

**KINGDOM OF CAMBODIA**  
*Nation Religion King*



**Ministry of Education,  
Youth, & Sport**



# **New Generation School Operational Policy Guidelines**

**FINAL DRAFT**

**2019**

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## Policy Endorsement

The Ministry of Education, Youth, and Sport is happy to present this statement of operational policy guidelines to support the development of New Generation Schools. These guidelines will enable the Ministry and its development partners to make investments in selected schools in a way that achieves ‘maximal’ standards of learning for Cambodia’s children and youth. The New Generation School idea will, therefore, empower the Kingdom’s education system to effectively compete with other education systems in the ASEAN region where there is an urgent need for a work force with 21<sup>st</sup> Century skills. This refers above all to increased skill levels in the STEM subjects (i.e., Science, Technology, Engineering, and Mathematics).

New Generation Schools will add a ‘new development track’ to the nation’s educational investment strategy that complements traditional strategies to help all public schools operate at a minimum standard of performance. This new development track will move schools to the next level so that they can achieve ‘maximal’ standards of education. With its system of strict accreditation requirements and high governance standards, New Generation Schools will add to earlier efforts to develop the education system so that children and youth of all classes can access educational services in the public sector of the very highest quality.

The current guidelines and other accompanying documentation will enable development partners to invest in New Generation Schools according to a unified approach that is both explicit yet flexible. This approach encompasses the core themes that define a New Generation School including accountability and good governance, high professional standards, autonomy, innovation, accreditation, and a rationalized resource allocation system.

MoEYS would like to thank its development partners for assisting the Royal Government in developing these guidelines and looks forward to continuing collaboration to implement them.

Phnom Penh, 31 July 2016

Dr. Hang Chuon Naron  
Minister of Education, Youth, & Sport

# 1. INTRODUCTION

## 1.1 Purpose of these Guidelines

The present guidelines have been developed to provide guidance to educators and administrators at all levels regarding the implementation of *New Generation Schools* (NGS) throughout the Kingdom. The establishment of New Generation Schools is now an official policy goal of the Ministry of Education, Youth, and Sport (MoEYS) as per the new Education Reform framework promulgated by Ministry. Within the Education Reform framework, New Generation School activities are enumerated as Point 14.

## 1.2 Rationale for the Establishment of New Generation Schools

As the Kingdom enters the 21<sup>st</sup> Century, its education system faces many challenges. These challenges come from many sources including the integration of all ASEAN member states, increased economic competition, rapid penetration of Cambodian society by technology, increasing urbanization, the expansion of private schools, and a large youth population who require intensive guidance in today's world of competing choices and ideas.

MoEYS places a very high priority on improving the *quality of education* at both primary and secondary school level to meet the challenges elaborated above. Over the years, there have been some successes in this area but much more needs to be done. Given that the Kingdom has limited resources, spreading these resources across the entire country too thinly defeats the goal of increasing educational quality. What is needed is a *second development track* that will allow the government to continue to address the most basic needs of all schools while allowing for intensive and simultaneous investment in other schools to achieve *maximal* educational learning standards. Establishing New Generation Schools will provide the administrative framework needed to ensure that proposed high investment to such schools is linked with strict enforcement of accountability for performance standards. Herein lies the key rationale for this educational reform.

## 2. GOALS OF NEW GENERATION SCHOOLS

### 2.1 Overall Goal

The establishment of New Generation Schools seeks to create a new development track within the public education system that will lead to the creation of *autonomous public schools*, which receive high investment linked to new standards of accountability and governance as well as professional standards for 21<sup>st</sup> Century

### Box 2.1 Required Skills for the 21<sup>st</sup> Century

1. Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
2. Research skills, interrogative questioning
3. Self-direction, planning, self-discipline, adaptability, initiative
4. Oral and written communication, public speaking and presenting, listening
5. Leadership, teamwork, collaboration, cooperation
6. Information and communication technology (ITC) literacy,
7. Global awareness, multicultural literacy, humanitarianism
8. Scientific literacy and reasoning, the scientific method
9. Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

Source: <http://edglossary.org/21st-century-skills/>

learning. These schools will be exemplars of innovation and 21<sup>st</sup> Century Learning. Schools that do not meet required standards, however, will lose their status as New Generation Schools, thereby revolutionizing the way in which the Ministry does educational investment. New Generation Schools will provide a new standard of education in the public schools to prepare Cambodian youth for the 21<sup>st</sup> Century. This includes helping students to think critically and acquire needed work skills for the 21<sup>st</sup> Century Workplace. These skills are summarized in Box 2.1.

## 2.2 Specific Objectives

*Specific objectives for New Generation School Policy Guidelines include the following:*

**2.2.1** Create independent public schools governed by strict rules of performance accountability linked to high investment.

**2.2.2** Create new governance boards that will hold schools accountable for their performance.

**2.2.3** Create an *accreditation system* that will facilitate Oversight Board decision-making about a school's adherence to New Generation School core principles.

**2.2.4** Use new institutional freedoms (i.e., operational autonomy) to drive innovation in the way educational services are formulated and delivered.

**2.2.5** Replace the inefficient and socially inequitable system of informal private tutoring with a *rationalized resource allocation system* that enhances educational services.

**2.2.6** Improve teaching standards through new approaches that include (i) competitive teacher recruitment, (ii) performance-based incentives, (iii) intensive capacity-building in educational technology; (iv) STEM and problem-based learning methodologies; and (v) explicit teacher career paths linked to professional development opportunities (e.g., teacher scholarships for future study).

**2.2.7** Enhance educational services for Cambodian youth that will include career counseling services, differentiated learning channels (e.g., subject clubs), mobile learning, and life skills education.

## 3. KEY STRATEGIES

*The establishment of New Generation Schools will take in multiple strategies including the following:*

**3.1 Rigorous School Selection:** MoEYS will engage in rigorous selection of schools with the highest potential to utilize high investment effectively.

**3.2 Partnerships:** MoEYS will build strong partnerships with Non-state Actors (NSAs) and the Private Sector to assist Ministry in implementation and resourcing of New Generation Schools.

**3.3 School Accountability:** MoEYS will increase accountability of school managers

by using multiple strategies including competitive recruitment of managers, incentives linked to high performance, creation of a new *National Oversight Board* that strictly enforces criteria for the New Generation School designation, and withdrawal of NGS accreditation and investment in cases where schools no longer meet agreed criteria.

**3.4 Direct Control of New Generation Schools from National Level:** Because of continuing issues relating to local capacity and the very large investment to be made by Government in New Generation Schools, MoEYS will oversee these independent public schools designated as New Generation Schools directly from national level. This control will be exerted through a *National Oversight Board* created by MoEYS at national level (see Strategy 3.3 above). As the number of New Generation Schools increases in later years, MoEYS will seek to eventually devolve this control to Local Boards and will revise current policy accordingly.

**3.5 Teacher Incentives:** MoEYS will introduce special incentives for teachers to improve performance strategically as well as abolish current practices of private tutoring that undermine standards of professionalism in the way that teachers and students interact.

**3.6 Operational Autonomy linked with Innovation:** Schools will be allowed to work outside of the policy framework applied to normal schools so long as they can justify how proposed actions will promote innovation and increase educational quality. These freedoms may relate to outside recruitment of teachers, modifications in the curriculum, use of technology to increase educational efficiencies (e.g., electronic lesson plans, m-Learning, etc.), and other forms of educational innovation. Provisions for operational autonomy will be contingent on evidence of innovation.

**3.7 Intensive Use of Technology to Drive Innovation:** The use of technology will be a key element in New Generation Schools that includes not only access to hardware but also the introduction of new educational software that will enhance teaching, learning, and assessment (e.g., Literatu, 3D Classroom, etc).

**3.8 Youth Empowerment:** New Generation Schools will be implemented in a way that gives a greater role for students in managing new facilities and services. New Generation Schools should include provisions for *Youth Centers* within the school that provide space for students to plan special activities, utilize special investment funds provided by the school, and receive counseling services.

**3.9 Increased Hours of Instruction:** New Generation Schools will increase the number of hours of instruction for students to 36 hours per week for primary schools and 40 hours per week for secondary schools. New Generation Schools will ensure that teachers adhere to official guidelines requiring them to teach full-time. (18 hours per week for lower secondary school teachers and 16 hours per week for upper secondary school teachers).

**3.10 Introduction of Subject Themes:** New Generation Schools will be required to use increased hours of instruction time to provide access to special subject themes

that may focus on the STEM subjects, foreign languages, or other areas of interest to the local community.

**3.11 Social Equity:** New Generation Schools will be required to demonstrate that they are meeting the needs of the poorest members of the community. To incentivize outreach to the poor, the MoEYS will create a *Social Equity Fund* that will enable schools to access extra funds to help the poor. In addition, all unofficial fees that most affect the poor will be abolished.

**3.12 School in a School Model:** Converting existing schools into New Generation Schools presents many challenges because it is often difficult to recruit new staff for existing schools or change personnel there. To address this challenge, MoEYS will selectively employ a ‘School within a School’ strategy wherein it will set up new structures within the school but that are nevertheless separate from the school. This school within a school will be able to engage in competitive recruitment of managers and teachers, selective student identification (e.g., examinations), setting new curricula, and other measures that are inherent in the New Generation School model.

**3.13 Reduced Pupil Teacher Ratios:** Allow schools to reduce the number of students in classrooms to increase individualized learning.

**3.14 Changing Individual Mind Sets:** Change the behaviors of all school-level stakeholders including students, parents, administrators, and teachers to meet the needs of 21<sup>st</sup> Century learning.

**3.15 Modernizing Learning Environments:** Use new innovative designs in educational architecture to transform classrooms and other school facilities to align with 21<sup>st</sup> Century standards.

## 4. WHAT IS A NEW GENERATION SCHOOL?

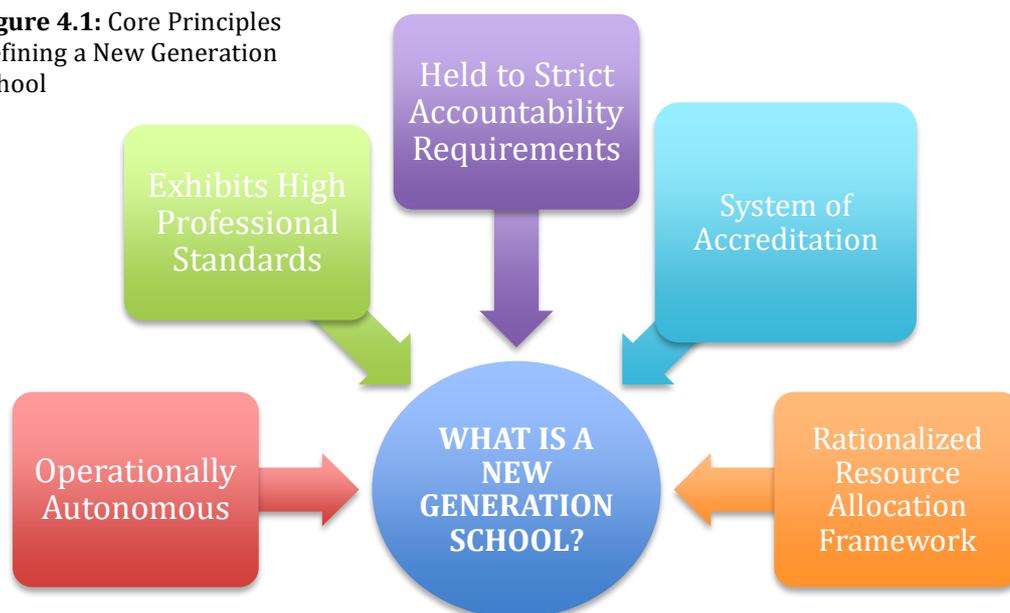
### CONCEPTUAL FRAMEWORK UNDERPINNING THE MODEL

**4.1 Clear But Flexible:** Identifying the criteria that define a New Generation School as well as the processes that are expected to unfold in such schools is a key objective of these guidelines. The formal definition of a New Generation School has been conceived by the Ministry in a way to give clear direction to the *National Oversight Board* when making determinations of accreditation; on the other hand, this definition has been formulated to provide some flexibility to local educators and school managers in implementing the guidelines.

**4.2 Core Principles:** MoEYS has identified a number of core principles that define what a New Generation School is. In summary, these principles are illustrated in Figure 4.1 and include the following:

1. *New Standards of Governance with Strict Accountability for Performance*
2. *High Professional Standards*
3. *Operational Autonomy*
4. *System of Accreditation*
5. *Rationalized Resource Allocation Framework*

**Figure 4.1:** Core Principles Defining a New Generation School



The core principles underlying a New Generation School relate above all to its *new governance structure*. This structure provides *operational autonomy* to school managers to *innovate* and ensure *high professional standards* at all levels. However, the price of this freedom is that they must be held strictly accountable for the school's performance, which relates to adhering to the operational guidelines that define a New Generation School. Such adherence involves such key accountability aspects as:

- Ensuring that teachers have actually performed agreed tasks for their incentives.
- Ensuring that teachers are not teaching private classes to their own students during working hours.
- Ensuring teachers are complying with teacher career path criteria.

- Ensuring access to required student services such as m-Learning services, career counseling, etc.
- Ensuring proper maintenance of high investment facilities and that they are open on a regular basis (e.g., library, computer room, etc.).

Another defining aspect of a New Generation School is the emplacement of a *rationalized resource allocation* framework. In a normal public school, parents pay large unofficial fees directly to teachers. There is actually significant investment from local communities into public schools but none of this investment adds value to school services because it bypasses the school and flows directly to teachers who are not held accountable. In a New Generation School, a school must abolish all informal payments but may negotiate voluntary contributions from parents, communities, etc. that flow directly into school coffers. Schools are required to use such funds and those from other sources to ensure the delivery of high quality student services, teacher incentives that are linked to performance, and investment in school facilities, among other things. Thus, New Generation Schools in many ways approximate private schools in the way that they allocate resources from all sources to ensure a high standard of services.

**4.3 Promoting Innovation:** It is expected that New Generation Schools will use their operational autonomy to promote innovation. This innovation may take many forms including (i) enhanced curricula (e.g., intensive learning in the STEM subjects); (ii) ICT in education (e.g., m-Learning, software-driven assessment and learning, etc); (iii) career counseling services for students; (iv) differentiated learning channels to accommodate students' strengths and interests (e.g., subject clubs); and (v) 21<sup>st</sup> Century library services that include e-library services, access to media services for research, and other innovations in library services.

New Generation Schools should respond to student and community interests in identifying the innovations that are to be promoted. This may include increased hours for English and/or science instruction; extended hours of teaching; reduced class sizes, etc. (see Box 4.1). Many of these actions are usually prevented by existing policies, which is the reason that New Generation Schools are allowed this operational autonomy so they can improve educational services and allocate resources accordingly.

**4.4 Role of Oversight Board:** A *National Oversight Board* will approve and monitor the use of funds received from government and other sources to ensure that these investments yield improved student services. The Board also makes recommendations for continued *accreditation* of a New Generation School. If a school is found to be in non-compliance with key criteria for performance (e.g., no private tutoring, enhanced library services, etc.), it may lose its accreditation. Without continued accreditation, the school will lose its access to special government resources. The composition of the board should reflect public-private partnership in which there are members from Non-state Actors and the private sector.

#### Box 4.1: Examples of Educational Innovation

- Increasing learning hours
- Recruiting teachers externally to address teacher shortages
- Reducing class sizes below official PTR levels
- Software-driven assessment

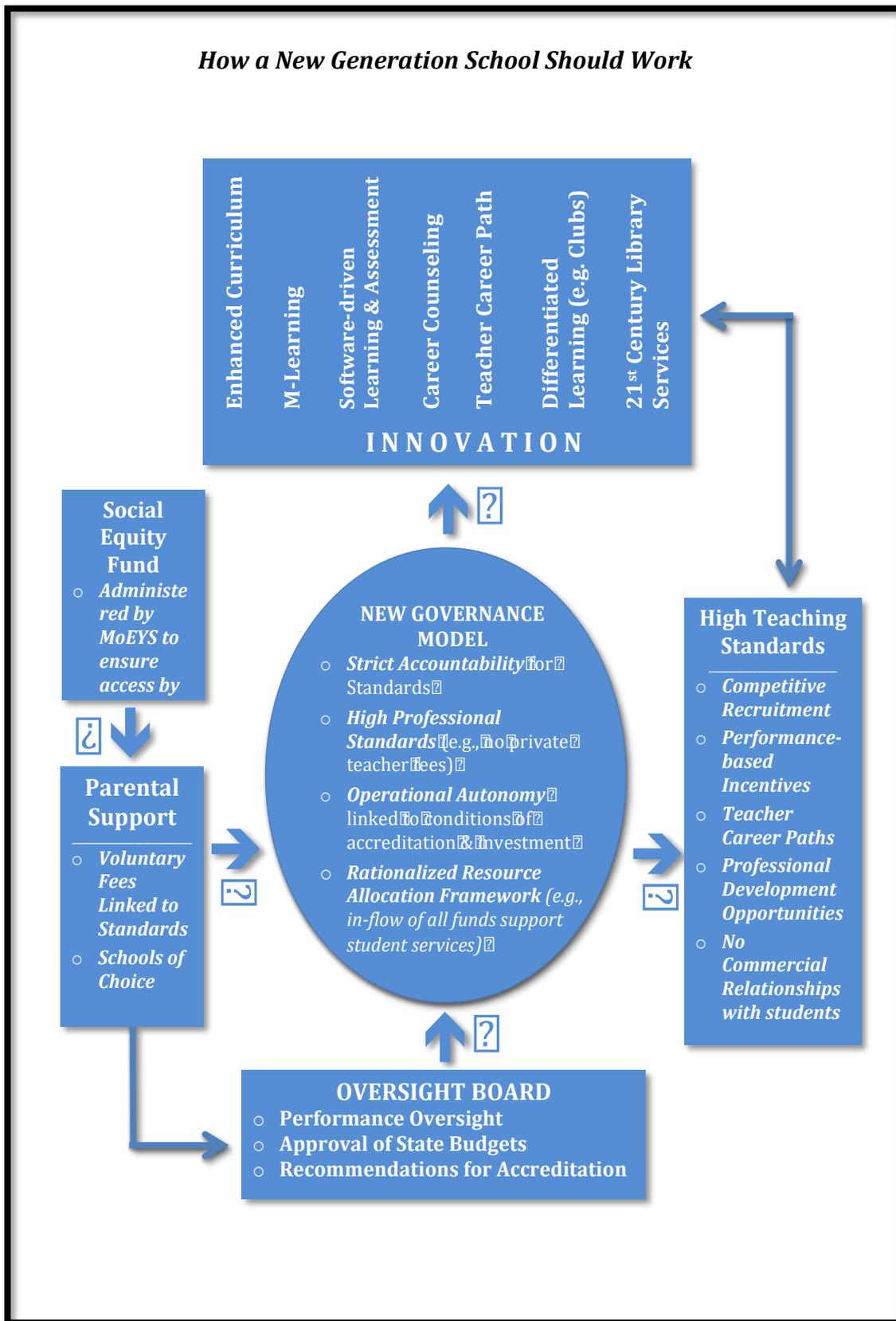
**4.5 High Teaching Standards:** Teachers working in a New Generation School will be required to make full use of new educational facilities including 21<sup>st</sup> Century libraries, Science Labs, and modernized classrooms. Ensuring that they do so will be a function of new standards of governance enforcement, which are the central feature of a New Generation School. Each teacher in a New Generation School must be in possession of a laptop to enhance educational services including electronic lesson planning, use of media for classroom presentations, internet research, and software-driven learning & assessment, among others. Software-driven learning and assessment will be facilitated through new software packages adapted to the Khmer language for New Generation Schools. Teachers will be expected to plan out professional goals with school managers and technical grade/subject leaders and undergo regular conferencing to update these plans. These plans should include professional development opportunities that may entail scholarships for extra qualifying degrees.

Of particular importance, teachers must demonstrate professional teacher-client relationships with their students that exclude all commercial transactions. Such transactions undermine teacher professionalism and lead Cambodian youth to think that they are 'buying' their scores. There is no room for such practices in a New Generation School.

**4.6 Parental Support and the Social Equity Fund:** New Generation Schools are defined as 'schools of choice.' This means that parents from any part of a province may enroll their children there if they can pass eligibility criteria (e.g., entrance examination results, literacy tests, etc). Parents may be asked to contribute a voluntary fee to the school in exchange for the abolition for all unofficial fees and maintenance of the school's accreditation as a New Generation School. This will happen in the 4<sup>th</sup> year of implementation conditional on continuing high standards of education and accreditation. Parents who are determined by the school to be of limited means will be exempted from such payments. To assist the school in waiving these voluntary fees, MoEYS will provide a substitute payment in place of the exempted family using funds from a *Social Equity Fund*. This special fund, to be administered by the Oversight Board, will ensure that all social classes have access to New Generation School services. In later years of New Generation School programming, parents will be able to petition Local Oversight Boards for changes in governance and educational services.

The interaction between New Generation School elements as described above is summarized in Figure 4.2 below.

**Figure 4.2: New Generation School Conceptual Framework**



## 5. MONITORING & EVALUATION

The New Generation School implementation framework will carry out monitoring and evaluation using two strategies. The first strategy will focus on 'process' indicators that will assist New Generation Schools to make continuous improvements in educational services across multiple areas including teaching and learning environments, library services, counseling services, science and ICT labs, and other areas. The purpose of the assessment of process indicators is 'formative' in nature and will be implemented using standardized tools indicated in **Annex 6** of this document

The second strategy for monitoring and evaluation will entail an assessment of compliance with 'Accreditation Criteria' that are laid out in **Annex 4** of this document. Accreditation must occur once each year and will result in New Generation Schools receiving a Certificate of Accreditation. This certification will enable New Generation Schools to access special sources of funding so that they can achieve the highest educational standards possible. If schools lose their accreditation, they will return to being a normal school and will lose access to special funds and other privileges accorded to New Generation Schools (e.g., autonomous status).

## 6. OPERATIONAL POLICY GUIDELINES

*The following operational policy guidelines have been formulated to help those responsible for the implementation of New Generation Schools to do so with maximum effectiveness. These guidelines are accompanied with numerous references to tool documents and forms that are provided in the Annex. Together, these guidelines and the accompanying tool documents should provide some degree of standardization between New Generation School Sites to ensure that their implementation is both meaningful and compliant with core principles.*

### 1. School Nomination Process

- Guideline 1.1** Schools may be nominated for consideration for NGS Accreditation by the Provincial and District Office of Education.
- Guideline 1.2** Any kind of school may be nominated for consideration as a New Generation School including primary schools, lower secondary schools, and lycees.
- Guideline 1.3** When submitted, nominations must be co-sponsored by a non-state entity such as an NGO, a Foundation, Private Enterprise, a Community Committee, or a private philanthropist. The co-sponsoring agent must be willing to commit to at least \$10,000 annually in support costs for a minimum of three years to qualify for consideration.
- Guideline 1.4** Nominations must be accompanied by a proposal for support and investment following the format presented in **Annex 1a**.
- Guideline 1.5** Nominations should indicate whether the entire school is being considered for nomination, a school within a school, or a new school.
- Guideline 1.6** Nominations to be a New Generation School will be reviewed by the National Oversight Board and either endorsed or rejected based on a review of the application. The review process employed by the National Oversight Board should be documented using the form shown in **Annex 1b**.
- Guideline 1.7** MoEYS recognizes that there are **three** kinds of New Generation Schools. These include (i) *New Schools*; (ii) *School in a School* and (iii) *Conversion Whole Schools*. The former refers to an existing school that is to be converted in its entirety to a New Generation School while the latter may be either an entirely new school or a 'school within a school.' The review process for Conversion Schools must be very thorough to ensure that all staff and community members agree to the conditions of operation of a New Generation School. This agreement by stakeholders must be demonstrated in writ-

ing by all relevant stakeholders as shown in Annex 1a.

- Guideline 1.8** State schools selected to be a New Generation School continue to be public schools and must remain *non-profit* in all aspects. All resources received from any source MUST be re-invested in school services.

## 2. Student Admission & Conditions of Enrolment

- Guideline 2.1** Students may be admitted to a New Generation School in one of two ways: (i) Lottery or (ii) Entrance Examination.
- Guideline 2.2** Students applying to a New Generation School should complete a formal application as provided in **Annex 2**. Secondary school students should complete the form in **Annex 2a** while primary school students should complete the form in **Annex 2b**.
- Guideline 2.3** During the first three years of operation of a New Generation School, there should be no tuition charges for students to pay.
- Guideline 2.4** Schools may consider the introduction of tuition fees for students on a 'voluntary' basis linked to clear conditions of performance and accreditation and approved by the National Oversight Board. Schools without valid accreditation have no authority to introduce a system of voluntary fees.
- Guideline 2.5** Poor students should be exempt from tuition fees but may be subject to a 'means-test' administered by the School Support Committee. (see Annex 11)
- Guideline 2.6** Schools may claim substitute payments for exempted students from a Social Equity Fund administered by MoEYS.

## 3. Roles and Duties of Oversight Board

- Guideline 3.1** MoEYS will create an Oversight Board at national level that will have four key functions:
- (i) Approval of all investment and social equity funds from the government;
  - (ii) Monitoring of compliance with NGS core principles as well as processes of implementation;
  - (iii) NGS Policy formulation and revision; and
  - (iv) Accreditation decisions.
- Guideline 3.2** MoEYS will also allow the creation of Provincial Oversight Boards that should complement the functions of the National Oversight Board. Provincial Oversight Boards will have four key functions:
- (i) Review and Approval of monthly expenditure requests submitted by schools (see **Annex 14**);

- (ii) Local teacher recruitment and issue of appointment letters to staff a New Generation School;
- (iii) Monitoring of Process Indicators using the assessment form provided in **Annex 6**; and
- (iv) Nominating schools to be New Generation Schools, which will then be reviewed by the National Oversight Board and either accepted or rejected as an appropriate site for investment.

- Guideline 3.3** The composition of the Board at all levels should reflect a public-private partnership in which members of the private and non-state sector have membership. This may include representatives from NGOs, businesses, and local communities.
- Guideline 3.4** The National and Provincial Oversight Boards will be governed by explicit operational statutes summarized in **Annex 3**. The Statutes of the National Oversight Board can be found in **Annex 3a** while those of Provincial Oversight Boards can be found in **Annex 3b**.
- Guideline 3.5** With concurrence from the Ministry, the National Oversight Board will be empowered to engage the services of Non-state Actors (NSAs) to help the government to implement the operational guidelines elaborated herein.
- Guideline 3.6** The National Oversight Board will create and staff a subcommittee that will undertake monitoring visits to all New Generation Schools to ensure compliance with core principles (see Accreditation Subcommittee in Guideline 4.2 below).
- Guideline 3.7** Accreditation monitoring visits will be overseen by the National Oversight Board and should occur at least once a year to each school.
- Guideline 3.8** Monitoring of ‘Process Indicators’ will be overseen by Provincial Oversight Boards and should occur at least twice a year at each school using the Form provided in **Annex 6**.
- Guideline 3.9** The National Oversight Board will review nominations for a school to become a New Generation School and will base its final decision in this regard on fact-finding missions entrusted to a monitoring subcommittee.
- Guideline 3.10** The National Oversight Board will review and approve Investment Plans (see **Annex 5**) submitted by all New Generation Schools each year. These annual school investment plans should be reviewed and forwarded to the National Oversight Board by boards at provincial level.
- Guideline 3.11** In future years, Oversight Board responsibility may be de-

volved to provincial level when it is determined that there is adequate capacity to administer New Generation School regulations and guidelines.

- Guideline 3.12** In the event that a Provincial Oversight Board does not ensure compliance with NGS standards or fulfill its oversight role, the Provincial Board may be dissolved and oversight functions returned to national level.

#### 4. Procedures for Accreditation

- Guideline 4.1** The National Oversight Board will create a Subcommittee for NGS Accreditation that follows the guidelines set out in the NGS Accreditation Protocol Booklet.
- Guideline 4.2** Accreditation as a New Generation School must be renewed annually.
- Guideline 4.3** An *Accreditation Subcommittee* under the oversight of the National Oversight Board will visit all New Generation Schools at least once a year to determine compliance with NGS core principles. The roles and duties of members of the Accreditation Subcommittee are set out in Form 4a of Annex 4.
- Guideline 4.4** Monitoring visits made by the Accreditation Subcommittee will use a standardized assessment form presented in Form 4b of **Annex 4**. This form will include a final recommendation regarding accreditation.
- Guideline 4.5** Some criteria enumerated in the standardized assessment form will be considered as absolutely required and must be assessed by the visiting subcommittee. In this respect, there are 12 criteria that are ‘required’ for successful accreditation while 12 criteria are ‘preferred.’ Of the preferred criteria, at least 50% must have been achieved for a school to be accredited while ‘all’ required criteria must have been achieved. All accreditation criteria are summarized in **Annex 4**.
- Guideline 4.6** Incidences of non-compliance with one or more core principles will be reported at once to the school and to the Oversight Board using Form 4c in **Annex 4**. A second visit will be scheduled with the school no later than three months hence to provide an opportunity for the school to bring itself into compliance.
- Guideline 4.7** If a school is still not in compliance with a core principle after a warning earlier provided, the Accreditation Subcommittee will make a recommendation to the Oversight Board to rescind accreditation. Although the Oversight

Board cannot remove a school director, it should inform the Provincial Office of Education, Youth, & Sport of that province that the school director's non-performance has resulted in a loss of accreditation and that the POEYS should consider removal. The recommendation to rescind accreditation will be conveyed using Form 4d provided in **Annex 4**.

**Guideline 4.8** The Oversight Board will have final authority regarding the award of annual accreditation to all New Generation Schools.

**Guideline 4.9** Decisions to rescind accreditation should be reported to the school and the Provincial Office of Education, Youth, and Sport using Form 4e provided in **Annex 4** with the advisory that the school will once again become a normal school. If a New Generation School loses its accreditation, it will no longer be eligible for special investment funds.

**Guideline 4.10** When a school loses its accreditation, it must wait at least one academic year from the time of suspension before it can re-apply for accreditation. At that time, it may do so using the form provided in **Annex 1**.

**Guideline 4.11** When a New Generation School loses its accreditation, the Oversight Board will be authorized to remove any and all equipment/furniture that has been provided to the school by MoEYS as part of its eligibility for high investment. The determination to remove such investment or to allow the school to keep it will rest with the Oversight Board.

**Guideline 4.12** When a New Generation School is accredited, it should be awarded with a Certificate of Accreditation using Form 4f provided in **Annex 4**, which must be signed by the Minister of Education, Youth, & Sport. This certificate is only good for a period of one year from the date of issue and must be renewed annually.

**Guideline 4.13** It is recommended that the NGS Accreditation Subcommittee should collectively plan out how to carry out information gathering activities when they visit a school. For this purpose, Form 4g in Annex 4 has been provided to help guide the identification of key informants and the data collection methods that should be used. Form 4h has also been provided to suggest questions that should be asked to key informants for each accreditation criterion.

## 5. Expected Standards of Performance

**Guideline 5.1** Schools will be assessed based on two types of assessment. One of these relates to compliance with core principles elaborated in **Annex 4**. The other relates to process-focused

criteria elaborated in **Annex 6**.

**Guideline 5.2** The National Oversight Board will monitor compliance with core NGS principles. Required compliance with these core principles includes the following:

- Strict Accountability for the effective use of resources to improve student learning and demonstrate educational innovation.
- Abolition of all ‘unofficial’ fees such as private tutoring fees, mandatory student purchases of cakes, study papers, etc.
- Increased hours of instruction: 34 hours per week for primary schools and 40 hours per week for secondary schools (one educational hour = 45 minutes).
- High Professional Teaching Standards that make extensive use of technology in instruction and learning as well as Differentiated Learning channels (e.g., Subject Clubs, learning choices, etc).
- Rationalized Resource Allocation Frameworks in which ‘all’ school income is allocated to improving student services.

**Guideline 5.3** New Generation Schools must provide special student services including:

- 21<sup>st</sup> Century Library services that includes electronic services.
- Counseling services
- Life skills education services
- Differentiated Learning Channels (e.g., student clubs, project-based learning, etc.)
- Student Councils that help manage the school
- ICT services

**Guideline 5.4** New Generation Schools must provide Differentiated Learning Channels to students that may take the form of specific subject themes (e.g., applied science, technology, etc.), access to subject clubs, and choice in the selection of life skills courses, among others.

**Guideline 5.5** New Generation Schools must demonstrate high levels of innovation in the provision of educational services such as electronic lesson planning and record keeping; software-driven assessment, teaching, and learning; stimulating learning environments; applied science learning; and other forms of dynamic student services.

**Guideline 5.6** The assessment of process-focused indicators will be undertaken by the Provincial Oversight Board in each province. The Assessment of process-focused criteria should include the following areas:

- Administration of Annual School Improvement Plan Grants
- Subject Classroom Utilization
- Existence of Professional Learning Communities for teachers
- IT Lab Usage & Integration into the Curriculum
- Science Lab Usage
- Life Skills Education
- Library Usage
- Equipment Maintenance and Physical Environment
- Student Support Activities (e.g., Counseling, Student Council)
- Career Counseling
- Teacher Support (e.g., Teacher Career Paths)
- Implementation of Performance-based Pay (Incentives)
- General Oversight and Management
- Community Engagement

**Guideline 5.7** The National Oversight Board may set performance targets for New Generation Schools, which are separate from Accreditation Standards. Performance targets set by the Board may focus on pass rates on national examinations, dropout rate targets, rates of English Language Proficiency, and other forms of performance that may be relevant to the national education system.

## 6. Operational Autonomy

**Guideline 6.1** A New Generation School will be granted ‘institutional freedom’ to act outside of the normal policy framework of the MoEYS. Specific actions in this regard should be justified to show links with educational innovation and improved educational quality (e.g., reducing PCR levels to improve educational quality, using licensed software to increase innovation and efficiency, etc.).

**Guideline 6.2** Operational autonomy is contingent on the ability of New Generational Schools to demonstrate educational innovation, high educational standards, and strong student academic performance.

**Guideline 6.3** Areas of operational autonomy may include but are not limited to the following areas:

- Enhancing curriculum
- Lowering PCR ratios
- External recruitment of teachers and other staff
- Administering examinations for student admission
- Developing lesson plans and classroom records in electronic form
- Procurement of licensed software

- Levying voluntary study fees on parents with concurrence of the community

- Guideline 6.4** The oversight of New Generation Schools will be directly under the responsibility of the Ministry at national level.
- Guideline 6.5** Education officials at local level should be kept informed of the progress of New Generation Schools in their jurisdiction but will not have authority over schools regarding compliance with NGS criteria or staffing.
- Guideline 6.6** The National Oversight Board will hold New Generation Schools accountable for their performance by looking at external measures of academic performance such as the Bac II Examination, the PISA Examination, etc. Institutional autonomy enjoyed by New Generation Schools will be contingent on their ability to show strong academic performance.

## 7. Staff Recruitment

- Guideline 7.1** School Directors and Teachers for New Generation Schools should ideally be chosen competitively. The Board will appoint a committee from among local educators and stakeholders to interview applying candidates.
- Guideline 7.2** Positions for School Directors and Teachers should be advertised widely for at least 2 weeks before interviews take place.
- Guideline 7.3** School Directors for New Generation Schools must be state employees of the Ministry of Education, Youth, & Sport.
- Guideline 7.4** Following the completion of interviews, the interview committee will submit a recommendation to the Board recommending the hire of the most qualified individual using the form in **Annex 7**.
- Guideline 7.5** New Generation Schools may also recruit teachers and other staff *externally* (i.e., staff from other provinces or those who are not state employees) if they meet standard requirements. These requirements should include but are not limited to the following:
- A minimum tertiary degree of two years or more in a relevant field
  - At least 3 years of teaching experience
  - Conversant in the use of technology
- Guideline 7.6** When recruiting staff externally, schools must ensure that they have adequate budgetary resources to employ them.

- Guideline 7.7** All school directors, teachers, and other relevant NGS staff should be required to sign contracts that outline the professional expectations to be fulfilled and the conditions of payment. In addition, Job Descriptions for Teachers, School Directors, etc. will be attached to these contracts. These contracts and Job Descriptions should take the form provided in **Annex 8**.
- Guideline 7.8** New Generation Schools must maintain a box file for every teacher, librarian, and counselor that records changes in their performance. These records should include their interview scores, classroom observation scores, conferencing minutes, career path planning, etc.
- Guideline 7.9** The contracts of all New Generation School personnel need to be renewed annually based on adherence to certain performance standards as indicated in **Annex 12**.
- Guideline 7.10** All staff hires and contract extensions issued by a school must finally be approved by the Board before they can become valid.

## 8. Resource Allocation

- Guideline 8.1** All financial resources including parental contributions should be placed in one school account with three signatories (School Director, Vice Director, and Board Representative(s)).
- Guideline 8.2** Requested resources from government should be summarized in a plan that links expenditures with problems and educational issues as per the form provided in **Annex 5**.
- Guideline 8.3** A New Generation School will be eligible for high investment from MoEYS and donors for the first 3 years of its existence. Starting in the 4<sup>th</sup> year, the school should discuss with the Board plans to shift some of this support to local communities and parents through the introduction of voluntary parental contributions. Parents who cannot make a contribution will be covered by continuing payments from a *Social Equity Fund*. The need for eventual parental support for a New Generation School should be discussed with local communities from the first year that a school is nominated for accreditation. Willingness to accept the eventual need for such support should be a condition of accreditation.
- Guideline 8.4** A New Generation School should have a trained individual who can manage the accounts of the school to ensure that financial accounts are properly maintained and updated

(See Section 13).

- Guideline 8.5** Staff members employed by New Generation Schools including school directors, teachers, and librarians, as well as others (e.g., counselor, accountant, etc.) are entitled to an incentive to top-up their salaries. These incentives are to be known as Performance-based Pay (PbP).
- Guideline 8.6** Performance-based Pay Incentives may be of two kinds: (i) fixed payments linked to the agreement among teachers to abolish private tutoring; and (ii) task –based payments.
- Guideline 8.7** Fixed Incentives for teachers are to be set at 400,000 Riels (\$100)/month for schools outside of Phnom Penh and 660,000 Riels (\$165)/month in Phnom Penh. These rates are intended to be minimum rates but may vary depending on the availability of resources and the endorsement by the National Oversight Board.
- Guideline 8.8** Fixed Incentives for school directors are to be set at a minimum of 1,000,000 Riels (\$250)/month for school directors and 800,000 riels (\$200)/month for vice directors. These rates are also intended to be minimum rates but may be higher depending on the availability of resources and the endorsement by the Oversight Board.
- Guideline 8.9** The conditions of teacher incentives should be stated in written contracts as per the *pro forma* template and Terms of Reference provided in **Annex 8a** and **Annex 8b**.
- Guideline 8.10** Task-based payments are to be provided to teachers as per the schedule provided in **Annex 9**. Schools have the freedom to set the rates of payment for these tasks based on the availability of resources and the endorsement of the Oversight Board. Depending on the volume of work required, these tasks may be remunerated in addition to fixed payments.

## 9. Teacher Development

- Guideline 9.1** Every teacher in a New Generation School must have a lap-top computer as a basic work tool.
- Guideline 9.2** Teachers must comply with professional development planning involving a career path as outlined in the form provided in **Annex 10**.
- Guideline 9.3** Teachers showing the most promise should be eligible for scholarship support to acquire extra qualifying degrees at either a tertiary institution or technical institute. These may either take the form of a full or partial scholarship depending on the availability of funds. Scholarship support to teachers should be justified as part of Teacher Career Path

planning with clear goals and expected improvements in teaching as a result of this investment.

**Guideline 9.4** Professional development programming at New Generation Schools should include study trips to exceptional schools abroad and/or in Cambodia.

**Guideline 9.5** Teachers will be required to attend on-going capacity building workshops of both a foundational and on-going nature. Contract renewal will be dependent on regular attendance of these workshops and compliance with any task work that might be assigned.

**Guideline 9.6** Teachers in a New Generation School must be organized into what is known as a *Professional Learning Community* (PLC). In such a community, teachers are expected to meet regularly, share information, develop common documentation for use in common, and provide reports to the group on various experiences (particularly after returning from study tours). Common aspects of a PLC that should be in evidence at a New Generation School include the availability of a Teacher Faculty Room, membership in a social media group, availability of Google Drive for internal messaging (e.g., email, social media groups), and a schedule for both formal and informal meetings.

**Guideline 9.7** New Generation Schools should have school-based mentoring systems that formatively support the practice of teachers, particularly new teachers. The establishment of this mentoring system should be guided by the following key principles:

- Schools should have one mentor for every 10 to 12 teachers.
- Mentors should be selected based on their ability to demonstrate excellent teaching practice and other qualifying credentials such as a degree in mentoring techniques.
- Mentors should spend two-thirds of their time providing mentoring support to other teachers and one-third of their time actually teaching.
- Teachers with over 10 years of teaching experience may receive mentoring support on a voluntary basis while teachers with less than 10 years experience should work with a mentor on a regular basis.
- Mentors should use software tools to support their mentoring efforts to both increase the efficiency of their mentoring and to provide teachers with some

control over the mentoring process.

Mentors may receive extra remuneration for their efforts to support other teachers.

## 10. Use of Technology

- Guideline 10.1** All teachers in a New Generation School must have in their possession a laptop computer to facilitate the use of ICT in education. This is a requirement for continuing accreditation.
- Guideline 10.2** A New Generation School must have an operational computer lab that can accommodate at least 50% of the school or more with at least 2 hours of access per student per week.
- Guideline 10.3** Libraries must have m-Learning facilities entailing the use of e-library services, educational software, tablet access, etc.
- Guideline 10.4** The 'teacher community' within a New Generation School must be linked together through such facilities as Google Drive, email accounts, social media, and regular meetings.
- Guideline 10.5** Every teacher in a New Generation School must have an email account.
- Guideline 10.6** All teachers in a New Generation School must have access to at least one or more LCD Projectors.
- Guideline 10.7** New Generation Schools must use educational software to promote efficiencies in administration, teaching, learning, and assessment. Specific software programs have been identified by MoEYS for this purpose (e.g., Literatu, 3D Classroom, SMAS, etc.).
- Guideline 10.8** When making investments in ICT facilities for New Generation Schools, it is suggested that planners provide one ICT lab with at least 30 stations for every 9 to 10 classes in a school. Schools with over 25 classes should have at least 3 computer labs to ensure that all students can access at least 3 hours of instruction per week at secondary school level and 2 hours of instruction at primary level.

## 11. Social Equity Fund

- Guideline 11.1** The source of the Social Equity Fund is the Ministry of Education, Youth, and Sport. The purpose of a Social Equity Fund is to ensure that guaranteeing access to New Generation Schools by the poor (who can not make voluntary contributions to the school) does not undermine the ability of the school to provide high quality services.
- Guideline 11.2** The Social Equity Fund is designed to address equity con-

cerns at New Generation Schools so that the poorest members of Cambodian society have access to high quality education in a way that does not impair resource flows to the school from the local community.

- Guideline 11.3** The Social Equity Fund should be used to cover the voluntary contribution costs received by a school that cannot be covered by poor parents.
- Guideline 11.4** In general, the MoEYS recommends that the total allocation of funding from the Social Equity Fund should equal the total operating cost of the school in one year (excluding investment costs for infrastructure and equipment) less the income received from parents and other sources of school income.
- Guideline 11.5** The Social Equity Fund will come into play in the 4<sup>th</sup> year of New Generation School programming at any given school, after the school has demonstrated that it is providing a high quality of education to its students. In the 4<sup>th</sup> year, the school will be advised to start to shift some part of the recurrent costs of this education to local communities. The Social Equity Fund intends to prevent this action from affecting enrolment among the poorest students.
- Guideline 11.6** The Ministry expects that the Social Equity Funds received by a school should generally be used to cover the recurrent operating costs of the school (e.g., teacher incentives, utilities, maintenance, etc.).
- Guideline 11.7** Schools should determine the number of parents in their school who cannot make voluntary contributions in later stages of implementation using the Investment Plan Template provided in **Annex 5** (Item 4).
- Guideline 11.8** Schools should determine how many parents in a school are poor and unable to make any voluntary contributions by using the ‘means test’ provided in **Annex 11**.
- Guideline 11.9** Funding from the Social Equity Fund for any given school will be approved by the Oversight Board.

## 12. Parental Support

- Guideline 12.1** New Generation Schools are to be known as ‘schools of choice.’ This means that they are high quality education models open to parents everywhere, even those not residing in the school’s catchment area.

- Guideline 12.2** Although the parents of any child from any location may apply to a New Generation School, their child must be eligible for admission. This may include succeeding in a lottery, passing an interview, or achieving a required score on an entrance examination as per the particular situation of any given school.
- Guideline 12.3** Parents must provide their input to the management of the school through a School Support Committee whose members will be elected from among parents and guardians.
- Guideline 12.4** After a New Generation School has proven it can provide a high standard of education according to its accreditation (usually by the end of the 3<sup>rd</sup> year of support), parents may be asked to make voluntary contributions to support the school in order to maintain standards.
- Guideline 12.5** Voluntary contributions may start at 260,000 riels (\$65)/year for rural areas and 800,000 riels (\$200)/year in urban areas. Contributions are voluntary and exempt poor households. The amount of solicited funds may vary and should be negotiated and agreed with parents and endorsed by the Oversight Board.
- Guideline 12.6** Parents are encouraged to provide feedback to Oversight Boards regarding compliance with accreditation standards and other matters relating to educational service.
- Guideline 12.7** New Generation Schools must organize Parent Night Meetings that include student exhibitions at least once per year.

### 13. Organizing Financial Administration in New Generation Schools

#### *Classifying Budgets according to Recurrent and Capital Expenditures*

- Guideline 13.1** New Generation School Expenditure Plans should distinguish between recurrent expenditures and capital expenditures where recurrent expenditures refer to costs such as:
- a. Teacher incentives
  - b. Salary/Incentives for support staff such as school managers, cleaners, guards, etc.
  - c. School Improvement Grants for educational activities
  - d. Maintenance costs
  - e. Utility costs
  - f. Etc.

While capital expenditures refer to costs such as:

- a. Renovations (painting, windows, doors, tiling, etc.)

- b. Furniture procurement (desks, tables, cabinets, etc.)
  - c. Equipment (computer equipment, pumps, etc.)
- Guideline 13.2** Capital expenditures should be managed directly by third party contractors working with the Ministry of Education, Youth, & Sport such as KAPE. Exceptions may be made in the case of small CAPEX costs by mutual agreement of the Oversight Board and third party contractor. In such cases, schools may include such expenditure requests in their monthly expenditure plans (see Guideline 13.10 below).
- Guideline 13.3** Third party contractors will ensure that donor funds are expended in accordance with Ministry audit guidelines including public announcements for procurements over \$5,000, quotations, payment of taxes, etc.
- Guideline 13.4** Budgets for Recurrent Costs should be managed directly by schools as part of a grant provided by a Third Party contractor or through Social Equity Funds

#### *Provisions for Delivering Funds to Schools*

- Guideline 13.5** Each year, schools should submit a request for budgetary support that will ensure compliance with NGS standards using the Social Equity Fund (SEF) Application provided in the NGS Operational Guidelines booklet (**Annex 5**).
- Guideline 13.6** This budget request should emphasize filling any deficits in *recurrent costs* needed to operate a New Generation School. Such deficits are defined as the difference between anticipated expenditures and income from all non-government sources (e.g., parental contributions, canteen income, etc.).
- Guideline 13.7** SEF Applications should summarize all sources of income and estimated expenditures for the school year (including School Improvement Grant operating costs).
- Guideline 13.8** School Improvement Grant budgets should be developed separately and may overlap with the Social Equity Fund Request.
- Guideline 13.9** Third Party Contractors working with Ministry should use the contract template attached (**Annex 13**) to provide a grant to schools.
- Guideline 13.10** Schools should prepare and submit monthly expenditure plans for their recurrent costs to the Oversight Board for review and approval to demonstrate transparency in the use of school funds. An example of such a request form is provided in **Annex 14**. The request should be prepared by the School Accountant, reviewed by the School Director, and approved by the Board Chairperson or Vice Chairperson. When approved by the Board, the school may then withdraw funds from its bank account to meet monthly expenditure costs.

### ***Approval Process***

- Guideline 13.11** SEF Applications must be reviewed and approved by the NGS Board before a contract can be issued by a Third Party Contractor.
- Guideline 13.12** School Improvement Grant Budgets must be reviewed and approved by the NGS Board before funds can be issued by a Third Party Contractor.
- Guideline 13.13** Following the approval of a spending request by the Provincial Advisory Board, the school accountant may issue a check for withdrawal of funds for the school checking account. This check requires three signatures at least one of which must be a member of the Provincial Advisory Board.

### ***Staffing Provisions for Financial Administration in New Generation Schools***

- Guideline 13.14** Each New Generation School should be staffed with a Financial Administration person or Accountant. This individual may be a government staff member who is trained in financial accounting and reporting or an accountant recruited from outside of the school and paid with a special salary from the school that is financed through SEF or parental contributions.
- Guideline 13.15** The Financial Administration Officer should prepare reports for the School Director that summarizes income and expenditure for auditing purposes.
- Guideline 13.16** The Financial Administration Officer should work according to the Terms of Reference provided in the NGS Operational Guidelines Manual (**Annex 15**).

### ***Record Keeping and Reporting***

- Guideline 13.17** School accountants should organize and maintain their accounts according to the provisions in the **NGS Financial Manual**, which has been provided for this purpose by MoEYS. This manual provides guidance on how to record income and expenditure and generate financial reports for review by the Oversight Board.
- Guideline 13.18** Schools should provide Profit & Loss Financial Reports to the Oversight Board on a quarterly basis. These reports should summarize income from all sources, transactions made during the quarter, bank reconciliation records, and other financial records that may be needed for auditing purposes.
- Guideline 13.19** Schools must provide well-organized financial records for audit by both government and private auditors to determine transparency and accountability in the use of available funds.



## Annex 1a: New Generation School Nomination Form

### Declaration

The Provincial/District Office of Education, Youth, & Sport of \_\_\_\_\_  
Province would like to nominate \_\_\_\_\_ School for considera-  
tion to be a New Generation School. This nominated school is located at the follow-  
ing address:

Village: \_\_\_\_\_

Commune/Sangkat: \_\_\_\_\_

District/Khan: \_\_\_\_\_

### Relevant Information

1. What kind of New Generation School would this be?

- Conversion New Generation School (Whole Existing School)
- School within a School
- New School

2. What grade levels would be targeted in this school?

Grade(s): \_\_\_\_\_

3. For what academic year are you proposing to make the nominated school a  
New Generation School?

\_\_\_\_\_

4. What is the name of the sponsor who is co-nominating this school with you?

\_\_\_\_\_

5. What sort of entity is your sponsor?

- LNGO  INGO
- Foundation  Local/Overseas Association
- Company  Local Community
- Private Individual/Philanthropist

6. How much funding has your sponsor committed for this nomination?

Year 1: \_\_\_\_\_ USD

Year 2: \_\_\_\_\_ USD

Year 3: \_\_\_\_\_ USD

**Total:** \_\_\_\_\_ **USD**

- The sponsor has not yet been able to make any specific commit-  
ment with regards to funding.

7. How would you describe the demographic setting of the nominated school?  
 Urban     Semi-urban     Rural
8. Have you discussed this nomination with the teachers at the school?  
 Yes, thoroughly     Yes, to some degree     Not yet  
 This is a Start-up New Generation School so there are not yet any teachers
9. Do teachers at the school agree to abide by the conditions of a New Generation School including the abolition of all unofficial fees?  
 All agree     Most agree     Some agree, some do not yet agree  
 This is a Start-up New Generation School so there are not yet any teachers
10. Have you discussed this nomination with parents at the school?  
 Yes, thoroughly     Yes, to some degree     Not yet
11. Do parents at the school agree to abide by the conditions of a New Generation School including possible support after Year 3?  
 All agree     Most agree     Some agree, some do not yet agree
12. Do you have an excellent school manager in mind whom you believe can do a good job of leading and managing the school, should it be funded by the Board?  
 Yes     No  
 If yes, what his/her name and phone number?  
 Name: \_\_\_\_\_; Phone Number: \_\_\_\_\_
13. Has this school ever been nominated as a New Generation School before this application?  
 Yes     No
14. What is the state of the infrastructure at the school and how much investment would be needed to modernize it?  
 Infrastructure is in poor condition and will require considerable investment  
 Infrastructure is in reasonable condition but will still require major investment  
 Infrastructure is in reasonable condition and will not require too much investment  
 Any Infrastructure upgrading costs will be covered by the sponsor

***Thank you for this nomination. Your application will be considered by the committee and we will inform you of the result. If selected, a committee representative will be visiting you to do a fact-finding mission to determine feasibility and next steps.***

*Parties to the Nomination*

**For the POEYS**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_

**For the DOEYS**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_

**For the Sponsor**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_

**For the School Director** (if one has already been selected)

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_

**For the Local Community**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_

## Demonstration of Support from Teachers

**Please show your support or non-support of the nomination of this school as a New Generation School:**

<b>Teacher's Name</b>	<b>I support this nomination</b>	<b>I do not support this nomination</b>	<b>Signature</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	

28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	



## Annex 1b

# Board Review Form for New Generation School Nomination

Name of the Nominated School: \_\_\_\_\_

Address of the Nominated School:

Village: \_\_\_\_\_

Commune: \_\_\_\_\_

District: \_\_\_\_\_

Province: \_\_\_\_\_

**Directions:** Please review the important factors listed below regarding the nomination of this school in order to make a determination about whether it is a worthy candidate for investment by MoEYS.

**1. Please describe how well the consultation process has been carried out** (e.g., has everyone been consulted that needs to be consulted?).

_____
_____
_____
_____
_____

**Board Determination:**

The stakeholder consultation process has been thorough and satisfactory

The stakeholder consultation process has been inadequate for this nomination.

**2. How strong is the support for this nomination from stakeholders, especially teachers and community?** (e.g., does a majority of community members and teachers support this nomination? what percentage of teachers have expressed their support? Etc.)

_____
_____
_____
_____
_____

**Board Determination:**

- There appears to be strong support for this nomination
- There does not appear to be strong stakeholder support for this nomination.

**3. Please describe the degree to which the sponsor can support this school nomination.** (e.g., how much money has been committed, for how many years can the sponsor make this commitment, etc. )

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**Board Determination:**

- Sponsor support appears to be satisfactory.
- Sponsor support does not appear to be certain or satisfactory.

**4. Please describe your assessment of the infrastructure investment needs against the risks involved in making this a successful New Generation School** (e.g., are the investment needs very high while the risks associated with making the school a success are also very high? Do a large number of teachers oppose the conversion of the school while investment needs are also very great? Etc. )

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**Board Determination:**

- The investment needs for this school are appropriate against the likely risks for success for this school.
- The investment needs for this school are not appropriate against the likely risks for success for this school.

**5. Please make any additional comments regarding the acceptance or rejection of this school nomination.**


**The overall determination of the National Oversight Board is to:**

- Reject this application**
- Approve this application.**

**Board Members Participating in this Review**

<b>Name</b>	<b>Position</b>	<b>Signature</b>
1.		
2.		
3.		
4.		
5.		

**Seen and Approved**

**Name:** \_\_\_\_\_

**Board Chairperson**



## Annex 2a: Student Application Form

### New Generation School Program (Secondary School Only)

#### ABOUT THE PROGRAM:

\_\_\_\_\_ Secondary School seeks to build a suitable environment for 21<sup>st</sup> Century learners. With state of the art classrooms, library with online resources, extensive access to technology and science lab facilities as well as innovative teaching techniques, this school seeks to help Cambodian youth develop into capable and creative thinkers, able to compete in the international market place.

#### THINGS YOU SHOULD KNOW

*(For the school to complete before distribution to students)*

Important details about the program that you should consider in your application include the following:

- There will be \_\_\_\_ *Subject Specialization Streams* including
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Students will study for 40 hours per week including normal hours
- The school will provide the following special services to students:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- The school's academic year will begin on \_\_\_\_\_
- Students from all social classes, ethnic backgrounds, and both boys and girls are encouraged to apply.
- The Application Process is free so that you should immediately report anyone who solicits money from you for your application.

## STUDENT APPLICATION FORM

### A. Personal Information

Surname: \_\_\_\_\_ Given Name: \_\_\_\_\_

Age: \_\_\_\_\_ Gender M  F

Grade:  7  8  9  10  11  12

Do you currently attend another school? Yes  No

Email address: \_\_\_\_\_ *(If you have one)*

Telephone Number: \_\_\_\_\_

-----

Parent's Name: \_\_\_\_\_

Email address: \_\_\_\_\_ *(If you have one)*

Telephone Number: \_\_\_\_\_

### B. Subject Stream Preferences

*Please indicate your Stream Preference by checking the appropriate box below and indicating what priority you place on each subject. Put a 1 after the subject that is your first preference, a 2 after the subject that is your second preference and a 3 after your third preference:*

Theme Subject(s)	Check your Preference(s)	Write a number to show what priority you put on each subject (1, 2, and 3)
	<input type="checkbox"/>	

### C. Your Goals, Habits, and Future Plans

**Directions:** Check the box of the statement that applies to your situation & complete the blank.

**1.**

When I grow up, I would like to be a \_\_\_\_\_.

I have no idea yet what I want to be.

**2.** How hopeful are you that you will complete Grade 12?

Very hopeful    A little hopeful    Not at all hopeful

**3.** How would you describe yourself as a student?

<input type="checkbox"/> An excellent student <input type="checkbox"/> Not excellent but above average <input type="checkbox"/> About average <input type="checkbox"/> Hard to say
<b>4.</b> How would you describe your knowledge of ICT? <input type="checkbox"/> Know a lot <input type="checkbox"/> Know a little bit <input type="checkbox"/> Know hardly anything
<b>5.</b> If you had \$5,000 in your pocket, what would you spend it on? <hr/>
<b>6.</b> How would you describe your family's income? <input type="checkbox"/> More than Adequate <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
<b>7.</b> How satisfied are you with the current quality of education that you are receiving? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Not at all satisfied
<b>8.</b> Check the box of the statement that applies to your situation and complete the blank. <input type="checkbox"/> My most favorite author is: _____. <input type="checkbox"/> I don't really have a favorite author.
<b>9.</b> How often do you read a newspaper? <input type="checkbox"/> Almost everyday <input type="checkbox"/> Once a week or less <input type="checkbox"/> I don't usually read newspapers
<b>10.</b> Check the box of the statement that applies to your situation and complete the blank. Do you have a role model? <input type="checkbox"/> Yes <input type="checkbox"/> No If you said 'yes' to the above question, who is your role model ? <hr/>
<b>11.</b> Why do you want to study in the New Generation School program? <hr/> <hr/>
<b>SIGNATURE</b>
<b>Student Signature:</b> _____ <b>Parent Signature:</b> _____ <b>Date:</b> _____
<i>Thank you for completing the application. Please return this to the New Generation School Office</i>

## Annex 2b: Student Application Form



### **New Generation School Program (Primary School Only)**

#### **ABOUT THE PROGRAM:**

\_\_\_\_\_ Primary School seeks to build a suitable environment for 21<sup>st</sup> Century learners. With state of the art classrooms, library with online resources, extensive access to technology and science lab facilities as well as innovative teaching techniques, this school seeks to help Cambodian youth develop into capable and creative thinkers, able to compete in the international market place.

#### **THINGS YOU SHOULD KNOW**

*(For the school to complete before distribution to students)*

Important details about the program that you should consider in your application include the following:

- Students will study for 34 hours per week.
- The school will provide the following special services to students:
  - Student Attendance Reports by Phone
  - 21<sup>st</sup> Century Library
  - Student Clinic
  - Peer Tutoring
  - \_\_\_\_\_ (other)
  - \_\_\_\_\_ (other)
- The school's academic year will begin on \_\_\_\_\_
- Students from all social classes, ethnic backgrounds, and both boys and girls are encouraged to apply.
- The Application Process is free so that you should immediately report anyone who solicits money from you for your application.

# STUDENT-PARENT APPLICATION FORM

(To Be Completed by Parent)

A. Personal Information
Student Surname: _____ Student Given Name: _____
Age: _____ Gender M <input type="checkbox"/> F <input type="checkbox"/>
Grade: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Does the student currently attend another school? Yes <input type="checkbox"/> No <input type="checkbox"/>
Did the student ever attend preschool? Yes <input type="checkbox"/> No <input type="checkbox"/>
Parent's Name: _____
Email address: _____ (If you have one)
Telephone Number: _____
B. Goals, Habits, and Future Plans
<b>Directions:</b> Check the box of the statement that applies to your situation & complete the blank.
1. How hopeful are you that your child will finish primary school? <input type="checkbox"/> Very hopeful <input type="checkbox"/> A little hopeful <input type="checkbox"/> Not at all hopeful
2. How would you describe your child as a student? <input type="checkbox"/> An excellent student <input type="checkbox"/> Not excellent but above average <input type="checkbox"/> About average <input type="checkbox"/> Hard to say
3. How would you describe your child's knowledge of ICT? <input type="checkbox"/> Know a lot <input type="checkbox"/> Know a little bit <input type="checkbox"/> Know hardly anything
4. How would you describe your family's income? <input type="checkbox"/> More than Adequate <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
5. How satisfied are you with the current quality of education that you are receiving at your child's current school? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Not at all satisfied
6 How much reading material do you have for your child to read at home? (e.g., magazines, newspapers, books, etc.) <input type="checkbox"/> A great deal of reading materials <input type="checkbox"/> Some reading materials <input type="checkbox"/> Hardly any
7. How often do you spend time with your child to help him/her with his/her homework? <input type="checkbox"/> Almost everyday <input type="checkbox"/> Once a week or less <input type="checkbox"/> I don't usually have time to help

**8.** Does your child have any special learning needs that the school should know about?

Yes    No

If you said 'yes' to the above question, could you describe these needs?

\_\_\_\_\_

**9.** Why do you want your child to study in the New Generation School program?

\_\_\_\_\_

\_\_\_\_\_

**SIGNATURE**

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Thank you for completing the application. Please return this  
to the New Generation School Office.*

## Annex 3: Oversight Board Statutes

### Annex 3a: National Oversight Board Statutes

#### 1. Background

National Education Reforms seek to create what will be known as *New Generation Schools*. In using this terminology, it is important to distinguish such schools from what have historically been known as ‘model’ schools, which in Cambodia have had an uneven history of impacts. In many cases, Model Schools have generally been characterized as cosmetic treatments of a learning environment, which when first introduced present a pleasant outward exterior but, which lack depth and substance. Model School interventions generally do not address the underlying fundamentals of what makes a good school (e.g., governance principles) and usually devolve into what they were before when the external support stops. Assisted Schools under this initiative will move beyond the Model School approach by undergoing a thorough transformation that gives them greater autonomy, strengthened governance structures, accountability, and career path opportunities for the most committed teachers and managers.

**New Generation Schools will not only create exemplars of effective child learning environments but will seek to ‘light’ the path to better practice among other schools, hence their name.** They will leverage their experience to other schools by providing a recruiting ground for capacity-building trainers (thus again providing a career path to the best teacher practitioners), providing peer support to other schools, and also organizing study trips with formalized learning programs. MoEYS accepts that not every school can become a New Generation School without taking the same important steps in reforming the governance practices of public schools, something that in the short-term is not likely to happen on a wide-scale. Indeed, MoEYS should state at the outset that it does not seek to promote such schools as a national program, given the long amount of time that such approaches will require for attitudinal and behavioral change among Cambodian educators. Rather, it hopes that New Generation Schools can instead provide islands of educational excellence in rural areas that can in turn afford some degree of replication in other schools.

**Because supported schools will introduce a new form of school management linked to intensive quality improvement strategies, they will constitute a ‘new generation’ of schools that seek to bring child friendly school programming to the next level.** They will, therefore, mark an important evolutionary step in the development of Cambodia’s child friendly schools.

#### 2. Purpose of New Governance Structures to Manage New Generation Schools

Under the NGS Reform Program, MoEYS hopes to avoid the experience of earlier development programs and truly address the fundamentals of what makes a good school, mainly looking at principles of good governance and reinforcement for high professional standards.

This goal requires a special approach that has never before been undertaken in the public sector. Working in collaboration with senior education officials at provincial level, MoEYS proposes to give New Generation Schools high levels of autonomy and a new governance structure where they will be directly overseen by a National Oversight Board comprised

of representatives of both the public (e.g., local education official) and private sectors (e.g., civil society representatives, private company representatives, etc.). The Committee will be created by a letter of appointment that is signed by the Ministry of Education, Youth, and Sport.

The National Oversight Board will be responsible for such things as (i) Approval of all investment and social equity funds from the government; (ii) Monitoring of compliance with NGS core principles as well as processes of implementation; (iii) NGS Policy formulation and revision; and (iv) Accreditation decisions. In other words, the committee will provide firm accountability and positive reinforcement for professional behavior through promotion and strict oversight of performance-based pay. The latter is a policy, which the Ministry has proposed several times but has not yet been able to implement. Thus, NGS may provide some insight and experience to the education sector about introducing and expanding best practices in good school governance over the very long term.

### 3. Process for Setting Up National Oversight Boards

#### 3.1 Authorization and Creation of the Oversight Committee

The Ministry of Education, Youth, and Sport will issue a letter that formally creates the National Oversight Board and appoints specific individuals to sit on the committee. The letter will be signed by the Minister of Education, Youth, and Sport.

#### 3.2 Membership of the National Oversight Board

The Oversight Committee will have 25 members. These members will include the following individuals:

1. Minister, Ministry of Education, Youth and Sports is an honorable Chairman
2. Secretary of State, Ministry of Education, Youth and Sports is an adviser
3. Director General of General Directorate, MoEYS is an adviser
4. Director of Franks Family Foundation is an honorable adviser
5. Vice-Director of General Directorate, MoEYS is an Executive Board Director
6. General Secondary Education Department Representative One person
7. Primary Education Department One person
8. Finance Department One person
9. ICT Department One person
10. Personnel Department One person
11. Procurement Department One person
12. Municipal Office of Education, Youth and Sports One person
13. Executive Director/Vice Director of KAPE (NGS Coordinator) One person
14. NGS Adviser One person
15. NGS Operations Manager One person
16. Representatives from the Private Sector As Available

The Vice Director of the General Directorate will be an executive board director who is responsible for calling all the members for meetings; he will be assisted in this task by the NGS Coordinator.

Other relevant staff from related projects and offices may join the committee meetings but will have no voting authority. This includes technical project officers, other advisers, and representatives from supported schools.

## 4. Roles and Duties of the National Oversight Board

### 4.1 Meeting Frequency

The National Oversight Board will meet at least once every 4 to 6 weeks. Meetings will occur at the NGS Program Office or General Secondary Education Department.

### 4.2 Specific Functions of the Committee

#### 4.2.1. Board Structure and Membership

*The Honorable Chairman and Adviser of National Oversight Board will fulfill the following functions:*

1. *Honorable Chairman of Board:* Review and approve national oversight board structure for New Generation Schools, do fund raising from all sources to support the program, review progress report of program, and solve key challenges to the program.
2. *National Oversight Board Adviser(s):* Assist the committee to develop policy and operational guidelines, review progress reports, and help solve key program challenges.
3. *Honorable National Oversight Board Adviser(s):* Review the development report of New Generation Schools and provide feedback, and do fund raising from international donors to support NGS Reforms.
4. Board members must attend at least one Board Meeting per year to retain their membership on the Board.

#### 4.2.2. Policy Formulation and Review

5. Develop policy principles and operational guidelines to ensure the proper operation of New Generation Schools in all sites.
6. Review and revise policy principles and operational guidelines periodically and make revisions accordingly as the need may arise.

#### 4.2.3. Approval of All Investment and Social Equity Funds from MoEYS

7. *Review and approve annual school improvement plans:* At the beginning of each school year, school committees comprising school managers, teachers, and community members will develop an annual school improvement plan using the form provided in the NGS Operational Guidelines Manual. The plan will utilize a budget provided by MoEYS and private donors each year. The Annual Plan must be approved by the Board before the school can receive funds to implement it.
8. *Approve the Allocation of Performance-based Pay:* School Committees will make recommendations and requests for performance-based pay for specific members of staff who do special activities over and above their regular duties as a teacher. To ensure that PbP is properly allocated based on real performance, the school managers will need to justify their annual PbP requests to Committee members. PbP will be allocated according to criteria and guidelines laid out in the NGS Operational Guidelines and the Committee should use these guidelines in giving their approval. Annual increases in PbP rates and monthly stipends must be approved by the National Board.

#### 4.2.4. Monitoring of Compliance with NGS Core Principles

9. *Address problems identified by school managers:* At regular meetings of the Board, school managers will be invited to give a short report on the progress of implementation of school improvement activities at their school. The Board will try to address any personnel, logistical, or technical problems raised by school managers.
10. *Make Recommendations for Changes in Personnel:* There are several actions that the National Oversight Board may take regarding changes in personnel at target schools. These include the following special responsibilities:
  - a. The Oversight Board may interview teachers for new posts
  - b. Following the completion of interviews, the National Oversight Board may make a recommendation to the PoEYS for the appointment of selected candidates.
  - c. The Oversight Board may also develop advertisements looking for new teacher candidates to fill key teaching posts that have been vacated (e.g., Technical Grade Leader/Lead Teacher).
  - d. The Oversight Board may also approve the selection of Lead Teachers already in residence at assisted schools who are recommended by the schools based on classroom observations and who meet specific criteria determined by Board.
11. *Attend training on Governance principles that are organized by project staff members.*
12. *Read project reports and other important documentation that is circulated to the Committee by the project.*
13. *Participate in study trips to Thailand, Phnom Penh, and other locations during the implementation of NGS activities.*
14. *Conduct field visits to schools to see how resources are being used and gain a better understanding of the local context.*
15. *Set up local oversight provincial boards in schools:* As New Generation Schools expand nationally, the National Oversight Board should try to devolve some of its authority to local Provincial Boards according to a step-by-step plan.. In order to monitor the incremental emergence of local boards, the National Oversight Board will establish yearly benchmarks collaboratively with stakeholders that document expectations for progress.

#### **4.2.5. Accreditation Decisions**

16. Appoint suitable individuals to sit on an Accreditation Subcommittee that will make recommendations to the Board regarding decisions of accreditation.
17. Conduct Annual Accreditation Visits to schools to ensure compliance with core NGS principles and processes.
18. Review Accreditation Subcommittee recommendations regarding accreditation of specific schools and take action on those recommendations as appropriate.

## *Annex 3b: Provincial Oversight Board Statutes*

### 1. Background

National Education Reforms seek to create what will be known as *New Generation Schools*. In using this terminology, it is important to distinguish such schools from what have historically been known as ‘model’ schools, which in Cambodia have had an uneven history of impacts. In many cases, Model Schools have generally been characterized as cosmetic treatments of a learning environment, which when first introduced present a pleasant outward exterior but, which lack depth and substance. Model School interventions generally do not address the underlying fundamentals of what makes a good school (e.g., governance principles) and usually devolve into what they were before when the external support stops. Assisted Schools under this initiative will move beyond the Model School approach by undergoing a thorough transformation that gives them greater autonomy, strengthened governance structures, accountability, and career path opportunities for the most committed teachers and managers.

**New Generation Schools will not only create exemplars of effective child learning environments but will seek to ‘light’ the path to better practice among other schools in the province, hence their name.** They will leverage their experience to other schools by providing a recruiting ground for capacity-building trainers (thus again providing a career path to the best teacher practitioners), providing peer support to other schools, and also organizing study trips with formalized learning programs. PoEYS accepts that not every school can become a New Generation School without taking the same important steps in reforming the governance practices of public schools, something that in the short-term is not likely to happen on a wide-scale. Indeed, PoEYS should state at the outset that it does not seek to promote such schools province-wide, given the long amount of time that such approaches will require for attitudinal and behavioral change among Cambodian educators. Rather, it hopes that New Generation Schools can instead provide islands of educational excellence in the province that can in turn afford some degree of replication in other schools.

**Because supported schools will introduce a new form of school management linked to intensive quality improvement strategies, they will constitute a ‘new generation’ of schools that seek to bring child friendly school programming to the next level.** They will, therefore, mark an important evolutionary step in the development of Cambodia’s child friendly schools.

### 2. Purpose of New Governance Structures to Manage New Generation Schools

Under the NGS Reform Program, PoEYS hopes to avoid the experience of earlier development programs and truly address the fundamentals of what makes a good school, mainly looking at principles of good governance and reinforcement for high professional standards.

This goal requires a special approach that has never before been undertaken in the public sector. PoEYS will give New Generation Schools high levels of autonomy and a new governance structure where they will be directly overseen by a Provincial Oversight Board comprised of representatives of both the public (e.g., local education of-

ficials) and private sectors (e.g., civil society representatives, private company representatives, etc.). The Committee will be created by a letter of appointment that is signed by the Provincial Office of Education, Youth, and Sport.

The Provincial Oversight Board will be responsible for such things as:

- (i) Review and Approval of monthly expenditure requests submitted by schools
- (ii) Local teacher recruitment and issuing of appointment letters to staff a New Generation School;
- (iii) Monitoring of Process Indicators using the assessment form provided in **Annex 6**; and
- (iv) Nominating schools to be New Generation Schools, which will then be reviewed by the National Oversight Board and either accepted or rejected as an appropriate site for investment.

In other words, the committee will provide firm accountability and positive reinforcement for professional behavior through promotion and strict oversight of performance-based pay. The latter is a policy, which the Ministry has proposed several times but has not yet been able to implement. Thus, NGS may provide some insight and experience to the education sector about introducing and expanding best practices in good school governance over the very long term.

### 3. Process for Setting Up Provincial Oversight Boards

#### 3.1 Authorization and Creation of the Oversight Committee

The Provincial Office of Education, Youth, and Sport will issue a letter that formally creates the Provincial Oversight Board and appoints specific individuals to sit on the committee. The letter will be signed by the Director of the Provincial Office of Education, Youth, and Sport.

#### 3.2 Membership of the Provincial Oversight Board

The Oversight Committee will have a minimum of 10 members and a maximum of 15 members. These members will include the following individuals:

- |  |                  |
|--|------------------|
| 1. Director, Provincial Office of Education, Youth & Sports: | Chairperson      |
| 2. Vice-Director, POEYS                                      | Vice Chairperson |
| 3. Representative, Secondary Education Office                | One person       |
| 4. Representative, Primary Education Office                  | One person       |
| 5. Representative, Personnel Office                          | One person       |
| 6. Representative, Inspection Office                         | One person       |
| 7. Representative, Teacher Training Office                   | One person       |
| 8. Representative, Non-State Actor                           | One person       |
| 9. Representative, Non-State Actor                           | One person       |
| 10. Representative Non-State Actor                           | Up to 6 Persons  |

The Committee will be chaired by the Director of the POEYS with a designated Vice Director of the POEYS acting as the Vice Chairperson.

Other relevant staff from related projects and offices may also join the committee meetings but will have no voting authority. This includes technical officers, advisers, and representatives from supported schools.

#### 4. Roles and Duties of the Provincial Oversight Board

##### 4.1 Meeting Frequency

The Provincial Oversight Board will meet at least once every 4 to 6 weeks. Meetings will occur at the Provincial Office of Education, Youth, and Sport, a designated school, or other agreed locations.

##### 4.2 Specific Functions of the Committee

###### 4.2.1. Board Structure and Membership

*The Chairperson of the Provincial Oversight Board will fulfill the following functions:*

1. Review and approve Provincial Oversight Board structure for New Generation Schools, do fund raising from all sources to support the program, review school progress reports, and solve key challenges faced by schools.
2. Board members must attend at least one meeting per year to retain their position in the Board.

###### 4.2.2. Review and Approval of Monthly Expenditure Requests

3. *Review and Approve Monthly/Quarterly Spending Requests:* At the beginning of each month or quarter, each New Generation School in the Province will submit a financial spending plan using a form taken from the NGS Financial Policy Manual. Requested funds should be based on a budget approved by the National Oversight Board. The monthly/quarterly spending request must be approved by the Board before checks may be issued.
4. *Signing of Checks:* Following the approval of a monthly/quarterly spending request, designated members of the Board will be authorized to co-sign checks authorizing withdrawals from the school bank account by a designated school officer (e.g., School Director, School Vice Director, etc.).
5. *Review and Approve Financial Reports:* At the end of each month/quarter, the School Accountant should present the Oversight Board with a financial report using a form from the NGS Financial Policy Manual. The financial report should summarize all income and expenditures for the period. The report should be signed by Board Chairperson or his/her Representative.

###### 4.2.3. Local Teacher Recruitment

6. *Make Recommendations for Changes in Personnel:* There are several actions that the Provincial Oversight Board may take regarding changes in personnel at target schools. These include the following special responsibilities:
  - a. The Oversight Board may interview teachers for new posts
  - b. Following the completion of interviews, the Provincial Oversight Board may make a recommendation to the PoEYS for the official appointment of selected candidates.

- c. The Oversight Board may also develop advertisements looking for new teacher candidates to fill key teaching posts that have been vacated (e.g., Technical Grade Leader/Lead Teacher).
- d. The Oversight Board may also approve the selection of Lead Teachers already in residence at assisted schools who are recommended by the schools based on classroom observations and who meet specific criteria determined by Board.

#### **4.2.4. Monitoring of Process Indicators**

- 7. *Address problems identified by school managers:* At regular meetings of the Board, school managers will be invited to give a short report on the progress of implementation of school improvement activities at their school. The Board will try to address any personnel, logistical, or technical problems raised by school managers.
- 8. *Attend training on Governance principles that are organized for the purpose*
- 9. *Read progress reports and other important documentation that is circulated to the Committee by the National Oversight Board.*
- 10. *Participate in study trips to Thailand, Phnom Penh, and other locations during the implementation of NGS activities.*
- 11. *Conduct field visits to schools to see how resources are being used and gain a better understanding of the local context:* When conducting monitoring visits to New Generation Schools, Provincial Board members should use the monitoring form provided in Annex 6 of the NGS Operational Guidelines Manual to document their findings and recommendations to schools.

#### **4.2.5. Nominating Schools To Be New Generation Schools**

- 12. *Select Suitable Schools for Consideration to be New Generation Schools:* Based on criteria laid out in the NGS Operational Guidelines, Provincial Oversight Boards may put forward certain schools as candidates for investment to be a New Generation School. In making these nominations, the Oversight Board should use the forms and procedures provided and described in the NGS Operational Guidelines Manual.
- 13. *Submission of Nomination Requests:* Following the completion of the appropriate form to nominate a school to be a New Generation School, the Provincial Oversight Board should submit the nomination to the National Oversight Board for its consideration and review.

## Annex 4: Summary of Accreditation Standards & Accompanying Forms

Accreditation Criteria	Criteria Status		Remarks
	Required	Preferred	
1. Private Tutoring (linked to promotion) abolished			
2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc.) abolished.			
3. Evidence of rationalized resource allocation system			All income must revert to the school and not to private individuals
4. Increased hours of Instruction <ul style="list-style-type: none"> <li>• 34 hours of instruction per week (Primary)</li> <li>• 40 hours of instruction per week (secondary)</li> </ul>			
5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching			As per standardized criteria
6. 21 <sup>st</sup> Century Library Availability			As per standardized criteria
7. Evidence of a Professional Learning Community among Teachers			As per standardized criteria
8. High Rates of Student Access to Technology			Set at 75% response rate
9. Availability of ICT Lab services			As per standardized criteria
10. Availability of science lab services			As per standardized criteria
11. Appropriate Pupil Class Ratio in a majority of classes			36 or fewer students in at least 80% of classes
12. Evidence of transparent financial reporting summarizing income & expenditures			As per standardized criteria
13. Evidence that Student Council is active and engaged in school management			As per standardized criteria
14. Evidence that School Support Committee is active and engaged in school management			As per standardized criteria
15. High rates of teacher proficiency in ICT usage			As per ICT proficiency survey
16. Evidence of career counseling services (for secondary schools only)			As per standardized criteria
17. Majority of classrooms demonstrate high levels of sanitation and attractiveness			As per standardized criteria
18. High standards of toilet hygiene and clean water access			As per standardized criteria
19. Availability of sports/playground facilities			As per standardized criteria
20. Evidence of life skills education using MoEYS approved curricula			As per standardized criteria

Accreditation Criteria	Criteria Status		Remarks
	<i>Required</i>	<i>Preferred</i>	
21. Access to Great Books Reading Programming			As per standardized criteria
22. Canteen services for students			As per standardized criteria
23. High Academic Qualifications of NGS Teachers			At least 80% of teachers have a Bachelor's Degree or higher
24. Access to an operational Student Clinic			As per standardized criteria

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

## Forms Used for the Accreditation Process

### Form a: Terms of Reference for Accreditation Subcommittee Members

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#### ACCREDITATION SUBCOMMITTEE TEAM LEADER

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##### Qualifications:

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

##### Responsibilities:

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

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## ACCREDITING OFFICER

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### Qualifications:

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

### Responsibilities:

1. Attend orientation workshops on the NGS accreditation process.
2. Become familiarized with the NGS Operational Guidelines Manual and Policy documents in order to better understand the tenets of New Generation schools, professional ethics (including new professional standards for teachers) and apply accreditation standards effectively.
3. Demonstrate familiarity with the accreditation criteria for a New Generation School including the following:
  1. Private Tutoring (linked to promotion) abolished
  2. Practices of mandatory student purchases of teacher goods (e.g., study papers, cakes, etc) abolished.
  3. Evidence of rationalized resource allocation system
  4. Increased hours of Instruction
    - 34 hours of instruction per week (Primary)
    - 40 hours of instruction per week (secondary)
  5. Teacher Career Path Planning & Systemic Support for Dynamic Teaching
  6. 21<sup>st</sup> Century Library Availability
  7. Evidence of a Professional Learning Community among Teachers
  8. High Rates of Student Access to technology
  9. Availability of ICT Lab services
  10. Availability of science lab services
  11. Appropriate Pupil Class Ratio in a majority of classes
  12. Evidence of transparent financial reporting summarizing income & expenditures
  13. Evidence that Student Council is active and engaged in school management
  14. Evidence that School Support Committee is active and engaged in school management
  15. High rates of teacher proficiency in ICT usage
  16. Evidence of career counseling services (for secondary schools only)
  17. Majority of classrooms demonstrate high levels of sanitation and attractiveness
  18. High standards of toilet hygiene and clean water access
  19. Availability of sports/playground facilities
  20. Evidence of life skills education using MoEYS approved curricula
  21. Access to Great Books Reading Programming
  22. Canteen services for students
  23. High Academic Qualifications of NGS Teachers
  24. Access to an operational Student Clinic

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

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## **ADVISER**

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### Qualifications:

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

ing standardized tools designed for the purpose

Responsibilities:

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

## Form 4b: Standardized Criteria Definitions and Degree of Achievement

**Directions:** Please complete the following checklist based on your investigation of conditions at the school. Use the guidance provided for each criterion to make your determination using stakeholder interviews, observations, document reviews, and other methods of assessment. Please note that shaded criteria **MUST** be either 'Fully Achieved' or 'Achieved to an Acceptable Standard.' Among other criteria at least **6** **MUST** be achieved.

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

Accreditation Criteria	Findings
<ul style="list-style-type: none"> <li>Assessors should check access to scholarships for additional certifying degrees &amp; certificates</li> <li>Assessors should check to see whether teachers are using project work, technology, cooperative learning, and other target methods in their teaching.</li> </ul>	
<p><b>6. 21<sup>st</sup> Century Library Availability</b></p> <ul style="list-style-type: none"> <li>Assessors should check for internet access in the library, access to multiple work stations, mobile devices, and audio-visual equipment</li> <li>The library should present documented records of book borrowing, mobile device usage, and the number of children using the library each day.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>7. Evidence of a Professional Learning Community among Teachers</b></p> <ul style="list-style-type: none"> <li>The school should have a faculty room for teacher meetings and common work</li> <li>All teachers should be linked electronically through LINE, Google Drive, or other means</li> <li>There should be evidence and examples of teacher sharing, regular meetings, and reporting to other teachers following study trips and trips abroad.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>8. High rates of student access to technology</b></p> <ul style="list-style-type: none"> <li>Students should be accessing a computer lab at upper primary level at least 2 hours per week and at secondary level at least 3 hours per week</li> <li>Student interviews should demonstrate access to mobile learning devices, AV equipment, and library workstations on a regular basis.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>9. Availability of ICT Lab services (active usage)</b>  A standardized assessment tool assessing ICT access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</p>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>10. Availability of science lab services (active usage)</b></p> <ul style="list-style-type: none"> <li>A standardized assessment tool assessing science lab access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>11. Appropriate Pupil Class Ratio in a majority of classes</b></p> <ul style="list-style-type: none"> <li>At least 80% of the classes in a New Generation School should evidence 36 students per class or less.</li> <li>Ideally, all classes should evidence a PCR of 36:1 or less.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<p><b>12. Evidence of transparent financial reporting summarizing income &amp; expenditures</b></p> <ul style="list-style-type: none"> <li>Schools should have an accountant who manage all school accounts and sources of income</li> <li>Schools should be able to present electronic financial reports that summarize all income and</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved

Accreditation Criteria	Findings
expenditures on a quarterly basis. <ul style="list-style-type: none"> <li>Schools should be able to present detailed annual budgets.</li> </ul>	
<b>13. Evidence that Student Council is active and engaged in school management</b> <ul style="list-style-type: none"> <li>A standardized assessment tool assessing SC performance should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>14. Evidence that School Support Committee is active and engaged in school management</b> <ul style="list-style-type: none"> <li>A standardized assessment tool assessing SSC performance should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>15. High rates of teacher proficiency in ICT usage</b> <ul style="list-style-type: none"> <li>All teachers should be in possession of a laptop computer</li> <li>Teachers should have access to LCD projectors and a borrowing record should indicate that multiple teachers are using such equipment.</li> <li>A majority of teachers should be using educational software in their teaching on a regular basis.</li> <li>A standardized assessment tool assessing teachers' ICT proficiency should have been administered by the school each year. Check the most recent scores received under this assessment. Do at least 90% of teachers demonstrate minimum proficiency on the tool?</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>16. Evidence of career counseling services (for secondary schools only)</b> <ul style="list-style-type: none"> <li>The school should have a full-time person assigned for counseling purposes</li> <li>The school should have conducted surveys to identify students at risk of dropout</li> <li>The school should be providing regular workshops to students on such career topics as applying for work, migration, completing work applications, etc.</li> <li>Students should report access to literature on career placement, continuing education, and vocational training</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>17. Majority of classrooms demonstrate high levels of sanitation and attractiveness</b> <ul style="list-style-type: none"> <li>Classrooms should have copious amounts of learning materials in them</li> <li>There should be evidence that learning materials are actively used</li> <li>A majority of classrooms should have secure cabinets for the storage of supplies.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>18. High standards of toilet hygiene and clean water access</b> <ul style="list-style-type: none"> <li>A standardized assessment tool assessing toilet hygiene and clean water access should have been</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard

Accreditation Criteria	Findings
administered by the school each year. Check the most recent scores received under this assessment.	<input type="checkbox"/> Not Achieved
<b>19. Availability of sports/playground facilities</b> <ul style="list-style-type: none"> <li>• Determine whether playgrounds and sports facilities are available at the school</li> <li>• Determine whether students have access to playgrounds and sports facilities</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>20. Evidence of life skills education using MoEYS approved curricula</b> <ul style="list-style-type: none"> <li>• The school is providing all students with at least 2 hours of life skills education per week</li> <li>• Each life skills course lasts a minimum of 10 weeks.</li> <li>• The school is using authorized life skills educational manuals developed by Ministry</li> <li>• The school provides choice in the way that life skills topics are offered</li> <li>• The school carries out regular assessment at the end of each life skills course.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>21. Access to Great Book Reading Programming</b> <ul style="list-style-type: none"> <li>• Students interviewed in the upper grades indicate that they are reading at least 10 books per year</li> <li>• Teachers can describe how they implement Great Book Reading Programming guidelines</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>22. Canteen services for students</b> <ul style="list-style-type: none"> <li>• Determine whether students have access to canteen services that are characterized by the following criteria: <ul style="list-style-type: none"> <li>○ Hygienic eating conditions</li> <li>○ Children do not have access to junk food or other unhealthy foods</li> <li>○ No food stuffs are past the expiration date</li> <li>○ Prices are reasonable for the context</li> </ul> </li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>23. High Academic Qualifications of NGS Teachers</b> <ul style="list-style-type: none"> <li>• Review Teacher Profiles to determine the number of teachers with a Bachelor's Degree or higher. At least 80% of all teachers should have a Bachelor's Degree</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
<b>24. Access to an operational Student Clinic</b> <ul style="list-style-type: none"> <li>• The school should have a special room equipped with basic medical equipment (e.g., stethoscope, sphygmomanometer, first aid kits, etc.), a bed,</li> <li>• School should have a full-time certified nurse who manages the student clinic.</li> <li>• There should be evidence that the clinic is open on a regular basis during school hours including records of the number of students who have received clinic services during the school year.</li> </ul>	<input type="checkbox"/> Fully Achieved <input type="checkbox"/> Achieved to an Acceptable Standard <input type="checkbox"/> Not Achieved
Assessment Summary	
How many Required Criteria Were Achieved?	___ out of 12
How many Preferred Criteria Were Achieved?	___ out of 12

## Form 4c: Accreditation Assessment & Committee Recommendations

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

### Authorizing Signatures:

Name: \_\_\_\_\_ Position: Team Leader

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Form 4d: Recommendation for Withdrawal of NGS Accreditation

### Recommendation for Withdrawal of Accreditation by Accreditation Subcommittee

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

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

#### **Signed by:**

Name: \_\_\_\_\_ Position: Team Leader

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: Team Member

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: Team Member

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Form 4e: Notification of Withdrawal of NGS Accreditation

### ***Notice:***

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

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

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: Minister of Education, Youth, and Sport



## Form 4g: Data Collection Planning Form for Accreditation Officers

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

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



### Form 4h: Nominal Questions for Accreditation Research

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

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

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

Educational Service Criteria	Nominal Questions for Accreditors
<p>A standardized assessment tool assessing ICT access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</p>	<p>percentage of the workstations are in working order?</p> <ul style="list-style-type: none"> <li>• Does the lab appear to be well-maintained?</li> <li>• Does the school have a clear schedule for use of the computer lab and does this schedule accommodate at least 2 hours of study per week for all students?</li> <li>• How often do a majority of students indicate that they use the ICT lab, based on random student interviews?</li> <li>• Are some students members of IT clubs such as web design clubs, photo-shop clubs, etc.?</li> </ul>
<p>10. Availability of science lab services (active usage)</p> <ul style="list-style-type: none"> <li>• A standardized assessment tool assessing science lab access and administration should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have at least 2 science labs?</li> <li>• Do the labs appear to have adequate amounts of materials?</li> <li>• Do the labs appear to be well-maintained?</li> <li>• Does the school have a clear schedule for use of the labs?</li> <li>• How often do a majority of students indicate that they do experiments in the science lab, based on random student interviews (e.g., multiple times a week, once a week, several times per month, etc.?)</li> </ul>
<p>11. Appropriate Pupil Class Ratio in a majority of classes</p> <ul style="list-style-type: none"> <li>• At least 80% of the classes in a New Generation School should evidence 36 students per class or less.</li> <li>• Ideally, all classes should evidence a PCR of 36:1 or less.</li> </ul>	<ul style="list-style-type: none"> <li>• How many classes are there in total at the school?</li> <li>• Are there 36 students or less in each class? How many classes have 36 students or less and what percentage of the total number of classes does this number comprise?</li> <li>• Do all classrooms have 18 student desks or less per room?</li> </ul>
<p>12. Evidence of transparent financial reporting summarizing income &amp; expenditures</p> <ul style="list-style-type: none"> <li>• Schools should have an accountant who manage all school accounts and sources of income</li> <li>• Schools should be able to present electronic financial reports that summarize all income and expenditures on a quarterly basis.</li> <li>• Schools should be able to present detailed annual budgets.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a non-teaching member of staff who is responsible for the accounts?</li> <li>• Are the accounts available in an electronic form?</li> <li>• Do the accounts use standardized forms as per the NGS Accounting Manual, especially the financial reports?</li> <li>• Is there any evidence of missing income or income that cannot be accounted for as an expenditure or retained earning?</li> </ul>
<p>13. Evidence that Student Council is active and engaged in school management</p> <ul style="list-style-type: none"> <li>• A standardized assessment tool assessing SC performance should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a council?</li> <li>• Does the council have officers and were they elected?</li> <li>• Does the council have its own budget? Who makes the spending decisions for this budget if it exists? Do students know how much the budget is?</li> <li>• How often does the Council meet? Are</li> </ul>

Educational Service Criteria	Nominal Questions for Accreditors
	<p>there meeting minutes?</p> <ul style="list-style-type: none"> <li>• What do students say is the biggest achievement of the council this year?</li> </ul>
<p>14. Evidence that School Support Committee is active and engaged in school management</p> <ul style="list-style-type: none"> <li>• A standardized assessment tool assessing SSC performance should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have an SSC?</li> <li>• Does the SSC have officers and were they elected?</li> <li>• How aware is the SSC of the school budget (approximate amount of money in the budget, what it is used for, etc.)?</li> <li>• How often does the SSC meet? Are there meeting minutes?</li> <li>• What do SSC members say is the biggest achievement of the committee this year?</li> </ul>
<p>15. High rates of teacher proficiency in ICT usage</p> <ul style="list-style-type: none"> <li>• All teachers should be in possession of a laptop computer</li> <li>• Teachers should have access to LCD projectors and a borrowing record should indicate that multiple teachers are using such equipment.</li> <li>• A majority of teachers should be using educational software in their teaching on a regular basis.</li> <li>• A standardized assessment tool assessing teachers' ICT proficiency should have been administered by the school each year. Check the most recent scores received under this assessment. Do at least 90% of teachers demonstrate minimum proficiency on the tool?</li> </ul>	<ul style="list-style-type: none"> <li>• Do all teachers have a laptop?</li> <li>• Are there records of teacher proficiency of using their laptops and how have these levels of proficiency changed over time (e.g., baseline and endline surveys)?</li> <li>• Does the school have multiple LCD projectors? Are these used primarily for teaching purposes?</li> <li>• Are there records of LCD projector use and do these records indicate high rates of usage in classrooms? What percentage of teachers appear to be using LCD projectors in their teaching?</li> <li>• What sorts of software do teacher interviews indicate is available and how often do teachers use this software?</li> <li>• How well is teaching and learning linked to library facilities?</li> </ul>
<p>16. Evidence of career counseling services (for secondary schools only)</p> <ul style="list-style-type: none"> <li>• The school should have a full-time person assigned for counseling purposes</li> <li>• The school should have conducted surveys to identify students at risk of dropout</li> <li>• The school should be providing regular workshops to students on such career topics as applying for work, migration, completing work applications, etc.</li> <li>• Students should report access to literature on career placement, continuing education, and vocational training</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a full-time counselor?</li> <li>• Is there a place for the counselor to meet with students?</li> <li>• Is there a youth center/counseling center?</li> <li>• Are there records of students at risk at the school and how often has the counselor met with these students?</li> <li>• Is there evidence that counselors organize workshops and meetings with students about career planning events?</li> </ul>
<p>17. Majority of classrooms demonstrate high levels of sanitation and attractiveness</p> <ul style="list-style-type: none"> <li>• Classrooms should have copious amounts of learning materials in them</li> <li>• There should be evidence that learning materials are actively used</li> <li>• A majority of classrooms should have secure cabinets for the storage of supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Are classrooms neatly maintained?</li> <li>• Are the bulletin boards in classrooms utilized to display student work?</li> <li>• Are classrooms creatively decorated with student work?</li> <li>• Do classrooms have copious supplies of learning materials, teaching aids, and other materials in its cabinets?</li> <li>• Do students indicate that they use materials housed in the classrooms on a regular basis?</li> </ul>

Educational Service Criteria	Nominal Questions for Accreditors
<p>18. High standards of toilet hygiene and clean water access</p> <ul style="list-style-type: none"> <li>• A standardized assessment tool assessing toilet hygiene and clean water access should have been administered by the school each year. Check the most recent scores received under this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Do toilets have a bad smell?</li> <li>• Were the toilets locked on the day of the visit?</li> <li>• Is there a cleaning schedule for maintaining toilets?</li> <li>• Do toilets have cleaning materials readily available to maintain them?</li> <li>• Do students appear to be organized to maintain the toilets?</li> </ul>
<p>19. Availability of sports/playground facilities</p> <ul style="list-style-type: none"> <li>• Determine whether playgrounds and sports facilities are available at the school</li> <li>• Determine whether students have access to playgrounds and sports facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a playground?</li> <li>• Is the playground well maintained?</li> <li>• Is there a designated teacher who is responsible for sports teaching?</li> <li>• How often do students report that they engage in organized sports activities?</li> <li>• Does the school have organized sports teams for both sexes (e.g., soccer team, volleyball team, etc)?</li> </ul>
<p>20. Evidence of life skills education using MoEYS approved curricula</p> <ul style="list-style-type: none"> <li>• The school is providing all students with at least 2 hours of life skills education per week</li> <li>• Each life skills course lasts a minimum of 10 weeks.</li> <li>• The school is using authorized life skills educational manuals developed by Ministry</li> <li>• The school provides choice in the way that life skills topics are offered</li> <li>• The school carries out regular assessment at the end of each life skills course.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have an organized schedule for life skills instruction?</li> <li>• Does the school use the official curriculum manuals of the Ministry for life skills instruction?</li> <li>• Is there a well maintained garden for life skills activities pertaining to agriculture?</li> <li>• Do teachers do formalized assessments of students in life skills topics that they teach using official manuals?</li> <li>• Has the school actively allocated a budget for life skills instruction? How much was allocated?</li> </ul>
<p>21. Access to Great Book Reading Programming</p> <ul style="list-style-type: none"> <li>• Students interviewed in the upper grades indicate that they are reading at least 10 books per year</li> <li>• Teachers can describe how they implement Great Book Reading Programming guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a Greats Book Reading Program?</li> <li>• How many students are participating in the GBRP and how many books have students read on average during the year (based on both student and teacher interviews)?</li> <li>• Has the school purchased books for the GBRP?</li> </ul>
<p>22. Canteen services for students</p> <ul style="list-style-type: none"> <li>• Determine whether students have access to canteen services that are characterized by the following criteria: <ul style="list-style-type: none"> <li>○ Hygienic eating conditions</li> <li>○ Children do not have access to junk food or other unhealthy foods</li> <li>○ No food stuffs are past their expiration dates</li> <li>○ Prices are reasonable for the context</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Is there a canteen for student food services?</li> <li>• Does the canteen have a contract with the school that governs the kinds of food sold and standards of hygiene?</li> <li>• What sorts of food are sold in the canteen including junk food, if any?</li> <li>• How long each day is the canteen open?</li> <li>• Are prices at the canteen reasonable, according to student interviews?</li> </ul>
<p>23. High Academic Qualifications of NGS Teachers</p> <ul style="list-style-type: none"> <li>• Review Teacher Profiles to determine the number of teachers with a Bachelor's Degree or higher. At least 80% of all teachers should have a Bachelor's Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Does the school have a biographical profile for each teacher at the school?</li> <li>• Are educational qualifications of teachers indicated in terms of certificates received, updated resumes, etc.?</li> </ul>

Educational Service Criteria	Nominal Questions for Accreditors
	<ul style="list-style-type: none"> <li>• How many teachers can demonstrate evidence that they have a Bachelor's Degree or other higher degree and what percentage is this of the total number of teachers?</li> </ul>
<p>24. Access to an operational Student Clinic</p> <ul style="list-style-type: none"> <li>• The school should have a special room equipped with basic medical equipment (e.g., stethoscope, sphygmomanometer, first aid kits, etc.), a bed,</li> <li>• School should have a full-time certified nurse who manages the student clinic.</li> <li>• There should be evidence that the clinic is open on a regular basis during school hours including records of the number of students who have received clinic services during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the school employed a certified nurse to operate the clinic?</li> <li>• Does the school have a special room to act as a Student Clinic?</li> <li>• How well equipped is the room?</li> <li>• What equipment for assessing student health is available? (e.g., stethoscope, sphygmomanometer, etc.)</li> <li>• Is there at least one bed in the clinic?</li> <li>• Are there health records to indicate how many students have received clinic services?</li> <li>• Do student interviews confirm that the Student Clinic is open on a regular basis during school hours?</li> </ul>

## Annex 5: Social Equity Fund Request & Investment Plan



### **New Generation School Investment Plan**

#### Social Equity Fund

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Ministry of Education, Youth, & Sport

#### **DIRECTIONS**

*Please read each section of this document carefully and provide the requested information.*

## Procedure for Applying for New Generation School/Social Equity Fund Investment

**Directions:** Please read each question below and provide the information requested. Please note that requested investment by the Social Equity Fund is intended to cover the costs of high quality educational services that are difficult to provide because some number of poor parents are unable to make voluntary contributions to cover the costs incurred for such services. *Your school must be certified as a New Generation School by MoEYS in order to qualify for accessing this fund.* Your investment plan should be developed collaboratively with other stakeholders in the school including teachers and community members. Submit your plan to the New Generation School Initiative Committee located in the compound of Sisovath HS, Phnom Penh. A Ministry technical adviser will visit your school to review the plan collaboratively and make changes accordingly. **Please note that failure to use the funds appropriately may result in a cessation of additional investment and a revocation of your accreditation as a New Generation School.**

**1. School Name:** \_\_\_\_\_ **School Level:** \_\_\_ Primary \_\_\_ Lower Secondary \_\_\_ Upper Secondary

**2. Location**

Commune: \_\_\_\_\_ District: \_\_\_\_\_ Province: \_\_\_\_\_

**3. What designation best describes your school?**

Conversion New Generation School     School within a School     New School

**4. Enrollment / Identification of poor students unable to pay support fees:**

		<i>(To be completed in the 4<sup>th</sup> Year of Support Only)</i>	
Total Enrolment		Parents Volunteering to Support School (A):	
Total Female Enrolment		Parents Unable to Support School (B):	
		Total Eligible Amount for NGS Investment (B x \$65)	

**5. Number of Teachers at All Levels**

Grade Level	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12
Number:													

**6. Non-teaching Staff**

Position	Librarian	Substitutes	Counselor	Cleaner	Guard	Other:
Number:						

**7. Number of School Managers and Administrators**

Position	Director	Vice Director	Accountant	Secretary
Number:				

**8. Number of Classes**

Grade Level	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12
Number:													

**9. Other Sources of Income**

Income Source	Annual Amount	Remarks
Canteen:		
Photocopy Service:		
Rental Fees for Classrooms:		
Bicycle Parking Fees:		
Voluntary Parental Contributions:		
Credit Schemes:		
Other:		
Other:		
<b>Total</b>		

**10. Annual Investment Plan:** Make a request plan based on specific parameters indicated. Feel free to add sub-issues as necessary under each of the parameters provided. Please provide a short explanation of what problem the investment will address and how it will improve educational services at the school. Then, estimate the costs of the investment using the columns provided. *You are not required to make investments across all parameters but rather in those areas where your school requires additional investment from Ministry to provide educational services that are part of your agreed charter.* Indicate whether the investment costs indicated will be borne by local income sources or external support from the *Social Equity Fund*.

Parameter	Sub-issues	Problem to Be Addressed (Please Explain)	Planned Investments	Unit name	Quantity	Rate (\$)	Estimated Costs	Local Source	External Source
<b>1. Inclusive Education Issues</b>	a. Distance to School								
	b. Direct Educational Costs								
	c. Opportunity Costs								
	d. Language Issues								
	e. Disability Issues								
	f. Other								
<b>2. Instructional Hours and Conditions</b>	a. Specialized Instruction								
	b. Reducing classroom sizes								
	Other								
<b>3. Learning Environments</b>	a. Classroom Improvements								
	b. Libraries/Media Facilities								
	c. Science Labs								
	d. Computer Labs								

Parameter	Sub-issues	Problem to Be Addressed (Please Explain)	Planned Investments	Unit name	Quantity	Rate (\$)	Estimated Costs	Local Source	External Source
	e. Extracurricular Learning Facilities								
	f. Recreational Facilities (outside)								
	g. Arts and Cultural Facilities								
	h. Sports Facilities								
	i. Counseling Services								
	j. Other								
<b>4. Sanitation &amp; Hygiene</b>	a. a. Water Systems								
	b. b. Toilets								
	c. c. Rubbish Disposal & Recycling								
	d. d. Other:								
<b>5. Security</b>	a. Safe Area for Keeping Bicycles								
	b. Night Guards								
	c. Day Guards /Gate Keepers								
	d. Traffic Monitors								
	e. Other:								
<b>6. Parental Engagement</b>	a. Meetings								
	b. Parents' Night								
	c. Other:								
<b>7. Management &amp; Administration</b>	a. Communication								
	b. Record Keeping								
	c. Tracking Attendance								

Parameter	Sub-issues	Problem to Be Addressed (Please Explain)	Planned Investments	Unit name	Quantity	Rate (\$)	Estimated Costs	Local Source	External Source
	d. Performance-based Pay								
	e. Other:								
<b>Total</b>									

**10. Individuals Participating in the Investment Planning Exercise:** Please indicate the name and position of all individuals participating in the investment planning process and have them sign in the box provided below.

<b>Name</b>	<b>Position</b>	<b>Signature</b>		<b>Name</b>	<b>Position</b>	<b>Signature</b>
1.				11.		
2.				12.		
3.				13.		
4.				14.		
5.				15.		
6.				16.		
7.				17.		
8.				18.		
9.				19.		
10.				20.		

## Annex 6: New Generation School Monitoring Tool

### Oversight Board Checklist

**Directions:** Check each of the criteria listed below according to whether standards of performance are being met. Try to base your marks on observed evidence such as a visit to a classroom or lab, an interview, or review of relevant documentation. Base your assessment on overall trends observed; for example, if five observed subject classrooms are neat and well-organized but one is not, the 'yes' column can be checked. If it is 50-50 or less, check 'no'. Because of the large numbers of areas to check, the visiting Board members may choose to limit a given monitoring visit to only a few areas, based on pre-visit planning with project staff members.

For each section, give a total score for all of the criteria that you checked. For each 'yes' assessment, give 1 point. If a particular criterion was not checked or relevant to this school, place a dash (-) in the column to indicate that it was not relevant. Place a total score in the subtotal row in the form of x/y where 'x' is the total score and 'y' is the total number of criteria checked.

At the end of the observation, sit down with the school managers and write up those things that are working well and those that need improvement in the space provided at the end of the form. For those things that need improvement, write up your assessment in the form of **Action Points** that need to be taken to follow up on these issues during the next visit.

Nr.	Criteria	Score		Person Responsible	Position Of Person Responsible
		Yes	No		
<b>1. Administration Annual School Improvement Plan Grants</b>					
1.1	Annual School Improvement Plan (activities and budget matrix) is posted in a public place for all to see				
1.2	Grant funds have been requested regularly				
1.3	Grant funds have been disbursed to those who are doing activities <i>Suggested Evidence:</i> Spot interviews with teachers, students, and community members				
1.4	Liquidations have occurred regularly using the official forms <i>Suggested Evidence:</i> Review liquidation records at the school				
1.5	A monthly schedule of activities to be implemented according to the School Improvement Plan has been posted and updated each month.				
1.6	It is evident that funds have been used for the purpose for which they were intended <i>Suggested Evidence:</i> interviews with teachers, students, and community members; a walk through the school to observe various activities such as life skills, labs, etc.				
1.7	The school request has been prepared in a participatory manner • <i>Suggested Evidence:</i> Meeting minutes of such a meeting and the number of people in attendance				
	<b>Subtotal (7 points possible)</b>				
<b>2. Subject Classroom Utilization</b>					
2.1	Subject classrooms are regularly updated in terms of the materials that have been placed there (e.g., posters, etc.) <i>Suggested Evidence:</i>				

	Interview teacher				
2.2	Subject Classrooms are well-stocked with materials including maps, science experiment materials, mathematical tools, dictionaries, etc. <u>Suggested Evidence:</u> Physical check of classroom				
2.3	Subject classrooms are well organised and clean				
2.4	Learning materials are freely accessible				
2.5	Theme tables include projects and examples of self-learning				
2.6	Examples of student work are displayed on bulletin boards, on theme tables, etc.				
	<b>Subtotal (6 points possible)</b>				
<b>3.</b>	<b>IT Lab Usage &amp; Integration Into Curriculum</b>				
3.1	IT lab appears to be opened regularly. <u>Suggested Evidence:</u> A register of student names each time they study				
3.2	IT lab is clean, tidy and dust free. <u>Suggested Evidence:</u> Physical check of IT lab				
3.3	IT learning posters have been placed on the walls.				
3.4	The lab is open to students to do practice as well as receive direct instruction. <u>Suggested Evidence:</u> Student interviews and surveys <sup>1</sup>				
3.5	There is evidence that teachers have used the IT lab for teaching other subjects as well as digital literacy. <u>Suggested Evidence:</u> Teacher interviews, evidence of powerpoint presentations for specific lessons, etc.				
3.6	School Newsletters are published regularly. <u>Suggested Evidence:</u> Availability of newsletters in school office, library, etc.				
3.7	Measures have been taken to ensure the security of the lab. <u>Suggested Evidence:</u> Inquire whether there is a night guard, a reliable lock, etc.				
	<b>Subtotal (7 points possible)</b>				
<b>4.</b>	<b>Science Lab Usage</b>				
4.1	Science lab appears to be opened regularly and used. <u>Suggested Evidence:</u> A register of student names each time they study in the lab				
4.2	Science lab is well organised and clean <u>Suggested Evidence:</u> Physical check of science lab				
4.3	Science learning posters have been placed on the walls				
4.4	Science Learning Slides are neatly organized in				

<sup>1</sup> The IBEC Project conducts annual surveys of the labs to assess this point. The Board should also have access to these

	wall pockets				
4.5	Science Learning Slides appear to be used in instruction <u>Suggested Evidence:</u> Student Interviews or surveys				
4.6	Students have participated in experiments in their groups <u>Suggested Evidence:</u> Student Interviews or surveys				
4.7	The Science Club meets regularly in the Science Lab to undertake experiments				
	<b><i>Subtotal (7 points possible)</i></b>				
<b>5.</b>	<b>Life Skills Education</b>				
5.1	The school is implementing at least one life skill topic in each of the life skills domain areas required				
5.2	The choice of life skills topics has been made in a participatory manner involving teachers and students <u>Suggested Evidence:</u> Teacher/Student interviews				
5.3	A teacher has been assigned to each life skills topic. <u>Suggested Evidence:</u> Teacher List				
5.4	Life Skills instruction has been incorporated into the school time table				
5.5	Teachers are using teacher manuals in their instruction <u>Suggested Evidence:</u> Teacher interviews				
5.6	Life Skills Instruction is occurs regularly on ALL topics <u>Suggested Evidence:</u> Teacher/Student interviews				
5.7	Life Skills Gardens are well maintained				
5.8	Fish and Frog Ponds are well maintained/Fish are fed regularly				
5.9	Bio Gardens are well maintained with a variety of plants, which are clearly labeled.				
5.10	Teachers are using the assessment guidelines provided in each teacher manual				
	<b><i>Subtotal (10 points possible)</i></b>				
<b>6.</b>	<b>Library Usage</b>				
6.1	Books are neatly ordered and dusted				
6.2	Furniture and lounge chairs are kept neat				
6.3	A register of student usage of the library is kept and updated regularly				
6.4	Computer Research stations are in operation and actively used by students. <u>Suggested Evidence:</u> Student interviews, actual observation)				
6.5	The library has installed educational software on tablets, which are easily accessible and utilized by students <u>Suggested Evidence:</u> Student interviews, actual observation of tablet				

6.6	The library is used regularly by students <u>Suggested Evidence:</u> Student usage register, student interviews				
6.7	Students are allowed to borrow books from the library <u>Suggested Evidence:</u> Student usage register				
	<b>Subtotal (7 points possible)</b>				
<b>7. Maintenance and Environment</b>					
	<b>Toilet Maintenance and Wash Stations</b>				
7.1	The toilet is clean				
7.2	Water is available to use in the toilet				
7.3	The toilet has soap and a clean towel to wash hands				
7.4	Toilets & faucets are maintained and not broken				
	<b>Classroom buildings</b>				
7.5	Chairs are placed neatly under the desks when students leave				
7.6	Tables are free of writing or graffiti				
7.7	Classroom floors are mopped				
7.8	Classrooms are rubbish free				
7.9	No papers have been affixed to walls with glue				
7.10	No posters have been nailed into the walls				
7.11	Windows are clean and dusted				
7.12	Communal spaces are mopped and swept				
	<b>School Grounds</b>				
7.13	Rubbish bins are available and are used				
7.14	Trash is regularly disposed with incinerators				
7.15	Gardens are well maintained				
7.16	Grass is cut and watered				
	<b>Subtotal (16 points possible)</b>				
<b>8. Student Support Activities</b>					
	<b>Student Council</b>				
8.1	Student council has elected officers <u>Suggested Evidence:</u> Student Interviews				
8.2	Student council has received an authorized budget <u>Suggested Evidence:</u> Student Interviews				
8.3	Student council is meeting regularly <u>Suggested Evidence:</u> Attendance lists, minutes, work plan, and schedule				
8.4	Student council is playing a relevant role in the school such as helping in maintenance, taking care of fishponds, cleaning toilets, etc. <u>Suggested Evidence:</u> Student Interviews				
8.5	Student Council has made qualitative improvements in the school (e.g., sitting areas,				

	gardens, etc.)				
<b>Subject Clubs</b>					
8.6	The school has set up at least one subject club				
8.7	Membership of clubs is voluntary <u>Suggested Evidence:</u> Student Interviews				
8.8	A teacher has been assigned to each club				
8.9	The clubs meet regularly <u>Suggested Evidence:</u> Attendance lists, minutes, work plan, and schedule				
8.10	Clubs have made exhibitions, anthologies, and other projects to enrich the learning environment				
8.11	Clubs have used the IT lab to undertake special projects <u>Suggested Evidence:</u> Student Interviews				
8.12	Clubs have participated in field trips to local places of interest <u>Suggested Evidence:</u> Student Interviews				
<b>Subtotal (12 points possible)</b>					
<b>9. Career Counseling</b>					
9.1	Career counselors have been appointed				
9.2	Career Counselors have conducted surveys and meetings with students <u>Suggested Evidence:</u> Completed surveys, schedules, etc.				
9.3	Career planning brochures have been distributed to parents via students <u>Suggested Evidence:</u> Student Interviews				
9.4	Career Counselors have a list of high risk students that they have provided special career counseling support to <u>Suggested Evidence:</u> Student List				
<b>Subtotal (4 points possible)</b>					
<b>10. Teacher Development Framework</b>					
10.1	All teachers have profiles that are properly filed and updated.				
10.2	Teachers are organized into a professional community through social media and other means. <u>Suggested Evidence:</u> Evidence of teacher groups on Messenger, Line, etc.; Technical Meeting Schedules, Meeting Minutes, etc.				
10.3	Teachers are observed at least twice a year. <u>Suggested Evidence:</u> Completed Classroom Observation Forms				
10.4	Teachers show improvement on ICT Capacity Baseline surveys. <u>Suggested Evidence:</u> Change in endline surveys				
10.5	Teachers have participated in at least one study trip during the year <u>Suggested Evidence:</u> Teacher interviews				

10.6	Teachers have completed a Career Path Plan using the required forms. <u>Suggested Evidence</u> : Career Path Plan Forms				
10.7	Teachers have undergone an external assessment as part of their contracting process. <u>Suggested Evidence</u> : Change in endline surveys				
	<b>Subtotal (7 Points Possible)</b>				
<b>11. Implementation of Performance-based Pay</b>					
	<b>Incentives</b>				
11.1	All teachers have received an incentives menu <u>Suggested Evidence</u> : Teacher Interviews;				
11.2	Teachers have received an equal opportunity to apply for completing specific tasks <u>Suggested Evidence</u> : Teacher Interviews; evidence of school-wide mtgs to review tasks to be done				
11.3	Monitoring of the completion of tasks has been carried out by those responsible <u>Suggested Evidence</u> : Reports, monitoring notes, etc.				
11.4	There are no instances where someone has received payment for a task that was not completed <u>Suggested Evidence</u> : comparison of payment sheets with general observer impressions of sanitation, IT lab usage, library usage, etc.				
11.5	Schools have a clear record of who is doing what, how much they have been paid, and how frequently <u>Suggested Evidence</u> : Performance-based Pay Planning List				
	<b>Subtotal (5 possible points)</b>				
<b>12. General Oversight and Management</b>					
	<b>Meetings and Information Sharing</b>				
12.1	Technical team meetings are conducted				
12.2	Management meetings are conducted				
12.3	Minutes and agendas are kept and shared				
	<b>Classroom observations</b>				
12.4	Information on planning for classroom observations is shared with teachers.				
	<b>Time sheets</b>				
12.5	Staff time sheets are checked and approved on a regular basis				
12.6	Time sheets are kept and filed				
	<b>Data collection</b>				
12.7	Enrolment rates are recorded and up to date				
12.8	Dropout rates are recorded and up to date				
12.9	Students who dropped out or are at risk of dropping out are being followed closely				
	<b>Reporting</b>				
12.10	An overview is kept over teacher's record-				

	ings and activities concerning PbP				
12.11	PbP and connected activities are reported monthly				
12.12	Monthly reporting on school progress is kept				
12.13	There is an annual report				
12.14	Information in the report is shared with teachers and board				
	<b>Subtotal (16 Points Possible)</b>				
<b>13. Community Engagement</b>					
13.1	Consultation meetings with community and other stakeholders are held on a regular basis				
13.2	School Support Committee is aware of the content of the annual school plan				
13.3	Meetings with the general community occur at least once each semester				
13.4	Parent Night Meetings are organized at least once a year.				
	<b>Subtotal (4 Points Possible)</b>				

## Major Observations and Comments

What Is Working Well	What Needs Improvement

## Annex 7: Interview Committee Questions & Recommendations for Teacher Recruitment

### PART 1: Candidate Interview Process

#### Interview Questionnaire

1. Position for which Candidate is Being Interviewed: .....
2. Name of Candidate:.....Sex:..... Age: .....
3. Phone Number :.....
4. Name of Interviewer:.....
5. Date:.....
6. Candidate Qualifications (Please indicate)
  - a. What qualifying degrees does the candidate have?  
 PTTC Diploma  RTTC Diploma  BA/BS  MA/MS  
 PhD.  Other: Please Indicate: \_\_\_\_\_
  - b. How many years of teaching or other experience does the candidate have? \_\_\_\_\_
  - c. Level of English Speaking Ability:  
 Excellent  Good  Poor
  - d. Level of ICT ability  
 Excellent  Good  Poor
  - e. Has the candidate ever received any awards or commendations as a teacher, librarian, etc.?  
 Yes  No  
If Yes Please Explain: \_\_\_\_\_
7. Scoring Instruction: (4 = Very good, 3 = Good, 2 = Fair, 1 = Poor)
  - a. Consider the candidate's answer then circle one number you think appropriate for that answer.
  - b. Start the interview by introducing the candidate to the interview committee.
  - c. At the conclusion of the interview, tabulate your scores for each candidate in the space provided at the end of the interview.

<b>SECTION 1: Professional Attitudes</b>	Score				Comment
1. Observe the outside character (Way of expression, Communication)?					
2. Why do you want to work in Anuvat School?	1	2	3	4	
3. What attitude should a teacher have that enable them to work effectively?	1	2	3	4	
4. At the Anuvat school you will be required to fulfill all the regular duties as well as attend training and take on additional tasks. How do you feel about this?	1	2	3	4	
<b>Sub total</b>					
<b>SECTION 2: Pedagogical &amp; Technical Knowledge</b>					
1. How and why does a teacher set learning objectives before actual teaching?	1	2	3	4	
2. What will you do to find out that the learning objectives have been achieved?	1	2	3	4	
3. During a lesson, if some pupils do not concentrate, pay attention or do the tasks given by the teacher, how will you deal with this?	1	2	3	4	
4. Why does a teacher have to use learning games during a teaching time?	1	2	3	4	
5. When pupils in a class do not have the same level of understanding, what can you do so they can learn together at the same pace?	1	2	3	4	
6. What do you understand by the term “learner centered methodology” and what are the advantages of using this?	1	2	3	4	
7. What are the main factors that make pupils learn?	1	2	3	4	
8. Who will you communicate with to make pupils achieve good results?	1	2	3	4	
<b>Sub total</b>					
<b>SECTION 3: General Extra Knowledge and Goals for Professional Development</b>	1	2	3	4	
1. Do you have any other skills than teaching (IT, Languages, Arts, Life Skills, Handicraft, Cooking, etc)?	1	2	3	4	
2. How will you continue to improve your capacity whilst working as a teacher?	1	2	3	4	
3. If you have an opportunity to receive a scholarship to study at university, what field would you select?	1	2	3	4	
<b>Sub total</b>					

<b>Grand total</b>		
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## PART 2: Interview Committee Recommendation

### *New Generation School Hiring Recommendations*

**Interview Scores for the Position(s) of:** \_\_\_\_\_

Candidate' Name	Interviewer(s)						Total	
	_____		_____		_____		Raw Score	%
	Raw Score	%	Raw Score	%	Raw Score	%		

*\*Note:* Total Possible Score=60

#### **Committee Recommendations:**

*The committee makes the following recommendations with regards to the shortlisted application(s).*

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*In view of the above, the committee recommends the hire of:*

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#### ***Seen and Agreed:***

##### Interviewer 1:

Name: \_\_\_\_\_: Signature: \_\_\_\_\_

Date: \_\_\_\_\_

##### Interviewer 2:

Name: \_\_\_\_\_: Signature: \_\_\_\_\_

Date: \_\_\_\_\_

##### Interviewer 3:

Name: \_\_\_\_\_: Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Annex 8a: Sample Staff Contracts with Conditions for Incentive Payments



### Ministry of Education, Youth, & Sport

#### **Staff Contract for New Generation School**

**The following contract provides for a fixed incentive to school staff that is in addition to the regular salary received from Ministry. This incentive is dependent on full compliance with the attached Job Description and may be rescinded as per the conditions set out in this contract.**

**Name:** \_\_\_\_\_

**Contract Period:**                    **From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Position Title** \_\_\_\_\_

**Rate of Remuneration** \_\_\_\_\_ **Riels per Month**

#### **TERMS & CONDITIONS**

##### **1. Probationary Period**

The Employee is expected to satisfactorily meet the responsibilities of his/her position as set forth in the specific job description attached. A probationary period of two (2) months has been established for this position. Unsatisfactory performance during, or after, the probation period will be considered cause for rescinding the contract.

##### **2. Duration**

This contract is valid for a fixed duration, This contract is valid from the date of signature until \_\_\_\_\_. Continuation of employment beyond the above date will require another contract. Contract extension may be dependent on an appraisal of the Employee's performance before a determination can be made for contract renewal.

##### **3. Termination of Employment**

If for any reason there is a change in program specifications, operational guidelines or status of funding, it may be necessary for the school to terminate this contract. If such circumstances occur, the school will give the Employee a minimum of 30 days notice.

The Employee agrees that the school reserves the right, at the discretion of the School Director, to terminate the Employee without notice should certain circumstances warrant (e.g., loss of funding).

If for any reason the employee finds it necessary to terminate this agreement, the school requires a minimum of 2 weeks notice.

##### **4. Working Hours**

The working hours of school employees shall not exceed \_\_\_\_ hours per week, except in unusual circumstances. School business is conducted Monday through Saturday (one half day). Working hours begin at 7 AM to 11 AM and from 1 PM to 5 PM (11 AM on Saturday).

### **5. Bereavement Leave**

Three days paid leave will be granted in the case of the death of a parent (including parents of the husband or wife), death of a spouse, death of a son or daughter.

### **6. Sick Leave**

Employees are entitled to sick leave with permission. If the Employee does not inform the school that he or she cannot attend work due to sickness, the school reserves the right to withhold compensation.

### **7. Holidays**

Employees may take leave on official government holidays. The holiday schedule will follow those recognized by the Cambodian government.

### **8. Task-based Pay**

Employees may also receive additional payment for specific tasks agreed to with the school (e.g., leading clubs, organizing field trips, etc). Remuneration for these tasks will be negotiated separately with the school and will be contingent upon faithful completion of such tasks.

### **9. Scholarship Benefits**

The Employee is eligible to apply for scholarship benefits from the school for further study leading to additional certifying degrees. The degree of assistance under this condition will be negotiated in a separate agreement between the school and the Employee.

### **10. Use of Equipment**

The Employee will receive a laptop for professional development purposes as part of this agreement. This equipment must be used for professional purposes only and the Employee may be held responsible in cases of damage or theft. In the event that this contract is rescinded or not renewed, the Employee will be required to return the equipment received.

### **11. Supervision**

The Employee will work under the direct supervision of \_\_\_\_\_ and will be required to fulfill the tasks outlined in the Job Description Attached.

### **12. Contract Termination**

This contract may be terminated under the following circumstances:

- The Employee is found to be teaching private classes to his or her own students for payment.
- The Employee is found to be teaching private classes during working hours.
- The Employee is forcing his or her students to buy study materials, stationery, cakes, or other materials.
- The Employee continually comes late to work and after multiple warnings.
- The Employee does not attend staff development workshops that are mandatory.
- The Employee is found to be guilty of engaging in various behaviors that are against the laws of the Kingdom or in violation of educational ethics (e.g., verbal abuse, physical abuse, selling equipment received from school, etc).

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Annex 8b: Terms of Reference for School Director, Teacher, Librarian, & Counselor



### MINISTRY OF EDUCATION, YOUTH, & SPORT

## JOB DESCRIPTION

### NEW GENERATION SCHOOLS

<b>Position Title:</b>	SCHOOL DIRECTOR
<b>Program Name:</b>	New Generation School
<b>Supervisor:</b>	NGS Oversight Board
<p>NGS is a program aiming to give every student the same chance to access a fair, high quality education, in an healthy environment, adapted to their needs. In order to achieve that goal the school must be lead by a strong personality, firmly believing in the NGS vision.</p> <p><b>Job duties:</b></p> <p><b>Relationship with Oversight Board</b></p> <ol style="list-style-type: none"><li>1. Bring to the attention of the Oversight Board (hereafter referred to as the Board) such matters and data about the needs and operation of the school as are appropriate to keep the Board fully informed to meet its responsibilities.</li><li>2. Serve as chief communicator between the Board and the school and staff.</li><li>3. Attend the Board meetings as specified by the Board.</li><li>4. Know and implement the policies of the school.</li><li>5. Coordinate with the Board when issuing school related contracts, submitting budgets, etc.</li></ol> <p><b>Reporting</b></p> <ol style="list-style-type: none"><li>6. Attend Board meetings as requested and report pertinent news.</li><li>7. Submit to the Board recommendations on all personnel actions such as appointments, assignments, promotions, transfers, job performance evaluations, and recommendations for dismissal.</li><li>8. Be responsible for the preparation of monthly and/or quarterly financial statements to the Board on various matters concerning the school's financial health, including enrollment, outstanding accounts, income, expenditures, and cash flow projections.</li></ol> <p><b>Organization.</b></p> <ol style="list-style-type: none"><li>9. Create an appropriate and strong management team for the school. Share and delegate to his or her immediate subordinates such that they will be prepared to collectively lead the school should the Director suddenly become incapacitated.</li><li>10. Promote an internal organization that permits transparent, open communication – up and down.</li></ol>	

11. Work to produce smooth day-to-day internal operations.

#### **Planning and Analysis.**

12. Develop school improvement plans with the faculty and staff. Participate with the Board in strategic planning.
13. Keep abreast of current educational trends and implement them as deemed appropriate for the school by attending workshops/seminars, by reading MoEYS memos, and by doing personal research.
14. Attend professional development workshops, as required.

#### **Academic Programs.**

15. Design, implement and administer student academic programs and services appropriate to the needs of those enrolled and consistent with the NGS's values, teaching style, and mission/philosophy. Develop systems of scheduling to accommodate these academic programs and services.
16. Set standards of participation and achievement in each of the following areas:
  - Provides leadership in the process of curriculum development.
  - Provides assistance and support to the staff in their efforts to develop progressive curricula that reflect the school's values, teaching style, and mission/philosophy.
  - Promotes hands-on learning experiences and enrichment opportunities.
  - **Co-curricular:** Organize activities, elective offerings, cultural exposures, fine arts, and athletics sufficient to round out the school's academic program and provide for student interest development.
  - **Character Development:** Implement formal and informal programs that relate to high moral and ethical conduct; to include counseling and advisory programs, a system of positive discipline that promotes kindness, courtesy, respect, responsibility, integrity, and love of learning.
  - **Student life:** Establish and oversee programs for after hours and occasional weekends, including extended day programs, summer camps, and recreational and cultural activities.

#### **Personnel Management**

17. Define the teaching and non-teaching professional positions needed to implement the school's programs and recruit, in cooperation with the Board, highly effective teachers and staff to fill them.
18. Establish productive working conditions, discipline, training and development of all professional staff.
19. Determine standards and take appropriate steps to measure and maintain reasonable performance and professional growth among immediate subordinates and, through them, all professional employees; in accordance with the Board, dismiss those who fail to meet the standards.
20. Establish practices and procedures to promote harmonious and constructive relationships among all of the school's professional staff. Consciously work to establish an atmosphere of team building and planning. Follow a collegial managerial style rather than authoritarian.
21. Maintain personal contact with all school staff members, fostering good public relations, promoting high morale, and identifying personnel problems as early as possible. Encourage similar conduct among subordinates.
22. Recognize, coach, and provide meaningful feedback through active performance management throughout the school year.

**Program and Service Support.**

23. Be responsible for the safety and security of all the school's students and staff; oversee the safety and security plan. Ensure that all state codes – health, fire marshal, etc. – are in compliance.
24. Work with staff to identify curriculum needs in terms of teaching materials, faculty, and program support.
25. Work to promote harmonious relationships between students, school and administrators, recognizing the importance of developing each individual.
26. Oversee the evaluation of student progress and systems for communicating with parents. Develop and implement procedures for tracking student status and progress and for intervening early when concerns are identified. Overlook student progress, and assure and facilitate contact and follow-up with families as needed.

**Financial Management**

27. Prepare a complete annual budget proposal for submission to the Board.
28. Once the year's budget is approved by the Board, ensure that the available financial resources are carefully managed within the budgetary guidelines. Notify the Board prior to initiating any variances from the budget.
29. Be responsible for the preparation of monthly financial statements to the Board on various matters concerning the school's financial health, including enrollment, outstanding accounts, income, expenditures, and cash flow projections.
30. While the task may be delegated to subordinates, be ultimately responsible for ensuring that all student accounts are up-to-date.

**Enrollment.**

31. Recommend enrollment objectives with respect to student numbers, character, and qualities to predict success at the school and execute programs to achieve them – to include recruiting and retaining students in numbers sufficient for sound school finances.
32. Work with the Board to establish and administer standards and procedures for admission and dismissals.
33. Collect Exit Interviews to families leaving the school to determine the school's strengths and weaknesses.

**Community Relationships.**

34. Maintain positive/ constructive relationships between current families and alumni.
35. Encourage meaningful alumni, parents, and past parents participation in events that aid and support the goals of the school.

**Key competences:**

- The candidate for High school Director should possess a diploma in education field or a substantial equivalent.
- Experience as a teacher would be an asset.
- The candidate should:
  - Have strong analytical, communication, decision-making, interpersonal, leadership and management skills.
  - Concur with the ideas, values and objectives of the NGS Program.



## MINISTRY OF EDUCATION, YOUTH, & SPORT

# JOB DESCRIPTION

### NEW GENERATION SCHOOLS

<b>Position Title:</b>	TEACHER
<b>Program Name:</b>	New Generation School
<b>Supervisor:</b>	School Director

The NGS Programme is set to give a chance to every student to receive a quality education, in an healthy environment, adapted to their needs. In order to achieve that goal all students must receive a fair and equal teaching, designed to help them develop their critical thinking, from passionate, creative and dynamic teachers.

#### **Job Duties:**

##### **Classroom preparation:**

1. Prepare and deliver lessons to a range of classes of different ages and abilities.
2. Select and use a range of different learning resources and equipment.
3. Organise the classroom and learning resources and create displays to encourage a positive learning environment.
4. Plan and prepare lessons that cater for the needs of the whole ability range within their class as well as instructional activities that facilitate active learning experiences. Both must be make in order to develop the students' critical thinking.
5. Establish and communicate clear objectives for all learning activities.
6. Prepare classroom for class activities.
7. Keep updated with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities.

##### **Classroom Teaching :**

8. Present lessons and instructional activities.
9. Use relevant technology to support instruction.
10. Instruct and monitor students in the use of learning materials and equipment.

##### **Student Assessment :**

11. Observe and evaluate student's performance and development.
12. Assign and grade class work, homework, tests and assignments.
13. Provide appropriate feedback on work.
14. Maintain records of pupils' progress and development.

##### **Student educational support :**

15. Encourage and monitor the progress of individual students.
16. Undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.
17. Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.

**Student Discipline :**

18. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
19. Maintain discipline in accordance with the rules and disciplinary systems of the school.
20. Apply appropriate disciplinary measures when necessary.

**Extracurricular activities :**

21. Participate in extracurricular activities such as advising student clubs, social activities, sporting activities, and student organizations such as the Student Council.
22. Participate in department and school meetings, parent meetings.
23. Participate in teacher trainings, as needed.
24. Organise and take part in school events, outings and activities which may take place at weekends or in the evening.
25. Work with parents and school governors to maximise their involvement in the school and the development of resources for the school.

**Key Qualifications :**

The Teacher is expected to:

- Have a teaching degree.
- Concur with the ideas, values and objectives of the NGS programme including compliance with measures that prevent the occurrence of a 'commercial' relationship with students in which money is changing hands (e.g., *rien kua*).
- Have excellent communication and interpersonal abilities.
- Have good organisational and time-management skills.
- Have initiative, leadership and supervisory skill.



## MINISTRY OF EDUCATION, YOUTH, & SPORT

### JOB DESCRIPTION

#### NEW GENERATION SCHOOLS

<b>Position Title:</b>	LIBRARIAN
<b>Program Name:</b>	New Generation School
<b>Supervisor:</b>	School Director

The NGS Programme is set to give a chance to every student to receive a quality education in a healthy environment adapted to their needs. In order to achieve this goal, all students must receive fair and equal teaching, supported by an accessible multimedia library in which students can find a large diversity of information, adapted to their needs whether these are curriculum-related or not.

#### **Job Duties:**

##### Managing the Library:

1. Promote the role of the library in the school, and the range of resources students can access through the library in order to support inquiry-based learning
2. Develop information literacy across all year levels and all curriculum areas.
3. Model and promote collaboration with teachers in planning and supporting inquiry-based learning.
4. Plan and manage the development of the school library in consultation with the teaching staff.
5. Select relevant and quality resources including e-resources, which meet the reading and information needs of users.
6. Develop, catalogue, classify and maintain library collections and an accurate inventory of library materials.
7. Maintain the library ICT material updated and in working conditions.
8. Maintain records of readership in the library by both students and community members and prepare statistical and analytical reports accordingly.
9. Set up a system whereby students can borrow books from the library for specified periods.
10. Set up a system whereby students can access mobile learning devices (if available).
11. Maintain the physical appearance of the library including dusting, vacuuming, sweeping, and other sanitary measures.
12. Ensure that students do not bring food and beverages into the library space.
13. Organize students (e.g., Student Council) to help maintain the library

including organizing books, cleaning, and keeping the library open during the lunch hour.

**Student Guidance:**

14. Encourage all library users to participate in collecting books when
15. Assist users in locating specific materials and information and guide users regarding technology resources, which may involve one-on-one advisory sessions

**Discipline:**

16. Manage student behavior in the library by establishing and enforcing rules and procedures.
17. Maintain discipline in accordance with the rules and disciplinary systems of the school.
18. Apply appropriate disciplinary measures when necessary.

**Key Competences:**

You will need to:

- Have strong IT skills.
- Be able to work with young people and also deal with challenging behavior and conflict management.
- Be proactive and imaginative in approach to provision and promotion of services
- Have awareness of school curriculum.
- Be self-motivated and able to work under own direction as well as in team.
- Have strong organizational skills.



## MINISTRY OF EDUCATION, YOUTH, & SPORT

### JOB DESCRIPTION

#### NEW GENERATION SCHOOLS

<b>Position Title:</b>	SCHOOL COUNSELOR
<b>Program Name:</b>	New Generation School
<b>Supervisor:</b>	School Director

The key idea of the NGS Programme is that every student should have access to a high-quality education where they can learn and succeed and graduate from high school and be prepared for employment, college or other post-secondary education institutions. This goal can not be properly be carried out without an efficient counseling service

#### **Create a school-counseling program.**

1. Plan, organize, implement and evaluate a comprehensive school-counseling program using training materials developed by KAPE and others.
2. Demonstrate multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating a comprehensive school-counseling program embodying the values, ideas and objectives of NGS.
3. Serve as a leader in the school and community to promote and support student success.
4. Apply the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.

#### **Counseling Center Management**

##### ***Establish a school counseling plan***

5. Conduct a school counseling program assessment using standardized tools provided in the MoEYS' Life Skills Counseling Program (Choosing Your Future).
6. Establish and convene an advisory council in which the appropriate education stakeholders should be represented.
7. Develop effective and efficient meeting agendas with the advisory council, review school data, school counseling program goals, record meetings, analyzes and incorporate feedback from the advisory council to school counseling program as appropriate.
8. Develop calendars to ensure the effective implementation of the school counseling program developed.

##### ***Establish a panorama of the situation of the school, its needs and respond to them.***

9. Access or collect relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement.
10. Review and analyze student achievement, attendance and behavior data to identify and implement interventions as needed.

11. Use data to identify areas of weakness and in need of substantial changes, areas such as course enrollment patterns, equity and access, achievement, opportunity, and/or information gap.
12. Use data to establish goals and activities to close the achievement, opportunity and/or information gap.
13. Use school data to identify and assist individual student who do not perform at grade level and do not have opportunities and resources to be successful in school.
14. Create annual and weekly calendars to plan activities to reflect school counseling goals.
15. Develop small-group and closing-the-gap action plans and determine appropriate students for the target group or intervention with targeted activities designed to impact on self-reflection, academics, attendance and behavior.

**Service Delivery.**

***School counseling core curriculum.***

16. Develop and present a school counseling core curriculum addressing all students' needs based on student data.
17. Develop materials and instructional strategies to meet student needs and identify the tools needed in the delivery of the school counseling core curriculum.

***Individualized student planning***

18. Develop strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.
19. Help students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel.
20. Understand career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests.
21. Help students learn the importance of college and other post-secondary education opportunities and help them to navigate the college admissions process.

***Responsive services.***

22. Provide responsive counseling services such as individual or small-group counseling and crisis response.
23. Understand appropriate individual and small-group counseling theories and techniques.
24. Demonstrate an ability to provide counseling for students in times of transition, heightened stress, critical change and crisis situation. That employ knowing what defines a crisis, may it be personnel, family related or school related, and the appropriate response that could involve school, community professionals and families.

**Indirect student services.**

***Referrals.***

25. Understand how to make referrals to appropriate professionals when necessary.
26. 9.1.2 Compile referral resources to utilize with students, staff and families to effectively address issues.

***Consultation.***

27. Share strategies that support student achievement with parents, teachers, other

educators and community organizations.

28. Work with education stakeholders to better understand student needs and to identify strategies that promote student achievement.

**Accountability.**

29. Analyze data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
30. Measure and analyze results attained from school counseling core curriculum, small group and closing-the-gap activities.
31. Use data to demonstrate the impact of the school counseling on student achievement.
32. Review the results of the analysis with the advisory council and identifies the areas to improve and how to improve them, and the ones successful and why they are successful.
33. Report the results of the program assessment to the school director and other stakeholders.

**Key qualifications :**

- The school counselor should possess a diploma in high school counseling or a substantive equivalent.
- The school counselor should be comfortable with the topics of human growth and development, counseling theory, individual counseling, group counseling, social and cultural foundations, testing and assessment, research and program evaluation, professional orientation, career development.
- The school counselor should:
  - a. Have good organizational and time-management skills
  - b. Have management skills
  - c. Concur with the ideas, values and objectives of the NGS Program.
  - d. Have excellent communication and interpersonal abilities.

## Annex 9: Schedule for Task-based Payments for Teachers

**Explanation:** This table provides a floor for minimum rates and the payment schedule (e.g., hourly, daily, etc.). Rates may actually be higher than this depending on the availability of resources. However, schools should be aware that payment for these tasks in the absence of teacher compliance or monitoring may result in a loss of school accreditation as an NGS facility.

### Minimum Performance Based Payments Schedule

Task Work	Schedule				Suggested Minimum Amount
	Hourly	Daily	Monthly	Product-based	
1. Club Adviser (e.g., Science Club, Photography Club, etc.)			x		40,000 CR
2. Remedial Student Classes	x				12,000 CR
3. Invigilator for Term Tests		x			10,000 CR
4. Invigilator for Entrance Examinations		x			10,000 CR
5. Student Registration Officer at Start of Year		x			20,000 CR
6. Field Trip Leader		x			--
7. Workshop Attendance for Teacher Development Activities		x			20,000 CR
8. Literacy Coach services for early grade reading			x		160,000 CR
9. Question Bank Development tasks				x	600,000 CR
10. Student Council Supervising Teacher			x		40,000 CR
11. Longitudinal Teaching Task Work (i.e., Extra Lesson Planning) <sup>2</sup>			x		40,000 CR
12. Great Books Reading Program Supervisor			x		40,000 CR
13. Technical Grade Leader Support (e.g., for organizing demonstrations, etc.)			x		40,000 CR
14. Extended Reading Supervising Teachers			x		40,000 CR
15. ICT Support to Other Teachers			x		200,000 CR

**\*Note:** Schools may add additional task work not provided in this list as part of their annual planning.

<sup>2</sup> Under this task work, a Grade 1 teacher would follow his or her class of students to Grade 2 and Grade 3 requiring new lesson planning for those grade levels. This task work applies only to Primary school level.

## Annex 10: Career Path Planning Template



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### Career Path Plan of

.....  
*School:* ..... *Subject:* .....

This plan is meant for you. For you to realize what you're good at in your job as a lead teacher, what you aim to improve and, more importantly, how to do that. To see how you can improve and to see how much you improve over time, we will ask you to set goals. You will then be asked to reflect on these goals regularly in your career path journal. To reach your goals, you can choose from the Career Path Menu. In your journal you can write up what you have learned and how you can use that to achieve your goals.

You will have to keep on working on your goals, so it is important to choose them right. The performance based pay list and the Career Path Menu give many options. We will start with an activity that helps you to choose wisely from those options.

#### *Peaks and Lows*

Peak moments are moments in your job that you really enjoy and that give you energy. Low moments are moments in your job that you don't like and cost a lot of energy.

1a. Write down one peak moment from the last month.

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1b. What made this a peak moment?

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2a. Write down one low moment from the last month.

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2b. What made this a low moment?

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## ***Interests and Strengths***

You just thought about moments that you like in your work and moments that you don't like. This tells you something about the direction that you want to go with your career. For example, if you had a peak moment when the children learnt a lot during a science experiment that you prepared for them, you might want to learn more experiments to do in class. If you had a low moment when you saw a colleague struggling with teaching, but did not know how to help him/her for example, you might want to learn more about peer support. Now you will think about what you want from your teaching job and what you can expect from the BSI project.

3a. What interests you most in your work as a teacher?

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3b. What skills that you already have are needed to pursue those interests?

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3c. What is most important to you in your work?

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3d. What barriers work against you becoming a better teacher/leader?

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4. Choose your strengths from the table below.

Preparation	Didactic skills (eg. explain clearly)	Atmosphere in class is good
Experiments	Professional reflection	Make learning fun
Peer support with other teachers	Classroom management	Management (clubs,subject group)
Student support	Organizing group work	Making use of subject classroom
Answering questions	Asking questions	Adaptive learning
Create learning resources	Connect lessons with IT/life skills	Using time effectively

Your interests and strengths together will tell you about what choices would be wise to make for your career path. If you find it important that students learn to work with different materials (like books from the library or IT), it could be a wise choice to learn more about integrating those things in teaching. If you're more interested in including all children in your teaching, also disabled children, you could choose a different specialty.

You can make a choice in how to use your learning with your strengths. You can build on your strong points by learning more about them, or you can choose learning about management (for example) when that is not your strength, because you want to develop that skill.

## ***Goals and Career Path Plan***

You now will be asked to think of 3 goals that you want to achieve this year. You will have to think back to these goals regularly in this year. When you do something that helps you achieving your goals, you are supposed to write it down in your Career Path journal. To reach your goals, NGS offers 2 study trips. Your goals should enable you to look specifically during these visits.

The writing down of goals and a plan is not easy to do, so you can take a look at the Career Path Menu before you make your choice.

### Goal 1

By the end of 2016, I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Current competence level (0 means there is no improvement from before, 10 means that the goal has been achieved):

( 0    1    2    3    4    5    6    7    8    9    10 )

### Goal 2

By the end of 2016, I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Current competence level (0 means there is no improvement from before, 10 means that the goal has been achieved):

( 0    1    2    3    4    5    6    7    8    9    10 )

### Goal 3

By the end of 2016, I \_\_\_\_\_

\_\_\_\_\_

Current competence level (0 means there is no improvement from before, 10 means that the goal has been achieved):

( 0    1    2    3    4    5    6    7    8    9    10 )

### Career Path Menu

To reach my goals, I choose to develop my skills concerning (circle 3 options in the choice menu):

*Choice menu:*

1. The working of student councils.
2. Organization of the (subject)classroom.
3. Classroom management.
4. Peer support.
5. The role of a lead teacher.
6. Classroom management.
7. Pedagogic and didactic methodologies
8. Subject clubs.
9. Use of IT.
10. Integrated use of IT in lessons.
11. Integrated use of the library in lessons.
12. Integrated use of the life skills menu in lessons.
13. Deepening subject knowledge. Subject: \_\_\_\_\_
14. Dealing with children with special needs.

Please write down what you will do to achieve your goals, before, during and after the study trips.

*Goal 1:* Before the study trips I will ...

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During the study trips I will be focused on ...

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After the study trips I will ...

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*Goal 2:* Before the study trips I will. ....

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During the study trips I will be focused on . . .

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After the study trips I will. . .

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*Goal 3:* Before the study trips I will. . .

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During the study trips I will be focused on. . .

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After the study trips I will. . .

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NGS will offer possibilities to work on your goals throughout the year. You are supposed to include these trainings, meetings and courses in your Career Path Journal, when concerning your goals. Your journal will represent your professional grow. Try and keep it regularly by updating it every week.





## Career Path Journal

*Date:*

*Goal: 1/2/3*

Actions to reach goal:

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Notes concerning the actions (for example effective or not, what I learnt, what goes well, what I struggle with, lessons for next action, ...)

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Accomplishment of goal (0 means there is no improvement from before, 10 means that the goal has been achieved):

0	1	2	3	4	5	6	7	8	9	10
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## Career Path Journal

*Date:*

*Goal: 1/2/3*

Actions to reach goal:

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Notes concerning the actions (for example effective or not, what I learnt, what goes well, what I struggle with, lessons for next action, ...)

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Accomplishment of goal (0 means there is no improvement from before, 10 means that the goal has been achieved):

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

## Career Path Journal

*Date:*

*Goal: 1/2/3*

Actions to reach goal:

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Notes concerning the actions (for example effective or not, what I learnt, what goes well, what I struggle with, lessons for next action, ...)

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Accomplishment of goal (0 means there is no improvement from before, 10 means that the goal has been achieved):

0	1	2	3	4	5	6	7	8	9	10
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## Annex 11: Means Test for Parents Unable to Make Voluntary Contributions to School

### Parental Means Test Form

Child's Name:	_____	Child's Grade:	_____
Child's Gender:	Male Female	Child's Age:	_____
Guardian's Name(s)	_____ _____	Relationship to Child:	_____ _____
Address:	House #: _____	Group #: _____	Village: _____
	Commune: _____; District: _____ Province: _____		
	Phone Number: _____ (If any)		
Date of Interview	_____	Name of Interviewer	_____

*Hello, my name is....., I am from..... You have applied for a fee waiver to attend the nearby New Generation School. The school is happy to consider this request but we must first make an assessment of your household situation. Do you agree to allow us to ask you some questions about your current situation? If yes, then let's begin. After the interview, we will review your assessment and get back to you regarding your request.*

No.	Question	Answer	Score
1	Is this child living permanently with the father?	Yes	1
		No	0
2	Is this child living permanently with the mother?	Yes	1
		No	0
3	If the father is still living permanently with the child, what is his level of education?	No education	0
		Primary education	2
		Lower secondary and above	13
4	If the mother is still living permanently with the child, what is his level of education?	No education	0
		Primary education	6
		Lower secondary and above	9
5	How many younger siblings does this child have?	None	12
		One	12
		Two	8
		Three	4
		Four	2

No.	Question	Answer	Score
		Five or above	0
6	How many older siblings does this child have?	None	0
		One	1
		Two	2
		Three	3
		Four	4
		Five or above	5
7	What is your father's /guardian's occupation?	Farmer/worker	1
		Run small business	3
		Civil official	6
8	What is your mother's /guardian's occupation?	Farmer/worker	1
		Run small business	3
		Civil official	6
9	How many hectares of rice fields or farm land do you have?	2 hectares	4
		1 hectare	3
		Less than 1 hectare	1
		No land	0
10	What is the roof of this house made of? (this can be observed)	Thatch/leaves	0
		Tent/ plastic	0
		Zinc	4
		Roofing tiles/ Fibro	No classification
		Cement	No classification
		other	0
11	What is the floor of this house made of? (this can be observed)	Ground/soil	0
		Bamboo lattice	0
		Wooden board	4
		Flooring tile	No classification
		other	0
12	What type(s) of furniture and equipment is/ are in your house?	Clock	1
		Desk	1
		Cabinet	2
		Radio	1
		Tape recorder	1
		Television	6
		Sewing machine	3
		Rice mill	10
		Bicycle/cart	3
		Plowing machine	No classification
		Motor bicycle/ trailer	No classification
		Car/ tractor	No classification
13	How many cows do you have?	4 -5	4
		3	2
		1-2	1
		None	0
14	How many buffalos do you have?	4 -5	4

No.	Question	Answer	Score
		3	2
		1-2	1
		None	0
15	How many pigs do you have?	4 -5	4
		3	2
		1-2	1
		None	0
16	How many horses do you have?	4 -5	4
		3	2
		1-2	1
		None	0
17	Is there anyone in your family living with a chronic disease or disability?	Yes	0
		No	1

*Note: When scoring, please note responses, which are characterized as “no classification”. Any form where one or more responses are scored as “no classification” should be removed from the list and not considered for a scholarship award.*

**Directions for Scoring:**

*The Maximum Score on this form is 110 Points. In order to qualify for a tuition waiver, an individual must score 44 points or less. If an individual provides any responses that are categorized as ‘No Classification,’ it means that the person can automatically not be considered for a tuition waiver.*

**Total Score Received: \_\_\_\_\_ Points**

## Annex 12: Vetting Tool for Teacher & School Manager Contract Extension



### Teacher General Assessment Form for Contract Renewal New Generation Schools

<b>Teacher's Name:</b> _____	<b>School Name:</b> _____
<b>Subject(s) Taught:</b> (Please circle all that apply)	<input type="checkbox"/> <b>Secondary School Teacher</b> Khmer, Mathematics, Chemistry, Physics, Biology, English, History, Geography, Earth Science, Home Economics Other: _____ <input type="checkbox"/> <b>Primary School Teacher</b>
	<b>Sex:</b> M F  <b>Qualifying Degrees Earned during Project</b> B.A / B.S. M.A / M.S. NIE Certificate (Please circle all that apply) Other: _____
<b>Type(s) of Incentive Received</b> (Please check all that apply)	<input type="checkbox"/> Fixed Payment <input type="checkbox"/> Task-based Payment  <b>Form Completed by:</b> _____ <b>Position:</b> _____ _____, _____ _____, _____
<b>Date Form Completed:</b> _____	<b>Basis of Assessment</b> <input type="checkbox"/> Observation <input type="checkbox"/> Interviews

No	Item	Score
1.	How punctual is this teacher when coming to teach? <input type="checkbox"/> Very Punctual <input type="checkbox"/> Punctual <input type="checkbox"/> Sometimes Late <input type="checkbox"/> Frequently Late	5 4 3 0
2.	How thoroughly does this teacher complete task work? <input type="checkbox"/> Extremely well <input type="checkbox"/> Very well <input type="checkbox"/> Adequately Well <input type="checkbox"/> Poorly <input type="checkbox"/> This teacher has never applied to do task work. Please specify the task completed (e.g., club supervision, special projects, etc.) _____	5 4 3 0 0
3.	How well does this teacher maintain career path logbook? <input type="checkbox"/> Extremely well <input type="checkbox"/> Very well <input type="checkbox"/> Adequately Well <input type="checkbox"/> Poorly	5 4 3 0
4.	How Frequently does this teacher use ICT in their teaching? <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	5 4 1 0
5.	How well does this teacher integrate new teaching methodologies that are provided in training workshops into how he/she teaches? <input type="checkbox"/> High levels of application <input type="checkbox"/> Moderate levels of application	5 4 1 0

No	Item	Score
	<input type="checkbox"/> Low level of application <input type="checkbox"/> No application whatsoever	
6.	In general, how well prepared is this teacher when teaching? <input type="checkbox"/> Very well prepared <input type="checkbox"/> Well Prepared <input type="checkbox"/> Somewhat Prepared <input type="checkbox"/> Not so well prepared	5 4 3 0
7.	How frequently does this teacher attend capacity-building workshops? <input type="checkbox"/> Excellent rate of attendance <input type="checkbox"/> Moderate rate of attendance <input type="checkbox"/> Low rate of attendance	5 4 0
8.	Has this teacher ever claimed PbP for task work not completed? <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	-5 -3 +5
9.	Has this teacher ever done anything outstanding at the school? Yes    No If yes, what? _____	5 0
10.	Does this teacher ever teach 'rien kua' in violation of school rules ? <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	-5 -3 +5
11.	What is your overall rating for this teacher's compliance with NGS standards? <input type="checkbox"/> Very high compliance <input type="checkbox"/> Adequate Compliance <input type="checkbox"/> Poor Compliance	5 3 0
12.	How active is this teacher in the school's Professional Learning Community? <input type="checkbox"/> Displays active leadership in terms of making the PLC work <input type="checkbox"/> Participates actively as a member of the PLC in sharing information <input type="checkbox"/> Participates as a member of the PLC to a minimum standard <input type="checkbox"/> Does not participate in the PLC <input type="checkbox"/> This school does not have a PLC	5 4 3 0 0
13.	How well does this teacher use the library as a resource for teaching students? <i>(Please check all of the activities that teachers have been observed to do.)</i> <input type="checkbox"/> Sends students to the library for research. <input type="checkbox"/> Provides structured activities for students to perform using mobile devices <input type="checkbox"/> Uses Audio-Visual Equipment such as mini-theatre for teaching <input type="checkbox"/> Assigns books for reading on a regular basis	5 4 3 2 1 0
14.	Does this teacher ever use materials from outside the curriculum to enhance instruction? <input type="checkbox"/> Yes, frequently <input type="checkbox"/> From time to time <input type="checkbox"/> Rarely or never	5 4 0





## School Manager General Assessment Form for Contract Renewal New Generation Schools

<b>Manager's Name:</b> _____		<b>School Name:</b> _____	
<b>Type of School:</b> <input type="checkbox"/> <i>Secondary School</i> <input type="checkbox"/> <i>Primary School</i> <input type="checkbox"/> <i>Mixed School</i>			
<b>Exact Position</b>		<b>Sex:</b> <i>M</i> <i>F</i>	
<input type="checkbox"/> <i>School Director</i>		<b>Qualifying Degrees Earned during Project</b> <i>B.A / B.S.</i> <i>M.A / M.S</i> <i>NIE Certificate</i> <i>(Please circle all that apply)</i> <b>Other:</b> _____	
<input type="checkbox"/> <i>Vice School Director</i>			
<input type="checkbox"/> <i>Accountant</i>			
<b>Type(s) of Incentive Received</b> <i>(Please check all that apply)</i>		<b>Form Completed by:</b> <b>Position:</b>	
<input type="checkbox"/> Fixed Payment		_____ , _____	
<input type="checkbox"/> Task-based Payment		_____ , _____	
_____		_____ , _____	
<b>Date Form Completed:</b> _____		<b>Basis of Assessment</b> <input type="checkbox"/> <i>Observation</i> <input type="checkbox"/> <i>Interviews</i>	

No	Item	Score
1.	How punctual is this individual when coming to work? <input type="checkbox"/> Very Punctual <input type="checkbox"/> Punctual <input type="checkbox"/> Sometimes Late <input type="checkbox"/> Frequently Late	5 4 3 0
2.	Does this individual stay at work the entire time after coming to work or not? <input type="checkbox"/> Stays the entire time <input type="checkbox"/> Sometimes leaves early <input type="checkbox"/> Leaves early all the time	5 3 0
3.	How thoroughly does this individual complete his or her key tasks? <input type="checkbox"/> Attends to all tasks assigned <input type="checkbox"/> Attends to most tasks assigned <input type="checkbox"/> Only attends to some tasks assigned <input type="checkbox"/> Rarely attends to assigned tasks	5 4 1 0
4.	How often does this individual visit classrooms? <input type="checkbox"/> Frequently <input type="checkbox"/> Moderately Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	5 4 1 0
5.	Does this individual receive any unauthorized income from the school? <input type="checkbox"/> Frequently <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	-5 -3 -+5
6.	How would you describe this individual's organization of documents? <input type="checkbox"/> High levels of organization <input type="checkbox"/> Moderate levels of organization <input type="checkbox"/> Low level of organization <input type="checkbox"/> No organization whatsoever	5 4 1 0

<b>No</b>	<b>Item</b>	<b>Score</b>
7.	In general, how well informed is this individual about various aspects of organization in the school? <input type="checkbox"/> Very well-informed <input type="checkbox"/> Well -informed <input type="checkbox"/> Somewhat well-informed <input type="checkbox"/> Not so well-informed	5 4 1 0
8.	How frequently does this individual attend capacity-building workshops? <input type="checkbox"/> Excellent rate of attendance <input type="checkbox"/> Moderate rate of attendance <input type="checkbox"/> Low rate of attendance	5 4 0
9.	How frequently does this individual attend or call meetings with staff? <input type="checkbox"/> Very frequently <input type="checkbox"/> Moderately frequently <input type="checkbox"/> Not so frequently <input type="checkbox"/> Never	5 4 0 0
10.	How well respected is this individual by other staff in the school? <input type="checkbox"/> Respected by All <input type="checkbox"/> Respected by Most <input type="checkbox"/> Respected by Some <input type="checkbox"/> Respected by None	5 4 0 0
11.	Has this individual ever done anything outstanding at the school? Yes   No If yes, what? _____	5 0
12.	How much does this individual tolerate unethical practices (e.g., private classes) by staff? <input type="checkbox"/> Allows frequently <input type="checkbox"/> Allows sometimes <input type="checkbox"/> Never allows	-5 -3 +5
13.	What is your overall rating for this individual's compliance with NGS standards? <input type="checkbox"/> Very high compliance <input type="checkbox"/> Adequate Compliance <input type="checkbox"/> Poor Compliance	5 3 0
14.	How active is this individual in the school's Professional Learning Community? <input type="checkbox"/> Displays active leadership in terms of making the PLC work <input type="checkbox"/> Participates actively as a member of the PLC in sharing information <input type="checkbox"/> Participates as a member of the PLC to a minimum standard <input type="checkbox"/> Does not participate in the PLC <input type="checkbox"/> This school does not have a PLC	5 4 3 0 0
15.	When comparing this individual's current development with previous years, how would you describe the direction of his/her professional development? <input type="checkbox"/> Moving forward at a rapid pace <input type="checkbox"/> Moving forward but slowly <input type="checkbox"/> Not moving forward <input type="checkbox"/> Worse than before <input type="checkbox"/> This is a new manager so it is difficult to make an assessment	5 4 0 -5 0
	<b>Total Score:</b> _____/75 = _____%	

<i>No</i>	<i>Item</i>	<i>Score</i>
	<b>Minimum Score Required for Contract Extension: 45 points (60%)</b>	

**Additional Comments**

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**Comments from Manager**

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**Committee Recommendation**  
*(To be completed after form is returned by Manager)*

- Recommended for Contract Extension without Reservation
- Recommended for Contract Extension with Reservations
- Not recommended for Contract Extension

## Annex 13: School Improvement Grant Contract with Third Party

*Agency  
Logo*

*Agency Name*

### SUB-GRANT AGREEMENT

Between (Agency Name) and \_\_\_\_\_ Primary/Secondary School to provide services and support for the implementation of a New Generation School program as per MoEYS Operational Guidelines.

Effective Date: \_\_\_\_\_  
Estimated Completion Date: \_\_\_\_\_

This sub-grant agreement consists of the Schedule, Articles I – VI, and the attached Budget.

#### SCHEDULE

*This is a sub-grant agreement by and between (Agency Name) located at (Agency Address) and \_\_\_\_\_ Primary/Secondary School, located in \_\_\_\_\_ District, \_\_\_\_\_ Province, Cambodia (hereinafter referred to as the "Sub-grantee").*

*In consideration of the foregoing and for other good and valuable consideration herein expressed, the parties agree as follows:*

#### **Article I: Purpose of the Sub-grant**

The purpose of this sub-grant is for the Sub-grantee to provide support for the implementation of activities designated in the School Improvement Plan to promote New Generation School programming.

#### **Article II: Period of Performance for the Sub-grant Award**

The effective date of this Sub-agreement is \_\_\_\_\_ and the completion date is \_\_\_\_\_. (Agency Name) is not obligated to reimburse the Sub-grantee for costs incurred after the completion date.

#### **Article III: Amount of Sub-grant and Payment**

(Agency Name) has agreed to provide the Sub-grantee with a grant of \$\_\_\_\_\_, which is intended to enable implementation of the School Improvement Plan for the academic year \_\_\_\_\_. A summary of the activities to be supported under this grant is provided in the attached budget.

#### **Article IV: Payment**

The sub-grant cannot be disbursed until the Sub-grantee has first submitted an

annual plan outlining activities that are required to bring about a New Generation School environment. The submitted plan and budget will be reviewed by the Provincial Oversight Board of the relevant province as part of the approval process. Submitted plans may require revisions in order for final approval to be given.

Following the approval of the plan, the Sub-grantee is authorized to request cash advances to implement the specified activities using standardized forms provided by (Agency Name) on a quarterly basis, preferably at the end of each quarter. Further advances may not be processed until (Agency Name) has received proper reconciliation of the previous advance.

#### **Article V: Reporting and Evaluation**

The Sub-grantee will be required to submit an advance reconciliation form with each new advance request form. The reconciliation provided by the Sub-grantee should be accompanied with receipts, contracts, and other necessary supporting documentation. Advances requests and reconciliations should be submitted to (Agency Name) on a quarterly basis.

#### **Article VI: Other Important Terms and Conditions**

The Sub-grantee is required to use the grant funds received according to the additional terms and conditions outlined below:

- a. The grant funds received may not be used for any other purpose other than the activities specified in the approved plan unless agreed by (Agency Name). Any requests for change in the approved plan should be submitted in writing to (Agency Name) and Provincial Oversight Board.
- b. Funds may be moved between activities specified in the plan upon agreement of (Agency Name) and the Provincial Oversight Board.
- c. The Sub-grantee is the official steward of all cash funds received under this agreement and is responsible for its security and safety until it is spent.
- d. The Sub-grantee should under no circumstances use the received funds for purposes of paying commissions to suppliers, agency staff, or members of the civil service. Should any individual solicit the Sub-grantee for such commissions, the Sub-grantee should report it at once to (Agency Name). Failure to do so may result in cancellation of this grant award.
- e. The Sub-grantee will be held responsible for any loss or misuse of funds.
- f. (Agency Name) reserves the right to ask the Sub-grantee to return all funds received in the event that it is found that the Sub-grantee has not used the said funds according to the agreed conditions.

**Agreed to this \_\_ day of \_\_\_\_\_, 20\_\_ by:**

(Name of Authorizing Officer)  
(Position of Authorizing Officer) \_\_\_\_\_  
(Agency Name) Signature

**Agreed to this \_\_ day of \_\_\_\_\_, 20\_\_ by:**

\_\_\_\_\_  
Primary/Secondary School Director Signature

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Secondary School District Province



## Annex 15: NGS Financial Administration Guidelines

### ***Guidelines for Organizing Financial Administration in New Generation Schools***

#### **1. Classifying Budgets according to Recurrent and Capital Expenditures**

- a. School expenditure Plans should distinguish between recurrent expenditures and capital expenditures
- b. Recurrent expenditures refer to costs such as:
  - i. Teacher incentives
  - ii. Salary/Incentives for support staff such as school managers, cleaners, guards, etc.
  - iii. School Improvement Grants for educational activities
  - iv. Maintenance costs
  - v. Utility costs
  - vi. Etc.
- c. Capital expenditures refer to costs such as:
  - vii. Renovations (painting, windows, doors, tiling, etc.)
  - viii. Furniture procurement (desks, tables, cabinets, etc.)
  - ix. Equipment (computer equipment, pumps, etc.)
- d. Capital expenditures should be managed directly by third party contractors working with the Ministry such as KAPE. Exceptions may be made in the case of small CAPEX costs by mutual agreement of the Oversight Board and third party contractor.
- e. Third party contractors will ensure that donor funds are expended in accordance with Ministry audit guidelines including public announcements for procurements over \$5,000, quotations, payment of taxes, etc.
- f. Budgets for Recurrent Costs should be managed directly by schools as part of a grant provided by a Third Party contractor or through Social Equity Funds.

#### **2. Provisions for Delivering Funds to Schools**

- a. Schools should submit a request for budgetary support that will ensure compliance with NGS standards using the Social Equity Fund (SEF) Application provided in the NGS Operational Guidelines booklet **(Annex 1)**.
- b. This budget request should emphasize filling any deficits in *recurrent costs* needed to operate a New Generation School. Such deficits are defined as the difference between anticipated expenditures and income from all non-government sources (e.g., parental contributions,
- c. SEF Applications should summarize all sources of income and estimated expenditures for the school year (including School Improvement Grant operating costs).
- d. School Improvement Grant budgets should be developed separately and may overlap with the Social Equity Fund Request.
- e. Third Party Contractors working with Ministry should use the contract template attached **(Annex 2)** to provide a grant to schools.

### **3. Approval Process**

- a. SEF Applications must be reviewed and approved by the NGS Board before a contract can be issued by a Third Party Contractor.
- b. School Improvement Grant Budgets must be reviewed and approved by the NGS Board before funds can be issued by a Third Party Contractor.

### **4. Staffing Provisions for Financial Administration in New Generation Schools**

- a. Each New Generation School should be staffed with a Financial Administration person. This individual may be a government staff who is trained in financial accounting and reporting or an accountant recruited from outside of the school and paid with a special salary from the school that is financed through SEF or parental contributions.
- b. The Financial Administration Officer should prepare reports for the School Director that summarizes income and expenditure for auditing purposes.
- c. The Financial Administration Officer should work according to the Terms of Reference provided in the NGS Operational Guidelines Manual.

### **5. Record Keeping and Reporting**

- a. Schools should provide Profit & Loss Reports to the Oversight Board on a quarterly basis using guidelines provided for in the NGS Financial Policy Manual. These reports should summarize income from all sources, transactions made during the quarter, bank reconciliation records, and other financial records that may be needed for auditing purposes.
- b. Schools must provide well-organized financial records for audit by both government and private auditors to determine transparency and accountability in the use of available funds.
- c. Financial reports should use standardized forms provided for in the NGS Financial Policy Manual.