBM in a particular setting, depending on how much freedom a school or group of schools actually has in controlling key aspects of a school's operation. Such freedoms refer to the degree of control over school budgets, school grants (e.g., from a project), the ability to change curricula or re-organize continuous professional development modalities, and other important areas of school operation. Thus, one of the key things that a facilitator must do early on in a planned workshop is to determine the scope of possible change and control in a particular setting and modulate the implementation of SBM principles within this scope. This may be a challenging task but Module 3.2 has been provided to give guidance to facilitators for this purpose.

Seeking Ways to Accommodate the Variability between Schools: In view of the above observations, it seems very important to accommodate variability between schools by using a "graduated" or "levelled" approach to fostering SBM. One suggestion is to organize SBM implementation into different levels such as "advanced", "intermediate", and "basic", as per the school classifications outlined in the Child Friendly School (CFS) Policy. Depending on the enabling environment, schools may move from one level to another. This gradual incremental approach helps schools to see what the "end game" is, and then helps with tangible steps for moving them on the path toward greater and greater expression of SBM. It is for this reason that this manual urges facilitators to consider the use of **Activity Menus** in their planning. Activity Menus can be structured into different developmental tiers to help schools ease into more robust, locally-driven planning. The use of menus recognizes the constraints that exist within educational contexts like Cambodia where stakeholders may lack experience in identifying their own solutions to problems, but where imposing solutions undermines local ownership and sustainability. Thus, using Activity Menus provides a 'middle path' between total freedom on the one hand (which some stakeholders may not be able to use effectively due to their inexperience) and too much structure on the other (which undermines ownership) (see Box 3).

> **BOX 3: The Use of Activity Menus and Choice:**
> We all know that 'menus' are all about choice. When we go into a restaurant and read a menu, we are given a choice of many different kinds of foods to eat. If someone else orders our food for us, we are likely to feel not very happy with what we are eating. We are much happier when we can order own food. An Activity Menu works in the same way. By allowing stakeholders to choose the activities that they feel are most relevant to their own situation, we ensure that they will be 'happy' with the chosen activities. Thus, it is our hope that using an Activity Menu for the school improvement planning process will create a locally relevant activity set, that is nevertheless contained within a fixed program framework; this framework is in turn in line with the Child Friendly School Policy of the Ministry of Education, Youth & Sport.

Organizing Participants: A final key issue to note in using this manual is to determine who your audience is, because it may affect the way that facilitators organize the delivery of the modules. For example, the best way to deliver this manual is to work directly with each school's stakeholders at the level of the school. By constructing the audience in this way, facilitators will avoid a cascade model of content delivery and go directly to all stakeholders at the same time. If, however, the audience comprises individual school mangers who are brought together into a central location for a training workshop, this will require a cascade model of delivery when they return to their respective schools and try to put the ideas presented at the workshop into actual practice. Some amount of content may be lost by using this method of content delivery and implementation may also be more imprecise. Under such circumstances, regular monitoring will play a very important role in ensuring proper implementation.

Some General Guidelines for Organizing the Workshop: The following are some general recommendations for organizing the workshop so that the delivery of content is most effective.

- *Guideline 1:* This manual is best used with small groups of participants. The ideal number of participants in a workshop using this manual is between 30 and 40 persons. Anything more than this number is likely to mute the effectiveness of module delivery.

- *Guideline 2:* When participants arrive for this workshop, the Facilitator should organize them into permanent groups of 6 to 10 people. The ideal number of groups is 4 or 5. Placing participants into groups will help facilitate the delivery of each module because group work is a key strategy for participant learning. Using permanent groups reduces the potential for confusion, will help participants to develop relationships with each other, and foster a greater sense of trust.

- *Guideline 3:* When organizing participants into groups, try to ensure that groupings are homogeneous. For example, do not mix school directors with teachers as the hierarchical relationship that governs interaction between them may inhibit full participation. Thus, put all teachers with teachers, all directors with directors, etc.

- *Guideline 4:* While the session plans provided in this manual are for the Facilitator(s), the course materials in Section 4 are intended for the participants so that they will have useful reference documents for them to take home with them. In order to help participants organize the course materials that they receive, each participant should be presented with a ring binder notebook in which they can store all handouts.

With the above provisos in mind, MoEYS hopes that this manual will provide a sound guide for Facilitators throughout Cambodia to tailor SBM implementation to their specific situation and context.

2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

This manual uses the following standard symbols to make the manual as user friendly as possible for the facilitators using it. These symbols quickly convey the kinds of activities to be used with participants for each step of each session plan.

Timing Required for the Lesson

Pre-Training Preparation: Contains information on how to set up your training area for learning activities. It also gives suggestions on how to organize materials needed for the activity.

Materials Needed: This provides an overview of necessary materials. Most of the time, these will be very basic things, like pens or paper. Other material in the training sessions will be provided through handouts that are attached in this manual. In general, handouts need to be duplicated by the facilitator.

Learning Outcomes: Gives a statement of what should have been achieved and assessed at the end of the session.

Steps and Process Icons

Section 3 of this manual provides a series of training sessions on how to train the primary audience, who are expected to employ School-based Management techniques in their schools. This includes school managers, teachers, community members, and other key stakeholders who may be determined by the facilitator. The symbols below are used to help guide the actual training session. These symbols will tell the facilitator quickly what sorts of activities need to be planned for in this part of the training session. This section of the manual includes possible activities, stimulating questions, examples to clarify exercises and optional extra tasks. Although it is advisable to read through the whole lesson clearly from the beginning, especially when used for the first time, facilitators can easily see what he or she has to do because of the icons used.

Action to be Taken: This symbol indicates that the facilitator must take a concrete action such as passing out a Handout, re-arranging desks, organize groups, etc.

Questioning Behavior: This indicates that the facilitator needs to ask a key question to the participants as a prelude to an activity or discussion.

Discussion: This symbol indicates that the facilitator must lead a discussion or allow participants to discuss something in their groups.

Writing Tasks: This symbol indicates that the participants need to write something on poster paper, complete an exercise, or other written task.

Explanation: This symbol indicates the facilitator must explain something to participants.

Facilitator Session Plans

Lesson 3.1- Defining School-based Management: Concepts of Autonomy, Accountability, & Ownership

Summary: This module introduces key SBM principles and concepts as they are defined globally and tries to guide participants in understanding how these principles may be applied to the Cambodian context.

Lesson Time: 3.5 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.

- Make copies of **Handout 1:** School-based Management Self-Assessment

- Make copies of **Handout 2:** Global Definition of School-based Management and Its Associated Concepts

- Make copies of **Handout 3a:** Diagramming the Relationship between Concepts

- Make copies of **Handout 3b:** Flowchart Depicting the Relationship between SBM Concepts and School Effectiveness

- Make copies of **Handout 4:** Is School-based Management a Paradox?

Resources/Materials:

- Copies of Handouts 1, 2, 3a, 3b, and 4

- Poster paper, marker pens, scissors, tape

- Poster sheet summarizing the learning outcomes of the lesson.

Learning Outcomes:

1. Participants can explain the global definition of School-based Management using relevant examples of actual application.

2. Participants can demonstrate their general understanding of School-based Management by determining which statements exemplify SBM from a given list and which do not.

3. Participants can identify the key concepts that together define what School-based Management is (e.g., Autonomy, Accountability, Ownership, etc.).

4. Participants can demonstrate the logical relationship between key concepts underlying School-based Management by using such explanatory devices as flowcharts and diagrams.

5. Participants can explain the risks of using School-based Management in a centralized education system.

Training Session Plan

Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the module. Explain the outcomes and that this is what the participants should be able to do at the completion of the module.

Introducing School-based Management through a Self-assessment Exercise

After introducing the module, the Facilitator should explain that people often understand different things by School-based Management and that in many cases, much of what people understand is actually wrong, at least when we consider the global definition of SBM. So it will be important for everyone to be on the same page when we speak about SBM.

But before going any further, it will be useful for participants to do a self-assessment of their understanding of SBM. For this purpose, the Facilitator should distribute **Handout 1:** *School-based Management Self-assessment.* This assessment contains 8 statements about SBM, 4 of which are correct and 4 of which are incorrect. Ask participants to complete the assessment individually by ticking the appropriate boxes according to the directions. If the Facilitator has time, it might also be faster to create a monkey survey online for participants to complete the survey that way. Give participants about 10 to 12 minutes to complete the self-assessment.

When the assessment has been completed, discuss the answers and provide explanations about why some statements exemplify SBM and why some do not. Here is a guide to help the Facilitator explain each answer:

No.	Answer	Explanation
1.	Yes	Setting standards locally and using these standards to assess progress is one means that SBM uses to ensure accountability.
2.	No	This statement is the opposite of SBM, which ideally seeks to free schools from centrally set rules and regulations.
3.	No	Under SBM, authority is moved from central level to school level bodies such as SMC and SSC, not commune councils.
4.	Yes	This is the actual definition of SBM – moving authority from central level (e.g., MoEYS) to individual schools.
5.	Yes	It is indeed difficult to apply SBM in education systems that are centralized because central control pushes against effective SBM implementation.
6.	No	This is incorrect because school managers and teachers still play a major role in managing the school under SBM as well as community members.
7.	Yes	These are indeed key concepts underlying SBM.
8.	No	Under a true SBM model, performance indicators are set locally and not imposed from above.

Without being too intrusive, the Facilitator should probe how many people got all 8 questions correct, 7 correct, 6 correct, until you hit 4 correct. This will tell the Facilitator whether participants' understanding is high or low when it concerns SBM to help him/her know how to proceed with the rest of the module.

Defining School-based Management

The next step in implementing this module relates to reviewing the global definition of School-based Management. The Facilitator should once again introduce this subtopic by stressing that the global definition of SBM offers differs from what is actually practiced from country to country. Next, the Facilitator should conduct a review of the SBM Definition as it is used defined globally by passing out **Handout 2:** *Global Definition of School-based Management and Its Associated Concepts.* Read the definition provided together as a large group and stress some of the key concepts that are highlighted in bold.

After this reading in plenary, ask participants to work in their small groups and answer the Discussion Questions that are provided at the bottom of the Handout. They should write up their answers on a piece of poster paper that is provided to each group. Provide about 15 minutes for this activity.

When groups have completed their discussions, ask each group to place their answers on the board for review in plenary. The Facilitator should review each group product and lead a guided discussion using the answers to the questions provided below as a rough guide.

Notes for Guided Discussion

1. Based on the above definition, what are some of the key concepts that drive School-based Management?

    Answ: Key concepts include Decentralization, Autonomy, Empowerment, Accountability, Ownership, and Assessment of School Performance

2. Why do you think SBM theorists believe that local level stakeholders are in a better position to make decisions in their school than central level planners?

    Answ: Local level stakeholders work in the local context every day. They know better what the 'real' problems are and how to solve them. At least this is the theory.

3. How can strengthening stakeholders' 'ownership' of a school improve accountability for performance?

    Answ: When people feel that they own something, they are more likely to take better care of it because it belongs to them. Thus, stakeholders are more likely to hold themselves accountable for things changing at a school if they feel the plan belongs to them.

4. In what ways do you think a school can be autonomous?

    Answ: Hiring its own staff, choosing supplementary materials, changing the curriculum, setting a program for developing staff, changing schedules, setting its own performance standards, etc.

5. When thinking about autonomy, empowerment, and ownership, which one of these do you think occurs first? Second? And last? Explain your answer

    Answ: One causes another in this order: autonomy è empowerment è ownership. This means that first you give freedom to a school (i.e., autonomy). This gives people a sense of empowerment. When people feel empowered to do things, they create ownership of the things that they decide to do.

Optional: If the Facilitator is short of time, answering the Discussion Questions in the Handout may be done in plenary session. This will help to save time.

Mapping Out the Relationship between Key SBM Concepts

Now that the Facilitator has helped participants to identify some of the key component parts of the SBM approach (e.g., Decentralization, Autonomy, Accountability, etc.), the next step in strengthening participants' understanding relates to helping them to understand how these concepts are related. A useful way to help participants better understand the relationship between concepts is to use Flowcharts. Pass out **Handout 3a:** *Diagramming the Relationship between SBM Concepts.* This Handout introduces to participants what a Flowchart is and how they can be used to map out the relationship between concepts.

Discuss the definition of a Flowchart provided in the Handout and use the example provided on Student Dropout to demonstrate how one shows the relationship between ideas and issues (see example provided below).

Sample Flowchart Using Example of Explaining Student Dropout
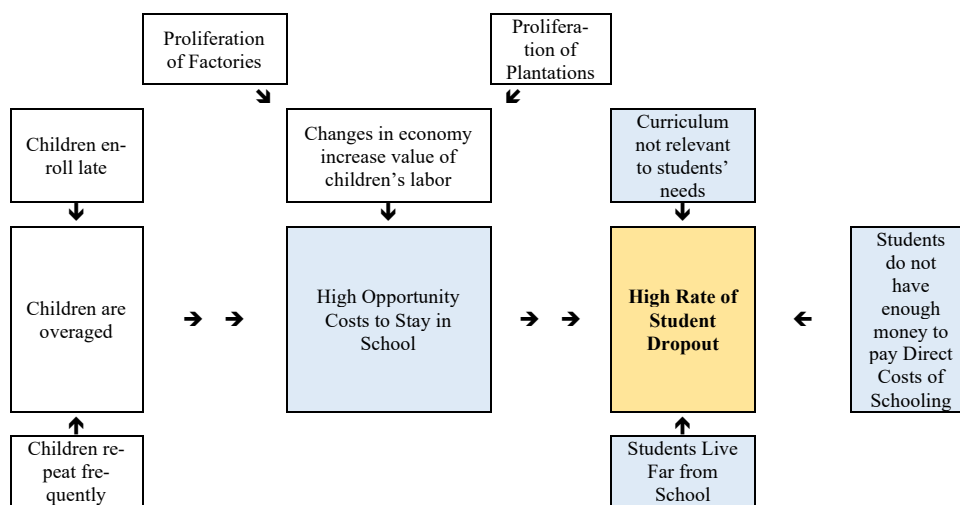
In order to check for participants' understanding, ask each group to answer questions provided at the bottom of the Handout. This activity may either be done in plenary or with participants discussing in their groups for about 5 minutes first. In order to help Facilitators to lead this discussion, sample answers are provided below for the guided discussion:

Discussion Questions

1. What is the final outcome or result shown in this diagram? ***Answ:*** High Rate of Student Dropout
2. How many 'direct' causes are shown that lead to dropout? ***Answ:*** There are 4 direct causes highlighted in blue. These causes are 'direct' because they lead directly to high dropout.
3. How many 'indirect' causes are shown that lead to dropout? **Answ:** There are 6 indirect causes because they do not directly lead to dropout lead to the existence of other factors (e.g., Opportunity Costs) that do directly impact dropout.
4. What words are suggested by the arrows shown in the chart? ***Answ:*** 'Lead to', 'Promote', etc
5. Do you understand the concept of Opportunity Costs? ***Answ:*** Opportunity Costs are the costs that occur when one foregoes an opportunity to earn money. If a student could earn $160 per month in a factory but decides not to work but to continue studying, then the $160 is what is known as an opportunity cost.
6. How many factors are shown that affect Opportunity Costs? ***Answ:*** There are six factors (in white boxes) that lead to Opportunity Costs.
7. Does the relationship between these factors and Opportunity Cost seem logical to you? Why

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or why not? ***Answ:*** This is a subjective assessment but it would seem that eliminating any one of the factors contributing to Opportunity Costs would lessen its impact, suggesting that the relationship is logical.

Once the Facilitator is satisfied that participants understand how to read a Flowchart, ask them to create a Flowchart that links SBM concepts together in the same way. To start this exercise, the Facilitator should again refer to Handout 3a. On the second page of this Handout, participants are provided with an exercise to take 9 key concepts underlining School-based Management and create a Flowchart that demonstrates their relationship. Pass out two sheets of poster paper to each group along with some marker pens, scissors and tape. Next, ask each group to write the 9 listed factors in the handout onto one sheet of poster paper and cut them out so that each can be moved around in a diagram. Use the second sheet of poster paper as the background so that group members can move the factors around on as they look for the best arrangement of factors. Group members should also draw a number of arrows on separate sheets of paper to connect the factors causally. Remember to remind participants that the arrows can mean such things as 'promotes,' 'leads to,' etc. Participants should also be reminded that 'Improved School Effectiveness' is the end result to which all factors should lead.

Once the group members have found the best arrangement of factors (as they understand them) for their flowcharts, they should tape each factor to the second sheet of poster paper along with the arrows that connect them. Give the groups about 30 to 40 minutes to complete this activity.

When all groups have completed their diagrams, they should place them on the blackboard and explain the logic they used to organize each factor. The Facilitator should ask questions and challenge groups about their logical analysis. The Facilitator should also make comparisons between group diagrams to see how participants have developed different understandings of the content presented earlier. Some of the differences may be attributable to different interpretations that are justifiable; however, some differences may indicate faulty logic or misunderstandings, which the Facilitator should point out.

Diagram from Handout 3b: How School-based Management improves School Effectiveness . . .

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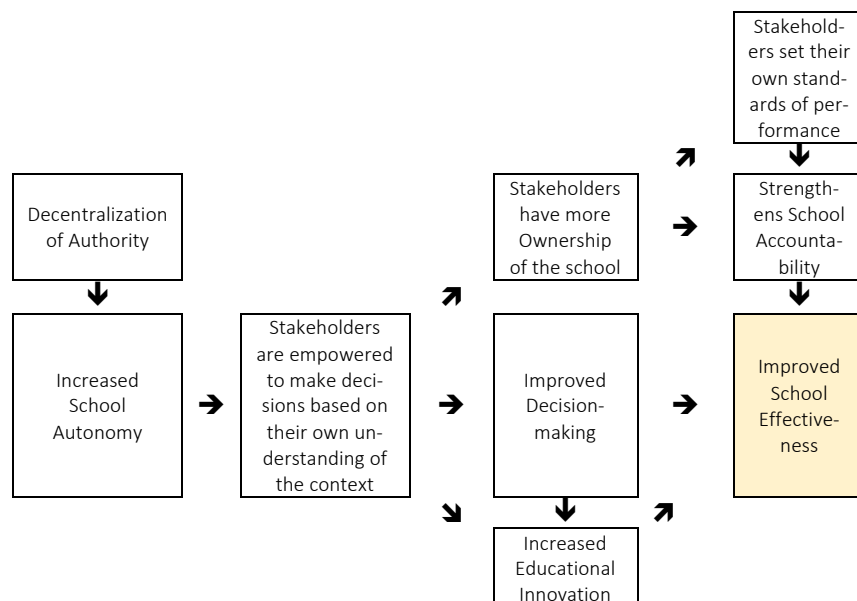
Following the presentations of the various groups, the Facilitator should pass out **Handout 3b:** *Flowchart Depicting the Relationship between SBM Concepts and School Effectiveness*. This Handout shows a set of relationships governing SBM developed for purposes of this manual (see diagram above). The Facilitator should explain the logic of this flowchart and the relationships that are shown. Following this explanation, the Facilitator should also make comparisons with the diagrams presented by the different groups and point out which group diagrams are most like the flowchart shown in **Handout 3b.** The Facilitator should stress again how easy it is for participants to come to very different understandings of the same topic, which demonstrates the complexity of the SBM concept.

The Risks Associated with the Adoption of School-based Management

The Facilitator should start this particular session with the idea that no approach is perfect and that there are always advantages and disadvantages associated with any strategy. SBM is no different from other strategies in this regard and there are risks associated with this approach. To go over some of the larger of these risks, pass out **Handout 4:** *The Risks Associated with School-based Management and the SBM Paradox?* The Facilitator should review some of the risks described in this handout, particularly Risk 1. Following this brief explanation, ask participants to try to think of some mitigating measures (at least one for each risk) that might be employed to address each of the risks identified in the Handout by completing the table shown below.

Pass out some poster paper to each group along with some marker pens and ask participants to duplicate the table below (and shown in the Handout) on their poster sheets so that ideas may be shared in plenary when they are done writing. Remind participants to be as specific as possible with their suggestions. Don't simply say 'provide training' or 'improve decision-making,' etc. Give participants about 30 to 40 minutes for this exercise.

When participants have completed their tables, ask each group to put their work on the board and present it to the plenary group. The Facilitator should ask for clarifications accordingly and provide some additional examples when possible or appropriate. Some mitigative ideas are provided as examples below to help the Facilitator guide the discussion. Participants may have similar or different ideas. Review each one accordingly.

Sample Measures to Mitigate Risks of Implementing SBM			
Risk 1	**Risk 2**	**Risk 3**	**Risk 4**
• Only implement SBM in schools with already strong management and teacher commitment. • Institute different levels of SBM implementation depending on local capacity. • Make sure that the school understands the large responsibilities of SBM implementation before agreeing to do it. • Don't force schools to do SBM unless they want to.	• Provide training on time management for schools. • Advise schools to look at planning in the long-term so that they don't take too much work on in the short-term.	• Develop Job Descriptions for those taking on new responsibilities. • Make sure that those receiving more responsibility are chosen not because of their position but rather because of their ability. • Provide checklists to school managers to help them evaluate whether certain candidates can do selected jobs.	• Engage school-based mentors if the resources are available to help with staff development activities • Ensure that there are enough resources in place for frequent support visits from central level.

Is School-based Management a Paradox? (Optional)

This final session is optional. But the session still has some value because it deals with what in English we call a 'paradox.' A paradox refers to something that is contradictory. Refer participants to **Handout 4** again to explain this idea. Review the examples of paradoxes provided in the Handout and then introduce the idea of the SBM Paradox, i.e., implementing a decentralized management approach in a centralized education system. Many countries have education systems that evince different levels of centralization but which are all attempting to implement SBM. This creates a paradoxical situation.

Discussing the 'SBM Paradox' is a good exercise to do that will help participants better understand the challenges of implementing SBM in their schools. As a prelude to a large group discussion, ask participants to look at the two questions indicated in Handout 4 and ask them to discuss them in their small groups taking notes about what different group members say:

1. To what degree do you think that the SBM Paradox exists in Cambodia? Explain your answer (i.e., what are the most centralized aspects of management in Cambodia's education system that might not fit with an SBM approach?)

2. How feasible do you think implementing SBM at your own school would be in the current operating environment? What things could work well under SBM and what things might not work well. Give some specific examples.

Provide about 10 or 15 minutes for the small group discussions.

When participants have finished their group discussions, the Facilitator should ask each group to share their opinions, not necessarily to create a consensus but rather to give participants some sense of the variation of views that exist with regards to implementing SBM in Cambodia.

Lesson 3.2- Pre-assessing the Level of Autonomy in Your School and Setting Appropriate Expectations

Summary: This module helps to explain further the concept of School Autonomy in multiple areas of school operation. The module also introduces the idea of an SBM implementation continuum and variable nature of enabling environments. When stakeholders understand this concept, they are then guided through a process of assessing their context in terms of its enabling characteristics and the degree to which they can implement SBM principles.

Lesson Time: 3.5 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.

- Make copies of **Handout 5a**: School Autonomy and Important Areas of School Operation Affected by School-based Management

- Make copies of **Handout 5b**: Classifying Key Aspects of School Operation

- Make copies of **Handout 6**: Using a Continuum of Enabling Environments to Better Understand the Level of Autonomy in a School

- Make copies of **Handout 7:** Assessing the Enabling Environment in Your School

Resources/Materials:

- Poster paper, marker pens

- Poster sheet summarizing the learning outcomes of the lesson.

- Copies of Handouts 5a, 5b, 6, and 7

Learning Outcomes:

1. Participants can explain what School Autonomy is in terms of operational freedom and how it may vary depending on the perspectives of other stakeholders.

2. Participants can explain the important areas of school operation affected by the level of a school's Autonomy.

3. Participants can use a Continuum of Enabling Environments to explain how the enabling environment for SBM implementation may vary from school to school.

4. Participants can determine at what level on a Continuum of Enabling Environments their school lies by using a tool designed for the purpose.

5. Participants can explain the impact of the enabling environment at their school on SBM implementation.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. Defining School Autonomy and Explaining Why It Makes Schools More Effective

The Facilitator should start this session with a general question to participants:

Why does Autonomy increase the effectiveness of a school?

Write this question on the board as well as some of the responses that you get from participants. It is likely that participants will mention the words 'freedom' and 'decision-making' frequently in their responses. These two words basically explain why School Autonomy leads to better school effectiveness because it makes sense that stakeholders will make better decisions when they have the freedom to do so, since these decisions will better reflect local priorities, values, and needs. Use the discussion guide shown in the box to help you guide the discussion.

> **Discussion Guide**
>
> School Autonomy is believed to make schools more effective by promoting better decision-making that reflects local priorities, values, and needs; and giving teachers the freedom/opportunity to establish a personal commitment to students and their parents.

But it is likely, too, that School Autonomy may mean different things to different stakeholders. Ask participants why they think parents might like the idea of a school having more autonomy? What do you think autonomy means to them? What about teachers? What about school managers? Lead a short discussion to respond to this question using the suggested answers provided in **Handout 5a:** *School Autonomy and Important Areas of School Operation Affected by School-based Management* to help guide the discussion (**Note**: there is no need to pass out the Handout at this stage yet).

The final point for the Facilitator to make in this session relates to the creation of an 'enabling environment.' An operating environment that 'enables' School-based Management is best created by high amounts of freedom in decision-making (i.e., autonomy). That is, it is important for a school to have as much autonomy as possible in order for a School-based Management approach to work effectively. This concept will be important for participants to grasp later on in this session.

3. Introducing Areas of School Operation Affected by SBM

The Facilitator should next explain that there are specific areas of school operation where key decision-making most often occurs and which are most affected by a School-based Management approach. Write these five areas on the board:

AREAS OF SCHOOL OPERATION
1. Personnel Management
2. Instructional Management
3. Budget Management
4. Maintenance & Infrastructure
5. School Administration, Monitoring, & Community Relations

In order to set the context for future discussions, the Facilitator should help participants to become more familiar with these different areas of school operation by identifying some the key activities associated with each. For this purpose, pass out **Handout 5a:** *School Autonomy and Important Areas of School Operation Affected by School-based Management.* On this Handout, there is a list of 30 key activities associated with each area of operation. In their groups, ask participants to classify each given activity with the area of operation with which it corresponds. Pass out some poster paper and marker pens and ask each small group to draw a larger version of the table shown on the Handout and place each appropriate activity under the area of operation where it belongs. Give participants about 20 to 25 minutes to undertake this activity.

This activity is useful in order to ensure that all participants have a common understanding of the key activities that each area of operation entails. When participants have completed their classifications, ask them to place their posters on the board so that everyone can see. In order to check the correctness of the classifications, pass out **Handout 5b:** *Classifying Key Aspects of School Operation* in order to compare the classifications made by each group with the classification provided in the Handout. Review group classifications as a large group and point out any differences from the classification shown in the Handout. Ask participants to give justifications if they placed an activity under a different area of operation.

4. Understanding Enabling Environments and Their Relationship to SBM Implementation

The Facilitator should next introduce the idea of using what is known as a Continuum for understanding the degree of freedom that schools may have in implementing School-based Management. In this regard, note that schools with a great deal of freedom in different areas of school operation will have a 'strong' enabling environment to implement SBM while schools with less freedom will have a 'weak' enabling environment to implement. Try to link this idea with the earlier discussion about the importance of School Autonomy as a precondition for effective SBM implementation. Also, be sure to define the term 'continuum' (**តំណាសម្ព័ន្ធ**) as noted in the Handout for participants who may not have heard of this concept before.

In order to help facilitate these explanations, pass out **Handout 6:** *Using a Continuum of Enabling Environments to Better Understand the Level of Autonomy in a School.* Use the various diagrams provided in this Handout (such as the one shown below) to help you explain the relationship between School Autonomy, Enabling Environment, and Effective SBM Implementation.

Weak Enabling Environment: Weak Compliance with SBM Principles　　　*Strong Enabling Environment: Strong Compliance with SBM Principles*

Continuum of SBM Implementation

One way to help participants connect the concepts mentioned above together would be to create a short formula such as the one shown below. Write the formula on the board for all participants to see.

School Autonomy ➔ *Enabling Environment* ➔ *Effective SBM Implementation*

This formula would be read in the following way:

Giving a school 'autonomy' will create a strong 'enabling environment', which will in turn promote effective SBM implementation.

The next diagram in **Handout 6** indicates that enabling environments are not either-or affairs. The amount of autonomy a school has may vary from context to context, lending itself to many different gradations of an enabling environment ranging from 'Weak' to 'Moderate' to 'Strong.' The idea of a continuum tries to convey that the concept of an enabling environment is not black or white. The Facilitator should read through the various levels of an enabling environment with participants as defined in the diagram provided in **Handout 6.**

Continuum of Enabling Environments That Affect the Implementation of School-based Management

(1) Weak Enabling Environment

(2) Moderately Weak Enabling Environment

(3) Moderate Enabling Environment

(4) Moderately Strong Enabling Environment

(5) Strong Enabling Environment
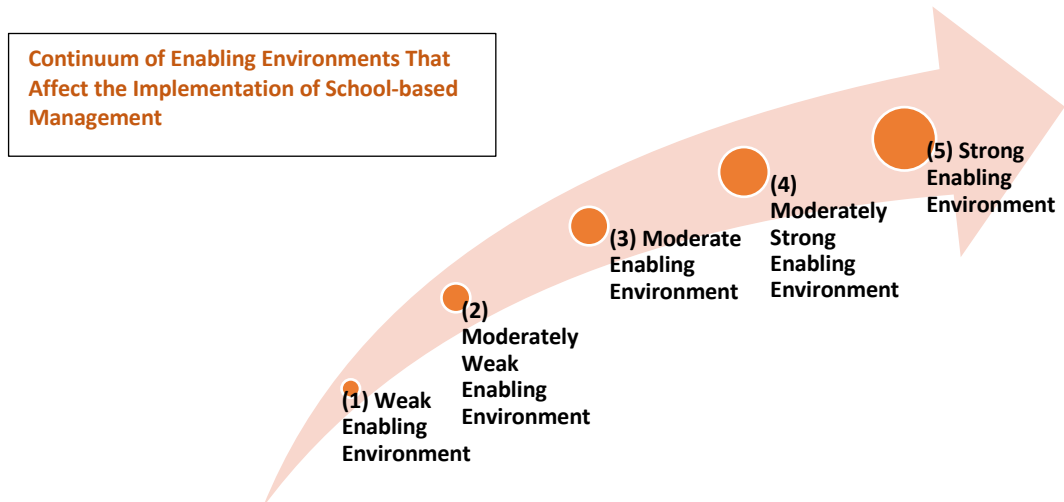
5. Pre-assessing the Enabling Environment at One's School

The final step in implementing this module relates to determining where one's school lies on the 'Continuum of Enabling Environments.' For this purpose, the Facilitator should pass out **Handout 7:** *Assessing the Enabling Environment in Your School.* Explain that this Handout has a series of 32 questions that are organized according to the School Operating areas discussed earlier. Each question requires a 'yes' or 'no' answer. Explain that 'yes' responses are scored 1 while 'no' responses are scored 0. These questions help a school to determine the amount of autonomy or freedom that they have in terms of their decision-making authority, which will in turn determine the degree to which they can create change at their school. Review the questions with participants one by one to ensure that everyone understands what is being asked. After the review, give participants about 10 to 15 minutes to answer the questions in the pre-assessment tool individually. When they are finished with all questions, they should tabulate the scores and determine how much autonomy their school has by referring to

the score ranges provided in the Continuum of Enabling Environments Diagram in **Handout 6.**

6. Setting Expectations for Your Planning and SBM Implementation

In order start this session, the Facilitator should write down on the board the table shown below:

Strength of Enabling Environment	Number of Participants
• Weak Enabling Environment	III
• Moderately Weak Enabling Environment	IIII IIII
• Moderate Enabling Environment	IIII
• Moderately Strong Enabling Environment	II
• Strong Enabling Environment	Etc.

Next, the Facilitator should ask all participants to indicate where their school scored on the pre-assessment by taking a show of hands for each category of enabling environment and recording it in the appropriate cell in the table shown above. Summarize the range of scores for participants in plenary session. This summary will help both the Facilitator and participants better understand everyone's situation with respect to schools' Autonomy and the enabling environment that exists.

Following this activity, ask participants to discuss in their groups the following questions at the end of Handout 7. Give about 10 to 15 minutes for this discussion. When participants have finished their small group discussions, ask them to discuss their answers in plenary session for about 15 minutes. Some discussion notes are provided for the Facilitator in the list below to help him/her facilitate the discussion.

1. Where did most of the schools in your group fall in terms of the enabling environment for SBM implementation?

    Discussion Guide Notes: Refer to the table above

2. Were there some schools scored better or worse than your school? Why do you think there were differences in scores since all of your schools are located in the same education system?

    Discussion Guide Notes: If there are differences in scores between schools, it suggests that school directors differ in how they interpret their level of autonomy and freedom to make decisions. Some directors may be less averse to taking risks in making decisions while others are more cautious and afraid of getting into trouble with their superiors. These differences in scores would demonstrate that there may be more flexibility in the system for stakeholders to actually make bold decisions, which suggests that there is more scope to actually implement SBM effectively.

3. If your school has a 'weak' enabling environment, what are the implications for your implementation of School-based Management and nature of your School Improvement Plan?

    Discussion Guide Notes: If schools report that they exist in a 'weak' enabling environment, the number of activities and measured outcomes that they commit to in their School Improvement Plans will likely need to be fewer in number. This is not to say that there is no scope to implement an SBM approach in their school, only that the scope may be more limited. Another implication from the pre-assessment may suggest

the operational areas where schools should focus. Schools with a score in the 'weak enabling environment' range should consider the Areas of Operation where they have the most freedom to make decisions and focus on this area more heavily than other areas.

4. If your school has a 'moderate or strong' enabling environment, what are the implications for your implementation of School-based Management and nature of your School Improvement Plan?

    Discussion Guide Notes: If schools report that they exist in a moderate or strong enabling environment, the number of activities and measured outcomes that they commit to in their School Improvement Plans can be great in number. Schools will be able to implement an SBM approach more deeply at their school with quite a few things that they can change or attempt to change.

Once participants have clarified to themselves their expectations for SBM implementation and in particular the School Improvement Planning process, then they are ready to actually go the next step of SBM implementation.

Lesson 3.3 Key Structures & Processes Needed to Implement School-based Management

Summary: This module discusses the administrative vehicles that are used to apply SBM principles in Cambodian schools. This refers in particular to the School Management Committee (SMC), the School Improvement Planning (SIP) process, and the Student Council.

Lesson Time: 3.5 hours

Facilitator Preparation:
- Write up the Learning Outcomes of the lesson on a sheet of flip-chart paper to introduce the lesson.
- Make copies of **Handout 8a:** School-based Vehicles that Support SBM Processes
- Make copies of **Handout 8b:** Roles and Functions of Vehicles that Support SBM
- Make copies of **Handout 9:** Purpose, Structure, & Responsibilities of the School Management Committee
- Make copies of **Handout 10:** Matching Problems and Functions
- Make copies of **Handout 11:** Case Studies to Promote Problem Solving
- Make copies of **Handout 12:** The Relationship between the School Management Committee and the School Improvement Plan
- Make copies of **Handout 13:** Defining the School Improvement Planning Process

Resources/Materials:

- Flip-chart paper, marker pens
- Flip-chart sheet summarizing the learning outcomes of the lesson.
- Copies of Handouts 8a, 8b, 9, 10, 11, 12, and 13.

Learning Outcomes:
1. Participants can explain how school-based vehicles like School Management Committees, School Improvement Plans, etc. promote SBM implementation and why they are necessary.
2. Participants can correctly classify the roles and functions of school-based vehicles that support SBM implementation according to the appropriate school-based structure/process with which they are associated.
3. Based on an understanding of the roles and functions of school-based structures that support SBM, participants can make an assessment of whether these structures at their own schools are strong enough to support SBM.
4. Participants can determine things that they can do to improve school-

based structures that support SBM at their own schools.

5. Participants can summarize the Purpose, Structure, and Responsibilities of the School Management Committee

6. Participants can match specific problems to the functions of an SMC that they are intended to address.

7. Participants can identify possible solutions to problems raised in case studies that might actually represent interventions adopted by School Management Committees at their schools.

8. Participants can explain the relationship between the School Management Committee and the School Improvement Planning process.

9. Participants can define the School Improvement Planning Process.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. School-based Structures Supporting School-based Management Processes

The Facilitator should start this topic by reviewing some background points about SBM Implementation that were discussed in previous sessions. That is, when central level offices transfer decision-making power to the school to increase its Autonomy, the question arises as to how schools will use this new power; how will they project the power in a way that really improves the quality of educational services?. This brings us to the purpose of the present topic:

What are the Needed Structures and Processes in a School to Put SBM into Action?

The Facilitator should write this question on the board and lead a discussion about what things need to be in place at a school to make SBM work. Try to facilitate discussion by asking the following questions:

- o How will you delegate different tasks to different stakeholders in the school and community?
- o How will you reach out to the community?
- o How will you involve students in implementing activities?
- o How will you plan and schedule activities?

As the Facilitator leads this discussion, the structures needed will come up in responses offered by participants. There are four structures and one process that the Facilitator wants to highlight in this regard:

- o The School Management Committee (Structure)
- o The School Support Committee (Structure)
- o The Student Council (Structure)
- o School Improvement Planning (Process)
- o Professional Learning Community (Structure)

The Facilitator should be sure to write these on the board as soon as someone mentions these as an answer. Try to keep the discussion focused on how each structure or process supports Autonomy, Accountability, Ownership, etc.

Following this discussion, pass out **Handout 8a:** *School-based Vehicles that Support SBM Processes.* This Handout summarizes some of the above discussions and highlights those structures and processes for SBM to work well:

23
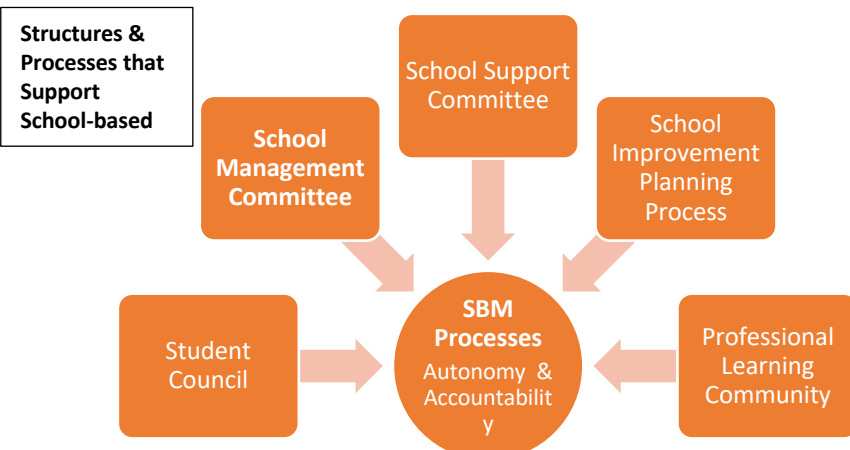
Exercise on Functions: The Facilitator should stress that the purpose of this session is not to train participants on how these structures work. Schools have probably already received a great deal of training from Ministry about these structures and processes. But it is important to perhaps review some of the functions of these structures/processes as they relate to School-based Management. As part of this review process, the Facilitator should explain that a list of 17 functions is provided in **Handout 8a** followed by a table below. In their small groups, ask participants to classify each of these functions according to whether they go with the School-based Management Committee, the School Support Committee, etc. Give groups about 30 to 40 minutes to complete this task. When the time is finished, the Facilitator should pass out **Handout 8b:** *Roles & Functions of Vehicles That Support SBM.* Ask participants to compare their answers in the Exercise with the classifications provided in **Handout 8b** and make a note of any differences.

Discussion Questions on the Functions of School Structures Supporting SBM: Following the exercise above, the Facilitator should review differences between classifications from the group work and those in the Handout. There may be some areas of overlap and the Facilitator should allow differences in classification within reason and if the differences are reasonable. For example, some groups may have said that the following functions are specific to the School Support Committee even though these are assigned to the SMC in the Handout:

- Ensures community involvement in school management
- Implements School Improvement Plans

Such differences may be allowed. Lead a discussion on the other questions provided in the Handout as provided below:

1. *Did your group's answers match those provided in* **Handout 8b***? Do you agree with the differences or do you think your own classification is better? Explain your answer.*

   Discussion Guide Notes: Solicit answers from all groups. Note the differences.

2. *If you defined the Roles and Functions of various structures differently from the official classification, do you think you should be allowed to maintain your own classifications under an SBM Policy? Explain.*

   Discussion Guide Notes: If difference seem reasonable allow them such as in the example provided above.

3. *Why do you think it is so important to have different structures in the school to make SBM work well?*

   Discussion Guide Notes: SBM requires activity among a wide range of stakeholders including managers, teachers, parents, community members, and teachers. These structures provide channels for communication, delegation, and coordination. Without them, it would be difficult to put SBM ideas into action.

4. *How many schools in your group have all of these structures/processes in place already (how many have all, how many have 3, have 2, etc.)?*

   Discussion Guide Notes: For this question, just ask for a show of hands of the schools that have 4 of these mechanisms in place; 3 in place; etc. Write the number of hands raised after each number on the board. This should give the Facilitator some idea about the preparedness of schools to implement SBM approaches to development.

5. Based on a review of the roles and functions provided in this exercise, take a survey of schools in your group and indicate how many schools' are 'Very happy' with how these structures/processes work; Satisfied but still need a lot of improvement; Not happy at all with how these structures/process currently work.

   Discussion Guide Notes: Summarize the results of your survey on the board – in the same way that you did in Question 5. This summary of self-assessments by schools/participants will give the Facilitator some idea of how much additional work needs to be done in strengthening SMCs, SSCs, etc. This workshop is not the place to do this, but it may imply some need for follow up by the Facilitator. Discuss the need for some additional follow-up by leading into the next question below.

6. *For those schools that are not happy with how well their SMC, SSC, etc. work, what can be done to make improvements?*

   Discussion Guide Notes: Direct questions to those schools that have been honest to acknowledge that operation of some or all of their committees is not yet up to standard. Write a list of things that can be done to strengthen these committees including (1) new elections to replace leaders; (2) collecting documentation to better understand how committees should work; (3) identifying resource persons either within the school or outside the school who can provide training; (4) identifying resource persons who can provide technical support to the school to do strengthen these committees, etc. There may be other ideas suggested by participants. Make a complete list and consider these ideas for follow-up actions.

3. The Functions of the School-based Management Committee and the Problems It Seeks to Address

The Facilitator should pass out **Handout 9***: Purpose, Structure, & Responsibilities of the School Management Committee.* Review some of the key points made in this Handout and in particular review the various Functions of the School Management Committee. Facilitators should avoid getting into a long discussion of the workings and organization of the SMC, as schools should already have received such trainings in other workshops. If the structure and workings of the SMC are not clear to some participants, please refer them to the appropriate MoEYS resource documents.[5] When reviewing SMC Functions together, emphasizing that these may seem somewhat abstract but they each have in mind the idea of preventing major problems. This explanation can lead into an exercise of demonstrating how the functions seek to address various problems that may exist in schools. Organize this exercise as described below:

- **Task 1:** Following this explanation, pass out **Handout 10:** *Matching Problems and the Functions of an SMC Intended to Address Them* to participants and ask them to identify a problem for each function that the committee is intended to address. An example has been provided to help participants to start thinking about the importance of various committee functions. Ask participants to write up their functions and problems on a sheet of poster paper and explain to the Facilitator and other groups that may have joined the workshop.

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[5] See, for example, MoEYS (2018) *Support Document about School Management Committee,* Phnom Penh: Secondary Education Improvement Project (SEIP).

Following a review of group work on matching Functions and the Problems that they seek to address, move on to Task 2.

- **Task 2:** As a follow up exercise, pass out **Handout 11:** *Case Studies to Promote Problem Solving* and ask participants to see if they can identify solutions to specific problems that the committee is intended to try to resolve. Ask each group to report on their solutions and discuss as a large group.

4. The Relationship between the School Management Committee and the School Improvement Planning Process

The Facilitator should start to discuss the current topic by asking participants to reflect on ONE of the specific responsibilities of the School Management Committee. Ask participants to refer back to **Handout 9** for this purpose and review SMC Responsibilities:

7 Main Responsibilities of the SMC:
(1) Increases financial autonomy & accountability of schools;
(2) Conducts education budget audit;
(3) Links budget/activities to education policies;
(4) Ensures community involvement in school management;
(5) **Implements School Improvement Plans;**
(6) Implements Long-term Planning for SBM;
(7) Conducts regular assessment of students for learning & achievement.

The Facilitator should ask participants which responsibility of the School Management Committee concerns the School Improvement Plan? Obviously, it is **Responsibility 5.** If the committee develops a 3-year plan, one might also add Responsibility 6 as well. Explain further that when we talk about the relationship between the School Management Committee, there are several important things to consider. Pass out **Handout 12:** *The Relationship between the School Management Committee and the School Improvement Plan* to help review what some of the additional functions a School Management Committee must do to implement the school plan. Review each of the five functions mentioned on the Handout carefully and give examples as necessary:

(1) Assess the situation at school to see if it is enabling students to receive a quality education. *(Example: Review school statistics such as repetition rates, dropout rates, performance on Bac II Exam, teacher attendance, etc.)*
(2) Participate in development of a School Improvement Plan based on their assessment. *(Example: The school should ensure that as many stakeholders as possible should join in meetings to develop the plan, not just the school manager(s)).*
(3) Do fund-raising for additional funds to support the School Improvement Plan, as necessary. *(Example: Reach out to Commune Council, School Support Committee, local companies, etc. to raise additional funds for various activities identified in the plan).*
(4) Participate in implementing the School Improvement Plan, along with mobilizing other community members to engage. *(Example: The school should ensure that there is a clear division of labor to implement specific activities mentioned in the school plan).*
(5) Assess/evaluate progress of School Improvement Plans, at end of school year. *(Example: The school should set performance targets such as improved rates of promotion, retention, and other measures that indicate higher quality*

education).

The Facilitator should be sure, too, to review the Purpose of the School Improvement Plan, How it Prioritizes Activities (i.e., based on the problems that it identifies), Who should be involved in making the plan, and Who implements the plan.

In order to consolidate and check participants' understanding of key characteristics of the School Improvement Plan, pass out **Handout 13:** *Defining the School Improvement Planning Process* and ask participants to answer the questions indicated. Give participants about 10 to 12 minutes to discuss the answers in their small groups. Then review the answers as a large group. Remind participants that sometimes, more than one answer may seem correct. The participants, however, need to choose the answer that is MOST correct to make this a challenging exercise. Review the correct answers as follows and discuss any questions that groups could not answer correctly.

Correct Answers:
1. A
2. C
3. B
4. A

Lesson 3.4- Systematizing Continuous Professional Development in Schools

Summary: This module focuses on basic concepts, structures, and process associated with Continuous Professional Development. The module seeks to give guidance to school about how they can re-organize the various mechanisms that govern how teachers engage in continuous professional development to make them more effective. This re-organization is closely linked with MoEYS' Continuous Professional Development Framework and provides numerous ideas for useful CPD activities.

Lesson Time: 6.5 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 14a:** Assessing Your Knowledge about Continuous Professional Development Concepts and Processes
- Make copies of **Handout 14b:** Continuous Professional Development Terms & Definitions (Questions)
- Make copies of **Handout 14c:** Continuous Professional Development Terms & Definitions (Answers)
- Make copies of **Handout 15a:** Linking CPD Concepts, Structures, & Process to Create a Logical Framework
- Make copies of **Handout 15b:** Continuous Professional Development Frameworks in a School-based Management Environment
- Make copies of **Handout 15c:** Continuous Professional Development Activities to Consider for Your School
- Make copies of **Handout 16a:** Creating a Successful Continuous Professional Development System
- Make copies of **Handout 16b:** Should We Use Tests to Judge the Effectiveness of a School-level CPD System?

Resources/Materials:

- Copies of **Handouts 14a, 14b, 14c, 15a, 15b, 15c, 16a, and 16b**
- One copy of the MoEYS publication called, *Continuous Professional Development Framework for Teachers & School Directors, 2019-23*
- One copy of the MoEYS publication called, *Teacher Career Pathway Framework*
- Poster paper, marker pens, scissors, tape
- Color pieces of paper for Flow Charts
- Poster sheet summarizing the learning outcomes of the lesson.

Learning Outcomes:

1. Participants can complete a short assessment of their understanding of Continuous Professional Development.

2. Participants can define key concepts, structures, and processes that support Continuous Professional Development.

3. Participants can create a flow chart that correctly shows the logical linkages between the structures and processes in a school-based CPD System.

4. Participants can determine which CPD activities might work best for their particular schools based on an understanding of what they entail.

5. Participants can explain various suggestions to set up school-based Continuous Professional Development system at their school.

6. Based on an understanding of research findings about the implementation of school-based CPD systems, participants can determine which problems are likely to be most important in Cambodia along with some possible solutions through which to address them.

7. Participants can express an opinion about how best to assess the effectiveness of a school-based CPD System.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the module. Explain the outcomes and that this is what the participants should be able to do at the completion of the module.

2. Assessing One's Knowledge about Continuous Professional Development

The Facilitator should the start this topic by asking participants to do a self-assessment exercise about their knowledge of Continuous Professional Development. This exercise is simply to help the Facilitator how much time he/she needs to spend on explanations of various concepts and terms in the lesson. Pass out **Handout 14a:** *Assessing Your Knowledge about Continuous Professional Development Concepts and Processes* to participants and ask them to complete them individually in their groups. Please remind participants to be honest in their assessments. Give participants about 5 to 10 minutes for this exercise.

When the time is up, ask each participant to score their self-assessment and report a total score to the head of the group. The group leader should average all of the scores and report it to the Facilitator who will mark it down quietly in a notebook without letting other groups know what each group average score was. This exercise is simply to help the Facilitator get a better idea of how familiar participants are with CPD concepts. The midpoint on the performance scale for this assessment is 9 with the highest possible score being 14 and the lowest score being 4. Any average score that is 9 or above indicates moderate to strong understanding of CPD concepts while anything below 9 would be considered weak or very weak.

Following the completion of the self-assessment, briefly review some of the key points mentioned in the assessment questions (e.g., there are three career pathways suggested by MoEYS; MoEYS has mandated setting up CPD systems in all schools, etc.). Physically show participants the CPD Framework document as well as the Teacher Career Pathway Framework document so that participants can get their own copies if they do not already have one.

3. Continuous Professional Development Terms & Definitions

The next step in helping participants to understand what a school-based CPD system looks like in a school practicing School-based Management is to first make everyone aware of the meaning of some very important terms often used in talking about Continuous Professional Development. The Facilitator should explain that these terms include CPD **concepts,** the organizational **structures** that support CPD, and the general **processes** that comprise CPD in a school. In approaching this task, the Facilitator should pass out Handout **Handout 14b:** *Continuous Professional Development Terms & Definitions (Questions),* which presents a set of 12 terms with their definitions randomly organized in a matrix below. In their groups, ask participants to review each definition and match them with the terms provided at the top of the Handout, keeping in mind that some refer to concepts, some are structures that support CPD in the school, while others are processes used to implement CPD. The Facilitator should note that although participants may never have encountered many of these terms before, they

should be able to figure out which terms go with which definitions though a process of elimination and logical analysis. This review process should help participants to become familiar with these terms and understand them better than if the Facilitator presented them as a lecture. Give participants about 30 to 40 minutes to complete this exercise.

CPD Concepts, Structures, and Processes	
• School-based Mentoring System • INSET Activities • Teacher Technical Groups • Teacher Training Institutes • Professional Portfolios • School-based Continuous Professional Learning Committee	• Teacher Self-Assessment • Professional Learning Community • Teacher Career Path • CPD Accreditation • Continuous Professional Development • Annual Professional Learning Plans

When participants have completed the matching exercise, pass out **Handout 14c:** *Continuous Professional Development Terms & Definitions (Answers).* This Handout presents the CPD terms of the previous Handout already matched with each definition. The Facilitator should discuss each term and its definition with participants asking whether various groups had matched the term correctly or not. If a group did not match the term correctly, the Facilitator should query the group about what confused them and whether they understand the term better or not. Offer additional explanations of each term, as needed.

4. Linking CPD Concepts, Structures, & Processes Together to Create a Logical Framework

Once participants seem more familiar with the concepts, structures, and processes that define a school-based CPD system, the next step is to help participants link these factors together in the form of a system. To achieve this outcome, pass out **Handout 15a:** *Linking CPD Concepts, Structures, & Process to Create a Logical Framework.* This Handout provides a Flowchart with many of the boxes left blank. Review the definition of a Flowchart, which participants have already encountered in previous modules. The boxes to be filled in in the Flowchart refer to many of the same terms that participants have just discussed. The task now is to see how these terms are linked together in a formal framework or system. In their groups, ask participants to complete the Flowchart based on their knowledge of each of the terms presented earlier. Pass out poster paper to reproduce the Flowchart and some color cards so that participants can move terms around on the Flowchart easily as they discuss it. Give participants about 40 to 45 minutes for this exercise.

When participants have completed their Flowcharts, ask each group to tape their Flowcharts on the board so that everyone can review them and see what the differences are. Next, the Facilitator should pass out **Handout 15b:** *Continuous Professional Development Frameworks in a School-based Management Environment.* This Handout presents a completed Flowchart with each of the concepts, structures, and processes discussed earlier properly organized according to their function in the CPD System. The Facilitator should review this Handout with participants and compare it with what participants did in their groups. The Facilitator should ask participants where the differences are? Did everyone put

the structures in the right place, regardless of the order in which they were placed? Were the various processes put in the right place, regardless of their order?

CPD Framework in a School That Uses School-based Management	Ultimate Goal: Improved Student Learning		Common CPD Processes
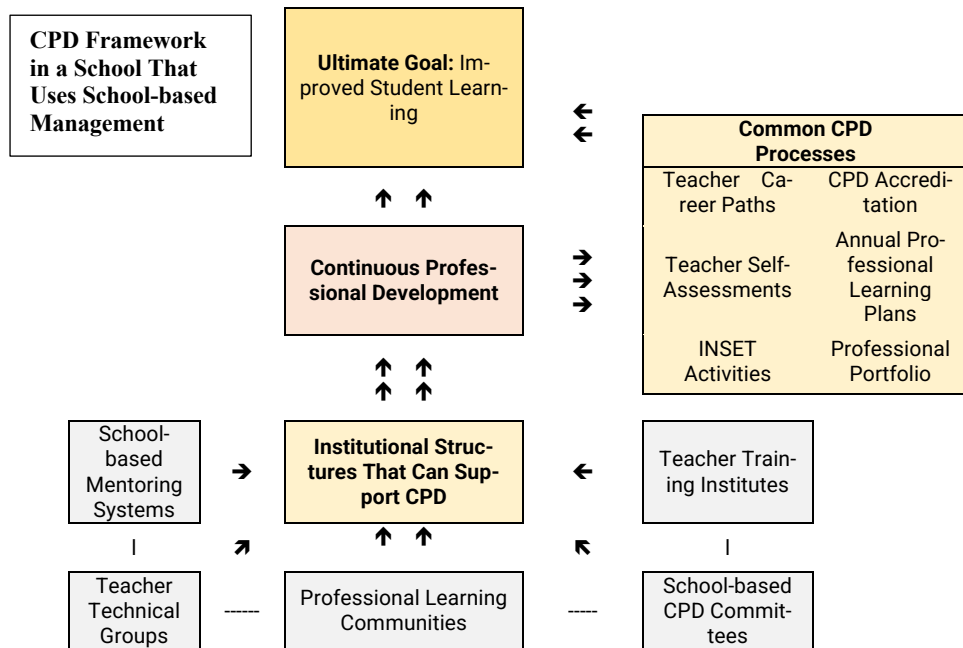
When discussing the Flowcharts, the Facilitator should be sure to stress the following discussion points:

Important Discussion Points

- The ultimate goal of a CPD System is to improve students' learning.
- Under a School-based Management Approach, schools have the right to determine the content of the CPD processes mentioned.
- Schools do not necessarily have to use all of the supporting structures mentioned in the diagram to organize their CPD systems, but they should at least use some of them, particularly their Teacher Technical Groups and School-based CPD Committees.

5. Continuous Professional Development Activities to Consider for Your School

The Facilitator should begin the next topic in this module by explaining that there are many specific activities that schools can do when they start to organize their INSET programs and make Annual Professional Learning Plans. Pass out **Handout 15c:** *Continuous Professional Development Activities to Consider for Your School,* which gives some examples of the kinds of CPD activities that schools can organize in their schools. Go through each activity according to the explanation that is provided on second page of the Handout allowing participants to ask questions as you go.

When the Facilitator has finished reviewing the activities, remind participants that under a School-based Management Approach, schools have the autonomy and independence to determine which of these activities they would like to pursue, based on their own needs-assessments. In their small groups, the Facilitator should pass out some poster paper to each group and ask them to draw the table

below and complete it based on their past experience and perceived needs going forward. Give participants about 25 to 30 minutes for this activity.

Sample Activities to Promote Continuous Professional Development	Has your school ever done this activity?		Is it feasible at your school?		Would you require budget to do it?		Pick 5 activities your school might actually do. (✔)
	Yes	No	Yes	No	Yes	No	
1. Action Research							
2. Book Study							
3. Exposure Visits							
4. Coaching							
5. Work with Community Organizations							
6. Curriculum Mapping							
7. Analyze Student Data							
8. Hosting a Student Teacher							
9. Integrated Curriculum Planning							
10. Keeping a Journal							
11. Social Media Networks							
12. Online CPD Programs							
13. Joining Professional Organizations							
14. Summer Study							
15. Technical Group Leader Projects							

When participants have completed their matrices, ask them to tape them to the board so that they can be reviewed as a large group. The Facilitator should draw some conclusions about what has been presented by each group such as the following:

Conclusions and Observations

- Conclude how many groups/participants have done any of these CPD activities before.
- Conclude how may groups think that the majority of these activities are feasible at their school. If a large number says most activities are 'not' feasible, explore why (e.g., No resources? No one to lead the activities? No expertise to do the activity? Etc.).
- Conclude how many groups/participants think that these activities need budget to implement. If many groups say budget is required when it is not (e.g., coaching, keeping a journal, etc.), be sure to challenge them. If only a small budget is required, do they still say it is not feasible, etc.
- Review the 5 activities each group was asked to select and inquire why they chose them (e.g., easy to do, no budget required, useful to address a particular need, etc.).

6. Suggested Steps in Setting Up a School-level Continuous Professional Development System

The Facilitator should introduce this topic as a key set of concrete steps that schools may consider to establish a School-based CPD System at their schools. For this purpose, pass out **Handout 16a:** *Creating a Successful Continuous Professional Development System.* The Facilitator should emphasize that it is the hope of this module to give participants some concrete guidance about what they should when they return to their schools to ensure that there is more structured

Continued Professional Development for teachers.

Review each suggestion given below and ask participants if they think that they can do this at their schools. If not? Why not? Who might be able to help? Some groups may say that they can do the suggested actions why some groups may say that they cannot. Why is there a difference? Why can some schools follow the suggestions given and others cannot?

Steps to Be Taken Upon Returning to One's School	
Suggestion 1:	Gather together some useful documentation so that you better understand the policy framework of MoEYS as this concerns CPD systems.
Suggestion 2:	Meet with Key Teaching Personnel at your school (e.g., Vice Directors, Technical Group Leaders, etc.) and increase their awareness of CPD issues. You might consider replicating this module using the Handouts that have been provided to you.
Suggestion 3:	Set up a School-based CPD Committee at your school, as per the guidelines in the MoEYS' Continuous Professional Development Framework document that includes key leaders among your teachers. Try to ensure that the most dynamic leaders in the school with a good knowledge of pedagogy are in leadership roles in this committee.
Suggestion 4:	Carry out a needs assessment to identify the most important capacity needs at your school through surveys, interviews, and other means.
Suggestion 5:	Encourage teachers to move towards the establishment of a Professional Learning Community. This is not always an easy thing to do because a PLC is not a formal committee or structure but rather an informal network of teachers who help each other and share things together. But a school can at least start the process by connecting teachers together in social media groups whose purpose is sharing and increased communication among teachers. Other sub-groups may form later. Read the PLC Handbook by MoEYS to get further guidance about creating a such a community at your school.
Suggestion 6:	Identify some CPD providers in your area who can provide support with INSET or online courses (e.g., LNGOS, TTIs, etc.).
Suggestion 7:	Ensure that you include budget for CPD support activities in your School Improvement Plan.

7. Addressing Problems When Setting up School-based CPD Systems

This topic of the module tries to alert participants that setting up a school-based CPD system will not be easy. Facilitators should return to **Handout 16a** and review the problems cited on page 2 noting that these are among the most common problems in making a school-based CPD system work cited by educational researchers. Review each problem with participants one by one.

Common Problems in Setting Up CPD Systems	
1. **Low Priority:** Teachers just focus on their private classes and other routine tasks and put	5. **Low Relevance:** Teachers really do not see CPD activities being relevant to either their advancement or the real problems at the school. It is just one additional

	a low priority on professional development.		bureaucratic burden that they have to do without knowing why.
2.	**Lack of Leadership:** There is no one at the school with high expertise in CPD to effectively coordinate CPD activities so there is a situation of the 'blind leading the blind.'	6.	**Lack of Resources:** Even when a school tries to make an effort to implement CPD Policy, there are no resources for workshops, exposure visits, action research, etc.
3.	**Low Motivation:** Teachers simply complete CPD tasks in a mechanical way without putting their hearts into it. Therefore, there is little impact on classroom practice.	7.	**Difficult to Move from Assessment to Action:** After schools do an assessment of the situation in their school, there is an inability to match the findings with substantial solutions that can have impact.
4.	**Limited Time Availability:** The time allocated to CPD activities (e.g., 2 hours per week) is too little to really have an impact on teachers' knowledge and skills.	8.	**Lack of Documentary Material:** Schools have little access to documentation in the national language to help them better understand the CPD process. Those documents that exist are very dense and difficult to read.

After reviewing these common problems, ask participants to work in their groups to answer the questions provided at the end of the Handout. Pass out poster paper to each group to be sure that participants record their answers to the following questions:

<div align="center">

Questions for Discussion:

</div>

1. How many of the problems cited above do you think are relevant to Cambodia (e.g., All of them? Most of them? Some of them? Etc.)?

2. Of the problems cited above, which **two or three** do you think are the most important in the Cambodian context and also the most difficult to solve?

3. For the two or three problems that you cited of the highest priority, how would you go about trying to solve them at your school or in your province? Try to be specific when describing your solutions.

Give participants about 30 to 35 minutes to formulate their answers. When they are done, ask each group to tape their responses on the board and present their views on these problems and how they might go about solving them should they encounter them at their schools.

8. Assessing the Effectiveness of a School-based CPD System

The final topic in this module concerns assessing the effectiveness of the CPD system at a school. The Facilitator should return to a central question about the fundamental purpose of a school-based CPD system:

What is the ultimate goal of a school-based CPD system?

This question goes back to the Flow Charts that participants developed earlier in the module. Ask this question to participants in order to review a key element of a school-based CPD system.

Participants should be able to state that the ultimate goal of a CPD system is to improve the learning of students. Since this is the goal of a CPD system, many

educators have advocated for the use of tests as a good measure of the effective of CPD activities. Ask participants whether this makes sense to them or not? Some participants may not agree. If so, ask them why they do not agree. List out some of their reasons on the board.

Following this brief discussion, the Facilitator should mention to participants that not everyone agrees about the use of tests to assess CPD systems. There are certainly good reasons on both sides for using or not using tests. To explore this issue more deeply, the Facilitator should pass out **Handout 16b:** *Should We Use Tests to Judge the Effectiveness of a School-level CPD System?* Review this Handout with participants highlighting some of the following key issues:

Key Points to Stress in the Discussion on Assessing CPD Systems

- Using tests is easy and straight forward, making it an attractive method for assessing student learning.
- Imposing standardized tests, however, conflicts with a School-based Management approach because it prevents schools from determining the content of assessment on their own and instead allows central level to usurp this authority from schools.
- The primary argument against the use of tests as the primary means to assess CPD systems is that it encourages a practice called 'teaching to the test,' which undermines new teaching practices and the teaching of higher order thinking skills.

Following this explanation and discussion, ask participants to work in their groups to answer the Discussion Questions provided at the end of the Handout. Review the questions with participants and allow them about 35 to 40 minutes to answer the questions in their small groups. Ask participants to record their answers on poster paper and be prepared to present them to the large group with clear justifications for their opinions.

Discussion Questions

1. Which viewpoint do you agree with above? The Pro-test Viewpoint or the Anti-Test Viewpoint? Explain why you agree with a specific viewpoint by listing out your reasons.
2. Have you ever been in a situation where you felt that your school was doing a good job but the test results said the opposite? If yes, how did you push back against the test results criticism? What actions did you take? Were you effective in these efforts?
3. Do you think you could track some of the alternative measures of assessment of teachers' capacity that are mentioned in the paragraph above (e.g., transition to university, etc.)? Pick one or two alternative measures of tracking teachers' effectiveness and describe what you would have to do to get this information.

The Facilitator should stress that there is no right or wrong answer about the use of tests to assess CPD systems. There are only opinions. Whichever viewpoint one adopts, one should understand the pros and cons of whatever viewpoint participants adopt.

9. Optional: Organize a Debate: -If there is enough time during the session, the Facilitator may organize a debate on the two viewpoints identified above:

Viewpoint 1: Tests are the most useful measures of the effectiveness of a CPD System

Viewpoint 2: Tests are not a useful measure of the effectiveness of a
CPD system and indeed may actually undermine CPD systems

Organize 5 to 7 individuals into each group. Members of each group should volunteer for the viewpoint that they want to defend. The remainder of the class/large group will be the listening panel. Each group should make a short opening statement followed by a debate with a respectful exchange of viewpoints and justifications. Allow about 30 to 40 minutes for the debate. Afterwards, those listening may vote for the group that made the most effective arguments.

Lesson 3.5 Basic Concepts and Organizing Principles for School Improvement Planning

Summary: This module discusses some basic concepts about planning, planning terms, and how to organize planning workshops.

Lesson Time: 3 hours

Facilitator Preparation:
- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 17:** Defining Common Planning Terms
- Make copies of **Handout 18:** Some Basic Observations about the Planning Process
- Make copies of **Handout 19:** General Principles to Help Organize the Planning Process

Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Copies of Handouts 17 to 19

Learning Outcomes:

1. Participants can use planning terms in a way that is consistent.
2. Participants can describe the cyclical process of planning and in particular why we have to start and end the process with an assessment of the local situation.
3. Participants can use certain organizing principles (e.g., how to arrange stakeholders in a planning workshop) to ensure that planning workshops are effective in their organization.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. Getting a Common Understanding about Planning Terms

Start the discussion for this topic by asking participants what they think the key elements of a plan are. Make a list of responses on the board or a piece of poster paper.

Possible Elements of a plan cited by participants	
• Problem statement / needs / gaps	• Indicators
• Inputs (includes funds, technical input, etc.)	• Solutions
• Activities	• Risks
• Outputs	• Assumptions
• Outcomes	• Schedule
• Objectives	• Workplan
• Goal	• Person/s who are responsible
	• Monitoring of progress

From this list, the Facilitator should point out that there are a lot of terms that often mean the same thing. For example, what is the difference between an 'outcome,' an 'objective,' or a 'goal'? This exercise should demonstrate that sometimes we are all saying the same words but we may have different understandings about what these words mean. To help clarify and standardize some of this terminology, pass out **Handout 17:** *Defining Some Planning Terms* and ask each group to do the exercise provided. Give about 10 or 15 minutes for groups to do this exercise.

When participants have completed the exercise, they should then try to match terms with the definitions provided in the second table in order to standardize the meanings of terms to be used in the present workshop. Do this as a large group, using the answer guide below to help the Facilitator guide the discussion:

Definition	Term(s)
1. Something that we are not satisfied with or that is an obstacle to our goal.	Problem, Need
2. The **overall** positive outcome that we want to see in our plan.	Goal, Aim, Outcome, Objective
3. Specific positive outcomes or conditions in a plan that contribute to a higher-order goal.	Outputs, Solutions
4. Materials or things that we need to implement the plan.	Resources, Inputs
5. Conditions over which we have no control that may affect the implementation of the plan.	Assumptions, External Factors
6. Things that one does to implement the plan and that require resources to do	Activities
7. Things we use to measure progress towards our goals.	Indicators

Some key points that the Facilitator should try to include in this explanation include the following:

- There are many kinds of 'objectives.' The difference between them is that some may occur at a lower level (be subordinate to a higher objective) while others may occur at a higher level and are the end result of many subordinate objectives all contributing to an end result.

- Objectives often derive problems. That is, they are the solution to a problem that we identify. That is why planning exercises often start with problem identification.
- There are many words for 'indicator' in Khmer. Try to agree on a single term and use it consistently.

3. Some Basic Observations about the Planning Process

Begin the current topic with a question:

Why should we make planning documents?

Solicit responses from participants and write them down on the board or a piece of poster paper. Some possible answers may include the following responses:

- To be clear in our own minds what we want to achieve and how.
- To have a structure through which to solve problems
- To improve educational quality and efficiency
- To follow Ministry guidelines
- To help achieve the broader goals of the Ministry (e.g., increase educational quality, reduce dropout, etc.)
- So that we can delegate specific tasks to specific individuals

When reviewing these responses, the Facilitator should point out that probably all of these responses are correct. But some are likely more important than others such as 'solving problems' and 'trying to improve quality.' Make a note of which points seem to be the most important like those points just noted.

To begin a structured discussion about organizing the planning process, pass out **Handout 18:** *Some Basic Observations about the Planning Process.* Review each point in the handout by asking some thought-provoking questions as follows:

Discussion Questions

- Do all schools usually do an Improvement Plan?
- Do schools really follow their plans or is it something that just winds up in someone's desk? Why do you think this is?
- When you do a plan, do you start with identifying the problems? Why or why not?
- How many of you follow the planning process shown in the diagram in the handout? What is the starting point in this diagram? What is the end point? Why do you think the process starts and ends with an assessment process?

School Planning Process
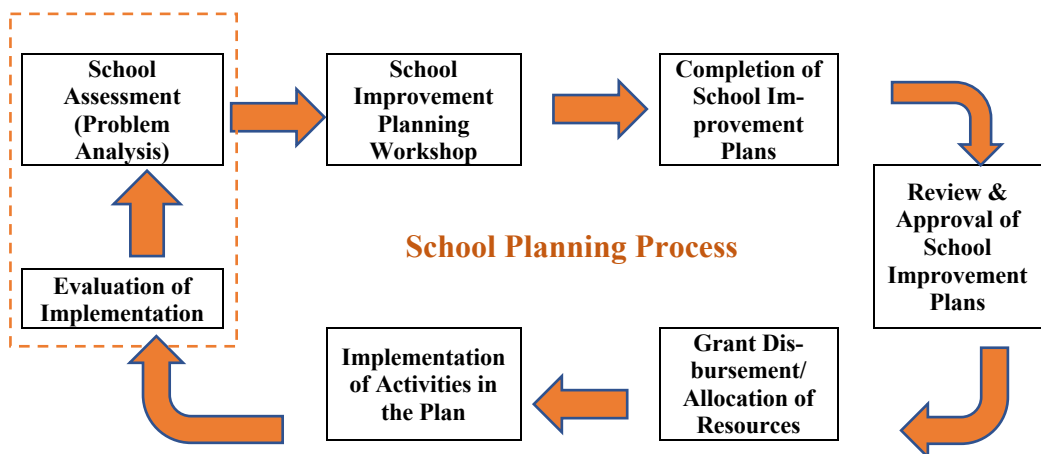
- When you make your school plans, how many stakeholders do you usually invite to participate? Is this enough? Why do you suppose it is important to invite a lot of stakeholders to your planning process?
- How long do you usually spend on making your annual School Improvement Plan? Is it more than one day? Two days? Etc.
- Does someone usually approve your plan? Who does the approval? Is the approval process just to help keep them informed or do they really review it and ask you to make changes?
- Where do the resources come from to implement your plan? Are these resources mainly from the government? Are the budget lines in the government budget flexible enough for you to do everything you want to do? What do you do if you cannot use government funds for something you have in your plan? Where else do you get resources from?
- Do you usually evaluate your plan at the end of the year? How do you do the evaluation? What do you do with the results at the end of the evaluation? Do you share the results with other stakeholders or just report them to a higher level?

For many of the questions that the Facilitator may ask above, there may be no fixed answers. But the important thing that the Facilitator hopes to achieve from the discussion resulting from these questions is to: 1) help the Facilitator better understand the context and what schools are currently doing and their current understanding of planning and 2) provide the Facilitator with an opportunity to make some key points such as the following ideas, which should be interjected into the discussion:

- Do not just make a plan to make a plan. Make sure that you actually implement it and do not keep it in a desk.
- Planning is cyclical in nature.
- Planning should always start and end with an assessment process.
- Try to involve as many stakeholders as you can in planning to get different perspectives on what the problems are and how to solve them.
- Try to spend at least 2 days on your planning if not more.
- Always report the results of your planning to other stakeholders, especially the community.

4. General Principles to Help Organize Your Planning

Introduce the current topic by noting that we should all follow some common rules in organizing the School Improvement Planning Process. Pass out **Handout 19:** *General Principles to Help Organize the School Improvement Planning Process.* Simply review the points in this Handout one by one focusing particularly heavily on the following points:

- Ensure a balance among activities using the Child Friendly School Dimension structure to classify activities

- Ensure stakeholder groupings are homogeneous;

- Set your expectations and priorities based on the available resources and the degree of School Autonomy you think you have at your school

Lesson 3.6 The Starting Point: Leading a School Improvement Planning Session

Summary: This module discusses how stakeholders can develop effective School Improvement Plans that use the Logical Framework Approach to planning.

Lesson Time: 1.5 days

Facilitator Preparation:
- Make copies of **Handout 20:** Introduction to Logical Framework Approach Planning
- Make copies of **Handout 21:** Doing a Problem Analysis
- Make copies of **Handout 22:** Doing an Objectives Analysis
- Make copies of **Handout 23:** Guidelines for Writing Activities
- Make copies of **Handout 24:** Resourcing the Plan
- Make copies of **Handout 25:** The Logical Framework Planning Matrix
- Make copies of **Handout 26:** Guidelines for Creating a Work Plan Using a GANT Chart

Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Copies of Handouts 20 to 26

Learning Outcomes:

1. Participants can distinguish between different kinds of plans and in particular school improvement plans that use a Logical Framework Approach (LFA).

2. Participants can explain what the Logical Framework Approach to Planning is and some key attributes of such plans (e.g., the various parts of an LFA Plan, how logic ties the different parts of the plan together, etc.).

3. Participants can use logic to organize the relationship between problems and solutions (i.e., objectives) as part of a Problem Tree and Objective Tree analysis.

4. Participants can use Logical Framework Approach Principles to develop a school improvement plan that includes a statement of Problems, Objectives, Activities, Resources, Assumptions, (and Indicators when Lesson 3.7 is also completed).

5. Participants can complete an LFA Matrix following the identification of Objectives, Outputs, Activities, and Resources (as well as Indicators discussed in Lesson 3.7).

6. Participants can create a Work Plan for their School Improvement Plan using a GANT Chart.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. Introduction to the Logical Framework Approach to School Planning

Start this topic by introducing the term Logical Framework Approach or LFA for short and asking a few questions about participants' familiarity with this approach. This will help the Facilitator to know whether this approach is 'new' to participants or something that they may already have learned about in the past. For the purpose of asking questions, pass out **Handout 20:** *Introduction to Logical Framework Approach Planning.* Ask participants to do a quick survey in their small groups and to summarize the results for each question using the table provided in the Handout:
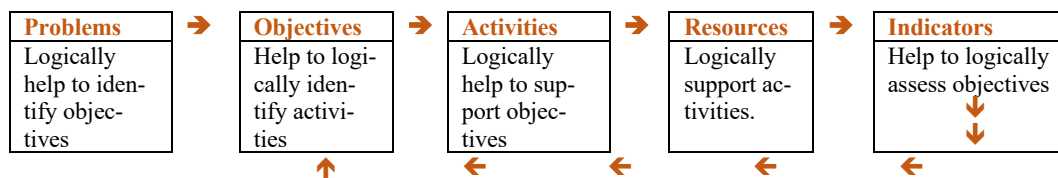
1. Have you ever heard of Logical Framework Approach before?
2. Do you think that Logical Framework Approach is a new approach to planning?[6]
3. Does your school use Logical Framework Approach in its planning?

Question Number	Yes	No
Question 1		
Question 2		
Question 3		

When each group has done the survey among its members, the Facilitator should try to add up all of the answers into a similar table that he/she draws on the board. The Facilitator should then summarize the results both for him/herself as well as for all participants. Ask a few follow-up questions to understand better why those who may have heard of Log Frame or even studied it do not use in their planning. Begin a short explanation of the remainder of the Handout by stressing some of the key aspects of LFA planning and in particular its use of logic to tie each part of the plan together. Use the diagram below to help you with your explanation, showing how each component of the logframe is logically linked with every other component.

Problems ➔	**Objectives** ➔	**Activities** ➔	**Resources** ➔	**Indicators**
Logically help to identify objectives	Help to logically identify activities	Logically help to support objectives	Logically support activities.	Help to logically assess objectives

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[6] In fact, Log Frame Planning is not new but has been in use since the 1970s when USAID first started using it in its programming. Since then, most every donor organization has adopted Log Frame Planning as a standard planning tool.

3. Doing a Problem Analysis as the First Step in School Improvement Planning

Linking Problems & Objectives: Begin the discussion of this topic by asking participants the following hypothetical question:

Is it possible to have objectives in a school if there are no problems?

In the ensuing discussion, the facilitator should try to stress that if such a school existed, it would be difficult to formulate objectives since objectives are usually directed at solving problems. An objective is in fact the opposite of a problem – *it is the conversion of a negative condition into a positive one.* Write the following example on the board to demonstrate this idea:

Example:

Problem ⟶ *Objective*

Children have no   All Children have textbooks
textbooks.

From this discussion, participants should come to the realization that writing objectives in a school improvement plan should first be based on a good understanding of what the problems in the school are.

Prioritizing Problems: The facilitator should then ask participants another question: Are all problems the same in terms of their relationship to one another? Lead a guided discussion which tries to help participants recognize that some problems may be more important than others; that some problems may be causal and other problems may be effects; and that some problems can be causes and effects at the same time.

Making a Problem Tree: The Facilitator next begins explaining that a good technique for analyzing problems and helping to write objectives is the **Problem Tree.** Using the idea of a tree with one trunk **(Core Problem),** many roots, **(Causes),** and many branches **(Effects)** will help participants analyze problems (e.g., why are farmers poor?).

**Creating a Problem Tree: An Example in a Non-Educational Setting**

In order to start a discussion about how to develop a Problem Tree, pass out **Handout 21:** *Doing a Problem Analysis.* This will help facilitate explanations about problem identification followed by the organization of problems according to their logical relationships (i.e., which problems are causes and which are effects). Use the Handout to review the three steps in doing a Problem Analysis in a non-educational setting relating to the poverty of farmers. These are the steps to explain in making a Problem Tree:

Step 1: Find the Core Problem
Step 2: Determine the Causal Problems that lead to the Core Problem
Step 3: Arrange all problems into a Problem Tree according to their relationship

Effects

Causes
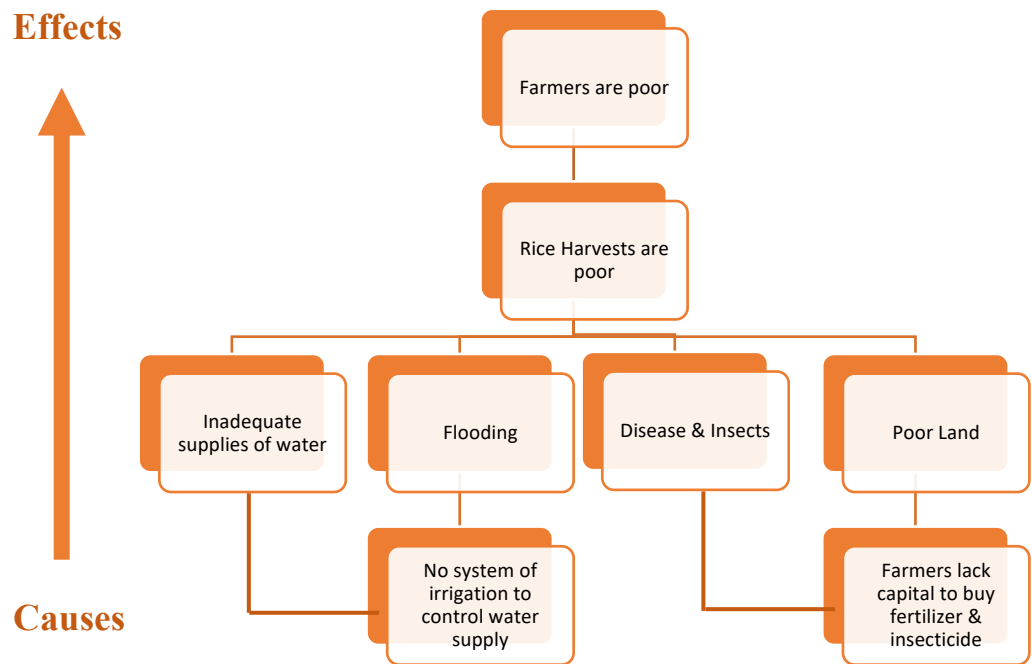
Optional: The facilitator may also demonstrate the development of a Problem Tree by doing a role play in which volunteers play the role of Commune Chiefs discussing problems in their district as these relate to poverty among farmers. In organizing the role play, the Facilitator should ask colleagues or perhaps volunteers from the District Office of Education to help play the role of Commune Chiefs. The role play should be rehearsed the night before among those who volunteer. Ask those doing the role play to make believe that they are Commune Chiefs from a district applying for funds for the district to address a Core Problem: 'Farmers are poor.' In doing the role play, instruct those playing the role of Commune Chiefs to have a vigorous discussion about which problems are causes and which are effects. Place the problems on cards for the volunteers to arrange into a problem tree. Participants should observe the process of creating the Problem Tree through building consensus and re-arranging the problems frequently before finalizing the Problem Tree Diagram.

Review the Problem Tree Diagram in **Handout 21** with participants to end this example.

Creating a Problem Tree: An Example in an Educational Setting

When the Problem Tree example is completed, the Facilitator is now ready to do an example of creating a Problem Tree in a real education setting in Cambodia. The Facilitator should pass out cards and marker pens to each of the participants and ask them to write down the ONE problem that they think is the key or most important problem in their school (or in the education system in general). Be sure they write their responses in big letters so that everyone can see them easily. After a few minutes, collect the cards and tape them to the board. Put like cards together to minimize the number of problems to consider. Ask the group to consider the array of problems cited and try to lead a discussion that helps everyone to agree on one problem, which is the core problem. This must be done with CONSENSUS. Hopefully, participants will converge on a problem that relates to the

welfare of children such as "children are not learning," "children are not in school," etc.

After having identified a core problem, the Facilitator should place the problem card selected into the middle of a piece of blank poster paper. Then start to identify which of the other problems identified are causes and which are effects similar to the example that was done regarding Poor Farmers. Add any other problems that participants might think of. Connect the problems with colored chalk (if on the board) or a marker pen (if on poster paper); this will enable changes to be made easily in the diagram by erasing old chalk marks.

Monitor and assist participants in this task; be sure to ask whether the placement of problem cards is LOGICAL. Review the resulting Problem Tree together to determine how problems relate to one another. Remind participants that this is what they will need to do when they return to their schools at the conclusion of the workshop.

4. Doing an Objectives Analysis – Converting a Problem Tree into an Objective Tree

Converting Problems to Objectives: Now that some Problem Analyses have been completed, the Facilitator is now ready to show participants how to convert a Problem Tree into an Objective Tree. The Facilitator should demonstrate how the problems in the earlier problem tree analysis (Poor Farmers) can be changed to objectives by changing them from negative to positive statements. The facilitator demonstrates by changing some (but not all) of the problems to objectives, talking as s/he goes to help participants understand. To facilitate this explanation, pass out the **Handout 22:** *Doing an Objectives Analysis.* Ask participants to do the exercise of converting problems to objectives, completing the task started above. Use the table provided in the Handout to do this exercise. Do this as a large group to save time. Review responses together.

PROBLEM ➜ ➜ ➜	OBJECTIVE
1. Farmers are poor	Farmers are prosperous
2. Rice harvests are poor	Rice harvests are good
3. Poor land	
4. Flooding	
5. Inadequate supplies of water	
6. Disease and insects	
7. Farmers lack knowledge of good agricultural practices	
8. No irrigation	
9. No capital to buy fertilizer and insecticides	

Making an Objective Tree: Once the table above has been completed, the Facilitator should ask participants to use the conversions that they just did to change the earlier Problem Tree into an Objective Tree. The following example is provided in the Handout.

Long-term Objective

Short-term Objective

Outputs
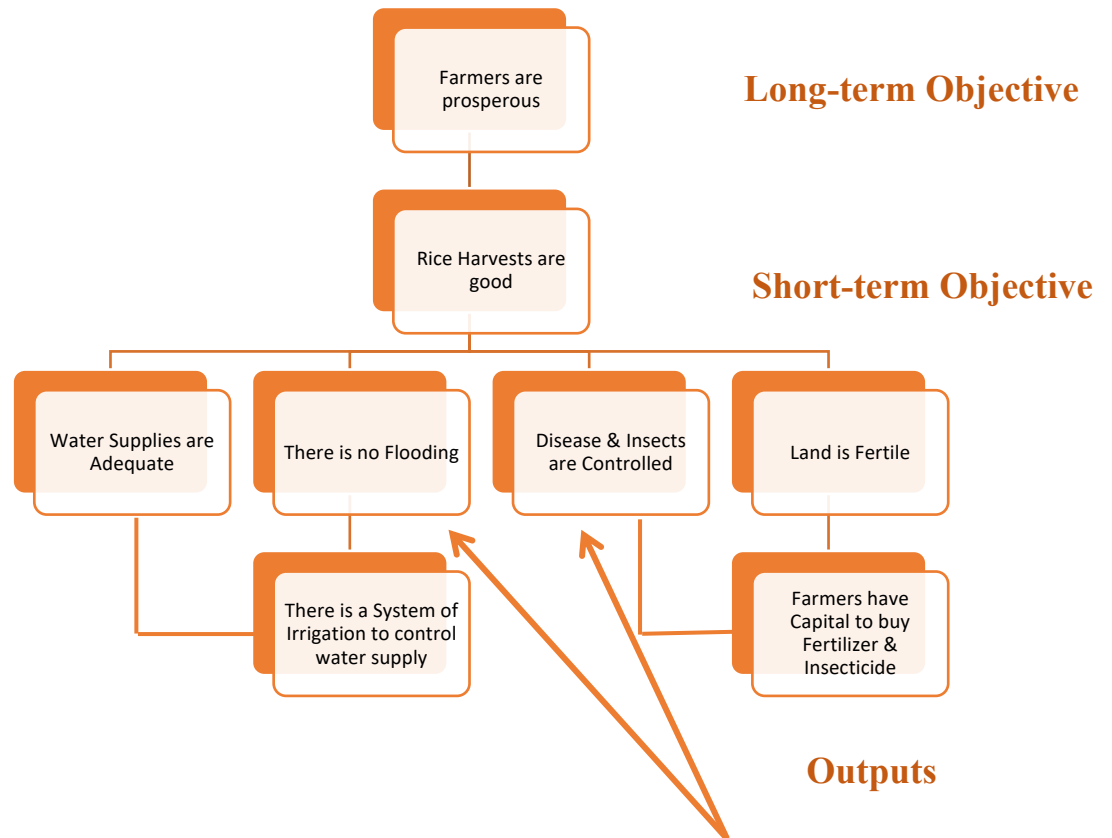
The Facilitator should review the diagram above with the participants together, pointing out how we refer to different objectives depending on where they are found in the diagram. For example, the most superordinate objective is called a Long-term Objective. This might be something that we see after 3 to 5 years. The objective below it is called a Short-term Objective. We might see this objective realized in one or two years. The row of objectives below the Short-term Objective are called Outputs. These are the things that we have to achieve in order to realize the Short-term Objective. It is important that we have this common understanding about how to read the Objective Tree and what we call the various objectives.

When this example has been completed, move next to the Education Example that was done earlier. The Facilitator should ask participants to select problems from their Problem Trees and change them into objectives. Be sure that all objectives are stated as conditions that do NOT begin with verbs. Participants should write their objectives onto colored cards and paste them over the problem cards. This will form an Objectives Tree for the Education Example done earlier. Monitor and assist as necessary.

Review the Objective Tree with participants. Read through the Objective Tree from the *bottom to the top* to make sure that the objectives are logical. That is, we must first achieve the objectives on the bottom in order to achieve those on the top. Be sure to check the phrasing of objectives so that they are realistic (e.g., No children dropout versus Dropout is reduced). In addition, be sure to explain the hierarchy of objectives represented in the diagram including the **Long-Term Objective, Short-Term Objective,** and **Outputs.** Note that we usually take the first row of objectives under the Short-Term Objective as our Outputs for two reasons. First, all the objectives below are already subsumed under each objective in the

first row. Secondly, this helps to limit the number of indicators that we must write because we only write indicators up to the Output level (to discussed later). Give opportunity for questions by participants as needed.

5. How to Write Activities in the School Improvement Plan

Linking Activities with Objectives through Logic: The Facilitator begins this topic by explaining that the next step in making an LFA Plan after the identification of objectives is find the **activities** needed to achieve them. The Facilitator should point out to that proposed activities in the School Improvement Plan should have logical links to the problems they are aimed to solve. If the linkages do not seem to be logical, then the plan needs to be revised. Some examples of links that are not logical are listed below:

- Installing a flagpole will increase enrolment.
- Putting curtains on a classroom window will reduce drop-out rates.
- Making flower gardens will improve attendance.
- Building a fence around the school will ensure that all children have high test scores.

Schools often put these kinds of activities in their plans without making a case that these inputs will logically lead to desired Outputs.

The Facilitator should inform participants that *we only write activities in our plan for those objectives that we call outputs. The* Facilitator continues that there are many different kinds of activities, which can be planned to match objectives. Facilitator then gives a number of examples:

> **Example 1:** If achieving an objective requires raising funds – what kind of activity could be planned? *Possible Answer:* A fund raising activity such as an Income Generation Fair.

> **Example 2:** If the objective is to increase the enrolment of girls in upper primary grades – what kind of activity could be planned? *Possible Answer:* the activity might be holding a meeting of the parents of the girls in Grades 7 and 8 to emphasize the importance of keeping them at school and finding out what the school could do to assist parents and families in need of support.

> **Example 3:** If there is a problem with the teaching of science in the Resource Center and the objective is to improve it – what kind of activity could be planned? *Possible Answer:* The activity might be to invite a teacher from a nearby school known to be a very skillful science teacher to conduct a demonstration class.

Guidelines for Writing Activities: Following the above discussion, the Facilitator should pass out **Handout 23:** *Guidelines for Writing Activities* to participants and review some basic guidelines in writing activities. In particular, the facilitator should stress words that should <u>not</u> be used in writing activities and those that are appropriate. Use the table entitled, "Useful Activity Words" to facilitate this explanation.

Writing Concrete Activities: An Exercise - When the Facilitator has completed reviewing the Handout, ask participants to complete the exercise at the bottom of the Handout in small groups. When participants have completed the

exercise, review the activities of each group to see whether they conform to the guidelines provided and if they are appropriate to the solution. Make corrections as needed.

Proposed Output	Appropriate Activities
1. Children's learning improves.	•
	•
2. Fewer children drop out of school.	•
	•
3. School is more relevant to children's every day needs.	•
	•
4. More children have access to secondary school	•
	•
5. Classrooms are less crowded.	•
	•
6. Science labs have a high rate of usage.	•
	•
7. Teachers have opportunities for Continuous Professional Development.	•
	•
8. Teachers more actively use ICT in their instruction.	•
	•

6. Resourcing the School Improvement Plan

Kinds of Resources: The Facilitator should begin this topic by asking participants what kinds of resources may be used to implement a School Improvement Plan. Review some of the activities that were identified earlier to help participants think through the process of identifying resources. Make a list of Resource Kinds on the board. Emphasize that some of these categories may be overlapping. Next, pass out **Handout 24:** *Resourcing the Plan* and compare the categories identified in the table provided and those listed on the board. Reconcile the lists. After reconciling the lists, draw the table entitled, "Kinds of Resources" which is shown in the Handout. Draw the table on the board. Do a large group exercise where participants identify examples of each kind of resource cited in the table.

Kind of Resources	Examples
Material	•
Technical	•
Human	•
Time	•

Financial	•
In Kind	•

Format for Writing Resources: For purposes of this planning exercise, the Facilitator should note that there are two kinds of formats for writing resources in the plan. These formats include (i) general statement of resource categories and (ii) a formula statement of resources that leads to a budgetary statement of funds needed. Review these two formats (as shown in the example below) with participants by providing concrete examples from the Handout. Be sure to do several exercises using specific formula to calculate resources.

Resource Needed	Number of Units	Hrs/Days/Months	Rate	Total ($)
Supervising Teacher for Student Clubs	1 Teacher	20 days	$2/day	$400.00
Writing Books for Students	500	--	$0.50/ea	$250.00
Etc.				

The Provision of Resources for the School Improvement Plan: Following the exercises above, the Facilitator should explain again that schools should know ahead of time approximately how much money their schools will have available while designing the School Improvement Plan. Next, the Facilitator should return to the Education Example done earlier and try to identify how much in the way of resources will be required to implement each activity. allow the participants time to determine the required resources for each of the activities that they identified earlier. Ask participants to work in their groups in order to write in the required resources for each activity that they have identified. Ask them to write their activities onto the colored cards. Monitor and assist as necessary.

7. Using an LFA Planning Matrix to Organize Your Plan

Now that participants have gained some experience in formulating objectives, activities, indicators, and resources, it is time for them to start compiling them into the form of a matrix. Present an example of a blank matrix, which has been previously drawn on several sheets of poster paper taped together. Tape the matrix to the wall and start filling in the names of the different sections as follows:
1. Long-term Objective
2. Short-term Objective
3. Outputs
4. Activities
5. Resources
6. Indicators (to be covered in Lesson 3.7)
7. External Factors

The Facilitator should make explanations about how elements are paired together (e.g., indicators with objectives/outputs, activities with resources, etc.). Give participants opportunities to ask questions during this time.

Next, the Facilitator should discuss how fill in the matrix. Pass out **Handout 25:** The LFA Matrix as a reference document for all participants to add to their

course materials. This Handout will help participants understand how to fill in the matrix. Following this explanation, ask several participants to transfer all cards with objectives, outputs, activities, etc. onto the matrix. Suggest to participants that it is a good idea to keep this large matrix in the core school office in a place where it can be prominently displayed. This will be a constant reminder to everyone that this is the cluster plan. Everyone in the cluster should make sure that the plan does not end up in someone's desk where it is totally forgotten.

8. Using a GANT Chart to Make a Work Plan for Your School Improvement Plan

What Is a GANT Chart? : As a final step in making a School Improvement Plan, the Facilitator should advise participants that they will need to devise an *implementation schedule* for all of the activities that they have identified in the LFA Planning Matrix. The Facilitator should further explain that Implementation Schedules can help planners to know **when** activities should be done and **who** should be responsible. When such schedules are posted in a public place, they help ensure that everyone knows when something is to happen and who should do it. That is, it makes particular people accountable for carrying out specific activities. Pass out **Handout 26:** *GANT Chart Worksheet* to participants. Inform participants that a schedule in this format is known as a GANT chart. Check to see how many participants have ever used a GANT Chart before to help tailor an explanation of how to fill it in. Next, the Facilitator should put a copy of the GANT chart shown in the Handout drawn on poster paper on the blackboard for participants to see. Briefly explain where to write the names of activities, those responsible, and how a time period is indicated.

Making an Actual Implementation Schedule: Following the above explanation, the Facilitator should ask participants to develop an actual implementation schedule using a GANT chart format on poster paper. Participants should use the Education Example done earlier as the source of the activities (or an actual LFA Planning Matrix if this exercise has been done for real at a school). Use the Chart drawn by the Facilitator to transfer activities from the LFA Matrix into the GANT Chart according to when each activity should occur. Do this as a large group. When writing activities, it will be important to put the reference number of the activity (1.1, 1.2, etc.) to help to reference each activity to the relevant output listed in the planning matrix.

Lesson 3.7 Identifying and Applying Your Indicators for Assessment

Summary: This module discusses how stakeholders should develop 'indicators' to monitor the implementation of the School Improvement Plan and hold schools Accountable for their performance.

Lesson Time: 3.5 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 27a:** Coordinating School-based Indicators with National Standards of Performance
- Make copies of **Handout 27b:** Guidelines for Setting the Planning Indicators

Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Copies of Handouts 27a and b

Learning Outcomes:

1. Participants can explain why it is important to use Indicators in one's school planning and particularly the relationship between Indicators and School-based Management Principles such as Accountability.

2. Participants can match indicators that they develop with National Level Performance Standards or Indicators to show compliance with a national development framework.

3. Participants can explain the difference between 'relative' and 'absolute' standards of performance when writing their indicators.

4. Participants can explain when to use 'proxy' indicators.

5. Participants can develop indicators for their School Improvement Plans that follow specific formula indicating (i) what we expect to happen, (ii) how much or to what degree will this will happen for specific beneficiaries, (iii) for whom it will happen, and (iv) by when it will happen.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. Why We Use Indicators:

The Facilitator should start this topic by asking participants how they will know their planning objectives have been achieved or whether they have been effective. For the various responses generated by this question (e.g., students have better understanding, teachers teach better, etc.), the Facilitator should continually stress *how the participants will know this information.* The Facilitator should interject into the discussion the role of what are called **Indicators** in planning. Indicators are monitoring tools that tell us exactly when an objective has been achieved or not. Thus, they are like Standards that help us assess if the plan is a success or failure.

Next, the Facilitator should ask participants to reflect on some of the principles of School-based Management discussed earlier. Without mentioning any specific principles, ask participants the following question:

Which School-based Management Principle that we learned earlier seems most relevant to the use of Indicators?

Hopefully, participants will arrive at the idea that using performance indicators is most relevant to the idea of ensuring that schools are 'Accountable' for their performance. The Facilitator should stress that if schools set their 'own' standards (i.e., indicators), it is more likely that local stakeholders will be committed to achieving these standards than if they are imposed from above. This idea relates to the SBM Principle of 'Local Decision-making.'

After making these important points, the Facilitator should distribute **Handout 27a:** *Defining School-based Standards and Coordinating Them with National Standards of Performance* and review the points made above, which are also covered in the first part of this Handout.

3. Coordinating School-based Indicators with National Standards:

Moving onto the remaining sections of **Handout 27a,** the Facilitator should next note that under a School-based Management Approach to planning, it is suggested that schools develop their own indicators (as mentioned above). However, if one's school is working under a specific or even a national project, schools may also be required to choose indicators that are part of a project-wide or nationwide framework. Such requirements are another example of what was called the **SBM Paradox,** mentioned in **Handout 4** earlier. This refers to pursuing SBM principles that promote decentralization while also having to accommodate centralized frameworks. Briefly review this concept again with participants.

The Facilitator should stress to participants that they are advised to seek a 'balance' between the SBM imperative to support 'local decision-making' while also maintaining some compliance with a national or project-based standard.

Therefore, the Facilitator should advise participants that they may have to indicate which school-based indicators match national or project-wide standard indicators. A list of National Standards or Indicators is provided in **Handout 27a.** Review this section of the Handout with all participants and ask small groups to try to match some of the sample indicators provided with national standards listed in the Exercise provided below.

School-based Indicator(s) (Examples)	Relevant National Standard(s)	Relevant School Operating Area[7]
1. The SMC meets regularly at least once a month over a 10-month period.	Number of School Management Committee meetings conducted as guided. (Indicator 3.2)	School Administration, Monitoring, & Community Relations
2. The number of students in all grades dropping out of school expressed as a percentage declines from the previous year every year.	_____ _____ _____ (Indicator 1.1)	School Administration, Monitoring, & Community Relations
3. At least 90% of classrooms report having 40 students or less each year.	_____ _____ (Indicator 8.1)	Instructional Management
4. At least 25% of students in the school have access to Life Skills courses each year.	_____ _____ (No National Indicators)	Instructional Management

After giving groups about 10 or 15 minutes for this exercise, review as a large group.

The Facilitator should note that in some cases, the National Indicators may not be exactly the same and in some cases, a school may have some indicators that are not part of a national standard (e.g., number of students counseled, number of students studying life skills, creating subject clubs, etc.). Under a School-based Management framework, these deviations are fine because central level is seeking to empower schools and promote local decision-making.

4. Characteristics of Indicators

Next, the Facilitator should pass out **Handout 27b:** *Guidelines for Setting Indicators* to help facilitate an explanation of indicators. Based on this Handout, the Facilitator should be sure to stress that indicators use standards that can be either **Relative** or **Absolute** and that the standards that we set should be **Realistic.** The Facilitator should review the examples provided in the Handout. In addition, some things are difficult to measure and we sometimes have to use what are called **Proxy Indicators.** Give an opportunity to participants to ask questions following this explanation.

5. Component Parts of an Indicator/Writing Indicators

The Facilitator should next take an example of an objective such as, "students have better understanding of their lessons" and ask participants some of the ways in which they might know that this objective has been achieved. List responses on the blackboard. Responses might include some of the following things:

---

[7] See Handout 5a.

- Reviewing student tests
- interviewing students
- Project work
- Reviewing the Promotion/Repetition Rate
- Etc.

The Facilitator should next comment that the information generated by these monitoring activities must specify certain conditions. When these conditions are clearly spelled out, we have created an indicator. Indicators must usually specify the following conditions:

Important Indicator Conditions
1. *What* should happen (e.g., students score at least 5 on a 10-point test)
2. *How much or to What Degree it should happen* (e.g., 60% of students)
3. *For whom* (e.g., students in all grades)
4. *By when* (e.g., by the end of the school year)

The Facilitator should then lead participants through the exercise of compiling all of the examples of indicator conditions given above in parentheses into one single indicator:

60% of students in all grades can score at least 50% on a final test by the end of the school year. Next, ask participants to complete the exercise in the handout in small groups. When they are finished, review their responses as a large group.

After doing this example together, ask participants to do the exercises given at the end of **Handout 27b.** In this case, the components of indicators are provided. Participants must put each indicator component in the correct cell and then combine all cells into one, unified indicator. Give participants about 15 to 20 minutes to do this exercise. Then review the answer together as a large group. The following guidance is provided for the Facilitator in the table below:

Objective	What should happen?	How much or to What degree it should happen	To whom the change should occur	When the change should occur
1. Overcrowding in classrooms is reduced.	PTR is 45:1 or less	In all classrooms	For all teachers	Through to the end of the year
Write your full indicator here:	**Indicator 1:** Pupil Teacher Ratio is 45:1 or less in all classrooms for all teachers through to the end of the year.			
2. Poor children stay in school.	Stay enrolled	At least 95%	Children identified as poor	Each year
Write your full indicator here:	**Indicator 2:** At least 95% of children identified as poor stay enrolled each year.			

Indicator 1 components
- Through to the end of the year
- In all classrooms
- Pupil-Teacher Ratio is 45:1 or less
- For all teachers

Indicator 2 components
- At least 95%
- Of children identified as poor
- Stay enrolled in school
- Each year

6. Putting Indicators into the Local School Plan

Finally, the Facilitator should stress that indicators should be written for the Long-Term Objective, the Short-Term Objective, and all Outputs. It is not necessary to write indicators for Activities. Sometimes, however, it may be necessary to write more than one indicator per objective. Following the above explanations, give participants about 45 minutes to start writing actual indicators for the plans that they started earlier under the Education Example. Monitor their work and assist as needed. If they cannot finish during the workshop, they may need to continue at the cluster on their own.

Lesson 3.8 Using Activity Menus (Optional)

Summary: This module discusses the use of Activity Menus in the school improvement planning process. Activity Menus try to avoid a prescriptive development approach (i.e., an approach in which we tell the stakeholders what to do without consulting them) but recognize 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.

Lesson Time: 3.5 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 28a**: What Is an Activity Menu?
- Make copies of **Handout 28b:** The Relationship between School-based Management and Activity Menus
- Make copies of **Handout 29:** The Structure of an Activity Menu
- Make copies of **Handout 30:** Using an Activity Menu to Identify Activities and Resources for a School Improvement Plan
- Make copies of **A Sample Activity Menu** (found in Annex 1)
- Make copies of **Activity Menu Notional Unit Costs** (found in Annex 2)

Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Copies of **Handouts 28 to 30** as well as Annexes 1 and 2

Learning Outcomes:

1. Participants can explain key concepts that animate an Activity Menu (e.g., Freedom in Structure, Empowerment, Ownership, Local Decision-Making, etc.).
2. Participants can explain the relationship between School-based Management and Activity Menus and how the latter promotes the former.
3. Participants can explain the purpose of using an Activity Menu for the school improvement planning process.
4. Participants can demonstrate that they know how read an Activity Menu through concrete exercises, question and answer, and other activities.
5. Participants can actually use an Activity Menu to expand the diversity of activities in their School Improvement Plan.
6. Participants can actually use an Activity Menu to help them calculate the resources needed to implement their Activity Plan.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

2. What Is an Activity Menu ?

The Facilitator should start this topic by asking how many people have ever used a Food Menu in a restaurant (most likely the answer is 'everyone'). Ask some basic questions about the use of a Food Menu such as the following:

How would you feel if there was only one kind of food in a restaurant?
How would you feel if someone decided what you would eat each time you went to a restaurant?

The Facilitator should lead a guided discussion that emphasizes the following discussion points:

- The purpose of a Menu is to provide **choice**.
- Providing choice ensures that we are happy with our own decisions about something. As in the example of a restaurant, we are much happier when we can order our own food.
- If someone else makes our choices for us, we probably have little invested in making sure that the decision made works out well. For example, perhaps the food that we receive in a restaurant remains uneaten and has to be thrown away.

Next, the Facilitator should introduce the concept of an 'Activity Menu.' Pass out **Handout 28a:** *What is an Activity Menu?* to better facilitate the explanation below. Explain that Activity Menus work in the same way. By allowing stakeholders to choose the activities that they feel are most relevant to their own situation, we ensure that they will be more satisfied with the chosen activities. Thus, it is our hope that using an Activity Menu for the school improvement planning process will create a locally relevant activity set, which is contained within a fixed program framework, which is also aligned with the Child Friendly School Policy of the MoEYS. Review **Handout 28a** by making some key points:

- By giving 'choice' in the identification of activities, Activity Menus help to 'empower' stakeholders
- When stakeholders feel empowered, they have more 'ownership' over their plans, which in turn makes them more 'sustainable.'
- Try writing the diagram below on the board when making this explanation:

Empowering ⇨ Makes Us Feel Ownership ⇨ Makes Us Want to Sustain A Plan

- Activity Menus help to address the challenge that many stakeholders lack exposure to new ways of solving educational problems by giving 'freedom of choice' in choosing activities within a fixed structure. We call this concept, 'freedom in structure.'
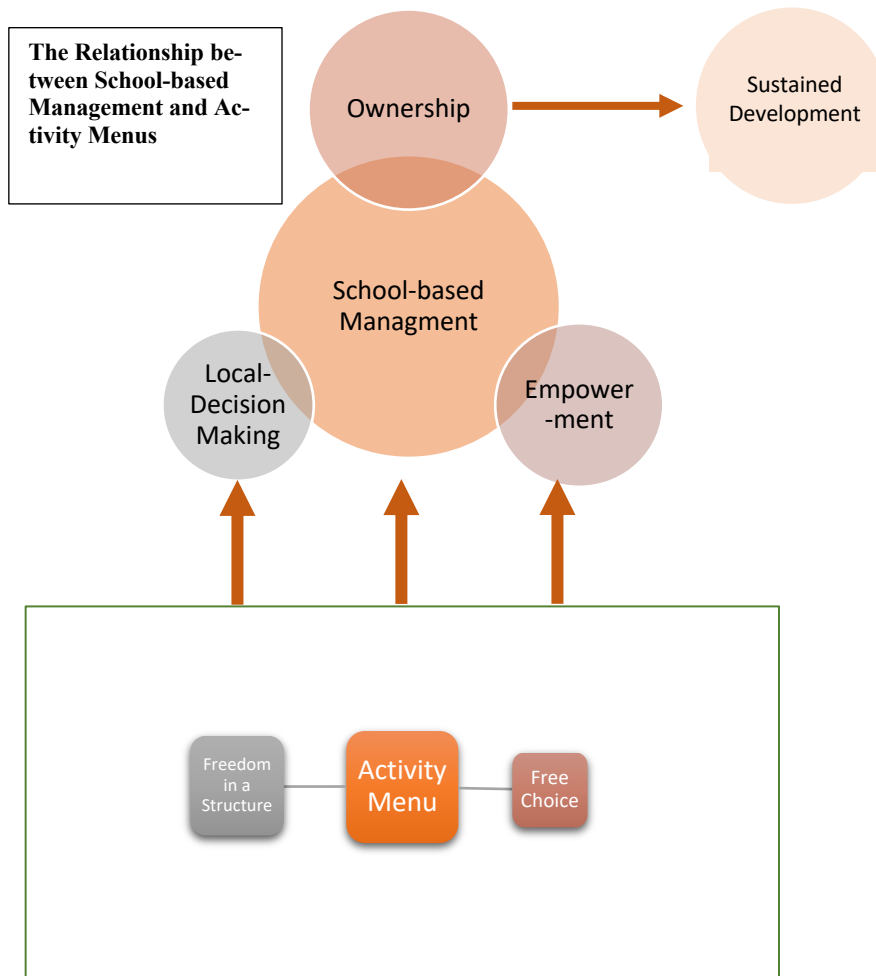
Exercise: After reviewing the above explanation of the Handout, ask participants to do the exercise in **Handout 28a** in their small groups. In this exercise, participants must take the terms provided in the table at the bottom of the page and

place them in the diagram provided to see if participants understand the relationship of concepts discussed earlier to one another. Give groups about 10 to 15 minutes to complete this exercise.

When groups have completed their diagrams, pass out **Handout 28b:** *The Relationship between SBM and Activity Menus.* Ask participants to compare the completed diagram below with what they did in their groups. Are the diagrams that groups did the same as the diagram shown in Handout 28b? Ask participants what is the same? What is different? Why are they different? Use this discussion as a basis to review the relationship between concepts discussed earlier until there seems to be clarity on the relationship between School-based Management and Activity Menus.

The Relationship between School-based Management and Activity Menus

Ownership → Sustained Development

School-based Managment

Local-Decision Making

Empower-ment

Freedom in a Structure — Activity Menu — Free Choice

3. The Structure of an Activity Menu

Once the participants seem to have a clear understanding of some basic concepts underlying the use of Activity Menus and how such devices support School-based Management, the Facilitator can next introduce participants to an actual example of an Activity Menu and its structure. For this purpose, the Facilitator can pass out **Handout 29:** *The Structure of an Activity Menu.* In addition, the Facilitator should also distribute an actual exemplar of an Activity Menu that is provided in **Annex 1** of this manual. The Facilitator can start the explanation of the structure of an Activity Menu by pointing out that the Activity Menu

provided as an example is organized into 6 columns. The columns indicate the following information:

- **Column 1** shows the relevant Child Friendly School Dimension
- **Column 2** shows the Reference Number of the activity
- **Column 3** shows the specific problem that the activity is designed to address. This information is useful for planners to match the problems generated by their Problem Analysis with problems mentioned in the Menu.
- **Column 4** provides a brief description of the activity. Your school may request additional information or documentation from a project or the District Office of Education to better understand how to implement the activity if necessary.
- **Column 5** shows the nominal resources that may be needed to implement the activity.
- **Column 6** shows an illustration that helps stakeholders get some general idea about what the activity looks like.

While giving this explanation, the Facilitator should take some time to use the Menu Tour diagram shown below to give some concrete examples of the explanation provided above. The Menu Tour presents activities in Dimension 3: Health & Nutrition.
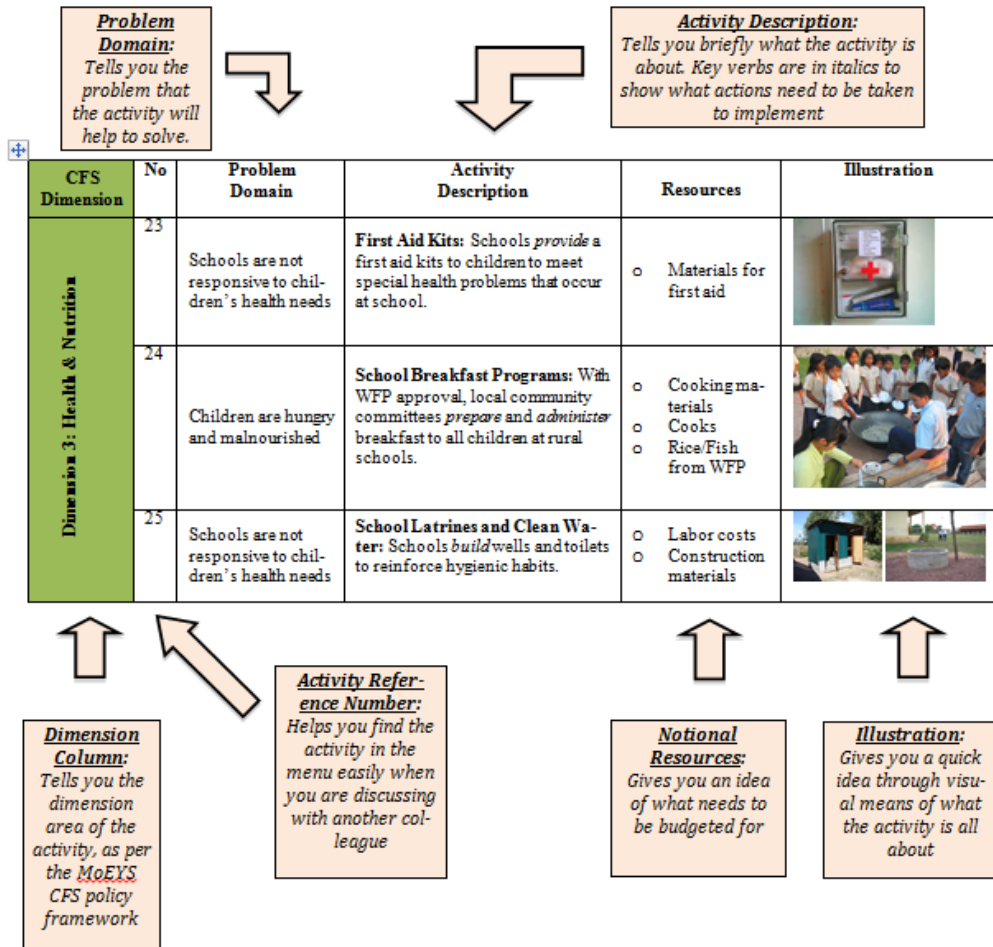
After doing the Menu Tour above, the Facilitator may next want to use the Menu

exemplar from **Annex 1** of the manual to better show the organization of a Menu across all Child Friendly School dimensions. Be sure to note that the activities and problems shown in the Activity Menu are organized by dimension and that the dimensions are **color-coded** to make using the document as user-friendly as possible. In addition, the Facilitator should also distribute **Annex 2:** *Activity Menu Notional Unit Costs.* The matrix provided in this Annex is intended to help schools calculate how much it would cost to actually implement an activity that they chose from the Activity Menu.

4. Using an Activity Menu to Identify Activities & Resources for a School Improvement Plan

Following the above explanations, the Facilitator should pass out **Handout 30:** *Using an Activity Menu to Identify Activities and Resources for a School Improvement Plan* and then ask participants to begin to do the **Group Exercises** at the end of the Handout. The following guidance is provided to the Facilitator to provide some structure to the discussions and activities suggested:

Group Exercise 1: Participants work in their groups to answer the questions below. Provide about 30 minutes for participants to work in their groups on these questions:

1. *Using an example of an Activity Menu provided by the Facilitator, try to find as many activities that you can that are designed to address problems relating to 'school dropout.' How many activities were you able to find? Do these activities give you any idea of additional activities that you could think of on your own?*

   Discussion Notes: There are 4 activities relating to dropout and poor attendance. These include Activity #3, #4, #5, and #29. Note that three of these problems are in Dimension 1 (Inclusive Education & Gender) as one would expect but one is in Dimension 3 (Health, Nutrition, & Safety). Try to brainstorm some new ideas for addressing 'student dropout' besides scholarships, child-to-child outreach, counseling, and toilets, as suggested in the menu. Do these activities give any additional ideas to participants about what they might they do to reduce dropout? Are there any variations of these activities that participants would like to suggest? The Activity Menu is flexible and schools may also change activities in specific ways to meet their local context. Such local freedom to make decisions like this is an important principle of School-based Management.

2. *For the activities that you found, look at the required resources. How much do you think it would cost your school(s) to implement each of these activities?*

   Discussion Notes: Guide participants in each group to choose one or two activities from the Activity Menu and then use the unit costs provided in Annex 2 to calculate the cost. The Facilitator should explain that calculating the costs would depend on such things as the approximate number of students that they intend to help at their school, how many teachers or community members may be involved in implementing an activity, do they have to be paid and how much, estimating how many supplies that they would need to buy, etc. In some cases, activities may just have a 'global' unit cost meaning that very small items do not need to be itemized. Do the global unit costs seem too low or too high? Ask participants to show how they calculated the costs for an activity that they chose from the Activity Menu using the Unit Cost Matrix.

3. *Do you have any preference for the activities that you found in the Activity Menu that relate to addressing dropout problems? That is, which one would be*

best for your school. Explain 'why.

Discussion Notes: For this question, the Facilitator just wants to help participants to see that while one activity may work in one school, it may not be appropriate for another. For example, perhaps one group decides to choose 'scholarships' to address the problem of student dropout because they already have special funds from a project or the government whereas another group finds that their school(s) do not have access to such resources; therefore, they have to choose another activity that is more in line with the resources that they have. The ability of an Activity Menu to accommodate these kinds of differences through choice is one of its greatest strengths and very much promotes a School-based Management approach to planning. The Facilitator should make sure that these points come out during any discussion with participants.

Once **Group Exercise 1** has been completed, move on to **Group Exercise 2.** Give groups 30 to 45 minutes to complete this activity.

Group Exercise 2: Review the problems that you identified for your School Improvement Plan using the Logical Framework Approach. Try to match some of the problems that you identified with some of the problems listed in the Activity Menu. Do you see any interesting new activities in the Menu that you did not think of before? Would you like to add these into your plan? Do so if your group agrees to make the changes and report your changes back to the whole group.

Discussion Notes: This question assumes that participants have already completed a preliminary Problem Analysis for their School Improvement Plan, at least as a preliminary problem identification exercise earlier in the workshop. The Facilitator should guide participants to refer back to their Problem Trees and make a list of key problems that they identified. They can perhaps organize a chart like the one below on a sheet of poster paper:

Problems from My Problem Tree	Similar Problems in the Activity Menu	Activities Appropriate for My Plan

Participants can identify the problems in their Problem Trees that are similar to other problems in the Activity Menu along with the appropriate activities with which they are associated. Ask each group to show their analyses. Then, ask groups if they would like to add these new activities that they have identified into their plans. Let them do

Once **Group Exercise 2** has been completed, move on to **Group Exercise 3.** Give groups 30 to 45 minutes to complete this activity.

Group Exercise 3: Review any new activities that you decided to put into your School Improvement Plan. Use the *Activity Menu Notional Unit Costs Matrix* that is attached to the Sample Activity Menu to try to determine how much it would cost and what other resources you might need to implement any new plans. Was this matrix helpful for making a budget for some of the new activities in your plan? Why or why not?

Discussion Notes: This question assumes that some groups or participants have

decided to add some new activities to their plans. Ask participants to do an exercise similar to what was done in Group Exercise 1 whereby they calculated the cost of one or more activities to address student dropout. Do the same thing for any new activities that participants may have identified that they want to add to their draft School Improvement Plans that they did earlier in the workshop. When participants are done, ask them to indicate which new activities they added and how much they will cost to implement.

If the Activity Menu was not useful for some groups to identify new activities, ask those individuals or groups to explain why it was not useful. Are the activities too expensive? Are the activities not relevant? Didn't the activities give some new ideas about alternative activities. For those who indicated that the Activity Menu was not useful, make sure that they know how to read the Menu correctly, as this may be part of the problem why they did not find it useful.

Lesson 3.9 Concepts in Managing Change

Summary: This module discusses the concept of "managing change." This concept is important because SBM is an active and on-going process aimed at continuous improvement of the quality of education within a school so it means that we will be continuously experiencing change. School-Based Management is very different from the traditional top-down way of managing education. It requires involvement from many different stakeholders – especially school authorities, teachers, families, and community members. To be effective, it is necessary to consistently manage the change which SBM brings.

Lesson Time: 6 Hours

Facilitator Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 31**: *Defining Change Management*.
- Make copies of **Handout 32**: *How does Change Management Relate to SBM?*
- Make copies of **Handout 33a**: *Self-Reflection on Leadership Style*.
- Make copies of **Handout 33b**: *The Role of Leadership, Innovation, & Motivation in Promoting School-based Management*
- Make copies of **Handout 34**: *Why Change Fails*
- Make copies of **Handout 35**: *Model for Successful Change*
- Make copies of **Handout 36**: *Preparing for Change at Your School*

Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- Copies of **Handouts 31-36.**

Learning Outcomes:

1. Participants can define "change management" in their own words.
2. Participants can explain how "change management" relates to SBM.
3. Participants can self-assess their styles of leadership, their ability to promote innovation, and their motivation using assessment rubrics provided.
4. Participants can determine why 'change' sometimes fails using case studies (scenarios) provided in the lesson.
5. Participants can articulate the key stages of managing and leading change, and explain why each of these is key in the change management process.
6. Participants can explain the importance of creating conditions for change, and describe strategies to facilitate these conditions.

Training Session Plan

1. Outcomes of the Lesson

Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.
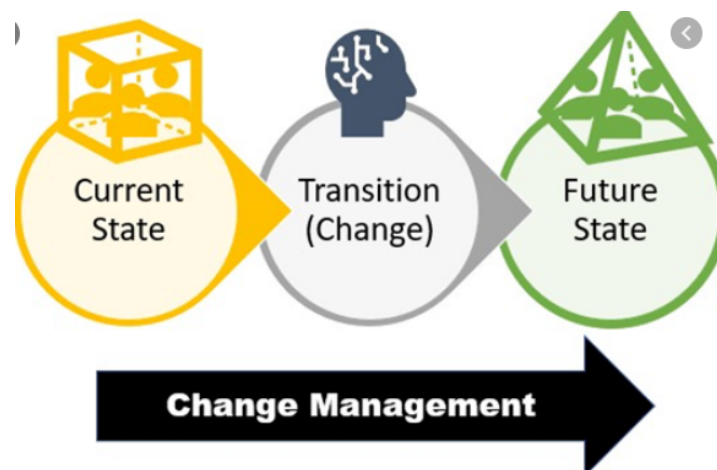
2. What is "Change Management"?

The Facilitator should begin this session by explaining that Change Management in an education setting can be defined as: Applying a set of tools, processes, skills, and principles for managing the people side of change to achieve the required outcomes.[8]

Continue to explain that Change Management is the processes, strategies, and activities that support, enable, motivate, and sustain people in the transition from the current situation to the desired future state. The purpose of moving from "here" (current state) to "there" (desired future state) is to achieve the goal/vision set out by the [school / MoEYS]. The process of moving from "here" to "there" is called "transition." To help participants follow this explanation, pass out **Handout 31**: *Defining Change Management* and review the diagrams provided.

Change management must pay attention to the people who are initiating, implementing, and eventually receiving the change, and it must pay attention to organizational issues such as structure and processes. Change is difficult. So, we must be clear on the following questions:

1. **WHY** we want change (what is the goal or purpose or vision we want to see?);
2. **WHAT** we want changed (do we need to change organizational processes; do we need to change individual knowledge, attitudes, practices?);
3. **HOW** we will make that change (by what means or process or activities will we be able to accomplish tasks that help us reach our goal; and in what sequence do we need to do various activities?);
4. **WHO** will be involved in initiating, designing, accomplishing, evaluating the results of the change?

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[8] Adapted from Prosci organisation, available at https://www.prosci.com/

As an exercise, ask participants to complete the table provided at the bottom of **Handout 31.** Give participants in their groups about 20 minutes to complete the table provided.

In reviewing group answers that the Facilitator should note that it is highly unlikely that any strategic plan will be implemented with 100% fidelity and then enjoy a period of status quo once the plan's goals have been achieved. *Ongoing iterative change*—change that is responsive to the immediate situation, meaningful and sustainable—is required. An education system, as well as an individual school and its managers and staff, must understand that change is constant and therefore, they should have a way to understand and respond to changes in the environment. For education, one of the biggest obstacles to transforming the current model of education is the type of management that underpins it—a model of "command and control". In the "command and control model", authority and autonomy are consolidated at the top with limited decision-making ability at the point of delivery, which for schools, is the interaction between school and community and between teachers and students.

3. How does Change Management Relate to SBM? [9]

The Facilitator can begin this topic by passing out **Handout 32**: *How Does Change Management Relate to SBM?* Using this Handout, the Facilitator can explain that in every country, there are many ideas about how to improve, reform, or transform public education systems. Almost always, the goal of education reform is to move away from static conditions of teaching and learning towards more dynamic conditions where schools and communities are more open to both change and innovation. School-Based Management is one such strategy to foster educational change, because it argues that by giving schools more autonomy, stakeholders will be empowered to create change in their schools. However, this strategy is based on the assumption that schools have strong leadership and want to innovate. Another way of saying this is that MoEYS assumes that schools want to change and move away from the 'status quo.' ***But too often, the attitudinal and behavioral predisposition towards change that is required by stakeholders in the education system – i.e., authorities, directors, teachers, administrators – is not in place to adequately support SBM implementation.*** The role that School-based Management can play in fostering dynamic change in schools is laid out in **Handout 32.** The Facilitator may use this diagram as an explanatory tool to help participants understand what was just explained above.
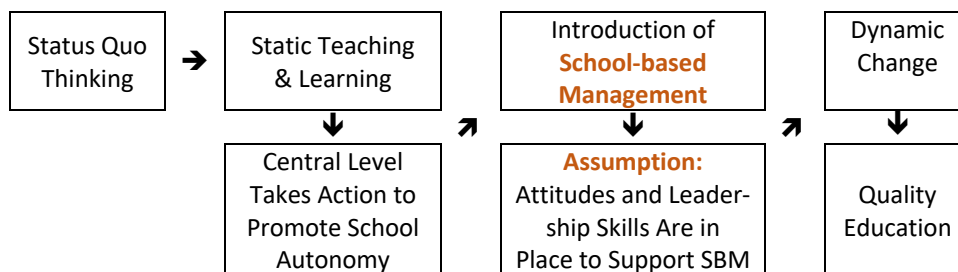
The facilitator should pause here and ask the following question:

*Do most schools just want to maintain the Status Quo
or are they predisposed to support change?*

The Facilitator should lead a short discussion about this question by focusing on some of the following key discussion points?

Key Discussion Points

- There may be a lot of vested interests in a school or community that may not welcome change. For example, changes to the curriculum may mean a lot of extra work for teachers to rewrite lesson plans and become familiar with different textbooks to which they are not accustomed
- Increasing the role of technology may not be welcomed by older teachers.
- Many school managers may not have the leadership skills to persuade people to invest in changes.
- We do not really know yet what percentage of schools there are where we can assume they have the attitudinal predisposition to welcome and manage change.

The Facilitator should next explain that if an education system transformation plan, or a school improvement plan, stands a chance of succeeding, it is imperative that adult mental and behavioral shifts are discussed, understood, and nurtured—all in service of the transformational vision laid out in our plans. As described in the global literature, attitudinal shifts that are required to help a school move toward providing a quality 21st century education include the following.

From	To
Avoid Risk	Embrace risk
Exert Control	Distribute autonomy
Top down	Collaborative to gain ideas from different sources
Static Knowledge	Learning New Things
Have All the Answers	Ask questions
Stay within department lines	Work across departments
Value and prioritize only what we can assess (e.g., testing)	Prioritize what we value and figure out a way to assess it
"Don't rock the boat."	Push back when/where it is necessary, in service of the vision

[The Facilitator can write up this diagram on the white-board while discussing the contents and soliciting responses from participants.]

4. Self-Reflection on Attitudes toward Leadership, Innovation, & Motivation

Give one copy of **Handout 33a**: *Self-reflection on Leadership Style* to each participant. Once again, the Facilitator should come back to the key assumption underlying the implementation of School-based Management: *School-level stakeholders, especially school leaders, have the attitudinal pre-requisites and leadership style to promote and manage change.*

In order to test this assumption, the Facilitator should ask participants to do the individualized exercise provided in **Handout 33a.** Each participant should read each statement and indicate whether for them the statement is Not true at all, Somewhat true, Very true, etc. Give participants about 15 minutes to complete

this exercise not in a group but as individuals. When participants have completed the survey, they should tabulate their scores as explained at the bottom of the Handout. Scores over 25 indicate a moderate to strong proclivity to accommodate change. Once all participants have calculated their final score, then the Facilitator should use the diagram on the handout to prompt conversation among participants about the kinds of mental and attitudinal and behavioral characteristics are necessary to effectively implement SBM. These attitudes include the following:

Necessary Attitudes to Effectively Implement SBM and Manage Change

- Openness to taking risks.
- Willingness to learn new things, regardless of the source (e.g., subordinates).
- Thinking beyond conventional means of assessment like tests (e.g., projects, relationships between students and teachers, civic behaviors of students, etc.).
- Willingness to delegate power to others.
- Supporting change even if it makes others uncomfortable or upset.

To continue the discussion about attitudinal pre-requisites and leadership styles for effective SBM implementation, pass out **Handout 33b:** *The Role of Leadership, Innovation, and Motivation in Promoting School-based Management.* Review the definitions of good Leadership & Management, Innovation, and Motivation. Explain that these are characteristics that school leadership should exhibit to implement SBM effectively and bring about positive change.

Leadership & Management	Educational Innovation	Motivation
↓	↓	↓
"A **great leader** possesses a clear vision, is courageous, has integrity, honesty, humility and clear focus. … Great leaders help people reach their goals, are not afraid to hire people that might be better than them and take pride in the accomplishments of those they help along the way.	True **educational innovations** are those products, processes, strategies and approaches that improve significantly upon the status quo and reach scale. The more broadly that an innovation can be used in other contexts, the better the innovation.	**Motivation** is the process that initiates, guides, and maintains goal-oriented behaviors. … It is the impulse to get things done at the highest level of quality possible.

The Facilitator should continue to explain that these qualities are often not black and white characteristics. School managers may have them in different degrees. One useful way for assessing where one's school is in terms of each of these characteristics is to use 'assessment rubrics' such as those provided on the second page of the Handout. Ask participants to read through these rubrics and self-assess their schools, writing their assessment in the place provided on the Handout. These self-assessments may remain confidential for each participant, but the Facilitator can review the spectrum of different behaviors found in a school and explain the rationale provided for each rating (e.g., weak, moderate, strong, etc.).

Optional: A follow-up task for participants to consider is to distribute this assessment form to their colleagues at their own school and ask them to do an assessment of the school. This should be done anonymously so colleagues give a truthful assessment. Doing this survey in one's school is a brave act because it may invite a lot of criticism that the school manager is not expecting. But doing so shows that

managers are not afraid of learning something new, even if painful.

5. Reasons Why Change Fails:

In order to review this topic, pass out **Handout 34**: *Why Change Fails.* The Facilitator should explain that even when we make solid plans for change, it is still possible that our efforts to promote change will fail. The literature suggests that there are a few key reasons why a change process fails. These key reasons are listed in the table below and on the Handout. Review each of the solutions provided in the table below with participants, making notes on the board as you go.

Reason/problem	Solution(s) *(Discussion Guide for Facilitator)*
1. **Poor analysis of the situation.**	▪ Determine what needs to change by examining the *status quo* (current situation) so that the changes can close the gaps between the current state and the desired state.
2. **Limited support from management**	▪ Ensure there is strong support from upper management because their values, beliefs, and actions can significantly influence the staff.
3. **Strategic shortcomings**	▪ A manager must be aware of and plan for all the details of a change: what it means to the school and to each type of staff at the school, what is the possible impact it can have on the workings of the school, and how can you harness that change into something better for the school and the children which the school aims to serve. ▪ Create the need for change by helping the people understand the consequences of NOT making the change, and helping them understand the benefits of the change
4. **Poor understanding of scale & scope**	▪ Many change initiatives fail just because resource are underestimated. Be sure to plan for the amount of time, money, energy, and motivation that change will take. ▪ Recognize that change may not affect everyone at the school; and that the change may not affect people at the same time or to the same extent.
5. **Neglected stakeholders**	▪ Make sure your analysis includes attention to who all of the stakeholder groups are. It is useful to think about different categories of stakeholders – for instance, obviously parents/caregivers are a stakeholder group, but within that group there may be some who have limited literacy skills or some who are always absent. Take these different sub-groups into account.
6. **Poor communication**	▪ Tell stakeholders the REASONS for the change. ▪ Ensure that you communicate with ALL stakeholder groups in ways that make sense to them. ▪ Communicate regularly. ▪ Be creative in how you will deliver the messages about change to the various stakeholder groups.
7. **Lack of vision**	▪ The vision statement must be part of communication so that everyone knows where they are going. ▪ Develop a coherent, simple, and compelling narrative that points in the direction that all of the work is going – your goal/vision.
8. **Lack of preparation**	▪ Develop a comprehensive plan for how you will communicate the need for change and the type of change that is going to happen ahead of time. ▪ Ensure that you have sufficient resources to support and promote the change you are making.

Once an explanation of the solutions for each Reason/Problem identified above have been reviewed, ask participants to work on the exercise provided in the second half of the Handout. Accordingly, the Facilitator should assign one scenario to each group and ask them to do a quick analysis of why change may have failed in the case study described using the analysis framework that the Facilitator just reviewed with participants. Participants should write up their analysis on poster paper. Give participants about 25 to 30 minutes for this exercise. When participants have completed their analyses, ask them to tape them onto the board so that they can be reviewed with the large group. Discuss the analyses of each group using the Discussion Guide provided below:

| Discussion Guide	
Scenario No.	**Appropriate Reason Change Failed**
1	• **Poor analysis of the situation:** The problem of low student performance likely had nothing to do with the occurrence of storms. • **Poor Communication:** Discussing the problem only with teachers and monks was not satisfactory. Parents and student should have been involved as well.
2	• **Limited support from school management:** School director was not informed of what was planned • **Neglected Stakeholders:** Parents were not informed of what was planned.
3	• **Strategic Shortcomings:** The director did not consider the impact on teachers • **Poor understanding of scale and scope**: The planned activities could not be properly resourced. • **Poor Communication:** Teachers were unaware of the planned changes
4	• **Poor Analysis of the Situation:** Planners misunderstood that the lack of labs was not the only reason that STEM could not be taught. • **Neglected Stakeholders:** Teachers were not adequately included in the planning of the investment. • **Strategic Shortcomings:** Central planners did not consider the impact on teachers • **Poor understanding of scale and scope:** The planned activities could not be properly managed in terms of maintenance needs. • **Lack of Preparation:** There was not enough time in the time table to accommodate the experiments that had been anticipated.

If participant groups identify other factors that caused failure, the Facilitator should consider the rationale for their explanation. If logical, other reasons may be added. For each reason for failure, the Facilitator should try to work through with participants what possible solutions could be considered to address the problem identified.

6. How to Prepare for Changes at Your School ("doing change well")

This final topic concerns the process for managing change. Pass out **Handout 35:** *Model of Change Management* and use the explanation provided to describe the three steps in the change management model. This refers to **Prepare, Manage, & Reinforce.** Review the diagram provided and explain in detail some of the sub-steps that are presented.

The Change Management Process

Prepare

Manage

Reinforce
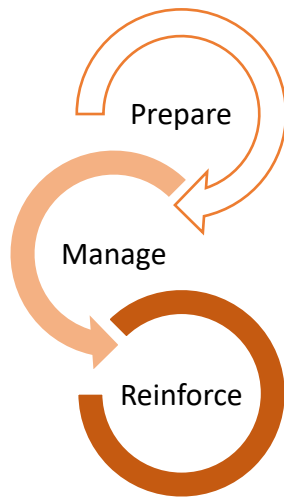
Prepare
1. Prepare: Determine what needs to change
2. Ensure strong support from management
3. Create understanding of need for change
4. Manage & understand doubts & concerns

Manage:
1. Communicate often
2. Dispel rumours
3. Empower Action
4. Involve relevant stakeholders in the process

Reinforce:
- Anchor the change in culture
- Develop ways to sustain change
- Provide support & training
- Celebrate success

When this explanation has been completed, pass out and review **Handout 36:** *A Framework to Help Prepare for Change.* The analytical exercise provided in the Handout could be approached in multiple ways because it is a very lengthy task that asks for 18 different analytical sub-tasks. The exercise also assumes that schools have completed their School Improvement Plans.

Option 1: If the Facilitator decides to do the task during the workshop, at least 2 to 3 hours should be allowed for the task, which also assumes that participants have completed their School Improvement Plans.

Option 2: An alternative approach would be to review each analytical sub-task with participants and then ask them to take the exercise back to their schools and complete it there with other colleagues. The completion of the exercise would then be assigned as a follow-up task during program monitoring. Those monitoring schools would review the analysis of each sub-task with relevant stakeholders to ensure that they could apply change management practices properly.

Participant Course Materials

HANDOUT 1: School-based Management Self-Assessment

Directions: Please read each statement below and indicate whether it exemplifies the meaning of School-based Management based on your most current understanding. Check (✓) the box 'True' if you think the statement is true with respect to SBM or the box 'False' if you think it is not. Four of the statements below are false while four are correct.

1.	☐ True ☐False	SBM promotes Accountability by including specific methods to assess a school's performance.
2.	☐ True ☐False	SBM is a management strategy that enables schools to comply strictly with the rules and policies set at central level.
3.	☐ True ☐False	SBM is a management strategy whereby the control of decision-making at a school is moved to local authorities such as the Commune Council Office.
4.	☐ True ☐False	SBM is a management strategy to improve education by transferring significant decision-making authority from central level offices to individual schools.
5.	☐ True ☐False	It is difficult to apply SBM in centralized education systems.
6.	☐ True ☐False	SBM is a management strategy in which authority for all operational aspects of a school is transferred from school managers to community members.
7.	☐ True ☐False	SBM promotes autonomy, accountability, and ownership of a school.
8.	☐ True ☐False	The performance indicators for a school practicing SBM must be set at central level.

How well did you do?

In my 1st assessment, I got ____ out of 8 correct.

In my 2nd assessment, I got ____ out of 8 correct.

HANDOUT 2: Global Definition of School-based Management and Its Associated Concepts

Group Exercise

Read the definition of School-based Management below and answer the questions that follow in your small groups.

Global Definition of School-based Management

*School-based management (SBM) **decentralizes control** from the central district office to individual schools as a way to give school constituents -- principals, teachers, parents, community members, and in some schools, students -- more control over what happens in schools. This promotes more school **autonomy.** When schools are more autonomous, it **empowers** stakeholders and gives them a sense of greater **ownership** of the school. Proponents of SBM argue that increasing the involvement of school-level stakeholders in managing schools will increase the capacity of schools to improve. This occurs because ownership increases **accountability** among stakeholders for **performance standards** that they themselves set. SBM advocates argue that through SBM, a broader range of perspectives will be taken into account in the decision-making process, thereby producing decisions better tailored to the needs of the local school community.*
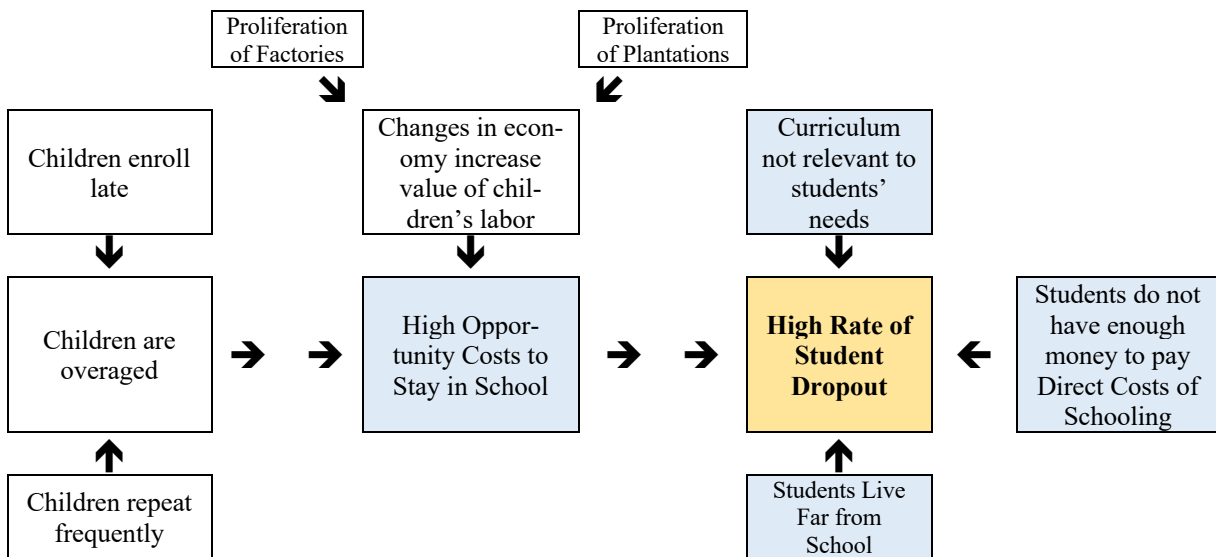

Discussion Questions:

1. Based on the above definition, what are some of the key concepts that drive School-based Management?
2. Why do you think SBM theorists believe that local level stakeholders are in a better position to make decisions in their school than central level planners?
3. How can strengthening stakeholders' 'ownership' of a school improve accountability for performance?
4. In what ways do you think a school can be autonomous?
5. When thinking about autonomy, empowerment, and ownership, which one of these do you think occurs first? Second? And last? Explain your answer.

HANDOUT 3a: Diagramming the Relationship between Concepts

What is a Flowchart?

A **flowchart** is a diagram that depicts a process or system and how different components of that process/system are related. Flowcharts depict cause & effect and are widely used in multiple fields (e.g., science, education, history, etc.) to document, study, plan, improve and communicate often complex processes in clear, easy-to-understand diagrams.

An Example of a Flowchart used to explain why Student Dropout occurs in Cambodia:
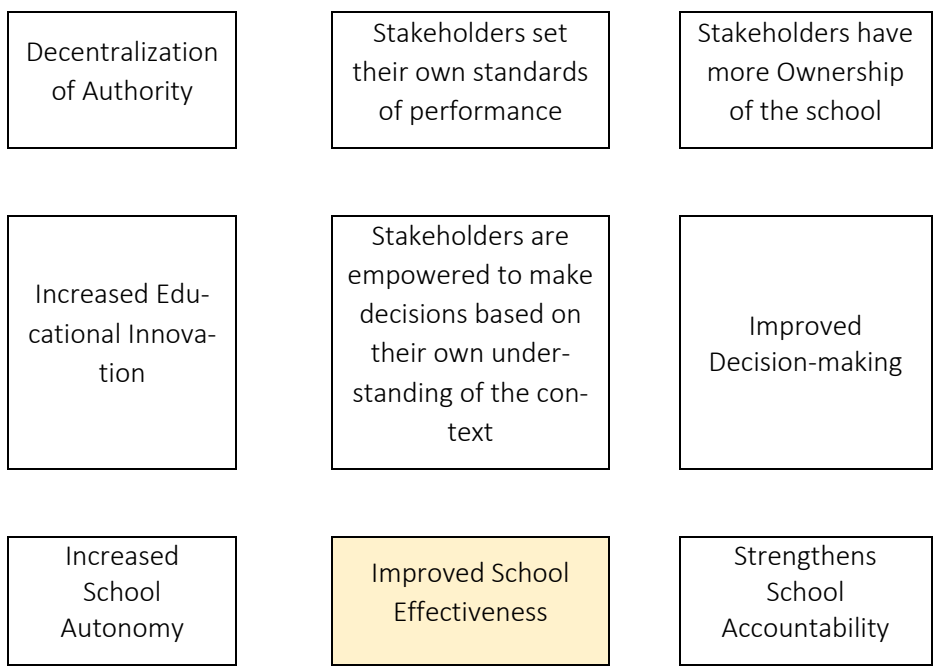

Discussion Questions

1. What is the final outcome or result shown in this diagram?
2. How many 'direct' causes are shown that lead to dropout?
3. How many 'indirect' causes are shown that lead to dropout?
4. What words are suggested by the arrows shown in the chart?
5. Do you understand the concept of Opportunity Costs?
6. How many factors are shown that affect Opportunity Costs?
7. Does the relationship between these factors and Opportunity Cost seem logical to you? Why or why not?

Group Exercise:

Based on your understanding of the definition of School-based Management and some of the key concepts that are associated with this management approach, **create a flowchart that shows how the SBM concepts listed below interact with each other to lead to Improved School Effectiveness, which is the end result.** The title of the Flowchart is indicated below.

In doing this exercise, write each of the concepts listed below on separate sheets of paper and then try to connect them in a logical way showing how they interact with one another. Use 'arrows' such as those shown in the previous example on student dropout to connect each concept. Remember, a concept may be linked with more than one other concept at the same time. The end result should be 'Improved School Effectiveness,' shown in the yellow box.

How School-based Management improves School Effectiveness . . .

Decentralization of Authority	Stakeholders set their own standards of performance	Stakeholders have more Ownership of the school
Increased Educational Innovation	Stakeholders are empowered to make decisions based on their own understanding of the context	Improved Decision-making
Increased School Autonomy	Improved School Effectiveness	Strengthens School Accountability

When you have completed your flowchart, be prepared to present it to other groups by explaining the relationship between each concept shown above. Participants should also be prepared to defend the organization of your flowchart if it is very different from what other groups have developed.

HANDOUT 3b: Flowchart Depicting the Relationship between SBM Concepts and School Effectiveness

How School-based Management improves School Effectiveness . . .
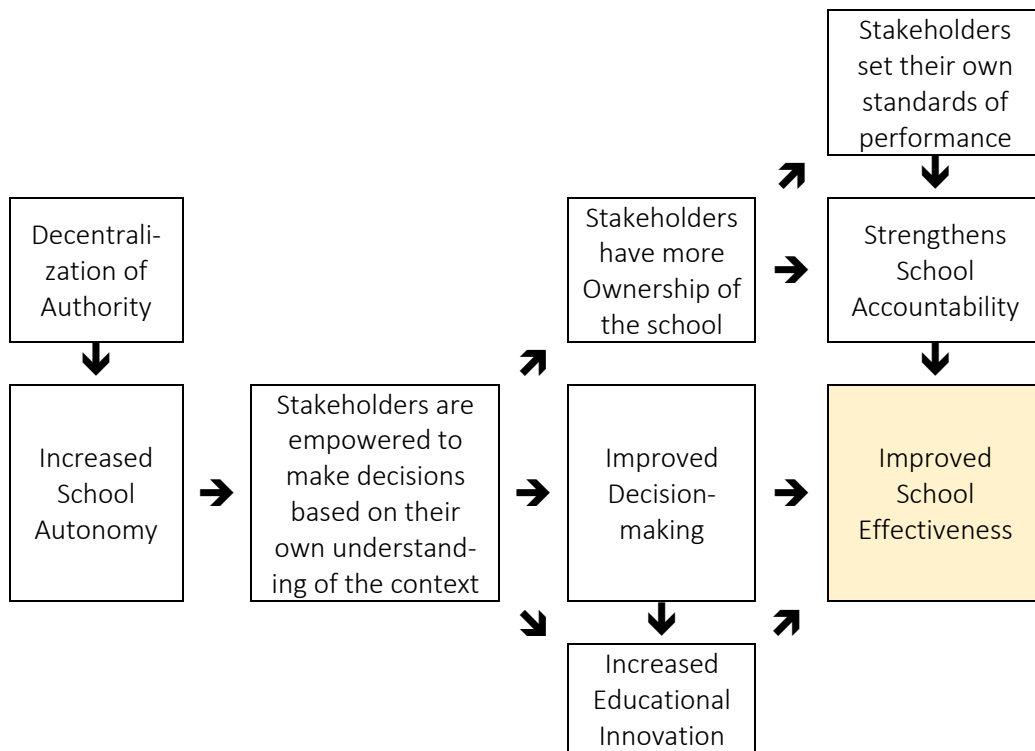
Compare this chart with the flowchart that you made in your own group. How is it alike? How is it different? How do the differences suggest different understandings about the relationship between the concepts provided? Do you think your chart is more or less logical than the chart shown above? Why or why not?

HANDOUT 4: The Risks Associated with School-based Management and the SBM Paradox?

What are the Risks of School-based Management?

As with any educational strategy, there are always advantages and disadvantages. We have already discussed the advantages of SBM earlier. But what are the risks to using this management strategy? There are several risks:

1. **Risk of Increased Chaos:** Whenever central level relinquishes power and control, there is always the risk that things at the local level could get worse. Some school directors may not have the leadership skills to use new freedoms effectively. They may not know how to delegate work effectively or be able to build consensus among the many stakeholders who now have a greater role in decision-making. These problems are to be expected when people who have traditionally worked in a 'centralized' system now suddenly have to change their behaviors to work in a 'decentralized' system. Such behavioral changes are often not easy for stakeholders to do quickly. Similarly, stakeholders may abuse new freedoms allowed by the relaxation of restrictions by doing less instead of more.

2. **Decision-making Takes More Time:** Whenever one allows more stakeholders to be involved in the decision-making process, it will naturally take more time to build consensus as part of the decision-making process. This may slow down the school improvement planning process. (គ្មានប្រើនអន្សរមខ្លាច)

3. **Confusion about New Roles and Responsibilities:** With more authority and power flowing into the hands of lower-level stakeholders, certain stakeholders will have more responsibility for executing new functions (e.g., choosing new curricular materials, developing tests, organizing staff development, etc.). Many stakeholders at school level may not be ready for this new responsibility and may not be able to meet the expectations of central level planners to perform effectively. This will undermine rather than strengthen schools.

4. **Increased Need for Staff Development:** The increased amount of responsibility falling to local level stakeholders will amplify the need for staff development support to enable local level stakeholders to perform the new duties falling to them. This will be especially true of teachers and administrators who have low capacity and leadership skills.

Group Exercise

Considering the risks described above, what measures do you think could be employed to mitigate each problem identified above? Make a short list with your group members and be prepared to present to the larger group. Use the table below to show your solutions:

Measures to Mitigate Risks of Implementing SBM			
Risk 1	**Risk 2**	**Risk 3**	**Risk 4**
●	●	●	●
●	●	●	●
●	●	●	●

What is a Paradox? (Optional)

- 1 : a tenet contrary to received opinion.
- 2a : a statement that is seemingly contradictory or opposed to common sense and yet is perhaps true.
- 2b : a self-contradictory statement that at first seems true.

Some Examples of Paradoxes:

This statement is a lie.

This is the most famous of all logical paradoxes, because it's so simple. These five simple words are self-contradictory: if the statement is true, then it's a lie, which means it's not true. But if it's not true, then it's a lie, which makes it true.

Can Almighty God create a boulder so big that He cannot lift it?

God is thought to be all powerful. There is nothing that He cannot do. But if He creates a boulder so big that He cannot lift it, then He is not all powerful. But if He cannot create such a boulder, then he is also not all powerful because there is something that He cannot do. This is, therefore, a paradoxical statement.

Paradoxical Geometry
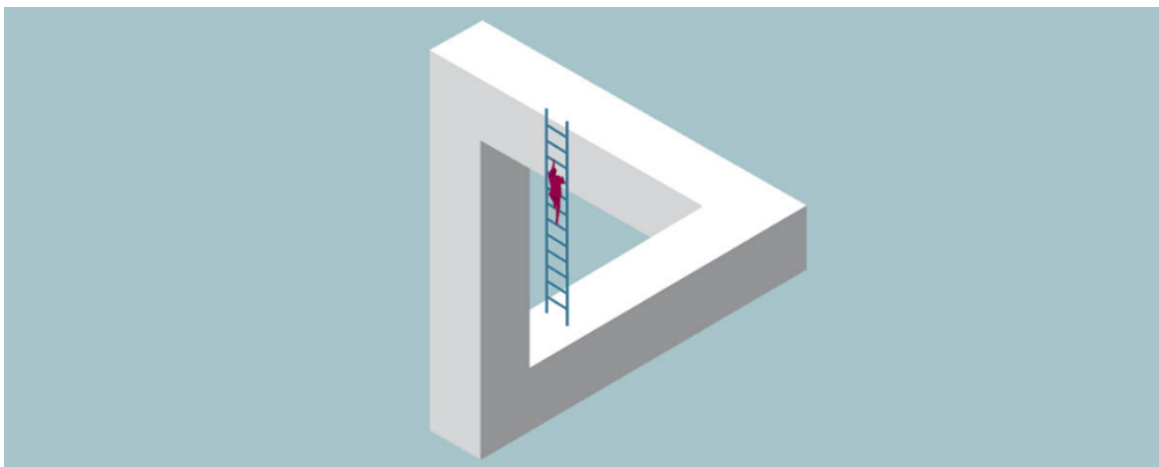
The figure above defies normal rules of interpretation. The top can be the bottom or the top, depending on one's perspective.

The Importance of Paradoxes

Logical paradoxes have been used for centuries to demonstrate the fallibility of human logic. Although logic is a valuable tool, it sometimes breaks down, as in the example of "this statement is a lie." Philosophers and mystics often use paradoxes to prove that human beings have to approach their world using intuition as well as logic.

The Paradox of School-based Management in Centralized Education Systems

School-based Management is a decentralized approach to school management that is often mandated by central planners, especially in countries with centralized education systems. This often proves to be a challenge for such systems because many areas of operation within the education system remain centralized (e.g., staff hiring, curriculum, school schedules, testing, professional development, etc.). Thus, implementing SBM in centralized education systems leads to a paradox. How does one promote decentralized behaviors in a system that is largely geared towards centralized decision-making?

Group Exercise

Based on the above observations, work in your small groups to answer the questions below. Be prepared to justify your answers.

1. To what degree do you think that the SBM Paradox exists in Cambodia? Explain your answer (i.e., what are the most centralized aspects of management in Cambodia's education system that might not fit with an SBM approach?).

2. How feasible do you think implementing SBM at your own school would be in the current operating environment? What things could work well under SBM and what things might not work well? Give some specific examples.

HANDOUT 5a: School Autonomy and Important Areas of School Operation Affected by School-based Management

Defining a School's Level of Autonomy

When talking about School-based Management, we often speak of 'School Autonomy' as a key attribute of this kind of management approach. Researchers agree that a school's effectiveness is often linked positively with increases in a School's Autonomy or the level of freedom that a school has to make its own decisions. These decisions usually occur in specific areas of a school's operation including the following:

AREAS OF SCHOOL OPERATION
1. **Personnel Management**
2. **Instructional Management**
3. **Budget Management**
4. **Maintenance & Infrastructure**
5. **School Administration, Monitoring, & Community Relations**

Source: Di Gropello, E. (2006) *A comparative analysis of school-based management in Central America,* (Working Paper #72), Washington DC: World Bank.

School Autonomy from the Perspective of Different Stakeholders . . . .

School Autonomy refers to the degree of a freedom that a school has to make decisions in specific areas of a school's operation. But this freedom may mean different things to different stakeholders.

For parents, School Autonomy appears to mean making **schools** more accountable to parents by giving them a greater say over how resources are used and making parents more engaged with the **school**.

For teachers, Autonomy appears to mean greater empowerment for them to make decisions about student learning.

For school managers, Autonomy appears to mean greater authority to make decisions about the organization of the school and the use of resources without always needing to ask for permission from above.

School Autonomy and Enabling Environments for SBM Implementation

The more 'Autonomy' that a school has, the easier it is to implement School-based Management. That is, SBM requires schools to be able to make their own decisions in many different areas. When we talk about a school's Autonomy or the amount of freedom it has to make these decisions, we usually refer to something called an 'enabling environment.' In this case, an enabling environment refers to the degree to which the operational freedom of a school supports the school's ability to fully implement School-based Management.

Group Exercise

Each of the areas of school operation discussed above is characterized by certain key activities that are listed in random order in the box below. In total there are 25 discrete activities that have been identified. In your groups, draw the areas of school operation table below on a large sheet of poster paper and classify each activity under the appropriate area of school operation.

AREAS OF SCHOOL OPERATION	KEY ACTIVITIES
1. **Personnel Management**	• •
2. **Instructional Management**	• •
3. **Budget Management**	• •
4. **Maintenance & Infrastructure**	• •
5. **School Administration, Monitoring, and Community Relations**	• •

1. Overseeing caretakers responsible for maintenance
2. Setting the method(s) of instruction
3. Monitoring attendance and academic records
4. Establishing Incentives for teaching and non-teaching staff
5. Organizing Professional Development
6. Setting classroom hours by subject
7. Setting school budgets linked with perceived needs
8. Setting school improvement plans and indicators
9. Raising funds from the community
10. Reporting performance results to government & stakeholders
11. Maintaining financial records
12. Monitoring and Evaluating personnel
13. Expenditure reporting
14. Selecting teaching aids and student learning materials
15. Selecting textbooks and curriculum
16. Organizing school meetings with staff & stakeholders
17. Procurement of materials & tools to maintain infrastructure and environments
18. Setting School Vision as a basis for planning, monitoring, and evaluating
19. Organizing classroom arrangements (e.g., furniture)
20. Organizing regular channels of communication with the local community (e.g., meetings with SSC, parents, etc.)
21. Ensuring building infrastructure & environments are safe and friendly to children's learning
22. Classroom observations
23. Designing school infrastructure and environments
24. Setting testing and assessment procedures
25. Collecting and tabulating statistical information for reporting
26. Procuring materials and supplies
27. Recruiting and Appointing teaching and administrative staff
28. Setting the school calendar
29. Funding professional development
30. Paying salaries to school staff

HANDOUT 5b: Classifying Key Aspects of School Operation

Check your answers in the previous exercise with the classifications provided in the table below. Discuss any differences from the classifications that you did in your groups.

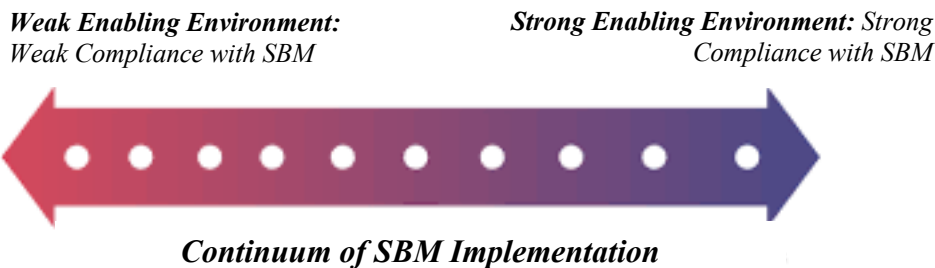| AREAS OF SCHOOL OPER-ATION	KEY ACTIVITIES
Personnel Management	1. Recruiting and appointing teaching and administrative staff 2. Establishing incentives for teaching and non-teaching staff 3. Monitoring and evaluating personnel 4. Paying salaries to school staff 5. Organizing professional development
Instructional Management	6. Setting classroom hours by subject 7. Selecting textbooks and curriculum 8. Setting the method(s) of instruction 9. Setting the school calendar 10. Setting testing and assessment procedures 11. Organizing classroom arrangements (e.g., furniture) 12. Selecting teaching aids and student learning materials
Budget Management	13. Setting school budgets linked with perceived needs 14. Procuring materials and supplies 15. Maintaining financial records 16. Funding professional development 17. Expenditure reporting
Maintenance & Infrastructure	18. Ensuring building infrastructure and environments are safe and friendly to children's learning 19. Procurement of materials and tools to maintain infrastructure and environments 20. Overseeing caretakers responsible for maintenance 21. Designing school infrastructure and environments
School Administration, Monitoring, & Community Relations	22. Setting School Vision as a basis for planning, monitoring, and evaluating 23. Setting school improvement plans and indicators 24. Organizing school meetings with staff & stakeholders 25. Monitoring attendance and academic records 26. Classroom observations 27. Collecting and tabulating statistical information for reporting 28. Organizing regular channels of communication with the local community (e.g., meetings with SSC, parents, etc.) 29. Raising funds from the community 30. Reporting performance results to government & stakeholders

HANDOUT 6: Using a Continuum of Enabling Environments to Better Understand the Level of Autonomy in a School

What is a Continuum (តំណសម្តួ្គ)?

A Continuum is a coherent 'whole' characterized as a sequence or progression of values or elements varying by small degrees from "weak" to "strong."

Explanation about the Continuum of Enabling Environments Affecting SBM Implementation

It is important to recognize that SBM takes many forms and is implemented along a continuum from weak to strong, i.e., the strength of SBM implementation may vary from weak to strong.[10] The ability of a school to fully implement SBM principles will depend on the local context and the amount of Autonomy that a school actually has. For example, does the school have authority to spend its budget freely? Can the school change the curriculum? Who controls continuous professional development (CPD)? How much control over hiring does the school have? A great deal of control in these areas means that there can be strong compliance with SBM principles. Less control implies that the degree of SBM implementation will be weaker (see Figure below).

Weak Enabling Environment: *Weak Compliance with SBM*

Strong Enabling Environment: *Strong Compliance with SBM*

Continuum of SBM Implementation

Given that SBM will likely be implemented along a continuum of implied compliance depending on the context, it is important for school stakeholders to assess the local context with regards to its enabling characteristics in order to determine the degree to which SBM principles can actually be implemented.

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[10] **Note:** Weak SBM compliance does not necessarily imply weak educational quality nor does strong SBM compliance necessarily guarantee high educational quality.

The diagram below illustrates a continuum of different levels of freedom that a school might have to make decisions in key areas of school operation discussed earlier. The more Autonomy a school has to make decisions, the more 'enabling' the environment is to allow full implementation of SBM Principles.

Continuum of Enabling Environments That Affect the Implementation of School-based Management

(1) Weak Enabling Environment: School has little or no freedom to make its own decisions. (0-5)

(2) Moderately Weak Enabling Environment: School has some freedoms to make its own decisions but these are still highly limited. (6-11)

(3) Moderate Enabling Environment: School has several areas where it can make some key decisions, esepcially as these relate to budget, personnel, and instrucitonal management. (12-21)

(4) Moderately Strong Enabling Environment: School has relatively wide freedom to make decisions in multiple areas although there are still some constraints imposed from above. (22-27)

(5) Strong Enabling Environment: School has considerable latitutde to make key decisions in most or all operational areas of the school including Instrucitonal, Personnel, Budgetary, Infrastructure, & Administrative Management. (28-32)

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HANDOUT 7: Assessing the Enabling Environment in Your School

Directions: The assessment instrument below will help you determine the degree to which the operating environment at your school will enable you to implement SBM principles. As noted in an earlier Handout, the more freedom or autonomy a school has in its operating environment, the more easily it will be able to effectively implement School-based Management Principles. After answering the questions in the assessment instrument below, tabulate your score and try to determine where your school lies in the Continuum of Enabling Environments shown in Handout 6.

Areas of School Operation	Self-Assessment Questions (Yes = 1; No=0)	Yes	No	Your Score
Personnel Management	1. Can your school recruit/hire its own staff? 2. Can your school recruit contract & community teachers? 3. Can you pay incentives to your staff? 4. Can you monitor, advise, and discipline your teachers? 5. Can you dismiss staff for non-performance? 6. Can you organize professional development activities for your teachers on your own?	__ __ __ __ __ __	__ __ __ __ __ __	Subtotal Score = _____
Instructional Management	7. Can you change the number of hours students study per day? 8. Can you change the schedule that the school is open for study (e.g., starting later, ending later, etc.)? 9. Assuming you had the resources, can you change the curriculum and select different textbooks from those that you are currently using? 10. Do you have the authority to add supplementary curricular materials to support your current textbooks? 11. Can you introduce new teaching methodologies for your teachers to follow without consultation from above? 12. Can you provide funds to help some teachers advance their professional development (e.g., study in special courses that might benefit the school)? 13. Do you have considerable authority over organizing the content of professional development activities at your school? 14. Can you develop/organize student assessment in ways that are different from what the Ministry currently requires? (e.g., use paper and pencil tests, include portfolios as part of your student assessment, etc.)? 15. Can your school sign MoUs with other organizations and institutions to advance education at your school (e.g., organize staff exchanges, organize special educational fairs, receive scholarships for students and staff, etc.)? 16. Can you re-organize classroom furniture arrangements in any way that you want?	__ __ __ __ __ __ __ __ __ __	__ __ __ __ __ __ __ __ __ __	Subtotal Score = _____

Areas of School Operation	Self-Assessment Questions (Yes = 1; No=0)	Yes	No	Your Score
	17. Can you procure special learning materials and teaching aids to support classroom activities?	—	—	
Budget Management	18. Can you add areas of spending to your school operating budget that are not explicitly stated in the current budget lines (e.g., field trips, incentives, etc.)?	—	—	Subtotal Score = _____
	19. Can you use your school budget to procure special learning and teaching aids without consultation from above?	—	—	
	20. Do you have access to school grants that are unstructured and/or open-ended?	—	—	
	21. Can you fund professional development for your staff with your school budget?	—	—	
	22. Can your school open its own bank account without permission from higher level?	—	—	
	23. Can your school save money in its bank account during times of budgetary surplus?	—	—	
Maintenance & Infrastructure	24. Can you take measures that ensure that building infrastructure and environments are safe and friendly to children's learning?	—	—	Subtotal Score = _____
	25. Can you procure materials and tools to maintain infrastructure and environments?	—	—	
	26. Can you hire and oversee caretakers responsible for maintenance?	—	—	
	27. When receiving funds for construction, can you re-design school infrastructure and environments according to new models that you have read about?	—	—	
School Administration, Monitoring, & Community Relations	28. Can you create planning documents that set your School's Vision as a basis for planning, monitoring, and evaluating?	—	—	Subtotal Score = _____
	29. Can you create school improvement plans that are easily fundable by your school operating budget?	—	—	
	30. Can you create your own indicators to monitor your planning?	—	—	
	31. Can you solicit money and contributions of labor from communities?	—	—	
	32. Can you call meetings with parents and communities to discuss specific matters?	—	—	
GRAND TOTAL				**__/32**

Group Discussion: Setting Your Expectations

When you have completed the assessment above, try to determine where your school lies on the continuum of enabling environments as shown in Handout 6. In your small groups discuss the following questions and be sure to be able to communicate your answers to the whole group during a plenary session.

1. Where did most of the schools in your group fall in terms of the enabling environment for SBM implementation?
2. Were there some schools scored better or worse than your school? Why do you think there were differences in scores since all of your schools are located in the same education system?
3. If your school has a 'weak' enabling environment, what are the implications for your implementation of School-based Management and nature of your School Improvement Plan?
4. If your school has a 'moderate or strong' enabling environment, what are the implications for your implementation of School-based Management and nature of your School Improvement Plan?

HANDOUT 8a: School-based Vehicles that Support SBM Processes

Explanation:

School-based Management is defined as the process whereby central offices give up some of their power and give it to schools so that they have more control over the decision-making process in the allocation of resources and the organization of the school (i.e., Autonomy). But this increased control must be exercised in a way so that schools (e.g., school directors, teachers) take responsibility for success or failure (i.e., Accountability).

In order for the power that is ceded by central offices to the school to be used effectively, there must be certain structures and processes in place so that the school is managed in a way that both improves its operation, empowers all stakeholders, and is transparent.

In many cases, schools already have these structures and processes in place, though they may not yet work well. The most important of these structures and processes are summarized in the diagram below.

Let's review what role each of these structures/processes should play in your school, how well they are actually happening in your own school, and what can be done to improve them.

Structures & Processes that Support School-based Management

- School Management Committee
- School Support Committee
- School Improvement Planning Process
- Student Council
- SBM Processes (Autonomy & Accountability)
- Professional Learning Community
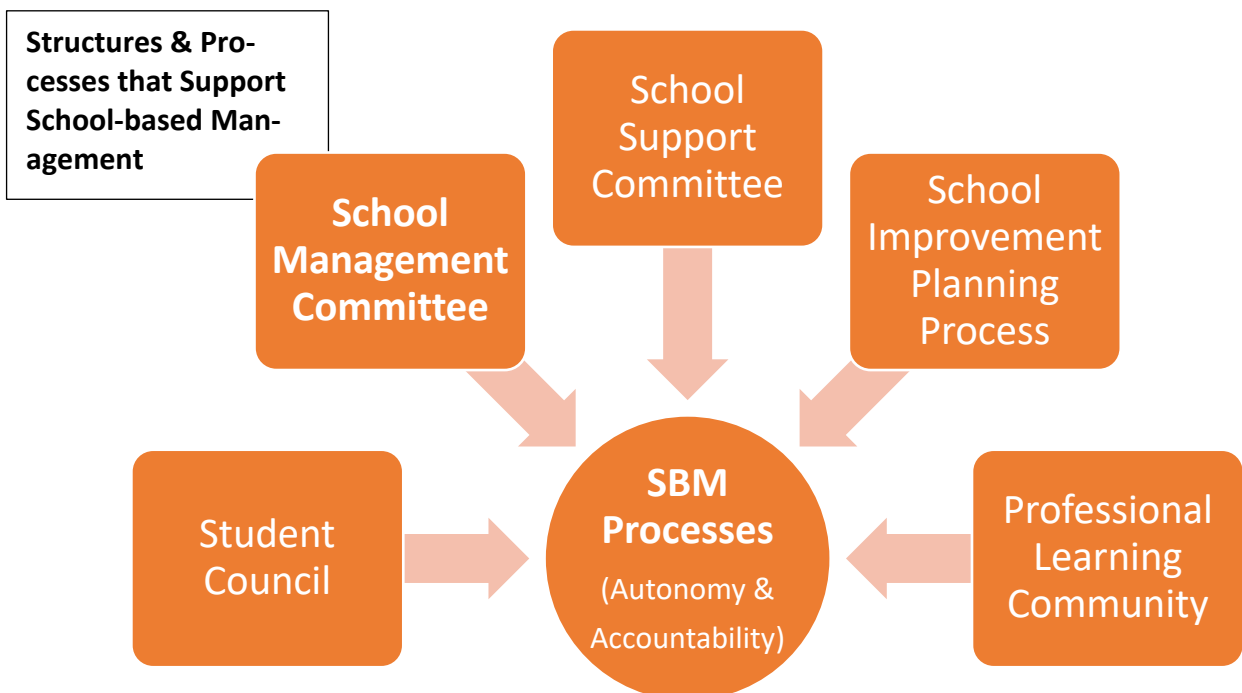
Exercise: This exercise seeks to help everyone better understand what role or function the structures and processes should play in a school in order for SBM to work. These roles/functions are summarized below in random order. In your groups, review each role and function and organize it according to the structure or process with which it best corresponds. Use the table provided below to show your answers.

Roles & Functions

1. Provides a process through which stakeholders can identify problems & solutions
2. Ensures interaction and collaboration among teachers
3. Provides labor to schools for specific tasks (e.g., maintenance, repair, life skills, etc.)
4. Links budget/activities to education policies
5. Increases financial autonomy & accountability of schools by providing a forum for discussion
6. Provides a channel for the school to entrust resources to students so that they can make improvements in the school
7. Implements Long-term Planning for SBM
8. Gives structure to the activities that are to be undertaken to improve the school; identifies the resources needed; and outlines how evaluation should take place
9. Promotes shared 'values' and 'norms' among educators
10. Conducts regular assessment of students for learning & achievement
11. Raises funds from the community
12. Ensures community involvement in school management
13. Implements activities that require outreach to the community (e.g., enrollment campaigns)
14. Conducts education budget audit
15. Provides a structure for students to take responsibility for specific activities within the school
16. Encourages strong focus on student learning
17. Provides a direct channel for communication between school & community
18. Implements School Improvement Plans
19. Provides organized student labor to schools to support key functions (e.g., library, sports)
20. Provides a process through which school stakeholders can discuss common issues
21. Enables a 'reflective dialogue' among educators

Directions: Write the Roles and Functions from the list above in the appropriate place in the table shown below.

Structure/Process	Role or Function
School Management Committee	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
School Support Committee	1. _____ 2. _____ 3. _____ 4. _____
Student Council	1. _____ 2. _____ 3. _____
School Improvement Planning	1. _____ 2. _____ 3. _____
Professional Learning Community	1. _____ 2. _____ 3. _____ 4. _____

When you have completed the above exercise, compare your answers with those provided in **Handout 8b.** Then, try to answer the following questions below in your groups.

Questions

1. Did your group's answers match those provided in **Handout 8b**? Do you agree with the differences or do you think your own classification is better? Explain your answer.

2. If you defined the Roles and Functions of various structures differently from the official classification, do you think you should be allowed to maintain your own classifications under an SBM Policy? Explain.

3. Why do you think it is so important to have different structures in the school to make SBM work well?

4. How many schools in your group have all of these structures/processes in place already (how many have all, how many have 3, have 2, etc.)?

5. Based on a review of the roles and functions provided in this exercise, take a survey of schools in your group and indicate how many schools' are 'Very happy' with how these structures/processes work; Satisfied but still need a lot of improvement; Not happy at all with how these structures/process currently work.

6. For those schools that are not happy with how well their SMC, SSC, PLC, etc. work, what can be done to make improvements?

Use the Table below to keep notes on your answers for the above questions:

Question 1:
Question 2:
Question 3:
Question 4: Schools that have all these structures/processes in place: _____ Schools that have 4 of these structures/processes in place: _____ Schools that have 3 of these structures/processes in place: _____ Schools that have only 1 or 2 of these structures/processes in place: _____ Schools that have none of these structures/processes in place: _____

Question 5:

In terms of how well the four structures/processes work in each school, please indicate each school's level of satisfaction:

- 'Very happy' with how these structures/processes work: _____
- 'Satisfied but still need a lot of improvement': _____
- Schools that are 'Not happy at all': _____

Question 6:

School Management Committee

- Increases financial autonomy & accountability of schools by providing a forum for discussion
- Conducts education budget audit
- Links budget/activities to education policies
- Ensures community involvement in school mgt.
- Implements School Improvement Plans
- Implements Long-term Planning for SBM
- Conducts regular assessment of students for learning & achievement

School Support Committee

- Provides a direct channel for communication between school & community
- Raises funds from the community
- Provides labor to schools for specific tasks (e.g., maintenance, repair, life skills, etc.)
- Implements activities that require outreach to the community (e.g., enrollment campaigns)

Student Council

- Provides a structure for students to take responsibility for specific activities within the school
- Provides a channel for the school to entrust resources to students so that they can make improvements in the school
- Provides organized student labor to schools to support key functions (e.g., library, sports)

School Improvment Planning

- Provides a process through which school stakeholders can discuss common issues
- Provides a process through which stakeholders can identify problems & solutions
- Gives structure to the activities that are to be undertaken to improve the school; identifies the resources needed; and outlines how evaluation should take place

Professional Learning Community

- Enables a 'reflective dialogue' among educators
- Encourages strong focus on student learning
- Ensures interaction and collaboration among teachers
- Promotes shared 'values' and 'norms among educators

HANDOUT 9: Purpose, Structure, & Responsibilities of the School Management Committee

It is assumed that every school already has an SMC and that they have already received training on how to organize it and what its functions are. The information below is provided as a review for what should already be in place.

The purpose of the SMC is: to collaborate *with people in their community and school principals at the school, to improve the quality of education*. This easy to say and difficult to do!

Officially there are 7 main responsibilities[11] for the SMC: (1) Increases financial autonomy & accountability of schools; (2) Conducts education budget audit; (3) Links budget/activities to education policies; (4) Ensures community involvement in school management; (5) Implements School Improvement Plans; (6) Implements Long-term Planning for SBM; (7) Conducts regular assessment of students for learning & achievement.

Determining SMC membership: SMC members are to be selected through an election process that is organized by the School Director and relevant authorities (e.g., Commune authorities, District authorities). According to Government policy, an SMC member's term is one year; that is, SMC members must be elected annually.

The structure/roles/composition of the SMC are supposed to be as follows.

Size of School	No. SMC Members	Positions			
Small school	5	-	1 Chairperson - 1 Vice chairperson - 1 Accountant	-	1 Cashier - 1 Secretary
Medium-sized school	7	-	1 Chairperson - 2 Vice Chairperson - 1 Accountant	-	1 Cashier - 1 Secretary - 1 Member
Large school	9	-	1 Chairperson - 2 Vice Chairperson - 1 Accountant	-	1 Cashier - 1 Secretary - 3 Members

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[11] Adapted from Dr. Hang Chuon Naron, (2017) *Education Reform for Enhancing Quality Citizenship.*

Official recognition of the SMC: The SMC as a group, with its individual members, must be officially recognized by authorities. An SMC for lower secondary school should be formally recognized by the Commune or *Sangkat* level authorities. An SMC for upper secondary school should be formally recognized by District, *Krong*, or *Khan* level authorities.

Detailed Responsibilities of the SMC

1. *Increasing financial autonomy & accountability of schools for quality education*
   a. The SMC will be established to adopt Guidelines (see below) related to the role and responsibilities of school managers, parents and community members on school management.
   b. The SMC approves School Improvement Plans and submits request for disbursement of SIP Funds and is responsible for overseeing its implementation.
   c. Schools prepare policy on financial management, personnel management, teacher evaluation, hiring and dismissal, M&E.
   d. Introduces a Results-based School Management System in accordance with good governance principles, ensuring efficiency and effectiveness, and achieving progress as proof of student achievement.
   e. School to provide key roles to teachers, community, authorities, parents and students in participating in the planning and implementing process of the School Improvement Plan.

2. *Conducting education budget audit for quality education*
   a. School Directors use funds from all sources for teachers' continuous professional development and for improving teaching methods, designed to promote the respect for diversity and human values.
   b. Strengthen financial management skills, develop and maintain a clear financial management system
   c. Promote accountability for management and monitoring of resource utilization, transparency, security, reliability and transparency.
   d. Creates a Transparency letterbox to get information or other complaints from stakeholders
   e. Strengthens internal inspection system, based on self-evaluation of schools and regular supervision
   f. School director improves school performance with external findings and addresses audit findings;

3. *Linking budget to education policies for quality education*
   a. The school directors and teachers should strive to educate the students to respect school regulations, timetables and teach the importance of the respect of law and social order as personal management techniques.

b. School to introduce budget planning by determining the amount of funds needed to carry out School Improvement Plan according to specific timetable.

c. The SMC will prepare reports on SIP implementation by monitoring and evaluating the actual implementation of the activities.

d. School to use the School Improvement Fund for activities, such as:

- Increasing the use of materials and a better learning environment through material and equipment and the support of teaching and learning materials and teaching activities.
- Strengthening the ability of teachers.
- Assisting vulnerable children, slow-paced students and students subject to drop out
- Increase enrolment rates, graduation rates, transition rate and completion rate in every level

e. Provide health care services to students at all levels (health care, food safety and other risks).

4. *Ensuring community involvement in school management for quality education*

a. The SMC prepares and adopts School Improvement Plan with the participation of all key stakeholders, including Student Council;

b. The SMC reviews school performance and transparency;

5. *Implementing School-Based Management for quality education*

a. SMC provides support to teaching and learning, as well as resource mobilization and prepare school evaluation reports;

b. SMC Approves 3-Year School Outcome Indicators and Targets, annual school improvement plan and budget, provides clearance on the evaluation of school performance against school effectiveness standards; and supports and involves in school fund raising;

c. SMC approves the rewards for best staff, proposes administrative measures for non-performing staff to sub-national/national level, approves the reward for school director best performance;

d. SMC implements M&E system and reports progress;

6. *Implementing Long-term Planning for School-based Management*

a. School director develops a rolling three-year and annual SIP by identifying school input, output and outcome indicators, as well as financing sources, with the participation of all key stakeholders;

b. School director facilitates, coordinates the development of and submit the 3 Years School Outcome Indicators and Targets and annual school improvement plan and budget.

c. School directors submit the results of the evaluation of school performance against school effectiveness standards to SMC

d. School director manages, facilitates and coordinates all school fund raising activities.

e. School gathers real data and information gained from student assessments, assessment of teachers' competencies; school performance assessment.

f. School creates a culture of information sharing by identifying problems jointly with all key stakeholders to promote trust in schools by communities, trust among school staff, and especially trust of parents in teachers.

g. School prepares planning, budgeting, reporting and managing staff performance;

h. School implements curriculum as guided and extra curricula;

i. School director conducts staff performance management system and proposes to reward best performing staff, as well as propose administrative measures for non-performing staff;

7. *Conducting regular assessment of students for learning & achievement*

a. School directors facilitate and coordinate the evaluation of school performance against school effectiveness standards;

b. School Directors compile data and information for, produce and submit the quarterly progress report on student assessment;

c. School Directors compile data and information for, produce and submit the annual progress report on achievement of school outcomes indicators and targets;

d. Incorporate the result of student learning into the school report card

e. SMC approves the results from school performance evaluation, and endorses the annual progress report on achievement of school outcomes indicators and targets related to student's learning outcomes

HANDOUT 10: Matching Problems and the Functions of an SMC Intended to Address Them

Directions: Read each of the main Functions that the School Management Committee is supposed to fulfill. Then, reflect on some of the problems that the committee is supposed to address through these functions. Write at least ONE problem per function in the space provided below. An example has already been done for you.

1. Increasing financial autonomy & accountability of schools

Problems to Address: Schools are unaware of the problems at their school and have no clear plan through which to address them.   (Example)

Problems to Address:

_____
_____

2. Conducting education budget audit

Problems to Address: Communities don't want to provide additional support to the school because they are not sure what the school will use the money for and if it will really have any impact on educational services.   (Example)

Problems to Address:

_____
_____

3. Linking budget to education policies

Problems to Address: Schools do not know if any of the activities that they do actually improve educational services because they never look at data systematically to assess success.   (Example)

Problems to Address:

_____
_____

4.Ensuring community involvement in school Coordination

Problems to Address: Communities do not trust schools and so do not prioritize participating in school activities.   (Example)

Problems to Address:

_____
_____

5. Implementing School-based Coordination

Problems to Address: Schools rarely consider specific targets or indicators to follow up their planning. (Example)

Problems to Address:

_____

_____

6. Implementing Long-term Planning for School-based Coordination

Problems to Address: <u>Schools do not consider long-term planning or solutions. (Example)</u>

Problems to Address:

_____

_____

7. Conducting regular assessment of students

Problems to Address: <u>Schools do not organize clear assessments of children's learning to determine what the real situation of learning at the school is. (Example)</u>

Problems to Address:

_____

_____

HANDOUT 11: Case Studies to Promote Problem Solving

Directions: The SMC has been created to increase the accountability of the school in terms of school Coordination, school access, and educational quality. Review the problems identified below and determine some actions that the Committee could consider to address the problems discovered. When identifying actions to be taken, try to be as specific as you can. Do this activity as a SMALL GROUP.

Problem	Solution(s)
1. After the Bac II Examination results have been posted, the SMC is told by the school director that there has been no improvement in the performance of students from the previous year.	_____ _____ _____ _____ _____
2. The school caretaker who is responsible for ensuring the maintenance of repaired infrastructure neither comes to work on a regular basis nor takes care of the school buildings or grounds.	_____ _____ _____ _____ _____
3. The committee is told that most teachers are not using the Science Labs in the Resource Center that they have been provided with and all materials are still wholly unused.	_____ _____ _____ _____ _____
4. The Treasurer reports that funds provided for the school grant are not being spent and the school year will be ending very soon.	_____ _____ _____ _____ _____

HANDOUT 12: The Relationship between the School Management Committee & the School Improvement Plan

There are 5 main activities for the School Management Committee to do in regard to the School Improvement Plan:

(1) Assess the situation at school to see if it is enabling students to receive a quality education;

(2) Participate in development of a School Improvement Plan based on their assessment;

(3) Do fund-raising for additional funds to support the School Improvement Plan, as necessary

(4) Participate in implementing the School Improvement Plan, along with mobilizing other community members to engage;

(5) Assess/evaluate progress of School Improvement Plans, at end of school year.

These activities happen in an annual cycle – which means, they must be done each year. The start of a new year should begin with an assessment of the school's situation. From year to year, the annual assessment should show improvements in school and educational quality. As mentioned above, the SMC is responsible to engage a wide range of school-based stakeholders and community members in the assessment, planning, and implementation process.

Defining School Improvement Planning (SIP) [12]

The purpose of the SIP process: To ensure that all stakeholders at both the school and in the community have wide representation during the development and implementation of a plan to improve educational services.

What is a School Improvement Plan? The SIP is an official document that comes from an agreement between the school and the community on a number of priority activities that are jointly identified through careful analysis of the local situation and challenges to learning. The SIP is a statement of commitment to work together to find solutions to the identified challenges and to ensure that all students go to school, learn at school, and master the knowledge and life skills required for a successful life.[13]

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[12] Modified from SEIP 2018 School Improvement Plan Support Document, p.4
[13] Ibid, p.

The people ideally involved in developing a School Improvement Plan are: School authorities, teachers, SMC, community authorities, police, monks, health centre staff, children/students[14], parents, and general community members.

Who implements the School Improvement Plan? Responsibility for implementing the SIP depends on what activity is being implemented. Usually there is one person designated to be overall responsible for ensuring the activity gets done but there are many other people involved in actually implementing the action. For example, if "constructing a toilet facility is one of the activities in the plan, it will likely be done by a construction company but under the supervision of the School Director and/or the SMC or an SMC designate. For School Improvement Plan activities requiring budget, depending on the source of that budget, the SMC Treasurer must be involved in managing and accounting for the funds.

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[14] It is recommended that children not participate directly in planning activities along with adults. The deferential nature of Cambodian culture makes it difficult for children's direct involvement in the planning process to go beyond tokenism. It is recommended that schools organize separate meetings that involve only children where they can more freely express themselves through pictures, posters, and other forms of communication that adults can review separately.

HANDOUT 13: Defining the School Improvement Planning Process

Exercise

Directions: Read each question below and, based on your current understanding, choose the response that makes the most sense. Be prepared to discuss your choice of response with other groups.

Question 1: What is the purpose of the School Improvement Planning Process?		
A) To ensure that there is a wide range of stakeholders (e.g., community, teachers, parents, etc.) who take responsibility for the improvement of schools for the benefit of local families, the community and as a contribution to national development objectives.	**B)** To create a process mandated by the Ministry of Economy & Finance ensuring that resources flow into schools on a regular basis and enable the schools to improve their operations actively and efficiently.	**C)** To create a detailed schedule of all of the most important activities that need to be done at the school such as raising the flag, Thursday technical meetings, and other key activities that may affect enrollment and learning at the school.
Question 2: What is a School Improvement Plan?		
A) The SIP is a detailed analysis of all the problems that undermine learning at the school, who is responsible for those problems, and how these problems have been affecting the school.	**B)** The SIP is a detailed workplan that specifies when key activities in the school should be done such as raising the flag, cleaning classrooms, and other key activities as well as who is responsible for each activity and how much budget is required for doing it.	**C)** The SIP is an official document that comes from an agreement between the school and the community on a number of priority problems and solutions that are jointly identified through careful analysis of the local situation and challenges to learning.
Question 3: Who should ideally be involved in developing the School Improvement Plan?		
A) Primarily school managers and teachers with a few representatives from the community.	**B)** Primarily members of the SMC and SSC as well as members of the wider community such as village chiefs, communes, etc.	**C)** Primarily officials from the District Office of Education as well as the School Director and Technical Group Leaders
Question 4: Who should implement the School Improvement Plan?		
A) Responsibility for implementing the SIP depends on what activity is being implemented. Usually	**B)** Responsibility should ideally be spread across many groups according to the area of expertise but	**C)** The community should take the most active role in implementing the SIP by mobilizing as many parents

there is one person designated to have overall responsibility for ensuring the activity gets done but there are many other people involved in actually implementing the action.	the actual task of implementing mainly falls to the School Director and the Vice Director as well as a few teachers.	as possible so that the various tasks specified in the plan can be easily divided between them.

HANDOUT 14a: Assessing Your Knowledge about Continuous Professional Development Concepts and Processes

Directions: Read the questions below to get an idea of where you are in terms of your own understanding of Continuous Professional Development concepts and practices. Score your understanding honestly so that the Facilitator can better know the areas that he/she must explain. After answering and scoring each question, report your total score to your group leader so he/she can average it with the scores of other group members.

No	Question	Score
1.	How would you describe your general understanding of Continuous Professional Development Concepts? ☐ Strong (3) ☐ Moderate (2) ☐ Weak (1)	
2.	How would you describe the practice of Continuous Professional Development at your school/province? ☐ Strong (3) ☐ Moderate (2) ☐ Weak (1)	
3.	Have you seen/read the Continuous Professional Development Framework Document approved by MoEYS? ☐ I have seen it and read it (2) ☐ I have seen it but not read it (1) ☐ I am not aware of this document (0)	
4.	How would you describe your understanding of the Teacher Career Pathway Framework of the MoEYS? ☐ Strong (3) ☐ Moderate (2) ☐ Weak (1)	
5.	How would you describe your confidence to set up a School-based Continuous Professional Development System at your school/province? ☐ High (3) ☐ Moderate (2) ☐ Low (1)	
	Total Score	

Highest Score Possible: 14
Lowest Score Possible: 4
Midpoint Score: 9

HANDOUT 14b: Continuous Professional Development Terms & Definitions (Questions)

Under a School-based Management Approach, schools are empowered to set the content of their CPD programs and self-implement; however, in order to do this effectively, school managers and teachers must understand well about CPD concepts, structures, and processes.

Directions: Based on your knowledge of Continuous Professional Development Frameworks, match the terms given below with the appropriate definition provided in the table.

CPD Concepts, Structures, and Processes	
• School-based Mentoring System • INSET Activities • Teacher Technical Groups • Teacher Training Institutes • Professional Portfolios • School-based Continuous Professional Learning Committee	• Teacher Self-Assessment • Professional Learning Community • Teacher Career Path • CPD Accreditation • Continuous Professional Development • Annual Professional Learning Plans

Term	Definition
Concepts	
	A wide variety of specialized training, formal and informal education, or advanced professional learning intended to help classroom teachers and school directors improve their professional knowledge, skills, competence, and effectiveness. The ultimate goal of this training is to improve students' learning.
Organizational Structures or Institutions that Support CPD	
	This refers to the permanent placement of a well-trained individual, known as a Mentor, in a school whose primary role is to support the technical development of other teachers. The Mentor's role in such systems is distinguished from the role of other education system officials (e.g., inspectors or school directors) because they do not officially monitor teachers but keep all conversations confidential, as part of a 'technical friendship.'
	These are groups that are part of the official MoEYS structure whereby a senior teacher is given a technical leadership role among other teachers in their grade (at primary level) or subject (at secondary

	school level). Their role is to organize Thursday technical meetings, classroom demonstrations, & other CPD activities.
	This is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
	This refers to school-level committees that include school managers, Technical Group Leaders, and some Teachers who will be responsible for conducting professional development assessments; organize school-based CPD activities; participate in INSET Workshops; and form partnerships with Teacher Training Institutes.
	Institutes at provincial and national level that are responsible for training both primary and secondary school teachers through PRESET as well as supporting CPD activities through INSET activities.
Processes that Support CPD	
	This is the process of making judgments about the appropriateness or effectiveness of one's own knowledge, performance, beliefs, products, or effects, so that they can be improved or refined.
	This refers to the various career paths that a teacher may choose from as they advance from the position of normal teacher to more advanced status. There are three tracks to follow: 1) Teaching Track; 2) Leadership Track; and 3) Education Specialist Track.
	This is defined as the variety of activities and practices in which teachers become involved in order to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job. INSET commonly takes the form of workshop but may also take other forms as well.
	This is a process through which teachers can receive formal credits for attending training workshops when the training providers are CPD accredited by the CPD Management Office (CPDMO) in Phnom Penh. These credits can be used to move along the Teacher Career Path structure approved by MoEYS.
	This is a teacher profile comprising a set of documents compiled by teachers that includes an updated resume, qualifying degrees and certificates, special mentions or awards received by a teacher, assessments, annual professional learning plans, and other documentation that helps teachers to track documentary evidence of their professional development.
	These are plans that will be developed by individual school level personnel that outlines all CPD activities both planned and completed within a given academic year. These plans will become part of a professional portfolio that can be included in the Teacher Profile and will be used for evidence-based career advancement and/or awards.

HANDOUT 14c: Continuous Professional Development Terms & Definitions (Answers)

Review the Terms and Definitions below to see if you correctly matched the terms with the appropriate definitions from the previous exercise. If you noted any mistakes, discuss with colleagues what confused you to make the wrong match.

Definitions of CPD Terms[15]

Term	Definition
Concepts	
• Continuous Professional Development	A wide variety of specialized training, formal and informal education or advanced professional learning intended to help classroom teachers and school directors improve their professional knowledge, skills, competence, and effectiveness. The ultimate goal of this training is to improve students' learning.
Structures or Institutions that Support CPD	
• School-based Mentoring System	This refers to the permanent placement of a well-trained individual, known as a Mentor, in a school whose primary role is to support the technical development of other teachers. The Mentor's role in such systems is distinguished from the role of other education system officials (e.g., inspectors, school directors) because they do not officially monitor teachers but keep all conversations confidential, as part of a 'technical friendship.'
• Teacher Technical Groups	These are groups that are part of the official MoEYS structure whereby a senior teacher is given a technical leadership role among other teachers in their grade (at primary level) or subject (at secondary school level). Their role is to organize Thursday technical meetings, classroom demonstrations, & other CPD activities.
• Professional Learning Community	This is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
• School-based Continuous Professional Learning Committee	These are school-level committees that include school managers, Technical Group Leaders, and some Teachers who will be responsible for conducting professional development assessments; organize school-based CPD activities; participate in INSET Workshops; and form partnerships with Teacher Training Institutes.

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[15] Adapted from: MoEYS (2019*) Continuous Professional Development Framework for Teachers & School Directors,* Phnom Penh: Author.

• Teacher Training Institutes	Institutes at provincial and national level that are responsible for training both primary and secondary school teachers through PRE-SET as well as supporting CPD activities through INSET activities.
Processes that Promote CPD	
• Teacher Self-Assessment	This is the process of making judgments about the appropriateness or effectiveness of one's own knowledge, performance, beliefs, products, or effects, so that they can be improved or refined.
• Teacher Career Path	This refers to the various career paths that a teacher may choose from as they advance from the position of normal teacher to more advanced status. There are three tracks to follow: 1) Teaching Track; 2) Leadership Track; and 3) Education Specialist Track.
• INSET Activities	This is defined as the variety of activities and practices in which teachers become involved in order to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job. INSET commonly takes the form of workshop but may also take other forms as well.
• CPD Accreditation	This is a process through which teachers can receive formal credits for attending training workshops when the training providers are CPD accredited by the CPD Management Office (CPDMO) in Phnom Penh. These credits can be used to move along the Teacher Career Path structure approved by MoEYS.
• Professional Portfolios	This is like a teacher profile comprising a set of documents compiled by teachers that includes an updated resume, qualifying degrees and certificates, special mentions or awards received by a teacher, teacher assessments, annual professional learning plans, and other documentation that helps teachers to track documentary evidence of their professional development.
• Annual Professional Learning Plans	These are plans that will be developed by individual school level personnel that outlines all CPD activities both planned and completed within a given academic year. These plans will become part of a professional portfolio that can be included in the Teacher Profile and will be used for evidence-based career advancement and/or awards.

HANDOUT 15a: Linking CPD Concepts, Structures, & Processes Together to Create a Logical Framework

Directions: Based on earlier discussions about terms and definitions, complete the diagram below that outlines how you think a School-based Continuous Professional Development System would look like when implementing School-based Management principles. Use the terms provided in the table at the bottom of the page to complete your diagrams. When you are done, compare your completed diagrams with other groups to see where your understanding was the same or different.

• Teacher Technical Groups	• Teacher Self-Assessment
• Professional Learning Community	• School-based Continuous Professional Learning Committee
• Teacher Training Institutes	• Teacher Career Path Planning
• Professional Portfolio	• INSET Activities
• Annual Professional Learning Plans	• CPD Accreditation
• Ultimate Goal: Improved Student Learning	• School-based Mentoring System
• Common CPD Processes	

HANDOUT 15b: Continuous Professional Development Frameworks in a School-based Management Environment

Compare the Flow chart below with the chart that you made in the exercise in Handout 15a. Is your analysis of these terms and how they relate together the same as the analysis provided in the chart below? What is different? Discuss with your colleagues about harmonizing your own chart with the one provided below to improve your understanding of how these CPD factors are related to one another.

CPD Framework in a School That Uses School-based Management		

Ultimate Goal: Improved Student Learning ⬅ ⬅

Common CPD Processes	
Teacher Career Path Planning	CPD Accreditation
Teacher Self-Assessments	Annual Professional Learning Plans
INSET Activities	Professional Portfolio

⬆ ⬆

Continuous Professional Development ➡ ➡ ➡

⬆ ⬆ ⬆ ⬆

School-based Mentoring Systems ➡ **Institutional Structures That Can Support CPD** ⬅ Teacher Training Institutes

| ⬆ ⬆

Teacher Technical Groups ------ Professional Learning Communities ----- School-based CPD Committees

HANDOUT 15c: Continuous Professional Development Activities to Consider for Your School[16]

This Handout provides a list of 15 possible Continuous Professional Development Activities that you could do at your school. Review the list with your Facilitator to better understand what each one entails. An even more comprehensive list of CPD activities exist in the MoEYS' *Continuous Professional Development Framework for Teachers & School Directors* in Appendix H.

Group Exercise: After reviewing each activity, complete the following table with tick mark (ü) in your group on a sheet of poster paper and be prepared to share your considerations with the large group.

Sample Activities to Promote Continuous Professional Development	Has your school ever done this activity?		Is it feasible at your school?		Would you require budget to do it?		Pick 5 activities your school might actually do. (ü)
	Yes	No	Yes	No	Yes	No	
1. Action Research							
2. Book Study							
3. Exposure Visits							
4. Coaching							
5. Work with Community Organizations							
6. Curriculum Mapping							
7. Analyze Student Data							
8. Hosting a Student Teacher							
9. Integrated Curriculum Planning							
10. Keeping a Journal							
11. Social Media Networks							
12. Online CPD Programs							
13. Joining Professional Organizations							
14. Summer Study							
15. Technical Group Leader Projects							

Be ready to explain why you chose the 5 potential activities that you did. What attracts you to these choices? Do you have technical resources to do them? Do you have budget to do them?

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[16] Ibid.

Common Continuous Professional Development Activities for School Level

CPD Activities	Description
1. Action Research	Teachers can use their classrooms as research sites.
2. Book Study	Teachers choose a book on an important educational issue of relevance and read together, discussing ideas during scheduled meetings.
3. Exposure Visits	Teachers visit the classrooms of colleagues or in other schools to review and expand their own personal pedagogy. Visits should be structured with clear outputs.
4. Coaching	Teachers ask for and receive feedback about their practice after being observed by a coach (e.g., colleague or other observer (TTI, etc).
5. Work with Community Organizations	Teachers receive opportunities to work with Community Organizations to develop their leadership skills and better understand local communities.
6. Curriculum Mapping	Curriculum maps are tools to organize teaching. By mapping what is actually taught and when, teachers can modify their instruction.
7. Analyze Student Data	Teachers use data to make better decisions about what to teach, how to determine if students understand what was taught, etc. Teachers can use tests, student portfolios, or observations for this purpose.
8. Hosting a Student Teacher	Hosting a student teacher puts teachers in a mentoring role. Mentors learn as much about their own practice as they do while helping a new teacher develop his/her own practice.
9. Integrated Curriculum Planning	Teachers organize curriculum so that it cuts across subject matter lines, bringing topics into meaningful associations and allowing students to focus on broad areas of study.
10. Keeping a Journal	Keeping a pedagogical journal is a technique for recording observations and reflections on one's teaching. It contributes to Reflective Teaching.
11. Social Media Networks	Technology networks can help teachers to communicate with a larger and more diverse groups of educators beyond one's own school to share ideas and new practices.
12. Online CPD Programs	Teachers can receive credits from organizations that provide training programs online, which use tutorials & self-guided programs.
13. Joining Professional Organizations	Associations for subject teachers (e.g., Math Association) provide a good opportunity for improving one's professional knowledge.
14. Summer Study	Teachers may also attend special courses with scholarship support from the school at local institutes and universities.
15. Technical Group Leader Projects	One role of the Technical Group Leader is to help a group of techers identify a project that is meaningful to them and then work through the steps needed to carry it out.

HANDOUT 16a: Creating a Successful Continuous Professional Development System

Putting Together a Plan to Emplace a School-based CPD System

One of the key objectives of this module is to help school managers know what they should do when they return to their schools to set up a School-based CPD System. The following are some suggestions:

Suggestion 1: Gather together some useful documentation so that you better understand the policy framework of MoEYS as this concerns CPD systems. Some useful documentation to read includes the following:

- *Continuous Professional Development Framework for Teachers and School Directors, 2019-23*
- *Continuous Professional Development Handbook*
- *Professional Learning Community Handbook*

These documents are available on the MoEYS Website (https://www.moeys.gov.kh/index.php/kh/

Suggestion 2: Meet with Key Teaching Personnel at your school (e.g., Vice Directors, Technical Group Leaders, etc.) and increase their awareness of CPD issues. You might consider replicating this module using the Handouts that have been provided to you.

Suggestion 3: Set up a School-based CPD Committee at your school, as per the guidelines in the MoEYS' Continuous Professional Development Framework document that includes key leaders among your teachers. Try to ensure that the most dynamic leaders in the school with a good knowledge of pedagogy are in leadership roles in this committee.

Suggestion 4: Carry out a needs assessment to identify the most important capacity needs at your school through surveys, interviews, and other means.

Suggestion 5: Encourage teachers to move towards the establishment of a Professional Learning Community. This is not always an easy thing to do because a PLC is not a formal committee or structure but rather an informal network of teachers who help each other and share things together. But a school can at least start the process by connecting teachers together in social media groups whose purpose is sharing and increased communication among teachers. Other sub-groups may form later. Read the PLC Handbook by MoEYS to get further guidance about creating a such a community at your school.

Suggestion 6: Identify some CPD providers in your area who can provide support with INSET or online courses (e.g., LNGOS, TTIs, etc.).

Suggestion 7: **Ensure that you include budget for CPD support activities in your School Improvement Plan.**

What does the global research say about Implementing School-level CPD Systems?

Many other countries besides Cambodia are seeking to use School-based Management Approaches to improve school organization as a means to set up school-level CPD Systems. The global research indicates that many countries are failing in these efforts.[17] Here are some of the reasons that researchers report why School-level CPD Systems often fail:

1. **Low Priority:** Teachers just focus on their private classes and other routine tasks and put a low priority on professional development.
2. **Lack of Leadership:** There is no one at the school with high expertise in CPD to effectively coordinate CPD activities so there is a situation of the 'blind leading the blind.'
3. **Low Motivation:** Teachers simply complete CPD tasks in a mechanical way without putting their hearts into it. Therefore, there is little impact on classroom practice.
4. **Limited Time Availability:** The time allocated to CPD activities (e.g., 2 hours per week) is too little to really have an impact on teachers' knowledge and skills.
5. **Low Relevance:** Teachers really do not see CPD activities being relevant to either their advancement or the real problems at the school. It is just one additional bureaucratic burden that they have to do without knowing why.
6. **Lack of Resources:** Even when a school tries to make an effort to implement CPD Policy, there are no resources for workshops, exposure visits, action research, etc.
7. **Difficult to Move from Assessment to Action:** After schools do an assessment of the situation in their school, there is an inability to match the findings with substantial solutions that can have impact.
8. **Lack of Documentary Material:** Schools have little access to documentation in the national language to help them better understand the CPD process. Those documents that exist are very dense and difficult to read.

Group Discussion: Review the questions below in your small groups and formulate answers based on your own experiences and those of others. Be prepared to discuss your answers with the whole group.

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[17] For example, Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools.* (2nd ed). London: Routledge Falmer.

Questions for Discussion:

1. How many of the problems cited above do you think are relevant to Cambodia (e.g., All of them? Most of them? Some of them? Etc.)?
2. Of the problems cited above, which **two or three** do you think are the most important in the Cambodian context and also the most difficult to solve?
3. For the two or three problems that you cited of the highest priority, how would you go about trying to solve them at your school or in your province? Try to be specific when describing your solutions.

Answers

HANDOUT 16b: Should We Use Tests to Judge the Effectiveness of a School-level CPD System?

Why Use Tests to Assess CPD Effectiveness?

For many educators, the bottom line about whether Continuous Professional Development activities are effective should be that students demonstrate improved learning. If students' learning is better, then it says something very positive about the changes that have occurred in teachers' professionalism, ability, and general classroom practices.

For many educators, the easiest way to find out if students are learning better is to look at test scores. The purpose of tests is to evaluate students' understanding of curricular content; therefore, these seem like the ideal tools to assess students' learning achievement and by extension, the effectiveness of a school's Continuous Professional Development System. But some schools do not trust teachers' tests because they may want to show a good result to avoid blame; this encourages teachers to make easy tests. Therefore, education systems sometimes impose standardized tests for schools to use in order to more reliably assess students' learning.

Does Everyone Agree That We Should Use Tests to Assess CPD Effectiveness?

The answer to this question is, 'No,' not everyone agrees with the view expressed above. The reason for the unwillingness of some educators to assess CPD systems by primarily using tests stems from a practice known as, 'teaching to the test.' This means that teachers desperately want to avoid being blamed by their superiors for poor student learning. Since teachers reason that they will be held accountable based on the results of the tests administered to their students, they do everything that they can to make sure that students pass the tests. That is, all of their teaching centers around helping students to succeed on the tests.

The problem with 'teaching to the test' is that paper and pencil tests often focus on lower order thinking skills such as Remembering and Understanding.

Skills such as Application, Analysis, and Evaluation are often overlooked. In addition, a singular focus on 'test-taking' generally means that teachers are not interested in new methods of teaching, using science labs, or using ICT in education because these do little to help students pass tests. Therefore, the practice of 'teaching to the test' actually undermines efforts to encourage teachers to use new teaching practices.

Alternate Methods of Assessing CPD Systems

Opponents of using tests as the primary means to assess CPD effectiveness argue that teachers should be judged on more than just test results. Schools may look at test results to some degree, but these should only be 'ONE' of several measures of how teachers are judged. Other useful terminal measures of the effectiveness of a CPD system may include the following:

1. The rate of transition to university or vocational schools
2. The number student projects that are completed during a year
3. The number of awards and medals received by a school
4. Parental demand to send their children to a school

There may be many other terminal measures of CPD effectiveness that can also be used in this regard; however, using tests alone may undermine CPD effectiveness.

1. **Discussion Questions**
2. Which viewpoint do you agree with above? The Pro-test Viewpoint or the Anti-Test Viewpoint? Explain why you agree with a specific viewpoint by listing out your reasons.
3. Have you ever been in a situation where you felt that your school was doing a good job but the test results said the opposite? If yes, how did you push back against the test results criticism? What actions did you take? Were you effective in these efforts?
4. Do you think you could track some of the alternative measures of assessment of teachers' capacity that are mentioned in the paragraph above (e.g., transition to university, etc.)? Pick one or two alternative measures of tracking teachers' effectiveness and describe what you would have to do to get this information.

Answers

Answers

HANDOUT 17: Defining Common Planning Terms

Directions: Read the common terms used in planning below and try to classify them according to which ones have similar meanings. List terms with similar meanings in the table provided. An example is done for you. Some definitions may apply to more than one word depending on the planning approach that participants have previously used. Before making your answers, discuss carefully with other people in your group according to their previous planning experience. At this point in the exercise, there is no one correct answer so groups may differ in the way that they have classified terms. Then, as a large group, participants should try to match terms with the definitions provided in the second table in order to standardize the meanings of terms to be used in the present exercise.

a. Goal   e. Indicator*   i. Need   m. Objective
b. Activities   f. Solution   j. Indicator*   n. Resources
c. Inputs   g. Output   k. Aim   o. External Factor
d. Assumption   h. Problem   l. Outcome   p. Indicator*

*The word *indicator* is listed 3 times because Khmer has 3 different terms which each mean indicator.

List equivalent terms in each of the rows provided below. An example is done for you.			
1. Goal	Objective	Outcome	Aim
2.			
3.			
4.			
5.			
6.			
7.			

Definition	Term(s)
1. Something that we are not satisfied with or that is an obstacle to our goal.	
2. The <u>overall</u> positive outcome that we want to see in our plan.	
3. Specific positive outcomes or conditions in a plan that contribute to the overall goal.	
4. Materials or things that we need to implement the plan.	
5. Conditions over which we have no control that may affect the implementation of the plan.	
6. Things that one does to implement the plan and that require resources to do	
7. Things we use to measure progress towards our goals.	

HANDOUT 18: **Some Basic Observations about the Planning Process**

Why Should We Plan? The national ambition for education quality and student learning is very high. In order to achieve that ambition, Cambodian schools should create a plan that tries to address any problems identified that constrain educational quality and student learning. Planning that is done in an SBM context where schools have high Autonomy to make decisions regarding the allocation of resources and changes in the organization of the school tend to yield the best results.

Planning & Implementation: School Improvement planning is not something that we do at the beginning of the year and then forget about as the year progresses. Too often, School Directors put their plans in their desks and forget about them. Rather, planning is as much about the implementation of the plan, as it is about making the plan itself. An example of the different components in a planning process is shown in the diagram below.

School Planning Process

```
School Assessment (Problem Analysis) → School Improvement Planning Workshop → Completion of School Improvement Plans → Review & Approval of School Improvement Plans

Evaluation of Implementation → (up to School Assessment)

Implementation of Activities in the Plan ← Grant Disbursement/ Allocation of Resources ← (from Review & Approval)
```
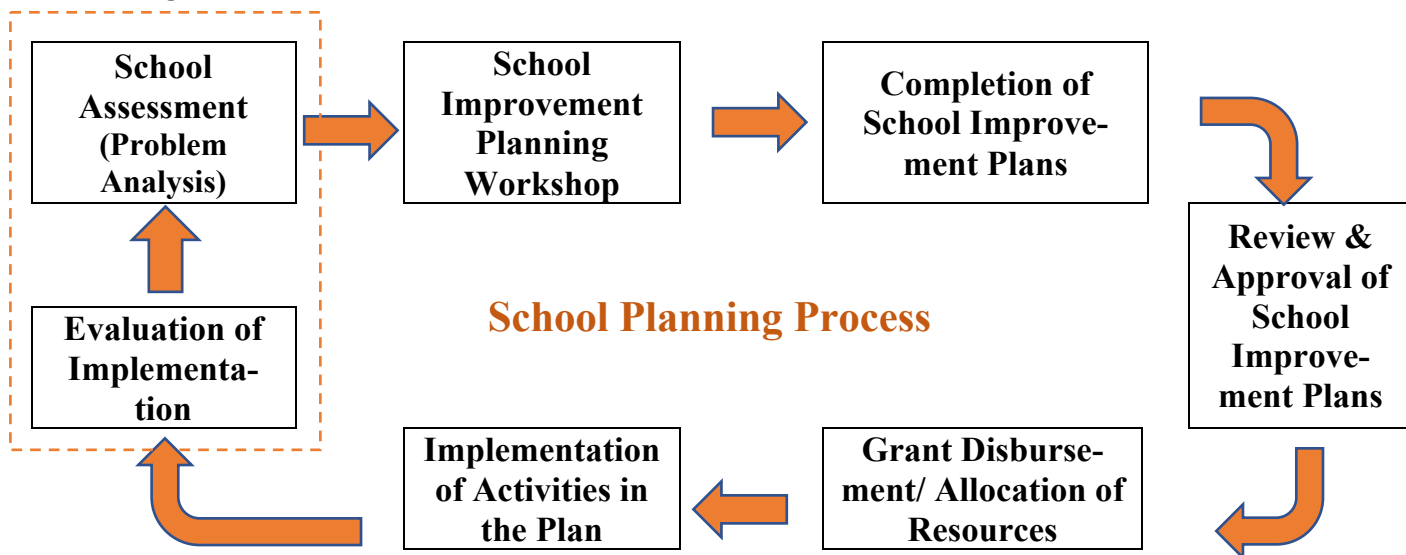
Please note that planning always starts and ends with a Problem Analysis. Planning Workshops should involve all relevant stakeholders. Relevant stakeholders should include the following groups shown in the table below. It is necessary to invite as many stakeholders as is reasonable to the "start-up" meeting where the the aims and processes of the School Improvement Planning Process are explained, so that all participants have a common understanding and know what is expected of them. But then, depending on availability of the different stakeholder groups, subsequent meetings may take place on different days.

Suggested List of Stakeholders Who May Join a School Improvement Planning Meeting:

- School directors, Vice directors
- Teachers
- SMC (School Management Committee)
- Community members
- Parents of children in school
- Health center staff
- Police
- Students/children from community
- Local authorities (village chief, commune chief, CCWC representative, etc.).
- Leaders of religious groups (Buddhist, Muslim, Christian, etc.)

Time Needed for a Planning Workshop: An actual school plan may take several days to complete; and will require a sub-committee of stakeholders working afterwards to finalize detailed schedules and budgets.

Need for Reviews & Approvals: When the plan is finally completed, it should be sent to the District Office of Education for review and approval. It is always important to keep the district informed of what is happening at one's school. If your school is part of a project, someone from the project may also have to sign.

Identifying the Resources Needed to Implement the Plan: Once the plan is approved, schools may begin to identify the needed resources for the plan. Such resources may come from a project, the School Operating Budget, community contributions or a combination of these. Whatever the source of resources, they should always be used transparently.

Evaluating Impact of the Plan: At the end of the school year, the school should evaluate the impact of the implemented interventions. This evaluation will provide the starting point for the creation of a new school improvement plan for the new academic year ahead.

HANDOUT 19: General Principles to Help Organize the Planning Process:[18]

1. **Balance among Different Dimensions.** The MoEYS's Child Friendly School Policy calls for the implementation of activities across several dimensions. Therefore, it is important that the planning document include a range of activities from ALL dimensions, not just one or two.

2. **Organize Stakeholders into Homogenous Groups.** In many cases, some stakeholders tend to dominate other stakeholders. For example, teachers and community members may not dare to contradict an opinion expressed by the School Director because the Director has a higher social rank. When stakeholders do not express their views in the planning process, they will have less ownership of the final plan. Therefore, it is suggested that when the time comes to identify problems and activities in small groups, stakeholders should sit in groupings of the same composition. That is, all school administrators sit in one group, community members in another group, SMC members in another group, health centre staff and police in one group, (etc.). This will help ensure that everyone feels free to express his or her views.

3. **Engaging Children/Students in the Planning Process.** It is important and necessary to have children involved in the SIP process. However, if we just include children in our regular workshops where there are many adults sitting around the table, then it might not be an effective way to involve children because they may be afraid to contradict or insult their elders. This will prevent them from showing genuine participation because of the custom called 'Krang Chit' (ក្រែងចិត្ត).

   The best way to involve children in the planning process is to have a separate one-half day workshop that only about 15 to 20 children attend. It is important that school and education authorities do NOT attend or facilitate the workshops for children, so that they can express themselves without fear of reprisals. The school should choose a single teacher who merely gives students some general directions about identifying problems etc. in the school but then allow the children to work independently without teacher supervision. Workshops for children could include asking them to identify and express their ideas of what a "good school" looks like, or what "effective learning" looks like, or what "reaching my potential" looks like. Activities could include asking child participants to draw a picture of their ideal school; engaging children in a process exactly like the SIP process which adults implement; enabling children to develop a short drama about the constraints to learning at their school; and so forth.

4. **Determine How Many Resources There Are to Implement Your PLan.** Review with school directors how much money they think they have for their planning.

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[18] Adapted from IBEC 2011, *Secondary School Planning Activity Menu: A Guide to promote stakeholder-driven development*. KAPE: Kampong Cham, Cambodia.

This point touches on an earlier training session about 'Setting one's Expectations.' If the school has resources from many sources (e.g., government, project, community, etc.), then the plan can be very ambitious. Fewer resources (e.g., government resources only) may mean that the plan is less ambitious. If the school further determines that it has a great deal of Autonomy to make changes as per the School-based Management approach, then the plan can be even more ambitious. Start the process of setting expectations and the ambitiousness of one's plan by determining your access to budgetary resources.

5. **Set Priorities**. The needs analysis step will probably reveal many gaps in the school's delivery of quality education. However, because there is not an infinite amount of money or technical resources to help meet those gaps, the SMC and others involved in developing the SIP will need to set priorities. To help set priorities, it is helpful to take a "long view" (think in terms of 3 to 5 years) rather than just thinking about the current year. Many improvements will only happen incrementally – step by step. So the planners must keep this in mind too.

6. **Ensure No Overlap Between Budgets**. A school may have different budget sources. Schools that receive budgets from special development projects or donors should use those financial resources to do activities that are not possible under School Operating Budget guidelines from MoEYS. Therefore, an SIP should not include budget items that are already covered by School Operating Budget (or other related government projects). The following items are examples of expenditures that schools are already allowed to use their School Operating Budget to cover: Flower gardens, Sports Equipment, Fine arts equipment, Flagpoles, School Gates, and School Office Supplies. So, none of these items should be included in the SIP budget or activity list.

7. **Obtain Necessary Signatures**. Locally developed school improvement plans should be signed by the District Office of Education (DoE) to ensure that District authorities are aware of the nature of the investments to be made in the schools under their jurisdiction.

8. **Post the Plans Publicly.** When the school improvement plan is completed, it is important to have the school display the plan on a piece of poster paper in the main office. This will help to ensure there is transparency about what activities have to be done, who is responsible for organizing them, and how much money has been allocated for the implementation of each activity. It is also helpful to post the SIP in other public places, so that the whole community is aware of the content and the budget for improving education and enhancing learning in their school.

HANDOUT 20: Introduction to Logical Framework Approach Planning

How Much Do You Know About Logical Framework Approach Planning?

Read each question below and indicate your knowledge or opinion with an appropriate response.

1. Have you ever heard of Logical Framework Approach before?
    ☐ Yes   ☐ No

2. Do you think that Logical Framework Approach is a new approach to planning?
    ☐ Yes   ☐ No

3. Does your school use Logical Framework Approach in its planning?
    ☐ Yes   ☐ No

In your groups, very quickly tabulate everyone's responses by completing the following table. Indicate the number of people in your group who said 'yes' or 'no' to each question.

Question Number	Yes	No
Question 1		
Question 2		
Question 3		

Review your answers in the large group. Report your responses to the Facilitator.

What is the Logical Framework Work Approach to Planning?

A **log frame** is a tool for improving the planning, implementation, management, monitoring and evaluation of projects. The **log frame** is a way of structuring the **main** elements in a project and highlighting the **logical linkages** between them.

Some Key Aspects of Logical Framework Approach that Distinguishes It from Other Planning.

- Logical Framework Approach Plans are not simply a list of activities in a schedule. Each activity must be 'logically' justified by its relationship to an objective.
- Logical Framework Approach Plans always start with a Problem Analysis
- Every Logical Framework Approach Plan has only **ONE** central problem and **ONE** central Objective or Goal.
- Each Element in a Logical Framework Plan is logically connected:

Problems ➜	Objectives ➜	Activities ➜	Resources ➜	Indicators
Logically help to identify objectives	Help to logically identify activities	Logically help to support objectives	Logically support activities.	Help to logically assess objectives
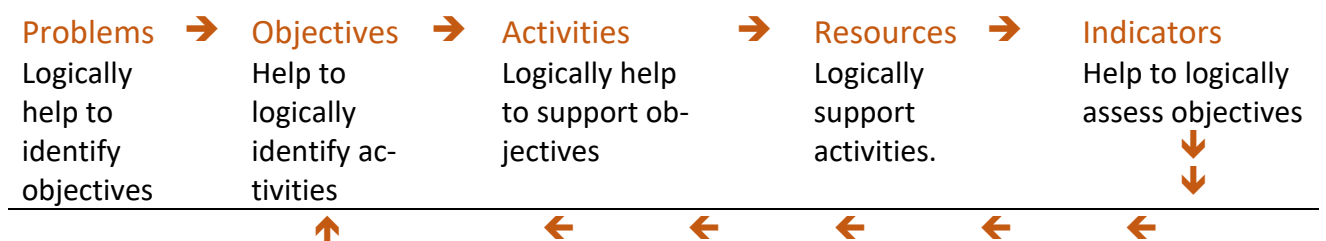
HANDOUT 21: Doing a Problem Analysis

1. The Relationship between Problems and Objectives

- Consider the following hypothetical question: Is it possible to have objectives in a school if there are no problems? If such a school existed, it would be difficult to formulate objectives since objectives are usually directed at solving problems. An objective is in fact the opposite of a problem – *it is the conversion of a negative condition into a positive one.* Look at the following example.

Example:

Problem   *Objective*

Children have no textbooks ⟶ **Children have textbooks**
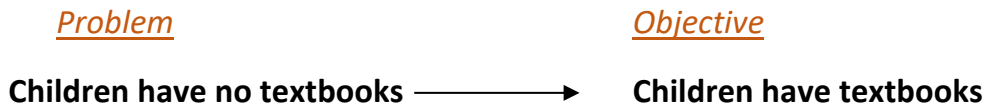
- Based on this line of reasoning, we can conclude that writing objectives in an annual plan should first be based on a good understanding of what the problems are.

2. Doing a Problem Analysis

Consider another question: Are all problems the same? Based on our experience in real life, all problems are clearly not the same. Some problems may be more important than others; some problems may be causal and other problems may be effects; and some problems can be causes and effects at the same time.

In order to help us distinguish between problems, planners sometimes do what is called a **PROBLEM ANALYSIS.** Such an analysis is an attempt to link problems in a way that shows their causes and effects. In doing such an analysis, we must start with what is known as the **CORE PROBLEM** of which there is usually only 'one' in any plan. As its name suggests, a core problem is the most central in any given context. It is the problem to which all causal problems point and from which many long-term problems derive.

STEP 1 (Find the Core Problem): The first step in doing a problem analysis requires that we find a core problem. All participants in a meeting must agree on ONE core problem. Initially, there may be many opinions about what is the biggest, most central problem in a community. Suppose that a group of commune chiefs were meeting together to create a Problem Analysis about the key problems faced by farmers. The Commune Chiefs in this hypothetical setting might cited the two biggest problems as follows:

- Farmers are Poor
- Rice harvests are poor.

Farmers are Poor

⬆

Rice Harvests are Poor

In analyzing the relationship between these two problems in order to find a core problem, those making the plan may ask themselves the following question, 'Which comes first: Do poor rice harvests make farmers

poor or does being poor lead to poor rice harvests?' The most logical way of arranging these problems would probably put poor rice harvests as the leading, causal problem since farmers' incomes are based on the cultivation of rice. It is important, however, for everyone to agree that this is the relationship between problems. That is, problem analysis in a group must be governed by CONSENSUS, not by someone telling others what they should do or think. But using logic is a good way of building consensus.

STEP 2 (Find the Causal Problems): Once a group has agreed on the core problem, the next step in the problem analysis is to determine other causal problems that lead to the core problem. Participants in a planning meeting might come up with the following hypothetical problems as part of the problem analysis (see below). These might be written on cards so that they can be easily manipulated to build the diagram shown below.

- Poor land
- Flooding
- Inadequate supplies of water
- Disease and insects
- Farmers lack knowledge of good agricultural practices
- No irrigation
- No capital to buy fertilizer and insecticides

STEP 3 (Organize All Problems into a Problem Tree): After creating such a list, the next and final step in a problem analysis would be to try to arrange these other problems into the form of a diagram in which causes are at the bottom and effects are at the top. Look at the example provided below.

Example of a Problem Tree

EFFECTS

Farmers are poor

Rice Harvests are poor

Inadequate supplies of water

Flooding

Disease & Insects

Poor Land

No system of irrigation to control water supply

Farmers lack capital to buy fertilizer & insecticide
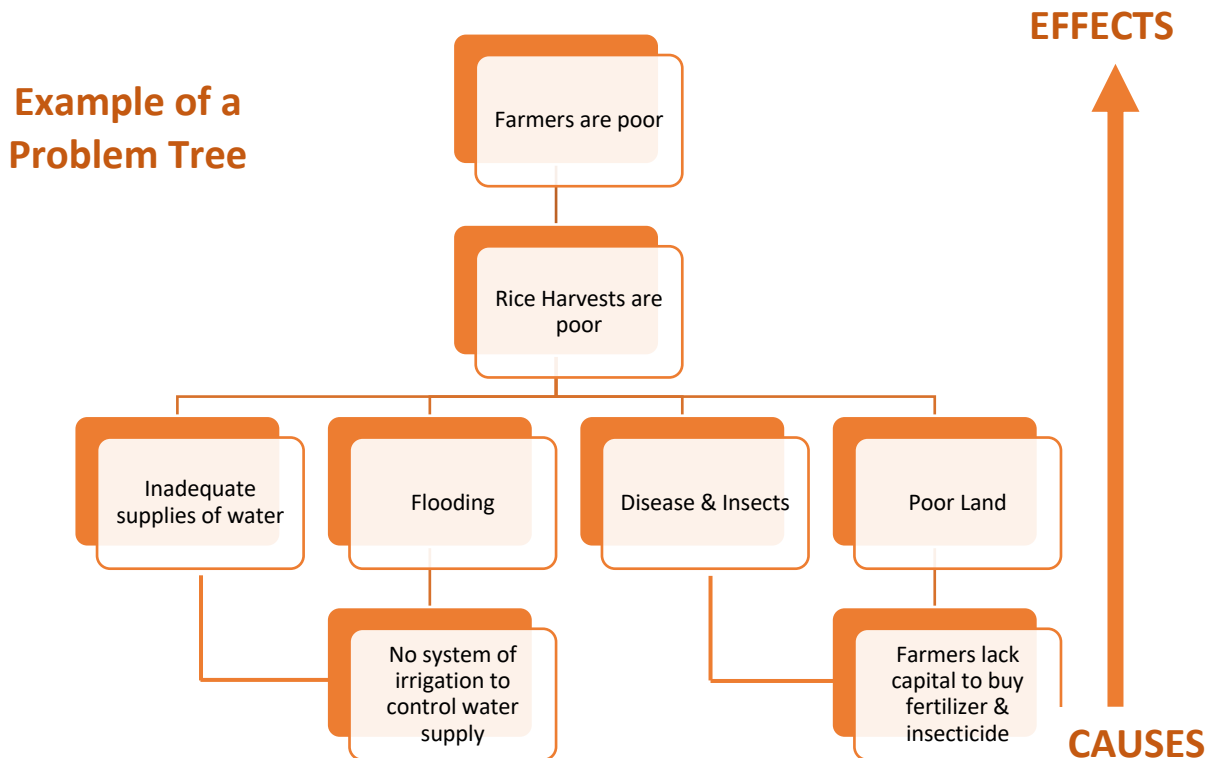
CAUSES

The resulting diagram is called a **PROBLEM TREE.** When reading a problem tree, we usually read it from the bottom (that is, from the causes) to the to the top (that is, to

the resulting effects). Note that depending on their relationship to each other, problems can be either causes or effects. For example, "flooding" may be the **effect** of "not having a system of irrigation"; but in relation to "poor rice harvests," flooding would be a **cause** instead.

HANDOUT 22: Doing an Objectives Analysis

1. Definition of an Objective:

Once you have completed a Problem Analysis, doing an Objective Analysis is easy because an objective is simply the opposite condition of a problem. Thus, we define an objective as a desirable, POSITIVE CONDITION that we want to achieve in our plan. Note that for purposes of needs-based planning, we state objectives as conditions and without the use of verbs such as increase, improve, etc. as initial terms.

2. Doing an Objectives Analysis:

Doing an Objective Analysis requires that we change each problem in a Problem Tree to a positive or the opposite condition. For example, look at the problems from our sample problem tree in the previous lesson. How would you change each of these problems into a positive condition? Some examples are already done for you. Fill in the rest of the table as a large group.

3. Large Group Exercise

Converting Problems to Objectives: Fill in the table below by changing each problem to a positive condition, which we call objectives.

PROBLEM ➜ ➜ ➜	OBJECTIVE
1. Farmers are poor	Farmers are prosperous
2. Rice harvests are poor	Rice harvests are good
3. Poor land	
4. Flooding	
5. Inadequate supplies of water	
6. Disease and insects	
7. Farmers lack knowledge of good agricultural practices	
8. No irrigation	
9. No capital to buy fertilizer and insecticides	

4. Converting the Problem Tree into an Objective Tree:

Once you have completed the table above, you are now ready to change the Problem Analysis that you did earlier into an Objective Analysis. Convert each problem in the Problem Tree into an objective using the conversions that you just completed in the table above.

A completed Objectives Tree would look like the diagram below:

Long-term Objective

Short-term Objective

Outputs
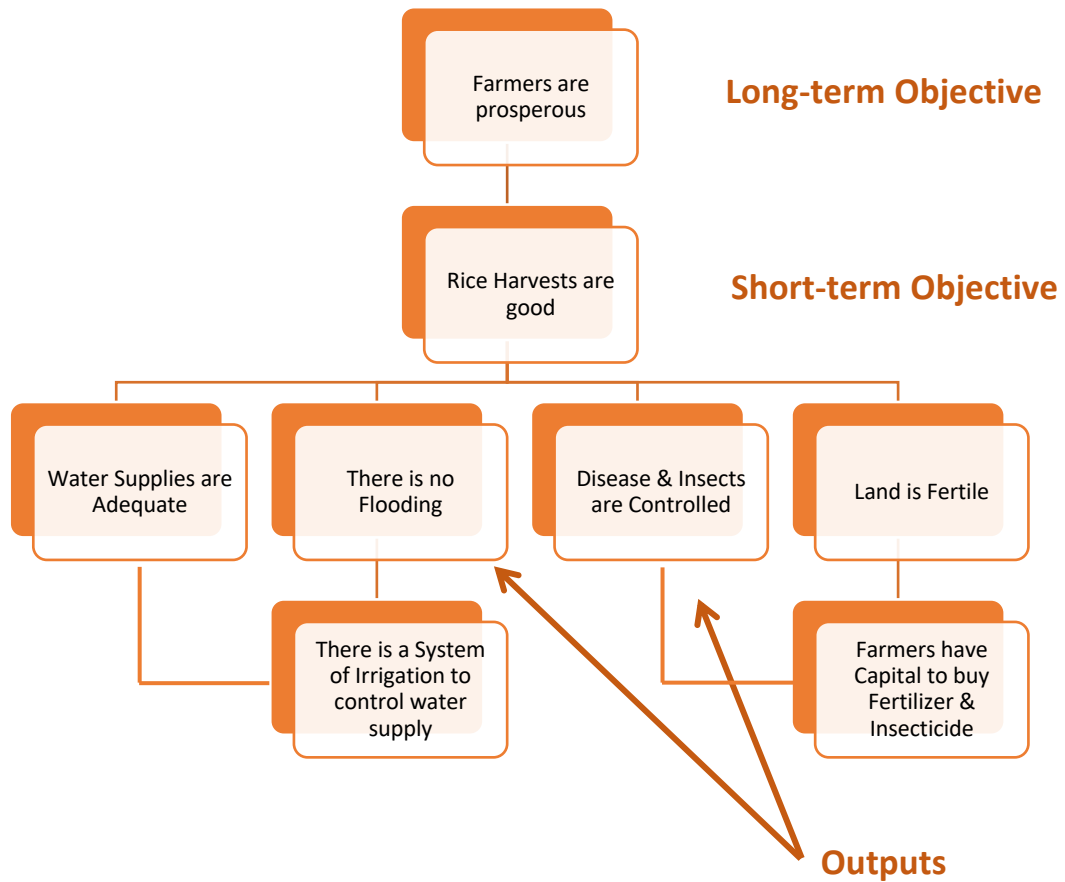
5. Reading the Objective Tree:

As with the Problem Tree, we read the Objective Tree from the bottom to the top. That means that the achievement of objectives at the bottom of the tree will lead to or enable the achievement of objectives at the top. Reading the Objective Tree in this way is also a good way to review the logic of the diagram and to make changes accordingly. Also, when reviewing the Objective Tree, be sure to check whether all the objectives are phrased in realistic terms. For example, an objective that states that "there is no dropout" clearly is not realistic.

6. Kinds of Objectives

Lastly, one should note that the Objective Tree represents a hierarchy of objectives that includes the LONG-TERM OBJECTTIVE, SHORT-TERM OBJECTIVE, and OUTPUTS. Although we might call them by different names, they are all still objectives. Although we do not include the objectives below our outputs in the actual plan, they are still important because they suggest useful strategies and activities to achieve the outputs. Note that we usually take the first row of objectives under the Short-Term Objective as our Outputs for two reasons. First, all the objectives below them are already subsumed under each output. Secondly, this helps to limit the number of indicators that we must write because it is only necessary to write indicators up to the Output level and above.

HANDOUT 23: Guidelines for Writing Activities

1. How to Write Activities

- For purposes of this planning exercise, activities are defined as interventions designed to bring about a desired condition or solution to a problem.

- Based on this definition, activities should be paired with the objectives or conditions to which they apply in the planning matrix. REMEMBER, we only need to make activities for those activities which we call OUTPUTS. So, we do not need to formulate activities for the Long-term or Short-term Objective.

- Before actually writing activities, planners should observe some general guidelines.
    1. **First,** activities should begin with verbs.
    2. **Secondly,** in wording activities, there are some verbs which participants are advised to avoid. These verbs include *strengthen, improve, advise, encourage, advise, suggest, help,* and *disseminate* among others. These words, when used, tend to make activities very vague and do not help implementers know exactly what they have to do. They should, therefore, be avoided at all costs.
    3. Below is a listing of some appropriate words used when writing activities:

Useful Activity Words			
Train	Make	Establish	Survey
Meet	List	Organize	Purchase
Distribute	Construct	Write	Produce
Provide	Select	Develop	Schedule
Check	Determine/Identify	Assemble	Gather
Plan	Find	Conduct	Record

2. Writing Concrete Activities: An Exercise

Directions: Read the list of Outputs below and identify one or more appropriate activities to realize the solution.

Proposed Output	Appropriate Activities
1. Children's learning improves.	
2. Fewer children drop	

Proposed Output	Appropriate Activities
out of school.	
3. School is more relevant to children's every day needs.	
4. More children have access to secondary school	
5. Classrooms are less crowded.	
6. Science labs have a high rate of usage.	
7. Teachers have opportunities for Continuous Professional Development.	
8. Teachers more actively use ICT in their instruction.	

HANDOUT 24: Resourcing the Plan

1. Kinds of Resources

Resources to implement plans can be described in many ways. Resource categories are varied and sometimes overlap. Some of these are listed below. Give examples of each kind of resource cited.

Kind of Resources	Examples
Material	❖ ❖
Technical	❖ ❖
Human	❖ ❖
Time	❖ ❖
Financial	❖ ❖
In Kind	❖ ❖

2. Format to be Used in Expressing Resources in the Local Plan

For purposes of this planning exercise, planners may show needed resources in one of two formats. One simple format that can be used to describe needed resources employs a *short descriptive statement of resource categories* such as that shown in the Activity Menu explained earlier. In this format, we think of resources in terms of the categories enumerated in the table above.

Another format used to describe needed resources is more detailed and uses *specific formulae* that express resource needs in monetary terms. An example is provided below:

Resource Needed	Number of Units	Hrs/Days/Months	Rate	Total ($)
Community Teacher	10	30 days	$1/day	$300.00
Writing Books	500	--	$0.50/ea	$250.00
Etc.				

When planners express the resources needed in this way, they must indicate the number of units, hours/days/months required, and the rate for each unit in order to calculate the total budgetary amount needed for a particular item. Please note that depending on the item needed, it may not be necessary to indicate time in order to calculate the amount of money needed.

HANDOUT 25: The Log Frame Planning Matrix

When setting up your School Improvement Plan, use a matrix that looks like the one below. All of your Objectives, Outputs, Activities, etc. may be easily placed in the appropriate cells provided below.

Long-Term Objective	Indicators	External Factors (Optional)
Short-Term Objective	**Indicators**	External Factors refer to conditions over which we have no control but which may affect the implementation of the plan. External Factors are stated as 'positive' assumptions that may or may not be true. For example:
Output 1: **Output 2** **Output 3** **Output 4** **Output 5**	**Indicators**	• Schools will not be disrupted by Covid19. • Floods will not overly delay the opening of schools. • Economic disruptions in local communities will not unduly affect student attendance • Etc.
Activities **1.1.** **1.2.** **1.3** **2.1.** **2.2** **etc.**	**Resources**	.

HANDOUT 26: GANT Chart Worksheet

No	Activity	November				December				January				February				March				April				May				June				July				Persons Responsible
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

HANDOUT 27a: Defining School-based Indicators and Coordinating Them with National Standards of School Performance

Why Use Indicators

The final stage in the planning process is to set indicators. There are a number of reasons why it is important to include indicators in a plan. These include the following:

- Indicators help planners know if goals are being met. This information is critical to holding schools Accountable for their performance. Thus, we say that Indicators are the key to Accountability Principles in School-based Management.

- Indicators help planners know if and to what degree solutions are working or contributing to the overall goals.

- Indicators provide guidance to planners about how the plan should be monitored. This relates especially to what information must be collected periodically in order to assess the progress of the plan.

Exercise: Coordinating School-based Indicators with National Standards

Specific projects that are funding your school may require that you coordinate indicators in your School Improvement Plans with their Indicator framework. In such cases, you may need to create a format in your plan where you match School-based Indicators with National or Project-wide Standards of Performance. An example is provided for you below. Using the list of National Standards provided at the end of this Handout, try to find other National Standards from the list below that also matches examples of school-based indicators:

School-based Indicator(s) (Examples)	Relevant National Standard(s)	Relevant School Operating Area[19]
5. The SMC meets regularly at least once a month over a 10-month period.	Number of School Management Committee meetings conducted as guided. (Indicator 3.2)	School Administration, Monitoring, & Community Relations
6. The number of students in all grades dropping out of school expressed as a percentage declines from the previous year every year.	_____ _____ _____	School Administration, Monitoring, & Community Relations
7. At least 90% of classrooms report having 40 students or less each year.	_____ _____	Instructional Management

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[19] See Handout 5a.

8. At least 25% of students in
   the school have access to
   Life Skills courses each year.

   _____   Instructional
   _____   Management
   _____

Depending on your expectations (i.e., whether the school has many resources or very limited resources) and the scope of your plan, your school may be compliant with only a few or many National Performance Standards. Thus, the number of National Performance Standards that a school may address may vary from school to school in accordance with the resources available.

Setting Performance Standards Using National Standards and the SBM Paradox

Readers may remember a concept introduced earlier called the **'SBM Paradox'** (see Handout 4). This concept is very relevant when trying to understand the tension that school-based stakeholders may feel when they try to use their Autonomy to set their own assessment standards and indicators while at the same time, they need to follow a National Framework.

It is advised that school-based stakeholders try to **seek a balance** between setting their own indicators and working within a national framework of standards. As public schools, we must work within a national system with centrally set policies and standards. This is the reason that schools are advised to set their own indicators as explained above but try to match as many of these indicators as one can with national standards to show that the school is still working within a national framework but maintaining its Autonomy to set its own performance indicators as well.

Knowing National Standards as a Reference in Formulating School-based Indicators

The following list of 65 National Performance Standards may be useful for school-level stakeholders to be aware of when formulating school-based indicators. Although your school may have different priorities, it is important to try to ensure that your school planning contributes in some way to achieving National Standards of Performance. Please see the list below:

List of Suggested National Standards[20]

Standard 1: School Policy Objectives		Ref No.
1.1	Improvements in Enrollment, Repetition, Dropout, and Promotion by grade (number of students)	1.
1.2	Percentage of students achieving annual learning outcome scores more than 60% on core subjects.	2.
1.3	Percentage of student achieving annual learning outcomes more than 60% in science subjects.	3.
1.4	Percentage of Grade 9 students who pass standard reading speed and comprehension standard (above 200 words per minute).	4.
1.5	Percentage of Grade 9 students passing national examinations.	5.
Standard 2: Teaching and Teaching Schedule		
2.1	School has teaching schedule by subject	6.
2.1.1	Number of lesson plans developed by Core Subjects in Grade 7 according to annual planning targets.	7.
2.1.2	Number of lesson plans developed by Core Subjects in Grade 8 according to annual planning targets.	8.
2.1.3	Number of lesson plans developed by Core Subjects in Grade 9 according to annual planning targets.	9.
2.3	Percentage of students passing core subjects	10.
2.3.1	Percentage of Grade 7 students passing core subject test scores as compared with annual plan targets.	11.
2.2.2	Percentage of Grade 8 students passing core subject test scores as compared with annual plan targets.	12.
2.2.3	Percentage of Grade 9 students passing core subject test scores as compared with annual plan targets.	13.
2.4	Percentage of grade 9 students passed semester examination	14.
2.5	Increase in the number of classes have meeting between teacher, parent and students who are slow learners (repeaters from previous school year, students who have end previous school year test scores and first monthly test scores of the school year below 60%) as compared with plan target	15.
2.6	Decrease in average of shortage of instructional hours.	16.
2.7	Decrease in the average shortage of instructional hours of grade 7	17.
2.8	Decrease in the average shortage of instructional hours of grade 8	18.
2.9	Decrease in the average shortage of instructional hours of grade 9	19.
2.10	Percentage of student absences decreases	20.
2.11	Percentage of grades/students that receive homework	21.
2.11.1	Percentage of student homework provided to grade 7 students by core subjects (Khmer, math and sciences) compared with annual plan targets	22.
2.11.2	Percentage of student homework provided to grade 8 students by core subjects (Khmer, math and sciences) compared with annual plan targets	23.
2.11.3	Percentage of student homework provided to grade 9 students by core subjects (Khmer, math and sciences) compared with annual plan targets	24.
2.12	Percentage of student project work	25.
2.12.1	Percentage of student project work provided to grade 7 students by core subjects (Khmer, math and sciences) compared with annual targets	26.

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[20] Adapted from: SEIP (2017) *School-based Management Manual,* Phnom Penh: MoEYS.

2.12.2	Percentage of student project work provided to grade 8 students by core subjects (Khmer, math and sciences) compared with annual targets	27.
2.12.3	Percentage of student project work provided to grade 9 students by core subjects (Khmer, math and sciences) compared with annual targets	28.
2.14	Number of target teachers got on-job training and coaching	29.
2.15	Number of classes meet class administration as MoEYS guideline according to plan target	30.
2.16	Number of classes meet class administration as MoEYS guideline according to plan target	31.
2.17	Number of physical education, sports and arts subjects arranged according to plan target (total 14 subjects)	32.
Standard 3: Parent and Communities Supports Student Learning		
3.1	Percentage of classes conducted consultative meeting between parent, teacher and students (beginning of SY and by quarter)	33.
3.2	Number of school management committee meeting conducted as guided (beginning school year, end semester 1 and 2)	34.
3.3	Percentage of students who come to school late	35.
3.4	Percentage of students doing homework and project work	36.
Standard 4: Student and Student Support Services		
4.1	Percentage of students use library (To be monitored by quarter)	37.
4.2	Percentage of students use science lab	38.
4.3	Percentage of students use computers	39.
4.4	Percentage of classes have functioning student learning club (operations as MoEYS guided)	40.
4.5	Percentage of students with low vision and hearing got supports to improve learning outcomes	41.
4.6	Percentage of students got scholarships dropout	42.
4.7	Number of exchange visits of teachers	43.
4.8	Number of field visits of students	44.
Standard 5: School Leadership and Management		
5.1	Number of school administration indicators achieved as MoEYS guided (Total 10 indictors)	45.
5.2	Performance of school inspection plan by school director/deputy school directors	46.
5.3	Number of monthly technical meeting conducted as MoEYS guided (Total 7 times per school year)	47.
5.4	Number of on-job training and coaching to school principal / school management committee by central and sub-national officers to improve school administration indicators	48.
5.5	Percentage of teachers improved their performance through annual teacher performance evaluation	49.
5.6	Reduction of school irregularities (There are a total of 9 irregularities)	50.
5.7	Number of monitoring visits and support from DOE, POE and MoEYS	51.
Standard 6: Human Resources		
6.1	Qualifications of teachers staff as compared with MoEYS TPAP	52.
6.2	Khmer, math and sciences teachers shortage subject reduced as compared with norms	53.
6.3	Qualification of school director as compared with MoEYS leadership upgrading program	54.

	Standard 7: Textbook and Teaching and Learning Materials	
7.1	Students have core textbooks by subjects and grades as norms	55.
7.2	Number of core subjects teachers trained to use the workbooks	56.
7.3	Library established and improved to meet standards	57.
	Standard 8: School Infrastructure and Environment	
8.1	Shortage of classroom reduced to meet the norm of student – class ratio	58.
8.2	Required rooms for teachers accommodation constructed	59.
8.3	School admin offices and furniture are provided to meet the requirement	60.
8.4	Toilette rooms are constructed to meet the standards and norm of students – toilette room for boys and girls	61.
8.5	School environment indicators (Total 16) improved	62.
	Standard 9: Financing and Financial Management	
9.1	School budget, sources and actual received by quarter improved	63.
9.2	School budget allocation, execution and transparency indicators improved (Total 5)	64.
9.3	Reporting of budget execution by main categories (administration, teaching and learning, and environment) improved focus on teaching and learning	65.

HANDOUT 27b: Guidelines for Setting the Indicators

1. Characteristics of Indicators

Basic Definition: Indicators are monitoring tools that tell us exactly when a goal, objective, or solution has been achieved. Indicators are the STANDARDS that planners set to help them gauge the effectiveness of their activities to achieve objectives.

Measurement and Indicators: Indicators can take various forms. Some indicators use *comparative or relative* standards (e.g., rates of dropout decrease by 5% in all schools from the previously recorded rate); other indicators use *absolute* standards (e.g., at least 40% of the students in school are female).

Some objectives that relate to things like *educational quality* or *attitudes* can be very difficult to measure (e.g., parents place a high value on education). For such objectives, planners use what are known as *proxy indicators.* These are "substitute" indicators through which to measure outcomes in indirect ways. For example, if parents value education more than before as a result of program interventions, perhaps dropout rates of their children will decrease. With respect to the quality of education, if quality is better perhaps learning will be better. Thus, dropout rates or children's test scores can be used as proxy indicators for measuring the achievement of objectives relating to parental attitudes about education or quality of education.

2. Writing Indicators:

Components of Indicators: When writing an indicator, the planner must take care that it includes at least 4 things. These include the following:

- *What* should happen (e.g., students score at least 5 on a 10-point test)
- *How much or to What Degree it should happen* (e.g., 60% of students)
- *For whom* (e.g., students in all grades)
- *By when* (e.g., by the end of the school year)

Being Realistic: When writing an indicator, be sure that the standards that you set are realistic. Do not set your standards so high that it will be impossible to achieve. Remember, you will judge the success or failure of your plan against your indicators so if your standards are too high, your plan will be judged to be a failure.

3. Indicators and Monitoring

Indicators can be useful in helping planners to make a monitoring plan. They imply:

- What kinds of information we need to monitor (e.g., enrolment rates, number of female teachers, etc.)

- Where we might find the information (e.g., school records) or how it needs to be collected (e.g., special surveys).

- How often we need to collect information (at the end of the year, twice during the year, etc.)

4. Exercise: Do the following exercise in small groups. Compare the responses of each group for conformity with the guidelines provided above.

Directions: Read the solutions in the table written below. Then, examine the indicator components written below the table. Try to match the component given with the solution to which it is appropriate and the indicator category (degree, how much, when) that it exemplifies. When you have done this, synthesize each component part of the indicator into a complete, written indicator.

Objective	*What should happen?*	*How much or to What degree it should happen*	*To whom the change should occur*	*When the change should occur*
1. Overcrowding in classrooms is reduced.				
Write your full indicator here:	**Indicator 1:** _____ _____			
2. Poor children stay in school.				
Write your full indicator here:	**Indicator 2:** _____ _____			

Indicator 1 components
- Through to the end of the year
- In all classrooms
- Pupil-Teacher Ratio is 45:1 or less
- For all teachers

Indicator 2 components
- At least 95%
- Of children identified as poor
- Stay enrolled in school
- Each year

HANDOUT 28a: What is an Activity Menu?

About Empowerment, Ownership, and Sustainability:

The use of Activity Menus is a planning device that conforms well with School-based Management Principles such as **Empowerment, Ownership,** and **Local Decision-Making.** After many years of centrally driven development that has not been so successful, we now know that stakeholders must feel empowered when we undertake school improvement planning. We can achieve this sense of empowerment when stakeholders feel that they have made their own decisions and choices of what they want to do to solve problems that they themselves define. 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 in the plan. Thus, we can see an important set of relationships between these concepts:

Empowering ⇨ Makes Us Feel Ownership ⇨ Makes Us Want to Sustain A Plan

The Use of Menus and Choice:

We all know that 'menus' are all about choice. When we go into a restaurant and read a menu, we are given a choice of many different kinds of foods to eat. If someone else orders our food for us, we are likely to feel not very happy with what we are eating. We are much happier when we can order own food. An Activity Menu works in the same way. By allowing stakeholders to choose the activities that they feel are most relevant to their own situation, we ensure that they will be 'happy' with the chosen activities. Thus, it is our hope that using an Activity Menu for the school improvement planning process will create a locally relevant activity set, which will nevertheless be contained within a fixed program framework, which in turn is in line with the Child Friendly School Policy of the Ministry of Education, Youth and Sport.

The Philosophy behind Using Activity Menus

The philosophy underpinning the use of planning menus in project implementation can best be summed up by the words **'freedom in structure.'** School systems should try to avoid a prescriptive development approach (i.e., an approach in which we tell the stakeholders what to do without consulting them). At the same time, we must recognize 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.'

Exercise: Look at the blank diagram below and the list of key concepts provided in the table at the bottom of the page. In your groups, discuss where each concept might go in the diagram provided. Some parts of the diagram have been filled in already to help you in your efforts to demonstrate the relationship between different concepts.

The Relationship between School-based Management and Activity Menus

School-based Managment
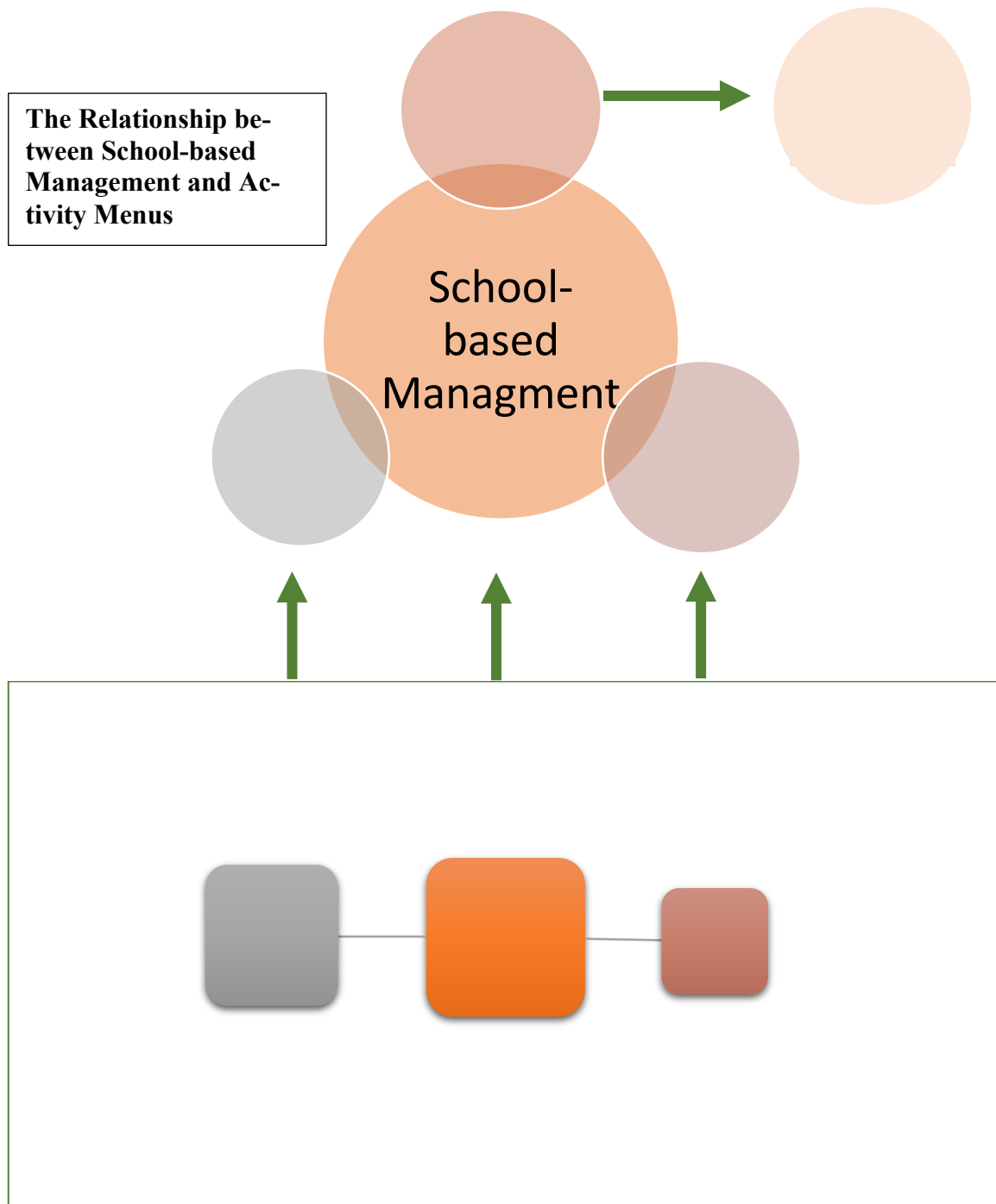
Activity Menu	Local Decision Making	Free Choice	Sustained Development
Empowerment	Freedom in Structure	Ownership	

Handout 28b: The Relationship between SBM and Activity Menus

Review the completed diagram below. Then, discuss with other members of your group how it differs from your own diagram that you did in the previous exercise in **Handout 28a** and why these differences in understanding may have occurred.
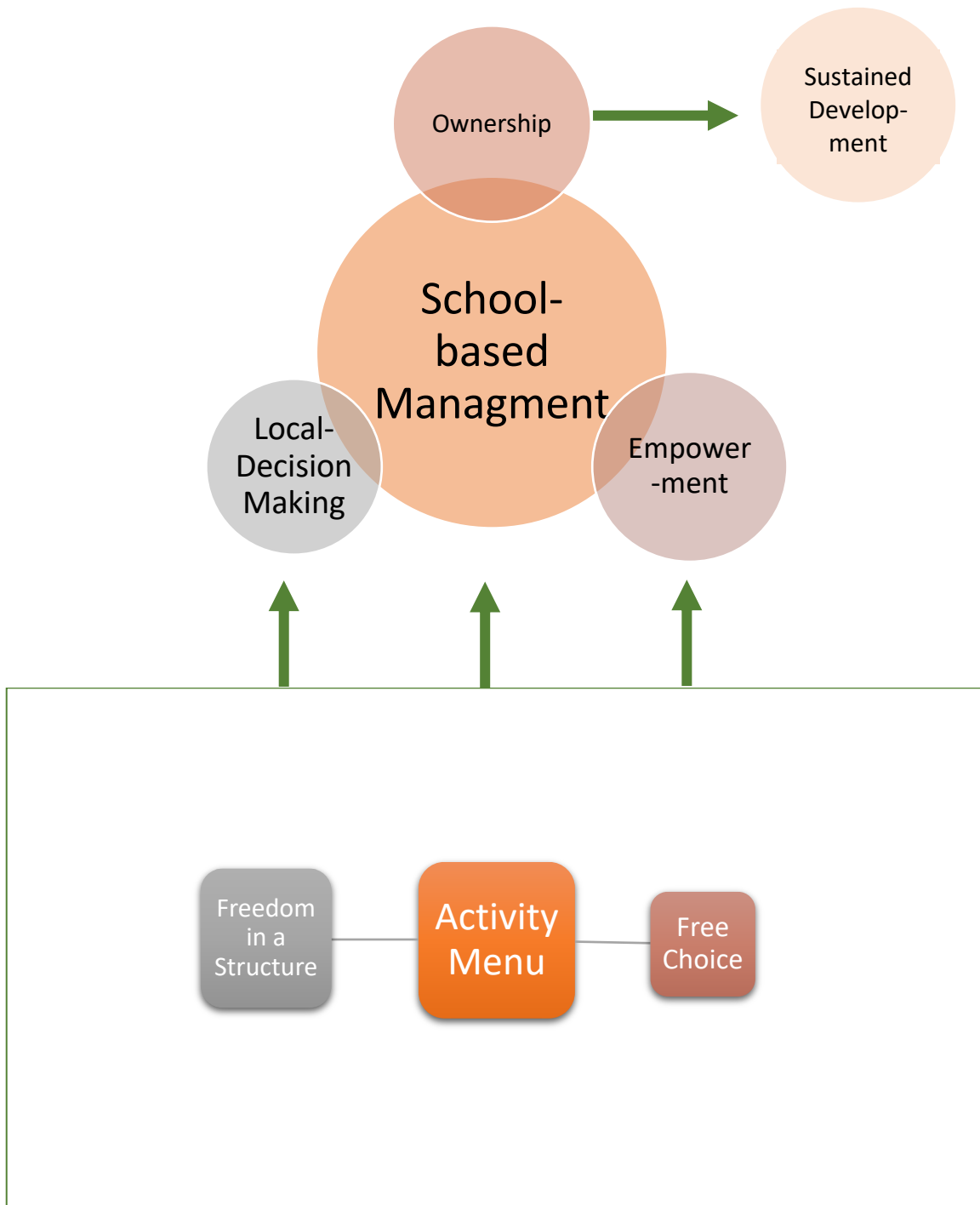
HANDOUT 29: Structure of an Activity Menu

An Example of an Activity Menu

The Activity Menu presented in sample provided the Facilitator has been structured as a matrix with six columns. An example of the menu is provided in the Menu Tour shown below. 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: Brown
3. Health, Safety, & Protection   Color Code: Green
4. Gender Equity (Combined with Dimension 1)   Color Code: --
5. Child, Parental, & Community Engagement   Color Code: Aqua
6. Enabling Environments: School Governance   Color Code: Orange

User Friendly Attributes of the Activity Menu

The Activity Menu example provided 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, they can open the menu booklet and try to MATCH their problems with an appropriate activity that has been designed to address it.

Cross-referencing Problems to Solutions: match activity pictures as solutions to the identified.

Activities Section of the Menu Helps to Build School Improvement Plan: Stakeholders can decide among

themselves whether they like an activity or whether it is relevant to their context by reading the **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 one's School Improvement Plan helps to keep the plan focused on *real activities* and avoids the use of what we call 'fake' planning words. Fake planning words include words like *strengthen, encourage, disseminate,* etc. Have you ever seen these words in a plan and wondered what you have to do to make the activity happen? What does it mean to 'strengthen' something? Do I *train* someone, do I have to *make a system,* do I have to *meet* with someone? It is better to use a word that describes the **real action** that you have to do rather than using a 'fake' planning word like strengthen or disseminate. The italicized action word in the Activity Description helps you to do that.

Use of Illustrations in the Menu: 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.

The Reference Number Used for Activities: Activities in the Menu each have a **Reference Number** so that they are easy to find. If a member of your planning group asks you to look at a specific activity, it is helpful to find if they can also tell you the number of the activity. When you know the Activity Reference Number, you can simply flip to the page where this number is located. In all, there are xx different activities listed in the Activity Menu.

Defining the Resources Needed for an Activity: Finally, each activity in the menu also includes a short listing of the **Notional Resources** that you need to implement the activity. In any plan, one needs to make a budget that outlines the resources that you need to implement an activity. The Notional Resources column helps you to identify these resources easily so you can make list them in your budget. These resources may include specific materials (e.g., hair cutting tools), stationery, cash for different purposes (e.g., travel money), and also human resources. In order to quantify the monetary cost of each resource, there is a Unit Cost Section Matrix that is provided at the end of the sample menu to help you with this process.

Take a look at the Menu Tour provided below to give yourself a better idea of how the Activity Menu is organized.

Menu Tour

Sample of an Activity Menu (Dimension: Health & Nutrition)

Problem Domain: *Tells you the problem that the activity will help to solve.*
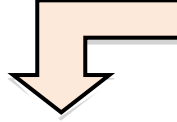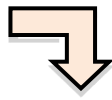
Activity Description: *Tells you briefly what the activity is about. Key verbs are in italics to show what actions need to be taken to implement*

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
Dimension 3: Health & Nutrition	23	Schools are not responsive to children's health needs	**First Aid Kits:** Schools *provide* a first aid kits to children to meet special health problems that occur at school.	o Materials for first aid	
	24	Children are hungry and mal-nourished	**School Breakfast Programs:** With WFP approval, local community committees *prepare* and *administer* breakfast to all children at rural schools.	o Cooking materials o Cooks o Rice/Fish from WFP	
	25	Schools are not responsive to children's health needs	**School Latrines and Clean Water:** Schools *build* wells and toilets to reinforce hygienic habits.	o Labor costs o Construction materials	
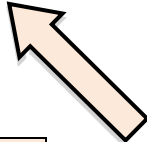
Dimension Column: *Tells you the dimension area of the activity, as per the MoEYS CFS policy framework*

Activity Reference Number: *Helps you find the activity in the menu easily when you are discussing with another colleague*

Notional Resources: *Gives you an idea of what needs to be budgeted for*

Illustration: *Gives you a quick idea through visual means of what the activity is all about*

HANDOUT 30: Using an Activity Menu to Identify Activities and Resources for a School Improvement Plan

Group Exercises

Note: In order to do the group exercises below, the Facilitator should distribute the Sample Activity Menu (Annex 1) and the Activity Menu Notional Unit Costs Matrix (Annex 2). These documents are located in the Annex of this Manual.

Group Exercise 1: Read the questions below and formulate answers in your small group for discussion. Use Examples of Activity Menus distributed by the Facilitator to formulate your answers.

1. Using an example of an Activity Menu provided by the Facilitator, try to find as many activities that you can that are designed to address problems relating to 'student dropout.' How many activities were you able to find? Do these activities give you any idea of additional activities that you could think of on your own?

2. For the activities that you found, look at the required resources. How much do you think it would cost your school(s) to implement each of these activities?

3. Do you have any preference for the activities that you found in the Activity Menu that address student dropout? That is, which one would be best for your school. Explain 'why.'

Group Exercise 2: Review the problems that you identified for your School Improvement Plan using the Logical Framework Approach. Try to match some of the problems that you identified with some of the problems listed in the Activity Menu. Do you see any interesting new activities in the Menu that you did not think of before? Would you like to add these into your plan? Do so if your group agrees to make the changes and report your changes back to the whole group.

Group Exercise 3: Review any new activities that you decided to put into your School Improvement Plan. Use the *Activity Menu Notional Unit Costs Matrix* that is attached to the Sample Activity Menu to try to determine how much it would cost and what other resources you might need to implement any new plans. Was this matrix helpful for making a budget for some of the new activities in your plan? Why or why not?

HANDOUT 31: Defining Change Management

Change management in an education setting can be defined as: Applying a set of tools, processes, skills, and principles for managing the people side of change to achieve the required outcomes.[21]

Change management is the processes, strategies, and activities that support, enable, motivate, and sustain people in the transition from the current situation to the desired future state. The purpose of moving from "here" (current state) to "there" (desired future state) is to achieve the goal/vision set out by the [school / MoEYS]. The process of moving from "here" to "there" is called "transition."
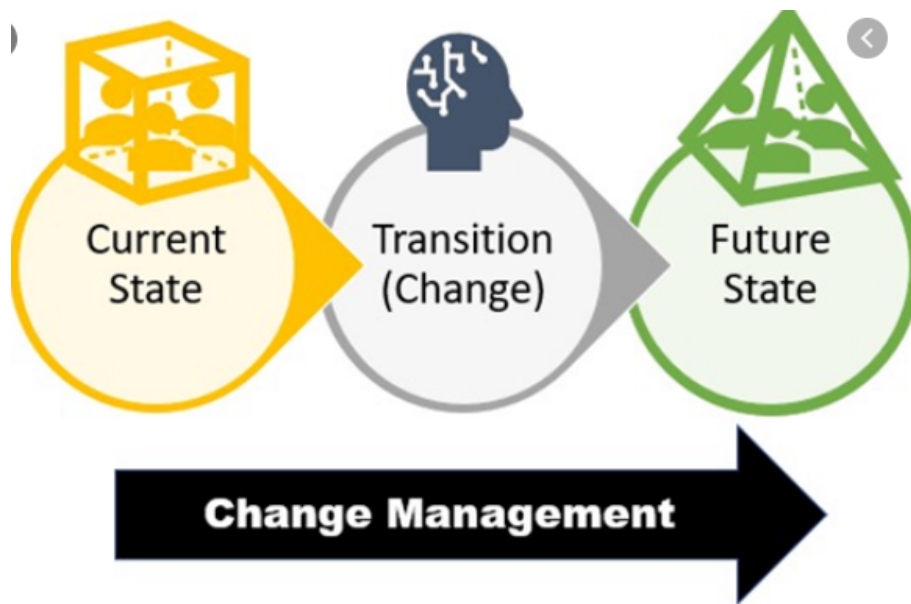
Key questions:	My answers:
1. **WHY** we want change? (What is the goal or purpose or vision of the change.)	
2. **WHAT** we want changed? (Do we need to change organizational processes; do we need to change individual knowledge, attitudes, practices, etc.)	
3. **HOW** we will make that change? (By what means or process or activities will we be able to accomplish tasks that help us reach our goal; and in what sequence do we need to do various activities.)	
4. **WHO** will be involved in initiating, designing, and accomplishing the change; as well as assessing its effectiveness?	

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[21] Adapted from Prosci Organisation, available at https://www.prosci.com/

HANDOUT 32: Linking Change Management & School-based Management

One of the goals of School-based Management is to challenge the Status Quo. The Status Quo implies a static teaching and learning environment. School-based Management seeks to move schools from 'static' to 'dynamic' teaching and learning environments. When there is dynamism in a school, positive change happens more easily. By removing centrally imposed controls that maintain the Status Quo, School-based Management approaches seek to promote dynamic teaching and learning environments that promote positive change.
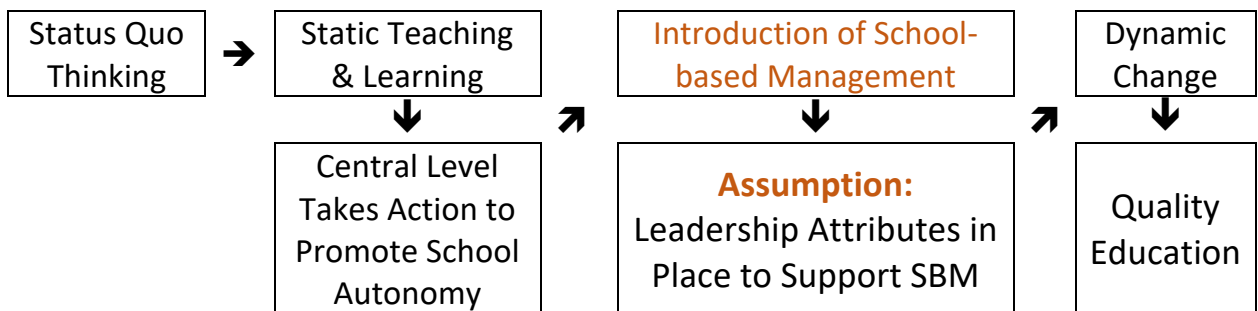
Status Quo Thinking	→	Static Teaching & Learning	↗	Introduction of School-based Management	↗	Dynamic Change
		⬇ Central Level Takes Action to Promote School Autonomy		⬇ **Assumption:** Leadership Attributes in Place to Support SBM		⬇ Quality Education

If an education system transformation plan, or a school improvement plan, stands a chance of succeeding, it is imperative that adult mental and behavioral shifts are discussed, understood, and nurtured—all in service of the transformational vision laid out in our plans.

As described in the global literature, mental shifts that are required to help a school move toward providing a high-quality 21st century education include the following.

From	To
Avoid Risk	Embrace risk
Exert Control	Distribute autonomy
Top down	Collaborative to gain ideas from different sources
Static Knowledge	Learning New Things
Have All the Answers	Ask questions
Stay within department lines	Work across departments
Value and prioritize only what we can assess (e.g., testing)	Prioritize what we value and figure out a way to assess it
"Don't rock the boat."	Push back when/where it is necessary, in service of the vision

HANDOUT 33a: Self-Reflection about Leadership Style

The decision of MoEYS to promote School-based Management is based on the assumption that school and community leaders will use the new autonomy that they receive to make hard decisions and promote change. But this assumption may not be true in all schools because not all schools have strong leadership.

Directions: Read each of the following questions and answer honestly about how you feel about what is being asked. Put a (✓) in the box which best describes YOUR own feelings about each given statement. When you are done, count the number of checks under each rating and multiply it by the number indicated. Then, add up your score for all columns to find your total score.

		Not true at all	Not true	Some-what true	True	Definitely true
1.	I see risk as a bad thing, something to be avoided.					
2.	When something needs to be done, I think it is usually best to do it myself so that it gets done properly.					
3.	I prefer to maintain the status quo at my school rather than introducing too many new ideas that may upset people.					
4.	I go with my own ideas because I generally know what is best for my school.					
5.	Right now, I know most everything that there is to know about creating a more ef-fective learning environment at my school.					
6.	As the leader of my school, I must show people that I understand everything.					
7.	The most important thing about being a leader is being well-liked by everyone.					
8.	When implementing a project or making a decision, it is best to do it without involving too many people.					
9.	Student test scores on Government Tests should be the priority when thinking about quality education.					
10.	It is best to keep harmony in a school, even if you sometimes have to compromise the school's vision.					
	Add the # of checks in each column					
	Multiply by	x5	x4	x3	x2	x1
	Total					

Add up the last row to get your grand total. Then, put an "x" on the line below to signify where you are situated on the spectrum.

Spectrum of Supportive Attitudes to Implement SBM

| Unsupportive of SBM Implementation | | Supportive of SBM Implementation |

5   10   15   20   25   30   35   40   45   50
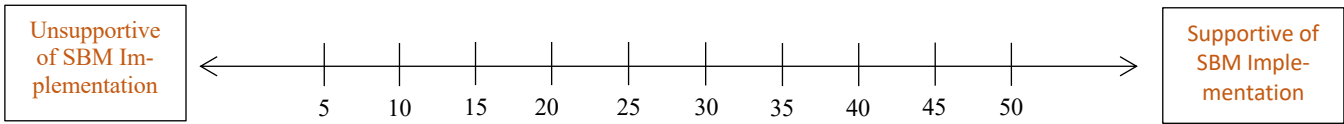
Note: Scores over 25 indicate a moderate to strong proclivity to accommodate change.

After the participants have scored themselves, the Facilitator should then initiate a conversation about the kinds of mental and attitudinal changes which are necessary to effectively implement school-based management. It is not necessary for participants to share their scores with each other; but rather for them to reflect deeply on what change is necessary in their own minds, attitudes, knowledge (etc.) in order to lead the positive changes that SBM can catalyze in their school.

HANDOUT 33b: The Role of Leadership, Innovation, & Motivation in Promoting School-based Management

It was noted earlier that School-based Management policies are based on the assumption that schools will use the opportunity of greater autonomy to promote change. But in order for this to happen, we generally hope that there will be three things in place among a majority of the leaders at school level. These include the following:

Leadership & Management ⬇	Educational Innovation ⬇	Motivation ⬇
"A **great leader** possesses a clear vision, is courageous, has integrity, honesty, humility and clear focus. ... Great leaders help people reach their goals, are not afraid to hire people that might be better than them and take pride in the accomplishments of those they help along the way.	True **educational innovations** are those products, processes, strategies and approaches that improve significantly upon the status quo and reach scale. The more broadly that an innovation can be used in other contexts, the better the innovation.	**Motivation** is the process that initiates, guides, and maintains goal-oriented behaviors. ... It is the impulse to get things done at the highest level of quality possible.

Educational reforms in Cambodia often fail because one or more of these qualities simply do not exist in schools. But each of these qualities are not black and white characteristics of school management. Some school leaders have them to varying degrees. Sometimes, it is useful to use short narrative rubrics to help us better understand what a school would look like with strong, moderate, and weak degrees of each of these qualities. The rubric framework that you see on the next page may help you to better self-assess management in your own school for this purpose. Try reading through the rubric framework provided below to determine where your own school lies.

As a follow-up task, you might also give this framework to your colleagues at your school to get their honest opinion about Leadership, Innovation, and Motivation at your school. If you do share this with others, ask colleagues to complete it 'anonymously,' so that they do not give you a deferential answer (i.e., ក្រែងចិត្ត).

Self-Assessment:

I rate Leadership & Management at my school as: _____

I rate Innovation at my school as: _____

I rate Motivation at my school as: _____

Assessment Rubrics for Leadership, Innovation, & Motivation[22]

Scale	Leadership & Management	Innovation	Motivation
0-2: Very Weak	The majority of managers have little visibility at the school and leave the management of the school to others. The school is largely on auto-pilot and most managers including the director are rarely seen.	There are no new practices at the school and school managers actively seek to maintain the status quo and discourage others who may have new ideas or want to make positive changes at the school.	The majority of managers show little interest in using the autonomy received from central level. Most managers (including the director) miss meetings, leave meetings early, and/or leave the management of the school to others.
3-4: Weak	The completion of basic management tasks (e.g., organizing meetings, financial reporting, statistics, etc.) are done at a level that is barely satisfactory. There is little transparency in management, poor communication, no decisive decision-making, and a style of leadership that does not inspire confidence in others.	There are some new changes and ideas relating to educational practices at the school but these are largely unplanned, come from below, and are generally ignored by the managers at the school.	The majority of managers demonstrate some nominal interest in using the autonomy received from central level but only enough to satisfy superiors. Managers do some things to support educational reforms but only the bare minimum, and in many cases less than the minimum.
5-7: Moderate	Basic management tasks are completed at a level that is satisfactory and exceeds the minimum standard. Although the leadership at the school may be liked or even well-liked by subordinates, there is no sense of dynamism (e.g., risk-taking) in how the school is led.	There are some new changes and ideas relating to educational practices occurring at the school, which come both from managers as well as subordinates. However, these are generally organic changes that are not yet well-planned or coordinated.	The motivation levels of a majority of managers are satisfactory. They show a reasonable degree of interest and support of education reform but may still be constrained in this support either because they perhaps lack capacity or do not fully understand the program.
8-9: Strong	Management tasks are completed in a manner that is very efficient. Managers are well-liked, transparent, decisive in their decision-making, and inspire confidence in others. Managers demonstrate good communication & negotiation skills and can be humble when required.	There is systematic innovation at the school that comes from all levels. The innovations are well-planned and coordinated and consciously address problems that have been identified by the school during planning meetings and other structured discussions.	The motivation levels of a majority of managers are quite strong. Managers spend more than the required amount of time working at their schools, strive hard to motivate others at the school, and demonstrate a strong sense of ownership of their schools.
10: Excellent	Management tasks are completed in a manner that is extremely efficient. Managers demonstrate all the characteristics of a strong leader described above but go one step further by generating a high level of creativity in the way that they manage the school.	There is systematic innovation at the school of a very high quality. Not only are the innovations well-planned and coordinated in terms of the local school environment but these innovations have high relevance for province-wide and even nationwide replication.	The motivation levels of a majority of managers are extremely strong as described above and the managers strive to make their school not only well-known and outstanding models of education in their own areas but also on the national and even international stage.

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[22] Adapted from *New Generation School Management Assessment Framework.*

HANDOUT 34: Why Change Fails (Case Studies)

Directions: Each group takes one of the scenarios below and uses the information in the scenario to complete the table on the next page. Each scenario explains attempts to make changes at a school. All failed, but for different reasons. Using what we learned about why change fails, analyze the situation and write down one or more reasons that it failed in the middle column. Then, in the last column, write what could be done differently to help achieve the change being sought. Note: you probably will not fill in every box for each scenario.

Scenario 1: At a school, many students were underperforming. The principal, trained in SBM, wishes to come up with a solution locally to improve scores. A school improvement plan was developed with teachers and monks from the local wat. They decided that the school needs a new lightening rod because if installed, the students would not be afraid of storms and could concentrate better on their lessons. After administering examinations, it was found that students' scores did not actually improve.

Scenario 2: At a school, the majority of students were not passing their national exam. The teachers came up with an idea to improve student scores. They don't tell the School Director because they know the Director is very busy. The teachers decide to have peer-to-peer tutoring and offer it on the weekends at the school. They recruit interested students (both tutors and tutorees) by having informal conversations. When the time comes to start the program, the students show up at the school but find that the classrooms are being used for training for but the Commune Council Election. Also, on that day some parents called the local police wondering where their children are.

Scenario 3: At a school, the Director meets with the community to talk about how to improve the critical thinking skills of students. They decide to create after school clubs. The Director does not inform the teachers of this decision. When the time comes to set up the clubs, the Director tells the teachers about the plan and assigns teachers to run the different clubs. One teacher points out that it will take 6 hours/week to prepare for the clubs and 2 hours/week to run the club; she doesn't have that much extra time. Another says that surely his club will require $10/meeting for materials; he doesn't have those financial resources. A third teachers says she does not feel confident to run the Entrepreneurship Club because she does not know enough about that subject. The teachers agree that these clubs are just not possible to implement.

Scenario 4: Planners at central level decided to make major investments in a school to promote STEM education. This included new science and ICT labs. The school managers welcomed the investment along with a one-week workshop to train teachers in how to use the labs. After all investments were completed, central planners found that the labs were poorly utilized. Teachers were not using the labs because they put a higher priority on their private classes and had no time. The director tried to force the teachers to use the labs but this only made them angry because they lost a lot of money by reducing the time for their private classes. In addition, the labs soon became very messy and dirty because no one was assigned to maintain them. Finally, students complained that they could learn nothing from the labs because the study periods were so short, few experiments could ever be fully completed.

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Directions: Write the number of the scenario that you read and make an analysis of why the change likely failed using the framework provided below:

Scenrio No.: _____

Reason/Problem	If there was a problem in this area, please explain.	What could be done differently to make the change successful?
Poor analysis of the situation.		
Limited support from school management		
Strategic shortcomings		
Understanding scale & scope		
Neglected stakeholders		
Poor communication		
Lack of vision		
Lack of preparation		

HANDOUT 35: Model of Change Management

We think of **Change Management** as a 3-step Process.

First, we have to **PREPARE** for Change. This means determining 'what' has to change and creating a constituency among other stakeholders to support the change. If stakeholders do not support the proposed changes, then it is unlikely to happen. Therefore, we need to convince people to support and participate in the changes.

Second, we have to **MANAGE** the Change. This means frequent communication with key stakeholders affected by the proposed changes, giving the power to stakeholders to make the changes that have been planned for, and trouble-shooting when obstacles arise.

Third, we have to **REINFORCE** Changes. When change starts to occur, it may not yet be fully established. We have to make sure that people who maintain changed practices are rewarded for doing so (not criticized). We also have to ensure that new practices become a regular routine in the school and part of the culture.

The diagram below summarizes the Change Management Process:

Prepare
- Determine what needs to change
- Ensure strong support from management
- Create understanding of the need for change
- Manage & understand doubts & concerns

Manage
- Communicate often
- Dispel rumours
- Empower Others to Take Action
- Involve relevant stakeholders in the process

Reinforce
- Anchor the change in culture
- Develop ways to sustain change
- Provide support & training
- Celebrate success
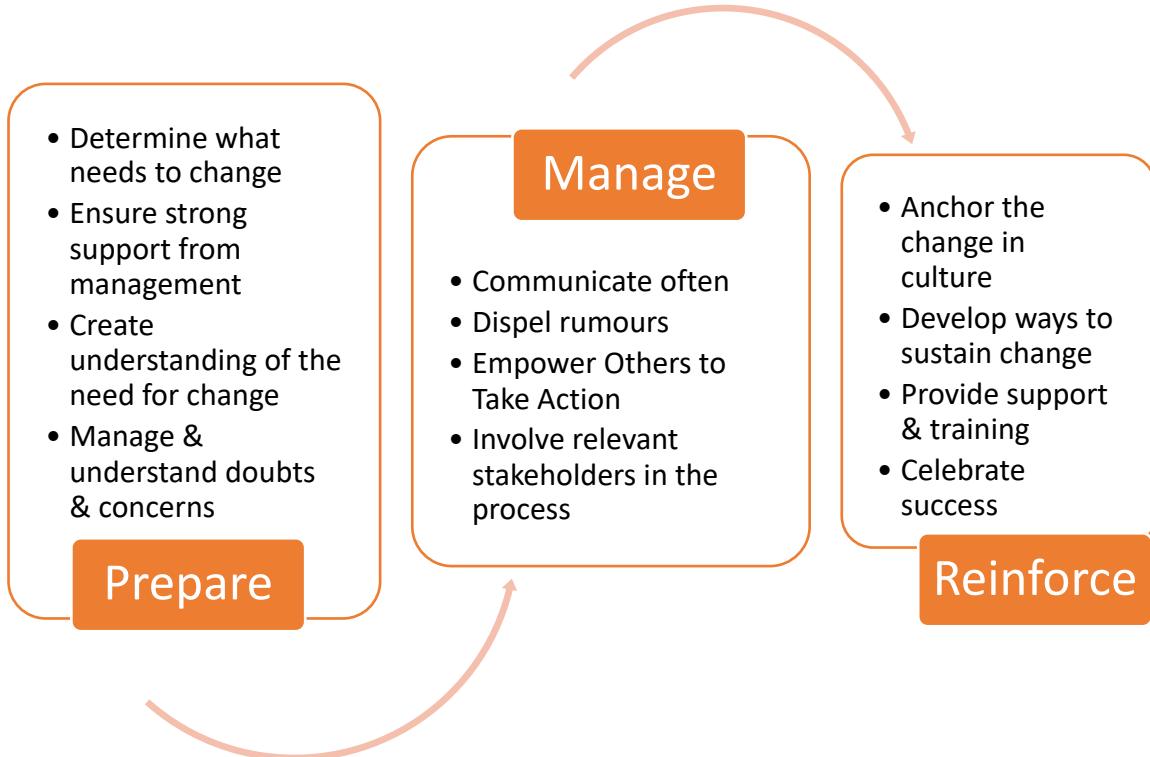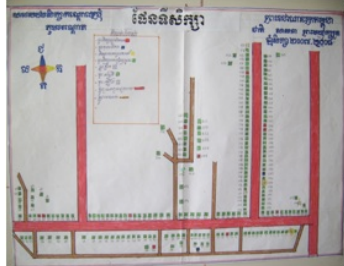
HANDOUT 36: A Framework to Help Prepare for Change

The table below provides a practical framework for school authorities engaging in change management, to reflect on how they can take practical steps to manage change in their schools. After you have made your School Improvement Plan, identify some of the key changes planned for and answer the questions below to ensure that your school is ready to actually **'Manage'** the changes.

Preparing for changes in your school	
Question	**Response from your school**
1) What is the change you want to make? List at least **3 things at your school that will be different** arising from the change achieved.	
2) List at least **3 key reasons** for the change.	
3) List at least **3 reasons** why the change must be made NOW (or within the next month).	
4) List at least **3 risks if there is a delay in** making the change.	
5) List at least **5 things the School needs to implement** the change.	
6) List at least **5 things the School needs to do in order to sustain** the change.	
7) List at least **5 key points the School must communicate,** and to whom, **BEFORE the change.**	
8) List at least **5 key points the School must communicate,** and to whom, **DURING the change.**	
9) List at least **5 key points the School must communicate,** and to whom, **AFTER the change.**	
10) List at least **5 platforms in which the communication will be done.**	

Preparing for changes in your school	
Question	**Response from your school**
11) For each of the communication platforms, list the following: ▪ **Person(s) doing the communication** ▪ **Person(s) receiving the communication** ▪ **Likely negative effect on the person(s) receiving the communication** ▪ **3 ways to mitigate any negative effect** for the person(s) in (c) above e.g., the person(s) who might feel he/ she is going to be negatively affected e.g., extra workload, additional responsibilities .	
12) List at least **3 platforms** in which staff can **provide feedback.**	
13) List at least **2 ways** in which the School will **revert to the staff** who provided the feedback.	
14) List at least **3 ways** in which **the School can determine if it has successfully communicated** the change.	
15) List **3 internal factors** that the School should consider when thinking about **the timing of the change.**	
16) List at least **3 strategies to address the risks of each internal factor.**	
17) List **3 external factors** that the School should consider when thinking about **the timing of the change.**	
18) List at least **3 strategies to address the risks of each external factor.**	

ANNEX 1:
A Sample Activity Menu
(Secondary School Level)

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
Dimension 1 & 4: Inclusive Education & Gender Sensitivity	1	o Local communities have no role in educational provision	**School Fairs:** Schools *organize* enjoyable events at the beginning of the school year (e.g., videos, children's games, contests, etc.) in other to stimulate local interest in enrolment and the schools role in the community.	o Cash grants for implementation (Material, beverage, question and answer and students gift…)	
	2	o Communities have no role in supporting education	**Child Seeking Schools (Schools 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.	o Surveyors o Stationery o Travel money	
	3	o 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.	o Surveyor training costs o Communication with NGO partners to find supplemental support o Small grants to meet children's special needs o Teacher remuneration	
	4	o 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.	o Counseling materials o Remuneration for doctor o Traveling cost for home visits	

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CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	5	o Low enrolment o High dropout	**Girls' 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.	o Meeting with girl students o LSMC meeting o Photocopy documents o Photocopy application o Travel budget for home visit o Provide student score report o Report preparation o Announce the result o Home interview o Communication support (Phone card)	
Dimension 2: Teaching & Learning	6	o 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.	o Construction material o Labor cost o Transportation cost	
	7	o Teaching is not effective	**Child Friendly School Teacher Training:** Schools *select* volunteer teachers for becoming CFS experimental classroom teachers. Teachers receive a foundation workshop for four days early in the school year and attend periodic reflection workshops throughout the year to follow up on their progress.	o Teacher trainers with expertise in Child-centered Methodologies o Teaching aids o Teacher per diem for workshop attendance o Teaching and learning documentation	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	8	o Teaching is not effective o Learning environments lack educational materials	**Subject Classrooms:** Schools *decorate* and *organize* a child friendly classroom in a way to make it supportive of effective teaching and learning in a particular subject (e.g., Math Rooms, Language Rooms, Social Studies Rooms, Chemistry Rooms, etc.) so that students have access to subject-specific materials (e.g., dictionaries, maps, chemicals, etc.) for their learning.	o Furniture (e.g., cabinets, special tables, etc.) o Learning aids for teachers o Learning aids for students o Educational materials for decorating the classroom	
	9	o 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.	o <u>Schools with Existing Libraries:</u> Additional books, administrative materials o <u>Schools with no libraries:</u> double-sided cabinets, reading tables, books and administrative materials)	
	10	o Educational provision is not relevant to local needs	**Study Trips for School Personnel and Community Members:** Schools *identify* selected personnel who can profit from visiting other schools that exemplify especially good educational practices. Schools *replicate* these practices in their own schools upon their return.	o Travel costs for participants o Lunch for participants o Other materials (e.g., question lists that should be developed before the visit) o Target school to visit	
	11	o Teachers do not know how to assign	**Effective Homework:** Schools/district authorities *provide* a special training for	o Training support for master teachers (e.g., subject	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
		homework to students in an effective way	teachers to help them reflect on effective strategies for assigning homework that is relevant to the topic taught as well as the level of students. A special training booklet has been designed for this purpose. After this training, teachers should be able to assign homework that effectively engages students and enlists the assistance of their parents.	leaders, school director) o Funds for 'echo' trainings with other teachers o Per diem for workshop participants o Educational supplies and stationery	
	12	o High repetition rates o Large class sizes prevent attention to special learning needs	**Remedial Support for Slow Learners:** Schools *provide* children who fail the first term with opportunities to study with an assigned teacher in their village so that they receive special help in learning, based on their special learning needs.	o Teacher trainers o Per diem for workshop participants o Stationery for training o Materials for remedial classes o Remuneration for remedial teachers	
	13	o Educational provision is not relevant to local needs	**Student Field Trips:** Schools *organize* special day trips for students to visit sites of educational interest (e.g., old temples, local factories, waterfalls, local museums, etc.).	o Responsible teachers to chaperone students o Travel costs o Lunch for students o Question lists for site visits o Camera	
	14	o Educational provision is not relevant to local needs	**Writing Clubs:** Schools *organize* writing clubs that students can join voluntarily, based on their interests. The clubs give students an opportunity to discuss prose and poetry in groups with	o Stationery supplies for writing and exhibits o Funds for field trips (travel costs, lunch, etc.) o Funds for printing writing anthologies	

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CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
			likeminded students and create their own portfolio of poems and stories.	o Remuneration for a super-vising teacher	
	15	o Educational provision is not relevant to local needs	**History Club:** Schools *organize* history clubs that students can join voluntarily, based on their interests. The clubs give students an opportunity to discuss issues in history in groups and plan field trips to places of historical interest. The groups may also do local history research and interview older members of the community.	o Stationery supplies o Funds for field trips (travel costs, lunch, etc.) o Funds for history exhibits in libraries and classroom o Remuneration for a super-vising teacher	
	16	o Educational provision is not relevant to local needs	**Theatre Club:** Schools *organize* theatre clubs that students can join voluntarily, based on their interests. The clubs give students an opportunity to develop and perform plays and skits on important social themes or literature that they can then perform for the student body.	o Stationery supplies o Funds for field trips (travel costs, lunch, etc.) o Funds for costumes or special materials for plays o Remuneration for a super-vising teacher	
	17	o Educational provision is not relevant to local needs	**English Club:** Schools *organize* English clubs that students can join voluntarily based on their interests. The clubs give students an opportunity to practice their English skills together, write short stories in English, and also assist the school in doing tours for the schools for foreign visitors.	o Stationery supplies o Funds for field trips (travel costs, lunch, etc.) o Funds for English books o Remuneration for a super-vising teacher	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	18	o Educational provision is not relevant to local needs	**Science Club:** Schools *organize* Science clubs that students can join voluntarily, based on their interests. The clubs give students an opportunity to discuss science and conduct special science experiments under the supervision of a teacher.	o Stationery supplies o Funds for field trips (travel costs, lunch, etc.) o Funds for special science materials o Funds for science books o Remuneration for a supervising teacher	
	19	o Educational provision is not relevant to local needs	**Newsletter Club:** Schools *organize* Newsletter Clubs in order to give students an opportunity to act as 'reporters' and 'journalists' through the medium of developing a small school newspaper, which is published once a month. These clubs give students an opportunity to be creative in shaping their newsletter and identifying news events in the local community and school to write about. The clubs are a good place for students to practice writing in a meaningful context, taking pictures, drawing, and using computer skills to develop unique products by themselves.	o Educational materials o Access to a printer and computer o Ink and A3 Paper o Camera o Travel costs for research and interviews (lunch money, etc.) o Remuneration for a supervising teacher	

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CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	20	o Teaching is not effective	**Demonstration Classes:** 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.	o Materials for production o Materials for demonstration o Mater teacher o Per diem for participants	
	21	o Teaching is not effective	**Technical Support Group (TSG):** Schools *set up* peer support networks to help teachers (both CFSS and life skill teachers) to improve their classroom practice. These networks provide opportunities for teachers to reflect on their classroom practice, based on non-threatening peer observations of classroom teaching.	o Teacher training for peer mentoring o Per diem for support visits o Per diem for planning meetings o Assessment tools and stationery	
	22	o Educational provision is not relevant to local needs	**Solar-Powered Computer Labs:** With assistance from government or a development partner, schools *set up* computer labs that utilize 'thin client' technology. Thin clients are low energy, low maintenance, and cost effective devices that enable the provision of a small number of solar panels that can sustainably power the labs. Once installed, the labs can greatly facilitate teaching and provide	o Infrastructure renovation funds for a computer room o Thin Client devices and a server o Electrical wiring o Solar panels and a battery o Maintenance costs for guard and cleaner.	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
			digital literacy skills to students in rural schools.		
	23	o Educational provision is not relevant to local needs	**Project Work Fairs:** Schools *provide* opportunities to students to use the school's computer facilities for advanced study and research outside of the classroom. The 'Project Method' is used to promote such study. A subject teacher may assist student groups in doing their research and preparing presentations in Powerpoint, which they share with other students, members of the community, and special visitors at special events called Project Work Fairs.	o Funds for training teachers in Project Method techniques o Funds for research costs (travel, stationery, etc.) o Remuneration for teachers o Access to computer facilities o Access to an LCD Projector	
	24	o Schools lack facilities and materials to enable practical and concrete teaching and learning of science concepts	**Science Labs:** With assistance from government or a development partner, 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. Special local materials are provided to schools to facilitate science experiments.	o Infrastructure renovation funds for a science lab o Science lab tables and stools o Cabinets for storage o Locally available chemicals and science materials o Funds for training teachers in 'hands-on' science techniques	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	25	o Educational provision is not relevant to local needs o Local communities have no role in educational provision	**Market Simulation:** Schools *organize* special fairs that provide children with opportunities to use life skills that they have acquired during the year. These skills include financial literacy skills, prevocational skills in sewing, hair cutting, etc and other things students may have learned. The activity provides a simulated market in which students can 'buy' and 'sell' their wares using play money. The fairs provide an opportunity for communities to be involved in children's education and see what they are learning.	o Meeting with teacher, community and students to plan for the simulation o Materials for various events that occur during the simulation (play money, saving forms, signs, life skills products students have made, etc) o School furniture to set up selling stalls o Microphone o Food and refreshments	
	26	o Educational provision is not relevant to local needs	**Opportunities for Life Skills Education:** Schools *provide* life skills education by allowing students to choose topics that are relevant to the local context. Topics are organized into a menu (see Part IV) that include 3 domains: (1) Socially Relevant Themes; (2) Business & Economic Studies; and (3) Practical Livelihoods.	o Life Skills Manuals with Teaching Session Plans o Life Skills Education Posters o Life Skills Learning Slides o Student Handouts (included in manuals) o Overtime for teachers, as needed	

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CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
Dimension 3: Health, Safety, & Protection	27	o Lack of water and sanitation aware-ness prevents chil-dren from attending school	**Water and Sanitation Training:** Schools *select* one or two teachers to re-ceive water and sanitation training from a project or local service provider work-ing in this area. After the training is complete, the core trainer will continue to train children in their own school. The training should include using water fil-ters, maintaining toilets, etc.	o Funds for Core trainer ori-entation o Training documents o	
	28	o Schools are not re-sponsive to chil-dren'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.	o Old Schools: Materials for first aid (restocking) o New schools: First aid box, first aid materials	
	29	o Lack of toilets at school impede at-tendance by girls	**School Latrines and Clean Water:** Schools build *wells* and toilets to facili-tate attendance by young girls. To facili-tate sustainability, toilets should be con-nected to water systems that provide running water for easy maintenance.	o Labor costs o Construction materials o Transportation costs	
	30	o Schools are not re-sponsive to chil-dren's health needs	**Physical Education Classes:** Schools *provide* opportunities to student groups to organize sports activities and do regu-lar exercises at their school. These regu-lar exercises strengthen students' health and formalize physical education as a regular part of the learning program.	o Sports materials (from PB budget) o Funds to support student sports groups	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
Dimension 5: Child, Parental, & Community Engagement	31	o There are no incentives or rewards for students who demonstrate exemplary behavior	**Reinforcement of Positive Student Behaviors:** Schools *provide* special rewards to students who show strong civic involvement in improving the school, based on standardized criteria that are transparent to all. Rewards should consist of educational supplies such as stationery, copy books, and pens.	o Stationery for students such as copy books, pens, pencils, and paper	
	32	o Educational provision is not culturally relevant to local needs o Students lack leadership roles in the school	**Student Councils:** Children in each school receive support to *set up* councils or associations that facilitate learning about local cultures (e.g., teaching younger children, researching local culture and reporting back to peers, etc.) and the natural environment.	o Volunteer teachers o Funds for special activities organized by the councils	
	33	o Local communities have no role in educational provision	**Community-Schools Semester Meetings:** Schools *organize* meetings at least twice a year to meet with parents to discuss educational provision at the school.	o Refreshments o Materials for the meeting	

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CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
Dimension 6: Enabling Environments: School Governance	34	o Lack of stakeholder involvement due to poor local leadership	**Leadership and School Management Training Course (SMLTC):** School directors and local educational leaders *attend* a series of seminars on school management and leadership during a two-year period. Between seminars, directors complete assigned task work at their schools. Based on transcript records and seminar attendance, directors receive an SMLTC certificate.	o Funding support for core trainers who deliver workshops o Participant per diem for workshop attendance o Stationery for workshops o Documentation o Per diem for school support visits by core trainers	
	35	o Schools do not know how to use assessments to facilitate improvement in local educational practices	**School Self-Assessment:** Clusters *select* one or more of their best schools and *conduct* an honest and critical self-assessment of performance to improve local educational practices across all CFS dimensions.	o Travel costs for visits to designated schools o Travel costs for meetings to tabulate and discuss assessment data o Other materials (assessment tool)	
	36	o No close follow up on the school activities	**School Monitoring Activities:** All school directors in Clusters who receive support from the project *have a duty to follow up* all activities, eg. Remediation, life skill, children council, etc.	o School director remuneration o Monitoring tool	

CFS Dimension	No	Problem Domain	Activity Description	Nominal Resources	Illustration
	37	o 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.	o Training topics for mentors on conducting effective technical meetings o Participant per diem for training workshops for mentors o Workshop stationery and refreshments	
	38	o No stakeholder-led planning development at local level. o 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.	o Per diem for participants to attend planning meetings in a central location o Activity menu o Workshop materials	

ANNEX 2: Activity Menu Notional Unit Costs

CFS Dim	No.	Activity	Resources	Unit Cost*
Dimension 1 & 4: Inclusive Education, and Gender Responsiveness	1	School Fairs	o Cash grants for implementation (e.g., Material, beverage, TV DVD Player rental, small student awards for games & contests, etc.)	o $20 to $30 per school
	2	Child Seeking Schools (School Mapping)	o Surveyors o Stationery o Travel Money	o 2 pers/school o $10/school o $2/pers×2 persons×2 days
	3	Child to Child Support for Vulnerable Children	o Surveyors training o Communication with NGO partners to find support o Small grants to meet children's special needs o Teacher remuneration	o $100 per school
	4	Girls' Counselors	o Counseling materials o Remuneration for counselors o Traveling cost for home visits	o $10/yr/school o $5/yr/sch o $1×30st=$30/yr/school
	5	Girls' Secondary School Scholarship	o Meeting with beneficiaries o LSMC meetings o Photocopy documents o Photocopy application o Travel budget for home visits o Provide student score reports o Report preparation o Announcement of result o Home interviews o Communication support (Phone card) o Scholarship benefits	o $2/teacher x 9 months o $2/pers x 7 pers x 4 months o $1/teacher x 1 pers x 9 mo
Dimension 2: Effective Teaching & Learning	6	Infrastructure Improvements	o Construction materials o Labor costs o Transportation costs	o Central budget o Central budget o Central budget
	7	Child Friendly School Teacher Training	o Teacher trainers with expertise in Child-centered Methodologies o Teaching aids o Teacher per diem for workshop attendance o Teaching & learning documentation	o
	8	Subject Classrooms	o Classroom furniture, pocket holders, etc. o Teaching aids o Student Learning aids	o Central Budget ($30/room) o Central Budget o Central Budget

	9	School Libraries	o Existing Library
			  • Books
			  • Admin. Materials
			o New Library
			  • Cabinets & Reading Tables
			  • Books
			  • Admin. Materials
				o Old school
				  • $200 Existing Library
				  • $800 New Library

CFS Dim	No.	Activity	Resources	Unit Cost*
	10	Study Trips for School Person-nel and Com-munity Mem-bers	o Travel costs for participants o Lunch for participants o Other materials (questionnaire) o Target school to visit	o Central budget o Central budget o Central budget o Schools to identify
	11	Effective Homework	o Training of Core Teachers o Teacher support o Workshop participant support o Miscellaneous Materials	o Central budget o $5/person o $2.50/pers per year x no. of teachers o $0.50/person x no. of teach-ers
	12	Remedial Sup-port for Slow Learners	o Teacher Workshop Costs o Teacher support costs for outside teaching	o Central Budget o $2/hr x 4 hrs/wk x 12 wks/yr
	13	Students Field Trips	o Responsible teachers o Travel costs for students o Lunch for students o Materials (questionnaire, cardboard, camera …)	o School to identify o $40 o $1.50/d×20st o $10
	14	Writing Clubs	o Educational supplies o Student Field Trip o Printing writing anthologies and ex-hibitions o Teacher support	o $18/yr o $70/trip o $35 o $1.50/mth x 3 mtgs/month x 6 months
	15	History Club	o Educational supplies o Student Field Trip o Printing writing anthologies and ex-hibitions o Teacher support	o $18/yr o $70/trip o $35 o $1.50/mth x 3 mtgs/month x 6 month
	16	Drama Club	o Educational supplies o Student Field Trip o Printing writing anthologies and ex-hibitions o Teacher support	o $18/yr o $70/trip o $35 o $1.50/mth x 3 mtgs/month x 6 month
	17	English Club	o Educational supplies o Student Field Trip o Printing writing anthologies and ex-hibitions o Teacher support	o $18/yr o $70/trip o $35 o $1.50/mth x 3 mtgs/month x 6 months
	18	Science Club	o Educational supplies o Conducting research on scientific ex-periments o Printing writing anthologies and ex-hibitions o Teacher support	o $18/yr o $70 (materials for experi-ments) o $35 o $1.50/mth x 3 mtgs/month x 6 months

CFS Dim	No.	Activity	Resources	Unit Cost*
	19	Newsletter Club	o Educational supplies o Printer and Camera o Conducting research on local events o Printing costs and Exhibitions o Teacher support	o Central Budget o Central Budget o Central Budget o Central Budget o $1.50/mth x 3 mtgs/month x 6 months
	20	Demonstration Classes	o Locally produced materials o Teaching aids to be modeled o Master Teacher o Teacher Per Diem	o Central Budget o Central Budget o Central Budget o Central Budget
	21	Technical Support Group (TSG)	o Teacher training o Per diem for support visit o Per diem for planning meeting o Assessment tools	o Central budget o Central budget o Central budget o Central budget
	22	Solar-powered Computer Labs	o Budget for computer maintenance o Computer hardware (thin clients, monitors, etc.) o Solar panels and battery o Materials for maintaining the lab (paper, ink, etc)	o Central budget o Central budget o Central budget o $80
	23	Project Work Activities	o Training teachers o Budget for local research o Teacher support for extracurricular work	o Central Budget o Central Budget o $1.50/mtg x 3 mtgs/month x 6 months
	24	Science Labs	o Budget for lab maintenance o Science lab equipment o Science lab materials (e.g., chemicals, etc.) o Training teachers	o Central budget o Central budget o Central budget o Central budget
	25	Market Simulation	o Planning meeting with teachers, community and students to plan for the simulation o Materials for various events that occur during the simulation (photocopy play money, saving forms…) o Hire microphone o Food and refreshments	o $150/school (for all activities)
	26	Opportunities for Life Skills Education	o Teacher Manuals on Life Skills Education (30 topics) o Life Skills Posters o Learning Slides o Student Handouts o Teacher Overtime Payments	o Central Budget o Central Budget o Central Budget o PB Budget o MoEYS Budget Committee
Dimension 3: Health	27	Water and Sanitation Training	o Core trainer orientation o Payment for core trainer o Payment for teacher orientation by core trainer	o Central budget o Central budget o $0.75/hr×# of classes×2 times/yr

CFS Dim	No.	Activity	Resources	Unit Cost*
	28	First Aid Kits	o Old Schools (Materials for first aid) o New schools (First aid box, material for first aid)	o $10 o $10 for materials and $15 for box
	29	School Latrines and Clean Water	o Labor costs o Construction materials o Transportation costs	o Central budget o Central budget o Central budget
	30	Physical Education Classes	o Support for Student Exercises and some Sports Materials	o $50/school
Dimension 5: Child, Parental, & Community Engagement	31	Reinforcement of Positive Student Behaviors	o Student incentives (e.g., writing books, pens, etc.)	o $30/school
	32	Student Associations	o Meeting budget for setting up and training o Funds for special activities planned by student. o Teacher remuneration	o No funds needed as school already established this association o $140/yr (make 2 requests per year) o $2×5 times/yr
	33	Community-Schools Semester Meetings (at Cluster Level)	o Refreshments o Materials for the meeting	o $10/sch×2times/yr (for all activities)
Dimension 6: School Enabling Environments	34	Leadership and School Management Training Course (SMLTC)	o School director and core trainer training o Per diem for workshop o Documentation o Per diem for support visit by core trainer	o Central budget o Central budget o Central budget o Central budget
	35	School Self-Assessment	o Travel costs for visits to designated schools o Travel costs for meetings to tabulate and discuss assessment data o Other materials (assessment tool)	o $8/sch (for all activities)
	36	Monitoring on School Activities	o School director remuneration o Monitoring tool	o $5×4mth/yr×# of school director in a cluster
	37	Support for Monthly Technical Meetings	o Stationery Materials for meetings	o $10 x 5 months/yr
	38	School Improvement Plan (SIP)	o Per diem for participants o Activity menu o Workshop materials	o Central budget o Central budget o Central budget