

# INTERNATIONAL FORUM ON EDUCATION REFORM



## EQIP CAMBODIA

Decentralised Decisions on  
School Quality Improvement

# Intensive Innovation: Expansion by Demonstration

- ✍ The EQIP project was piloted in 1998-99 on a small scale, 10 clusters of schools in two districts of Takeo province
- ✍ In 1999-2000 the project commenced by expanding into all ten districts of Takeo province, 52 school clusters in all
- ✍ In the second year, 2000-2001, the project was expanded into 3 neighbouring districts of the province on Takeo's North border & 2 neighbouring districts of the province to the South
- ✍ In the third year, 2001-2002, it was expanded to cover all clusters in all districts of the three provinces, reaching 23% of national primary school enrolments
- ✍ Effective expansion confirmed the strategy of concentrating support to build up a demonstration model then bringing in neighbours to observe the innovation in practice

# What Drives EQIP?



- ✍ The Ministry used EQIP to innovate a radical new model of school support. The Local Cluster Committee, representing on average 6 schools, could make a proposal for grant funding to improve quality. For proposals approved by a provincial committee, the cluster could receive up to \$2 cash per pupil
- ✍ The pie graph (EQIP Newsletter) illustrates the relative priorities of the clusters in the second year of the project. By far the strongest demand in teacher training is for activity based child centered methods.
- ✍ Note also that the process of LCSC planning, deciding and monitoring grant activity is stakeholder learner centered

# Training in Child Centered Methods



- ✍ EQIP has revitalised the Thursday training day
- ✍ Clusters employ trainers chosen from a pre-qualified list of the most experienced trainers including from the Teachers' College, the inspectorate and master trainers in the districts
- ✍ The atmosphere should be relaxed and happy
- ✍ Demonstration lessons are based on the pupils' needs
- ✍ The teacher should know each child as an individual with all his difficulties and talents
- ✍ There should be more pupil activity & questions
- ✍ Group work promotes pupil-centered activity and learning
- ✍ Training includes development and use of learning materials

# Creating a Learning Environment



- ✍ The classrooms should be bright and colorful with the pupils' best work carefully displayed and kept up to date
- ✍ There should be many interesting learning areas in the classroom - projects, wall displays, science or nature area, discovery table, book corner...
- ✍ Corporal punishment is replaced by motivation. The children work and behave well because they are attracted to do so.
- ✍ Pupils should show qualities of leadership, taking responsibility for distribution of materials, classroom tidiness
- ✍ There should be a growing variety of books, materials, games and apparatus available to enable pupil activity learning

# Difficulties in Implementing the Child Centered Approach



- ✍ Lesson planning based on pupils' needs: underpaid teachers trying to find a second job cannot always find time to plan
- ✍ With the success of the enrolment campaign growing class size makes group work difficult
- ✍ In many cases long traditional desks (four or more to a seat) make it difficult for teachers to organise group work
- ✍ Lack of materials and apparatus limit the opportunities for variety in activity work
- ✍ The psychology of learning is a new logic for many teachers
- ✍ Nevertheless observers comment on the benefits already apparent from the new style of activity learning now being seen in many of the classrooms supported by the project

# The Grade 4 Achievement Test



- ✍ An annual test of Literacy and Numeracy will give a measure of project impact by the end of Year 4
- ✍ Pre-test items are written by Examinations Office experts with the cooperation of experienced Grade 4 teacher practitioners
- ✍ Pre-test results are analyzed to yield a balanced test administered to more than 70,000 pupils
- ✍ Schools receive feedback on the relative performance of their Grade 4 classes overall and by curriculum item (three overhead transparencies)

# Supporting EQIP Clusters

## Institutional Strengthening

- ✍ Developing an effective model of a decentralised approach to quality improvement through local decisions on planning for, implementing, monitoring, accounting for and evaluating grant activities has called for an intensive investment in support
- ✍ Each District office has appointed a District Animator for EQIP and receives support with technical training, supervision, accounting, buildings, material, transport
- ✍ Each Provincial Office has appointed a team to mobilise provincial support and is assisted with technical assistance, transport, training and materials