

**E**ducational  
**S**upport to  
**C**hildren of  
**U**nderserved  
**P**opulations  
(ESCUP)

**SEPTEMBER 2006**



**USAID**  
FROM THE AMERICAN PEOPLE



**Commune Education for All  
Commission (CEFAC) Workshop Year  
2 Program Orientation:  
Local Communities' Participation to  
Promote Child Friendly Learning  
Environments**



**ESCUP partners include:**

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00  
Associate Cooperative Agreement No. 442-A-00-05-00004-00

**Session plan outline**

<b>No.</b>	<b>Topics</b>	<b>Time</b>
1	Introduction, workshop objectives	30 Minutes
2	Education For All (EFA)	30 Minutes
3	Visualization of an Ideal School (CFS )	90 Minutes
4	Important players contributing to quality education	45 Minutes
5	Review of ESCUP Program	60 Minutes
6	CEFAC' s contributions to quality education in their communes	60 Minutes
7	Planning for involvement in cluster activities	45 Minutes
<b>ANNEXES</b>		
A.1.	CFS document with definition and explanation 6 Dimensions	
A.2	Key Players in Education	
.A.3	Stakeholders analysis contributing to quality education	
A.4.	Responsibilities of CEFAC's	
A.5.	Template for preparations planning activities Year 2	

**WORKSHOP OBJECTIVES**

- Create a forum where participants can discuss and analyze on the issues of education and its impacts on people well-being especially on women and girls.
- Participants can describe the most important principles of a "Child Friendly School" and the concept of "Stakeholders".
- Participants can explain the objectives and important characteristics of the ESCUP Program.
- Participants can define their roles and responsibilities as CEFAC members in relation to cluster plans and approved activities.



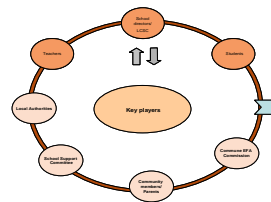
<b>Session 1: Introduction to the Workshop</b>		
<b>Topic and Overview</b>	<b>1.1 Introduction of Facilitators - Ice Breaker - Workshop Organization -</b> This session introduces participants to each other, to the facilitator, the overall session plan schedule, and sets some ground rules of the workshop.	
<b>Time Required:</b>	20 Minutes	
<b>Suggested Materials:</b>	None	
<b>Objectives</b>	<b>Presentation</b>	<b>Participant Tasks</b>
<ul style="list-style-type: none"> <li>○ Participants know each other.</li> <li>○ Participants are arranged in a way that facilitates discussion and participation.</li> <li>○ Participants agree on rules of work during workshop.</li> </ul>	<p><u>Introductions</u></p> <ul style="list-style-type: none"> <li>○ The facilitator begins the workshop with a warm welcome to all participants and arranges for short introductions of all those attending.</li> </ul> <p><u>Group Arrangements</u></p> <ul style="list-style-type: none"> <li>○ Following introductions, the facilitator should arrange participants into groups according to the general peer group or commune/cluster to which they belong.</li> </ul> <p><u>Workshop Rules</u></p> <ul style="list-style-type: none"> <li>○ Same as the previous workshops, the facilitator should next elicit some of the rules of the workshop from the participants. Those include the following points: <ul style="list-style-type: none"> <li>● Times of work,</li> <li>● Break times,</li> <li>● Everyone should keep to the timing,</li> <li>● No smoking in the workshop room,</li> <li>● Do not interrupt while others are speaking,</li> <li>● Show respect to others and others' opinions,</li> <li>● Everyone should try to listen as well as speak,</li> <li>● Financial details. Etc.</li> </ul> </li> <li>○ The facilitator goes through each rule to make sure everyone agrees.</li> <li>○ Stick the ground rules on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>○ Each participant introduces him or her self.</li> <li>○ Facilitation team introduces itself.</li> <li>○ Participants put themselves into same peer group arrangements or same commune/cluster.</li> <li>○ Seek agreement and modifications to the rules.</li> </ul>
<b>Topic and Overview</b>	<b>1.2. Workshop Objectives:</b> This session introduces participants to the objectives of the training so that they can set their expectations and be ready to participate in the next discussion.	
<b>Time Required:</b>	10 Minutes	
<b>Suggested Materials:</b>	○ <u>Poster</u> : Purpose, Objectives, and content of the Workshop	
<b>Objectives</b>	<b>Presentation</b>	<b>Participant Tasks</b>
<ul style="list-style-type: none"> <li>○ Participants can explain the objectives of the workshop</li> </ul>	<ul style="list-style-type: none"> <li>○ The facilitator displays a poster that summarizes the objectives of the workshop.</li> <li>○ Review the poster with participants.</li> <li>○ Allow time to participants to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Participants review the poster with the facilitator.</li> <li>○ Participants ask questions as necessary.</li> </ul>

<b>Session 2: Education For All (EFA)</b>		
<b>Topic and Overview</b>	<b>Educational Development Policy:</b> This session provides participants with the background of EFA and important guidelines and policies of education in Cambodia.	
<i>Time Required:</i>	30 Minutes	
<b>Suggested Materials:</b>	None	
<b><u>Objectives</u></b>	<b><u>Presentation</u></b>	<b><u>Participant Tasks</u></b>
<ul style="list-style-type: none"> <li>○ Participants are able to:               <ul style="list-style-type: none"> <li>- Understand the concept related to EFA.</li> <li>- Describe MoEYS key documents regarding to policies</li> </ul> </li> </ul>	<p><b>2.1. What is EFA?</b></p> <ul style="list-style-type: none"> <li>○ The facilitator starts with a brainstorming question: Do all children in the world have access to education?</li> <li>○ The facilitator shows a number of children in worldwide and statistics of children Cambodia who are out of school in annex 1 to the participants and explains: <i>Quality of education is a basic right and key to fighting poverty. However, over one hundred million children worldwide do not have access to a basic education. Two-thirds of these children are girls. In Cambodia, boys and girls start on equal footing in school. They have roughly similar school enrolment rates up to age 10. However, girls start falling behind boys in enrolment soon after this age. Grades 4 and 5 have high dropout rates for neediest children, especially girls. Therefore, there was a world Conference on EFA in Jomtiem and more recently in Dakar, Senegal, including Cambodia to pledge that every child would have a basic education of a good quality by 2015.</i></li> <li>○ The facilitator asks the same question to consolidate the participants' knowledge.</li> </ul> <p><b>2.2. Educational development policy</b></p> <ul style="list-style-type: none"> <li>○ Brainstorming question: What main policies does the MoEYS have?</li> <li>○ The facilitator explains each policy to the participants</li> </ul> <p><b>2.3. Development goals in EFA plan</b></p> <ul style="list-style-type: none"> <li>○ The facilitator explains that there are 3 main goals in EFA. Those are: 1) to promote quality and effective basic education; 2) to increase equitable access to basic education and 3) to develop planning and management.</li> </ul> <p><b>2. 4. Summary and consolidation of the session</b></p> <p>The facilitator asks questions in respect to the sessions above to assess participants' understanding.</p>	<ul style="list-style-type: none"> <li>○ Participants provide answers to the question:               <ul style="list-style-type: none"> <li>○ In this 21st century, around 130 million children worldwide have no access to education and 1/3 of them are girls.</li> </ul> </li> <li>○ Participants listen to the explanation.</li> <li>○ Participants provide answers to the question:               <ul style="list-style-type: none"> <li>○ EFA is about a worldwide movement with 182 countries involved and its objective is to pledge that every child would have a basic education of a good quality by 2015.</li> </ul> </li> </ul> <p>Participants provide answers to the question:</p> <ul style="list-style-type: none"> <li>- EFA Plan</li> <li>- ESP</li> <li>- ESSP</li> </ul>

<b>Session 3: Visualization of an Ideal School (CFS )</b>		
<b>Topic and Overview</b>	This session provides an opportunity for participants to increase their understanding of the characteristics of a child-friendly school and learn about the CFS guidelines of MoEYS as a strategy to achieve EFA goals in 2015.	
<b>Time Required:</b>	<i>90 Minutes</i>	
<b>Suggested Materials:</b>	<ul style="list-style-type: none"> <li>○ Poster entitled “Definition and key characteristics of Child Friendly School”</li> <li>○ Hand-outs Annex 1</li> <li>○ Colored/ white cards, markers and masking tape</li> </ul>	
<b>Objectives</b>	<b>Presentation</b>	<b>Participant Tasks</b>
<ul style="list-style-type: none"> <li>○ Participants will have increased understanding of the Child-friendly School concept and its 6 dimensions through the visualization of an ideal school.</li> </ul>	<ul style="list-style-type: none"> <li>○ The facilitator asks participants to visualize the school in their village and describe its main characteristics.</li> <li>○ Participants will get a few minutes to individually think of children, teachers, parents and community members, learning environment both inside and outside the classroom etc.</li> <li>○ Each participant shares one of her/his points which is recorded on the board.</li> <li>○ The visualization exercise is then continued and participants are asked to think of what an ideal school is like. Participants write down the most important characteristics on color cards.</li> <li>○ Review the second visualization by inviting participants to share their ideas.</li> <li>○ Explain to participants that all of the good things they have visualized are characterized as a child-friendly school. Refer to the MoEYS guidelines on CFS as a national strategy to improve access to and quality of education to achieve the EFA goals in 2015.</li> <li>○ Post the definition of CFS and its 6 dimensions of CFS written on the big paper on the wall and refer to the CEFAC II training session where this was introduced. Give the participants hand-out A.1. with MoEYS' CFS definition and CFS dimensions.</li> <li>○ Ask one volunteer to read the definition out loud for the whole group and give some time for reflection/questions. Then ask other volunteers to read out loud the 6 different dimensions.</li> <li>○ Ask participants to take the written cards posted on the board in the previous exercise and put them under the matching dimensions of CFS.</li> <li>○ Review it as large group. Facilitator to explain that the ESCUP framework is based on the CFS concept and is in line with the CFS guidelines of MoEYS</li> </ul>	<ul style="list-style-type: none"> <li>○ Participants visualize the school in their village and then share their individual observations.</li> <li>○ Sample feedback from second visualization: <i>all children are in school, they are clean and safe, They are happy, teachers are in class punctually, committed to teaching, there are lots of learning teaching materials, there are libraries with lots of books which is used by children, there is clean water, playground, many trees and nice garden in the school, parents send their children to school, attend school meetings,. school director is strict and popular, Etc.</i></li> <li>○ Participants ask questions as necessary.</li> </ul>

	<p style="text-align: center;"><b>Summary Description of Child Friendly Schools</b></p> <p><b>Definition:</b> A child friendly school is a school that recognizes children’s basic rights in a way that includes all stakeholders, especially parents, in the development of a learning environment for students that is characterized by solidarity, freedom, balance, equity, nonviolence, mental, physical, and emotional health, that leads to the development of knowledge, skills, attitudes, values and morals, nonviolence, particularly focusing on seeking all children to go to school, and on quality and effective learning according to children’s current and future needs (MoEYS, CFS Program document 2005).</p> <p><b>Important CFS Dimensions</b>  <i>Dimension 1: Inclusive education</i>  <i>Dimension 2: Effective learning</i>  <i>Dimension 3: Health , safety and child protection</i>  <i>Dimension 4: Gender Sensitive Education</i>  <i>Dimension 5: Child, parental &amp; Community Engagement</i>  <i>Dimension 6: Good School Governance and support</i>  MoEYS</p>	
<b>Session 4: Important players contributing to quality education (CFS)</b>		
<b>Topic and Overview</b>	This session provides an opportunity to participants to determine who the key players in education are and how they interact to each other to contribute to quality education improvements.	
<b>Time Required:</b>	60 Minutes	
<b>Suggested Materials:</b>	<ul style="list-style-type: none"> <li>○ Flipchart paper, markers, scissors, colored cards</li> <li>○ Hand-outs</li> </ul>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ Participants can identify key players in education and reflect on their own role in supporting quality education improvements.</li> </ul>	<p><b>Presentation</b></p> <p><u>Key players involved in quality education</u></p> <ul style="list-style-type: none"> <li>○ The facilitator begins the session with the following question: What are key factors for the realization of an ideal child friendly school? Give participants time to think individually. <ul style="list-style-type: none"> <li>◆ Possible points could be given:  <i>enough resources, strong school management, teachers teach regularly and on time ,high student attendance, students have enough learning material, students are healthy, lesson content responds to students needs, enough technical, financial and professional support strong relationship between school and community, high level of participation of local authorities /communities / parents. Etc.</i></li> </ul> </li> </ul>	<p><b>Participant Tasks</b></p> <ul style="list-style-type: none"> <li>○ Participants provide their answers to the question and identify key factors for a successful school</li> </ul>



	<ul style="list-style-type: none"> <li>○ Ask participants to share their thoughts with the group and write feedback on the board.</li> <li>○ Review plenary and encourage participants to explain what each point means to ensure everyone’s understanding. They can add more ideas if necessary. This would help stimulate the next discussion on keys players who contribute to quality education services</li> <li>○ Ask participants to discuss and identify key players involved in school. The facilitator puts the middle circle (Key players) on the board and adds the other circles based on the input of the group to build a diagram to illustrate the key players and how they relate to each other.</li> <li>○ Distribute hand-out in Annex 2 to participants as reference.</li> </ul> <p><u>Roles of respective players in quality education</u></p> <ul style="list-style-type: none"> <li>○ Divide participants in 4 small groups of 4 to 5 members.</li> <li>○ Distribute the hand-out Annex 3 to each participant.</li> <li>○ Ask the group to discuss and write down their ideas in the appropriate column to present how CEFAC members can contribute to quality improvements by specific interactions with the different stakeholders.</li> <li>○ Ask all 4 groups to pair with another group to discuss their ideas.</li> <li>○ Reconcile the results as large group by looking at the similarities and differences. Discuss the differences to make consensus.</li> <li>○ The facilitator may add any relevant aspects that have not been mentioned before closing this session.</li> </ul>	<ul style="list-style-type: none"> <li>○ Participants provide their answers to the question which leads to the development of the below diagram:</li> </ul>  <p>Roles of CEFAC members in improving quality education</p> <table border="1" data-bbox="1093 840 1396 1142"> <thead> <tr> <th>Key players and their roles in education quality improvement</th> <th>CEFAC</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td></td> </tr> <tr> <td>Teachers</td> <td></td> </tr> <tr> <td>Sch.mgt.</td> <td></td> </tr> <tr> <td>Local.auth./CC/C</td> <td></td> </tr> <tr> <td>EFAC</td> <td></td> </tr> <tr> <td>Com/parents</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Participants ask questions as necessary.</li> </ul>	Key players and their roles in education quality improvement	CEFAC	Students		Teachers		Sch.mgt.		Local.auth./CC/C		EFAC		Com/parents	
Key players and their roles in education quality improvement	CEFAC															
Students																
Teachers																
Sch.mgt.																
Local.auth./CC/C																
EFAC																
Com/parents																

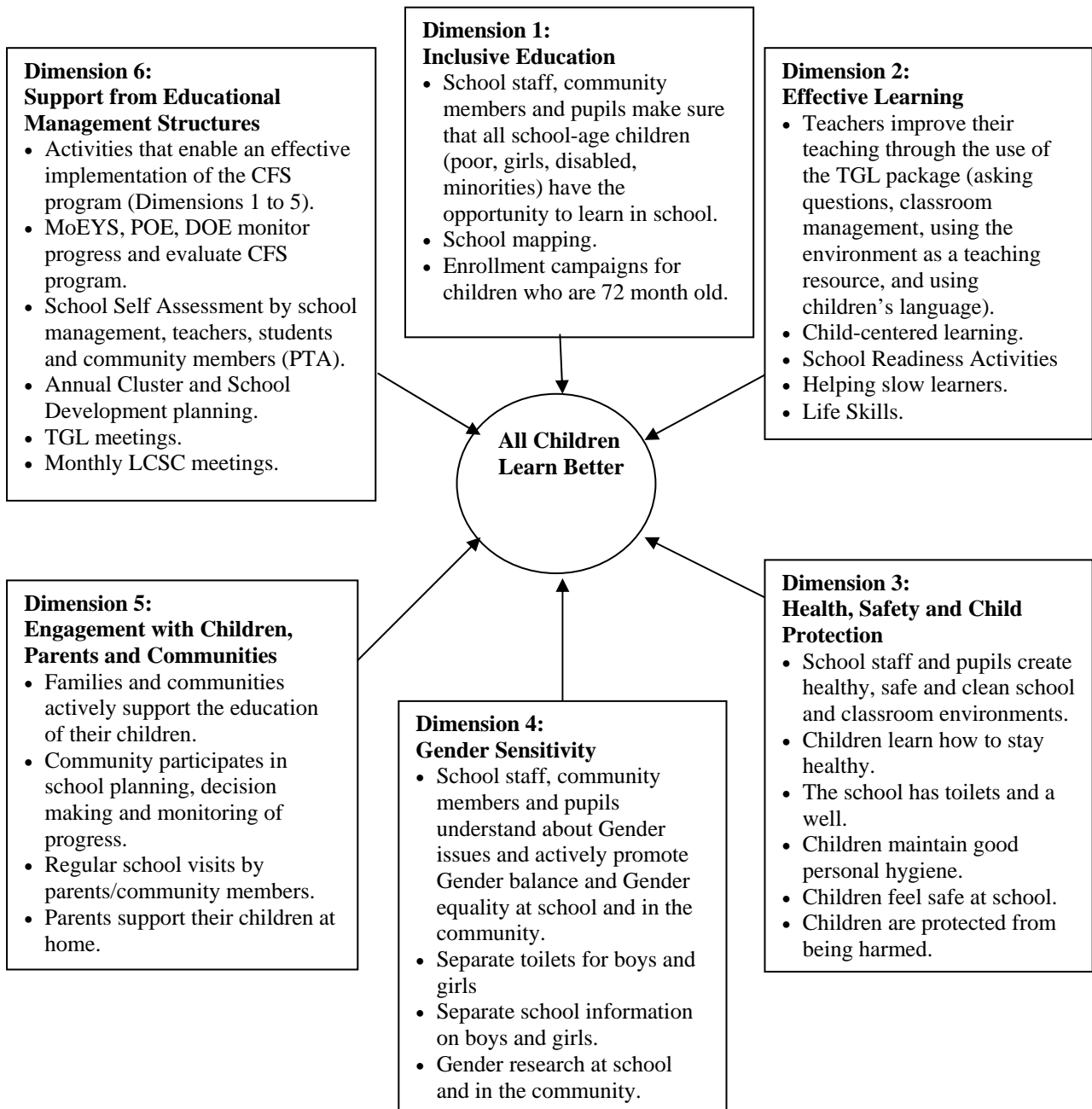
<b>Session 5: Review of ESCUP Program</b>		
<b>Topic and Overview</b>	<b>Review of ESCUP Program</b> – Again, this session consolidates participant's knowledge and understanding about the ESCUP goal, the technical components within the program (Access & Quality, Teacher Education, and School-Community Partnerships) and the important ways that the program will work. This includes (i) the use of a child rights-based approach to development, (ii) the use of a structured implementation approach that accommodates stakeholder preferences, (iii) the use of cluster grants, and (iv) implementation through local committees.	
<b>Time Required:</b>	30 Minutes	
<b>Suggested Materials:</b>	<ul style="list-style-type: none"> <li>○ ESCUP newsletter</li> </ul>	
<b>Objectives</b> Participants have a clear understanding of the ESCUP program, principles and activities.	<b>Presentation</b> The Facilitator provides an overview of the program and involves participants where possible by referring to their experiences/observations. The participants receive the ESCUP newsletter which includes a summary of the program as well as achievements and success stories.	<b>Participant Tasks</b> Participants listen, ask questions and provide answers when requested

<b>Session 6: CEFAC' s contributions to quality education in their communities</b>		
<b>Topic and Overview</b>	<p>CEFAC' s contributions to education to their communes – This session consolidates participant's knowledge and understanding about their membership to the Commune EFA commission and also provides them with an opportunity to deeply discuss their responsibilities assigned by the government and their roles they can play to promote quality and relevant education in their communities.</p>	
<b>Time Required:</b>	60 Minutes	
<b>Suggested Materials:</b>	<ul style="list-style-type: none"> <li>○ Flipchart paper, markers, scissors, colored cards</li> <li>○ Hand-out CEFAC responsibilities Annex 4</li> </ul>	
<b>Objectives</b>	<b>Presentation</b>	<b>Participant Tasks</b>
<p>Participants reflect on their role and responsibilities and discuss what that means in practice.</p>	<p><b>6.1. CEFAC' s responsibilities</b></p> <ul style="list-style-type: none"> <li>○ The facilitator tells the participants that the government has developed key responsibilities (with 7 bullet points) for CEFAC in order them to contribute to the achievement of EFA goal.</li> <li>○ Brainstorms a question in the large group: “What are CEFAC's responsibilities?” If there is no answer, then give few minutes to participants to discuss in pairs.</li> <li>○ The facilitator then passes out the Handout and asks participants to read.</li> <li>○ Since each responsibility defined in the paper is quite broad still, the facilitator then asks the participants to explain by giving examples for each responsibility as many as they can to ensure the group have a clear picture in mind.</li> </ul>	<ul style="list-style-type: none"> <li>○ Participants discuss in pairs and then provide their answers to the question.</li> <li>○ Participants give examples.</li> </ul>

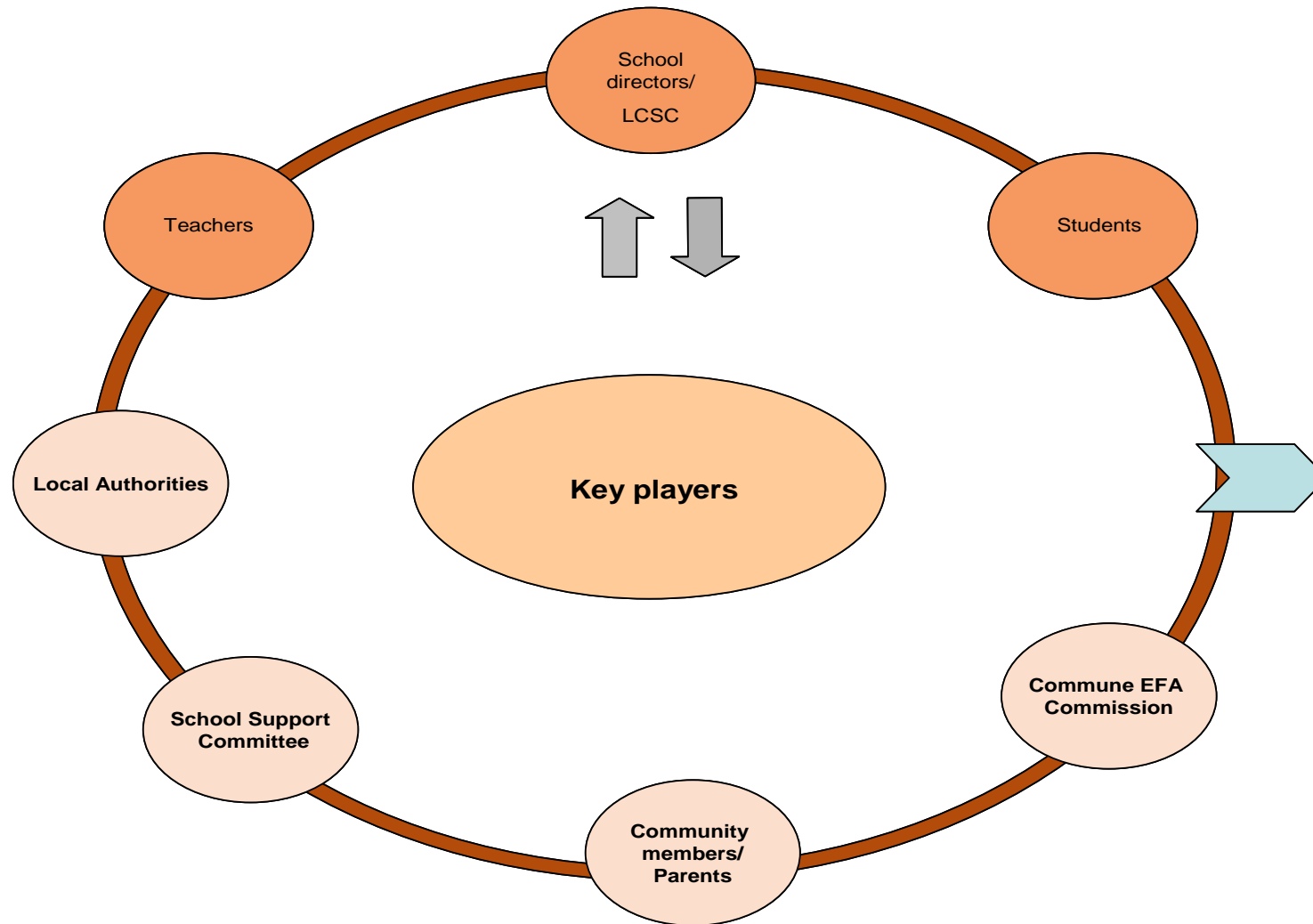


<b>Session 7 : Overview planning</b>		
<b>Topic and Overview</b>	This session provides an opportunity to start planning for activities in the new academic year that require involvement of CEFAC members	
<b>Time Required:</b>	45 Minutes	
<b>Suggested Materials:</b>	<ul style="list-style-type: none"> <li>○ Hand-out planning Annex 5</li> </ul>	
<b>Objectives</b> Participants reflect on their past involvement in school activities and develop their future work plan for the next quarter	<b>Presentation</b> The facilitator explains that the school holiday is a busy time for preparations for the new academic year. Many stakeholders are involved in several activities to ensure a good start. The facilitator asks the following question: " <i>What important activities will take place in the next quarter from September-November?</i> " Participants give their ideas in a plenary setting. Then the facilitator hands out a planning template (Annex 5) with the assignment to work in the CEFAC groups to prepare their plan for the next quarter. Important activities have already been marked but participants can add activities when necessary. It should also be mentioned that the sheet provides a time indication but exact dates should be checked with the school/cluster. Specific members will be assigned to specific tasks to ensure that CEFAC members are actively assisting the schools in its efforts to increase access and quality of education in the new academic year.  The facilitator closes the workshop by summarizing the day and gives a final opportunity for participants to ask questions and provide comments/feedback.	<b>Participant Tasks</b> Participants identify key activities in the next quarter.  Participants divide tasks and responsibilities resulting in a work plan for the next quarter
		.

**Definition:** A child friendly school is a school that recognizes children’s basic rights in a way that includes all stakeholders, especially parents, in the development of a learning environment for students that is characterized by solidarity, freedom, balance, equity, nonviolence, mental, physical, and emotional health, that leads to the development of knowledge, skills, attitudes, values and morals, nonviolence, particularly focusing on seeking all children to go to school, and on quality and effective learning according to children’s current and future needs (MoEYS, CFS Program document 2005).



**Annex 2: Key players contributing to quality education**



### Annex 3 : Stakeholder analysis

Stakeholders	<b>Why Stakeholders are interested in school planning and development</b>
Parents	<ul style="list-style-type: none"><li>○ Their children’s future depends on the quality of education.</li><li>○ Parents invest or give their own money to support the school in different ways and want to know that the school is well-managed.</li></ul>
Teachers	<ul style="list-style-type: none"><li>○ Teaching is their means of livelihood and they want to do it well.</li><li>○ Teachers want to have a good supply of materials and other resources</li><li>○ Teachers want to see improved facilities for learning</li></ul>
School Principal	<ul style="list-style-type: none"><li>○ It is his/her means of livelihood and they want to do it well</li><li>○ Is responsible to staff and community for the quality of the school and especially the organization and management</li></ul>
Community	<ul style="list-style-type: none"><li>○ The future of the community depends on the quality of education – they want to see the school improve and have good facilities and resources</li></ul>
Parent Association	<ul style="list-style-type: none"><li>○ They raise money and do other things to help the school, they want the school to be well managed and use resources wisely</li></ul>
Children	<ul style="list-style-type: none"><li>○ Come to school everyday for 9 months each year – they want it to be a happy, healthy, and safe place</li><li>○ School is a place where they are learning for later life – learning should be of good quality or they will be disadvantaged</li></ul>
Ministry	<ul style="list-style-type: none"><li>○ Pays teachers salaries and other expenses, they want to see a good result for this expense and so expect good management and organization</li></ul>
Local Authorities	<ul style="list-style-type: none"><li>○ They want to see good management and results of education for the children of their district</li></ul>
Pagoda, Monks	<ul style="list-style-type: none"><li>○ Pagoda Committee spends money to maintain and extend the school and want to know that it is well managed and organized.</li></ul>

**Annex 4: Responsibilities of Commune EFA Commission ( extracted from EFA Document)**

- Planning for improving quality education to meet EFA goals
- Mobilizing active participation of all community members and leaders in the program
- Stimulating participation and support by using existing resources in the local community
- Facilitating/ coordinating with all institutions and agencies in the local community to be involved in education
- Organizing /attending meetings to assess the progress of program implementation.
- Monitoring and evaluation of the program

## Annex 5: Planning Year 2 template

For next Quarter (September 2006-November 2006)

Activity	When (note: check exact date)	Who	How
School planning (PAP)	August-September		
Cluster planning (ESCUP)	September		
Child-seeking school/ school mapping	September -October		
Scholarship program	September -October- November		
Other?			