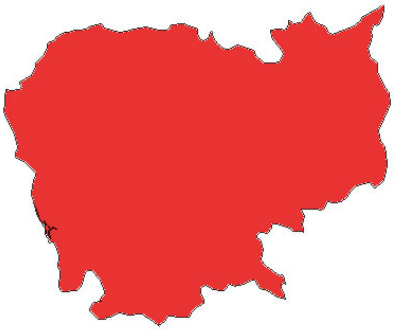

EDUCATIONAL
SUPPORT TO
CHILDREN OF
UNDERSERVED
POPULATIONS
(ESCUP)

JULY 2006

Adapted from Materials developed by MoEYS/UNICEF for Cluster Revitalization

FOUNDATION WORKSHOP PROGRAM:
Cluster Level Planning to Realize 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

Workshop Daily Schedule

7:30-11:00	3 Hours and a half
1:30 – 4:30	3 Hours
Total	6 Hours and a half (with 30 minutes of breaks)

<table>
<tr><th colspan="3">Session 1: Introduction to the Workshop</th></tr>
<tr><td><u>Topic and Overview</u>

Time Required:</td><td colspan="2">1.1 Introduction of Facilitators - Ice Breaker - Workshop Organization -
This session introduces participants to each other, to the facilitator, the overall session plan schedule, and sets some ground rules of the workshop

45 Minutes</td></tr>
<tr><td>Suggested Materials:</td><td colspan="2">o Poster Paper
o Marker Pens</td></tr>
<tr><td><u>Objectives</u></td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants know each other.
o Participants are arranged in a way that facilitates discussion and participation.
o Participants agree on rules of work and session plan schedule during the workshop</td><td><u>Introductions</u>
o The facilitator begins the workshop with a warm welcome to all participants and arranges for introductions of all those attending. These introductions are as important for the facilitator as for the participants in order to organize those attending the workshop as peer groups. This will ensure that the different status among participants will not inhibit discussions.
<u>Group Arrangements</u>
o Following introductions, the facilitator should arrange participants into groups according to the general peer group to which they belong. For example, the facilitator may try to ensure that those in positions of authority sit together (e.g., village heads, school directors); teachers in another group; community representatives in another group; minority speakers in their own group, etc.
<u>Workshop Rules</u>
o The facilitator should next review some of the rules of the workshop including the following points:
• Times of work
• Break times
• Session Plan
• Speaking one at a time
• Arrive and leave on time
• Financial details
o After short discussion, write these on a piece of poster paper and display them on a wall in the meeting place.</td><td>o Each participant introduces him or her self.
o Facilitation team introduces itself.

o Participants put themselves into same peer group arrangements.

o Seek agreement and modifications to the rules.</td></tr>
<tr><td><u>Topic and Overview</u>

Time Required:</td><td colspan="2">1.2. <u>Workshop Objectives:</u>
This session introduces participants to the purpose of the training, its objectives, and desired products.

15 Minutes</td></tr>
</table>

<table>
<tr><td><u>Suggested</u> Materials:</td><td colspan="2">o <u>Poster</u>: Purpose, Objectives, and Products of the Workshop</td></tr>
<tr><td><u>Objectives</u></td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can explain the purpose and objectives of the workshop
o Participants can state the desired products that the workshop should produce.</td><td>o The facilitator tapes a poster to the board that summarizes the purpose, objectives, and products of the workshop.
o Review the poster with participants.
o Ask questions to test for understanding. For example:
❑ What is the most important thing that this workshop should produce?
❑ What period of time should the cluster plan cover ?
❑ How should the plans be developed (e.g., should we develop the plans by ourselves?)</td><td>o Participants review the Poster or alternatively listen to the facilitator review the Poster’s content out loud.
o Answer questions posed by the facilitator.
o Discuss differing answers to facilitate understanding.</td></tr>
</table>

<u>POSTER</u>: Purpose, Objectives, and Products of the Workshop

PURPOSE
The purpose of this workshop is to provide a forum where stakeholders in target clusters can meet to learn about the ESCUP Program, Child Friendly Schools, and Planning

OBJECTIVES

- Participants can explain the objectives and important characteristics of the ESCUP Program.
- Participants can describe the most important principles of a Child Friendly School
- Participants acquire skills in planning that are logical and objective-based.

PRODUCT
This workshop should lead to the development of an ANNUAL CLUSTER SCHOOL IMPROVEMENT PLAN based on a participatory process among stakeholders, which also includes a statement of important problems, objectives, activities, resources, and indicators.

<u>Topic and Overview</u> ***Time Required:***	**1.3. Introduction to ESCUP - Program Goals - Program Structure - Way of Working:** This session familiarizes participants with the goals of the ESCUP program, the technical components within the program (Access & Quality, Teacher Education, and School-Community Partnerships) and some of 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. 60 Minutes	
Suggested Materials:	o <u>Poster</u>: Program Goals and Structure o <u>Poster</u>: Strategy Matrix (one for each group) o <u>Handout 1</u>: Program Goals, Components, and Planned Interventions o Pictures of selected interventions o Cards that describe particular aspects of program implementation	
Objectives	***Presentation***	***Participant Tasks***
o Participants can explain the goals of the ESCUP Program o Participants can describe the overall structure of the ESCUP Program o Participants can cite 4 major strategies that will be used by the ESCUP Program in implementation.	<u>Program Goals</u> o Begin this session by asking some probing questions about characteristics of education provision in the cluster such as those given below: • What percentage of children in the cluster is not in school? • What percentage of residents in the cluster is from minority groups? • How many minority teachers are there in the school? • Does the cluster have any life skills activities that make education more relevant to communities? • Does the cluster have enough teachers? If not, does this have any effect on quality? o Next, display the poster that explains program goals on the board. o Provide an explanation of the goals that relates to the discussion of educational issues in the cluster that just occurred. o Provide time for questions about the explanation provided. <u>Program Structure</u> o Next, pass out the handout that describes the 3 components in the ESCUP Program: • Teacher Education • Access and Quality • School-Community Partnerships o Briefly explain the activities that will occur under these components by providing concrete examples of specific interventions using the pictures provided. o To facilitate explanations, pass out the pictures provided to give examples of	o Participants provide answers to the questions relating to educational service provision in the cluster. o Participants ask questions as necessary o Participants review the handout provided. o Participants classify

	what specific activities each intervention entails. o (Optional) As a check of participants' understanding of the goal of each component, ask participants to classify pictures by the component and intervention to which they refer. <u>Way of Working</u> o The facilitator should next explain that the ESCUP program has 4 approaches or strategies[1]. The facilitator should then give an explanation of each strategy by giving a short lecture on the characteristics of each of the four strategies. o Use the brief lecture notes below to explain the characteristics of each of the 4 Approaches in program design: 1. <u>Rights-based approach</u> • Awareness of children's needs • Consulting with students to understand their ideas • Listening to the ideas of children about problems in a school • Listening to the ideas of community members • Helping parents have a greater understanding of children's needs • Approaching program work with openness and a non-critical approach to receiving all ideas suggested 2. <u>Freedom in structure (choice)</u> • No-one is forced to participate in the program • Some teachers may wish to participate in the program, while others may not. • Each school may implement different activities that are appropriate to their own particular needs • Using Activity Menus 3. <u>Use of Local Grants</u> • Each cluster will receive funds based on its size for the implementation of selected activities • Clusters must get funds each month from the program using a standard request form. • Funds can only be received by showing proof that the request was developed in committee and not by one or two people by themselves. 4. <u>Implementation thru Local Committees</u> • The actual implementation of activities will be done by local committees such as LCSC or CEFAC or SSC	pictures that they receive as a large group on a chart on the board. o Participants review the strategic approaches used in ESCUP with the facilitator. o <u>Group Work</u>: Using

[1] English language edition: it may be useful for the reader to think of these "strategies" as program themes. Use of the word "strategy" in the Khmer language is considered appropriate to the context.

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<td>
Local stakeholders provide direction to implementation of activities based on their own perceived needs.

The facilitator should then ask participants to engage in an exercise to strengthen their understanding of the different elements of the program conceptual framework.
Distribute a Matrix outlining the program’s working framework such as that shown below:

<u>Strategy Matrix</u>
<table>
<tr><td><u>Rights’ Based Approach</u></td><td><u>Freedom in Structure</u></td></tr>
<tr><td><u>Use of Local Grants</u></td><td><u>Implementation thru Local Committees</u></td></tr>
</table>

Explain to participants that they will receive a set of cards with words and phrases that describe characteristics of the 4 program strategies.
Ask participants to arrange and place the cards in the appropriate spot under each strategy title on the matrix. Approximately 45 minutes can be allocated to this exercise, which should be carried out in small groups.
The facilitator should move around the room to assist each group. <u>Note</u>: Assistance does not mean telling groups the answers!
Review as a large group.

</td>
<td>cards provided by the facilitator, participants classify different strategy characteristics according to the overall strategic approach that they represent.</td>
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<table>
<tr><th colspan="3">SESSION 2: Introduction to Child Friendly School Concepts</th></tr>
<tr><td>Topic and Overview

Time Requirement:</td><td colspan="2">Child Friendly School Concepts: This session gives an opportunity to the facilitator to introduce the 5 dimensions of a ‘child friendly school’ including (i) education that is relevant to children’s needs; (ii) education that is inclusive; (iii) a healthy learning environment; (iv) learning environments that are gender sensitive; and (v) schools that provide opportunities for parental engagement. Participants are introduced to these dimensions and then review specific descriptors that clarify what each dimension means. Participants do a matching exercise in which they have match sentence strips that describe each CFS dimension.

60 Minutes</td></tr>
<tr><td>Suggested Materials:</td><td colspan="2">o Poster: Dimensions of Child Friendly Schools (see below)
o Sentence strips that describe specific dimensions of child friendliness</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants are able to identify the 5 dimensions that define what we mean by ‘a child friendly school.’
o Participants are able to match descriptive statements to the CFS dimension that they represent.</td><td>Introduction to the 5 CFS Dimensions
o The facilitator should introduce the rationale for the CFS approach to school development by reviewing some of the problems that a non-child friendly school presents for children’s learning.
o Lead a guided discussion that uses some of the questions (and desirable responses) below:
• Dimension 1: Why do children seem to learn things by themselves in their villages even without a teacher (Answ: learning is ‘fun’; learning is more informal; children learn things that interest them, etc.).
• Dimension 2: How can children be excluded from school? (Answ: because they are poor and can not buy necessary materials; because they can not speak the language used in school; because they are disabled in some way).
• Dimension 3: How can a healthy environment facilitate learning? (Answ: children are not hungry and so can concentrate on their lessons, children are emotionally happy in school and do not feel threatened by peers, etc.)
• Dimension 4: How can schools be more gender sensitive? (Answ: teachers do not discriminate between girls and boys when asking questions; there are female and male role models in the school; children are not discriminated against because of the characteristics of their sex, e.g., the availability of toilets, etc.)
• Dimension 5: How can schools be more effective if parents are engaged in education? (Answ: learning is reinforced in the home; if schools provide more relevant education, parents are more inclined to let their children come to study regularly., etc.)</td><td>o Participants provide answers to the facilitator’s questions and discuss.

o Participants review the</td></tr>
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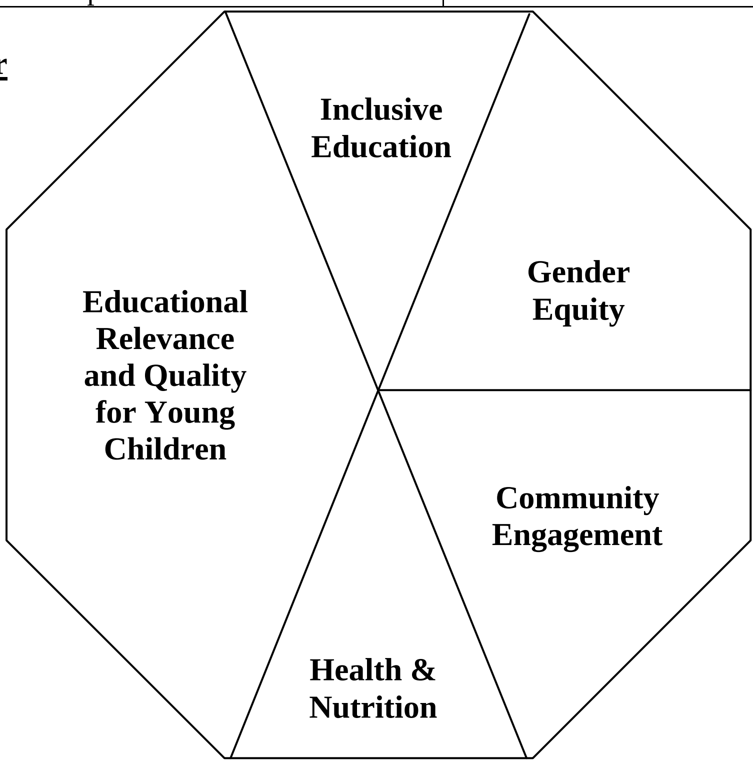
	o Summarize the discussion above by displaying the Poster on the 5 CFS dimensions. Matching Exercise o Distribute sentence strips shown in the Handout to each participant. Make sure there are enough strips so that each participant gets one. Participants are expected to create 10 sentences based on their strips (of which there shouldbe be 20). If there are more than 20 participants in the workshop, the facilitator may need to develop additional sentences or double up participants with each sentence strip. o Count how many participants in the group. If there is an odd number, the facilitator may have to join the group. o Jumble up the sentence strips and distribute one to each participant. o Ask participants to go and find 'their other half' (matching strips). When they have done this, they should discuss with their 'partner' what the sentence means, how this leads to better learning, and what dimension it represents. o In closing this session, participants should present their complete sentences to the large group and indicate the dimension that it represents.	poster with the facilitator. o Group work: Participants match the sentence strips that they receive with those of a partner whom they must find. o Discuss the meaning of each sentence and classify it undere one of the 5 dimensions discussed earlier. o Participants present their completed sentences to the whole group and explain.

Child Friendly School Poster



<table>
<tr><th colspan="3">SESSION 3: ELEMENTS AND CHARACTERISTICS OF A PLAN</th></tr>
<tr><td>Topic and Overview

Time Requirement:</td><td colspan="2">3.1. Common Terms: This session seeks to find out what participants already know about planning and to establish some common definitions about planning terms. Participants may already have had exposure to a wide array of planning methods (commune planning, IBSM, etc) in which terms are defined differently. This session will try to establish some common ground in the use of planning terms.

60 Minutes</td></tr>
<tr><td>Suggested Materials:</td><td colspan="2">o Handout 2: Defining Common Planning Terms</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants are able to use planning terms in a way that is consistent.</td><td>Review of Previous Planning Experience
o Begin the session by asking participants what kinds of training they have received previously. Be sure participants indicate the context of the training to help identify the planning approach that they may have used. Possible responses may include:
❑ Information-based School Mgt
❑ Logical Framework Approach
❑ Commune/Sangkat Planning Guidelines
❑ Etc.
o This information should help the facilitator to distinguish the degree to which participants are coming from different planning experiences. For example, if there are school directors on the CEFAC, they may have received an LFA planning orientation during the course of their work.
Listing Common Terms
o Pass out the Handout. Ask participants to look at the list of planning terms listed at the top of the page and to classify similar sounding terms in the blank matrix provided below the list. Review the example provided as a large group.

o Review group presentations and rec-</td><td>o Participants answer questions asked by the facilitator.

o Small Group Exercise: Using Handout 7, participants should try to classify similar planning terms given at the top of the page into the matrix provided. Groups may come up with different lists of matched terms. Group answers should be inclusive of alternative definitions that participants may have experienced in previous contexts. At this point in discussion, there is no right or wrong answer. When completed, each group</td></tr>
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<td>oncile differences.
o During group presentations, the role of the facilitator will be to reconcile differing definitions of terms and to establish a common set of planning terms. The following is a guide to terms with similar meanings and the final term to be adopted for use in this planning session:
<u>Possible Answers</u> <u>Final Term Adopted</u>
1. Problem, Need — Problem
2. Goal, Objective, Aim — Goal
3. Outputs, Outcome, Solution — Solution
4. Resources, Inputs — Resources
5. Assumptions, External Factors — None
6. Activities, Solutions — Activities
7. Indicator, Indicator — Indicator

o When the reconciliation of terms has been completed, the facilitator should re-inforce the learning that has taken place by asking participants to complete the exercise in the second table provided in Handout 7. Read the definition provided and choose the term from the Final Term Adopted List that best fits the definition. Do this as a large group.</td>
<td>should present its answers.

o <u>Large Group Exercise</u>: Match final planning terms adopted with the definitions provided in the second table of Handout 7.</td>
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<table>
<tr><th colspan="3">Session 4: Identifying Problems</th></tr>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">4.1. Starting to Plan – Beginning with Problems: This is a short session. The facilitator explains that objectives are the most important part of a plan and that these objectives derive from problems. In fact, an objective is the opposite of a problem. The facilitator tries to provide some examples that link problems and objectives and to help participants to see how problems might be different from one another. This discussion sets the stage for the next lesson – The Problem Tree.

15 Minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o None</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can explain why it makes sense to start planning by first looking at the problems.</td><td><u>Establishing Set: Identifying the Key Elements in a Plan</u>
o Tell participants that this next set of sessions explains a way of making a school development plan that uses logical analysis. The steps discussed below what we call Log Frame Planning. Start a discussion by asking</td><td>o Participants listen to presentation by facilitator and respond to questions.</td></tr>
</table>

	participants what they think the key elements of a plan are. Make a list of responses on the blackboard. When a participant mentions the word “objective” or “goal”, stop and make the point that formulating good objectives is the key to making a good plan. <u>The Relationship between Problems and Objectives</u> o Ask participants the following hypothetical question: Is it possible to have objectives in a school if there are no problems? In the ensuing discussion, the facilitator should try to stress that if such a school existed, it would be difficult to formulate objectives since objectives are usually directed at solving problems. An objective is in fact the opposite of a problem – *it is the conversion of a negative condition into a positive one.* *Example:* <u>*Problem*</u> → <u>*Objective*</u> Children have no text textbooks → Children have textbooks. o From this discussion should come the realization that writing objectives in an annual plan should first be based on a good understanding of what the problems are. o The facilitator should then ask participants another question: Are all problems the same? Lead a guided discussion which tries to help participants recognize that some problems may be more important than others; that some problems may be causal and other problems may be effects; and that some problems can be causes and effects at the same time.	o Participants respond to facilitator’s questions and discuss the relationship between problems and objectives. o Participants respond to facilitator’s questions and discuss the manner in which problems may differ from one another.

<table>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">4.2. The Problem Tree: The facilitator begins by asking participants their ideas about common problems in schools and compiling a general list. The facilitator says s/he will demonstrate a way of looking problems more deeply – of analyzing them. Facilitator then describes the "problem tree" technique and demonstrates how it is carried out by working through an example NOT from the field of education.

45 minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o Handout 3: Doing a Problem Analysis
o Cards with problems written on them (from a non-educational example)</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can do a problem analysis using a problem tree technique.
o Participants can identify some key elements of a problem tree such as core problem, causal problems, and problems that are effects.</td><td>Elements of a Problem Tree
o Facilitator says that this session is about identifying and analyzing problems.
o To try to solve problems we need to understand them deeply. We can do this by carrying out a "problem analysis."
o The facilitator explains that a good technique for analyzing problems and helping to write objectives is the PROBLEM TREE. Using the idea of a tree with one trunk (CORE PROBLEM), many roots, (CAUSES), and many branches (EFFECTS) helps us analyze problems (e.g., Poor farmers).
Problem Tree: An Example
o The facilitator then chooses a different core problem (not about education) and carries out a problem tree analysis of that problem, talking about what s/he is doing as they go along. The facilitator uses questions to get participants involved in identifying root causes and effects. Pass out the Handout 2: Doing a Problem Analysis to facilitate explanations.
o Facilitator says a simple way to help participants who are stuck. For causes, say "farmers are poor because . . . " and for effects, say "Because farmers are poor, then. . . ."
o OPTIONAL: The facilitator may also demonstrate the development of a problem tree by doing a role play in which participants play the role of villagers discussing problems in their district. After a short discussion, they set "Rice harvests are poor" as the Core Problem and then proceed from there.</td><td>o Participants listen to presentation by facilitator and give examples of problems faced in their schools.

o Participants respond to facilitator's questions about root causes and effects of the core problem of "Poor farmers."</td></tr>
</table>

<table>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">4.3. Analysis of a Core Problem in Education: The facilitator asks participants to identify what they think is the most important problem in their cluster. The facilitator tries to lead a discussion that helps the group to identify which of the problems identified is the most important. This discussion must focus on CHILDREN, which is the reason why we have schools. In this way, the facilitator must help the group to reach a consensus about the core problem. When the group has identified a core problem, the group must then do a problem analysis using the techniques described earlier. This should lead to the development of a problem tree in the cluster.

90 Minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o Cards
o Marker Pens, tape, poster paper
o Colored chalk</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can identify the core problem in their cluster.
o Participants can do a problem analysis of the problems in their cluster using a problem tree technique.</td><td><u>Identifying the Core Problem in the Cluster</u>
o The facilitator passes out cards and marker pens to each of the participants and asks them to write down the ONE problem that they think is the key or most important problem in their cluster. Be sure they write their responses in big letters so that everyone can see them easily.
o After a few minutes, collect the cards and tape them to the board. Put like cards together to minimize the number of problems to consider.
o Ask the group to consider the array of problems cited and try to lead a discussion that helps everyone to agree on one problem, which is the core problem. This must be done with CONSENSUS. Hopefully, participants will converge on a problem that relates to the welfare of children such as “children are not learning,” “children are not in school,” etc.
<u>Doing a Problem Analysis for the Cluster</u>
o After having identified a core problem, the facilitator should place the problem card selected into the middle of a piece of blank poster paper. Then start to identify which of the other problems identified are causes and which are effects. Add any other problems that participants might think of. Connect the problems with colored chalk; this will enable changes to be made easily in the diagram by erasing old chalk marks.
o Monitor and assist participants in this task; be sure to ask whether the placement of problem cards is LOGICAL.</td><td>o Participants write down what they think is the most important problem in their cluster on cards.
o Participants discuss what they think is the core problem of all those listed. The group reaches a decision through consensus.

o Participants do a problem analysis using the problem tree technique of the situation in their cluster.</td></tr>
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<table>
<tr><th colspan="3">Session 5: Objectives Analysis</th></tr>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">Writing Objectives to Match Problems: This is a session in which participants will learn how to change problem statements into statements of objectives – from a negative condition into a positive condition. A facilitator introduces the session and gives a demonstration of changing problems statements to objectives using a prepared chart. Participants then change the problems in their problem tree into objectives.

90 Minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o Handout 4: Doing an Objective Analysis
o Cards
o Marker Pens, Poster Paper, Tape</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants are able to convert problem statements into statements of objectives, which can be used in their plans.
o Participants can determine which objectives are achievable and which are not.
o Participant can determine which objectives are Long-term, Short-term, and Outputs.</td><td><u>Converting Problems to Objectives: An Example</u>
o Facilitator demonstrates how the problems in the earlier problem tree analysis (Poor Farmers) can be changed to objectives by changing them from negative to positive statements. The facilitator demonstrates by changing some (but not all) of the problems to objectives, talking as s/he goes to help participants understand.
o Pass out the <u>Handout: Doing an Objectives Analysis</u> and ask participants to do the exercise of converting problems to objectives, completing the task started above. Do this as a large group to save time.
o Review responses together.
o Look at how the objectives form an OBJECTIVES TREE.
<u>Doing an Objective Analysis for the Cluster</u>
o The facilitator asks participants to select problems from their Problem Trees and change them into objectives. Be sure that all objectives are stated as conditions that do NOT begin with verbs. Participants should write their objectives onto colored cards and paste them over the problem cards. This will form a Objectives Tree for the Cluster.
o Monitor and assist as necessary.
<u>Reviewing the Objective Tree</u>
o Review the Objective Tree with participants. Read through the Objective Tree from the bottom to the top to make sure that the objectives are logical. That is, we must first achieve the objectives on the bottom in order to achieve those on the top. Be sure to check the phrasing of objectives so that they are realistic (e.g. No children dropout versus Dropout is reduced). In addition, be sure to explain the hierarchy of objectives represented in the</td><td>o Participants follow the explanation of the facilitator.

o Participants complete the exercise given in the handout.

o Participants convert problems in their problem trees into objectives and paste them over the problems, this forms an Objectives Tree for the Cluster.

o Participants read the Objective Tree together with the facilitator.

o Participants listen to the facilitator's explanation</td></tr>
</table>

	diagram including the LONG-TERM OBJECTTIVE, SHORT-TERM OBJECTIVE, and OUTPUTS. Note that we usually take the first row of objectives under the Short-Term Objective as our Outputs for two reasons. First, all the objectives below are already subsumed under each objective in the first row. Secondly, this helps to limit the number of indicators that we must write because we only write indicators up to the Output level (to discussed later). Give opportunity for questions by participants as needed.	and ask questions as needed.

Session 6: Defining External Factors		
Topic and Overview ***Time Required:***	**External Factors:** This session explains what an external factor. This involves reviewing whether all the problems identified in previous problem analysis are under the control of the cluster and relatedly, whether all the objectives are achievable. For any problems that are not solvable or objectives that are not achievable, the facilitator helps participants to identify these factors and remove them from Problem/Objective Trees. They are called external factors and are kept for later. *30 Minutes*	
Suggested Materials	o None	
Objectives	***Presentation***	***Participant Tasks***
o Participants can define an external factor • Participants can identify problems and objectives in their plan that refer to external factors.	<u>What is an External Factor</u> o The facilitator asks participants to review their problem and objective trees. He/She then asks whether there are any problems that are not under the control of the cluster and relatedly whether any objectives are not achievable. If there are, the facilitator asks what they are. Such factors are called EXTERNAL FACTORS. They are factors that may affect the achievement of the Short and Long-term objective but we <u>assume</u> that they will not interfere with our plan too much. For this reason, we sometimes call External Factors ASSUMPTIONS. If the external factors are of major importance and we cannot achieve our objectives without controlling them, they are sometimes called KILLING FACTORS. If there are any external factors that are also killing factors, it means our plan is not feasible. Hopefully, there are no external factors that are also killing factors in our plan.	o Participants listen to the explanation about external factors. o Participants review the problem/objective trees that they have made for external factors.

	Revising the Problem/Objective Tree o Based on the above review, remove any external factors from the Problem/Objective Trees and keep the cards that they are written on for later.	o Participants remove any problems/objectives that refer to external factors and keep them for later.

Session 7: The Planning Matrix		
Topic and Overview ***Time Required:***	**Making the Planning Matrix:** The facilitator uses this session to present participants with what is called the Planning Matrix. This is a large table in which all planning elements written so far (and in the future) are to be placed. Participants fill in the matrix with the planning elements that they have written thus far. *60 Minutes*	
Suggested Materials	o Sample of a Matrix drawn on poster paper o Cards with statements of Objectives, Outputs, Activities, Indicators, Resources previously written o Handout 5: LFA Planning Matrix	
Objectives	***Presentation***	***Participant Tasks***
o Participants can cite the names of all the sections of the planning matrix. • Participants can fill in the elements of the planning matrix with content previously prepared in earlier sessions.	The Format of the Planning Matrix o Now that participants have gained some experience in formulating objectives, activities, indicators, and resources, it is time for them to start compiling them into the form of a matrix. Present an example of a blank matrix, which has been previously drawn on several sheets of poster paper taped together. Tape the matrix to the wall and start filling in the names of the different sections as follows: 1. Long-term Objective 2. Short-term Objective 3. Outputs 4. Activities 5. Resources 6. Indicators 7. External Factors o Make explanations about how elements are paired together (e.g., indicators with objectives/outputs, activities with resources, etc.). Give participants opportunities to ask questions during this time. Filling in the Planning Matrix o Next, pass out Handout 4 as a reference document for all participants to add to their course materials. o Following this explanation, ask several participants to transfer all cards with objectives, outputs, activities, etc. onto the matrix. o Suggest to participants that it is a	o Participants listen to the explanation of the planning matrix. o Participants ask questions about the matrix as needed. o Participants keep a copy of the Handout in their course materials booklet. o Participants transfer all cards from their previous planning exercises onto the matrix.

	good idea to keep this large matrix in the core school office in a place where it can be prominently displayed. This will be a constant reminder to everyone that this is the cluster plan. Everyone in the cluster should make sure that the plan does not end up in someone's desk where it is totally forgotten.	

Session 8: Writing Activities and Using Menus		
Topic and Overview ***Time Required:***	**8.1. Choosing Activities to Achieve Objectives:** The facilitator explains that once objectives re agreed upon for the plan, the next step is to choose what actions are required to achieve the objectives. These actions are called "activities." The facilitator explains that activities must be chosen that really fit objectives, otherwise the objectives will not be achieved. In this session, the facilitator gives a series of examples to show how activities and objectives fit together. The facilitator also gives some guidelines to participants to help them write their own activities. *60 Minutes*	
Suggested Materials	o Handout 6: Guidelines for Writing Activities	
Objectives	***Presentation***	***Participant Tasks***
o Participants show they understand the linking of objectives and activities by their responses to facilitator's questions and examples. o Participants can use guidelines to write activities.	Linking Objectives with Activities o Facilitator explains the actions are needed to achieve the various objectives in the cluster plan. These actions are usually called ACTIVITIES. Remember to remind participants that *we only write activities in our plan for those objectives that we call outputs.* o Facilitator continues that there are many different kinds of activities, which can be planned to match objectives. Facilitator then gives a number of examples. o Example 1: If achieving an objective requires raising funds – what kind of activity could be planned? *Possible Answer:* A fund raising activity such as an Income Generation Fair. o Example 2: If the objective is to increase the enrolment of girls in upper primary grades – what kind of activity could be planned? *Possible Answer:* the activity might be holding a meeting of the parents of the girls in Grades 3 and 4 to emphasize the importance of keeping them at school and finding out what the school could do to assist parents and families in need of support. o Example 3: If there is a problem with the teaching of science in the cluster and the	o Participants listen to introduction. o Participants respond to facilitator's example and question with their ideas and suggestions. o Participants respond to facilitator's example and question with their ideas and suggestions. o Participants respond to facilitator's example and question with their ideas and suggestions.

	objective is to improve it – what kind of activity could be planned? *Possible Answer:* The activity might be to invite a teacher from a nearby school known to be a very skilful science teacher to conduct a demonstration class.	o Participants listen to explanation and then read the Handout.
	<u>Writing Activities: Guidelines</u> o Following the above discussion, the facilitator should pass out Handout 5 to participants and review some basic guidelines in writing activities. In particular, the facilitator should stress words that should <u>not</u> be used in writing activities and those that are appropriate. Use the table entitled, "Useful Activity Words" to facilitate this explanation. <u>Writing Concrete Activities: An Exercise</u> o When the facilitator has completed reviewing the handout, ask participants to complete the exercise at the bottom of the handout in small groups. o When participants have completed the exercise, review the activities of each group to see whether they conform to the guidelines provided and if they are appropriate to the solution.	o Participants complete the exercise in the handout in small groups. When finished, they should present the activities that they have written to the large group.

Topic and Overview	**8.2. Writing Activities for the Plan Using a Menu:** In this session, the facilitator gives time to participants to start writing actual activities for their plan using the guidelines previously discussed. They are helped in this task by the presentation of a menu of activities that should help give them some ideas of useful activities to solve the problems identified.	
Time Required:	*120 Minutes*	
Suggested Material	o <u>Handout 7</u>: Using a Menu to Formulate Activities o <u>Handout</u>: Activity Menu o Colored Cards for writing activities based on desired outputs	
Objectives	***Presentation***	***Participant Tasks***
o Participants can write activities for their plan using the guidelines previously presented. o Participants can use an Activity Menu to help them select activities that are appropriate to achieving the outputs identi-	<u>The Importance of Diversity in Planning</u> o Facilitator explains that clusters with little experience of planning often find it difficult to choose appropriate activities to achieve their objectives. o Facilitator continues – also because of lack of experience, clusters are not confident about trying anything new or different. o Sometimes, if schools in a cluster are all faced by the same problem, this can be a good thing. But sometimes it means that cluster members are not really thinking about their own needs and problems, they are just following somebody else's idea. For all of these reasons, we should expect there to be differences in cluster plans from	o Participants listen to the facilitator's explanation.

fied and the problems that need to be solved.	cluster to cluster and also in the activities done by different schools within the same cluster. **<u>Using an Activity Menu</u>** o One way of trying to ensure creativity in planning and diversity in the plan is to use what we call an ACTIVITY MENU. A menu is a list of possibilities from which to CHOOSE – just like a menu in a restaurant that tells customers what they can choose. o Next, the facilitator should pass out the Activity Menu and explain how to use it by referring to the instructions at the top of the handout. Give time to participants to read through all the activities in the menu (there are 11 in all). Answer all questions as needed. <u>Writing Activities for the Plan</u> o Using the Menu, give participants time to start writing activities for their own plans. Remember that activities are only written for outputs. Make a division of labor in which the large group is divided up into 2 or 3 groups. Then, ask each group which outputs they would like to write activities for. Ask them to write their activities on colored cards. Monitor and assist as necessary. o When they have finished, ask them to present their activities for the group to review. Make changes as needed.	o Participants read through the Activity Menu with the facilitator, asking questions as needed. o Participants start writing their activities using the suggested Activity Menu. o Participants in each group present their activities to the whole group. Other participants give feedback and changes are made as needed.

Session 9: Writing Indicators		
Topic and Overview ***Time Required:***	**Indicators:** In this session, participants will learn what role indicators play in planning and why it is important to use them. They will learn about the component parts of indicators and how to write them. Lastly, they will begin writing some samples of indicators for objectives cited in the Local Cluster Plan. *60 Minutes (for explanation) & 60 Minutes for Writing of Indicators*	
Suggested Material	o <u>Handout 8</u>: Guidelines for Setting the Indicators	
Objectives	***Presentation***	***Participant Tasks***
o Participants can explain why it is important to use indicators in planning. o Participants can describe the characteristics of indicators. o Participants can write their own indicators ac-	<u>Why We Use Indicators</u> o Following the completion of the section on writing activities, the facilitator should next ask participants how they will know their objectives have been achieved or whether they have been effective. For the various responses generated by this question (e.g., students have better understanding, teachers teach better, etc.), the facilitator should continually stress how the participants will know this information. o The facilitator should interject into the discussion the role of what are called INDICATORS	o Participants listen to introduction. o Participants respond to facilitator's question as a large group.

cording to guidelines discussed in the workshop.	in planning. Indicators are monitoring tools that tell us exactly when an objective has been achieved or not. Thus, they are like STANDARDS that help us assess if the plan is a success or failure. <u>Characteristics of Indicators</u> o Pass out Handout 8 to help facilitate an explanation of indicators. From this handout, be sure to stress that indicators use standards that can be either RELATIVE or ABSOLUTE and that the standards that we set should be REALISTIC. In addition, some things are difficult to measure and we sometimes have to use what are called PROXY INDICATORS. Give opportunity to participants to ask questions. <u>Component Parts of an Indicator/Writing Indicators</u> o Take an example of an objective such as “students have better understanding of their lessons” and ask participants some of the ways in which they might know that this objective has been achieved. List responses on the blackboard. Responses might include such things as looking at tests, interviewing students, looking at a school’s repetition rate, etc. o The facilitator should next comment that the information generated by these monitoring activities must specify certain conditions. When these conditions are clearly spelled out, we have created an indicator. Indicators must usually specify the following conditions: 1. *To what degree* something is being done (e.g., students score at least 5 on a 10 point test) 2. *How much* (e.g., 60% of students) 3. *For whom* (e.g., students in all grades) 4. *By when* (e.g., by the end of the school year) o The facilitator should then lead participants through the exercise of compiling all of the examples of indicator conditions given above in parentheses into one single indicator: 60% of students in all grades can score at least 50% on a final test by the end of the school year. o Next, ask participants to complete the exercise in the handout in small groups. When they are finished, review their responses as a large group. <u>Putting Indicators into the Local Plan</u> o Finally, the facilitator should stress that indicators should be written for the Long-Term Objective, the Short-Term Objective, and all Outputs. It is not necessary to write indicators for Activities. Sometimes, however, it may be necessary to write more than one indicator per objective. o Following the above explanations, give participants about 45 minutes to start writing actual	o Participants read the Handout with the facilitator. Participants ask questions if they have any regarding the Handout. o Participants respond to facilitator’s question as a large group. o Participants listen to explanation and then read the Handout. o Participants combine components parts into a complete indicator under the guidance of the facilitator. o Participants complete exercise in Handout in small groups and present to the large group

	indicators for their plans. Monitor their work and assist as needed. If they cannot finish during the workshop, they may need to continue at the cluster on their own.	for review. o Participants start writing indicators into their plans based on the guidelines provided.

Session 10: Resources for the Plan		
Topic and Overview ***Time Required:***	**Identifying Resources for Activities:** This session discusses the kinds of resources that will be needed to resource Local Cluster Plans and how these should be expressed in the Planning Matrix. The session also provides some background information about the availability of resources from various sources including central government, community, and private or NGO funds. *30 Minutes (for Explanation) & 60 Minutes(for Writing Resources)*	
Suggested Materials	o Handout 9: Resourcing the Plan o Colored cards	
Objectives	***Presentation***	***Participant Tasks***
o Participants can cite examples of different kinds of resource categories (e.g., human, material, etc.) • Participants can determine the resources required for the Local Cluster Plan in terms of the suggested format.	Kinds of Resources o Begin the session by reviewing the kinds of resources that can be used to implement a plan. Make a list on the board. Emphasize that some of these categories are overlapping. o Next, pass out the handout provided and compare the categories identified in the table provided and those listed on the board. Reconcile the lists. o After reconciling the lists, draw the table entitled, "Kinds of Resources" which is shown in the Handout. Do a large group exercise where participants identify examples of each kind of resource cited in the table. Format for Writing Resources o For purposes of this planning exercise, the facilitator should note that there are two kinds of formats for writing resources in the plan. These formats include (i) general statement of resource categories and (ii) a formula statement of resources that leads to a budgetary statement of funds needed. o Review these two formats with participants by providing concrete examples from the handout. Be sure to do several exercises using formula to calculate resources. The Provision of Resources for the Local Plan o Following the exercise above, the	o Participants give examples of kinds resource that can be used to implement plans. o Participants help facilitator to reconcile the two lists of resource categories. o Participants cite specific examples of resources for each of the categories shown in the Table in Handout 9. Participants try to identify at least 2 examples of resources for each category given. o Participants listen to facilitator explanation about the format to use in writing resources and ask questions as needed. o Participants listen to facili-

	facilitator should explain again how much money in grant funding their cluster will receive (Note: the facilitator should check this amount with program managers before the workshop). These grant funds will be provided to clusters in cash. o The facilitator should also note that most activities in the Menu will be funded directly from these grant funds. Other activities, however, will be funded from a separate budget line and should, therefore, not be stated in the plan as a budgetary amount. Examples of these activities include: • Community teachers • Rehabilitation of disabled children • School Readiness Classrooms o For the 3 activities listed above, participants should indicate the resources needed using the simple format described earlier (i.e., not formulae). Writing Resources into the Plan o Next, the facilitator should allow the participants time to determine the required resources for each of the activities that they identified earlier. Ask participants to work in their groups in order to write in the required resources for each activity that they have identified. Ask them to write their activities onto the colored cards. Monitor and assist as necessary.	tator explanation about the source of resources in their plans and ask questions as needed. o Participants work in groups to determine the required resources needed for the activities, which they identified previously. Participants write the resources on colored cards and tape it into the appropriate place in the planning matrix reproduced on poster paper.

Session 11: Stakeholders, Ownership, and Participation		
Topic and Overview ***Time Required:***	**11.1. Key Concepts –Stakeholder, ownership, and participatory planning:** This is a very short session to introduce the next set of content and tasks. The facilitator say that focus of activities is now changing to WHO writes plans and about 3 important concepts: stakeholders, ownership, and participatory planning. *15 Minutes*	
Suggested Materials	o None	
Objectives	***Presentation***	***Participant Tasks***

o Participants can link the idea of WHO writes plans to the concept of participatory planning	o The facilitator explains that participants have so far been looking at types of plans and the structure of plans but now they will think about WHO writes plans. o The facilitator says that in the next activities, participants will be learning about 3 important concepts: (1) stakeholders; (2) ownership; and (3) participatory planning.	o Participants listen to facilitator's introduction.

Topic and Overview	**11.2. The Concept of "Stakeholders" and Stakeholders in Local Schools:** In this session, participants clarify their understanding off the term "stakeholder". It is important that participants recognize that there are many different stakeholders in education – not just Ministry staff. Participants complete a task in which they will discuss who all the stakeholders are and what their interest and contribution in education can be.	
Time Required:	*45 Minutes*	
Suggested Materials	o Large chart like the one displayed in the Handout o Handout 10: Stakeholders and Their Interest in Schooling	
Objectives	***Presentation***	***Participant Tasks***
o Participants demonstrate their understanding of the term "stakeholder" by completing a task.	o The facilitator says that stakeholders are all the different people who have an interest in education and the work of the school. The concept of stakeholders is very relevant in the process of school planning. All stakeholders have concerns and opinions and can contribute in different ways to the development of their respective schools. o The facilitator asks the group to list the various stakeholders and lists them in column 1 of a chart taped to the board (same as in handout). Column 2 is blank but has the heading "Stakeholders' interest in school planning and development." o The facilitator then asks participants as a whole group to give their ideas to complete Column 2 for each of the stakeholders listed. The facilitator then writes participants' ideas into the big chart at the front of the room. o The facilitator then passes out the Handout and asks participants to fill in the same chart to keep for future reference.	o Participants listen to facilitator's presentation. o Participants give the names of the various stakeholders. o Participants as a whole group brainstorm content of Column 2 using the handout. o Participants record the responses given into their own handout.

Anticipated Responses to Task (Completion of Handout)

Stakeholders	**Why Stakeholders are interested in school planning and development**
Parents	o Their children's future depends on the quality of education. o Parents invest or give their own money to support the school in different ways and want to know that the school is well-managed.

Teachers	o Teaching is their means of livelihood and they want to do it well. o Teachers want to have a good supply of materials and other resources o Teachers want to see improved facilities for learning
School Principal	o It is his/her means of livelihood and they want to do it well o Is responsible to staff and community for the quality of the school and especially the organization and management
Community	o The future of the community depends on the quality of education – they want to see the school improve and have good facilities and resources
Parent Association	o They raise money and do other things to help the school, they want the school to be well managed and use resources wisely
Children	o Come to school everyday for 9 months each year – they want it to be a happy, healthy, and safe place o School is a place where they are learning for later life – learning should be of good quality or they will be disadvantaged
Ministry	o Pays teachers salaries and other expenses, they want to see a good result for this expense and so expect good management and organization
Local Authorities	o They want to see good management and results of education for the children of their district
Pagoda, Monks	o Pagoda Committee spends money to maintain and extend the school and want to know that it is well managed and organized.
	o

Topic and Overview ***Time Required:***	**11.3. The Feeling of Ownership:** This is a short session in which the Facilitator's role is to use focus questions to the whole group of participants to lead tthem towards recognizing the importance of feelings of ownership amongst all stakeholders in education and the local cluster. After agreeing on a definition of ownership and discussing some of its characteristics, participants think about the benefits to the cluster if feeling of ownership are spread widely. *30 Minutes*	
Suggested Materials	o None	
Objectives	***Presentation***	***Participant Tasks***
o Participants can explain the concept of ownership and some of its implications. o Participants can recognize the benefits which can come from various people feeling ownership of the school.	o The facilitator says that people feel ownership over their house, their field or their bicycle. Facilitator asks, "Why do people have the feeling of ownership?" o Anticipated Answer: People usually feel ownership when they inherit something, are given something by their family or buy or pay for something and then can make decisions about it. o The facilitator then asks, "How do people behave towards the thing they have ownership for?" o Anticipated Answer: People look after it, fix it if it breaks, use it a lot, and take responsibility for keeping it in good condi-	o Participants respond to facilitator's question about where feeling of ownership come from. o Participants respond to facilitator's question about what people do when they feel ownership.

	tion. o Facilitator then asks, "What makes feelings of ownership get weaker?" o Anticipated Answers include: If you pay for something and then somebody else uses it all the time and makes all the decisions about it, your feelings of ownership will get less and less and maybe completely disappear. People need to be actively involved in the way something works or in making decisions about it to have real feelings of ownership. o Facilitator asks, If they did feel ownership, what could we expect to see?" o Anticipated Answers include: School staff work well and hard contributing funds, labor, giving gifts of material in improving the school environment, encouraging children to come to school and staying in school, assisting children with homework, etc.	o Participants respond to facilitator's question. o Participants respond to facilitator's question.

Topic and Overview ***Time Required:***	**11.4. Participatory and Non-participatory Styles of Management:** This is a longer session because it will be important to in trying to develop new styles of management and decision-making at local level. The facilitator asks some of the participants to play the roles of Principal, Teacher, and Community Members. The first role play is dominated by the Principal who talks all the time, interrupts the others, will not answer questions, and decides everything. In the second role play, everyone talks, the Principal listens and asks questions, they all agree what to do. After the role play, the facilitator helps the participants to describe the characteristics of non-participatory and participatory styles of management and makes a summary using the Handout. *60 Minutes*	
Suggested Materials	o Blackboard or poster paper o Handout 11: Characteristics of Participatory and Non-participatory Management Styles	
Objectives	***Presentation***	***Participant Tasks***
o Participants can identify the characteristics of participatory and non-participatory management. o Participants can explain the linkage between participatory	Role Play and Focus Questions o The facilitator organizes a short role play involving participants (planned beforehand). Before the role play, the facilitator says to the participants who observe the role play that it will show them two very different styles of decision-making. The facilitator asks participants to observe (1) who is talking most; (2) whose ideas are being heard and discussed;	o Some selected participants help in doing the role play. o Other participants observe the role play.

styles of decision-making and feeling of ownership.	(3) what decisions are being made; and (4) who is making decisions. o After the role play, the facilitator asks participants to give their observations in answer to the questions given above. The facilitator writes participants' feedback into a two column chart on the board. o The facilitator explains that the two styles of decision-making are usually called "participatory style" and "non-participatory style." If decision-making is dominated by one person or a small group and other people are not included in discussion or their views ignored, feelings of OWNERSHIP will be very weak. The end result might be negative. People will decide NOT to help because of such a style. o The facilitator continues that the PARTICIPATORY STYLE is completely different because people in authority positions try to discuss management issues with many different groups of stakeholders and listen to their ideas. They do not give their own ideas first and ask people if they agree or not. Nor do they expect people to give their opinions straight away without any kind of background information and a chance to discuss it together. Participatory management involves making information available and allowing enough time for discussion. It often means holding a first meeting to give information and them meeting again for discussion and then meeting a third time to reach an agreement. It is a good way of strengthening feelings of OWNERSHIP. o The facilitator passes out Handout as a summary of the discussion describing the different styles of management. Participants put the handout in their ring binders as a reference document.	o Participants give comments to facilitator when the role play ends about the characteristics of the two styles of management presented. o Participants as a whole group brainstorm content into the chart drawn on the board or on poster paper. o Participants read Handout and keep as a reference.

Anticipated Responses Summarized in Handout

Non-Participatory Management	Participatory Management
The same person or people always make the decisions.	Decisions are not made until discussions have been held and different opinions given.
There is little information giving or discussion.	Information is circulated and there is plenty of time to discuss.
If meetings are held, time for discussion is limited or there are lots of complicated documents or people are asked to decide something immediately with little discussion.	People are given time to talk or go away to read documents, meet and talk with other people and then come back to discuss their opinions again.
Authority figures give their opinion first and ask if	Good managers listen to the discussion and

everyone agrees.	try to incorporate as many good ideas from the group as they can.
Everyone is expected to follow the original decision exactly in all points.	Decisions can be reviewed, minor points can be flexible so long as main aims are respected.
There is little monitoring or follow-up of the decisions made.	There is open discussion and monitoring to follow-up decisions made.

<table>
<tr><th colspan="3">Session 12: GANT Charts</th></tr>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">Time Frame and GANT Chart/Persons Responsible: In this session, participants complete the final stage of their planning. Participants set out a 1-year time frame for the implementation of the plan over the next 12 months. In doing so, they list each activity into a GANT Chart, when it is to be done and who will be responsible.

90 Minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o Poster paper, marker pens, tape
o <u>Handout</u>: GANT Chart Worksheet
o Reproduction the GANT Chart Worksheet on poster paper</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can develop an implementation schedule using a GANT chart.
o Participants can determine who will be responsible for the implementation of each proposed activity.</td><td><u>About GANT Charts</u>
o As a final step in making an annual plan, the facilitator advises participants to devise an implementation schedule.
o Implementation Schedules can help planners to know <u>when</u> activities should be done and <u>who</u> should be responsible. When such schedules are posted in a public place, they help ensure that everyone knows when something is to happen and who should do it. That is, it makes particular people accountable for carrying out specific activities.
o Pass out Handout to participants. Inform participants that a schedule in this format is known as a GANT chart. Check to see how many participants have ever used a GANT Chart before to help tailor an explanation of how to fill it in.
o Put a copy of the GANT chart shown in the handout drawn on poster paper on the blackboard for participants to see. Briefly explain where to write the names of activities, those responsible, and how a time period is indicated.
<u>Making an Actual Implementation Schedule</u>
o Following the above explanation, ask participants to develop an actual implementation schedule using a GANT chart format on poster paper. Use the Chart drawn by the facilitator. Do this as a large group.
o When writing activities, it will be important to put the reference number of the activity (1.1, 1.2, etc.) to help to reference each activity to the relevant output listed in the planning matrix.</td><td>o Review Handout

o <u>Large Group Exercise</u>: As a large group, list every activity from the Local Plan onto the GANT chart drawn on poster paper. Ask a participant (perhaps the Cluster Chairperson) to lead the formulation of the schedule.
o When participants have completed the schedule, determine who will be responsible for the implementation of each activity.</td></tr>
</table>

<table>
<tr><th colspan="3">Session 13: Next Steps</th></tr>
<tr><td>Topic and Overview

Time Required:</td><td colspan="2">Next Steps: This is a very short session to ensure that the planning process does not stop with the workshop. The session reviews expectations of the facilitators and the next steps that stakeholders must undertake upon return to their schools and communities.

30 Minutes</td></tr>
<tr><td>Suggested Materials</td><td colspan="2">o <u>Poster</u>: List of Next Steps</td></tr>
<tr><td>Objectives</td><td>Presentation</td><td>Participant Tasks</td></tr>
<tr><td>o Participants can state the things that they must do when they return to their schools and communities.</td><td>o Begin this session by reminding participants that the planning process should not end with this workshop.
o Display the Poster that summarizes the next steps that have to be done in order to complete the planning process.

<u>Next Steps</u>:
• Complete the GANT Chart if this has not already been done during the workshop.
• Transfer the Content of the Planning Matrix onto A4 size paper.
• Photocopy the plan and provide one copy to each school.
• Provide one copy to the Provincial Working Group (PWG) for review
• Make changes (if required) to the plan as recommended by the PWG
• Resubmit the revised plan (if necessary)
• Attend a Grants Disbursement Procedure Workshop (end of September) (3 representatives only)
• Call a meeting at the beginning of the school year of all school staff and community members to disseminate the content of the plan.

o Explain each step or activity that has to be done.
o Give an opportunity for participants to ask questions</td><td>o Participants listen to facilitator’s introduction.
o Participants ask questions as needed.</td></tr>
</table>

Educational Support to Children in Underserved Populations

COURSE MATERIALS:

Foundation Workshop

for the

Development of a

Cluster School Improvement Plan

<u>HANDOUT 1</u>: ESCUP Program Goals, Components, and Planned Interventions

1. Overall Goals and Objectives

- The overall goal of ESCUP is to increase access to a quality and basic education by underserved groups including the poorest of the poor, disabled children, girls and minority groups.
- A related goal is to promote children's rights through the Child Friendly School approach that has been developed by MoEYS over the years.

2. Program Structure and Specific Interventions

- Interventions are broken up into 3 sectors: (i) Teacher Education; (ii) Access and Quality to Education; and (iii) School Community Partnerships.
- Interventions coordinated by each section include
    - <u>Teacher Education</u>
        1. TTC Student Scholarships (FTTT)
        2. Community Teacher Support
        3. Professional Teacher Support for Remote Teachers
        4. School Readiness Program National Workshops
    - <u>Educational Access and Quality</u>
        5. Primary School Scholarships for Poor Children
        6. LSS Scholarships
        7. Remediation
        8. SRP School-based Support
        9. Life Skills
        10. Infra-structural Improvements
        11. Physical Rehabilitation for Disabled Children
        12. Child to Child Outreach
    - <u>School Community Partnerships</u>
        13. Muslim-Highland Community Outreach (cultural sensitization, Khmer as a 2nd Language, Highland Youth Clubs, etc)
        14. Community Teacher Boards
        15. Child Seeking Schools

<u>HANDOUT 2</u>:
Defining Common Planning Terms

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

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

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

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

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

<u>HANDOUT 3</u>: Doing a Problem Analysis

1. The Relationship between Problems and Objectives

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

Example:

<u>*Problem*</u>		<u>*Objective*</u>
Children have no textbooks	→	**Children have textbooks**

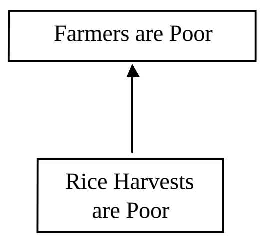
- Based on this line of reasoning, we can conclude that writing objectives in an annual plan should first be based on a good understanding of what the problems are.

2. Doing a Problem Analysis

- Consider another question: Are all problems the same? Based on our experience in real life, all problems are clearly not the same. Some problems may be more important than others; some problems may be causal and other problems may be effects; and some problems can be causes and effects at the same time.
- In order to help us distinguish between problems, planners sometimes do what is called a PROBLEM ANALYSIS. Such an analysis is an attempt to link problems in a way that shows their causes and effects. In doing such an analysis, we must start with what is known as the CORE PROBLEM of which there is usually only <u>one</u> in any plan. As its name suggests, a core problem is the most central in a situation. It is the problem to which all causal problems point and from which many long term problems derive.
- <u>STEP 1</u>: The first step in doing a problem analysis requires that we find a core problem. All participants in a meeting must agree on ONE core problem. Initially, there may be many opinions about what is the biggest, most central problem in a community. Suppose that a group of villagers cited their two biggest problems as follows:

  - Farmers are Poor
  - Rice harvests are poor.

  In analyzing the relationship between these two problems in order to find a core problem, those making the plan may ask themselves the following question, Which comes first: Do poor rice harvests make farmers poor or does being poor lead to poor rice harvests? The most logical way of arranging these problems would probably put poor rice harvests as the leading, causal problem since farmers' incomes are based on the cultivation of rice. It is important, however, for everyone to agree that this is the relationship between problems. That is, problem analysis in a group must be governed by CONSENSUS, not by someone telling others what they should do or think. But using logic is a good way of building consensus. One can diagram the relationship between these 2 problems as follows:



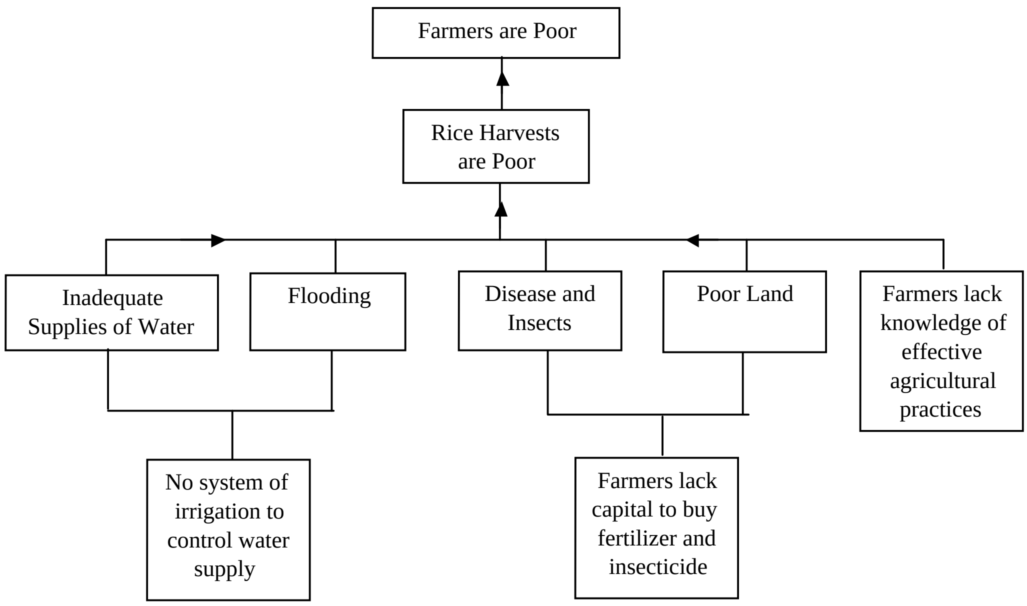
- <u>STEP 2</u>: Once a group has agreed on the core problem, the next step in the problem analysis is to determine other causal problems that lead to the core problem. Participants in a planning meeting might come up with the following hypothetical problems as part of the problem analysis:

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

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

Example of a Problem Tree

(EFFECTS)



(CAUSES)

- The resulting diagram is called a PROBLEM TREE. When reading a problem tree, we usually read it from the bottom (that is, from the causes) to the to the top (that is, to the resulting effects). Note that depending on their relationship to each other, problems can be either causes or effects. For example, "flooding" may be the effect of "not having a system of irrigation"; but in relation to "poor rice harvests," flooding would the be a cause instead.

<u>HANDOUT 4</u>: Doing an Objective Analysis

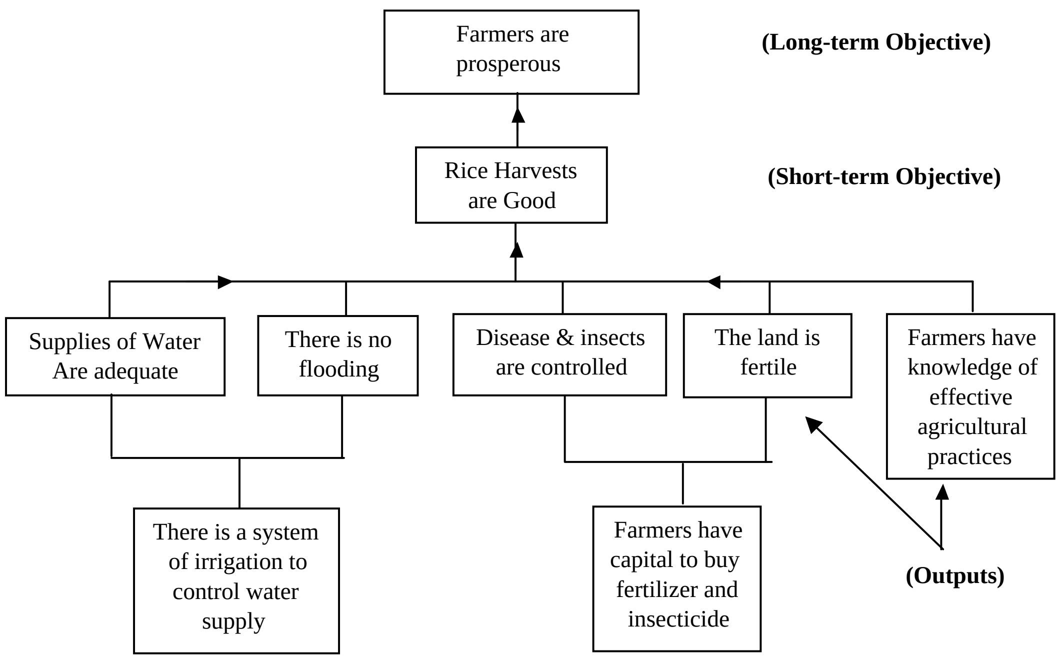
1. <u>Definition of an Objective</u>: Once you have completed a Problem Analysis, doing an Objective Analysis is easy because an objective is simply the opposite condition of a problem. Thus, we define an objective as a desirable, POSITIVE CONDITION that we want to achieve in our plan. Note that for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

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

3. <u>Large Group Exercise</u> – Converting Problems to Objectives: Fill in the table below by changing each problem to a positive condition, which we call objectives.

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

A completed Objectives Tree would like the diagram below:



4. <u>Reading the Objective Tree</u>: As with the Problem Tree, we read the Objective Tree from the bottom to the top. That means that the achievement of objectives at the bottom of the tree

will lead to or enable the achievement of objectives at the top. Reading the Objective Tree in this way is also a good way to review the logic of the diagram and to make changes accordingly. Also, when reviewing the Objective Tree, be sure to check whether all the objectives are phrased in realistic terms. For example, an objective that states that "there is no drop-out" clearly is not realistic.

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

HANDOUT 5: The Planning Matrix

Long-Term Objective	Indicators	External Factors
Short-Term Objective	Indicators	
Output 1: Output 2 Output 3 Output 4 Output 5	Indicators	
Activities 1.1. 1.2. 1.3 2.1. 2.2 etc.	Resources	.

HANDOUT 6: Guidelines for Writing Activities

1. How to Write Activities

- For purposes of this planning exercise, activities are defined as interventions designed to bring about a desired condition or solution to a problem.
- Based on this definition, activities should be paired with the objectives or conditions to which they apply in the planning matrix. REMEMBER, we only need to make activities for those activities which we call OUTPUTS. So we do not need to formulate activities for the Long-term or Short-term Objective.
- Before actually writing activities, planners should observe some general guidelines.
  1. First, activities should begin with verbs.
  2. Secondly, in wording activities, there are some verbs which participants are advised to avoid. These verbs include *strengthen, improve, advise, encourage, advise, suggest, help,* and *disseminate* among others. These words, when used, tend to make activities very vague and do not help implementers know exactly what they have to do. They should, therefore, be avoided at all costs.
  3. Below is a listing of some appropriate words used when writing activities:

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

2. Writing Concrete Activities: An Exercise

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

Proposed Output	**Appropriate Activities**
1. Children's learning improves.	
2. Fewer children drop out of school.	
3. School is more relevant to children's every day needs.	
4. More children have access to primary school	
5. Classrooms are less crowded.	

<u>HANDOUT 7</u>: Using a Menu to Formulate Activities

1. Introduction
An activity menu is a list of possible activities, which could be implemented to achieve different goals set in a plan. For purposes of this workshop, the Ministry of Education has developed a menu which can be used by school clusters to help them identify appropriate activities to include in their local plans.

An activity menu is similar to the menu that one uses when one goes into a restaurant. The restaurant owner wants to be sure that everyone is happy with the food that they receive. The only way this can happen, however, is if customers have some choice in what they receive to eat. If the restaurant only served one thing or if the restaurant owner told you what to eat, you probably would not be very happy with the food that you receive. The Ministry is like the restaurant owner. The Ministry recognizes that clusters will have different needs and preferences. The activity menu is a way to meet these needs in a decentralized manner that also empowers the cluster.

2. Structure of the Menu
The Activity Menu is organized into 4 parts or sections as follows:

- *Part 1:* Indicates the <u>Number</u> of the activity.
- *Part 2:* Indicates the <u>Problem Domain</u> to which the activity is relevant. This refers to the problems that the cluster would have identified during the problem analysis. These include problems with *enrolment, dropout, repetition, gender equity, quality,* and other problem areas.
- *Part 3:* Indicates the <u>Name</u> of the activity and provides a <u>Description</u> of what it entails
- *Part 4:* Indicates <u>Resources Required</u> for implementing the activity.

3. How to Use the Menu

a. The Activity Menu includes 25 activities that are cross-referenced with important problems in the education sector. These indicators include enrolment, dropout, etc. This mode of organization is intended to facilitate easy access to activities according to the problems identified in the local cluster plan.
b. When choosing an activity from the menu, the user should note that the Activity Description includes a name for the activity to help readers quickly assess what the activity is about and whether it might be relevant to a perceived problem. This feature is intended to facilitate reading through the menu quickly.
c. The Activity Description also includes a key activity word or phrase that is in *italics.* This is the core activity of the intervention. When writing activities for a plan that are borrowed from the menu, the user need not write down the entire activity description but rather simply use this key phrase to facilitate quick entry of the activity into the plan; the user may also reference the activity they write in the plan to the menu (e.g., Menu Activity #4, #11, etc.).
d. The user should note too that one activity may pertain to several problems at the same time. This shows that problems are often complex and interrelated.
e. When formulating activities for a plan, it is also possible and encouraged that readers think of their own activities; sometimes, a menu can give useful new ideas for activities. This is part of its purpose.
f. The resources indicated in the menu are intended to be notional and not exact dollar amounts. The amount of resources required will depend on the magnitude of the solution and proposed activity in the plan.

<u>HANDOUT 8</u>: Guidelines for Setting the Indicators

1. Why Use Indicators

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

- Indicators help planners know if goals are being met.
- Indicators help planners know if and to what degree solutions are working or contributing to the overall goals.
- Indicators provide guidance to planners about how the plan should be monitored. This relates especially to what information must be collected periodically in order to assess the progress of the plan.

2. Characteristics of Indicators

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

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

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

3. Writing Indicators:

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

- the *degree* to which something will happen (e.g., declines by 5%; 80% of students pass, etc.)
- statement of *how much* this will happen (e.g., for 80% of all children)
- *for whom* something will happen (e.g., for children in all grades, for teachers in Grade 1, etc.)
- *when* something will happen (by the end of the academic year, at the end of each term, etc.)

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

4. Indicators and Monitoring

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

- What kinds of information we need to monitor (e.g., enrolment rates, number of female teachers, etc.)
- Where we might find the information (e.g., school records) or how it needs to be collected

(e.g., special surveys).

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

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

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

Objective	*Degree to which something happens*	*How much expect something to happen*	*To whom the Change should occur*	*When the change should occur*
1. **Overcrowding in classrooms is reduced.**				
Written Indicator				
2. **Poor children stay in school.**				
Written Indicator				

<u>Indicator 1 components</u>

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

<u>Indicator 2 components</u>

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

<u>Related Questions</u>:

- ❖ **What kinds of information do our indicators tell us we need to monitor?**
- ❖ **Where will we find this information?**
- ❖ **How often do we need to collect this information.**

HANDOUT 9: Resourcing the Plan

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

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

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

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

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

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

HANDOUT 10: Stakeholders and Their Interest in Schooling

Participants work in small groups to brainstorm answers about WHY each of the following stakeholder groups is interested in planning the development of the cluster.

Stakeholders	Why Stakeholders are interested in school planning and development
Parents	o
Teachers	o
School Principal	o
Community	o
Parent Association	o
Children	o
Ministry	o
Local Authorities	o
Pagoda Monks	o

<u>HANDOUT 11</u>: Characteristics of Participatory and Non-participatory Management Styles

The following chart summarizes some of the main characteristics of decision-making following participatory and non-participatory styles of management.

Non-Participatory Management	Participatory Management
The same person or people always make the decisions.	Decisions are not made until discussions have been held and different opinions given.
There is little information giving or discussion.	Information is circulated and there is plenty of time to discuss.
If meetings are held, time for discussion is limited or there are lots of complicated documents or people are asked to decide something immediately with little discussion.	People are given time to talk or go away to read documents, meet and talk with other people and then come back to discuss their opinions again.
Authority figures give their opinion first and ask if everyone agrees.	Good managers listen to the discussion and try to incorporate as many good ideas from the group as they can.
Everyone is expected to follow the original decision exactly in all points.	Decisions can be reviewed, minor points can be flexible so long as main aims are respected.
There is little monitoring or follow-up of the decisions made.	There is open discussion and monitoring to follow-up decisions made.

PARTICPATORY MANAGEMENT HELPS BUILD FEELING OF OWNERSHIP AMONGST STAKE-HOLDERS

<u>HANDOUT 12</u>: GANT Chart Worksheet

No	Activity	September				October				November				December				January				February				March				April				May				Persons Responsible
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

WORKSHEET: Child Friendly School Sentence Strips

Strip 1/2:

We have clean/safe playgrounds and clean water ……….
for drinking and washing hands

Strip 3/4

The students are in good health and stay in good health…………..
by doing sports activities.

Srip 5/6

All children in the community can go…………………………….
to school safely regardless of sex, disability, or the language that they speak.

Strip 7/8

The place where the students learn is ………………
a happy place. Children like to go to school, because interesting activities are happening inside and outside the classroom.

Strip 9/10

Teachers at the school include role models for ……….
both boys and girls

Strip 11/12

Our parents and family are ………………………………
part of our learning.

Strip 13/14

We include our parents and family in …………………….
our daily learning activities and we invite them when we have activities and special events in school.

Strip 15/16

Girls and boys should have equal access to education and complete at least………
9 years of basic education

Strip 17/18

All six-year-old children have to ………….
go to school

Strip 19/20

The education that children receive is ……….
relevant to the environment in which they live.