

I'M LEARNING!

IMPROVING THE QUALITY OF BASIC EDUCATION



THE PROBLEM

Despite a reduced number of out of school children in Cambodia, the progress of enrolment has revealed another challenge: children in school are not learning. In Cambodia, the quality of education in schools is low, creating challenges for learning.

OUR RESPONSE

The “I’m Learning!” project aims to develop and test a holistic programming approach to improve the quality of education in Cambodia. It aims to improve children’s learning outcomes and the development of critical life skills through improving the quality of learning environments (QLE).

The project is based on the QLE framework which has been developed as both a guide to programme planning and a monitoring and evaluation tool for education programmes. The guiding principles for the QLE are:

1. learning environments that ensure children’s emotional and psycho-social protection;

2. learning environments that are physically safe;
3. teachers who encourage an active, child-centered learning process; and
4. parents and communities that actively support children’s learning process.

ACCOMPLISHMENTS

New training materials: Materials for teacher training have been developed and put into use including, an Action Research Module, a Formative Assessment Module, and a Primary Handbook for teaching life skills through science and social study. By training teachers using these materials and methods, there is greater interaction between teachers and learners. Teachers are enabled to reflect and solve problems in classrooms and become more effective facilitators.

School improvement plan developed and implemented:

All intervention schools have their own school improvement plans based on QLE assessments. For example, schools in Kampong Cham now have their school improvement plan integrated into

commune investment plans; Angkor Ban commune has budgeted approximately USD 500 for the school improvement plan. The budget provides support to make improvements in the school environments and to teachers, children with disabilities, and other vulnerable children who are otherwise likely dropout of school without assistance.

Improved participation: Children are more actively participating in school decision making processes and have a stronger voice in the development of their school improvement plan and school Emergency Preparedness and Response Plan.

Improved teaching methods:

Teachers can now adapt their lesson plans, using a variety of activities and methods to adapt to the needs of all children in their class. They are using participatory teaching methods, and more visual aids, and are integrating life skills teaching elements into everyday classroom activities, improving children’s critical thinking, self-regulation, interpersonal skills, hygiene awareness and literacy.

Decreased violence in school: Teachers and children are aware of the negative effects of violence, and use positive discipline methods and communication instead of violence.

PARTICIPANTS

The I'm Learning project is working with 5,800 children (2,900 girls) and 129 teachers at 30 primary schools.

PARTNERS

Norwegian Agency for Development Cooperation (NORAD) and Save the Children Norway. We are working closely with the Ministry of Education, at national, provincial and district level as well as the provincial teacher training colleges.

RESEARCH

A longitudinal research project is tied to the project to study the effect of the QLE approach on children's learning and development. This research is conducted by our local NGO partner, Kampuchean Action for Primary Education

(KAPE) with technical support from the University of Oslo and the Royal University of Phnom Penh.

TIMEFRAME

January 2013 to December 2018





Save the Children

Save the Children Norway through The Norwegian Agency for Development Cooperation.

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