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## CASE STUDY

### A Rural School Director Changes His Management Style



Mr. Ean Pranith, director of Ka Por Junior High School, applies what he has learned in his School Management and Leadership Training Courses in order to improve his school.



New garden trees were recently planted in front of the school building as part of an effort to improve the school.

Mr. Ean Pranith is the director of Ka Por Junior High School in Kapo village of Kratie Province. Like most of the other school directors in the province, Mr. Pranith managed his school for years through the knowledge he learned by observing the practice of his former School Director, who led and managed the school by demanding strict compliance with instructions and orders. Throughout his tenure as director, Mr. Pranith has attended courses provided by the Ministry of Education, Youth, and Sport (MoEYS); however, he seldom applied this knowledge in managing the school. While he had been able to help his school realize some improvement throughout the years, school staff, students, and the community had not been enthusiastically engaged in working toward meeting the school goals.

The 2009-2010 academic year came with the presence of the IBEC Project in the province. Ka Por Lower Secondary School was selected to join the program, and Mr. Pranith was invited to participate in a cycle of four School Management and Leadership Training Courses (SMLTC) with other local school directors. As part of the training courses, School Directors were expected to learn and apply the lessons from their courses in their day-to-day practices, particularly in teaching and learning. This includes such actions as improving their leadership skills, building relationships, developing a data-driven plan for school improvement, supporting teachers, and working with stakeholders to develop a shared vision of their school.

*The IBEC Project seeks to promote better educated youth with increased access to a quality and relevant basic education through an approach that emphasizes holistic programming, stakeholder-driven development, and improved educational relevance and management. To learn more, visit [www.ibec.worlded.org](http://www.ibec.worlded.org)*

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The SMLTC has provided Mr. Pranith with opportunities to learn and apply new leadership skills in managing his school. The translated working environment to one that is participatory and training courses have helped him think with the end in mind, and he has mobilized stakeholders to develop a shared vision for the school. His creative thinking and empowerment has prompted his staff to transition from an iso collaborative. In answering a question about how the plan will help his students achieve their full potential, he said, "I will do my best to train technical grade leaders and encourage them to work interdependently. I will empower my staff in their decision making and hold them accountable for their actions in the case of my absence."