EDUCATIONAL
SUPPORT TO
CHILDREN OF
UNDERSERVED
POPULATIONS
(ESCUP)

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Developed by Kampuchean Action for Primary Education (KAPE) with Technical Support from World Education

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Educational Quality Improvement Program
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Primary School Scholarship Implementation Manual

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 Educational Support to Children in Underserved Populations

Educational Quality Improvement Program
Classrooms • Schools • Communities

PRIMARY SCHOOL SCHOLARSHIP TRAINING PROGRAM

Session plan outline

KEY ELEMENTS IN THE WORKSHOP PROGRAM

I- Workshop objectives

o Participants can explain the objectives of providing scholarships.
o Participants can determine criteria used to select poor students who qualify for scholarship aid.
o Participants can describe the roles and duties of members of the Cluster Scholarship Management Committees (CSMC) and School Scholarship Management Committees (SSMC).
o Participants can determine how to allocate funds to schools based on their need.
o Participants can identify solutions to commonly encountered problems when managing a scholarship program.

II- Materials required

o Ream of A-4 paper
o Colored cards
o Large sheets of blank paper
o Markers, cello tape, chalk
o Various Forms and handouts used in the implementation a scholarship program (annex 1 to 18)

III- Procedures

(See session plans from page 1 to 18)

IV- Post-training products

1. Name list of potential candidates to receive scholarships (to be completed by the class teacher)
2. Application for scholarship assistance and contracts (to be completed by the parents or guardian of the student)
3. Form to lodge an appeal (to be completed by the parents or guardian of the student)
4. Request for funds (to be completed by the chairperson of the Scholarship Committee)
5. Monitoring the absenteeism or drop out of students in receipt of scholarship (to be completed by school directors each month)
6. Household visit form (to be used by the School Scholarship Management Committee members)
7. Other forms (see Annexes)

V- Workshop Daily Schedule

7:30-11:00	3.5 hours
1:30 – 4:30	3 hours
Total	6,5 hours including 30 minutes break time

ACKNOWLEDGEMENT

NOTE FOR THE READER

1. General Background

1.1 The Purpose of the Manual

This manual was designed by agencies working in the Educational Support to Children in Under-served Populations (ESCUP) program alliance to facilitate the implementation of interventions that address the needs of children from poor and vulnerable backgrounds. These activities refer primarily to scholarship support for children in great need. The agencies in the ESCUP alliance have a long history of implementing primary school scholarship programs and have developed the present document in order to provide a standardized set of procedures that can be used by all alliance members in the program sites where they work. The manual may also prove useful to other agencies with similar goals, as well. These goals may include promoting inclusive education, gender equity, or increased educational efficiency with respect to dropout and enrolment. It is the

> **Scholarship support activities, as they are described in the current context, are primarily based on financial need rather than on merit. This programmatic configuration is consistent with a desire to emphasize the primacy of equal access by all social classes to educational services . . .**

hope of the authors that the explanations provided in this document can help minimize the problems and challenges that sometimes arise in the implementation of scholarship activities, thereby enabling more efficient and timely completion of such interventions.

Scholarship support activities, as they are described in the current context, are primarily based on financial need rather than on merit. This programmatic configuration is consistent with a de*sire to*

> **Box 1:** Common Difficulties Encountered in Implementing Scholarship Programs
>
> Diluting Scholarship Benefits: Many schools and communities often do not want to make difficult decisions about who should receive scholarships. They have, therefore, tended to take limited scholarship aid from a donor and distributed it across every child enrolled at school, even if it means providing as little assistance as a single pen or notebook. The problem with this approach is that diluting the distribution of benefits in this way is unlikely to have much effect on dropout or attendance. Standardization of scholarship packages helps to avoid dilution of benefits in this way.
>
> Tendencies to Avoid the Administrative Requirements of Scholarship Implementation: Because schools are so busy with so many tasks, they often try to complete all work related to scholarship implementation as quickly as possible. They, therefore, commonly distribute scholarship assistance all at once at the beginning of the year in order to be done with the activity. The problem with this distribution scheme is that there is no continuous reinforcement of school attendance at the middle or end of the school year. Most scholarship programs have found it to be more effective to spread out scholarship distributions over several times during the course of the year, even if this means extra administrative work for school managers.
>
> Bias in Beneficiary Selection: It is commonly assumed that everyone knows who the poor students are. In very poor communities, however, it is often the case that everyone considers themselves to be poor. This makes the task of identifying those who are the 'most' poor very problematic. Bias often creeps into selection decisions unless provisions can be made to ensure objectivity. Standardized interview instruments and scoring procedures are one way to guard against such bias.

emphasize the primacy of equal access by all social classes to educational services and also the need to maintain a 'friendly' posture of the educational system to children from disadvantaged backgrounds. Nevertheless, it is expected that children who receive scholarship assistance must stay enrolled in school and exhibit reasonable levels of attendance to qualify for assistance.

The procedures described in this manual are intended to address some of the difficulties that have historically occurred when implementing scholarship programs. In this sense, this document represents a cumulative set of lessons learned over the years by partner agencies affiliated with ESCUP. What are some of these problems? The list of difficulties outlined in Box 1 highlights some of the more serious problems encountered by program partners over the years. Modifications in program design have tried to address these difficulties and/or minimize their influence.

Although this manual stresses the use of standardized approaches when implementing scholarship activities, those using the document are encouraged to be flexible in the manner in which these approaches are applied. That is, the guidelines suggested are not intended to be rigid in their application. Indeed, there are always exceptions to any rule and practitioners are urged to be aware of the need for flexibility. Thus, practitioners should be the ultimate judge of when to make exceptions according to the real situation and context in which they work.

1.2 Relationship to the National Policy Context

Scholarship programs are mainly construed as interventions to address financial barriers that limit access to education. In this sense, they are eminently useful tools to foster inclusive education at the local level. Because Inclusive Education is one of the foremost dimensions in the Child Friendly School Initiative embraced by the Ministry of Education, Youth, and Sport, the use of scholarships is by implication highly consistent with current policy. Indeed, scholarships are prominently identified in the Government's Educational Sector Support Program (ESSP) and have been included as an important intervention in the Ministry's recently drafted Child Friendly School policy guidelines. Given their importance in national planning documents, it is, therefore, hoped that this manual may also assist government planners to effectively implement scholarship activities where they occur under public funding.

Similarly, the methodologies for scholarship implementation described in this document stress the use of local committees to animate scholarship activities, thereby promoting the empowerment of communities and local education officials. This approach is also consistent with government policies, which seek to promote decentralization and more local control of education. The local committees referred to in this regard include Local Cluster School Committees (LCSCs) and School Support Committees (SSCs), which are key institutional structures at the local level sanctioned by government. The role of non-governmental organization is seen as one

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of providing continuous technical support to committee members through a foundational workshop described in the facilitator's guide as well as refresher training (as necessary) and monitor-

ing visits to school sites.

2. The Objectives of the Manual

The authors of this manual intend that it will hopefully serve the following goals:

o To guide facilitators in employing participatory methods that enable participants to make direct applications of the content learned to the context in which they work.
o To provide facilitators with a complete and comprehensive guide for mounting a two-day workshop that uses a variety of interactive techniques such as role plays, individualized exercises, and group work.
o To provide participants with user-friendly forms and handouts that are essential for effective planning, implementation, and monitoring of scholarship interventions.

3. Using the Manual

3.1 Intended Users

The present document includes a set of 13 comprehensive session plans to help guide a single facilitator or team of facilitators. The workshops led by these facilitators may include a first-time foundational workshop lasting two days or a shorter refresher training for more experienced practitioners that uses selected lessons only. It is important to remember too that this manual has been designed to be used by a facilitator, not a teacher. The facilitator's role in this regard is to create an environment in which people feel free to share their experiences, work through problems together, and learn from each other.

As noted above, intended workshop participants are mainly considered to be those who sit on Local Cluster School Committees, School Support Committees, and other local bodies. Workshop participants should, therefore, contain a mix of community members, commune council representatives, and administrative school staff for maximum effect. The manual includes 18 custom-made handouts to be used as reference documents by committee members after the completion of the training workshop.

In order for the course to be most effective, it is suggested that the number of workshop participants should not exceed 30 individuals.

The contents of this manual have been specially designed to meet the needs of participants who have little experience in scholarship implementation, little time for planning and preparation, and/or work in areas with complex problems relating to educational access.

3.2 Contents of the Manual

The structure of this manual presents all session plans in numbered sequence of which there 13 in all. Although each session plan is considered to be important, facilitators should be flexible in their selection of lesson topics based on the previous experience and competence of participants. The content of the manual has been organized into three main parts as follows:

o Part 1- Introduction: This section provides an opportunity to both facilitators and participants for self-introduction, review of group arrangements, and an introduction to the workshop's objectives. It also helps participants to develop their conceptual knowledge

and analytical skills through an exploratory task relating to the implementation logic of providing scholarship support.

o   Part 2 - Procedures for Scholarship Implementation: This section contains a comprehensive review of the steps in implementing a scholarship program including the roles and duties of committee members, the formula for cluster budget allocation by schools, beneficiary selection, an appeals process, distribution schedule, and standardized beneficiary packages. Each lesson includes a transcript of demonstrations, group work, points for discussion with suggested answers, and case studies. The final session plan presents a brief summary of each session and post-training products for future reference as well as guidelines for developing a tentative implementation work plan. This section of the manual is to be used by the facilitator(s) only and is not to be distributed to participants. Ideally, facilitators should read all the session guidelines before the workshop and glance over them again before each session.

o   Part 3 - Annexes: This section includes the handouts to be provided to participants. There are 18 such handouts in all to aid facilitators in their presentation of each lesson. The handouts are to be used by each participant to work through exercises, to record personal reflections, and as a set of reference documents after the workshop.

A summary of all session plans and annexes and the approximate time needed to present each is provided on p. ii of this document.

The manual also includes a summary of *Key Workshop Elements* including (i) a listing of workshop objectives; (ii) required stationery materials; (iii) post training products; and (iv) a suggested workshop schedule. This is presented on p. iii of the manual.

4. Organizational Matters

4.1 Suggested Seating Arrangements

It is suggested that facilitators employ a workshop set-up that ensures (i) participatory plenary sessions in which everyone can see the facilitator and (ii) the organization of participants into small groups of three to seven individuals. The best arrangement is usually a T-shape positioning of three tables per group, which are distributed around the working areas in a U-shape as shown in the diagram below. This helps to ensure that there is enough space in the middle of the room for the facilitator to move around for monitoring and supporting group work. It may also be helpful if the facilitator allows participants to occasionally break out into small groups in areas outside of the workshop area. This often meets the need for a change of scene, which helps to keep everyone engaged. The facilitator should also try to promote heterogeneous participant groupings by letting people self-select the group they wish to be in or taking other measure that ensures groups are fairly balanced in terms of cognitive ability and experience.
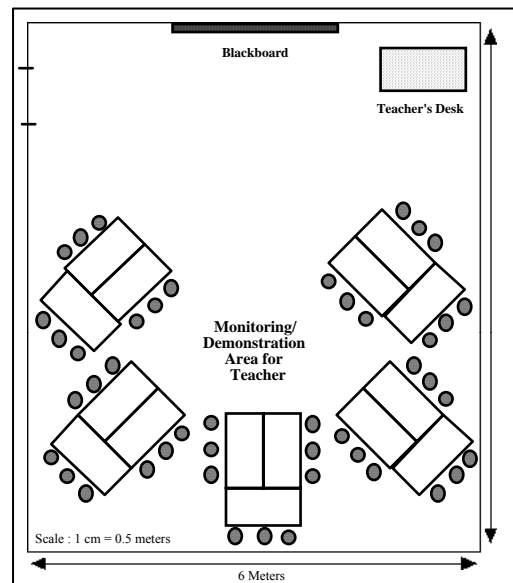
4.2 Logistical Issues

It is suggested that logistical or administrative issues relating to the management of the workshop are addressed at the beginning of the workshop. Such issues might concern financial matters (e.g., per diems and transportation costs), starting and ending times, the use of attendance sheets, and other matters. The facilitator may answer questions to enhance clarity at this point, but should not get into substantive discussions on issues that will be addressed later on (e.g. "what is the objective of scholarship?" Or "who will benefit from the program?").

5. Key Considerations in Implementation

Although important guidelines in scholarship implementation are reviewed in great detail in the body of this facilitator's manual, some of the points highlighted below can never be stressed too strongly. These include the following considerations:

Timeliness in Implementation: In order for scholarships to be effective, they must be in place early in the school year. It is too often the case that large organizational bureaucracies delay scholarship distributions until a point in the year when most of the targeted children will already have dropped out. Thus, timely implementation is essential.

Minimizing Selection Bias: Even in the best thought out of programs, bias in selection is always a risk. In order to maximize the appearance of objectivity, it is important that scholarship programs demonstrate standardized interviewing, transparent cut-off points for selection, and an opportunity to rejected families for appeal. If such measures are not in place, a scholarship program risks heightening divisions and resentments in a community, which is far from its intention.

Avoiding the Dilution of Scholarship Benefits: To be effective, a scholarship must provide what is needed to meet the direct financial costs of an education. Anything less than this will likely not help a family overcome the financial barriers to an education. Thus, it is important to consider the minimum material needs to receive an education, which leads to the development of a standardized package of assistance that all beneficiaries receive. A scholarship program characterized by standardized assistance packages is much more likely to show impact than one without such packages.

Need for Multiple Distributions: The motivation of all human beings is maximized when reinforcement is continuous. In the same way that a company does not pay an employee's salary in full at the beginning of the year and hope for the best, it is best to avoid a single distribution of scholarship assistance at the beginning but rather to string it out continuously in as many meaningful distributions as possible. Three or four distributions are most recommended.

6. Conclusion

This manual has been designed to provide local level educators with a comprehensive approach for setting up a scholarship program. The documentation contained herein provides both guidelines for program set-up as well as a participant-centered training approach to convey this set-up to local level practitioners. This includes suggested discussions, practice exercises, role plays, and case studies.

At the conclusion of a workshop, participants who are selected as Scholarship Committee mem-

bers have to implement the program through these following sequence steps:

1. Develop criteria
2. Allocate budget for each school
3. Disseminate information
4. Distribute and collect application forms
5. Second listing, interview, scoring, and final listing
6. Final announcements
7. Appeals process
8. Revised announcements
9. Make and submit a cash request according to the type of scholarship packages needed.
10. Purchasing scholarship materials
11. Meet with parents for distribution
12. Clear cash advance
13. Document and report the process and outcomes of scholarship implementation

Session Plan

I. INTRODUCTION		
Session 1: Introduction to the Workshop		
Topic and Overview	**Self-introduction, group arrangement, workshop objectives and review of ESCUP -**This session introduces participants to each other, to the facilitator, the overall session plan schedule and objectives.	
Time Required:	*45 Minutes*	
Suggested Materials:	o Annex 1- Hand out entitled, *Workshop Objectives, Objectives of the Scholarship Program And Post-Training Products* o Chart entitled, workshop objectives and post-training products	
Objectives	*Presentation*	*Participants' task*
o Participants know each other. o Participants are seated in a way that facilitates discussion and participation. o Participants can explain the purpose and objectives of the Workshop. o Participants can state the desired products that the workshop should produce.	1.1. Introductions o The facilitator begins the workshop with a warm welcome to all participants and arranges for introductions of all participants. 1.2. Group Arrangements o Following introductions, the facilitator arranges participants into groups according to the cluster to which they belong. This will encourage active discussions and good preparation for election of the chair and deputy of each cluster school scholarship committee. 1.3. Workshop Objectives o The facilitator tapes a poster to the board that shows the content and Schedule of the workshop. Summarize the objectives and products. o Review the poster with participants. o Ask questions to verify participants' understanding. For example: ♦ What are your expectations from the workshop? ♦ What are post-workshop products? ♦ What is the link between this workshop and the child-seeking school (mapping) workshop? o Distribute the hand out entitled, *Workshop Objectives and Post-Training Products* (Annex 1) to participants as a reference document.	o Each participant introduces him or her self. o Facilitation team introduces itself. o Participants arrange themselves according to cluster. o Participants review the poster or alternatively listen to the facilitator review the poster's content. o Participants answer questions posed by the facilitator. o Participants discuss differing answers to facilitate understanding.

Session 2: Objectives of Scholarship Program	
Topic and Over-view	This session helps participants explore main reasons that lead students to drop out of school or have high absenteeism. The facilitators also have an opportunity to assess participants' conceptual knowledge and analytical skills in problem solving so that he/she can help them further develop those skills.
Time Required:	*45 Minutes*
Suggested Materials:	o Chart entitled, *Implementation Logic of Scholarships* o Colored cards, poster paper (for Table A) and markers

Objectives	Presentation	Participants' task
o Participants are able to explore the reasons for absenteeism and drop out. o Participants are able to explain the implementation logic of providing scholarships. o *Note: the objective of this exercise is to focus on the reasons that are within the ability of a scholarship program to solve.*	2.1. Educational problem analysis o Break participants into 3 or 4 small groups and then hand out colored cards to each group and ask them to identify 5 of the most important factors that lead to dropout. o Display the answers of each individual group on the wall. The facilitator then groups the factors that are the same together. o Draw a table similar to the one shown in Table A on poster paper. Place the table on the wall or blackboard. o Place the cards that show the various reasons identified by the groups into the column, "Reasons." o As a large group, identify different solutions for each of the problems identified. o List all possible solutions in the "Solutions" column and bring the group to the 3rd column of the table above (i.e., are the solutions doable). o Explain to participants that the program has between $5 and $8 to give each student PER YEAR. o Based on this condition, go through each solution and determine whether the stated solution is doable by writing "Yes" or "No" next in the appropriate place as in the example provided. o Summarize the discussion by stating that in general, the proposed scholarship focuses on only the direct costs of going to school (e.g. uniforms, writing books, pens, etc.)	o Participants discuss the factors that they have identified in groups and write their answers on the small colored cards passed out to each group <table><tr><td colspan="3">Table "A"</td></tr><tr><td>Reasons</td><td>Solutions</td><td>Doable</td></tr><tr><td>o</td><td></td><td></td></tr><tr><td>o</td><td></td><td></td></tr><tr><td>o</td><td></td><td></td></tr></table> o The participants may come up with several solutions for any given reason. Diagram: Implementation Logic of Scholarships Low living standards ⇩ Lack of learning materials ⇩ high absenteeism ⇩ o Slow learning o Being afraid of teachers o Being afraid to go to school o Repeating ⇩ Drop out o Participants ask questions as necessary.

	and not the indirect costs such as loosing income generating opportunities as a result of attending school. 2.2. <u>Implementation Logic of Scholarships</u> o Place a diagram entitled, Implementation Logic of Scholarships on the board. Explain why we provide scholarship assistance to children based on the above discussion and analysis as well as the contents of the diagram. o Tell participants that absenteeism is a contributing factor to the problem of repetition. It is therefore anticipated that increased attendance due to the provision of scholarships will reduce the risk of repetition by recipients. However, as there are many other factors involved, it is difficult to measure the impact of Scholarships as an isolated intervention on repetition. Thus, absenteeism is not considered to be an objective of the program.	o By the completion of the exercise above, participants have the outline of a program that focuses on the direct costs of education (e.g., stationery, pens, etc.). o Participants ask questions as necessary.

II. PROCEDURES OF SCHOLARSHIP IMPLEMENTATION	
Session 1: Selection Criteria	
Topic and Overview	This session provides participants an opportunity to discuss and determine the characteristics of children who are judged to be poor enough to qualify for receiving scholarships.
Time Required:	60 Minutes
Suggested Materials:	o Annex 2-Hand out entitled, *Criteria for selection of students who qualify for scholarship aid* o Chart entitled, *Criteria for Selection*

Objectives	Presentation	Participants' task
o Participants can identify the criteria for the selection of scholarship recipients.	1.1. <u>Scholarship criteria and their importance</u> o The facilitator should discuss the importance of selection criteria with participants and why they are required. o Summarize the ideas discussed by telling participants that we need such criteria in order to avoid perceptions of nepotism leading to accusations that scholarships are not being provided to truly poor children but are instead being provided	o Participants provide answers, which include the importance of developing guidelines in advance of the selection. o Participants share their thoughts regarding the necessity of the scholarship selection criteria (i.e., to be transparent, to avoid bias and to avoid

	to those children who are connected with the scholarship committees. 1.2. <u>Criteria development</u> o Divide participants into 4 small groups and ask them to discuss and write down all characteristics of children whom they think should be categorized as vulnerable and poor and, therefore, in need of scholarship support. Pass out A4 paper to each group to help participants to record their thoughts. o Put 2 sub-groups together and have them synthesize their ideas into one presentation. o Collect and display the ideas of each group on the wall. Discuss as a large group. o Compare the ideas with criteria set by the program by displaying the chart in Annex 2 on the wall. o Distribute the hand out entitled, Selection Criteria and explain that the ideas presented will be incorporated in the interview form, which will be administered to parents.	nepotism). o Participants discuss the selection criteria for scholarships in small groups and write their ideas on A4 paper. o Participants discuss in groups and synthesize their ideas into one presentation. They record their presentation on poster paper. o Participants listen to the group presentation and ask/answer questions. o Participants read the hand out and ask questions as necessary.

Session 2: Budget Allocation		
Topic and Overview	This session helps participants to set up a formula for budget allocation by the cluster school committee for individual schools. It is important that participants have a clear understanding on what budget is required for such an intervention.	
Time Required:	*30 Minutes*	
Suggested Materials:	o Annex 3- Hand out entitled, *Distribution Formula for Allocation of Scholarship Funds* o Annex 4- Hand out entitled, *Budget request for scholarship materials*	

Objectives	Presentation	Participants' task
o Participants are able to allocate scholarship funds within a school cluster in a way that addresses the needs of individual schools using a standard formula. o Participants are able to complete	2.1. <u>Calculation of budget for school scholarship implementation</u> o Explain that the distribution of funds in a cluster is calculated through a weighting system that allocates resources according to the extent to which drop-out and repetition occurs in target schools. o The facilitator displays the chart shown in the right hand column as an illustrative example. o Explain to participants that if available scholarship funds in a	o Participants listen to the explanation and ask questions as necessary. *Fund Distribution Guidelines: An Example* <table><tr><td></td><td>Drop (%)</td><td>Rep. (%)</td><td>Sum (%)</td><td>Prop</td><td>$</td></tr><tr><td>A</td><td>5</td><td>3</td><td>8</td><td>0.167</td><td></td></tr><tr><td>B</td><td>4</td><td>8</td><td>12</td><td></td><td></td></tr><tr><td>C</td><td>8</td><td>7</td><td>15</td><td></td><td></td></tr><tr><td>D</td><td>7</td><td>6</td><td>13</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>48</td><td></td><td></td></tr></table> o Participants listen to the

the necessary forms in order to request scholarship funds.	cluster total $1,500, the amount that each individual school in the cluster receives is calculated as follows: <u>First</u>, calculate the rates of dropout and repetition for each school. Record these in the table provided as shown. <u>Second</u>, add up the total rates for each school and enter this amount in the 4th column (Sum). For example, the total rate of School A is 8%, School B is 12%, etc. <u>Third</u>, add up the total rate across all schools. In the example provided, the total rate is 48%. <u>Fourth</u>, determine the proportional percentage of each school in the cluster by using the total rate of 48% as the base figure. For example, if the total rate for School A is 8%, then 8% ÷ 48% is 0.167. This is the proportional rate that we are looking for in the case of School A. Do the same for the other schools. Then, fill in the table accordingly. <u>Fifth</u>, take the proportions derived for each school and multiply them by the total budget allocated for scholarships, in this case, $1,500. For example, the allocation for School A is $251 (or $1,500 x 0.167).	explanation provided using concrete examples from the table shown above. o Participants listen to the explanations provided doing examples together with the facilitator.
	o In small groups, ask participants to calculate the budget allocations for Schools B, C, and D. The facilitator checks for understanding. o The facilitator should note that due to rounding, the total budget allocation comes out to $1,501. Thus, clusters may have to make some slight adjustments as necessary. 2.2. <u>Formula for budget allocation</u> o Ask participants to make a formula for budget allocation based on the calculations above. They should derive a formula similar to that shown in the right hand column. o Distribute the handout entitled, *Distribution Formula for Scholarship Funds* to participants as a ref-	o Participants calculate the budget allocations for Schools B, C, and D in small groups as follows: <u>Desired Calculations</u> *B = $1500 x 0.25 = $375* *C = $1500 x 0.313 = $470* *D = $1500 x 0.271 = $407* o Participants enter the budget allocations found into the table. o Participants develop and present a formula similar to the one shown below: Total x $\left\{ \dfrac{\text{Total Rate \% for Indiv Sch}}{\text{Total Rate \% for All Sch}} \right\}$ Budget o Participants listen to the

	erence document. (Annex 3) o Review as a large group. 2.3. Request for funds o Explain to participants that funding requests for scholarships needs to be completed by the chairperson of the scholarship committee. o Distribute examples of the budget request and cash advance request forms (annex 4) to participants. o The facilitator reviews the forms and then asks them to practice filling them in as pairs. Then, participants should share their experiences in doing so with the whole group. o Indicate to participants that a separate financial management workshop for members of the scholarship committee may be necessary.	explanation of the handout and ask questions as necessary. o Participants practice filling the forms with their partners. o Participants share their experience from their practice.

Session 3: Scholarship Packages: Items and Distribution Frequency		
Topic and Overview	This session provides an opportunity to participants to consider why it is important to have standardized scholarship packages as well as look at different types of scholarships, scholarship packages, and the distribution schedule.	
Time Required:	*30 Minutes*	
Suggested Materials	o Poster with table entitled, *Proposed Scholarship Packages* o Annex 5- Handout entitled, *Distribution Schedule*	
Objectives	*Presentation*	*Participants' task*
o Participants are able to explain why it is best to have standardized scholarship packages across many schools. o Participants can describe the contents of the scholarship packages to be used in the program and their distribution frequency.	o Explain that the exact make-up of a scholarship package depends on the amount of funding available for the scholarship program. Obviously, the more expensive a package, the lower the number of recipients. On the other hand, a package that contains too few materials may be ineffective. If we leave the contents of scholarship packages to individual schools, it is possible that the scholarship support distributed may have too few items or too many items. It is for this reason that it is best to standardize scholarship packages across all schools. o In developing an effective scholarship package that can be distributed to as many recipients as pos-	o Participants listen and ask questions as necessary. o Participants review the typology of scholarships in the table below. *Proposed Scholarship Packages* | Type 1	Type 2	Type 3
Grade 1	Grade 2	Grades 3-6
Exact costs will vary from locality to locality with approximate costs as follows:		
($5)	($6)	($8)	

	sible, ESCUP has used the experience of other agencies (e.g., KAPE) to suggest three types of scholarship package based on the grade that a child attends (see Table entitled, *Proposed Scholarship Packages*). Place the table, which should be written on poster paper, on the wall to review with participants. o Indicate to participants that if the program is already being implemented, costs of one package for children in the higher grades who have already received some "hardwear" items such as school bags may be reduced. Some items distributed under all 3 scholarship categories need be distributed only once, but there are others that should be distributed once every 2 months as illustrated in the Handout entitled, *Distribution Schedule.* o Pass out the Schedule for Scholarship materials distribution to participants as a handout (Annex 5).	o Participants ask questions about the scholarship packages as necessary. o Participants review the handout provided and ask questions as necessary.

Session 4: Dissemination of Scholarship Information		
Topic and Overview	This is a very short session, which enhances participants' experience in networking and information flow through information sharing activities. It is expected that participants already have some experience relating to communication with students and their parents.	
Time Required:	*30 Minutes*	
Suggested Materials	o Blank cards o Flipchart paper	
Objectives	*Presentation*	*Participants' task*
o Participants are able to use their experience to share with their colleagues about how information relating to scholarships should be disseminated. o Participants can state what content should be	4.1. <u>Dissemination strategies</u> o Pass out blank cards to participants and ask them to work in pairs. Each pair is asked to identify at least one way to disseminate information. After having identified one or more ways to share information, the pair should write it down on a blank card. o Next, ask participants to post their cards on the wall. o Review the ideas recorded as a large group.	o Participants work in pairs. o Participants post their ideas on the wall. These ideas may include the following: ♦ meeting with school teachers ♦ making announcements during school fairs ♦ meeting with parents ♦ hanging up banners in public places ♦ asking monks or Imams to make announcements in the pagoda or mosques ♦ asking village leaders/elders

included in announcements relating to scholarships.	o Be sure to ask how long the dissemination process should take to ensure that the announcement is being heard by parents so that they apply for scholarship for their children. 4.2. Content to be disseminated o Brainstorm what the content of disseminated information should be as a large group. o Ask one or two volunteers to write up all key points on a piece of flip-chart paper. These points should include the following: ♦ scholarship objectives ♦ selection criteria ♦ who is eligible to apply ♦ where to collect and submit application forms ♦ when forms should be submitted	to support dissemination in their communities ♦ mobilizing the Commune Council or CEFAC to support the process etc. o Participants brainstorm content areas to disseminate to local communities. o Volunteers write key points on a piece of flip-chart paper.

Session 5: Application Process and Second-listing		
Topic and Over-view:	This session provides an opportunity to participants to learn about the process of short-listing, which includes distributing and collecting the scholarship application forms.	
Time Required:	*60 Minutes*	
Suggested Materials	o Annex 6- Hand out entitled, *Application for Scholarship Assistance* o Annex 7- Table entitled, S*tudent list (students who have applied for scholarship)*	
Objectives	*Presentation*	*Participants' task*
o Participants are able to describe the process through which families can apply for scholarships. o Participants can describe the process through which to second-list scholarship candidates.	5.1. Distributing/Collecting application forms o Begin the session by asking the following question in a large group: *How do you know if people want to receive a scholarship package?* o After a short discussion, explain that there has to be a formal application process. o Next, explain that after information dissemination, the committee starts distributing application forms to parents or caretakers/guardians (if scholarship students are orphans or do not live with parents) who are interested to apply for scholarships. Parents have to submit a completed form to the committee. After a predetermined closing date, each school has to make lists of ALL students (separated by grade	o Participants discuss the question asked by the facilitator leading to the conclusion that there needs to be a formalized application process. o Participants listen to the description of the application process and ask questions as necessary.
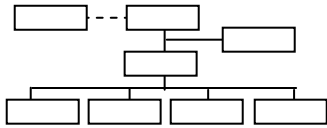
	level) <u>whose parents have applied for a scholarship</u>. These lists should be kept for the selection procedure. o Also, explain clearly to participants that applicants could be a father or a mother (or a guardian for an orphan). The scholarship committee should check each form to ensure that it is properly completed. Committees should try to ensure that poorest of the poor are not excluded due to incomplete application forms. 5.2 <u>Second listing potential candidates</u> o Begin this session by telling participants that they may receive many application forms from families seeking scholarships. Many of those applying may not be those with the greatest need. Therefore, we need a way to reduce the total number of candidates to be interviewed. This process is called a making a *second list*. Be sure to remind participants that if they interviewed everyone who applied, it would require a great deal of time and money for fuel to go to each household. o Ask if anyone has ever heard of a second list? Ask those who raise their hands how to make a second list or ask the whole group if no one responds. o Lead a guided discussion that may include the following techniques in creating a second list: ♦ Identifying a disqualifying characteristic such as owning a motorcycle, owning over 5 hectares of land, etc. ♦ Reviewing names with teachers who may know who the poorest ones are, ♦ Reviewing names with members of the committee who may know who the poorest ones are, ♦ Other	o Participants listen to the explanation provided. o Participants respond whether they have ever heard of a second list before. o Participants give their thoughts on how to create a second list.

Session 6: Interviewing, Scoring, and Final Selection	
Topic and Over-view	Participants clarify their understanding of the questions in the interview forms and how to score the forms through a role play. The session also creates a forum for discussion of the whole process of making a final list, which is based on ranking total scores against an allocated budget.
Time Required:	3 Hours
Suggested Materials	o Annex 8 - Handout entitled, *Interview Questionnaire* o Annex 9 - Handout entitled, *Scoring Guidelines*

Objectives	Presentation	Participants' task
o Participants are able to conduct interviews using a standardized form. o Participants are able to score interviews using a standardized form. o Participants are able to make a final list of scholarship recipients based on a ranking of their interview scores as well as the allocated budget.	6.1. The Interview process o Begin the session by stating that participants are now ready to learn about the final step in selecting scholarship recipients. Distribute copies of the Interview Form (Annex 8) that members of the committee will use to interview potential candidates. o Explain that the questions in the Interview Form correspond to the selection criteria. The facilitator asks the participants to read questions in the interview form silently to themselves. Take questions if any. o Organize a role play in which one participant adopts the role of an interviewer while another takes the role of an interviewee. Be sure that other participants are sitting around those doing the role play so that they can learn how the interview is done. They should fill in their own interview forms as the interview takes place. o When the interview is completed, go through the interview form in order to see if everyone marked it in the same way. If differences occur, discuss why. 6.2. Scoring o Arrange participants into groups of 3. o Distribute the scoring standard (Annex 9) to each group and give time to read and discus amongst themselves. o Ask each group to score the interview form they just completed and compare scores by writing each group member's total score on a piece of paper. Discuss any differences that arise. o Ask a volunteer to write each participant's total score on the board. Where there are differences, lead a discussion	o Participants listen to the explanation of the interview form from the facilitator. o Participants read the interview form silently to themselves. o Participants ask questions about the form as necessary. o Two participants volunteer for the role play. o As the role play occurs, all participants complete their forms. o Participants share how they completed each question, reconciling differences accordingly. o In small groups, participants score the interviews that they just completed. o Participants write down all scores on a separate sheet of paper, making a note of the differences. o Participants share their scores with other groups and discuss as a large group.

	to reconcile the discrepancies.	
	6.3. <u>Final Listing</u>	
	o Tell participants that making a final list of scholarship recipients should be based on the available budget of their individual school as well as individual scores on the interview.	o Participants listen to the facilitator's explanation.
	o Do an exercise with participants as explained below. First, write a list of candidate scores on the board as follows:	
	♦ <u>Grade 1</u>: 26, 11, 6, 18, 17, 10, 15, 8, 9	
	♦ <u>Grade 2</u>: 22, 7, 10, 10, 8, 12	
	♦ <u>Grades 3-6</u>: 8, 31, 21, 26, 12, 14, 9	
	o Next, explain that the budget for the school is $80. Based on this information and the standardized financial amounts for each scholarship package, (e.g., $5 for Grade 1, etc) ask participants to select the students that will receive scholarships through a ranking exercise. Do this in small groups.	
	o In order to facilitate this exercise, pass out a piece of A4 paper to each group. Ask them to fold the paper so that they can get rip it into 22 little cards (the total number of applicants in the example given). On one side of each card, write the student's number and on the other the amount of money that they would receive based on their grade (e.g., $5, $6, etc.). Then, rank each piece of paper based on the student's score. Add up the money needed for each student starting with the children with the lowest scores until they reach $80.	o Participants write down student scores as explained on little pieces of paper. o In groups, participants rank scores and calculate total costs based on the budget given (in this case, $80).
	o Review the results of the exercise by asking each group to report back. They should have found the following:	o Participants report back on the results of their ranking. They should compare their results with those stated by the facilitator.
	♦ A score of 12 is the cut off point for a scholarship award.	
	♦ Total costs equal $79 so $1 is left over	
	♦ Awards were given to 5 Grade 1 children, 5 Grade 2 children, and 3 children in Grades 3 to 6. 13 children in all received a scholarship.	
	o Discuss discrepancies if any arise.	o Participants discuss and reconcile differences in the way they did the ranking.
	o Tell participants that in practice they must keep all application forms and selection lists (final list) as reference documents.	

Session 7: The Announcement Process, Appeals, and Contracts	
Topic and Over-view	This session provides an opportunity for participants to review the process of announcing scholarship awards. This needs to be approved by the Provincial Working Group. Participants also learn about the Appeals Process so that families who feel that a decision is unfair have some recourse to have the award decision reconsidered. Finally, this session deals with the procedure to provide contracts for beneficiaries to sign that state conditions of attendance, receiving benefits, etc.
Time Required:	*30 Minutes*
Suggested Materials	o Annex 10- Hand-out entitled, *Appeals Form* o Annex 11- Hand-out entitled, *Contracts* o Annex 7- Table entitled, *List of Students (who are entitled to receive scholarship)*

Objectives	Presentation	Participants' task
o Participants are able to explain the process for making announcements about the final list of selected scholarship candidates. o Participants can explain the appeals process as a means of reviewing certain cases. o Participants can describe the contract scholarship beneficiaries must sign.	7.1. First Announcement o After scholarship beneficiaries have been chosen, the next step is to make a public announcement of those selected. Remind participants, however, that before posting the final award list in public, the selection decisions first need to be approved by the Provincial Working group (PWG). Therefore, the scholarship committee should submit the final selection list to the PWG for review before making any announcements. 7.2. Form to Lodge an Appeal o Next, inform participants that the program also has an appeals process to further legitimize the selection process. Distribute Appeals Forms to participants. Explain that parents or guardians can lodge an appeal by submitting this form to the committee if they feel the selection process was not fair. o Ask participants what they would do with an appeal if they felt it was justified? What problems might it raise? Write these on the board and discuss together as a large group. Desired responses include the need to make house visits to those appealing, the need to find additional budget for those appeals that are approved, etc. o For those issues relating to budget,	o Participants listen to facilitator's explanation and ask questions as necessary. o Participants review the Appeals Form as a large group. o Participants provide their answers to the facilitator's questions based on their own experience (e.g., the committee has to make household visits and collect additional information, etc).

	be sure to explain that a small part of the budget should be set aside in order to address appeals.	o Participants listen to facilitator's explanation and ask questions as necessary.
	7.3 <u>Final Announcement</u>	
	o Following the finalization of all appeals, a revised announcement may be made that includes the names of students whose appeals have been approved.	
	o Remind participants that all records and files (including List of Students who are entitled to receive scholarship) need to be kept at the cluster office for future reference.	o Participants read the Contract Form and ask questions as necessary.
	7.4 <u>Scholarship Contracts</u>	
	o Finally, explain that the program also asks parents to sign contracts to ensure that all parties take the assistance given seriously.	
	o Distribute contract forms to participants and review the contents together as a large group.	
	o Discuss any questions that participants might have.	

Session 8: Meetings with Parents		
Topic and Overview	Planning for a meeting: This session develops participants' organizational and planning skills with a main focus on meeting demands for preparation and facilitation. Participants also have an opportunity to learn how to reflect on their practice and the areas they should consider for improvement.	
Time Required:	*60 Minutes*	
Suggested Materials	o Annex 12 - Hand-out entitled, Preparing and conducting a meeting	
Objectives	*Presentation*	*Participants' task*
o Participants are able to describe what should be done before, during and after meetings that they conduct with parents. o Participants are able to develop their planning skills so that they can facilitate a meeting effectively.	8.1. <u>Meeting for materials distribution</u> o The facilitator begins the session by asking participants to share their experience in conducting meetings. o Following this discussion, explain that the committee has to think of what they should do <u>before</u>, <u>during</u> and <u>after</u> the meeting. o Elicit ideas that are included on the list in the handout about preparing and conducting a meeting. Use this as the basis for a guided discussion. o The facilitator next distributes the handout in Annex 12 and asks participants to read and discuss in pairs. o The facilitator answers participants'	o Participants explain the process of planning meetings based on their own knowledge and experience. o Participants discuss in pairs and ask questions as necessary.

	questions (as needed). 8.2. <u>Additional meetings</u> o Explain to participants that schools need to have a meeting with parents twice a year (in the first semester and again at the end of the school year) to discuss the progress of the scholarship program. o Explain that prior to these bi-annual parent meetings each committee has to plan carefully both the contents and process of the meeting. o Discuss as a large group.	o Participants listen and ask questions as necessary.
**Session 9: Roles and Responsibilities of Scholarship Management Committees**
Topic and Overview	This session gives an opportunity to participants to discuss in more detail the structure of scholarship management committees and the manner in which to elect the chair and vice chairperson.	
Time Required:	90 Minutes	
Suggested Materials	o Annex 13 - Handout entitled, *Cluster Scholarship Management Committee (CSMC) structure and School Scholarship Management Committee (SSMC) structure* o Annex 14 - Handout entitled, *roles and responsibilities of Cluster Scholarship Management Committee members and role and responsibilities of School Scholarship Management Committee members* o Small blank cards	
Objectives	*Presentation*	*Participants' task*
o Participants are able to describe the structure of scholarship committees at all levels. o Participants are able to explain the process for selecting the chair and vice chairperson in scholarship committees at all levels. o Participants actually establish a scholarship management committee with a chair and vice chairperson (through elec-	9.1. <u>Cluster Scholarship Management Committees (CSMC) and School Scholarship Management Committees (SSMC)</u>. o Begin by telling participants that Scholarship Management Committees are needed at both cluster and school levels in order to manage the program effectively. o The facilitator explains the structure and the roles and responsibilities of each committee by distributing the handout on the scholarship committee structure as shown in the right hand column (Annex 13). 9.1.1 <u>Cluster Scholarship Management Committee (CSMC) Structure</u> o Next, tell participants that this committee has the following membership of which the chairperson and vice-chairperson are elected. (a) Advisor, a representative of the District Education Office (b) Chairperson, a chairperson of a Parents'	o Participants listen to the facilitator's explanation and ask questions if necessary. o Participants study the handout that shows the structure of the various scholarship committees. *Scholarship Committee Structure:* o Participants listen to the explanation provided and ask questions as necessary.

tions).	Teacher Association (PTA) of one of the schools in the cluster (c) Vice-chairperson, a director of one of the schools in the cluster (d) Treasurer, the director of the school whose PTA chairperson has been selected as chairperson of the committee. (e) Members, the directors of all schools in the cluster and the chairpersons of all the Parents' Teacher Associations/ School Scholarship Committees 9.1.2. <u>Secret Ballot Voting</u> o If participants come from different clusters, ensure that they are grouped according to their cluster. o The facilitator next distributes small blank cards to participants in each group to allow them to elect a chairperson and a vice-chairperson as follows (10 minutes): ➤*Chairperson:* Write the name of all the chairpersons of Parents' Associations in the cluster on the blackboard and allow each individual participant to vote by secret ballot. ➤ *Vice-chairperson:* Write the name of all the school directors in the cluster on the blackboard and allow each individual participant to vote by secret ballot 9.1.3. <u>Roles and responsibilities of committee members</u> o Once groups have chosen their chair and vice chairpersons, the facilitator next divides participants into small (sub) groups and asks them to identify the roles and responsibilities of each member of the Cluster Scholarship Committee. Ideas and suggestions may be noted on large poster paper, which the facilitator should distribute to each group. o Display participants' responses on the wall. o Allow a representative of each group to present the suggestions of their individual groups. o The facilitator next asks participants to read the roles and duties of committees shown in Annex 13. Compare information on the handout with the suggestions of the participants in order to identify points that need to	o Participants sit in their cluster groupings. o Participants vote for chair and vice-chairperson by cluster according to the explanation provided. o Participants form themselves into sub-groups. o Participants discuss in small groups to propose the roles and responsibilities of the committee members. o Participants compare and discuss the similarities and differences between their lists and those on the handout. They discuss accordingly and reconcile the lists.

	be added and those points that may be omitted. 9.2. <u>School Scholarship Management Committee (SSMC)</u> ○ The facilitator explains that the next step is to establish a school based Scholarship Committee following the same process as the establishment of committee at the cluster level. 9.2.1 <u>School Scholarship Committee Structure</u> ○ The facilitator points out the similarities and differences between the committees at both levels. ○ Distribute the handout referring to the School Scholarship Committee Structure (Annex 14). ○ This committee has the following membership: (a) Advisor, the commune chief (b) Chairperson, the chairperson of the Parents' Association (c) Vice-chairperson, the vice-chairperson of the Parents' Association (d) Treasurer, school director (e) Members, village chiefs in the school catchment area, active members of the community, teachers 9.2.3. <u>Roles and responsibilities of committee members</u> ○ Next, review the roles and duties of committee members described in the handout with participants (Annex 14). ○ The facilitator divides participants in small groups and asks them to identify the similarities and differences between the roles and responsibilities of each member of the Cluster and School Scholarship Committees. ○ Allow a representative of each group to present the ideas of their individual groups. ○ Review as a large group. Tell participants that the name lists of all the committees have to be typed/ written up and submitted to the DoE for its acknowledgement and approval.	○ Participants listen to the explanation provided and ask questions as necessary. ○ Participants discuss the similarities and differences between the roles and duties of the various committees in small groups and present the results from their discussion to the whole group.

Session 10: Case Study Exercises		
Topic and Overview	This session gives participants an opportunity to consider how they would solve problems that may occur during the implementation of the scholarship program.	
Time Required:	*60 Minutes*	
Suggested Materials	o Annex 15-Handout entitled, *Case Study Exercises*	
Objectives	*Presentation*	*Participants' task*
o Participants are able to develop their problem solving skills through a number of case study exercises.	o Pass out the case study exercise shown in the handout to each group and ask them to identify solutions to each of the problems stated. They should discuss the problems indicated in their small groups. Allow about 30 minutes for them to discuss.	o Participants discuss case studies in small groups.
	o When finished, ask each group to present their solutions to the large group for discussion.	o Participants present their solutions to the large group followed by feedback from other groups.
	o Compare the outcomes of each group. If necessary, the facilitator should use his or her experience to expand on some of the solutions identified.	
	o Give time to participants to share their own experiences in terms of challenges and difficulties, which might occur when implementing scholarship assistance.	o Participants provide more examples (case studies) based on their own experience if possible.
Session 11: Summary and Planning		
Topic and Overview	This session provides an opportunity to participants to review the whole process of implementing a scholarship program, which will be organized and managed by the scholarship committees. The participants also have an opportunity to develop a forward plan for scholarship implementation.	
Time Required:	*90 Minutes*	
Suggested Materials	o Annex 16 - Gant Chart entitled, *Tentative Work Plan for Scholarship*	
Objectives	*Presentation*	*Participants' task*
o Participants are able to state the different steps for implementation of scholarship assistance programs. o Participants are able to develop a forward plan in groups.	11.1 <u>Review of scholarship program implantation process</u> o Begin the session by reviewing with participants all the steps needed to implement a scholarship program. Do this by brainstorming what the various steps are. Write these on the board. o Summarize the ideas as outlined in the right hand column. 11.2. <u>Forward Planning</u> o Ask participants to work in cluster-	o Participants provide their answers to the question by identifying the following steps. 14. Develop criteria 15. Allocate budget for each school 16. Disseminate information 17. Distribute and collect application forms 18. Second listing, interview, scoring, and final listing 19. Final announcements 20. Appeals process

based groups. Pass out the handout that shows a matrix for the next planning step (Annex 17).
o Give instructions to participants on how to complete the matrix. Do an example together that demonstrates a task to implement, how to do it, when, who is responsible and re-sources/budget needed.
o In small groups, participants de-velop their own individual plans.
o Review as a large group.
o The facilitator asks participants to take this plan with them to be shared in their school for actual implemen-tation.
o The facilitator keeps one copy of each plan per cluster/school in order to follow up after the training work-shop.
11.3. Post-training products (various forms)
o Tell participants about the products that would be needed after the training. These include:
  1. List of the names of potential candi-dates to receive scholarships (to be completed by the class teacher)
  2. Application for scholarship assistance and contract (to be completed by the parents or guardian of the student).
  3. Form to lodge an appeal (to be com-pleted by the parents or guardian of the student)
  4. Request for funds (to be completed by the chairperson of the scholarship committee)
  5. Monitoring form for absenteeism or drop out of students in receipt of scholarship (to be completed by school directors each month)
  6. Others (see annexes)
	21. Revised announcements
	22. Make and submit a cash request according to the type of scholar-ship packages needed
	23. Purchasing scholarship materials
	24. Meet with parents for distribu-tion
	25. Clear cash advance
	26. Document and report the process and outcomes of scholarship im-plementation
	
	o Participants sit in cluster based groups.
	o Participants listen to the facilitator's explanation and ask questions as nec-essary.
	o Participants discuss and develop a work plan in small groups.
	
	o Participants ask questions as necessary.

ANNEXES

ANNEX 1:

I -**Workshop Objectives**
♦ Participants can explain the objective(s) of providing scholarships.
♦ Participants can determine criteria used to select poor students who qualify for scholarship aid
♦ Participants can describe the roles and duties of members of Cluster Scholarship Committees.
♦ Participants can determine how to allocate funds to schools based on their need.
♦ Participants can identify solutions to commonly encountered problems when managing a scholarship program

II- **Educational Problem Analysis**

Possible Reasons/Solutions to absenteeism and drop out			Implementation Logic of Scholarships

Reason	**Solution**	**Doable**
1. School is too far away	• Build more schools • Provide bicycles • Provide shoes	• No • No • Yes
2. Students are too poor	• Provide rice to students • Provide cash to students • Provide stationery to students • Provide uniforms to students	• No • No • Yes • Yes

Implementation Logic of Scholarships

Low living standards
⇩
Lack of learning materials
⇩
high absenteeism
⇩

○ Slow learning
○ Being afraid of teachers
○ Being afraid of school
○ Repeating

⇩
Drop out

III- **Objectives of the Scholarship Program**

Primary objective:
• To reduce the rate of student drop out.
Outputs:
• To provide small material incentives to help poor children to stay in school.
• To establish and strengthen community based systems that monitor and follow students who drop out.
• To strengthen communication and liaison between schools and parents.

IV- **Post-training Products**
8. Name list of potential candidates to receive scholarships (to be completed by the class teacher)

9. Application for scholarship assistance and contract (to be completed by the parents or guardian of the student)

10. Form to lodge an appeal (to be completed by the parents or guardian of the student)

11. Request for funds (to be completed by the chairperson of the Scholarship Committee)

12. Contract

13. Monitoring the absenteeism or drop out of students in receipt of scholarship (to be completed by school directors each month)

14. Other forms (see Annexes)

ANNEX 2:

Criteria for selection of students who qualify for scholarship aid

Students from Grade 1 to Grade 6 who:

⇨ are affected and infected by HIV/AIDS
⇨ have a high number of siblings in poor families
⇨ are orphans who live with their relatives
⇨ only have one parent
⇨ have parents that are poor and low educated
⇨ have parents that are poor and live in debt
⇨ are from families who do not have land
⇨ have a history of dropping out due to lack of educational materials
⇨ are frequently absent and are in danger of dropping out due to a lack of educational materials
⇨ are handicapped
⇨ are from families of low socio-economic status
⇨ have one or more parents who are sick
⇨ have parents that are old and infirm
⇨ are from minority groups who lack educational materials
⇨ are girls who are in a difficult situation stated above (priority)

ANNEX 3:

Distribution Formula for Allocation of Scholarship Funds

- The distribution of funds in a cluster is calculated through a weighting system that allocates resources according to the extent to which drop-out and repetition occur in target schools. The facilitator should post the chart below as an illustrative example:

Distribution Formula for Scholarship Funds

School	Drop-out rate	Repetition rate	Sum of per-centage rates	Proportion	Funds Allocated ($)
A	5%	3%	8%	0.167	
B	4%	8%	12%		
C	8%	7%	15%		
D	7%	6%	13%		
			48%		

If available funds total $1500, the amount that each individual school in the cluster receives is calculated as follows:

- Sum of percentages in A divided by 48%: 8% ÷ 48% = 0.167
  Calculation: $1500 x 0.167 = $251

- Sum of percentages in B divided by 48%: 12% ÷ 48% = 0.25
  Calculation: $1500 x 0.25 = $375

- Sum of percentages in C divided by 48%: 15% ÷ 48% = 0.313
  Calculation: $1500 x 0.312 = $470

- Sum of percentages in D divided by 48%: 13% ÷ 48% = 0.271
  Calculation: $1500 x 0.27 = $407

ANNEX 4:

District...................
Cluster.................
Scholarship Committee of ....Primary School

Budget Request for Scholarship materials

I, the chairperson of …………………. Primary School Scholarship Committee
submit the following request to the Chairperson of …………Cluster Scholarship Committee.

A. I request an amount of money................................(in words.........................)
in order to provide scholarships to the students named below who are enrolled in my primary school.

1. ....Type..........Grade...........Cost......................
2. ....Type..........Grade...........Cost......................
3. ....Type..........Grade...........Cost......................
4. ....Type..........Grade...........Cost......................
5. ....Type..........Grade...........Cost......................
6. ....Type..........Grade...........Cost......................
7. ....Type..........Grade...........Cost......................
8. ....Type..........Grade...........Cost......................
9. ....Type..........Grade...........Cost......................
10. ....Type..........Grade...........Cost......................
11. ....Type..........Grade...........Cost......................
12. ....Type..........Grade...........Cost......................
13. ....Type..........Grade...........Cost......................
14. ....Type..........Grade...........Cost......................
15. ....Type..........Grade...........Cost......................
16. ....Type..........Grade...........Cost......................
17. ....Type..........Grade...........Cost......................
18. ....Type..........Grade...........Cost......................
19. ....Type..........Grade...........Cost......................
20. ....Type..........Grade...........Cost......................

B. The above scholarships will be distributed on...............................(date)

Request submitted on.....................(date)
Chairperson of Scholarship Committee of ....Primary School

Cash advance request

Sample of Cash advance request

Requesting Institu-tion>>>
>>
>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Program/Project   Ti-
tle>>>
>>
>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Purpose   of   request
>>
>>
>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Loca-
tion>>
>>
>>>
>>>>>>>

Period
¬From¦>>>>>>>>>>>>¼>>>>>>>>>>>>>>>>¼>>>>>>>>>>>>>>>>>to>>
>>>>>>>>>>>>>>>>>¼>>>>>>>>>>>>>>>>>¼>>>>>>>>>>>>>>>

Total   Request
US>>
>>>
>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Payee>>
>>>
>>>
>>>>>>>>>>>>>>>>>>>>>

Clearing of advance must be done at the same time that the request for the next installment is made (the 4th week after the receipt of funds). The original copies of all receipts must be attached. The lateness of the liquidation may slow down the process for receiving the next advance.

Item	Activity Description	Request Amount	Area for the program to complete	
			Request Amount	**Budget-Code**
	Total			

_____
Signature
Date

Certified by
_____
_____
Date

¼_____ ¼ _____

_____¼
¼ _____

ANNEX 5:

Distribution Schedule

Item	Beginning of November	Beginning of January	Beginning of March	Beginning of May
Type 1: Grade 1:	*Number to be provided*	*Number to be provided*	*Number to be provided*	*Number to be provided*
Writing books	2	1	1	1
Pencil	2	2	2	2
Shoes	1 pair	--	--	--
Satchel	1	--	--	--
Chalk	2 boxes	--	1 box	--
Uniform	2 sets	--	--	--
Writing slate	1	--	--	--
Type 2: Grade 2:				
Writing books	2	2	2	2
Pen	1	1	1	1
Pencils	2	---	2	--
Shoes	1 pair	--	--	--
Satchel	1	--	--	--
Chalk	1 box	--	1 box	--
Uniform	2 sets	--	--	--
Ruler	1	--	--	--
Writing slate	1	--	--	--
Type 3: Grades 3-6:				
Writing books	5	5	5	5
Pen	2	2	2	2
Pencils	2	--	--	--
Shoes	1 pair	--	--	--
Satchel	1	--	--	--
Uniform	2 sets	--	--	--
Ruler	1	--	--	--

ANNEX 6:

Application for Scholarship Assistance

(to be completed by parents or guardian)

I ,.......................(*name of father*), a ....(state daily occupation)

OR

I ,.......................(*name of mother*), a ....(state daily occupation)

OR

I ,.......................(*name of guardian*), a ....(state daily occupation)

currently residing in.............village, ...commune, ...district, ...province

hereby apply for scholarship assistance for:

(name of child #1)........................, a student in grade ...., in ....primary school
(name of child #2)........................, a student in grade ...., in ....primary school
(name of child #3)........................, a student in grade ...., in ....primary school
(name of child #4)........................, a student in grade ...., in ....primary school
(name of child #5)........................, a student in grade ...., in ....primary school

for the school year....................

Date:..................

Signature or thumbprint of parent or guardian

ANNEX 7:   Student list

Ministry of Education, Youth, and Sport
Provincial Office of Education, Kampong Cham
District Office of Education, ...
Cluster School....................
Primary School..................

List of the names of………………………………………………………………………………….

No	Name of student	Sex	Ethnicity	Date of birth	Grade	Name of father	Occupation	Name of mother	Occupation	Name of guardian	Occupation	Present address		
												Village	Commune	District
1.														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														

Date:..........................   **Date:..............................**
Scholarship Committee Chairperson........................

ANNEX 8:
Province: >>>>>>>>>>>>>>>> District:>>>>>>>>>>>>>>>>>
Commune: >>>>>>>>>>>>>>>>>>>> Village: >>>>>>>>>>>>>>>>>>>

interview questionnaire

Total score:…………………..........................Scholarship category:………………………………
Comments (on parents' attitudes)>…………………………………………………………………… ………
…………………………………………………………………………………..

Cluster school name:… …………………………........... School name:…………………………………………
Teacher's name:…………………………………….... Grade:………………………………………...........
Parents'/guardian's name:…………………………… Sex…………Occupation:…………………………...........
Name of student who applies for scholarship:………………………….Sex:………....Age:……….....................
Name of interviewer:………………………………………………Date of interview:……………………….

Hello, my name is…………………………, I am from……………….. We are doing a survey about children's education in order to get better understanding of the situation in relation to your child. Your child's name is now on our second list of potential candidates for scholarship assistance for the academic year 200…- 200….We would like to ask you some questions for about 40 minutes.

No.	Question	Answer (tick the answers in th box)
1	Is this child living permanently with the father?	□ Yes □ No
2	Is this child living permanently with the mother?	□ Yes □ No
3	If the father is still living permanently with the child, what is his level of education?	□ No education □ Primary education □ Lower secondary and above
4	If the mother is still living permanently with the child, what is her level of education?	□ No education □ Primary education □ Lower secondary and above
5	How many younger siblings does this child have?	□ None □ One □ Two □ Three □ Four □ Five and above
6	How many older siblings does this child have?	□ None □ One □ Two □ Three □ Four □ Five and above
7	What is your father's /guardian's occupation?	□ Farmer/Worker □ Run small business □ Civil official
8	What is your mother's /guardian's occupation?	□ Farmer/Worker □ Run small business □ Civil official
9	How many hectares of rice fields or farm land do you have?	□ 2 hectares □ 1 hectare □Less than1hectare □ No land
10	What is the roof of this house made of ? (this can be observed)	□ Thatch/Leaves □ Tent/ Plastic □ Zinc □ Roofing tiles/ Fibro □ Cement □ Other (Specify………………….)
11	What is the floor of this house made of? (this can be observed)	□ Ground/soil □Bamboo lattice □ □ Wooden Board □ Flooring tile □ Other (Specify…………………..)
12	What type(s) of furniture and equipment is/are in your house? (check all that apply)	□ Clock □ Desk □ Cabinet □ Radio □ Tape recorder □ Television □ Sewing machine □Rice mill □ Plowing machine □Bicycle/cart □Motor bicycle/ trailer □Car/ tractor
13	How many cows do you have?	□ 4-5 □ 3 □ 1-2 □ None
14	How many buffalos do you have?	□ 4-5 □ 3 □ 1-2 □ None
15	How many pigs do you have?	□ 4-5 □ 3 □ 1-2 □ None
16	How many horses do you have?	□ 4-5 □ 3 □ 1-2 □ None
17	Is there anyone in your family living with a	□ Yes □ No

	chronic disease or disability?	

ANNEX 9:   Scoring guidelines

For

the interview questionnaire

No.	Question	Answer	Score
1	Is this child living permanently with the father?	Yes	1
		No	0
2	Is this child living permanently with the mother?	Yes	1
		No	0
3	If the father is still living permanently with the child, what is his level of education?	No education	0
		Primary education	2
		Lower secondary and above	13
4	If the mother is still living permanently with the child, what is his level of education?	No education	0
		Primary education	6
		Lower secondary and above	9
5	How many younger siblings does this child have?	None	12
		One	12
		Two	8
		Three	4
		Four	2
		Five or above	0
6	How many older siblings does this child have?	None	0
		One	1
		Two	2
		Three	3
		Four	4
		Five or above	5
7	What is your father's /guardian's occupation?	Farmer/worker	1
		Run small business	3
		Civil official	6
8	What is your mother's /guardian's occupation?	Farmer/worker	1
		Run small business	3
		Civil official	6
9	How many hectares of rice fields or farm land do you have?	2 hectares	4
		1 hectare	3
		Less than1hectare	1
		No land	0
10	What is the roof of this house made of? (this can be observed)	Thatch/leaves	0
		Tent/ plastic	0
		Zinc	4
		Roofing tiles/ Fibro	No classification
		Cement	No classification
		other	0
11	What is the floor of this house made of? (this can be observed)	Ground/soil	0
		Bamboo lattice	0
		Wooden board	4
		Flooring tile	No classification
		other	0

12	What type(s) of furniture and equipment is/ are in your house?	Clock	1
		Desk	1
		Cabinet	2
		Radio	1
		Tape recorder	1
		Television	6
		Sewing machine	3
		Rice mill	10
		Bicycle/cart	3
		Plowing machine	No classification
		Motor bicycle/ trailer	No classification
		Car/ tractor	No classification
13	How many cows do you have?	4 -5	4
		3	2
		1-2	1
		None	0
14	How many buffalos do you have?	4 -5	4
		3	2
		1-2	1
		None	0
15	How many pigs do you have?	4 -5	4
		3	2
		1-2	1
		None	0
16	How many horses do you have?	4 -5	4
		3	2
		1-2	1
		None	0
17	Is there anyone in your family living with a chronic disease or disability?	Yes	0
		No	1

Note: When scoring, please note responses, which are characterized as "no classification". Any form where one or more responses are scored as "no classification" should be removed from the list and not considered for a scholarship award.

ANNEX 10:   Appeals Form

Form to Make an Appeal

I, ..., age........., occupation..........., currently residing in...............village, ...commune, ...district, ...province, the father or mother or guardian (*choose as appropriate*) of..................(*name of student*), age........., grade ...., in ....primary school, ...cluster wish to inform the representative of the DOE that my application for scholarship assistance for my child was unsuccessful.

However, I would like to inform the representative of the District Education Office of ....that my family has a genuinely poor standard of living, and that I wish my child to continue to attend school for the sake of their future.

Therefore, I respectfully request the DOE representative to visit my home to observe the specific circumstances, and reconsider favorably my application for scholarship assistance.

Name and thumbprint of a third party verifying the poor living circumstances of the family of the named child

_____

Name and Thumbprint or Signature of parent or guardian

_____

Date_____

ANNEX 11:

Contract

I……………………………………………, occupation…………………………………...
☐ Father ☐ Mother ☐ Guardian (specify :………………………………...)
Current home address: Village………………………Commune……………..District………………… Province…………………………………..
I respectfully submit this contract to School Scholarship Committee
I am applying for scholarship assistance for my child/children as follows; ÷
Name of the child:……………………… ☐ Girls ☐ Boy Grade…………School ...…………………..
Name of the child:……………………… ☐ Girls ☐ Boy Grade…………School ...…………………..
For Academic Year 200…..- 200…..

I promise that:
- I will encourage my child/children to go to school regularly.
- I will encourage my child/children to participate in school activities and follow program
  principles and guidelines.
- My child and I will maintain all scholarship materials provided by the program.
- I will support my child's/children's studies at home
- I will participate in meetings organized by the school and other educational activities suggested by
  the school.

Because my child/children is/are beneficiary (ies) of scholarship support, it is my responsibility to ensure that my child/children adhere(s) to all requirements of the program.

Name and Thumbprint or Signature of parent or guardian

_____

Date_____

Thumbprint of the child/children

_____

Date_____

ANNEX 12:

Preparing and conducting a meeting

A-   Pre-meeting

- The Chair of Scholarship Committee should meet with all members to determine the schedule, date and meeting place as well as delegate tasks to each member to perform during the meeting, especially for the distribution of scholarship materials.
- Prepare all forms such as application forms, appeal forms, contracts, list of students who are entitled to receive scholarships (disaggregated by sex, ethnicity, grade levels and by schools)
- Prepare a narrative report of scholarship intervention (its process such as the establishment of the Scholarship Management Committee, scholarship recipient selection, the selection results (number of students who will receive scholarship assistance from the program), etc.
- Prepare a poster on the scholarship distribution schedule to show to the participants in the meeting.
- Prepare invitation letters (at least 3 days in advance in order to avoid low participation).
- Inform/invite students to identify one or 2 student representatives to give feedback.
- Prepare one community representative to give feedback.
- Prepare and organize scholarship packages.

B-   During the meeting

- The Chair of the Scholarship Committee should report on the process of scholarship activity (this can be done by any member who is assigned by the chair).
- Time should be provided for students to provide feedback on the process.
- Time should be provided for a community member to provide feedback on the process.
- A speech may be made by the Chairperson of the POE/DOE or District authority/District Governor, etc.
- Scholarship materials distribution (Note: Do this in a ceremonial way at the beginning of the distribution with about 10 or 20 students receiving materials from special guests. This will then allow those guests who cannot stay for the entire ceremony to leave early.)
- Continue with the distribution (two committee members are responsible to call students' names; another member hands out scholarship materials to students, two other members have parents and students sign or thumbprint the contract. Student's thumbprint a receiving list. Contracts can be signed beforehand if possible as a time saving strategy.
- The Advisor of the Scholarship Committee may be an observer and sometimes assist in distributing materials.
- In case a scholarship student is absent, the committee can identify a substitute to take the materials and give them to the absentee recipient or materials can be kept and given directly to the person until he/she comes to school.
- Documentation/reporting should be done by an assigned committee member.

C-   Post- meeting

- Organize a reflection meeting to assess the scholarship implementation process.
- Review the documentation and prepare it to be the central office.
- Keep one copy in the cluster as a reference.
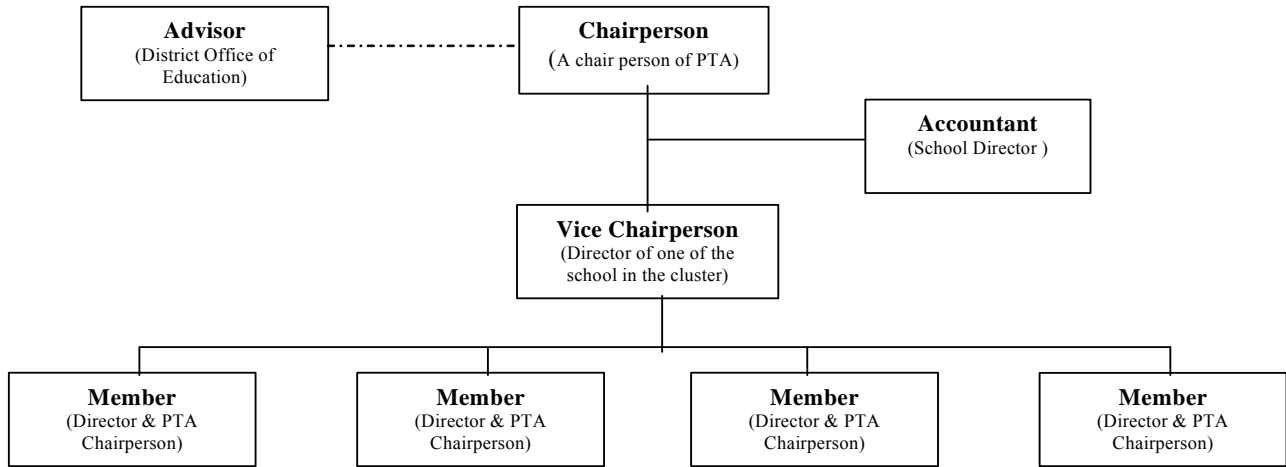- Report to the DOE and central office.

******

ANNEX 13:

Cluster Scholarship Management Committee (CSMC) structure

This committee has the following membership. The chairperson and vice-chairperson are elected.
 - (a) Advisor, a representative of the District Education Office
  - (b) Chairperson, a chairperson of a Parents' Association of one of the schools in the cluster
  - (c) Vice-chairperson, a director of one of the schools in the cluster
  - (d) Treasurer, the director of the school whose Parents' Association chairperson has been selected as chairperson of the committee
  - (e) Members, the directors of all schools in the cluster and the chairpersons of all the Parents' Associations/ School Scholarship Committee

Advisor (District Office of Education)	**Chairperson** (A chair person of PTA)

Accountant (School Director)

Vice Chairperson (Director of one of the school in the cluster)

Member (Director & PTA Chairperson)	**Member** (Director & PTA Chairperson)	**Member** (Director & PTA Chairperson)	**Member** (Director & PTA Chairperson)

School Scholarship Management Committee (SSMC) structure

This committee has the following membership. The chairperson and vice-chairperson are elected.
(a) Advisor, the commune chief
(b) Chairperson, the chairperson of the Parents' Association
(c) Vice-chairperson, the vice-chairperson of the Parents' Association
(d) Treasurer, school director
(e) Members, village chiefs in the school catchment area, active members of the community, teachers

Advisor (Commune Chief)	**Chairperson** (The chair person of PTA)

Accountant (School Director)

Vice Chairperson (The vice-chair person of PTA)

Member (Village Chief in the catchment area/active member of community, teachers)	**Member** (Village Chief in the catchment area/active member of community, teachers)	**Member** (Village Chief in the catchment area/active member of community, teachers)	**Member** (Village Chief in the catchment area/active member of community, teachers)
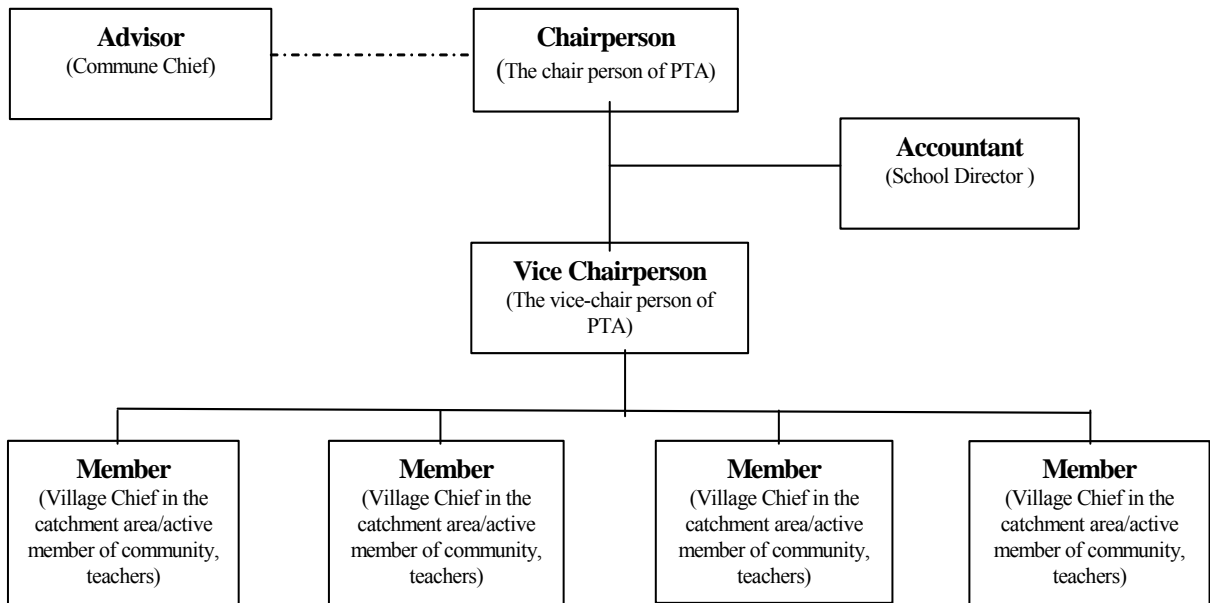
ANNEX 14:

Roles and Responsibilities of CSMC members	Roles and Responsibilities SSMC members

Roles and Responsibilities of CSMC members

Advisor
o provides advice to the Scholarship Committee
o helps to facilitate solutions of arising problems
o acts as the honorable chairperson in meetings following the invitation of the Scholarship Committee.

Chairperson
o takes responsibility for coordination of the project at cluster level
o monitors budget requests of satellite schools
o authorizes the provision of scholarship budgets to each individual school in the cluster
o supervises records of financial transactions
o pays visits to each individual school to monitor scholarship activities
o organizes meetings of the Scholarship Committee to deal with arising problems
o provides name lists and data about scholarship activities to the project

Vice-chairperson
o takes responsibility in cases where the chairperson is not present or available

Treasurer
o takes care of all monies
o distributes funds to all satellite schools pending permission of the chairperson
o manages income and expenditure accounts
o liquidates budget with the treasurers of individual School Scholarship Committees each month
o provides budget reports to the chairperson at the end of each month
o receives receipts from each individual school for attachment to budget reports to be forwarded to the project.

Members
o participate in all meetings organized by the chairperson of the Cluster Scholarship Committee
o provide suggestions to the Cluster Scholarship Committee about experiences encountered in order to help improve the functioning of scholarship activities
o provide a report on scholarship activities in each school to the chairperson at the end of each month

Roles and Responsibilities SSMC members

Advisor
o provides advice to the Scholarship Committee
o helps to facilitate solutions of arising problems
o acts as the honorable chairperson in meetings following the invitation of the Scholarship Committee

Chairperson
o takes responsibility for coordination of the project in their respective schools
o liaises with the school director to identify poor students
o cooperates with members of the scholarship committee who are based (village chiefs) in each individual village (such as village chiefs) in order to understand the family circumstances of individual student who have a high degree of absenteeism or who have dropped out of school.
o interviews the parents of students who have dropped out so as to discover the reason why children are not attending school
o informs the cluster scholarship committee how many children qualify for scholarship assistance
o is responsible for distributing scholarship aid to poor students
o checks the prices of materials to be purchased
o reports about scholarship activities to the Cluster Scholarship Committee and the Advisor (commune chief) every month
o follows up on the learning activities of students in receipt of scholarships both in school and outside school.

Vice-chairperson
o takes responsibility in cases where the chairperson is not present or available
o *liaises with class teachers to identify students who are frequently absent or who have dropped out*
o provides the names of students who are frequently absent or who have dropped out to the chairperson
o follows up on the learning activities of students after scholarships have been provided
o participates in providing scholarship aid to students
o ensures that the parents of scholarship beneficiaries agree to allow their children to attend school every day and provide time for their children to study at home during the academic year.

Treasurer
o takes care of all monies received from the cluster
o takes responsibility for purchasing material to be distributed to students pending permission of the chairperson
o manages receipts to be sent to the Cluster Scholarship Committee
o withdraws and liquidates funds with the Cluster Scholarship Committee

Members
1. Village chiefs/active members of the community
o interview parents of children on the list of potential candidates prepared by class teachers
o participate in all meetings organized by the chairperson of the School Scholarship Committee
o provide information about the circumstances of the families of poor students
o participate in the distribution of scholarship aid to poor students
o help follow up the learning activities of students at home by educating parents to reserve time to teach their children at home

2. Class teachers
o prepare a list of potential candidates (names of students who are frequently absent or who have dropped out)
o monitoring absenteeism and dropout (monitoring impact)
o monitor the learning of scholarship beneficiaries
o provide information about children who may begin to encounter difficulties during the school year and who could benefit from the reserve funds help by the cluster committee

ANNEX 15:

Case Study Exercise

A member of the Working Group paid a visit to some clusters receiving donor assistance to monitor the scholarship program. During the visit, the official encountered some of the following problems:

1. The Working Group paid a visit to the parents of children in receipt of a scholarship and asked them if they knew the name of the scholarship committee chairperson. He also asked them how many people were on the committee. Some parents replied that they did not know who the chairperson was; neither did they know how many people were on the committee.
    Solution/Action to be taken: _____

2. When the Working Group met with scholarship committees and asked them how they selected the students to receive scholarships, how they purchased materials, and how they distributed the scholarships to students, some committees replied that they did not know as they had not personally been involved in purchasing materials or in distribution procedures.
    Solution/Action to be taken: _____

3. The Working Group requested information from the Cluster Scholarship Committee on how they had withdrawn funds and provided it to member of schools, the committee replied that they distributed it equally to each school.
    Solution/Action to be taken: _____

4. Other scholarship committees participated in distributing scholarships but didn't know about the number of children who had been given scholarships or the budget involved or the remaining funds in hand.
    Solution/Action to be taken: _____

5. When the donor visited the community and met with some boys and girls receiving scholarships, these children were only able to show items like writing books or pens or pencils. The donor thus asked the committee to explain why the size of the assistance to children was so small. The committee replied that the number of poor children was overwhelming.
    Solution/Action to be taken: _____

6. At a meeting of the Cluster Scholarship Committee, some school directors informed the meeting that children dropping out continued to be a problem and that there was no reduction as requested by the donor. The reason is that families who are receiving assistance have too many children of school going age (2 to 5 children). As only one child was receiving a scholarship , the other children continued to fail and eventually drop out.
    Solution/Action to be taken: _____

7. When the working group visited a school, it found that many children not receiving a scholarship had dropped out. When asking the committee why they did not provide assistance to these children, they replied that all the money had already been allocated to the selected children.
    Solution/Action to be taken: _____

ANNEX 16:

Gant Chart

Sample

Activities	A	S	O	N	D	J	F	M	A	M	J	J	Remark
1. Orientation training for school management boards, teachers and Parent Teacher Associations (PTAs).	x												
2. Conduct scholarship management training workshop at cluster level and establish Cluster School Scholarship Committee (CSSC) *(by program staff)*	x	x											
3. Conduct scholarship management training workshop at school level and establish School Scholarship Committee (SSMC) *(by CSSC)*	x	x											
4. Dissemination of scholarship information *(which includes scholarship objectives, selection criteria, who is eligible to apply, where to collect and submit application forms and when forms should be submitted)*		x											
5. Application process and second listing		x											
6. Development of a list of names of potential candidates to receive scholarships *(to be compiled by class teachers)* based on application forms submitted and other data collected		x	x										
7. Interviews with parents of potential candidates			x										
8. Scoring and final selection			x										
9. First announcement and appeals			x										
10.Final announcement and scholarship contracts			x										
11. Development of a list of students who are entitled to receive scholarships			x										
12. Request cash advance and purchase scholarship scholarships			x		x		x			x			
13. Prepare and conduct a meeting with parents and students for scholarship materials distribution			x	x		x		x		x			
13. Budget liquidation			x		x		x	x		x			
14. Reporting (technical and financial reports)			x	x	x	x	x	x		x	x	x	
15. Regular meetings				x	x	x	x	x		x	x		
16. On-going monitoring and follow up				x	x	x	x	x		x	x	x	
17. Summative evaluation of scholarship program												x	

Ministry of Education, Youth , and Sport   **Student Monitoring Form**   ANNEX 17:

Provincial Office of Education, ……………..

District Office of Education, ...

Cluster............................

Primary School...............   **Students receiving scholarship assistance during the month of................., year..............**

No.	Name	Sex	Grade	Absent	Drop-out	Scholarship items									Signature
						Books	Pens	Pencils	Chalk	Slate	Ruler	Uniform	Shoes	Satchel	
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															

Date:.........................   Date:........................

Chairperson of Scholarship Committee   School director

Notes:

1. For students of grade 1 to 6 who do not yet have a signature, allow them to write their name (e.g. "Muang Visal" - allow student to simply write Visal)

2. Write the full name of the class such as 1A, 1B, 2A, 2B, etc...

3. Mark absences during the month (using the system of volleyball scores) which means that for each mark made, the child has been absent without permission once. To fill this in, the assigned teacher should report attendance of scholarship recipients to the school director each day.

4. if the scholarship beneficiary has not come to school during this month, please write dropped out

ANNEX 18:
Province:…………………………
District:………………………….
Commune:……………………….
Village:………………………….
Cluster..

Household visits form

1. General information
Name of household visitor:……………………………. Title:…………………… ☐ Female ☐ Male
Date of visit:……/………./…….... Time:……………… Which time of visit:…………. for this month
Meet with:
    ☐ Father   ☐ Mother   Occupa-
tion………………………………..
    ☐ Guardian (what relationship………………………Occupation……………………………..)
    ☐ Other (what type of relationship……………………………………………………………..)
    ☐ Student ☐Girl ☐Boy (Name……………………. Grade:………. School :…………………..)

2. Purpose of visit/monitor:
    ☐ To follow up absentee and encourage him/her to come back to school
    ☐ To invite parents to the meeting/ to participate in school activities
    ☐ To raise awareness/ raise awareness of the education issues
    ☐ Others(specify………………………………………………………………………………..)

3. Topics to be discussed:
……
……
……
…….

4. Results of the discussion/ visit:
……
……
……
…….

4. Visitor'/monitor' s comments:
……
……
……
…….
Signature of the visitor

Date_____

Signature of the host

Date_____