



CIEDII Newsletter

Community Initiative for Education
Development Project Phase 2

April, 2013

Vol.2



School Management Trainings for schools have started!

School Management Training to achieve Education Quality Standard (EQS - School Management Training) for all school principals and heads of schools has started! All target districts are included for all schools to be "Self-developing schools with quality" through conducting a cycle of School Development Planning (SDP).

Revision of Training Modules

MoES used 3 training modules to achieve Schools of Quality (SoQ) in the previous project, CIED, including training handbooks for both participants and training manuals for trainers for "School Management Training for School Principals", "Planning and Review Training for Village Education Development Committee (VEDC)", and "Teaching-Learning Methods Training for Teachers".

Because of revision of SoQ to become EQS and the introduction of School Block Grant (SBG) in 2012, the training modules needed to be modified as well. The Department of Pre-school and Primary Education (DPPE) used to play a leading role in initiating SoQ before, while EQS was approved as the national standard in

2012 and has been examined by Education Standard Quality Assurance Center (ESQAC). Both departments worked together to integrate and revise the modules. Furthermore, the Department of Finance (DoF) inserted new content about SBG system in the modules and introduced the use of SBG along with SDP. Additionally, Department of Planning (DP) edited detail planning, implementation, review, and evaluation methods of SDP in the training modules.

It is one of strong points of the CIEDII project that all related departments in MoES and all levels from school to district, province, and ministry tackle various issues to ensure necessary support reaches each school. Schools make efforts along with SDP, and DEB and PES support them technically and take measures against problems that schools cannot solve by themselves. MOES also includes local issues into national policy and strategy, and supports PES and DEB's implementation for schools.

TOT for School Management

Training of Trainers for School Management to Achieve EQS (TOT for

School Management) was held in Pakse, from 14th to 19th January 2013. Central-level trainers from DPPE, ESQAC, DoF, and DP took part. The CIEDII Project aims for schools to be "self-developing" and local administrators to be the ones who support them technically and administratively. Therefore, a total of 80 participants from 4 PESs and 10 DEBs took part in the TOT to be trainers for School Management Training.

The ultimate purpose of the TOT through the PES/DEB training is: for school principals and heads of school to understand implementation of the basic principals' work to achieve EQS, the conduct of the school self-assessment, along with EQS and plan SDP, and the use of SBG based on SDP.



Contents of TOT and Training

1. Management, Administration, and Leadership
2. Principals' work to achieve EQS
 - Technical Management
 - Management of Student Activities
 - Personnel Management
 - Office and Finance Management
 - Asset Management
 - Relationship between School and Community
 - Relationship w/ Mass Organizations
3. Education Statistics (not included in the training)
4. Education Quality Standards
5. School Development Planning
6. Internal Supervision

As a step for the first year, we hope that trainers to lead schools to understand the contents of the EQS, its self-assessment strategy, and basic work for principals to find and solve problems of each school.

School Management Training for schools

After the TOT for School Management, trainings for all schools in the target districts started by PES and DEB trainers. From January to April, a total of 757 school principals and heads of school from complete and incomplete schools received the trainings. MoES trainers and experts monitored the progress of the trainings and provided necessary advice and technical guidance to PES and DEB trainers.

In the trainings, participants learned ways for school self-assessment and to evaluate their schools based on 42 EQS indicators. In the planning of SDP, each group picked one of schools as an example, and identified main problems based on education indicators. After analyzing problem-causes-solutions, they compiled the result into SDP. An attendee said "I did not know how highly structured the planning SDP is!" It seemed difficult for most of participants to understand and examine cause and affect relationships about defined main problems. Also, there is still a need to improve trainers' facilitation techniques to lead participants to reach answers and for solutions to the problems.

| Schedule of School Management Trainings for Complete Schools | | | | |
|--|--|-------------|--------------------|-------------|
| No. | District | Province | Date | Participant |
| 1 | Artsaphangthong | Savannakhet | 28 Jan -1 Feb 2013 | 50 |
| 2 | Xaybouly | Savannakhet | 4-8 Feb 2013 | 57 |
| 3 | Songkhone | Savannakhet | 11-15 Feb 2013 | 85 |
| 4 | Champasak | Champasak | 4-8 Feb 2013 | 51 |
| 5 | Soukhouma | Champasak | 11-15 Feb 2013 | 44 |
| 6 | Mounlapamok | Champasak | 18-22 Feb 2013 | 42 |
| 7 | Khong | Champasak | 25 Feb-1 Mar 2013 | 96 |
| 8 | Khongxedon | Salavan | 25Feb-1 Mar 2013 | 60 |
| 9 | Lakhonpheng | Salavan | 4-8 Mar 2013 | 27 |
| 10 | Lamam | Sekong | 11-15 Mar 2013 | 51 |
| Total | | | | 563 |
| Schedule of School Management Trainings for Incomplete Schools | | | | |
| 11 | Artsaphangthong+ Xaybouly+ Songkhone | Savannakhet | 22-26 Apr 2013 | 49 |
| 12 | Champasak+ Soukhouma | Champasak | 22-26 Apr 2013 | 33 |
| 13 | Khong+ Mounlapamok | Champasak | 29 Apr-3 May 2013 | 47 |
| 14 | Khongxedon | Salavan | 22-26 Apr 2013 | 23 |
| 15 | Lakhonpheng | Salavan | 22-26 Apr 2013 | 42 |
| Total | | | | 194 |
| Grand Total | | | | 757 |

In planning of SDP, trainers play important roles to expand participants' views to find solutions to problems. For instance, if participants only think "some students are slow learners" as a cause of high Repetition Rate, trainers could imply direct link between the high Repetition Rate and other possible aspects, such as "teaching methods", "remedial class", "family support" and so on.

School self-assessment and problem analysis also revealed many particular problems that schools have. One cause of a high Dropout Rate is that some families live near the border with Thailand and tend to go away for work with children. Most schools with low Net Enrollment Rates have rarely disseminated Ministerial Decree of Compulsory Primary Education to villagers. Also, schools with high Repetition Rates do not organize progressive promotion in schools.



CONTACT

Waiting for your comments!

Masako IWASHINA (Chief Advisor)

Email: m-iwashina@icons.co.jp

Naoko TATENO (Project Coordinator)

Email: naopyoon@hotmail.com