



# Final Report: New Generation School Training Center (NGSTC)

Kampuchean Action to Promote Education

REPORTING PERIOD:

January to June 2019 (Updated in July 2020)

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## SECTION 1: Executive Summary

In order to facilitate the expansion of New Generation School reforms, MoEYS, with Child Fund support, has proposed expanding NGS programming to the Teacher Education Sector where (young) teachers can be specially trained to work in an NGS setting. Efforts to fund such an initiative in 2017, however, with government-provided funds were not possible because of the account structure of the government budget. In this respect, funds earmarked for secondary education could not be used for teacher education. Since 2017, MoEYS has been able to restructure NGS funding by creating one budget line for all NGS expenditures. In addition, the Ministry of Economy and Finance (MoEF) gave a green light to MoEYS in November 2018 to move forward with creating a specialized teacher education center that could support efforts to train teachers in NGS principles of ethics and mentoring effectively. This funding support is being supplemented with support from both Child Fund Australia and the Franks Family Foundation.

Most of the activity that has occurred over the funding period has been driven by short-term technical assistance. Activities are now urgently being implemented to meet a deadline for opening the center by September 2019. In spite of delays, KAPE still believes that it will be possible to open the center by September 2019, as planned.

The following activities describe what has been done to establish the New Generation School Training Center since October 2018. Most of the activity that has occurred over the reporting period has been driven by short-term technical assistance. In spite of the shortness of time, several major accomplishments have been achieved over the last 8 months. This includes the following:

1. **Processing and Release of Funds:** Funds from MoEYS arrived in May 2019 and funds from other development partners (Child Fund and Franks Family Foundation) have been available since October 2018. KAPE has created an account for the center and account codes to assist in its financial administration.
2. **Approval of the Prakas that Establishes the Center.** The Minister has now signed the legal document establishing the center and *Master's Degree Program in Professional Ethics and Mentoring*.
3. **Development of a Curriculum Framework:** Advisers have been working on the development of a curriculum framework that defines the content of the Master's Degree Program. The framework includes 4 streams of content including (i) Professional Ethics & Mentoring; (ii) English for Educational Research; (iii) ICT in Education; and (iv) General Methodological Systems & Principles. The framework includes 30 Modules of one credit each (15 hours per credit) inclusive of a Mini-Thesis and a Practicum (15 credits). Total credits for the award of the Master's Degree is 45 credits as per the requirements of the Cambodia Accreditation Committee. The Curriculum Framework and definition of content, educational objectives, assigned readings, and project work/assignments is now about 85% complete.
4. **Development of a Practicum Framework:** A framework involving 2-month placements at Sisovath HS and Prek Leap HS has been completed. The framework lays out an Overview and Description of the practicum, Practicum Objectives; Guidelines for Implementation and Evaluation. This document has been incorporated into the overall Curriculum Framework.
5. **Completion of Building Designs:** An architect has been engaged to design a new

modern facility that will facilitate 21<sup>st</sup> Century Learning. This includes a design that provides for two seminar rooms, a lobby cum library, a study room, outside gardens that will facilitate group work, staff offices, and a large meeting room that can accommodate up to 30 persons.

6. **Building Emplacement:** In collaboration with NIE, a physical site for the new center has been identified on the NIE campus. Unfortunately, the proposed building is so dilapidated that it had to be removed and replaced by a new structure. Construction started in May 2019 and will be completed by October 2019 (5 months). It may be necessary for trainees to start their studies in a temporary location for one month until the building is completed in October 2019.
7. **Staff Recruitment:** KAPE has set up a selection committee employing its own systems to ensure transparent and consensual staff recruitment. All 7 staff members have been recruited including two individuals with PhD degrees and five with Master Degrees. Unfortunately, two individuals subsequently withdrew due to an inability to agree about the
8. **Staffing Structure:** KAPE has completed the documentation of job descriptions for all positions.
9. **Completion of Degree Requirements for Cohort 1:** The majority of candidates in Cohort 1 completed their degree requirements in July 2020 and will be eligible for degree conferral in August 2020. The delivery of the course needed to move to online channels when all educational institutions were closed in March 2020. This was successfully accomplished during the period April to July 2020 with practicum requirements also implemented through a combination of in person meetings, role plays, and online communication.

## SECTION 2. Background

The leadership in the Ministry of Education, Youth, and Sport has expressed some concern about the shortage of secondary school teachers in Cambodia who demonstrate strong commitment to the professional ethics of teaching. This shortage is having a direct impact on the ability of New Generation Schools to expand to new sites where there are a majority of teachers who show an interest in the core principles of this particular educational reform. MoEYS' concerns were recently validated in 2017 when a group of teachers at a proposed NGS site succeeded in derailing investments and removing the school director (who had committed to the reforms) in order to protect their lucrative business to exploit students at the school through their private classes. Attendance of these private classes is expensive but mandatory to pass. This lack of professional behavior creates a conflict of interest in the way that teachers award student marks and raises many social equity issues relating to poor students.

As a result of this situation, MoEYS has proposed expanding NGS programming to the Teacher Education Sector where (young) teachers can be trained especially to work in an NGS setting. Efforts to fund such an initiative in 2017, however, with government-provided funds were not possible because of the account structure of the government budget. In this respect, funds earmarked for secondary education could not be used for teacher education. Since 2017, MoEYS has been able to restructure NGS funding by creating one budget line for all NGS expenditures. In addition, the Ministry of Economy and Finance (MoEF) gave a green light to MoEYS in November 2018 to move forward with creating a specialized teacher education center that could support efforts to train teachers in NGS principles of ethics and mentoring effectively.

In order to move forward with investments in a new training center as quickly as possible and in a way that addresses some of the challenges raised above, KAPE developed a concept note for the consideration of MoEYS and non-government organizations with the goal of opening up a new training center by September 2019. This concept note proposed first using resources provided by one or more development partners, such as Child Fund-Australia and the Franks Family Foundation to get things started while government funds (for FY2019) are being processed. KAPE's concept note and proposal were approved by Child Fund Australia with a start date of 1 November 2018. A small grant was also approved by the Franks Family Foundation (FFF) that would complement Child Fund's contribution. FFF funds have been available to KAPE since August 2018, enabling KAPE to hire short-term technical assistance to start developing a curricular program and lay the legal foundations for the center.

In the long-term, MoEYS has promised that the proposed training center will eventually be supported with government funds and recent approvals from MoEF are now solid evidence of such support. Funds from MoEF were approved and delivered to MoEYS in May 2019. Donor funds have enabled activities to move forward quickly during this waiting period.

MoEYS has also made several important in-kind contributions to show its additional support for this new initiative. This demonstration of support has taken the following forms:

1. **Free Space:** MoEYS has indicated its willingness to provide free space for the center at either the National Institute of Education (NIE) in Phnom Penh or at the Regional Teacher Training Center (RTTC) of Kandal Province in Takhmao, a suburb of Phnom Penh. Following discussions with the NIE director, it has now been agreed that the center will be placed at NIE.
2. **Authorization for Degree-granting Authority:** It has also been agreed that the Ministry will confer a nationally recognized Master's Degree certification on all those who graduate from the center. This last concession is of major importance because it will attract highly qualified individuals who are interested in teaching as a professional career. The fact that the Master's Degree Course will be free should provide another major attraction for candidates interested in their professional development. The name of the degree will be: *Master's Degree of Education in Professional Ethics and Mentoring*.
3. **Salary Support for Successful Candidates:** The Ministry has also agreed to allow successful candidates in the program, who will mostly be state teachers, to keep their state salaries during the 10-month period that they are enrolled in the course. This will remove a major economic disincentive for applicants.

Given this background, the current report outlines activities that have occurred over the last eight months (November 2018 to June 2019).

## SECTION 3: Activities over the Reporting Period

### 3.1 Staffing for the Center

The center is planned to have seven permanent staff members including a Manager, a Training Coordinator, a Mentor, and four instructors. The center will also have an M&E person to help track the effectiveness of trainees after their placement in target schools. Because of the tight time frame for program implementation, KAPE requested the Ministry to allow it to use its own transparent recruitment policies and procedures to rapidly recruit all staff, as a means to expedite implementation. During the month of May, the Manager and Training Coordinator as well as four instructors have all been identified from among 26 applicants. Two of the individuals engaged have a PhD in Education while all others have a Master's Degree of Education. Unfortunately, two of the selected candidates withdrew due to the center's ability to

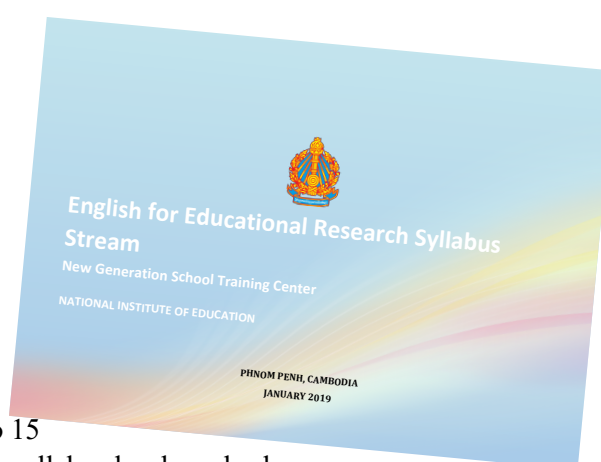
meet very salary demands. All remaining staff should be on board by the end of June to undergo training and to assist with the process of recruiting trainees to study at the center. However, the National NGS Oversight Board has registered several objections to the recruitment process because it did not adequately involve Ministry participation and departed from Ministry hiring procedures requiring the establishment of large committees to interview candidates. KAPE has contended that following these procedures would greatly delay program implementation and could possibly cause the agency to be unable to open the agency in September as planned. As a result of these objections, KAPE has delayed issuing contracts to the individuals hired until these objections can be satisfactorily resolved.

## 3.2 Syllabus Development

A Curricular Framework document has been developed that organizes the degree requirements of the course leading to the Master's Degree of Professional Ethics and Mentoring. The course requires completion of 30 topical modules (30 credits) in addition to a Mini-Thesis and a Practicum (15 credits). The framework

document also lists all modular topics and sub-topics and explains the credit structure of the degree program. Advisers working on the center's development have identified 30 modules that will comprise the course content during the delivery of the Master's Degree Course. Based on agreement with the Ministry, each module taught at the center will be the equivalent of one credit, which will in turn be equivalent to 15

hours of instruction (approximately). The syllabus has been broken down into four instructional streams that include (i) Professional Ethics & Mentoring; (ii) English for Educational Research; (iii) ICT in Education; and (iv) General Methodological Systems & Principles. The breakdown of these topics by module is summarized in Table 3.1 below. Since September 2018, advisers have been able to complete about 85% of the topics across all curricular streams. In this regard all topics have been completed for Streams 1, 2, and 4 while five out of 8 modules in Stream 3 still need to be completed. When completed, each syllabus outline is being compiled into a booklet (see above) that will be used as the primary basis for the curricular orientation of instructors once they have been hired.



**Table 3.1: Topics for NGS Training Center\***

Professional Ethics and Mentoring (9 Modules)	English for Educational Research (7 Modules)	ICT in Education (8 Modules)	General Methodological Systems & Principles (8 Modules)
1. Definitions of Teacher Ethics, Theories of Moral Development, and Codes of Behavior (Part 1: Individual Ethics) ✓	1. Distinguishing between the Different Kinds of Educational Research ✓	1. E-safety and Digital Citizenship ✓	1. What Knowledge Is and Where It Comes from. ✓
2. Definitions of Teacher Ethics, Theories of Moral Development, and Codes of Behavior (Part 2: Group Ethics) ✓	2. Understanding the Role of Quantitative Analysis in Educational Research ✓	2. Using Technology to Support Professional Learning Communities ✓	2. Thinking about Teaching (Building Blocks of Teaching) ✓
3. Ethics for Educational Leaders and	3. How to Critically Read Educational Research: Useful Techniques and Principles in Critiquing Research Articles ✓	3. Student Self-Learning & ICT	3. Thinking about Learning: How People Learn ✓
		4. Using Coding as a Tool to Promote Critical Thinking	4. Teaching & Learning for the 21 <sup>st</sup> Century ✓
		5. Using Technology	5. Applied Educational School Models: Competency-based Education; Competitive Systems, Co-

Professional Ethics and Mentoring (9 Modules)	English for Educational Research (7 Modules)	ICT in Education (8 Modules)	General Methodological Systems & Principles (8 Modules)
Managers ✓ 4. Valuing the Individual Student: Issues relating to Labeling, Differential Needs, & Student Classification ✓ 5. Authority in the Classroom (Stan) ✓ 6. Mentoring Principles: Theoretical Underpinnings (Part 1) 7. Mentoring Principles: Practical Applications (Part 2) ✓ 8. New Generation Schools as an Agent for Moral Social Change ✓ 9. Practicum: Applying Selected Principles to the Classroom ✓	4. English for Understanding Methods & Procedures in Research (Part 1) ✓ 5. English for Understanding Methods & Procedures in Research (Part 2) 6. How to Write Educational Research Papers: The Building Blocks of Writing Research Papers (Part 1) ✓ 7. How to Write Educational Research Papers: Applied Principles (Part 2) ✓	to Promote Computational Thinking 6. Using Software as a Teaching Tool (Part 1) 7. Using Software as a Teaching Tool (Part 2) 8. Using Observic as a Mentoring Tool ✓	operative Systems ✓ 6. Principles of Student Assessment ✓ 7. Promoting Critical Thinking in the Classroom ✓

\*Topics with a check (✓) indicate that the topic has been completed.

Each syllabus document developed for the Master's Degree Program follows a standardized curricular template. The template requires a Description of Modular Content, the identification of the Learning Outcomes, Reading Assignments, and Project Work or Written Assignments. Most of the readings in the program will be available online, requiring a good understanding of both ICT and English by all trainees accepted into the center. Because the center will employ a seminar style for all instruction, there are numerous assignments indicated in the syllabus requiring small group discussions and project work. An example of the curricular template developed by NGSTC advisers is provided in Table 3.2 below.

**Table 3.2: Sample of a Syllabus Stream Using a Standardized Template (English for Educational Research)**

Topic Name & Description	Learning Outcomes	Curriculum Documents & Reading Assignments	Project Work or Written Assignment
<b>Topic 1.2: Meta-Analysis as a Review Article Sub-Genre: Advantages and Limitations:</b> Meta-analyses are a kind of review tool in which researchers can aggregate the impacts of hundreds of research studies to make determinations about the effect of a particular intervention, trend, or social phenomenon. Meta-analysis falls under the research genre of a 'review study.' In this topic, trainees will learn about the characteristics of meta-analyses; how they aggregate effect size measures; and how such studies have been a useful tool for quick reviews of hundreds of research studies. The limitations of meta-analysis research will also be examined. Trainees will be expected to read examples of meta-analyses on topics that might interest them (e.g., automatic promotion, repetition, etc.) and provide a short critique to seminar classmates. <b>Key Discussion Questions</b> 1. Why do you think meta-analysis came into use as a new technique	<ul style="list-style-type: none"> <li><b>1.2a:</b> Trainees can define what a Meta-analysis is and what its advantages are.</li> <li><b>1.2b:</b> Trainees can provide a synopsis and critique of a meta-analysis that they have read.</li> <li><b>1.2c:</b> Trainees can make arguments for and against the use of meta-analyses in research, based on an understanding of their strengths and weaknesses.</li> </ul>	Ahn, S. et al. (2012), <i>A Review of Meta-analyses in Education</i> , <i>Review of Educational Research</i> , Vol. 82(4). <a href="https://www.researchgate.net/publication/258183176_A_Review_of_Meta-Analyses_in_Education">https://www.researchgate.net/publication/258183176_A_Review_of_Meta-Analyses_in_Education</a> <i>Efforts Increase to Boost Meta-Analysis</i> <a href="https://www.the-scientist.com/news/efforts-increase-to-boost-validity-of-meta-analyses-57185">https://www.the-scientist.com/news/efforts-increase-to-boost-validity-of-meta-analyses-57185</a>	<b>Individual Work:</b> Each individual trainee should identify a meta-analysis from the literature (see article by Ahn) on a topic of interest to them (e.g., automatic promotion, grade repetition, specific teaching methods, etc.) and write a one-page synopsis which they must present to the class with a short critique (5 minutes per student)

Topic Name & Description	Learning Outcomes	Curriculum Documents & Reading Assignments	Project Work or Written Assignment
<p>for research review?</p> <p>2. Why must one be cautious when interpreting the findings of a meta-analysis?</p> <p>3. What are some of the limitations of meta-analyses studies? How can some of these limitations be mitigated?</p> <p><b>Hours:</b> 7 Hours</p>			

### 3.3 Software Development

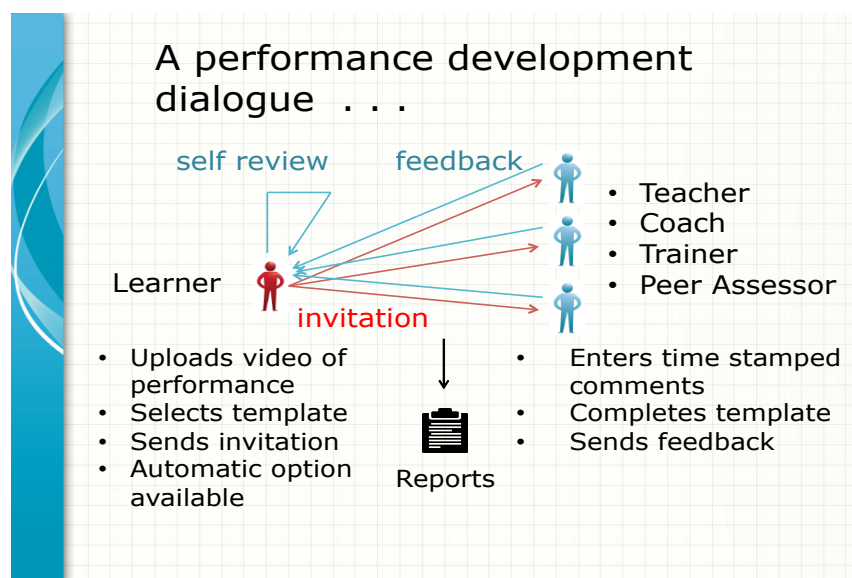
KAPE has identified a partner in the United Kingdom who has developed an award-winning software program called *Observic* for mentoring teachers. *Cameo Education*, the owner of *Observic*, has developed an electronic platform that enables teachers to upload video of their classroom teaching and use standardized templates to receive and give feedback to mentors. The platform also includes provisions to automatically tabulate performance metrics based on Key Performance Indicators (KPI) that the center adopts. The program presents progress on KPIs graphically, thereby creating a tracking process that will be very easy for teacher mentors to manage.



**Revolutionizing the Teacher Mentoring Process in Cambodia:** The picture above captures what the *Observic* platform will look like to users. *Observic* should be available in Khmer Language by the end of March 2019.

A schematic summarizing how the *Observic* software works in terms of feedback loops between teachers and mentors is presented in Figure 3.1 below:

**Figure 3.1: Depiction of Feedback Loops envisioned in the *Observic* software platform.**



KAPE entered into a contract with *Cameo Education* in December 2018 to contextualize the *Observic* platform to the education situation in Cambodia. This includes the provision that all English-language fields will be converted into Khmer language. Given that the Master's Degree Program being created at NGSTC focuses heavily on mentoring skills, the contextualized *Observic* software will be a tool of major importance to ensure effective mentoring in an applied setting. Using *Observic* will be a discrete part of the curricular program at NGSTC and degree candidates will be expected to use the program during their practicum at an assigned school. *Cameo Education* has agreed to allow the Ministry to present the *Observic* platform to teachers fully branded with Ministry logo, which will facilitate the process of adoption of the software program beyond the New Generation School setting, should the Ministry desire to do so.

The contextualization of the *Observic* platform was completed in May 2018 and is now ready for pilot testing. It is believed that the platform will be completely ready to present to trainees in time for the opening of the center.

### 3.4 Legal Establishment of NGSTC

After lengthy discussions with the National Institute of Education that were generously facilitated by H.E. Nath Bunroeun, it was agreed that the New Generation School Training Center should be an integral part of the Institute. The center will have its own manager who will have significant freedom but who will also nominally work under the Director of NIE. KAPE hired a short-term consultant with knowledge of MoEYS legal systems at the higher education level to develop a *Prakas* officially creating the center. The *Prakas* was signed by H.E. Nath Bunroeun on 18 February 2019 and by the Minister in March 2019.

Program advisers have also developed a Cooperation Agreement between KAPE and NIE. Since KAPE has been designated as the implementer of the Master's Degree Program, the Cooperation Agreement will be signed by the KAPE Executive Director on behalf of the Center. The Agreement outlines the roles and responsibilities of each party in implementing the degree program. The Agreement may be renegotiated once the Center is up and running. The roles of duties of each party are summarized in **Annex 2** of this document.

### 3.5 Location, Design, and Construction of the NGS Training Center

During discussions with NIE, it was agreed that the center should be housed in a currently very old structure that will need significant physical modifications. There is currently a lack of space on the campus making the number of options for housing the center extremely limited. The building identified seemed to be the best option though needed renovations will be much greater than were originally anticipated. In addition, there were 11 NIE students living in the building who had to be relocated to alternative housing at project expense. NIE requested KAPE to make all arrangements in this regard. KAPE has, therefore, rented a house for 5 months that can house the students until alternative arrangements can be made for the next school year. KAPE's responsibility for housing these students will end in August 2019. Similarly, vendors who had encroached on spaces adjacent to the proposed site for the center also had to be removed through extensive negotiations.



**Daunting Need for Renovations:** This building is the facility nominated by NIE for housing the NGSTC.

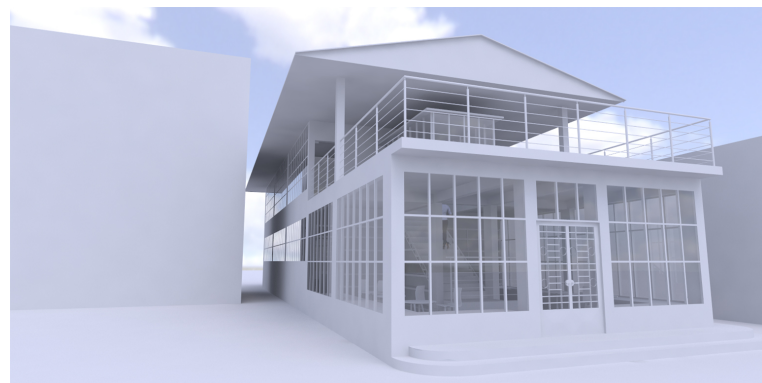
During the reporting period, KAPE engaged an architect to suggest a new design for the building that maintains the 7 x 24 meter grid of the original structure but which is suitable to house a lobby cum library, faculty offices, two seminar rooms, a student working space with individualized study niches, and a meeting room. An aesthetic garden will also be included in the emplacement of the center to ensure additional space for students to do group work and other academic tasks. The architect has created a very aesthetically pleasant design for the structure that combines both traditional and contemporary architectural elements. The design was finalized during the reporting period.

A contractor was identified to build the new modern structure through a quotation review process that involved both KAPE and the National NGS Board. KAPE organized contracts for the selected contractor and construction started on 25 May 2019.

**Construction Begins:** Site preparation for the emplacement of the new NGS Training Center at NIE gets underway in May 2019. Scheduled completion date will be October 2019. ➔

### 3.6 Candidate Recruitment

KAPE has proposed that the first intake into this degree program be kept small at 25 individuals. All candidates will study in small seminar groupings of 12 to 13 trainees to heighten the quality of instruction. Seminar rooms for this purpose have been carefully included in the design of the center above. This includes bleacher style seating arrangements in close proximity to adjacent areas where small group work can be easily facilitated. Entry requirements for candidates are still being reviewed but it is hoped that candidates will have intermediate English and ICT skills or better, at least two years of teaching experience, and be 35 years of age or less. A draft advertisement for candidates has been shared with MoEYS for review (see **Annex 3**). KAPE has also established an electronic platform where candidates must apply for program entry electroni-



**Dramatic Transformation:** In keeping with a vision for the center that brings Cambodian educators into a more modern era for teacher mentoring, KAPE has designed a very modern looking structure to house faculty and degree candidates enrolled in the Master's Program.



cally.

#### **SECTION 4: Challenges and Forward Schedule for Implementation**

The primary challenge facing KAPE with respect to the continued operation of the New Generation Pedagogical Research Center concerns the status of degree delivery in light of the Covid19 pandemic. Currently, all degree candidates are completing their course work and communicating with their lecturers using online software programs (mostly ZOOM) as well as small group meetings of under 20 persons. It is hoped that as the Center starts a new academic year that restrictions on educational institutions will be eased and it will be easier to implement the degree program.

In terms of funding for FY2021, the MoEYS has tentatively agreed to offer continued financial support to the Center at the same budgetary levels as FY2020 (\$163,000). In addition, the Center has continued to advocate for additional funding from other development partners to supplement and expand the agenda of the Center. This includes working closely with NIE to upgrade educational standards (in collaboration with ADB), providing mentoring services to other MoEYS projects such as the Upper Secondary Education Sector Development Project (USE-SDP),<sup>1</sup> which is funded by Asian Development Bank, as well as providing mentoring support to other projects implemented by KAPE. The Center has also received a small research grant of \$15,000 from The Asia Foundation to assess the effectiveness of mentoring support services provided by NGPRC graduates.

#### **SECTION 5: Updated Log Frame**

At the start of Child Fund funding, seven indicators were identified as part of a project log frame. All outputs have now been completed as of July 2020.

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<sup>1</sup> MoEYS has now contracted KAPE to provide technical support services to the USE-SDP 2 Project over the period 2020-2022. This agreement will take effect from July 2020. Funding for this support is coming from the Asian Development Bank while KAPE will receive a direct TA contract with MoEYS. As part of this support package, KAPE has involved the NGPRC in developing and delivering a mentoring package to teachers working at the 50 Resource Center Schools that are part of USE-SDP 2.

## UPDATE: July 2020

One of the key achievements of the 2019 Fiscal Year has been the program's ability to complete the emplacement the planned Master's Degree Program (in Mentoring) at the National Institute of Education that is now supporting New Generation School programming. MoEYS, with support from development partners such as KAPE and Child fud was able to set up the entire program, including the construction of a new building, within a 9-month period, which is truly remarkable given the many bureaucratic obstacles to achieving this objective, as requested by the Minister of Education, Youth, & Sport. MoEYS originally proposed expanding NGS programming to the Teacher Education Sector as an important means to facilitate the expansion and sustainability of NGS programming. The Ministry of Economy and Finance (MoEF) gave a green light to MoEYS in November 2018 to move forward with creating a specialized teacher education center that could support efforts to train teachers in NGS principles of ethics and mentoring effectively. This funding support has also been greatly supplemented with funding from both *Child Fund Australia* and the *Franks Family Foundation*.

The proposed center, now called the *New Generation Pedagogical Research Center*, has been emplaced at the National Institute of Education and officially opened on schedule in mid-September 2019 with 25 Master of Education degree candidates in place as well as seven faculty members, and one visiting professor. Candidates at the Center are now completing their degree requirements in July 2020 and will graduate in August 2020.

The training program at the center has been designed to be intensive and can be completed in one year because candidates study full-time, 5 days per week. The Ministry has allowed candidates to receive a one-year leave of absence from their schools while keeping their state salaries during the study program, thereby enabling them to study full time. The Center's graduate program has several unique features including a modular study program, seminar style settings with a candidate to instructor ratio of 12 to 1, and a 3-month practicum that has intensive support from instructors. ICT learning has a prominent role in the program including a new mentoring software called *Observic* that will be an important feature of the education brand of the Center.



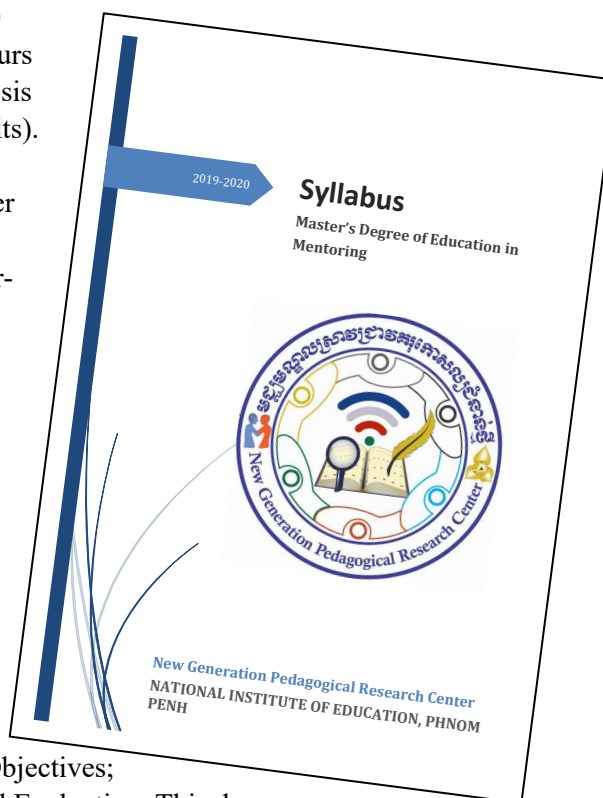
**Modern Style Education:** Master Degree candidates at the New Generation Pedagogical Research Center enjoy seminar style classrooms that enable small group discussions and frequent interaction with instructors.

Cohort 1 completed the course requirements in July 2020 and are due to receive their degrees

in August 2020.

The following activities describe what has been done to establish the *New Generation Pedagogical Research Center* up until the end of the 2019-20 academic year which ended in July 2020. This includes the following:

1. **Processing and Release of Funds:** Funds from MoEYS arrived in May 2019 and funds from other development partners (Child Fund and Franks Family Foundation) have been available since October 2018. KAPE has created an account for the center and account codes to assist in its financial administration.
2. **Approval of the Prakas that Establishes the Center.** The Minister has now signed the legal document establishing the center and its *Master's Degree Program in Mentoring*.
3. **Development of a Curriculum Framework:** NGS Advisers have been intensively working on the development of a curriculum framework and Syllabus that defines the content of the Master's Degree Program. The framework includes 4 streams of content including (i) Professional Ethics & Mentoring; (ii) English for Educational Research; (iii) ICT in Education; and (iv) General Methodological Systems & Principles. The framework includes 30 Modules of one credit each (15 hours per credit) inclusive of a Mini-Thesis and a 3-month Practicum (15 credits). Total credits for the award of the Master's Degree is 45 credits as per the requirements of the Cambodia Accreditation Committee. The Curriculum Framework and definition of content, educational objectives, assigned readings, and project work/assignments is now fully completed.
4. **Development of a Practicum Framework:** A practicum framework involving 3-month placements at Preah Sisovath HS and Prek Leap HS has been completed. The framework lays out an Overview and Description of the practicum, Practicum Objectives; Guidelines for Implementation and Evaluation. This document has been incorporated into the overall Curriculum Framework of the Center's degree program.
5. **Completion of Building Designs:** An architect was engaged to design a new modern facility that will facilitate 21<sup>st</sup> Century Learning. This includes a design that provides for two seminar rooms, a lobby cum library, a study room, outside gardens that will facilitate group work, staff offices, and a large meeting room that can accommodate up to 30 persons.
6. **Building Emplacement:** In collaboration with NIE, a physical site for the new center was identified on the NIE campus. Unfortunately, the proposed building was so



dilapidated that it had to be removed and replaced by a new structure. Construction started in May 2019 and was completed in October 2019 (5 months). While the Center building was being completed, degree candidates borrowed two classrooms from the National Institute of Education for a 6-week period at the start of the program.

7. **Staff Recruitment:** KAPE set up a selection committee employing its own systems to ensure transparent and consensual staff recruitment. The NGS Board agreed to allow KAPE to staff the Center in this way in order to expedite the opening of the Center by September 2019, as per the Minister's request. All 7 staff members were recruited including two individuals with PhD degrees and five with Master Degrees.
8. **Staffing Structure:** KAPE has completed the documentation of job descriptions for all positions.
9. **Trainee Announcements:** An electronic application form with all requirements has been developed and was activated in mid-June 2019 to recruit 25 candidates who comprise the Center's first cohort.
10. **Completion of Degree Requirements for Cohort 1:** The majority of candidates completed their degree requirements in July 2020 and will be eligible for degree conferral in August 2020. The delivery of the course needed to move to online channels when all educational institutions were closed in March 2020. This was successfully accomplished during the period April to July 2020 with practicum requirements also implemented through a combination of in person meetings, role plays, and online communication.
11. **Preparation for New Intake:** A new cohort of degree candidates are being recruited for the 2020-21 academic year. Selection Tests will be administered at the end of July 2020 and interviews cum teaching demonstrations will take place in August 2020. Cohort 2 will begin their studies in September 2020 and complete their degree requirements in July 2021.

## EXPANDING NEW GENERATION SCHOOL PROGRAMMING TO THE NATIONAL INSTITUTE OF EDUCATION IN PHNOM PENH



The *New Generation Pedagogical Research Centre* is an autonomous unit under the nominal supervision of the National Institute of Education. It represents a new hybrid development model whereby the Ministry of Education, Youth, and Sport has asked a non-state actor (KAPE) to set up and manage the Centre on behalf of the Ministry. This organizational arrangement is highly stimulative of educational innovation and free-thinking that is essential to drive educational reforms. It is a Public Private Partnership between the Ministry and a non-state actor *par excellence*.

The Ministry's desire to involve KAPE in managing the Centre means that it can seek outside funds in the form of research grants, educational pilot funding, and other kinds of contract work that will provide some degree of independence and financial self-sufficiency to the Centre. This will help to reduce its degree of dependence on funding from the government. Indeed, the Centre has already received a competitive research grant from *The Asia Foundation* of \$15,000 to assess the effectiveness of teacher mentoring in schools under the New Generation School System.



The Centre will also be organizing Cambodia's first International Conference on teacher mentoring that will engage educators throughout the ASEAN Region and beyond. The *Cambodia International Mentoring Educators Conference* will be hosted by NIE and will be an annual event to bring attention to the latest research and experiences in teacher mentoring. The conference will be a great honor for Cambodia to host and will help to finally upgrade the role of the National Institute in the education sector. These are the kinds of innovations that MoEYS had intended for the Centre to drive and it is quickly fulfilling this role.



← A view of the Centre at NIE from the front provides a modern contrast to surrounding buildings (above); Bright modern environments in the Centre lobby encourage small discussions and group work throughout the building (middle); A seminar meeting of 12 Master's Degree candidates with their instructor in one of the specially designed seminar rooms in the Centre (below).



## ANNEX 1: NGSTC Staff Advertisement

### Ministry of Education, Youth, & Sport

#### Job Announcement

**MoEYS & Kampuchean Action for Primary Education**, a local NGO based in Kampong Cham, seek qualified Cambodian nationals to fill **7 positions** based at the National Institute of Education in Phnom Penh for a newly inaugurated program to train teachers for the New Generation School reforms being implemented by the Ministry of Education, Youth, and Sport. New Generation Schools are a key educational reform that MoEYS is implementing in 10 schools. KAPE will be supporting MoEYS in these efforts by establishing a permanent training center at the Regional Teacher Training Center in Kandal Province to train small NGS teacher cohorts of about 25 individuals each year. This program is being supported by several development partners including the Franks Family Foundation and Child Fund. Trainees with a 4-year degree and one year of training at the National Institute of Education will be awarded a Master's Degree by MoEYS after completing this 1-year program.

The agency welcomes both men and women to apply for advertised posts as well as candidates who are physically challenged or who come from ethnic minority groups. Expressions of interest should be received by 5 October 2018.

#### Minimum Qualifications:

##### **1. NGS TRAINING CENTER DIRECTOR (1)**

- PhD in Educational Management, or related field
- At least 5 years of work experience in managing educational programs focusing on educational quality, pedagogy, and other topics.
- Institutional management skills and the ability to effectively lead a team.
- Training ability and experience in curriculum development
- Strong leadership skills and dynamic creativity in developing strong partnership with government
- Consensual management style and democratic decision-making abilities
- Good understanding of pedagogical concepts
- English language and report writing skills a necessity in order to maintain regular contact with the donor and adviser.

##### **2. TEACHER MENTOR (2)**

- Master's Degree in Education or Teaching (or the equivalent)
- At least 5 years of experience in training teachers at the secondary school level.
- Strong training ability and knowledge of curriculum development, particularly training modules in pedagogy
- Ability to be a professional role model for instructors and trainees; to provide emotional support to trainees; and to broker professional opportunities on behalf of trainees.
- Ability to foster critical and creative thinking among teachers and young people and new pedagogies (e.g., Constructivist Learning)
- Strong understanding of mentoring concepts
- English language and report writing skills a necessity in order to maintain regular contact with the donor and adviser.

##### **3. INSTRUCTORS (4)**

- The program needs 4 individuals with one or more of the following areas of expertise: (i) Professional Teaching Ethics and Mentoring Principles; (ii) English for Educational Research; (iii) ICT in Education; and (iv) General Methodological Principles and Systems
- Master's Degree in Education or Teaching (or the equivalent)
- At least 3 years of experience in training teachers at the secondary school level
- Ability to teach trainees in a seminar style, assign research projects, and develop course syllabus programs.
- Ability to assess trainees using innovative techniques such as portfolio assessment, presentations, etc.
- Strong ability to integrate ICT in one's teaching

Starting salaries are negotiable and will depend on experience levels and previous salary history. Applications must be submitted on or before 5 October 2018 at 5 PM. **Certificates need not be provided at this time. Candidates are encouraged to keep CVs to 3 pages or less. Please ensure that acronyms are spelled out.** Interested applicants may submit cover letter and CV to:

Attention: Mr. Chuon Saran (HR); KAPE NGS Training Center Positions, c/o New Generation School Main Office #51 Rue Pasteur, Phnom Penh (on the Southeast Corner of the Preah Sisovath HS Campus).

or

by email at: [saran@kapekh.org](mailto:saran@kapekh.org)

## ANNEX 2: Draft Cooperation Agreement between NIE and KAPE

Logo of  
NIE

### **Cooperation Agreement between the National Institute of Education and Kampuchean Action for Primary Education**



*This is an agreement by and between Kampuchean Action for Primary Education (KAPE) located at 56 National Highway 7, c/o Provincial Teacher Training College, Kampong Cham Town, Kampong Cham Province, Cambodia and the National Institute of Education (NIE) located at 80, Preah Nordon Blvd, Khan Daunh Penh, Phnom Penh, Cambodia.*

#### **1. Preamble**

The current agreement lays out the roles and responsibilities of the National Institute of Education and Kampuchean Action for Primary Education to set up a training center known as the New Generation School Training Center or NGSTC.

#### **2. Background**

At the end of 2018, the Ministry of Economy and Finance agreed to a request from the Ministry of Education, Youth, and Sport to establish a center designed to prepare teacher mentors who will be assigned to New Generation Schools throughout the country as well as other special schools that might be designated by MoEYS. Upon this agreement, MoEYS designated KAPE to provide support to NIE to set up the center, which will be subsumed as a department under the authority of the NIE Director. A Prakas will be issued by MoEYS giving the center legal status in 2019 with authorization to deliver a one-year course of instruction leading to the issue of a *Master's Degree of Education in Professional Ethics and Mentoring*. This degree will be issued in the name of and with agreement of the National Institute of Education. The center will be emplaced on the NIE campus in Phnom Penh in a facility designated by NIE that will be renovated by KAPE. The agreement between KAPE and MoEYS to set up the center takes effect from 1 January 2019 and the first intake of 25 degree-candidates is scheduled for August 2019.

#### **3. Duration of the Agreement**

This agreement takes effect from 1 January 2019 and will have force as long as the center is operational and also as long as the Ministry of Education, Youth, and Sport chooses to fund KAPE to operate the center. Upon the cessation of funding by MoEYS for operating NGSTC, this agreement will become null and void.

#### **4. Responsibilities of Each Party**

##### **4.1 The responsibilities of the National Institute of Education under this agreement include the following:**

- 4.1.1 Provide space for the establishment of NGSTC on the NIE campus.

- 4.1.2 Provide security for the center during its operation.
- 4.1.3 Include the NGSTC Manager in discussions and coordination meetings at the Institute to ensure it is a part of the NIE community.
- 4.1.4 Allow access of NGSTC degree-candidates to the NIE Library.
- 4.1.5 Join meetings as possible to select personnel who will work at the center.
- 4.1.6 Sign Degree Certificates for those candidates who have successfully completed all degree requirements.
- 4.1.7 Remove and dispose of all old furniture from the building that will be provided to KAPE for renovation.
- 4.1.8 Assist the center to apply for accreditation by the Cambodia Accreditation Committee.

**4.2 The responsibilities of Kampuchean Action for Primary Education under this agreement include the following:**

- 4.2.1 Develop the curricular syllabus for the Master's Degree of Education Program in Professional Ethics and Mentoring.
- 4.2.2 Implement the curricular program for all degree candidates.
- 4.2.3 Assess all degree candidates in line with stated curricular requirements.
- 4.2.4 Make recommendations to NIE about the degree to which enrolled candidates have completed course requirements so that they can be issued with a degree.
- 4.2.5 Recruit personnel to staff the center.
- 4.2.6 Advertise for trainees who will be inducted into the center.
- 4.2.7 Review applicants who apply to the center choosing those who are most qualified to study for the one-year program.
- 4.2.8 Report the names of trainees who have been selected for study at the center to NIE for their records.
- 4.2.9 Undertake all renovations for the center including the provision of modern furnishings.
- 4.2.10 Provide laptops to all instructors teaching at the center.
- 4.2.11 Provide training and orientations to all instructors employed at the center.
- 4.2.12 Engage special lecturers and guest speakers to work at the center for certain topics of relevance to the degree program.
- 4.2.13 Provide stationery, materials and documents to ensure that the center runs smoothly.
- 4.2.14 Take financial responsibility for the utility costs of the center, which should be recorded on meters installed at the center.

- 4.2.15 Take responsibility for the maintenance of the center once it is completed.
- 4.2.16 Take responsibility for the administration of the center's financial budget from all sources.
- 4.2.17 Provide financial and technical reports to the donors who support the center twice a year.
- 4.2.18 Advocate for private resources to support the center in addition to those provided by MoEYS-MoEF.
- 4.2.19 Apply for certification of the center as a recognized facility by the Cambodia Accreditation Committee.

## **5. Seen and Agreed**

### ***Signed on Behalf of KAPE:***

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mr. Sao Vanna, Executive Director

### ***Signed on Behalf of the National Institute of Education:***

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

H.E. Sieng Sovanna, NIE Director



## ANNEX 3: NGSTC Degree Candidate Advertisement

### New Generation School Training Center

#### Now Seeking Master's Degree Applicants

The Ministry of Education, Youth, & Sport, in collaboration with its partner, Kampuchean Action for Primary Education, is currently receiving applications from young teachers who seek a ***Master's Degree in Professional Ethics & Mentoring***. This degree program will be offered by the newly created *New Generation School Training Center* whose purpose is to respond to human resource needs that constrain the expansion of New Generation School Reforms now operating in 10 schools. NGS Reforms are a government-led reform that seeks to bring Cambodian public schools into the 21<sup>st</sup> Century with a teaching force of very high professional standards.

Teachers who graduate from this degree program will demonstrate a strong understanding of ethical practices in the teaching profession as well as the ability to mentor one's peers. The NGS Training Center will provide teaching of the highest quality using a seminar setting in which class sizes are limited to a maximum of 12 trainees. All courses will be taught in English requiring a good proficiency in the English language. There will be a strong focus on in-class discussions, project work, and on-line dialogue with instructors and peers. The training center is a thoroughly modern facility equipped for 21<sup>st</sup> Century Learning located at the **National Institute of Education** in close proximity to Preah Sisovath New Generation School where trainees will complete their practicums.

This degree program will have no tuition charges and will be open to any candidate in the teaching profession with the highest qualifications. Accepted candidates who are state teachers will be allowed to take a one-year leave of absence from their teaching posts while retaining their salaries.

Applicant screening will include a general proficiency test in critical thinking, an English proficiency test, and one or more interviews with the Admissions Committee.

**The Ministry of Education, Youth, & Sport is seeking Degree Applicants with the following characteristics:**

1. At least two years of teaching experience
2. A Bachelor's Degree in the Liberal Arts or Sciences
3. Certification by the National Institute of Education under the 12+4+1 Formula
4. Avowed interest in pursuing a long-term career in education
5. Evidence of volunteer work or other activities that demonstrates a strong interest in developing and contributing to Cambodian society
6. A strong commitment to empowering Cambodian youth
7. Employment as a state teacher is preferred but not necessarily required
8. At least moderate to high proficiency in both spoken and written English
9. Willingness to be posted to a New Generation School, where engaging in private classes during working hours is strictly prohibited
10. Candidates must also be 35 years of age or younger.
11. Candidates must demonstrate strong ICT literacy skills and the ability to use a laptop.
12. The degree program is open to candidates from all provinces; however, there is a strong preference for candidates from Phnom Penh, Kandal, Kampong Cham, Kampong Speu, and Svay Rieng where the Ministry is already supporting New Generation Schools.

Applications must be submitted on or before 30 June 2019 at 5 PM. **Certificates need not be provided at this time.** Interested applicants may submit cover letter and CV to:

Attention: Mr. Bean Channy; KAPE NGS Training Center Positions, c/o New Generation School Main Office  
#51 Rue Pasteur, Phnom Penh (on the Southeast Corner of the Preah Sisovath HS Campus).

or

by email at: [channy.been@kanekh.org](mailto:channy.been@kanekh.org)

## ANNEX 4: Updated Log Frame (Updated on 13 July 2020)

### NATIONAL INSTITUTE OF EDUCATION New Generation School Training Center Log Frame

<b>Project Name</b>	<b>New Generation School Training Center (NGSTC)</b>
<b>Project goal</b>	The program's <i>purpose-level goal</i> is to enhance the availability of suitable human resources to facilitate the expansion of New Generation School reforms.
<b>Project objectives:</b>	<ol style="list-style-type: none"> <li>1. Establishment of a New Generation School Training Center that offers a Master's Degree of Professional Ethics &amp; Mentoring</li> <li>2. Successful recruitment of suitable training candidates of high quality who can support 21<sup>st</sup> Century learning in the classroom</li> <li>3. Successful establishment of an on-going teacher mentoring system that utilizes technology to ensure continuous professional development of NGS teachers.</li> </ol>

Project Objectives, Outputs, and Activities	Performance Indicators	Means of Verification (Output level only)	STATUS
<b>Project Objective 1:</b> Establishment of a New Generation School Training Center that offers a Master's Degree of Professional Ethics & Mentoring	<b>Project Objective Indicator 1.1:</b> Physical facilities for NGSTC have been established <b>Project Objective Indicator 1.2:</b> Successful staffing of the center with instructors and managers of high ability		<ul style="list-style-type: none"> <li>• Done</li> <li>• Done</li> </ul>
<b>Output 1.1</b> A site for the center has been identified and agreed with MoEYS	<b>1.1a:</b> MoEYS provides written agreement for the placement of the New Generation School Training Center	○ Letter of agreement from MoEYS	○ Done
<b>Activity 1.1.1:</b> Identify potential sites for emplacement of the center		○	○ Done
<b>Activity 1.1.2:</b> Meet with MoEYS to suggest the best site in terms of location and available facilities	<b>1.1b:</b> MoEYS provides written authorization for the creation of the center.	○	○ Done
<b>Activity 1.1.3:</b> Reach agreement with MoEYS in written form followed by negotiations with local stakeholders (e.g., local officials, etc.) to plan for physical upgrading of facilities.		○	○ Done
<b>Output 1.2:</b> Physical facilities upgrading have been completed in a location agreed with MoEYS.	<b>1.2a:</b> Physical facilities for NGSTC have been completed according to the agreed designs.	○ Site inspection reports. ○ Physical design plans	○ Done
<b>Activity 1.2.1:</b> Design all rooms and facilities for the center.		○	○ Done
<b>Activity 1.2.2:</b> Competitively hire contractors who can implement the agreed designs.		○	○ Done
<b>Activity 1.2.3:</b> Undertake physical upgrading and equipping of NGSTC facilities.		○	○ Done
<b>Output 1.3:</b> Successful Staff Recruitment for Operating the Center.	<b>1.3a:</b> 7 Positions as specified in the program plan have	○ Interview records	○ Done

Project Objectives, Outputs, and Activities	Performance Indicators	Means of Verification (Output level only)	STATUS
	been filled with the most qualified candidates.	<ul style="list-style-type: none"> <li>Center contracts</li> <li>Resumes of recruited candidates</li> </ul>	
<b>Activity 1.3.1:</b> Advertise for agreed positions		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 1.3.2:</b> Interview candidates according to agreed framework		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 1.3.3:</b> Issue contracts to selected candidates		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 1.3.4:</b> Provide an extended orientation (approximately 2 months) to all recruited faculty to ensure that they can deliver the curriculum successfully.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 1.3.5:</b> Mentors provide technical support to Instructors to ensure that they can successfully deliver the agreed curriculum and syllabus.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 1.3.6:</b> Center manager recruits support staff (e.g., finance, administration, etc.) to ensure daily maintenance of the center.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Project Objective 2:</b> Successful recruitment and enrolment of suitable training candidates of high quality who can support 21 <sup>st</sup> Century learning in the classroom	<b>Project Indicator 2.1:</b> 95% of degree candidates who are awarded with a degree move into New Generation Schools to facilitate expansion of NGS Reforms.	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Output 2.1:</b> Candidate trainees are vetted and enrolled	<b>2.1a:</b> 25 Candidates vetted and enrolled	<ul style="list-style-type: none"> <li>Interview records</li> <li>Enrollment records</li> </ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.1.1:</b> Advertise for candidates.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.1.2:</b> Screen candidate applications.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.1.3:</b> Interview and vet applicants.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.1.4:</b> Check references of all short-listed candidates.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.1.5:</b> Issue acceptance letters to applicants and officially enroll them in the program.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Output 2.2:</b> Degree candidates successfully complete the course of study and are NGSTC certified.	<b>2.2a:</b> 95% of degree candidates or more successfully complete the course of study and are NGSTC certified.	<ul style="list-style-type: none"> <li>Certification records</li> <li>Student performance records</li> </ul>	<ul style="list-style-type: none"><li>Done (degrees to be conferred in August 2020)</li></ul>
<b>Activity 2.2.1:</b> Develop detailed course syllabus for all course streams.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.2.2:</b> Provide extended orientation to all instructors so that they can effectively deliver the course syllabus.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>
<b>Activity 2.2.3:</b> Provide hard copies of all course materials in the center library and ensure that these materials are also available on line.		<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Done</li></ul>

Project Objectives, Outputs, and Activities	Performance Indicators	Means of Verification (Output level only)	STATUS
<b>Activity 2.2.4:</b> Open the center and deliver the curricular program over a period of 8 months.		○	○ Done
<b>Activity 2.2.5:</b> Organize practicums for trainees at Preah Sisovath HS.		○	○ Done
<b>Activity 2.2.6:</b> Review and evaluate trainees' performance to determine their readiness for certification.		○	○ Done
<b>Activity 2.2.7:</b> issue certifications to qualified trainees.		○	○ Done
<b>Project Objective 3:</b> Successful establishment of an on-going teacher mentoring system that utilizes technology to ensure continuous professional development of NGS teachers.	<b>Project Indicator 3.1:</b> Teacher mentoring system utilizing software to enhance efficiency operational and in place.	○	○ Done
<b>Output 3.1:</b> Completion/Acquisition of software products that are contextualized to NGS settings.	<b>3.1a:</b> Software products designed to promote teacher mentoring are contextualized according to agreed specifications and in place.	○ Submission of software development reports	○ Done
<b>Activity 3.1.1:</b> Develop software specifications that are contextualized to the NGS operating environment.		○	○ Done
<b>Activity 3.1.2:</b> Develop a work plan for the development of software products including the acquisition of existing software that can be contextualized (e.g., Observic).		○	○ Done
<b>Activity 3.1.3:</b> Pilot test software products that have been developed.		○	○ Done
<b>Activity 3.1.4:</b> Debug software as indicated by the results of piloting.		○	○ Done
<b>Output 3.2:</b> Emplacement of an operational mentoring system that provides continuous support for NGS teachers	<b>3.2a:</b> A new mentoring system in New Generation Schools achieves all of the criteria for optimal functioning that have been identified as part of the pre-planning process (e.g., a majority of teachers are using software products to improve their practice; teachers are sending classroom videos to their mentors, etc).	○ Criteria checklists defining optimal functioning.	○ Done
<b>Activity 3.2.1:</b> Develop specifications of a mentoring system that builds on the software developed for the purpose.		○	○ Done
<b>Activity 3.2.2:</b> Document specifications in the form of a checklist that helps determine whether the system works effectively or not.		○	○ In progress
<b>Activity 3.2.3:</b> Provide orientations to instructors and mentors about the mentoring framework so that this can be included in the training program for trainees under the course stream known as 'ICT in Education.'		○	○ Done
<b>Activity 3.2.4:</b> Develop a work plan so that trainees can use the resulting framework as part of their practicums at Sisovath HS and in other schools to which they have been assigned.		○	○ Done
<b>Activity 3.2.5:</b> Implement the work plan that has been developed to pilot the framework.		○	○ Done

Project Objectives, Outputs, and Activities	Performance Indicators	Means of Verification (Output level only)	STATUS
<b>Activity 3.2.6:</b> Assess the framework according to a performance checklist to determine the degree to which it actually works and make modifications accordingly and as necessary.		○	○ Done