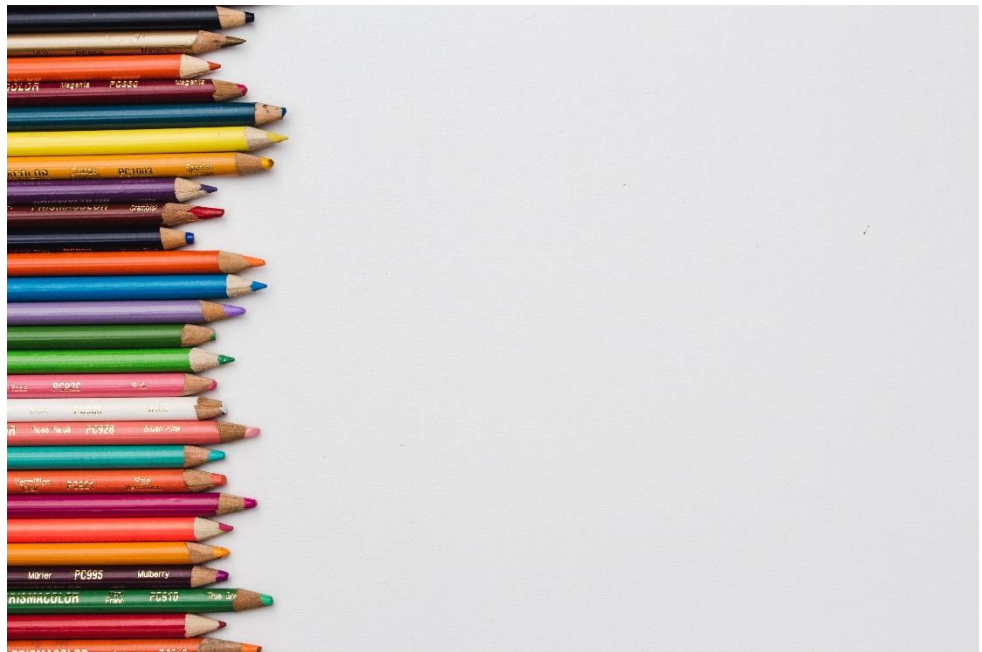




Save the Children

I'M LEARNING IMPLEMENTATION GUIDE



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Save the Children Cambodia

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Introduction

This paper serves as a guidance document for Save the Children Cambodia's contextualized QLE-based programming model, *I'm Learning*. It first outlines the Quality Learning Environment (QLE) conceptual framework, monitoring framework, and planning tool as applied to *I'm Learning*. It then provides step-by-step guidance for the implementation of *I'm Learning*'s three components:

1. Teacher Professional Development
2. Empowerment of Local Structures
3. School Development

I. Quality Learning Environment (QLE)

Quality Learning Environment Framework

The foundation for the *I'm Learning* programme approach is the Quality Learning Environment framework developed by Save the Children for basic education and early childhood care and development programs. The framework outlines twenty-eight items across four guiding principles that Save the Children believes should be present in a school or learning environment to support children's learning and wellbeing. The four guiding principles and associated sub-indices are shown in Figure 1.

The *I'm Learning* project model in Cambodia has applied these four guiding principles through three key interventions, described later in this document. While the principles are applied through the interventions, it is essential to build stakeholder capacity on knowledge and understanding of the four guiding principles.

GP 1: Emotional and Psychological Protection	GP 2: Physical Protection	GP 3: Active learning process, improved learning outcomes	GP 4: Close collaboration between school & parents/ community
1.1 Child Safeguarding Policy/Code of conduct for learners and teachers ensuring wellbeing is in place	2.1 An area or space for learning exists that is safe for all learners	3.1 Teachers are present for their classes	4.1 SMC/PTA includes representatives from a cross-section of the community
1.2 School has mechanism in place for receiving and responding to complaints	2.2 Safe drinking water is available for learners and staff	3.2 Teachers have specialized training and national qualifications where they exist	4.2 Teachers and parents collaborate on key issues affecting the children's learning process
1.3 Learning environments are free of discrimination, violence, intimidation, bullying and harassment	2.3 Adequate sanitation facilities are available for all learners	3.3 Teachers are provided continuous support to improve their practice in key areas specific to their role	4.3 Parents and communities are trained in how they can support the children's learning process
1.4 The teacher interacts with all learners in a positive and respectful manner regardless of their background	2.4 The play area is safe for all learners	3.4 Learning is supported through the use of relevant visual aids and other teaching materials	
1.5 Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support	2.5 Learning environments are accessible to the populations they serve in terms of hours, locations and fees	3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes	
	2.6 Learners participate in health-promotion programs	3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning	
	2.7 A minimum of health services is provided to learners	3.7 Teachers ask individual questions and interact with the learners.	
	2.8 A School Disaster Management Plan, addressing disasters with the strongest likelihood, is in place	3.8 Teachers use some form of informal or formal learning assessment	
		3.9 Teachers are trained on child rights and child protection	
		3.10 Learners' participation is ensured during development and implementation of teaching and learning activities.	
		3.11 Learners participate actively in decision making activities in their schools.	
		3.12 The learning environment encourages expression of child rights and learners are knowledgeable about their rights	



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Figure 1 Quality Learning Environment Framework

QLE Monitoring Framework

Monitoring the extent to which education programs achieve the guiding principles of the Quality Learning Environment framework is key to producing evidence that programs are contributing to improvements in children's learning outcomes. For *I'm Learning*, the Monitoring Framework serves as the starting point through which the programme identifies needs, builds stakeholder consensus, prioritizes programming components, and ultimately improves the learning environment within the schools.

Under each of the framework's guiding principles is a set of criteria which have been used to develop a measurement tool that examines the degree to which a learning environment is progressing towards or achieving the guiding principle. For each criterion, the schools receive a score between 1 and 4 (each of which is articulated within the tool). A score of '1' indicates that the criteria have not been achieved at all and a score of '4' indicates that the criteria were exceeded. Internal validity of the tool remains in question, recognizing that the tool is most useful for self-reflection at the school level, and less reliable as a monitoring and evaluation tool.

According to the global documentation of the framework: *Ministries of Education, implementing partners and, crucially, key stakeholders from schools and learning environments are encouraged to participate throughout the QLE planning, data collection and analysis process.*¹ As such, it is essential that the following people are trained to collect and analyze the contextualized QLE Assessment Tool:

- MOE Staff: PoE/DoE
- SDC (Members of the community, commune council, student council, parents)
- Head Teacher
- Teachers
- Youth and Children's Council

The QLE Assessment Tool is used informally by the stakeholders above as a self-assessment tool that informs monthly SDC meetings, action plans, and as a planning for school development plans (further discussed in the next section). Note, the children use a slightly altered self-assessment tool for monthly monitoring. The tool is a starting point that ignites school meetings, discussions, relationship-building, and active participation from all stakeholders to understand and act to improve the situation of the school. During the *I'm Learning* pilot, KAPE also used the tool during annual evaluations to assess programme impact. However, there are important limitations to the reliability of the QLE tool for use in monitoring and evaluation, and if used in this way the QLE tool should be complemented with assessment of other key factors, such as learning outcomes.

QLE as a Planning Tool

Since 2007, Cambodia's Ministry of Education, Youth and Sports (MoEYS) has been implementing the nation-wide Child-Friendly Schools policy. The policy aims to create schools that nurture the well-being of every child. The *I'm Learning* project complements the existing MoEYS policy on Child-Friendly Schools by promoting result-based programming and monitoring using the QLE framework. The 4 principles of QLE correspond with all six components of the CFS which cover (i) children's access to school, (ii) quality teaching and learning, (iii) health, safety and care, (iv) gender responsiveness, (v) involvement of children, their families and community, and (vi) system strengthening. The evidence-based results of this framework will be significant in informing sector-wide planning at sub-national and national levels.

Despite efforts set forth by the CFS policy, the challenge of poor quality of basic education and weak learning outcomes has been studied and documented by MoEYS and its development partners over the past years. The National Assessment conducted by the Education Quality Assurance Department

¹ Save the Children's Quality Learning Framework, April 2017.

(EQAD) in 2015 showed that the average Grade 3 students in Cambodia were able to answer only 35% of the Khmer language questions correctly. For mathematics, the average Grade 3 student was able to answer 41% of the questions correctly. The general poor quality of education and poor learning environments contribute to poor learning outcomes for children. Save the Children's baseline study in 2013 showed that out of 70 sampled schools across six provinces, none of the schools met the four guiding principles of the quality learning environment.

The *I'm Learning* project model fills the gap illustrated in the statistics above. By using it as a planning tool, it empowers local structures to find sustainable solutions in school development and teacher professional development. When programme staff and participants were asked about the differences or complementarities between *I'm Learning* and CFS most described CFS as a compliance / reporting tool whereas *I'm Learning* facilitated planning and action. Furthermore, the simple 28 indicators assessed by *I'm Learning* are more manageable for schools than the long list of activities presented by the CFS policy which includes over 200 points on their checklist.

The formal QLE assessment is run annually and informs the School Improvement Plan (SIP), which spans three years. To develop the SIP, the School Development Committee² (SDC) reviews the QLE assessment (which is run separately by various stakeholder groups) to identify priorities. During training, SDCs learn to prioritize school improvements as follows:

1. Ending violence against children in the classroom
2. Teaching Methodology
3. Health
4. School Infrastructure

To address each prioritized need, consensus among all stakeholders must be reached on the following:

1. Target 'score' of indicator for each year
2. What changes need to be made to achieve that score
3. How each change will take place: persons responsible, budget, timeline

From this, the annual School Improvement Plan (SIP) is developed. Based on the SIP, each operational team / taskforce develops its own specific action plan. During the SDC monthly meeting, each operational team / taskforce discusses progress and challenges of their action plan. At this time, the QLE self-assessment can be used to check progress on the SIP.

II. Overview of *I'm Learning* Implementation

This section provides the overall approach to *I'm Learning* programme implementation and provides insights into the Country Office structure and stakeholders involved in making this programme work.

Core Principles

The *I'm Learning* programme is to be implemented in line with the following core principles:

Holistic and integrated approach:

Save the Children takes a child rights-based approach to education, striving to ensure that all children can access a high-quality education. This requires a holistic perspective on quality as outlined in the QLE Framework. All children have the right to feel safe and protected in their school environments, but quality education moves beyond simply feeling safe and protected. Quality education requires a supportive, inclusive and participatory learning environment in and outside of school where each child

² For full description of the SDC, please see Appendix A.

can thrive, learn and develop to her/his full potential. This holistic perspective on quality education requires an integrated, cross sectoral programming approach including sectors like health, child protection, water and sanitation, nutrition targeting to support the development of the whole child.

In keeping with a holistic focus on quality learning environments, *I'm Learning* is supporting improvements in a range of foundational skills such as literacy, numeracy, and core life skills like communication, critical thinking, and problem-solving. The *I'm Learning* pilot project has sought to test the linkages between improvements in the quality of the learning environment with improvements in children's general well-being, and subsequently, strengthened learning and development in both traditional achievement/academic domains and core life skills.

Self-Assessment and Empowerment:

The context of the Cambodia education system is unique in the sense that it is still new and still suffering from the effects of the Khmer Rouge regime which left the Cambodian education system in ruins, with very limited technical capacity and human resources. It takes several generations to build up a functional, modern and effective education system, to ensure access to quality education for all children and to build a system for continuous quality assurance and development. Critical thinking and problem-solving are skills that were strongly suppressed by the Khmer Rouge, which is still a challenge at all levels of the education system. As practiced by education authorities from national to sub-national and school levels, reflection upon individual's and institutional performance was not done effectively and regularly as a result of the lack of technical support and commitment.

The *I'm Learning* approach is responding to this by promoting different models of self-assessments and action research at individual, group, and system levels to strengthen peoples' capacity to reflect and think critically about their own practice and the challenges they face, and think creatively about possible solutions or necessary changes that need to occur to improve their performance. This includes the QLE tool being used for self-reflection by children, teachers, head teachers, and SDC members. This empowers individuals and groups to solve problems for themselves and together and promotes a continuous development process.

Local solutions and local ownership:

The *I'm Learning* programme does not offer a set of fixed activities to be implemented to improve the quality of the learning environment across all schools, but is built upon a consultative process where local stakeholders at school, community and local Government level agree on priorities based on QLE assessments, and in line with national and local sector development plans.

Together the stakeholders, with support from Save the Children, develop a school improvement plan which is implemented in partnership between the school, the community, the local Government and Save the Children. Save the Children offers capacity building, technical support and guidance and helps facilitate the process. Save the Children brings education technical knowledge as well as understanding about MoE national reform, sector development plans and education policies and supports local Government and school communities in translating these into actions, in line with the identified priorities by local stakeholders.

Through this process, Save the Children helps shift the mindset of community members to ensure that they have a role to play in the school and their children's learning. Save the Children in Cambodia is a firm believer in this approach which is based on local ownership to ensure sustainable change and development.

Implementation Phases

The timeline presented in Figure 2 below represents the phases of implementation that Save Cambodia went through during the five-year piloting of the programme. The first year, described as Phase 1, was spent contextualizing the QLE Framework. During this time staff were working to understand the local context and political factors influencing each school, which also facilitated building relationships with community members. The second year, Phase 2, was spent developing and refining the interventions with schools. The focus of interventions during this time was on learning outcomes, which was used to build rapport with parents and community members. Once the relationship between community members, the school, POE/DOE officials, and Save the Children was strengthened, the programme moved in to Phase 3 which focused on school development interventions. Throughout Phase 3, Save the Children is focusing on capacity building of the POE/DOE and SDC to ensure that the programme can be locally owned, self-monitored, and ultimately sustained. Phase 4 is the point at which the SDC and POE/DOE fully own the programme. This is the point at which the SDC can dynamically respond to the needs of the school.

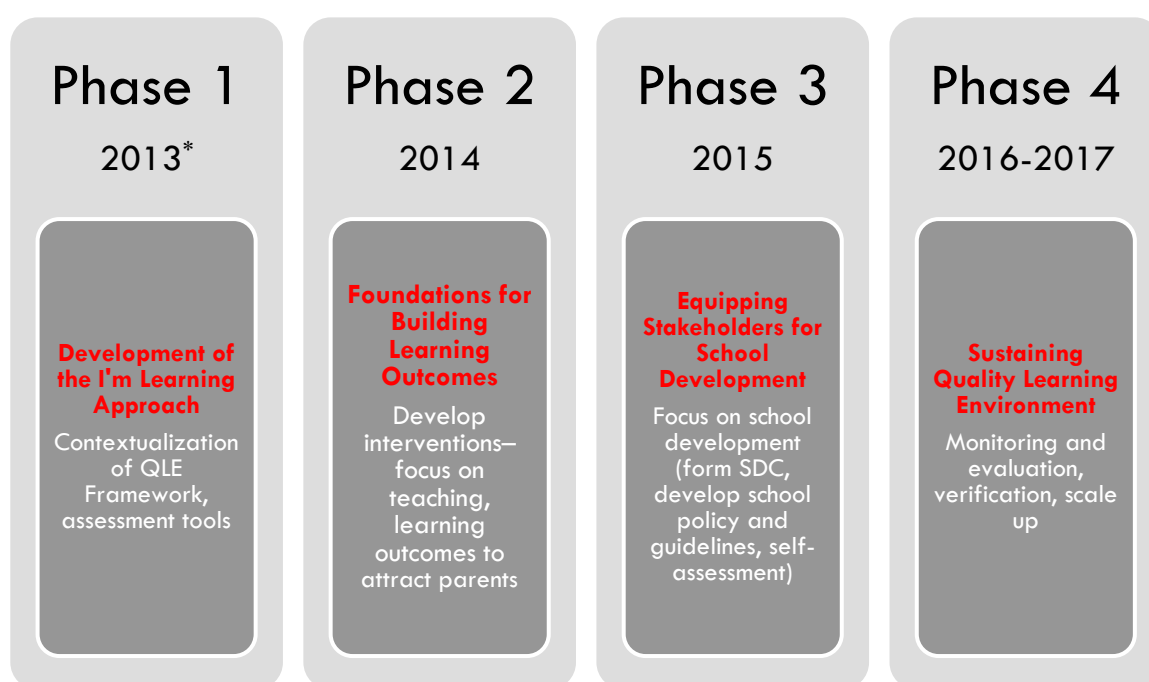


Figure 2. *Only during programme development, Phase 1 will not be replicated during scale-up.

For scale within Cambodia, Phase 1 will not need to be replicated. However, it is important to note that the scale-up plan has not been fully tested yet, so the phasing may be adjusted as the team learns more about how best to scale within the government structure.

Implementation Structures and Stakeholders

The I'm Learning core trainer team consists of PoE and DoE technical officers, teachers and head teachers from schools implementing the “I'm Learning” approach and other schools in the same provinces that have demonstrated strong results for children, and trainers from Teacher Training Colleges. A design team has also been formed, consisting of the same stakeholders as well as officials from the PoE and MoEYS. These teams work together to develop relevant, practical training materials for classroom, head teachers and school support committees.

The next 3 sections provide detailed implementation guidance for each component of the *I'm Learning* programme.

III. Implementation for Teacher Professional Development

Background and Rationale

To effectively improve students' learning outcomes, the *I'm Learning* program works with teachers to provide professional development and support. This work includes capacity building on both pedagogical methods, and attitudes and behavior towards children.

Traditional teaching methods, such as the 'talk and chalk', strictly follow the textbook, thereby hindering a true understanding of the objectives of a lesson and the expected outcomes or achievements for children. As such, teachers rarely link sequences of lessons together to build knowledge and skills. This practice prevents teachers from being able to dynamically respond to the learning needs of students and is still present in Cambodian classrooms, a legacy effect of the Khmer Rouge regime.

A meta review of the key factors associated with children's learning achievement, conducted by Briseid and Osnes (2013), found positive teacher-student relationships are significantly correlated with student learning outcomes. The same analyses show that the most important factors that positively affect teacher-student relationships are teachers':

- ability to listen
- empathy
- warmth
- non-directivity (student-initiated and student-regulated activities)
- respect for what the child brings to school, such as his/her experiences.

The *I'm Learning* programme recognizes that teachers who can best engage students in the classroom are also those teachers who are concerned with the personal, emotional and social needs of the child, not only subject matter knowledge.

In regard to both building capacity of teachers to improve pedagogical methods and attitudes/behaviours towards children, the *I'm Learning* programme believes that to be able to guide children in active learning, teachers themselves should have the capacity and proficiencies to pursue active learning for their own professional development and to be able to think more freely and creatively around their own professional practice. Their professional development should be fueled by their own desire to tackle problems in the classrooms. Action research³ is a teacher-centered approach to professional development. It is a learning vehicle for teachers to improve their grasp of pedagogical and professional issues affecting their performance and the outcomes it produces in learners.

Objectives

I'm Learning's Teacher Professional Development Component aims to shift traditional practice, building teachers' capacity with new teaching methods for better classroom management and collaboration with fellow teachers, students, parents, and community members. Specifically, the component aims to:

- Improve teacher practice on subject matter such as literacy, numeracy, and life skills.
- Strengthen teacher-student relationships.
- Enhance classroom management through summative and formative assessment.

³ Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions. For a further explanation of action research within *I'm Learning*, please see Appendix A.

- Embed self-reflection in to teacher practice through action research.
- Enable a supportive professional environment for teachers at the school level, district, and provincial levels.

Implementation Model / Methods / Approaches

Initial Training

I'm Learning's approach seeks to develop TPD interventions from the ground up, taking an approach of teacher needs and demands from the school as the starting point. A first step is to understand the classroom and learning situation through conducting assessments of children's literacy, numeracy and life skills combined with results of the QLE assessment. The results of the assessment contribute to the design and prioritization of modules for teacher professional development.

Within *I'm Learning* pilot schools, issues found from these assessments included very low literacy and numeracy outcomes for children, where further investigation found that teacher absenteeism, inefficient teaching practices (eg no lesson preparation), limited teaching strategies and lack of formative assessment tasks all contributed to this situation. Furthermore, gaps in understanding about the rights of the child contributed barriers to learning with of fostering a protective environment for children.

After gathering contextual information, *I'm Learning's* approach is to build a coalition of stakeholders (Core Trainers) from national, provincial and district education offices to develop and adjust training modules to target teacher and school needs. Training areas include building content knowledge on Khmer literacy, numeracy and life skills (critical thinking and problem-solving), as well as improving teaching practices (lesson planning, using teaching and learning materials), classroom management (eg positive discipline), and parental engagement. The training design should develop structured and interactive workshops, allowing for field visits for teachers to observe how concepts 'come to life' in practice.

Save the Children staff train the selection of Core Trainers on how to effectively deliver the relevant trainings, ensuring core problems identified in the assessment are addressed in the trainings. For instance, core trainers may focus on the following:

Literacy, Numeracy & Life Skills training modules: support teachers to develop, follow and adapt lesson plans to the needs and abilities of learners, including interaction with all learners; use formative and summative assessment to understand children's learning progress through an action research approach and to design remedial interventions for children experiencing learning difficulties.

Teaching and Learning materials: support teachers to produce and use teaching and learning materials, and to experiment with different teaching strategies to effectively use materials for fostering children's learning and participation.

Positive Discipline: support teachers to use and develop mechanisms and materials in classrooms to foster positive behaviour from children, as well as monitoring their own interactions with children. Mechanisms can include development of a code of conduct as well as other strategies to support positive discipline such as recording children's home background.

Much of this training content introduces new teaching strategies, materials and mechanisms for teachers to undertake in their classroom practice. As such, an initial training is designed to introduce the ideas to teachers, with the expectation that full adoption will come with classroom visits/coaching and refresher trainings. These next steps are designed based on debriefs with teachers and core trainers after the initial round of training is provided. While core trainers deliver the training and

facilitate the debriefs, Save the Children staff ensure quality and integrity of the training and work with core trainers to construct a design for refresher trainings and in-school support to teachers.

Additionally, Save the Children will be working with schools and teachers to identify resourcing needs that can be supported, especially in terms of teaching and learning materials and cross-learning visits to other schools.

Refresher Courses

Following up initial trainings, core trainers provide further inputs for the professional development of teachers through supports in the school and classroom. These visits include supervision of lessons, ensuring that content, use of materials and structure of the lesson plans are consistent with training objectives. Also, core trainers provide coaching to teachers. Coaching works with teachers to problem solve issues they are experiencing, so may include items like going through steps of action research or talking through mechanisms to better engage parents in their support of children's learning. These visits happen during the weekly technical meetings as well as monthly exchange visits.

Based upon the experience of classroom supervision and the coaching/mentoring of teachers, refresher trainings are developed, building a 'level 2' expertise with teachers. These trainings are designed in a collaborative process between Save the Children and the core trainers, especially focused on classroom and teacher practice.

Cultivating an environment of ongoing teacher professional development

I'm Learning's approach aims to capacitate the education system to take forward teacher professional development through training designs based on teacher and school needs, and an empowering approach to coaching teachers in follow up supports in classrooms. With both these elements established in the target districts and provinces, the system will be well positioned for continuing supports for teacher professional development.

Importantly, a change in culture within the school and with teacher attitudes and practices is also essential for fostering ongoing teacher professional development. To this end, *I'm Learning's* approach assumes this can be achieved when teachers have capacity to use

- action research skills as a problem-solving approach to improve the teaching-learning process
- formative assessment in remediating learning difficulties and enhancing the learning process in general
- child-centered teaching of numeracy and Khmer literacy using approaches that provide for children's learning needs, including help to children with learning difficulties
- critical thinking, communication skill, decision-making, self-regulation

Core to all of this is teachers adopting an action research approach to their professional practice. This enables teachers to take charge of their professional development, empowering them to identify key challenges in their own practice, to collaborate with colleagues and other school stakeholders, and then to act to improve teaching and learning. Action research encourages teacher professional development to be fueled by the teacher's own desire to tackle problems in the classrooms.

Embedding this capability in schools will enable the goal of ongoing teacher professional development. In *I'm Learning's* third phase of support for TPD, Save the Children staff along with core trainers will foster action research practices and empower teachers and schools to take responsibility for their ongoing professional development, thereby sustaining this programme component.

Pilot Achievements

During the pilot project, Save the Children staff were able to collaborate with MoEYs on two working groups (design working group and core trainer working group). The working groups had a total of 71 members consisting of education officials from Primary Education Department (PED), Teacher Training Department (TTD), School Health Department (SHD), Curriculum Development Department (CDD), Provincial Teacher Training College (PTTC), and Provincial Office of Education, Youth and Sport (POE). The design group of 38 members was responsible for technical consultation on producing teaching materials, while the core trainers of 33 members oversaw training and capacity building of school staff.

Programme implementation of this component began in 2014. During that year, Save the Children delivered the positive discipline workshop to 129 teachers (79 female) teaching a total of 5,837 children (2,829 girls) in the 15 intervention schools. After the training, all schools set up their own reporting mechanisms (including listing names of people and their contact numbers) through which children can actively report cases of violence; harassment; and issues affecting their physical, mental and psychological health or learning performance in school.

Additionally, 129 teachers (79 female) participated in training on action research. Within this training, they were trained on other teaching techniques, such as teaching life skills through science and social studies. Moreover, the project produced various teaching aids to give teachers practical classroom assistance, and conducted formative assessment to help teachers advance their professionalism and ultimately their career. In the first year, Save the Children provided raw materials and training on how to develop teaching aides. In following years, the school managed this process without raw materials from Save the Children.

In 2015, the capacity of teachers who had received the trainings remained low. To address this issue, the project staff and government partners (PoE and DoE) provided extra support to teachers. This extra support was in the form of extra orientation, hands-on teaching demonstrations, and additional instructional materials.⁴ It was also recognized that teachers need continuous cycle of training and coaching to support behavior change in the classroom. This extra work led to an adjusted teacher-training strategy to respond to the different development stages of trainees. This training adjustment came in to effect in 2016 and featured monthly teacher training (technical demonstration). Upon completing training, teachers transition to quarterly technical assistance support.

Resources

In partnership with the MoEYS, the Cambodia office developed three School Based Management Modules for the TPD component. The modules are:

Module 5: Teaching and learning Sequence

- Developed to help teachers of grade 1,2, and 3 with their writing of teaching sequence for one lesson based on different teaching hours in the textbook.

Module 6: Inquiry-Based Teaching Sequence

- Developed to help teachers of Science and Social Study, Grades 4-6 with writing a lesson plan based on the textbook. This learning style is written based on Life Skills Policy and Child-Friendly Policy, “**Effective Teaching and Learning**”, especially basic life-skills development study. The Inquiry-Based Teaching Sequence aims at pointing out the use of textbook by linking it with instructional activities, learning outcome, standard curriculum, inquiry-based basic life skills with direct facilitation from teachers.

⁴ These materials are not available in English yet.

Module 9: Teachers' Capacity Building

- Developed to help teachers with their constant learning and responsible work. Teachers' professional development enable teachers to discover new teaching methods and to exchange experiences with each other, aligning with the Education Policy of the Royal Government that focuses on teachers' capacity in order to effectively improve students' learning outcome, through their active learning at home and school.

At the time of this report, there is a plan to add an additional module on Improved Mathematics (Learning Through Play) as well as a formal review and validation process for all SBM modules during 2018

Additionally, the MoEYS developed five demonstrating good teaching practices as contributions to TPD beyond the fifteen target schools. The videos are available on the MoE website⁵ and made available to all teachers.

IV. Empowerment of Local Structures

Background and Rationale

In 2012, the MoEYS required all schools to form a School Support Committee (SSC) which encourages parent and community involvement in school management and development. The guidelines stipulate that the membership of an SSC be 6 or more, depending on the size of the school. The regular composition and individual roles on the SSC are as follows:

1. **Honorary Chair:** Representative of local authorities (commune/Sangkat chief, commune/Sangkat councilors) or head monk or a private donor (1 person).
2. **Advisor:** School director, retired education official, elder, community representative, local authority (1-3 persons).
3. **Chair:** Retired education official, pagoda committee, layman, private donor, community representative, students' parents' representative, who is a popular person.
4. **Deputy Chairs:** Retired education official, pagoda committee, layman, private donor, community representative, students' parents' representative, who is popular person (1-3 persons).
5. **Members:** Retired education official, pagoda committee, layman, private donor, community representative, students' parents' representative, who is a popular person (2-4 persons).

A 2015 review⁶ of SSCs found that most members appeared to have little knowledge about the composition of the SSCs which they joined. Furthermore, there was strong evidence of a critical lack of sustained communication or regular meetings among SSCs. Most surprising, some School Directors were not even aware of the existence of the SSC body. Overall, after comparing data across School Directors, SSC members, and non-SSC community members found that community participation in school activities at primary and lower secondary school in Cambodia remains relatively low.

The review concludes that to strengthen SSCs it is necessary to:

1. **Reinforce the implementation of existing SSC guidelines.** The guidelines provided on SSCs are stated very clearly however implementation at the school level is limited.

⁵ <http://youtu.be/Nmft5c4GWoc>; <http://youtu.be/zPMieVyEYS8>; <http://youtu.be/1aGM-Bms2k8>; <http://youtu.be/PyhZ93eEUq8>; <http://youtu.be/fLTklyGyUfg>

⁶ Fata, No and Heng Kreng. *School Accountability: Community Participation in Performance of Primary and Lower Secondary Schools in Cambodia*. Royal University of Phnom Penh. November 2015.

2. **Enhance capacity of School Directors and SSCs.** Given the lack of clear understanding of roles and responsibilities among School Directors and SSC members, engage School Directors and SSCs in training or workshops to enhance their capacity and ensure all School Directors are trained in basic leadership, management, and communication skills.
3. **Improve coordination amongst key actors.** Given the communication gap between schools and communities, the DTMT needs to coordinate periodic reflection meetings between the School Management Committee, teachers and SSC members.
4. **Enhance financial accountability.** The lack of support from the community hampers the work of SSCs. To gain trust from the community, School Directors and SSCs need to show transparency to community by publishing reports regularly.
5. **Empower the role of commune councils.** The commune councils play an influential role in educating parents and local communities to value education. It is necessary to engage commune council members in school development plans and school events on a regular basis. Also, organize local social events to enable commune council members to communicate the work of SSCs to children, parents and the community.

To address these issues and accommodate the recommendations, the *I'm Learning* project links existing local structures through a formalized process to create the School Development Committees (SDCs), a broader network of stakeholders than a traditional SSC.

Objectives

I'm Learning's Empowerment of Local Structures Component strengthens the existing SSC structure through training and links it to a broader network of stakeholders throughout the community.

Specifically, the component aims to:

- Establish, support and train the School Board in roles and responsibilities.
- Re-enforce, support, and train the School Development Committee in the following:
 - Enrolment and prevention of drop-out thru Community Household Mapping and community support to poor households and vulnerable children.
 - Guidance and support to parents on how they can support their children's learning process at home and in the community.
 - DRR planning and drills.
 - Child protection and reporting mechanisms linked to the community child protection networks.
- Train teachers on how to establish, run, and support classroom committees.

Implementation Model / Methods / Approaches

This component aims to set up a School Development Committee (SDC) with the structure shown in Figure 3. The I'm Learning project is facilitating a stronger collaboration between the different community structures by bringing them together, involving each other in planning processes and integrating their plans and activities. This will strengthen a more holistic impact for children who will benefit from multiple sources of support within the same community. The following sub-sections describe the implementation steps to develop and engage each of the key stakeholder groups.

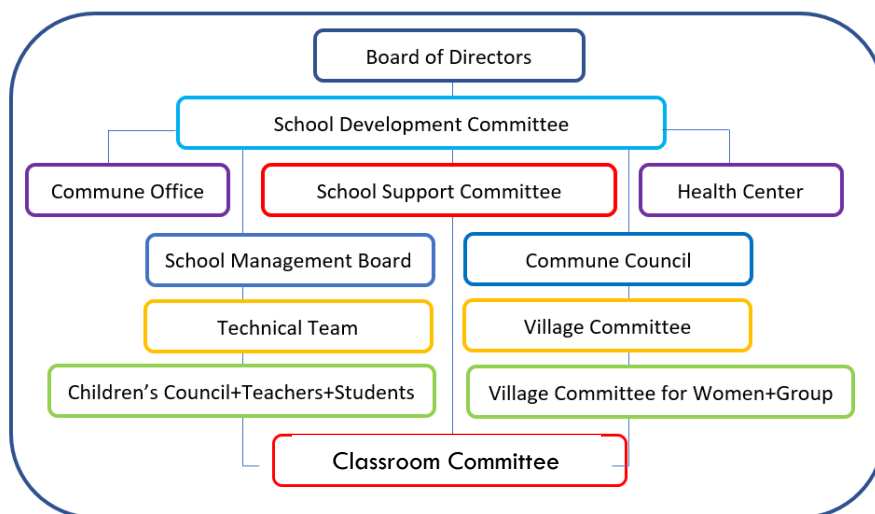


Figure 3. School Development Committee (SDC) Structure

School Development Committee

The establishment of the School Development Committee is meant to strengthen and broaden the existing School Support Committee (SSC) or School Management Committee (SMC). Neither the SSC nor SMC includes cross-section of the community members, especially learner representatives. Their effectiveness is also questioned.

To establish the School Development Committee, Save the Children and partners use Core Trainers to develop training and follow-up coaching and mentoring to schools. The training includes review of the existing SMC and SSC structures and their roles and responsibilities in school development (school planning, reporting, monitoring, events), ensuring that these Committees include representatives from a wider cross-section of the community and school body. A community mapping methodology will be introduced in this training. Schools will define the capacity gaps and needs of parents and community members and develop capacity building activities to address these needs so that parents and community members are able to support the children's learning and development process. Initially, children, teachers, parents and other community members will be informed about the I'm Learning project and present the baseline findings which represent key challenges in their school's learning environment and seek for their suggested actions for improvement.

Staff responsible for implementation: Project Coordinator, Education Specialist, QLE Project Officers

Goal: The training will provide opportunity for SMC and SSC to review their structures, roles, and responsibilities in school development (school planning, reporting, monitoring, events), ensuring that these Committees include representatives from a wider cross-section of the community and school body.

Steps for establishing a broad and representative School Development Committee:

1. Core Trainers provide training to schools to examine existing structure and strengthen the function of SMC and SSC (with to a broad representation from a cross section of the community, including women and children) to increase their support for the children's learning and development process (include community mapping activity)
2. Project team with PoEs and DoEs conduct consultation with children, teacher, parents and other community members to discuss follow up of the I'm Learning action plan.

3. Core Trainers work with SDC to monitor the absenteeism of teachers.
4. Core Trainers train SDC on school management and leadership.
5. Core Trainers support SDC to conduct regular meetings with parents.

Classroom Committee

The primary way to link parents in to the classroom and involve them in their children's learning is through the Classroom Committee. The structure of the Classroom Committee is presented in Figure 4. The School Based Management Module 3 outlines the roles and responsibilities as well as formation of

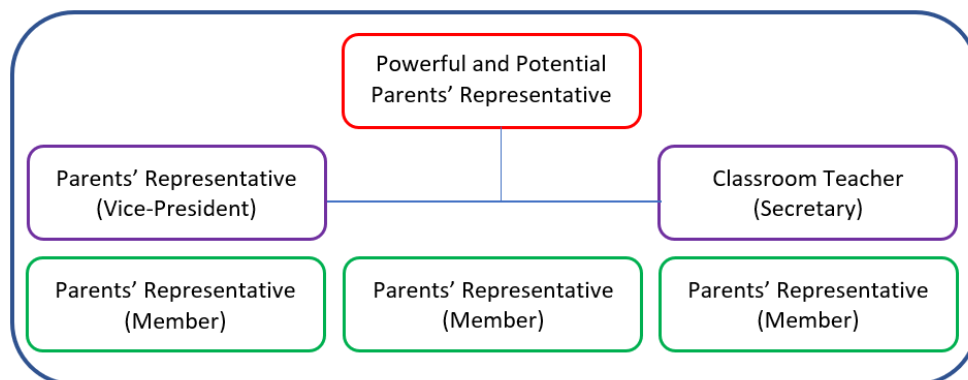


Figure 4 Classroom Committee Structure

the Classroom Committee. However, Save the Children's role in the Classroom Committee focuses on igniting the creation of these committees within the school structure.

Staff responsible for implementation: Project Coordinator, Education Specialist, QLE Project Officers

Goal: The training will provide opportunity for SMC and SSC to review their structures, roles, and responsibilities in school development (school planning, reporting, monitoring, events), ensuring that these Committees include representatives from a wider cross-section of the community and school body.

Steps for establishing a broad and representative School Development Committee:

1. Invite parents to visit school and initiate meetings with Head Teacher
2. PoEs and DoEs conduct consultative meeting with grass root stakeholders to discuss key issues and suggestion action for improve children learning
3. Core Trainers provide training to teachers and parents on how they can collaborate better to support children's learning process.
4. Core Trainers support teachers to (a) use teacher-parent relation books⁷ and incorporate suggestions for parent support to their children learning and (b) have list of emergency contacts who have permission to pick up their child in case of emergency or disaster, as part of the emergency network / mapping among parents and between parents and schools.
5. Core Trainers assist teachers to conduct regular meetings with parents to discuss on key issues affecting learners and how to support their children learning and follow up.

Children's' Council

Most schools have established Children's Councils, as mandated by the MoEYS, but their function is still limited. Often Head Teachers and teachers do not include the children in the decision process in planning of school events and school improvement activities. They do not have chance to express their

⁷ Provided by the MoEYS, a book to promote the relationship between teacher and parents on children's learning.

opinions on issues related to their learning/education as well as their issues relate to their personal life.

Save the Children and partners will support the target schools to establish the Children's Councils and strengthen the function of Children's Councils with required skills to identify, analyse, and communicate issues of their concern, suggestions and involve in decision making processes on school activities and other children related issues. This is accomplished through training of lead teachers and Children's Councils themselves on topics such as children's rights, child participation, roles and responsibilities of the Children's Councils.

Staff responsible for implementation: Project Coordinator, Education Specialist, QLE Project Officers

Goal: The proposed activities will provide Children's Councils and other children with the skills required to identify, analyse, and communicate issues of their concern, suggestions and involve in decision-making processes on school activities.

Steps for establishing students' council

1. Core trainers conduct meeting with schools to understand current function of students' council and to establish and strengthen Children's Councils
2. Core trainers provide training to responsible teachers and Children Councils' on children's rights, importance of child participation, and the roles and responsibilities of Children's Councils
3. Core trainers facilitate Children's Councils and other children to involve in school self-assessment and school improvement planning process
4. PoEs and DoEs work with head teachers, teachers, and SSC to support children throughout the process.

The School Based Management Module 4 outlines the process through which a Students' Council is established within the school, including elections and roles / responsibilities.

Pilot Achievements

As 2014 focused on TPD (Component 1), this component truly started in 2015. During the first year the project promoted empowerment for local solutions by supporting stakeholders to have a sense of ownership and participation in identifying local issues, development initiatives, and decisions that affect the quality of education for their children. A bottom-up approach to problem-solving was cultivated through the involvement of individuals, Children's Councils, teachers, school principals, community leaders, SSCs, and education officials in self-reflection, self-assessment, and action research.

During 2015, the project revised and developed a new SDC structure with ten sub-committees, each of which focuses on different issues. The revision enabled stronger involvement and accountability for relevant stakeholders. The revised structure encouraged all members to take on responsibilities beyond their own scope of work.

In partnership with the PoE and DoE, there is a plan for capacity building of SDC which includes regular follow-ups. In each province, schools are receiving at least two follow-up coaching visits to help strengthen the SDC. The follow-ups provide real-time support and feedback to schools. In addition, Save the Children project staff monitored and followed up project activities at least five times per month.

By the end of the programme pilot, all SDCs in target schools set plans and conducted meetings six times per year. They each also have at least one member of the local commune council in the SDC

structure. Furthermore, members from the commune council are directly involved in the QLE school self-assessment process and development of the School Improvement Plan, which they can bring with them to the Commune Investment Plan.

While there is anecdotal evidence that SDCs are functioning well, further investigation is necessary to ensure that all SDCs can respond to the dynamic needs of the school. Furthermore, Save staff alluded to the idea that involving local government is essential, yet involving them too much will work against the programme, perhaps giving the (false) impression that Save is aligned with the governing political party.⁸ Again, further investigation in to how the relationship with the local government is built and maintained is needed.

Resources

In partnership with the MoEYS, the Cambodia office developed four School Based Management Modules for the Empowerment of Local Structures component. The modules are:

Module 2: School Development Committee

- Developed to support the school leadership and management, aiming to promote the quality and effective educational services with participation from local community to address the needs of local knowledge-based development.
- The module outlines: (1) how to set-up the SDC, including structure, roles and tasks; and the process of setting up the SDC; and (2) the activities of the SDC, including the preparation of the activity plan, plan implementation and the evaluation of the SDC's activity plan.

Module 3: Classroom Committee

- Developed to help establish the Classroom Development Committee which enables teachers to work closely with students' parents/guardians and communities to support their children's study.

Module 4: Youth and Children's Council

- Developed to establish the School Youth and Children's Council, which supports the school and gives the opportunity to children to take leadership roles within the school. Additionally, it helps students develop responsibility skills, critical thinking, problem-solving, and communication.

School Development

Background and Rationale

Through the Child-Friendly Schools (CFS) policy, the MoEYS has emphasized the importance of Child's Rights, health care, and safety to ensure every child could access equality and equitable schooling. The policies further align with the Sustainable Development Goals. However, many schools struggled to translate the CFS policy in to action.

In the *I'm Learning* schools, the school improvement plan is a product of an inclusive, consultative and analytical process involving the school management, students, parents, children's councils, teachers, Commune Council members, and health/social workers, Commune Committees for Women and Children (CCWC) and SSC⁹. These stakeholders participated in a QLE framework based self-assessment process where they do an in-depth analysis of the learning environment to identify critical

⁸ Save the Children's vision, mission, and values mean we act to protect the basic principles of humanity. We do not align with any political party, and staff are not permitted to use their positions for political or personal gain.

⁹ Note, the SSC is a sub-component of the SDC.

gaps and discuss actions and possible solutions for improvement. This forms the basis for the development of the long-term school improvement plan with indicators in line with MoEYS' Education Strategic Plan which focuses on three national goals for basic education: 1) Equitable access for all; 2) Improved quality and relevance of learning; and 3) Effective school management. Based on this long-term school improvement plan, the schools then develop annual operation plans identifying annual objectives and interventions.

Through the School Development Component, the School Development Committee (SDC) is aligned around common goals thru the self-assessment. The self-assessment also identifies strengths and challenges which need joint effort to resolve and support students for their better learning outcomes. Furthermore, the school planning process empowers the local structures to find creative solutions utilizing existing local and external resources to develop the school with quality, inclusiveness, and equity for every learner, aiming at achieving the National Education Goals.

Objectives

The School Development Component aims to:

- Raise awareness and understanding of the QLE Framework among teacher, head teachers, communities, children and the local government by:
 - Translating and producing printed materials on QLE to share at the school level
 - Provide orientation meetings
 - Display QLE messaging in the school through posters
- Facilitate and support QLE school self-assessments 2 times per year by:
 - Training head teachers in the school self-assessment methodology as part of regular quality assessment and assurance
 - Supervising and facilitating QLE school self-assessments
- Support the development and implementation of school improvement planning based on the QLE self-assessments by:
 - Supporting and guiding the planning process
 - Supporting implementation of the School Improvement Plan related to:
 - Teaching / Learning Materials
 - School Facilities Improvement
 - Advocacy for schools' needs for more teachers to be extended to full primary schools with the DOE and POE

Implementation Methods / Models / Approaches

The School Development Component mainly consists of two sub-components: the QLE Self-Assessment and the School Development Plan.

QLE Self-Assessment

Overview

School Self-Assessment, using the contextualized tool based on Save's QLE Framework, is essential for identifying strengths and challenges within the school environment. It unites various stakeholders around targeted indicators, garnering support from all to achieve better learning outcomes. Results of the school self-assessment are the foundation on which the school development plan is created. The process for training and carrying out the QLE self-assessment is described below.

Participants, Roles, and Responsibilities

The parties that participate, as well as their roles and responsibilities, are shown below in Table 1.

Table 1. Participants, Roles, and Responsibilities for QLE Self-Assessment	
Stakeholder	Roles and Responsibilities
Head Teacher / Deputy Director	<ul style="list-style-type: none"> • Organize data collection (invite participants) • Orient stakeholders on tool and process • Facilitate data collection • Carry out own self-assessment, discussion, presentation • Consolidate Results • Display results publicly
Teachers	<ul style="list-style-type: none"> • Carry out own self-assessment, discussion, presentation • Facilitate data collection among Youth and Children's council • Lead discussion with all classroom students
SSC	<ul style="list-style-type: none"> • Carry out self-assessment, discussion, presentation
Community Members, Parents / Guardians	<ul style="list-style-type: none"> • Carry out self-assessment, discussion, presentation
Youth and Children's Council	<ul style="list-style-type: none"> • Carry out self-assessment, discussion, presentation
All Classroom Students (not on council)	<ul style="list-style-type: none"> • Carry out self-assessment, discussion, presentation

Training on Self-Assessment

The steps to build capacity on the QLE assessment tool, being used as a self-assessment tool are as follows:

1. Save the Children team conducts a training and demonstration of the school self-assessment in a selection of schools to train PoE / DoE, and head teachers.
2. PoE/DoE and head teacher conduct school self-assessment in their target schools.
3. Head Teachers conduct school self-assessment by themselves, with support from PoE/DoE

Data Collection Process

Data collection and analysis takes place two times per year.

On the day of data collection, the school principal holds a meeting with teachers, the SSC, community representatives, parents, guardians, youth and children's councils, and classroom students to orient them to the process. The assessment tool is described and the four levels for rating (unachieved, partly achieved, achieved, and over-achieved) are described. Participants are then split in to two groups:

1. Official School Self-Assessment Team: composed of school principal, vice principal, teachers, SSC, community representatives, parents, guardians, youth and children's council.
2. Unofficial School Self-Assessment Team: Held through consultations with all classroom students (from Grade 1 to 6).

Then the following stakeholder groups complete the self-assessment, as described:

Official School Self-Assessment Group:

- **School Principal and Vice-School Principal.**
- **Teachers.** Each individual teacher completes the self-assessment tool independently. Upon independent completion, teachers consult and determine on an agreed-upon rating for each indicator.
- **SSC, Community Representatives, Parents, Guardians.** Each individual completes the self-assessment and then consults to determine agreed-upon rating.
- **Youth and Children's Council.** Each student completes the self-assessment independently. Upon completion, they have a discussion and determine agreed-upon ratings for each indicator.

Unofficial School Self-Assessment Group:

- **All classroom students.** Classroom teachers facilitate consultations with students of each class to complete the self-assessment. In doing so, the activity empowers students, besides Youth and Children's Council members, to voice their opinions.

The activity of unofficial school self-assessment contributes to the daily performance of students and teachers, focusing on teaching-learning activity (part of TPD) and learning outcomes.

Consolidation of Self-Assessment Results

To consolidate all of the self-assessment results, principals bring the group back together for discussion. Each group presents its results, including a discussion of why they rated the indicator as they did. Then the principal facilitates a discussion to compare, consult, and decide on the final 'rating' for each indicator.

Documentation of Self-Assessment

To ensure that everyone remains united on the objectives set forth by the self-assessment tool, the school principal is responsible for displaying the results so that all stakeholders can access them. One suggestion is to post the results in the school, as shown in Figure 5.

Resources

Further details regarding the process and tools required to carry out the Self-Assessment are described in the School-Based Management Module 11: School Self-Assessment.

School Development Plan

Overview

The School Development Plan supports school and local stakeholders in understanding how their school is performing in relation to MoEYS policy documents and guidelines. It helps stakeholders plan to address challenges in the school environment (identified by the self-assessment). Furthermore, it supports these stakeholders in monitoring and evaluation school development activities throughout the school year.

លទ្ធផលការវាយតម្លៃ និងផែនការបង្កើនគុណភាពសាលារៀន (QLE)

គោលការណ៍ទី ៤ និងសូមដាក់: ២៨ គោលការណ៍សាលារៀន	ពិន្ទុដើមទុំ	លទ្ធផល	ផែនការ
១. បំពេញតាមការបង្កើន និងការអនុវត្តរបស់សាលា	1	3	4
1.1. មានក្រុមសិស្សចម្បងសម្រាប់ទាំងអស់គ្នា	1	4	4
1.2. មានប្រព័ន្ធការពារ និងទទួលស្គាល់សិស្ស	1	3	4
1.3. មានការរើសអើង និងហិង្សា	2	3	4
1.4. គ្រូបង្រៀន មានសីលធម៌ល្អ និងប្រាស្រ័យទាក់ទងសិស្ស	2	3	4
1.5. មានការគាំទ្រ ផ្នែកចិត្តសង្គមដល់សិស្ស	1	2	3
2. ការការពារសុខភាពសាលា	2	3	4
2.1. សាលារៀន មានសុវត្ថិភាព	2	3	4
2.2. មានទឹកស្អាតសម្រាប់ប្រើប្រាស់ និងបរិស្ថានស្អាត	2	3	4
2.3. មានបង្គន់អនាម័យ និងកន្លែងលាងដៃសម្រាប់ទាំងអស់គ្នា	2	3	4
2.4. កន្លែងលេង មានសុវត្ថិភាព និងសម្រាប់ប្រើប្រាស់	2	3	4
2.5. សាលារៀន មានស្រូវសម្រាប់កុមារទាំងអស់ចូលរៀន	2	3	4
2.6. មានការរៀបចំបរិស្ថានសុខភាពដល់សិស្ស	1	2	3
2.7. មានការផ្តល់ការពារសុខភាពដល់សិស្ស	1	2	3
2.8. សាលារៀន ដឹងពីសកម្មភាពដែលគ្រូបង្រៀន ទៅលេងមានប្រយោជន៍	1	2	3
3. វេទនាសាលាបង្កើនការស្រាវជ្រាវ និងការអនុវត្តរបស់សាលា	2	3	4
3.1. គ្រូបង្រៀន មានប្រៀបធៀបទាក់	2	3	4
3.2. គ្រូបង្រៀន ទទួលបានការបណ្តុះបណ្តាលត្រឹមត្រូវពីបងប្រៀប	2	3	4
3.3. គ្រូបង្រៀន ទទួលបានការគាំទ្រពីអ្នកគ្រូបង្រៀន និងការគាំទ្រពីសាលារៀន	2	3	4
3.4. មានសម្ភារៈបណ្តុះបណ្តាលសម្រាប់គ្រូបង្រៀន និងបងប្រៀប	2	3	4
3.5. គ្រូបង្រៀន មានកិត្យានុភាព និងបង្រៀនទៅតាមតម្រូវការរបស់សិស្ស	2	3	4
3.6. ការបង្រៀន ប្រើប្រាស់ការសិក្សាស្រាវជ្រាវ	2	3	4
3.7. គ្រូបង្រៀន យកចិត្តទុកដាក់ដល់សិស្សគ្រប់ៗគ្នា	2	3	4
3.8. គ្រូបង្រៀន រាយការណ៍សិស្សរបស់សិស្សប្រចាំ	2	3	4
3.9. គ្រូបង្រៀន ទទួលបានការបណ្តុះបណ្តាលពីសិស្សកុមារ	2	3	4
3.10. គ្រូបង្រៀន ឱ្យសិស្សផ្តល់យោបល់សម្រាប់ប្រព័ន្ធគ្រប់គ្រងការបង្រៀន	2	3	4
3.11. សាលារៀន ឱ្យសិស្សចូលរួមសម្រេចចិត្តក្នុងការអនុវត្តសាលារៀន	2	3	4
3.12. សិស្ស មានសេរីភាពក្នុងការបញ្ចេញមតិ យោបល់របស់ខ្លួនក្នុងសកម្មភាពសិក្សា	2	3	4
4. មានការអនុវត្តផែនការសាលា និងសហគមន៍	2	2	3
4.1. សាលារៀន មានការអនុវត្តផែនការសាលារៀនដែលមានគំណងចង់ប្រែប្រួលសហគមន៍	2	2	3
4.2. គ្រូបង្រៀន និងអាណាព្យាបាល សហការគ្នាប្រើប្រាស់ធនធានសាលារៀន	2	2	3
4.3. អាណាព្យាបាល គាំទ្រសកម្មភាពរៀនសូត្ររបស់កូន	2	2	3

សម្គាល់: ១០០ ពិន្ទុ

Figure 5 QLE Assessment Results

Training on School Development Plan

The steps to build capacity of stakeholders on the School Development Plan (SDP) are as follows:

1. Save the Children team conducts training (demonstration) of school self-assessment and SDP during school vacation (Sept-Oct) in select schools in order to train PoE/DoE and Head Teachers.
2. PoE/DoE and Head Teachers conduct school self-assessment and SDP in their target schools.
3. Head Teacher conducts school self-assessment and SDP by themselves, with support from PoE/DoE.

Creating the School Development Plan

School Development Planning is carried out annually, at the start of each school year. It is led by Head Teachers, SDCs, and the School Executive Board. Participants include the School Management Board, Local Authorities, Commune Council, Youth and Children's Council, students, and parents. To gather further support and input from the community, it is necessary to include staff from the police administration and health centres.

Stakeholders review the self-assessment results and prioritize the challenges which can be addressed during the school year. For each indicator, the group determines the target 'rating' for the end of the year and the activities associated with reaching that target. For each activity, stakeholders articulate the timing, budget, and budget source.

After the plan is agreed upon, the School Management Board integrates it in to the Commune / District Investment Plan and uses it for fundraising activities with development partners. To develop a

Commune / District Investment Plan requires commune and district councils, village development committee, and police administration offices to participate in school and health centers development plans first, then integrate those plans into commune and district investment plan.

Monitoring School Development Plan

All stakeholders are expected to monitor progress on the School Development Plan monthly. This monitoring is reflected upon during monthly meetings.

Resources

Further details regarding the process and tools required to carry out the School Development Plan are described in the School-Based Management Module 12: School Development Plan.

Pilot Achievements

Programme implementation of this component began in 2014. During this year, all head teachers in intervention schools received training from Save the Children on school supervision, leadership and management, school administration, establishment of school statistics, and QLE concepts.

After baseline and consultation sessions with grassroots stakeholders, such as POE, DOE, head teachers, teachers, local authorities, and School Support Committees (SSCs), all 15 intervention schools developed 4-year improvement plans (2014-2017) and annual School Improvement Plans (SIP) for school year 2014-2015. The School Improvement Plans focused on achieving the four guidance principles of QLE.

By the end of the third year (2015) of programme implementation, 11 of the 15 intervention schools were passing all 4 guiding principles. By the end of the fourth year of implementation (2016), 14 of the 15 schools were passing all 4 guiding principles. Guiding Principle 4 provide the most difficult to achieve. To support this, the project decided to implement more frequent monitoring and support. Findings suggest a 3-year timeline for programme implementation, assuming strong support mechanisms are provided to the schools.

Resources

In partnership with the MoEYS, the Cambodia office developed six School Based Management Modules for the School Development component. The modules are:

Module 1: School Policy and Management

- Developed to help the school management committee reach a complete development, aiming at increasing participation and quality study of students that addresses the current needs of the society, aligning with the reform policy of the Ministry of Education, Youth and Sport (MoEYS).
- The module outlines the principles of school development which align with perspective, mission, goal, and school management structure focusing on: (1) Teaching-Learning Techniques and Implementation of Core Curriculum, (2) School Administrative Work and Community Participation, (3) School Development Planning and School Budget Management, and (4) Teacher Training and School's Achieved Result Assessment.

Module 7: M&E System

- A supplementary aid for implementation, management, and utilization of assessment results. In addition, aims to strengthen capacity of all implementing officials at school level to create school assessment test standard.

Module 10: School Statistic Management

- Develops a school network (group, household, village, and school levels) for school mapping (household, village, and school) and the management of children's enrollment and retention rates within the school's catchment areas.

Module 11: School Self-Assessment

- Aims to support the school principal to take a lead of a regular school self-assessment to identify areas of success and areas needing more work.

Module 12: School Development Plan

- Developed to assist school leaders and managers to develop a plan that focuses on results. Implementing this work enables schools to reflect policies, guidelines, or various legal letters to understand the levels of school management and the extent to which those levels address the strategic plan of the Ministry of Education, Youth and Sport.

Module 13: School Budget Management

- Developed to train schools in budget management, an important part to support schools to reach development plan, ensure school enrolment of students, and improve learning outcomes.

Appendix A. Definition of Terms

Explanation of terms throughout the document:

Action Research

Action research is defined as is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.

For *I'm Learning*, action research is used to strengthen the teacher training. Training materials were developed in response to QLE assessment findings, observations of classroom teaching, and interviews with school stakeholders. This ground-up, participatory approach to developing training modules also included other important features:

- Core trainers (PoE/DoE/PTTC) were all trained in the content prior to delivering it to schools
- Core trainers followed up training by visiting teachers in classroom 2-5 times per month.
- Core trainers coached teachers to use reflective practice through the action research process, journeying with them in this cycle to improve classroom practice

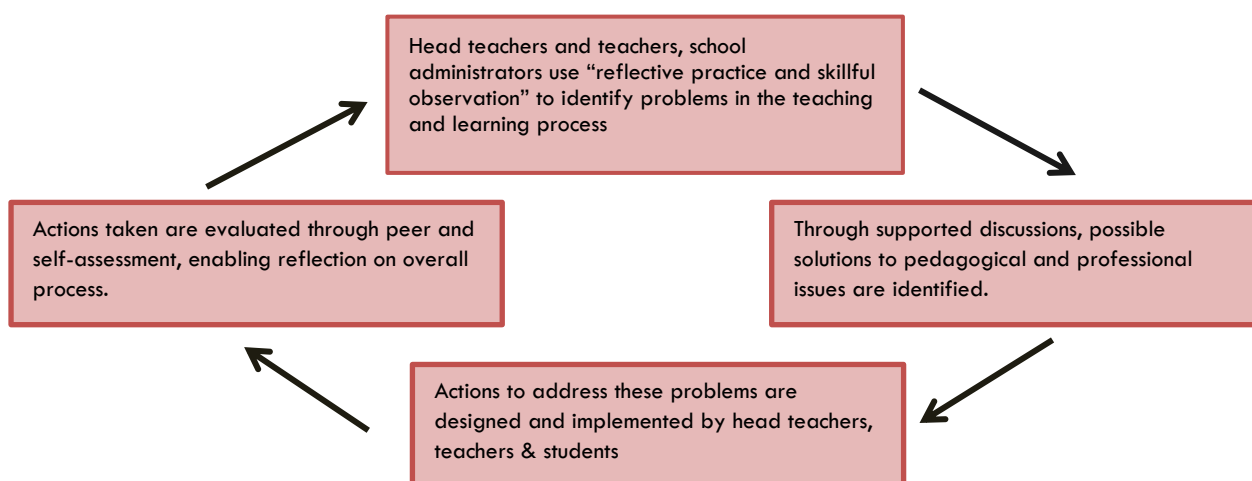


Figure 6. *I'm Learning* Action Research Cycle

Children's Council

The Children's Council is developed to support the school and to give children the opportunity to develop leadership and management skills. The children's council is also a part of accelerating school affairs, such as study, library, social help, administration, finance, information, arts, sport, culture, health, hygiene, environment, life skills, home and village-based study club, in addition to the contribution the school development and self-help to become good student, good friend, good child, and good citizen for school and our society.

Implementation activities of the youth and children's council which start with helping children associate with: (1) Self-help capacity, (2) Capacity to facilitate other children in classroom and at school, (3) Capacity to report children-related issues at school and in community, (4) Capacity to solve problems through attending official and unofficial meetings with stakeholders at schools to advocate students' benefits of learning and daily life.

Classroom Committee

The Classroom Committee is a sub-unit of the School Development Committee (SDC), which links parents to the classroom of their children. Consequently, students' parents and guardians know their children's learning outcomes and better understand their instructional process.

The structure of the Classroom Committee consists of: (1) President: representative of parents or guardians; (2) Vice-President: a parent or guardian, (3) Secretary: a teacher, (4) Head of Branch, and (5) Members: parents and guardians. Members are elected.

Members of the Classroom Committee develop the following: (1) Annual activity plan, (2) Semester activity plan, and (3) Monthly activity plan, based on the priorities previously discussed with teachers, parents and students. Regular reflection meetings facilitate the activity plans.

The Classroom Committee is responsible for the following topics: 1) Parent's support for children's regular classroom attendance, (2) Parents' support on children's homework, (3) Consultation with teachers for children's improved learning outcomes, (4) Support of study materials for children and teachers, (5) Checking children's work and study materials to avoid any gaps at school, (6) Attending meeting with teachers to develop classroom activity plan, (7) Classroom observation and children's learning of complicated subjects, and (8) Addressing challenges during the activity plan implementations.

School-Based Management

The MoEYS has collaborated with Save the Children to develop guiding documents on School-Based Management for primary school. The partnership has developed the thirteen School Based Management Modules for implementing the three components of *I'm Learning*.

School Development Committee

The School Development Committee supports the school leadership and management, aiming at promoting quality and effective educational services, with participation from the local community.

The programme worked to transform the existing School Support Committee (SSC) in to a broader, more well-supported School Development Committee (SDC). The establishment of the School Development Committee is meant to strengthen and broaden the existing School Support Committee (SSC) or School Management Committee (SMC). Neither the SSC nor SMC includes cross-section of the community members, especially learner representatives. Their effectiveness is also questioned. The structure of the School Development Committee and associated taskforces are shown below:

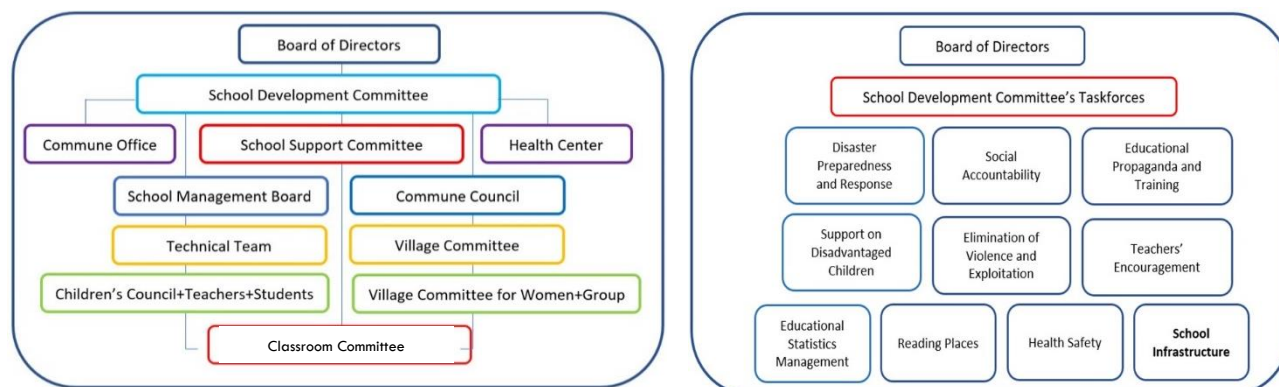


Figure 7. School Development Committee and associated Taskforces

Appendix B. I'm Learning Implementation Plan

I'm Learning Work Plan: Guidance for Field Implementation															
Key Activities		Phase 1 - Building Foundations for Learning Outcomes				Phase 2 - Equipping Stakeholders for School Development				Phase 3 - Sustaining Quality Learning Environment				SBM Module	Linkage to QLE Indicators
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
1.	Teacher Professional Development														
1.1	Design/revise in-service teacher training programmes with support from external technical resources (literacy, numeracy, life skills, TLM)													5A; 5B 6A; 6B 7A; 9C	
1.2	Work with MoEYS/PoEs to incorporate knowledge and awareness on how to create and support a quality learning environment in the teacher training curriculum and build capacity at TTCs on QLE														
1.3	Train and coach core trainers (PTTC, DoE, PoE) to teaching literacy, numeracy, life skills													5A; 5B 6A; 6B 9C	3.3: Teachers are provided with continuous support to improve their practice in key areas specific to their role
1.4	In-service training to teachers to teach literacy, numeracy & life skills and provide customised teaching and support to all children.														3.2: Teachers have specialised training and qualifications where they exist
1.4.1	Support the training and mentoring of head teachers on management and leadership for creating a quality learning environment in their school													1A; 9A; 9B	3.1: Teachers are present for their class
1.4.2	Support the training of teachers and head teachers on content knowledge and effective teaching practice for Khmer & math													5A; 5B 6A; 9C	3.5: Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes
1.4.3	Support the training of head teachers and teachers on social and emotional learning and effective practice with strengthening children's life skills.													6B	2.6: Learners participate in regular skills based health education in school
1.4.4	Support training on creating and using teaching and learning materials for Khmer and math classes, as well as enhancing the print environment in classrooms.														3.4: Learning is supported through the use of relevant visual aids and other teaching materials
1.4.5	Support training on formative and summative assessment for Khmer and Math (grade 1-3; grade 4-6)													7	3.8 Teachers use some form of informal or formal learning assessment either an ongoing basis or specified times of the year

I'm Learning Work Plan: Guidance for Field Implementation

Key Activities		Phase 1 - Building Foundations for Learning Outcomes				Phase 2 - Equipping Stakeholders for School Development				Phase 3 - Sustaining Quality Learning Environment				SBM Module	Linkage to QLE Indicators
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
1.4.6	<i>Support training on inclusive classroom practices to effectively respond to needs of children with a disability and slow learners and encourage child participation.</i>														3.7: Teachers ask individual questions and interact with the learners 3.10: Learners participation is ensured during development and implementation of teaching and learning activities.
1.5	Enhance capacity of teachers to respond the emotional / psychological needs of learners (child safeguarding / positive disciplinary measures)														
1.5.1	<i>Training of head teachers and teachers on positive discipline and child rights, including child -centered approaches for managing student behaviour in classes.</i>														3.9: Teachers are trained on child rights and child protection 1.4: The teacher interacts with all learners in a positive and respectful manner regardless of their background
1.5.2	<i>Support training and mentoring of teachers to engage parents for improved emotional and psychological supports to children, including interactions through the class committee</i>														3.12: The learning environment encourages expression of child rights and learners are knowledgeable about their rights
2.	Empowerment of Local Structures														
2.1	Design/revise school-based management training modules and implementation guidance with support from external technical resources for the areas of SDC roles & responsibilities; leadership and management; my school as a quality learning environment; cross thematic areas.													2A; 2B	
2.2	Increase the capacity of Core Trainers and head teachers to establish and empower effective and representative stakeholder engagement in school development committees													1A; 1B; 2A; 2B	

I'm Learning Work Plan: Guidance for Field Implementation

Key Activities		Phase 1 - Building Foundations for Learning Outcomes				Phase 2 - Equipping Stakeholders for School Development				Phase 3 - Sustaining Quality Learning Environment				SBM Module	Linkage to QLE Indicators
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
2.3	Support the establishment and training of school development committee on roles and responsibility (including operational teams), leadership and management, and cross thematic areas.													2A; 2B	4.1: PTA/SDC includes representatives from a cross-section of the community
2.4	Support training and mentoring of local structures (SDC, CCWC and other community network groups) to engage with establishing and sustaining a quality learning environment in their school.														4.3: Parents and communities are trained in how they can support the children's learning process.
2.5	Support establishment and capacitating Children's Council to represent children's voice in the school community, including in planning, decision making, fostering a quality learning environment and activities in cross thematic areas (eg conduct anti-bullying/violence campaign)													4A; 4B; 4C; 4D; 4E	1.3: Learning environments are free of discrimination, violence, intimidation, bullying and harassment
2.6	Strengthen capacity of School Support Committees to assist parents on how they can support the children's learning process (especially slow learners)													3A; 3B	4.2: Teachers and parents collaborate on key issues affecting learners, such as sickness, absenteeism, performance or discipline.
2.7	Support establishment and capacitating of a parent-led class committee to support teachers and children to improve learning outcomes.													3A; 3B	4.2: Teachers and parents collaborate on key issues affecting learners, such as sickness, absenteeism, performance or discipline.
2.8	Capacitate school management (head teachers and SDC) to coordinate with health centres to provide a minimum package of health-services to students														2.2: Safe drinking water is available to all learners and staff 2.3: Adequate sanitation facilities are available for all learners 2.7: A minimum of health services is provided to all learners
2.9	Support schools to engage with local partners such as OEC to identify children with disabilities so they receive special care and services from health centres / hospitals / rehabilitation centres to better enable school attendance & learning.														2.1: An area of space for learning exists that is safe for all learners

I'm Learning Work Plan: Guidance for Field Implementation

Key Activities		Phase 1 - Building Foundations for Learning Outcomes				Phase 2 - Equipping Stakeholders for School Development				Phase 3 - Sustaining Quality Learning Environment				SBM Module	Linkage to QLE Indicators
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
2.11	Train and equip school management to establish a protective environment for children														1.1: Child safeguarding Policy/ Code of conduct for learners and teachers ensuring wellbeing is in place 2.1: An area of space for learning exists that is safe for all learners
2.12	Train and equip school management to plan for and respond to disasters (DRR)														2.8: A School Disaster Management Plan, addressing disasters with the strongest likelihood is in place.
3. School Development															
3.1	Develop and revise assessment / monitoring tools for learning outcomes (literacy, numeracy and life skills) and school development (QLE assessment).													11A; 11B 11C. 12D 7	
3.2	Design/revise school-based management training modules and implementation guidance with support from external technical resources (including link to MoEYS requirements) school policy and procedures; school planning; budget management; statistical management.													1A; 1B; 10A-C 12A; 12B; 12C; 13A; 13b; 13C	
3.4	Train and equip local structures (SDC, PoE, DoE) on school policy and procedures as well as on school development planning, including linkage of QLE assessment, consultative planning processes, planning templates and monitoring progress.													1A; 1B 12A; 12B; 12C; 13A; 13b; 13C	
3.5	Train and equip local structures (SDC, DoE, PoE) to use tools (eg QLE assessment, school mapping, literacy assessment) to generate reliable and accurate data on children's learning outcomes and learning environment, to inform school planning and decision making.													7A-C 10A-C 11A; 11B; 11C	

I'm Learning Work Plan: Guidance for Field Implementation

Key Activities		Phase 1 - Building Foundations for Learning Outcomes				Phase 2 - Equipping Stakeholders for School Development				Phase 3 - Sustaining Quality Learning Environment				SBM Module	Linkage to QLE Indicators
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
3.6	Undertake project monitoring with Education Government partners (MoEYS, PoEs, DoEs, PTTCs) to support and sustain quality reaching and learning, effective school management / governance and school development.														
3.7	Conduct project assessment/evaluation on key indicators of net enrolment, retention rate, literacy, numeracy, life skills and QLE items.													7	
3.8	Document the QLE based programming approach, process, methods and results of programme interventions													11C; 12D	
3.9	Strengthen school mechanism for receiving and responding to complaints from fellow learners and teachers related to discrimination, violence, intimidation, bullying and harassment.														1.2: School has mechanism in place for receiving and responding to complaints from fellow learners and teachers 1.3: Learning environments are free of discrimination, violence, intimidation, bullying and harassment
3.10	Improve school/classroom facilities (such as fixing classroom floors, windows, latrines, wells, playgrounds) to ensure they are safe and healthy for children														