

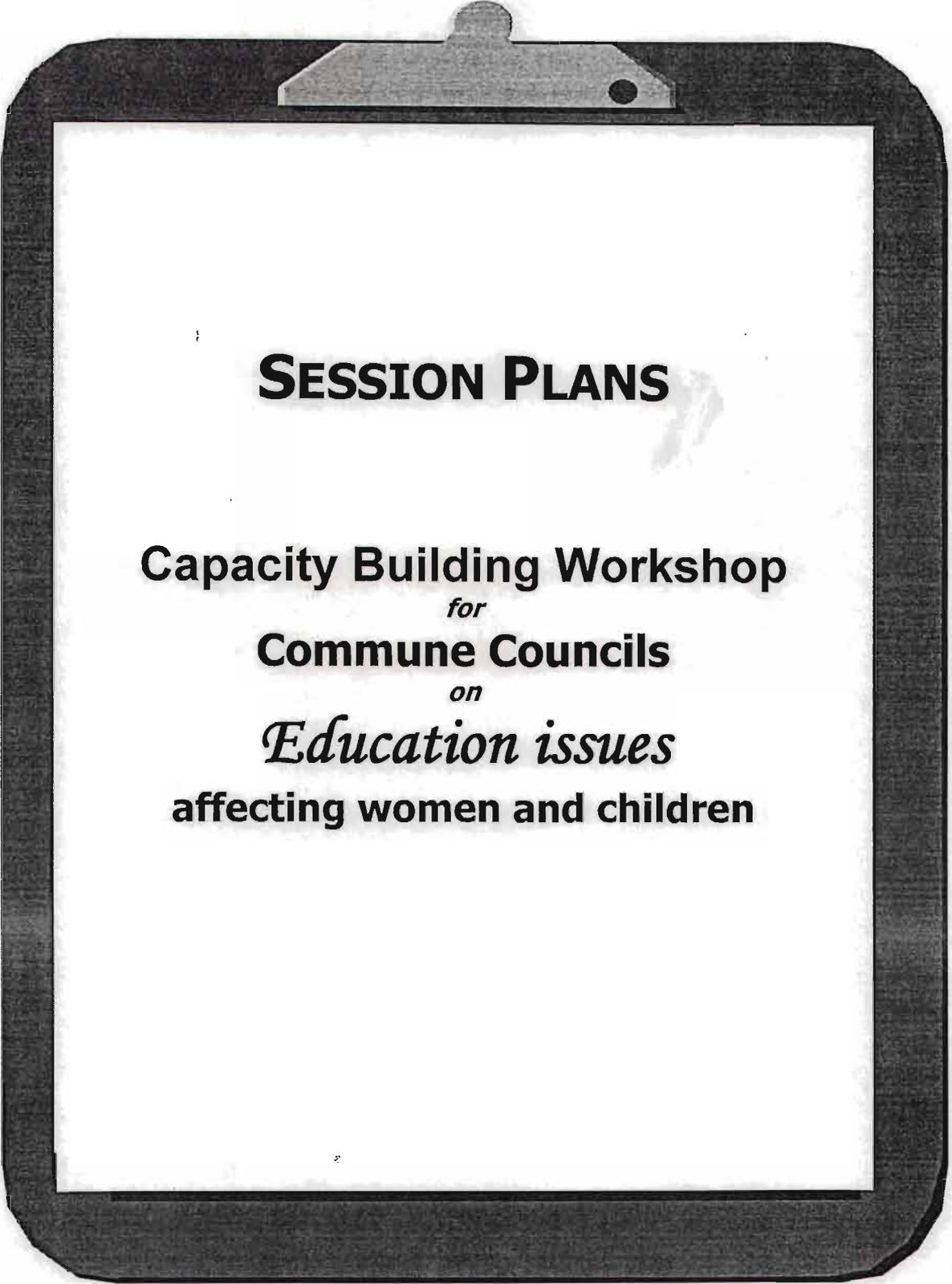
UNICEF

Capacity Building Workshop
for
Commune Councils
on
Education issues
affecting women and children

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SESSION PLANS

Capacity Building Workshop
for
Commune Councils
on
Education issues
affecting women and children

Programme
TRAINING OF TRAINERS
Capacity Building Workshop for
Commune Councils
on Education issues affecting women and children

Workshop day	Duration	Programme	Facilitator
Day 1		Module 1: Getting started	
	45 min	Workshop objectives & setting norms and ground rules	
	60 min	The structure of the capacity building workshop	
	15 min	Debrief	
	60 min	Module 2: Education as a poverty reduction strategy	
	15 min	Debrief	
	120 min	Module 3 : Early Childhood Care and Development	
	15 min	Debrief	
	120 min	Module 4 : Formal Basic Education	
	15 min	Debrief	
	90 min	Module 5 : Literacy Skills	
	15 min	Debrief	
	90 min	Module 6 – Gender Equity - Educating girls	
	15 min	Debrief	
	90 min	Module 7: Consolidated Action Plan	
	15 min	Debrief	
	45 min	Module 8 :Evaluation	

Timings

The timings in the manual are estimates only. Based on the ToT, timings will then be amended.

Trainers' Debrief

It is anticipated that the master trainers will spend less time on doing each activity than the participants at the community level. To allow trainers to talk about the session, materials used and methodology, a “20 minute” debrief is scheduled after each session to allow for discussions on the methodology and feedback on how the session could be modified for better effect at the next level.

Module 1 Getting started

Why these capacity training workshops?

- raise the awareness of Commune Committee for Women and Children on issues relating to health, education and child protection and analyse their existing causes;
- identify service providers and services available to address these issues
- what the commune councils can do to address these issues in the community or help the villagers access these services. .

Who are the facilitators and resource persons?

These capacity building modules are designed to be used by skilled facilitators who are familiar with issues relating to women and children and the decentralisation in Cambodia. In Seth Koma provinces, they will be from the Provincial and District working groups for the capacity building of the Commune Committee for Women and Children. There should also be representatives from the respective line department members present as resource persons.

Target audience for the workshop?

The participants of these workshops are Commune Councils, Commune Committees for Women and Children, village chiefs and deputies, village health support groups, village health volunteers (on Health issues), commune social helpers and other related village representatives.

How the materials will be used?

These materials have been developed as session plans for the 2-day training at the commune level. Trainers can choose to include all topics for the training to the commune or to focus on some of the topics. As the provincial and district working groups know the situations in the province better than anyone else, they are in a better position to make those judgement calls.

The same materials will be used to train the provincial and district working group trainers and line department representatives will receive a Training of Trainers. This is to enable the trainers to experience how the training delivered at the commune level will be like. There is one important difference - there will be a "debrief" after each session. The aims of these debrief sessions are to evaluate the session in terms of relevance to the commune, appropriateness of activities, materials and timings.

Roles of Facilitators and Resource Persons

In this workshop there will be a team of facilitators and resource person who will play different but complementary roles to ensure the participants learn effectively. It is important that you as the facilitator have a short discussion with the team before the workshop to discuss the roles of each member as follows:

Both facilitators and resource persons should remember that people are learning when they are sharing their experiences and ideas in a small groups. This means that your role may be sit quietly and wait. This is not an easy role for a teacher or a practitioner to take. We need to practice doing this, to get experience teaching in a new way. We need to learn how to listen. Be patient with your own need to "teach" and give the learners time to learn

Facilitators

The facilitators will have the following responsibilities:

- prepare the materials for the training
- lead and guide all the activities described in the session plans of these workshops;
- facilitate group discussions;
- review the materials and note errors/inaccuracies to be given as feedback to update the manual;
- assess the activities and give feedback to the curriculum designer at the end of the training;
- provide other input on how the workshop manual to be revised and improved.

Resource persons

The resource persons will have the following responsibilities:

- in coordination with the facilitators, clarify points relating to technical information when the need arises;
- in coordination with the facilitators, help facilitate group discussions;
- review the materials and note errors/inaccuracies to be given as feedback to update the manual;
- observe the activities and give feedback to the facilitators after each session
- provide other input on how the workshop manual to be revised and improved;
- note knowledge gaps for the Education departments to follow up on. (for e.g. if the participants do not seem to have a good understanding of the benefits of early childcare education, the Department of Education could consider including this in their public awareness program.)

This first session will enable facilitators and participants to get to know each other, to inform the participants on the workshop objectives and to agree on common rules for the group. This module will have two sessions as listed below and for each of the sessions you will find a session plan.



This module will have the following session:

- Workshop objectives, program and setting group norms and rules
- Structure of the training

Most participants will come to the workshop with some kind of uncertainty; who will the facilitator be? Will he/she be friendly and open enough so that participants can speak freely? Will the trainer accept the opinion of the participants? The first sessions will give the participants an impression of the climate they can expect during the workshop. If this is done well, it sets the right tone for the rest of the workshop and enables participants to contribute freely to discussions and participate actively in activities throughout the workshop.

Workshop Objectives & norms and rules



Objectives: At the end of the session, participants:

- will be able to list the objectives of the workshop
- will be able to remember the names of at least 50% of their fellow participants;
- will have groundrules for the training;



Time Span: about 60 minutes



Materials required:

- Pen and paper to take notes, Prepared flipchart with objectives of the workshop written on it, Copies of the programme and Handout 1.1, 1.2 and 1.3

Methodology/Tool:

Pair Interviews, plenary session



How to facilitate the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Distribute Handout 1.1 "Find someone who...." and have the participants go around the room to complete the handout. The rules are you cannot have put your own name down and the same name should not appear more than once. If necessary, facilitator can demonstrate by asking the first question around the class until you find the person whose answer fits the question.
3. After 5 minutes (do not let the activity go on for too long), just go through the list and ask for answers. Note: If the facilitator asks "Who have you found that has a chewing gum in his/her pocket?" If the response is "Mr. Khea", then the response should come from someone else in the group but not Mr Khea. Ask the participants
4. Next ask 3-4 participants (including at least 2 women) for their expectations of the workshop. It is not necessary to write them down.
5. Thank them for their comments and display the flipchart with objectives of the workshop. Emphasise that the workshop is not to make them experts in Education but rather to help them understand the importance of key issues relating to Education and how they can work with the relevant departments so that our children can access education. For those in the group who are not aware of the role and responsibilities of CCWC, refer them to a reference document at the end of the handouts.
6. Next present the programme and brief them on the daily schedule.
7. Before the end of the session, have participants set some norms and rules for the workshop.
8. Ask participants to think of how they would like the group to work together. What particular behaviour or attitudes do they expect of their colleagues?

9. Invite responses and record them on flip chart.
10. Discuss what has been written. Agree with the group on the outcomes and explain that extra points can be added as the workshop progresses. Paste the flipchart on the wall.
11. Remind the group that these norms are what they have all agreed upon as the norms for the workshop. Encourage them to follow these and emphasise that they should all share the responsibility for making sure that the rules are kept.

Structure of Workshop



Objectives: At the end of the session, participants:

- can apply the question posing approach;
- can describe the structure of the training.



Time Span: about 60 minutes



Materials required:

- Pen and paper to take notes, Prepared flipchart with objectives of the workshop written on it, Handout 1.2.1, 1.2.2, 1.2.3

Methodology/Tool:

Group discussions, presentations and plenary session

How to facilitate the session:



1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Using a group forming activity, refer the participants to Handout 1.2.1 and have the participants read the case study and then discuss the four open questions. Each group should be prepared to present their responses to the big group. Emphasize that the focus of their discussion should be on Sophary.
3. Starting with Question 1, invite one group to present their responses and have the other groups listen carefully and add any **additional** point/s (if points are the same, they should not be repeated) that they have. Have the co-facilitator record responses on the flipchart. Repeat the process for all the questions. The answers to the last question would be the action plan for the personal development of Sophary..
4. After the discussion, state that throughout the training we will be using these 4 questions to help us described a problem, analyse the causes, d, consider the impact and look at solutions to the problems. In this workshop, we will be looking at looking at solutions relating to Education. .
5. Refer to Handout 1.2.2 which gives a brief on the structure of this workshop. Give the participants some time to look through it. Ask if they have any questions. Whilst the process is important for the engagement and understanding of the participants, the most important outcome of this workshop would be the final step action plan.
6. Refer to Handout 1.2.3 - the action plan for CCWC and explain that this will be a very important outcome of the entire workshop. By the end of the workshop, we will have a list of action points for the CCWC to be included in their monthly action plans.

Module 2 Education as a poverty reduction strategy

The Royal Government of Cambodia has accorded the development of the education sector as a pillar of its strategy to reduce poverty. The strengthening of the education and training systems is also critical in enhancing Cambodia's competitiveness in an increasing regional and global economy.

In the Education of All plan of the Ministry of Education, two key issues have been identified as critical. Firstly, there is a need to make educational services, especially lower secondary education more accessible for girls. Secondly is to reduce the costs of primary and secondary education.

The Ministry of Education envisages in the Education for All plan for the commune level to develop implementation plans to six main areas *

- Early Childhood Care and Development (ECCD)
- Formal Basic Education
- Non formal Education & life skills training
- Gender Equity
- Educational Quality
- Access to life skills Education

The draft Education Law states that Commune Councils will cooperate with the ministry in developing all aspects of education. It is true though that there have been no specific duties assigned. However, we can foresee commune councils and the Commune Committee for Women and Children playing a supporting and advocating role in

- o pre school services
- o the enrolment of children at 6 years old especially girls
- o the completion of primary school of children enrolled especially
- o literacy classes for out of school children

State of the World's Children 2004 (Statistics 2000)

Indicator	Male	Female
Adult literacy Rates	80%	57%
Primary School enrolment	100%	90%
% of primary school entrants reaching Grade 5	63% (both male and female)	

It is envisaged that the Commune Councils with the support and advice of the commune committees for Women and Children understand the issues at hand and concrete ways on what and how they can help to address the issues.



This workshop will deal with the following education issues:

- Early Childhood Care and Development (ECCD)
- Basic Formal Education
- Literacy Skills

Education as a poverty reduction strategy



Objective: At the end of the session, participants:

- will be able to list the benefits of education
- will commit to making improving the literacy situation a priority of the CCWC.

Time span: approx. 60 minutes

Material required: flipchart and markers, 6 sets of cards for the matching exercise, 6 sets of cards in different foreign languages

Methodology/Tools: brainstorming, group discussion, presentation

How to facilitate of the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Divide the participants into 6 groups and give them an envelope (in Chinese, Finnish and Dutch) with a set of cards and say "Here are 3 statements on the education situation in Cambodia but the cards are cut up and jumbled. Your task is to put them in an order that makes sense." After 3 minutes when the participants do not seem to be able to do the task, collect the envelopes back and give them another envelope, this time with the words in Khmer. Repeat the process.
3. Give them 5 minutes to put the statements in the order that they think make sense.

Answers : 8 out of 10 Cambodian males are literate, 5.7 out of 10 female Cambodians are literate. 1.5 million people are illiterate. After everyone has got the statements, ask for volunteers to read them out loud.

4. Ask what do you think about these statistics? How do you feel about the statistics?
5. How did you feel when you couldn't read what was written on the first set of cards? What kind of problems do they face for not being able to read and write? In a plenary session, list all their responses on a flipchart.
6. What is "to know how to read and write"? Ask the participants, how does it feel to know how to read and write? What can you do? What does it do for you as a person?

Possible responses

- able to read labels on bottles and containers
- able to read leaflets that are distributed
- able to read newspapers
- able to calculate money and amounts accurately
- able to get a job other than farming
- able to make informed decisions
- able to understand the importance of certain projects/programs
- able to think of ways to help oneself
- able to participate actively in community activities
- being able to stand for election as commune councillors
- feel good about myself

- feel useful

Literate parents greatly encourage children to become literate.

7. So being literate and numeric gives us more options. Ensuring that our children, boys and girls have access to education and complete at least 6 years of education will determine the future of our country. State that education is a chance for us to develop ourselves for a better future and the Constitution provides all Khmer citizens with 9 years of free quality education.
8. Have the participants work in threes, and give them three pieces of post-its. Have the participants discuss the three most urgent problems in their communes relating to education.
9. Have the participants put the responses on the whiteboard. Facilitators can categorise the problems under. "ECCE, Basic formal Education and Non-formal Education. Encourage the participants to go and see what problems people are experiencing in other communes. Summarise the responses from each group and put the top main problems on the flipchart. See how they correspond with the topics that we will be doing in this workshop.
10. Explain that in this workshop, we would like them to think about what they can do as a community and as community leaders (can be Commune Councils, Commune Committee for Women and Children, Planning and Budgeting Committee, village representatives) do ensure that our children have access to education to allow them to realise their full potential.
11. As the CCWC, you can make a difference by taking specific steps that we will look at in the next two days. First you must have the ATTITUDE that you can do it. We will then look at the KNOWLEDGE that you need to do it and you need to translate the knowledge into action. By doing that, over time we hope it'll become a habit. Handout 2.2

Module 3 Early Childhood Care and Development



Objective: By the end of the session, participants will

- be able to list the benefits of early childhood care and development and its impact on the future of their children.
- develop some action steps on what they can do to promote and make childcare and preschool services available to the 3-5 children in the commune

Time span: approx. 60 minutes

Material required: Case study # 1 (ECCD), flipchart and markers, Handout 4.1

Methodology/Tools: brainstorming, group discussion, presentation, eccd video or ECCD posters

How to facilitate of the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Ask the participants how many of them have children between the ages of 0-6. Next ask "What do these children do everyday?"

Possible responses:

- stay at home with the mother or grandmother
 - stay at home with an older sibling or relative
 - go to a community pre-school or a home-based child care centre
3. Emphasize the fact that since we know that early interventions at early childhood are critical and have everlasting impact on children, brain development is rapid in the early months and years; lack of stimulation is more damaging than we previously know.
 4. Say that you'll now show them some posters on the importance of early childhood care and education and would like them to see what they can learn from the video/posters. Summarise the poster by giving out Handout 3.1 – What can you do for a 0-3 year-old child to help his/her development.
 - *Development begins at birth*
 - *Children need stimulation*
 - *Children need interaction*
 5. Why should you send your child to preschool? There are 3 key things we need to emphasize to parents as part of advocacy. After the discussion, distribute Handout 4.2.
 6. Divide the participants into groups of 5/6 by playing a group forming game. For example if there are 25 participants, identify 5 who can read well and put them in 5 corners of the room. Say that these are the leaders of the 5 groups, the task of the participants is at the count of 20, they should join

any one group. There are two conditions: there should not be more than 6 in a group and there should not be less than 5 persons in any group.

7. Then ask the groups to return to their small groups and now they have to put on their hat as members of the Commune Councils (CC) or Commune Committee for Women and Children (CCWC) or Planning and Budgeting Committee (PBC). Consider what early childhood care or education services are available in the commune. If not why not? What the CCWC do to support the villagers? List the responses of the participants on a flipchart.

Possible responses for not sending their children to school:

- the family is poor
- ignore the child for the whole day because everybody in the family is too busy working.
- the child is still young and so does not need to go to school
- the community preschool and home-based childcare centre doesn't teach anything anyway.

Possible action:

8. Reproduce the same table on a flipchart, compile the responses of everybody. This should be kept to be consolidated as an action plan for the commune committee for women and children.

Module 4 Formal Basic Education



Objective: By the end of the session, participants will

- be able to list the benefits of going to school regularly school and the impact of it on the chances of their children to do well at school;
- develop some action steps that commune committee for women and children and village representatives can do to help address the issues and to raise them as priorities in the planning process

Time span: approx. 60 minutes



Material required: Flipchart and markers, Case Study - Handout 4.1



Methodology/Tools: case study, brainstorming, group discussion, presentation

How to facilitate of the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. In a plenary, ask the participants : "What is Basic Formal Education?", "What are the rights of children relating to Basic Formal Education?"
3. In pairs, ask "What are some of the issues affecting basic formal education in their communes?" .

Possible responses:

- not all 6-year old children in the commune are enrolled in primary schools (relate to Point 7 of the Advocacy Kit)
 - many births have not been registered so difficult for village leaders to keep track.
 - many children, girls and boys not completing primary school;
 - the school being too far from the village
 - school playgrounds and property are not well-maintained
 - inadequate access to safe-drinking water through wells and latrines in schools.
4. Put the participants in groups of 5/6 and have the participants read the Handout 4.1 the case study and discuss based on a matrix. In your groups, analyse the situation using the following matrix. Remember that the solutions should be action that the CCWC and village representatives can do.

Possible responses for causes could include:

- remote – no boarding school
- they are needed to work - earn a living by herding cattle, sell flowers
- they work with their parents in the fields or forests
- they are needed to care for a younger sibling/s
- kids lack food and so stay home

Possible responses for solutions:

- have the village chief collect data on who are those not enrolled in their village and visit the families to find out the reason for the 6-year old children not enrolled.
- promote the importance of REGULAR schooling through the use of success stories
- invest in a village vehicle (village/school remorque) to transport the children from remote villages to school;
- instil in the students a sense of ownership of their surroundings through campaigns, contests, class rotation duties.
- promotion of the use and maintenance of the safe-drinking water source and latrines in schools.
- Emphasise the importance of watsan on the health of children and the attendance rates of girls.
- scholarships for poor families

5. Summarise on one of the group's flipchart, compile the responses of everybody. This will be consolidated as an action plan for the CCWC (Handout 1.4).

Module 5 Literacy Class



Objective: At the end of the session, participants would be able to:

- list the people in the communes who would benefit from literacy classes.
- 1. list steps to be taken to improve the literacy situation in their commune



Time Span: about 45 min.



Materials required: Handout 5.1 – Case Study, 5.2 - Case study,

Methodology/Tools: Brainstorming, pair work and group discussion

How to facilitate the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Divide the participants in groups of three and have them read the case study. Then tell the groups on one side of the room to imagine they are the girls and boys in the case study and discuss the causes/reasons they are not in school. Tell the groups on the other side of the room that in their role as a CCWC member, what can they do to help these girls and boys. Handout ____.
3. Let the participants have a little dialogue, when one group gives a cause/reason, have the other group respond with an appropriate solution. Continue until all the reasons have been discussed.
4. State that we all understand and agree on the importance of education for all – not only for children who are 6 years old but also to think about the ones who are now over 6 years old, what could be done about them?
5. Summarise the discussion by writing the causes raised by Group A and the possible solutions raised by Group B in a matrix.



Note to Facilitators

The objectives of the MoE for non-formal education is to:

- to enable children aged 7-12 to re-enter basic formal education – re-entry programs
- to enable adolescents aged 12-15 to obtain basic education equivalency certification;
- enable out-of-school youths to become functionally literate and develop core life management and work competencies including parenting skills and vocational training.
- functional literacy to enabling the attitudes, knowledge and skills required for life management and work.

Literacy classes



Objective: At the end of the session, the participants would be able to:

- list ways of encouraging villagers to attend literacy classes
- identify ways to ensure literacy classes are run effectively



Time Span: about 45 min.



Materials required:

Flipchart paper and pens, Handout 5.2 – Case study

Methodology/Tools: Brainstorming and group discussion

How to facilitate the session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Divide the participants into two big groups, a group representing the participants and another group representing the literacy teacher. Distribute Handout and have them look at the discussion questions for 5 minutes before a role play. What are the problems identified in the case study? Have you experienced this in your commune? Ask for a volunteer note-taker to record the main points of the discussion. If this is too much of a challenge, the facilitator could take on the role of note-taker.
3. Choose a CWCFP to be the chair of the meeting and ask the representatives of the two groups to sit opposite each other in a meeting setting. The CWCFP will start the meeting by saying: There seems to be some difficulties with the literacy classes, we are meeting today to see what really are the problems and how do we resolve these problems.
4. Distribute Handout .



Module 6 : Gender Equity



Objective: At the end of this session, participants would be able to:

- list the benefits of educating girls;
- identify the obstacles for girls completing primary school and
- develop an action plan to overcome these obstacles.



Time span: approx. 60 minutes



Material required: Flipchart, markers and Handout 4.2, Meena – who's afraid of the bully, Meena – Count the chickens, Handout 4.3



Methodology/Tools: Pairwork, brainstorming

How to facilitate this session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants

Part A

2. State that we have been looking at the education issues facing boys and girls. We know however that there are some social and cultural obstacles that girls faced which affect their ability to benefit from the Education for All policy. We know from research that in most countries, girls are the most disadvantaged when it comes to school. What are some of these obstacles?

Possible responses include:

- cannot afford the school fees
- unfair treatment at home
- traditions that discourage girls' education
- early marriage and pregnancies
- fear of sexual assaults

3. Divide the participants in groups of 5/6 and say that you'll be giving each group a statement to discuss. In their groups, they should consider two questions:

- Do you agree with the statement?
- If yes, in what ways is the statement true? If not, in what ways is the statement false? Give as many examples as possible.

"To educate a girl is to educate a whole family!"

"When more girls become literate, the number of children who die before 1 drops sharply."

Possible responses: Especially if she is poor, schooling is a girl's strongest ticket to a healthier and better educated future. An educated girls gains skills and self confidence to make her a better parent, worker and citizen. An educated girl is more productive at home and at work and can get better pay



for her work. A better educated woman will better understand the importance of education and send her children to school.

Part B

4. In the same groups, distribute a case study for them to discuss and using the matrix, list the problems and the underlying causes on a flipchart.
5. Each group will do a short presentation to the plenary, remind the participants that they should not repeat the same point raised by another group.

Part C

6. State that there are two main problems here: How to get girls enrolled and how to keep them in schools.
 - Going back to the matrix, looking at the obstacles, what are some possible solutions and what can the CCWC do?

Possible responses include:

- preschool – school readiness
- arranging for a group escort
- girl dormitories
- abolition of school fees
- scholarship for girls
- public awareness raising on the importance to the family and hence society
- advocate for the hiring of more female teachers
- pilot mobile school unit

7. Emphasize that the empowerment of women is crucial to change some of the societal attitudes and behaviours that discriminate against girls and women. The empowerment of women is therefore linked to the empowerment of girls and to the full enjoyment of their rights.

Module 7: Consolidated Action plan



Objective: At the end of this session, participants would be able to:

- review the various lists of action;
- prioritise them and identify the solutions that they would like to advocate for inclusion in the commune investment plan;
- assign responsibilities within their CCWC
- include in their individual monthly work plan
- agree to include a section on follow-up on these actions in their monthly meeting agenda.



Time span: approx. 60 minutes



Material required: Flipchart and markers, Matrices from Modules 2-6 on the wall, # of flipcharts (you need one for each CCWC) prepared flipchart

Methodology/Tools: Pairwork, small group work

How to facilitate this session:

1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Tell the participants that in the last 2 days we have discussed many issues and proposed many different solutions to issues relating to education in our communes. Today we will work with our fellow CCWC members on a consolidated workplan for our commune. Group the participants in their CCWCs and give them a prepared flipchart of the matrix.
3. As a CCWC, take a walk around the room, looking at all the matrices and decide for 2005 which actions are you going to take? In this discussion, you would decide on What? Who? When? How?
4. Using the matrix in Handout 1.2.4, the participants should list the action to be taken, person responsible, in collaboration with/support from and deadline. Remind the participants: "You should focus on concrete steps that you can take as members of the CCWC and village representatives."



Module 8: Evaluation of the training



Objective: Participants and trainers have the chance to jointly evaluate the training.



Time span: approx. 30 minutes



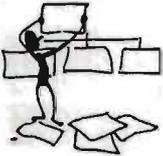
Material required: Flipchart, markers and two different coloured-cards or post-its (for eg. yellow and blue). You will need approximately 4 cards (2 yellow and 2 blue) per participant. Prepared flipchart with a dartboard for the quantitative evaluation.



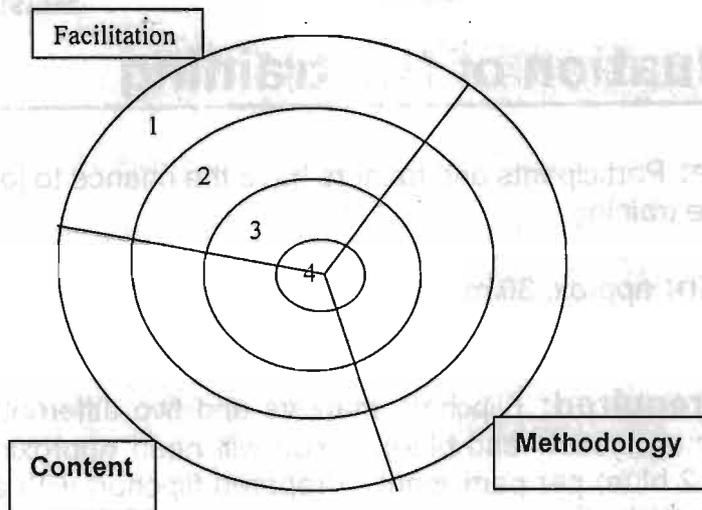
Notes for the trainer: Evaluation of the workshop is an important tool for you to find out what follow-up is needed or what you might have to change when you implement the same workshop again.

Methodology/Tools: Individual reflection

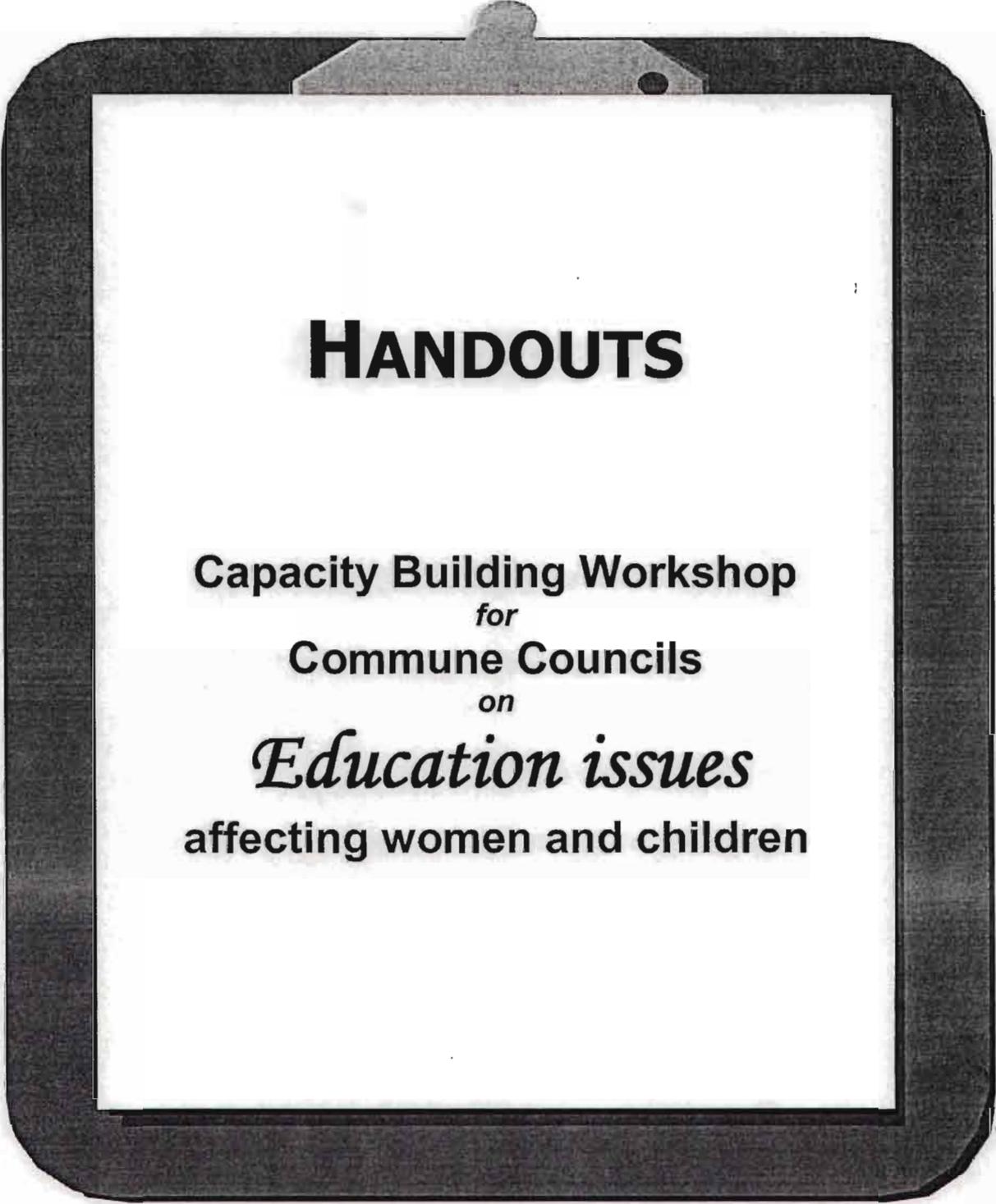
How to facilitate the session:



1. Write the objective of the session on a prepared flipchart or the whiteboard and read and explain the objective to the participants.
2. Ask participants to take time to think about the experiences of the training over the last 2 days.
Ask them to think about the following questions
 - a. What two things you like most about the workshop? (write on 2 yellow cards) +
 - b. What two things did you not like very much? (write on 2 blue cards) -
3. Prepare a chart on the wall with columns with the questions above
4. Ask participants to put the comments on the paper. Ask them to take one piece of paper for each issue and paste them into the columns where they belong.
5. Draw a circle on a flipchart with four concentric circles and divide them into three sections as on a dart board. Each section represents one aspect of the training that we want to evaluate – methodology, facilitation and content. As in the game of darts, the closer we are to the bull's eye, the more on target the training has been so:
 - the innermost circle represent **4** (excellent)
 - the second innermost represent **3** (Good)
 - the second outermost represent **2** (Satisfactory)
 - the outermost circle represent **1** (Poor)



- 6 Tell the participants they have 3 ticks, one for each aspect of the training, they have to decide how they thought the methodology of the workshop went, give a tick in the circle. S./he will do the same for the other 2 aspects.
7. When you have made sure that the participants have understood the instructions, leave the room so that the participants can express their opinion freely.
8. Summarise by having the participants look around the boards for the what the others like or dislike about the training.
9. Summarise the results by using the following formula:
 - Assuming there are 26 participants
 - Count the number of ticks in each circle for each item and multiply for the value of the circle.
 - o For example we look at "Content"
 - 5 ticks x 1 mark = 5 marks
 - 6 ticks x 2 marks = 12 marks
 - 7 ticks x 3 marks = 21 marks
 - 4 ticks x 4 marks = 16 marks
 - Total the value of all 4 circles = 54
 - Divide the total by the number of participants to get the average for the item. $54/22 = 2.5$. So it means that the overall rating for Content in this training is 2.5.
 - Repeat the process for the other items.
10. Thank the participants for their participation and feedback.



HANDOUTS

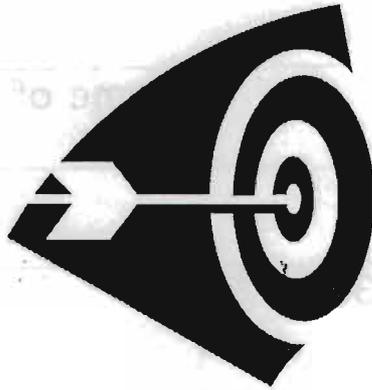
Capacity Building Workshop
for
Commune Councils
on
Education issues
affecting women and children

Find someone who....

You need to walk around the room and find someone who :

Find someone who	Name of person
has more than 5 children	
has a child between the age of 3 and 5 years old	
has a child who is 6 years old	
is attending literacy classes	
has a child who has completed secondary school	

Workshop objectives



By the end of this workshop, the participants would be able to:

1. list the important and urgent education issues in their communes and their underlying causes;
2. identify the services available in the commune to address these problems and the gaps in services and
3. make action plans on what they can do to address these problems in collaboration with other stakeholders.

Sophary – A Case Study

Sophary is the Commune Women and Children Focal Point in Khum LaOr, Srok Mentein, Khet Liet Muoy. The Commune Committee for Women and Children has just been established in Khum LaOr and now there are five of them working together to improve the situation of women and children issues.

She has just signed her social service contract and has met her supervisor from the district about her annual tasks. Sophary is excited about her new responsibilities but is concerned that she is not very well educated. If she has to advocate about nutrition, water sanitation, importance of early childhood education or about child labor, does she know enough to talk to the villagers about these issues. Will they listen to her?

Problem posing approach

In the Problem posing approach, we need to ask four open questions:

#	Open Question	Outcome
1	What do we see happening here?	<i>Description</i>
2	Why do you think it happens?	<i>Analysis</i>
3	When it happens, what problems does it cause?	<i>Application or Impact</i>
4	What can we do about it?	<i>Action decisions</i>

Problem posing is a learning approach where given a case study, visuals, audio or audio-visual input, participants are where four open questions are asked about a situation. This method encourages analysis and problem resolution by making people think and learn. It also assumes that participants have the best knowledge of the local situation and thus are in the best position to look for creative solutions. In other words, this is a training which allows participants to be engaged, in the learning process, as decision makers about their own problems.

Structure of workshop

The above capacity building modules will take the following structure

1. Using case studies, commune profiles and other media assess issues confronting women and children in the various sectors of Health, Education and Child Protection. Analyse the causes and discuss the impact on and implications for women and children and the society as a whole.
2. What services/referral systems provided by line ministries, other non-governmental organizations or community currently exist to address these issues?
3. What can the Commune Councils, in particular the Commune Committee for Women and Children together with village representatives do to maximize the provision of these services. What can they do to ensure women and children gain access to these services. What role can the service providers play to ensure the relevance and appropriateness of their services?

In this section of the workshop, it is important to get the participants to focus on "What can I do under these circumstances." We know that there are a lot of things that different actors in the development of Cambodia **should do**. However we cannot control when that will be done but in our small ways we can do something that will make a difference so do it.

"The best empowerment is self-empowerment"

Situation Analysis and Action Plan

This workshop aims to analyse the situation relating to women and children and with the help of this analysis develop an action plan for the CCWC using the following matrix.

Situation Analysis and action plan Matrix

# #	Problem	Causes	Solutions	Action to be taken	Person responsible	with support from/in collaboration with	Deadline

But as having too many columns would make the matrix impractical to use on a whiteboard or flipchart, we will be using the matrix in two halves (blue and green)

Part 1 - Situation analysis

#	Problem	Causes	Solutions

Part 2 - Action plan

#	Action to be taken	Person responsible	with support from/in collaboration with	Deadline



What can you do?

What the Commune Councils and Village representatives can do to improve the situation of women and children in the community?

Break the silence

- Help collect facts and figures of problems in your community.
- Use nominal lists to convince your family, friends and the community about the importance of health, education and child protection issues to the overall improvement of the situation of women and children.

Educate and inform, and end ignorance and prejudice

- Let the people in your commune know the issues involved and what they can do themselves to better the situation. In the event of need, who and where they can turn to for care and support.

Prevent prejudice, discrimination

- Call for compassion, support and protection for vulnerable women and children within families and communities. Set a visible example yourself.
- Build bridges between communities and marginalized young people so as to end discrimination against them.

Mobilize action

- Mobilise community to take initiatives to tackle the problems themselves.
- Use the local planning process to advocate for budget allocation to women and children - friendly health, social and support services
- promote and strengthen family and community-based care
- ensure that all children have access to quality social services, including health, nutrition through advocacy work with provincial health, education and social services departments;
- advocate for mechanisms to provide economic support to parents, families and households in distress, for example through reduction or abolition of school fees, and providing grants for community-based orphan care and
- how to improve the access of the vulnerable community to the services provided by line departments.

Give top priority to the poorest in the community

- be involved in programs to identify needy families in the community and help them access scholarships and equity funds.

Encourage child participation

- Wherever practical, and taking into account the capacity of the child, ensure that older children are involved in planning and implementing services that affect them.
- Through the formation of youth clubs or boy scouts to discuss issues that matter to them.

Organise Community-based services

- With the use of commune funds, organise community-based services such as community preschool or community literacy classes.

Monitor the services provided by health centre, schools and departments of social services.

Support the planning of services provided by health centre, schools and departments of social services.

Education as a poverty reduction strategy

Match column A, B and C

COLUMN A	COLUMN B	COLUMN C
1.5 million	Cambodians	can read and write
5.7 out of 10	Cambodian males	can read and write
8 out of 10	Cambodian females	cannot read and write

**The Cambodian Constitution guarantees that
“the state shall provide free primary and secondary education
to all citizens in public schools. (Article 68)**

**The draft Education Law also reiterates that
“citizens have the right to a quality free education of 9 grades
free of charge in public schools”.**

What would help children 0-3 develop well?

- *Development begins at birth*
- *Children need stimulation*
- *Children need interaction*

In young children, the greatest development of the brain happens before 2 years old. So it is important to improve the health, nutrition, and psycho-social condition of 0-3 year old children.

- Protection from physical danger
- Adequate nutrition and health care
- Appropriate immunization
- Closeness with an adult
- An adult who can understand and respond to them
- Things to look at, touch, hear, smell, and taste
- Opportunities to explore their world
- Appropriate language stimulation
- Support in acquiring new motor, language and thinking skills
- Learning how to control their behavior.
- Opportunities to play.



Why should you send your child to pre-school?

Research has shown that there are many benefits of sending a child to a preschool. They include:

1. Improves school readiness and performance in primary school.
2. Encourages and increases age 6 entry into grade 1.
3. Reduces repetition and dropout rates in primary school.
4. Fulfils the right of children to have services which address their needs.
5. Increases equality of opportunities and performance of disadvantaged children.

Basic Formal Education

Case Study 1 - Formal Education

Tralanh Kain Primary School in Kpohs commune has a drop-out rate of 7% - the highest in the province. Most villages in its catchment area are at least 2.5 km from the school. Early one morning, when Uncle Chao was on his bicycle to work, he saw a group of about 3 boys and 2 girls riding on a herd of buffalos singing merrily. He stopped to ask, "Hi kids, what day is today?" "Tuesday, Uncle" they replied very quickly. "So, don't you need to be in school?" One of the boys, Vuth replied, "Yes, we should be but our parents want us to stop school for 3 days to graze the buffaloes so that they can finish harvesting." "Oh I see, how do you feel when you go back to school after 3 days?"

So the children started to chat with Uncle Chao about the problems they face when they don't go to school regularly. Vuth and his neighbour, Thab have repeated Grade 3 twice and their other friend, Rith is starting to find the lessons very difficult and does not feel like going to school anymore.

Uncle Chao turned to the two girls and asked, "What about you, little girl? How do you feel?" Neang who looks about 13 years old replied, "I'm not little anymore. I like school very much and I read at home so I don't find it difficult but I think my parents would like me to get married next year so I will not be able to finish Grade 6."

The other girl, Sophea explained that her father is very sick and she may have to stop school like Neang too and find a job to support her family.

In your groups, analyse the situation using the following matrix. Remember that the solutions should be within the influence and mandate of the CCWC and village representatives.

#	Problem	Causes	Solutions

Literacy Classes

Group A : Imagine you are Thida and boys and girls like her, what are the reasons why you are not in school?

Group B : You are the CCWC in Khum Laey, what can you do to help improve the situation?

Case Study 3 - Literacy class

Part 1

One day Bunthy traveled with a group of 4 tourists from Canada to Anchanh Waterfall in Phum Ya, Khum Laey and Srok Kanh Cheu. Just after they sat down for a coconut, a young girl called Thida approached them with some souvenirs for sale. There were some bracelets, rings and key chains made from coconut shell. One of the tourists, John liked the key chains and Bunthy asked on his behalf, "How much is this?" "1500 riels" was her reply. He bought 5 so Bunthy asked, "How much are they altogether?"

Thida thought for a long while but still could not calculate the cost of the 5 key chains." "Have you ever been in school?" Bunthy enquired. She replied, "When I was young, I had to look after my younger brothers and sisters so I didn't go to school. Now I am too old to go to school."

Some questions for discussion:

1. Where do you think Thida could go if she wants to learn to read and write?
2. If there are no literacy classes in the village or commune, what can the Commune Councils do?



Literacy classes

Divide the participants into two small groups,

Group A : representing Thida and the teenage girls

Group B : representing the literacy teacher

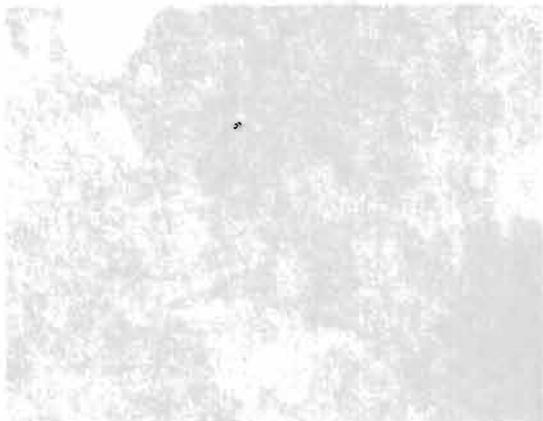
Each group will appoint:

- a discussion leader
- a note-taker
- two representatives for the dialogue

Case Study - Part 2

In Laey Commune, there are many teenage girls like Thida who are illiterate so in the last commune planning process, the commune council raised as a high priority in the last commune development plan and signed a temporary agreement with the Department of Education to start two literacy classes, one in Phum Ta and the other one in Phum Ya, two villages identified as having the highest rates of illiteracy in the commune.

Thida came to the literacy class in Phum Ta based on the information from the commune clerk. The literacy teacher, Ms Soheat was there but there were no students even though 15 people are enrolled. Ms Soheat receives a salary from the department of education and has been well-trained by an NGO on skills to conduct literacy classes. She also has a complete set of materials for the training.



Education for Girls

“To educate a girl is to educate a whole family!”



Evaluation on Education

A quantitative evaluation of this training was done in only one area : Content as there was not enough time and the results are as follows:

Legend :

4 - excellent, 3 = Good, 2 = Satisfactory 1 = Poor

A. Content was rated 3.5

$$3 \times 7 \text{ ticks} = 12$$

$$4 \times 48 \text{ ticks} = 172$$

$$\text{Total} = 193$$

$$\text{Average} : 193/55 = 3.5$$

A qualitative evaluation was also done to understand what participants liked about the training and the areas for improvement.

1. Likes

1. Session Plan on Gender Equity	5
2. Session Plan on Consolidation Work plan	4
3. Session Plan on ECCD	8
4. Session Plan on Education as the strategy of poverty reduction	2
5. Session Plan on Literacy	1
6. Session Plan on Formal Education	3
7. Content of all modules	12

2. Dislikes

1. Lack of time	1
2. Session Plan on Work Plan	4
3. Nothing	7

Role of facilitator and resource persons

Remember that people are learning when they are sharing their experiences and ideas in a small groups. This means that your role may be sit quietly and wait. This is not an easy role for a teacher or a practitioner to take. We need to practice doing this an, to get experience in teaching in a new way. We need to learn how to listen.

Be patient with your own need to "teach" and give the learners time to learn.

Specific role of facilitator

Specific role of resource person