

# Mid-Term Evaluation

on

## Early Childhood Care and Development Project



Siem Reap Province

2012

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## ABBREVIATIONS AND ACRONYMS

CCWC	Commune Committee for Women and Children
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
DOE	District Office of Education
MoEYS	Ministry of Education, Youth and Sport
NEP	NGO Education Partnership
POE	Provincial Office of Education
QLE	Quality Learning Environment

## ACKNOWLEDGMENTS

This mid-term evaluation was conducted to reflect on the progress of the project after two-and-a-half years of implementation, and to ensure that further implementation is fully focused on achieving the objectives and goals of the project.

The mid-term evaluation was led by a Save the Children monitoring and evaluation specialist, with support from the ECCD advisor and members of the Program Development and Quality team. The evaluation was designed and conducted with the full participation of: staff of Save the Children's education section, and its education partners from five provincial education offices (Kampong Cham, Kampong Chhnang, Siem Reap, Preah Vihear and Koh Kong); Ministry of Education staff from the Early Childhood Education (ECE) Department; and staff from the NGO Education Partnership (NEP) group (see Annex: I for list of survey team).

We would like to thank those who took part in the design and gave feedback on the tools and field data collection.

Thanks also to Save the Children and the Provincial Office of Education (POE) for leadership, especially the Siem Reap Education Office, for allowing the survey team to do its job smoothly.

## I- BACKGROUND AND DESCRIPTION OF PROJECT

Save the Children in Cambodia received funding from Vibeke Aase and Johan Fredrik Odfjell's Charitable Foundation for five years (2010 to 2014) to support children's access to quality early childhood care and development (ECCD), working in partnership with the Provincial Office of Education (POE) in Siem Reap. The project intervenes through home-based ECCD and establishing pre-school classes.

The project benefits children under 6 years of age, especially disadvantaged children, including girls and children with disabilities. It aims to improve attitudes, skills and knowledge of child development educators (including parents and caregivers) to stimulate holistic child development and provide better care for children.

The support activities include training, study visits, mentoring and coaching parents, teachers and education managers, provision of training materials, supply of classroom furniture, play materials, materials for hygiene, sanitation and nutrition, learning-teaching aids and materials for children with disabilities. Monitoring support is provided through the POE and District Office of Education (DOE).

The project implementation is guided by:

### **Overall objective:**

By the end of 2014, 30,000 children below 6 years of age in the project target areas, especially those from the poorest families and those with disabilities, receive opportunities to develop and grow, according to their potential, in a healthy and stimulating environment.

### **Specific objectives:**

1. 30,000 children under 6 years old in Save the Children target areas, especially children from ethnic minorities and children with disabilities have access to comprehensive ECCD services (education, health, nutrition and care).
2. 80% of children who attend ECCD services in Save the Children target areas receive the opportunity to grow, according to their potential, in a healthy, stimulating environment.
3. Government structures at sub-national level in Save the Children target areas provide coordinated cross-sectoral support to ECCD services following the Government's ECCD policy.

## II- RATIONALE: SCOPE AND PURPOSE OF MID-TERM EVALUATION

In the third year (2012) of the operation's long-term plan, Save the Children would like to conduct a mid-term review to assess project achievements against the plan, and to document key lessons learned to inform revision or improvement for the remainder of the implementation.

The main focus of the mid-term review will be on:

- Assessment of the impact of project interventions in homes, villages and schools
- Assessment of participation and contributions from multi-sector services in ECCD programs

In addition, the mid-term review will specifically look at:

1. Objective 1: (Access)
  - The process of gathering children under 6 years old to access ECCD services
  - The functioning of home-based ECCD mechanisms
  - Review the different ECCD services and approaches for different age groups of children
2. Objective 2: (Quality)
  - Measuring children's learning achievements at home-based ECCD and pre-school over five domains (physical-health, moral-cultural, social-emotional, cognitive reasoning and language)

- Reviewing parents/caregivers' behaviour towards ECCD-aged children
  - Measuring improvements in capacity of pre-school teachers
3. Objective 3: (System)
- The functioning of monitoring and follow-up action by POE, DOE, down to schools/villages
  - Engaging involvement from other sectors and the community in ECCD works
  - Inclusion of ECCD services in school/village/commune plans

### III- METHODOLOGY

#### 3.1 Methods and Sample Size



*Orientation tool and methodology for data collection*

The mid-term review used literature review, focus group discussions, key informant interviews and individual testing of children aged five to measure children's competencies on physical-health, moral-cultural, social-emotional, cognitive reasoning and language. The process of sampling included selecting six districts from the 12 target districts of the whole province for data collection. In each district, two primary schools were selected, based on conditions such as having a pre-school, and home-based ECCD operations. Twelve schools were selected. In total, 98 parents and 30 teachers were involved in pre-school or home-based ECCD, as well as 52 other key informants, such as head teachers and local authorities who are members of school support committees (school-EFA network), POEs and DOEs.

**Table I:** Target area and sample size

District name	Name of primary school	Have pre-school attached to primary school	Have home-based ECCD (in villages)	Number of parents	Number of children aged 5 years old	Number of teachers	Number of key informants
Angkor Chum	Yeth Charaka	Yes	5 of 5 villages	19	12	4	5
	Sre Khao	Yes	1 of 1 villages				
Angkor Thom	Sandan	Yes	2 of 2 villages	14	15	6	9
	Don Ov	No	2 of 2 villages				
Chykreng	Phum Or	Yes	4 of 4 villages	19	15	5	11
	Krabey Real	Yes	5 of 5 villages				
Sothnikum	Khchas	Yes	2 of 2 villages	19	12	2	7
	Samrong	Yes	3 of 3 villages				
Siem Reap	Phum Thnal	Yes	2 of 2 villages	12	9	5	6
	Kravan	No	2 of 2 villages				
Pourk	Doun Sva	Yes	2 of 2 villages	15	15	8	12
	Sasar Sdom	Yes	1 of 7 villages				
<b>Total:</b>				<b>98</b>	<b>78</b>	<b>30</b>	<b>50</b>

### 3.2 Questionnaires and Tools

In alignment with ECCD monitoring tools of the Ministry of Education, Youth and Sport (MoEYS) and ECCD Quality Learning Environment (QLE) tools of Save the Children, four major tools were developed by the evaluation team in consultation with the education team. Prior to actual data collection, the evaluation team field tested the tools and made revisions.



*Revised data collection tools after field testing*

### 3.3 Data Entry and Analysis

Data entry was done in Phnom Penh using the Epi-data program. After cleaning and verifying the data, analysis was done using excel and SPSS computer programs.

### 3.4 Source of Data

Data and information was generated from field data collection, and complemented by secondary data produced by the project, such as project documents, quarterly and annual reports.

## IV- FINDINGS

### 4.1. Access

Statistics from the Siem Reap POE show that out of a total of 101,472 children aged 0 to under 6 years old, 31,392 children (including 15,430 girls) access ECCD services, including home-based ECCD, government and private pre-schools in 12 districts of the project area (statistics from Siem Reap POE, 2012). This shows an enrolment rate of 30.94% (49.15% of which are girls). Below is the statistical breakdown of different ECCD services in Siem Reap province.

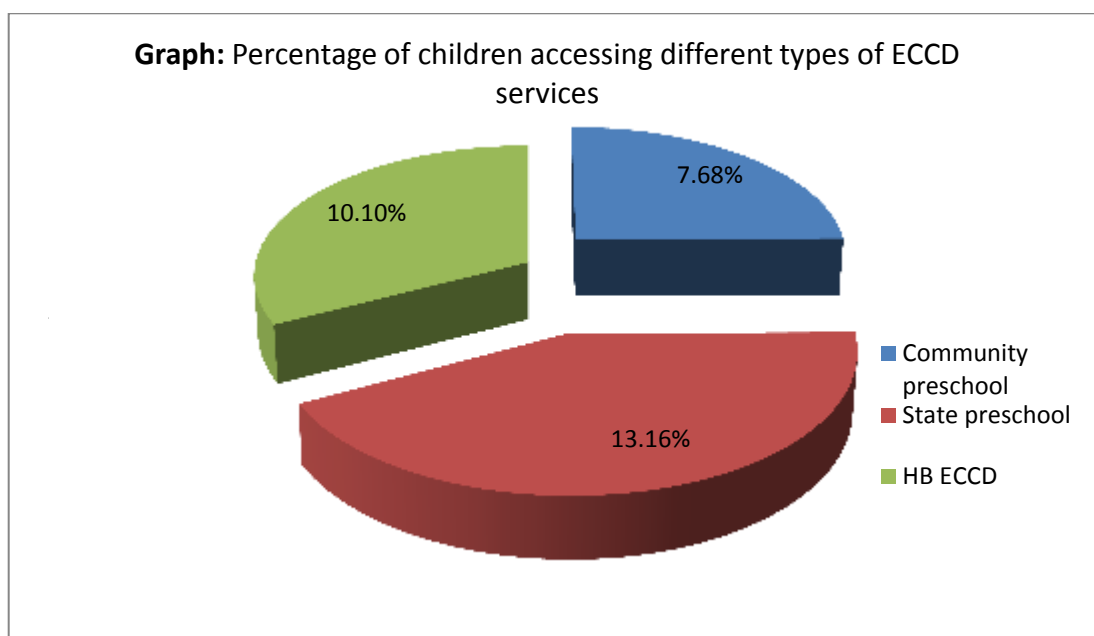
**Table 2:** Statistics of children 0 to under 6 years accessing different types of ECCD services

Contents	District						PoE (12DoEs)
	Angkor Chum	Angkor Thom	Chy Kreng	Pourk	Siem Reap	Sothnik um	
<b>Total children 0-under 6 Ys in mapping areas</b>							
Total children	6,905	3,574	18,107	14,728	20,557	11,719	<b>101,472</b>
Total girl	3,465	1,754	8,787	7,342	10,208	5,855	<b>49,462</b>
<b>Total children 0-under 6 Ys accessed ECCD</b>							
Total children	4,990	1,587	4,394	2,917	8,618	2,357	<b>31,392</b>
Total girl	2,650	807	2,135	1,489	2,938	1,173	<b>15,430</b>
Enrolment rate	72.27%	44.40%	24.27%	19.81%	41.92%	20.11%	<b>30.94%</b>
Enrolment rate girl	76.48%	46.01%	24.30%	20.28%	28.78%	20.03%	<b>31.20%</b>
<b>Total children with access to HB ECCD</b>							
Total children	3,089	116	1,683	437	444	869	<b>10,248</b>
Total girl	1,746	61	804	225	224	408	<b>5,014</b>
Enrolment rate	44.74%	3.25%	9.29%	2.97%	2.16%	7.42%	<b>10.10%</b>
Enrolment rate girl	50.39%	3.48%	9.15%	3.06%	2.19%	6.97%	<b>10.14%</b>
<b>Total children with access to pre-school attached to primary school</b>							
Total children	882	195	2,150	2,315	2,727	1,266	<b>13,353</b>
Total girl	452	100	1,097	1,176	1,268	626	<b>6,680</b>
Enrolment rate	12.77%	5.46%	11.87%	15.72%	13.27%	10.80%	<b>13.16%</b>
Enrolment rate girl	13.04%	5.70%	12.48%	16.02%	12.42%	10.69%	<b>13.51%</b>
<b>Total children with access to community pre-school, pre-school and separate primary school</b>							
Total children	1,019	1,276	561	165	5,447	222	<b>7,791</b>
Total girl	452	646	234	88	1,446	139	<b>3,736</b>
Enrolment rate	14.76%	35.70%	3.10%	1.12%	26.50%	1.89%	<b>7.68%</b>
Enrolment rate girl	13.04%	36.83%	2.66%	1.20%	14.17%	2.37%	<b>7.55%</b>

Based on the above statistics, the enrolment rate for girls is lower in Siem Reap district than others (informed by Siem Reap POE) due to:

- The enrolment rates of children in Siem Reap district cover only children enrolled in ECCD in government schools and do not include private ECCD schools/centres
- Girls are more likely go to private ECCD schools/centres in Siem Reap town than boys
- There are fewer home-based ECCD interventions in Siem Reap town





In addition to the statistical analysis, the evaluation study reflects on the process of gathering children to access ECCD services and the functioning of home-based ECCD mechanisms. The reflection is based on results reported by parents who are involved in home-based ECCD, and the parents of pre-school students who were selected to join focus group discussions (FGD) on the two topics.

**Table 3:** Number of parents interviewed

Respondent	Angkor Chum	Angkor Thom	Chykreng	Pourk	Siem Reap	Sortnikum	Total
Total parents interviewed in FGD	12	15	19	14	19	19	98

#### 4.1.1 The process of gathering children under 6 years old to access ECCD services

**Table 4:** % of parents who reported knowing about the process of gathering children to access ECCD services

Respondent	Angkor Chum	Angkor Thom	Chykreng	Pourk	Siem Reap	Sortnikum	Total
% of parents reported	67%	73%	89%	86%	84%	100%	85%

Of the 98 parents, 85% said they knew about the process of gathering children to access ECCD services, and 91% reported they had provided information on the children to teachers, the village chief and village development committee, as well as to school support committees.

Parents knew of the process of gathering children's data, which is done once per year, before the academic year begins in October. In addition, 86% confirmed they knew that enrolments were conducted in their community regularly, before the beginning of the academic year, and they were informed that they should register their children in school.

Responses from key informant groups who are members of school support committees (school-EFA networks) show that 100% (43 persons from FGDs) knew about and participated in school enrolment activities, particularly to gather children under 6 years old to access ECCD services available in the school and village.

## 4.1.2 The functioning of home-based ECCD mechanisms

**Table 5:** % of parents who reported the home-based ECCD mechanism was functioning

Respondent	Angkor Chom	Angkor Thom	Chi Kreng	Pourk	Siem Reap	Sortnikom	Total
% of parents reported	75%	27%	58%	100%	95%	63%	69%

In FGDs, 69% of parents said that parent/mothers groups in the home-based ECCD mechanism were functioning. Within that, 66% said there were clear roles for each member of the group, with members who were core mothers, and group leaders supporting other members. Some 74% said the groups had regular monthly meetings to discuss their children and receive follow-up monitoring by core mothers, as well as training.

There were 31% who said the groups were not functioning well, as they did not have clear roles for each member and just followed what the teacher told them. The groups could not hold meetings regularly and all information and documents/records relating to home-based ECCD parent/mothers groups were held by core mothers or teachers.

## 4.2. Quality

### 4.2.1 Child Development

In the study areas, 78 children (43 girls) aged 5 years old received competency tests following the tool recommended by MoEYS. In the tool there are 16 criteria covering five child development domains: physical-health, moral-cultural, social-emotional, cognitive reasoning and language development. The tests lasted 40 minutes and were administered by skilled and experienced ECCD service providers selected from MoEYS, POE and Save the Children staff.

Among the children, 25 were from home-based ECCD, 53 from pre-school, six lived with domestic violence and one child was an orphan. The children stayed in the programs from 6 to 24 months, with the minimum period in Angkor Chum and the maximum in Siem Reap district.

**Table 6:** Number of children involved in testing from home-based and pre-school, by district

ECCD Service	Angkor Chom	Angkor Thom	Chi Kreng	Pourk	Siem Reap	Sortnikom	Total
Home-based ECCD	5	8	3	4	0	5	25
Pre-school	7	7	12	8	9	10	53
Total Children	12	15	15	12	9	15	78

**Table 7:** Number and percentage of children who passed competency test

Criteria	Physical-health	Moral-cultural	Social-emotional	Cognitive reasoning	Language	Passed all 5 domains
Total	18	69	62	38	29	10
	23%	88%	79%	49%	37%	13%
Home-based ECCD	4	20	17	13	4	1
	16%	80%	68%	52%	16%	4%
Pre-school	14	49	45	25	25	9
	26%	92%	85%	47%	47%	17%

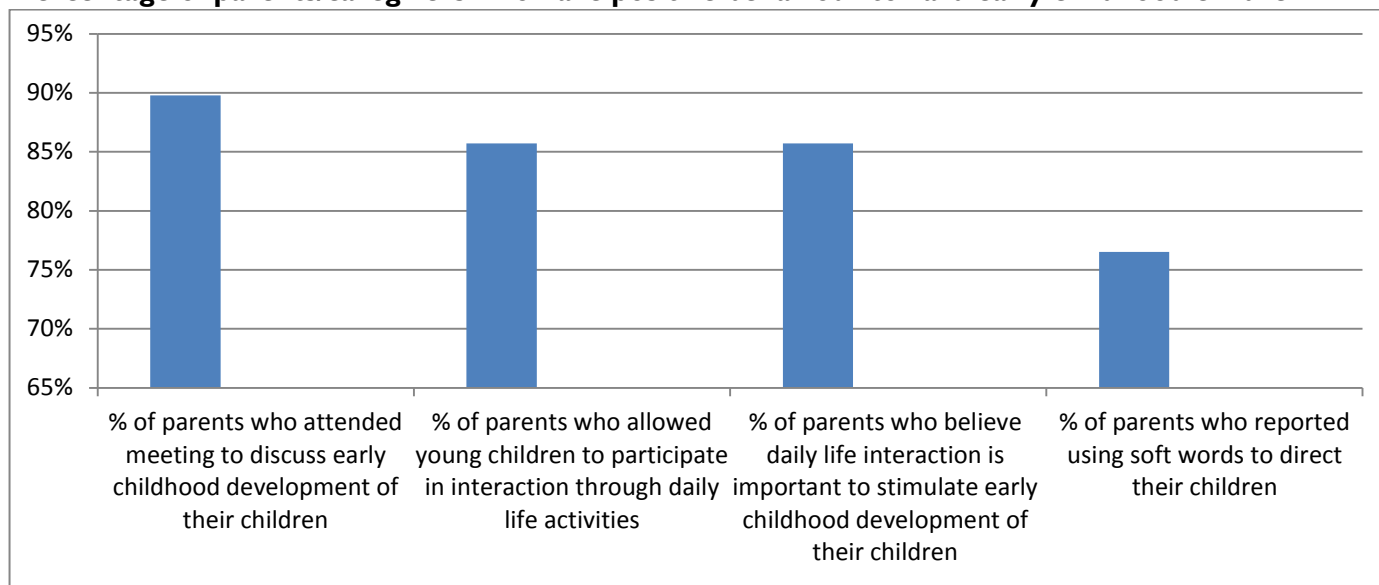
There were 10 children (13%) who passed all five domains of development among the 78 children involved in testing. The majority of children who passed all five child development domains stayed in services for more than one year. The areas of child development where children scored below 50% were physical-health with 23%, cognitive reasoning 49%, and language 37%.

### 4.2.2 Parents/caregivers' behaviour towards ECCD-aged children

**Table 8:** Number of parents involved in focus group discussions

Respondent	Angkor Chum	Angkor Thom	Chykreng	Pourk	Siem Reap	Sortnikum	Total
Total parents interviewed in FGD	12	15	19	14	19	19	98

**Percentage of parents/caregivers who have positive behaviour toward early childhood children**



Results of discussions among parents/caregivers of children in home-based and pre-school programs show that 75% to 90% of parents/caregivers showed positive behaviour toward early-childhood aged children. This included seeking support from other parents/caregivers on raising children, allowing children to participate in interaction through daily life activities, acknowledging the importance of daily life interaction to stimulate their children's development and using soft words to direct children.

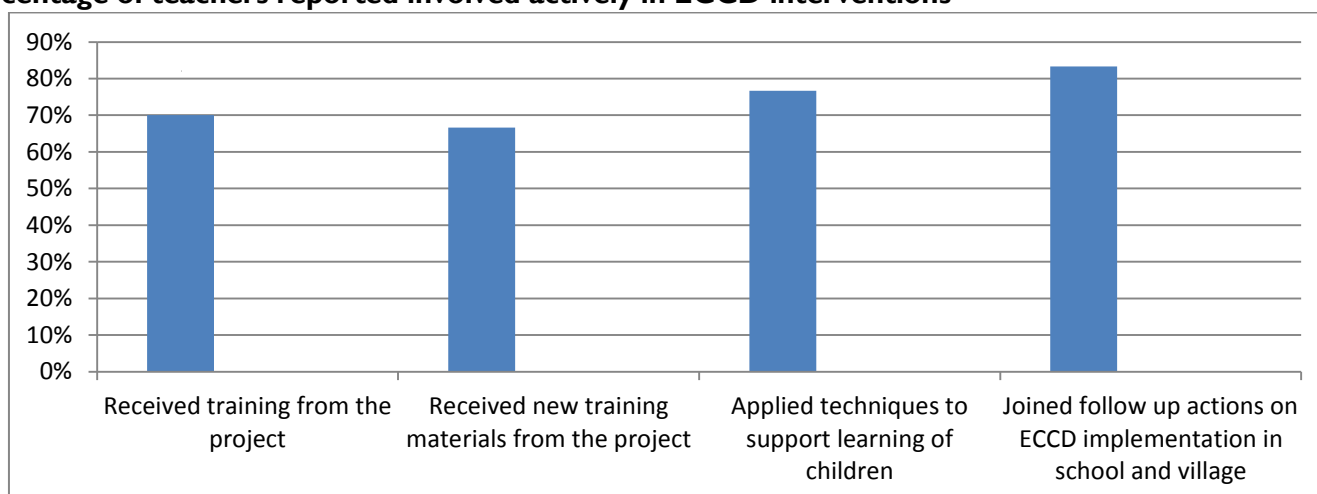
### 4.2.3 Capacity of teachers who provide support to ECCD interventions

We conducted FGDs with teachers (pre-school teachers and teachers of Grade I) who teach pre-school and are involved in supporting home-based ECCD implementation. There were 30 teachers involved in the discussion.

**Table 9:** Number of teachers involved in the focus group discussion

#	Angkor Chum	Angkor Thom	Chykreng	Pourk	Siem Reap	Sortnikum	Total
Teachers	4	6	5	8	5	2	30

**Percentage of teachers reported involved actively in ECCD interventions**



Results of group discussions with teachers showed 70% received training from the project, covering topics such as: how to stimulate early childhood development through daily life interaction; how to produce training and teaching materials; and child-centered teaching methodologies. Only 67% reported receiving new training materials from the project. In addition, 77% said they had produced teaching aids, developed a specific training schedule for every-day class activities, and prepared the classroom environment in a context appropriate and applicable to children. Some 83% of teachers reported being involved in meetings and activities that required monitoring of ECCD interventions in the school and village.

### 4.3. ECCD Enabling System

#### 4.3.1 Monitoring and follow-up action from POE and DOE down to schools/villages

According to 80% to 90% of teachers, POE and MoEYS played a very important role in monitoring and follow up. Only 30% said DOE and head teachers did follow-up monitoring, as they were very busy and lacked technical expertise.

Ten out of 12 schools have ECCD action plans, but not-long term plans. The ECCD plans are developed following ECCD implementation, which is supported by Save the Children. At the district level, all six districts had ECCD plans in the form of activity plans for DOE staff to do monthly implementation and follow up.

All selected schools and districts confirmed their report documentation followed formats from MoEYS and Save the Children.

#### 4.3.2 Involvement from other sectors and community in ECCD work

Some 86% of teachers said that the community, Commune Committees for Women and Children (CCWC) and School Support Committees played important roles in supporting ECCD implementation in schools, as well as in the village. In addition, 80% to 90% reported follow up and monitoring was done by POE and MoEYS, particularly on teaching and learning techniques, while 30% said DOE and head teachers did follow up and monitoring.

Results from school support committee key informants showed 70% to 80% said the community, CCWCs and School Support Committees played important roles in follow up and monitoring in schools, as well as in the village. Only 40% to 50% reported POE and DOE conducted follow up and monitoring to ECCD activities in schools/villages.

It was also reported that World Vision was working in some areas to support ECCD implementation.

### 4.3.3 Inclusion of ECCD services into school/village/commune development plan

According to key informant interviews, nine out of 12 selected schools raised ECCD activities to be integrated into commune development plans.

## V- CONCLUSIONS AND RECOMMENDATIONS

1. The number of children accessing ECCD services is **31,392**, equal to 30.94% of children 0 to under 6 years old in 12 districts of the project area in Siem Reap province. This is more than the expected Objective I of the project, which aimed, by the end of 2014, to have 30,000 children accessing ECCD. This achievement is a result of Save the Children project interventions (each year around 5,100 children benefit from Save the Children projects) as well as interventions with development partners such as Plan, UNICEF and others. The survey did not have data and information from respondents to separate children accessing ECCD by ethnic minority or children with disabilities. The next data collection should disaggregate groups of children, especially for ethnic minority and children with disabilities.
2. There needs to be more effort to improve the function of home-based ECCD mechanisms, especially parents/mothers groups in all districts of the project target area. There need to be clear structures of core mothers and members of mothers groups, understanding their roles, regular meetings and discussions among core mothers and parents, and follow-up monitoring by core mothers. There needs to be more investment in parental attitude change on child development. Putting parent knowledge into practice needs more attention.
3. There were 10 children (13%) who passed all five domains of child development among the 78 children involved in testing. The majority of children who passed all five child development domains stayed in services for more than one year. The areas of child development where children scored below 50% were physical-health with 23%, cognitive reasoning 49%, and language 37%. In the next year, the project intervention needs to provide more focus on activities that stimulate children's physical-health, cognitive reasoning and language development.
4. The low number of children passing competency tests was attributed to the project focusing too much on gathering children to access services, which required the project to expand to new villages where no other ECCD services were available. In addition, the child testing tool was new and teachers focused only on children who were brave enough to say something when being asked by newcomers/adults. They used children's ability to practice personal hygiene as proof that children passed the competency test. Project interventions must balance expanding services to new children with strengthening current services, to give children quality learning outcomes in line with the competency standard.
5. It is interesting that POE and MoEYS played important roles in technical support to teachers, who are direct service providers to children and parents, but not DOE and head teachers. To ensure the sustainability of the project, the roles of POE and MoEYS should be reduced and the roles of DOE and head teachers should be increased.
6. It is good that major of schools and all of districts have action plans on ECCD. To enrich the plans to provide long-term vision for schools, as well as districts, the project should provide further support to have ECCD plans that reflect their own needs, beyond those which Save the Children supports.

## VI- LESSONS LEARNED

1. The evaluation process conducted by internal staff raised capacity building, ownership and self-esteem for Save the Children staff and partners from MoEYS, POE and society groups.
2. It is important to make appointments with people at villages and schools for data and information collection. Follow-up needs to be done on action points, such as communication from the survey team to POE, from POE to DOE, and from DOE to school and village. A lesson learned from this case: the survey team had informed POE and staff based in Siem Reap province, but the communication from POE to DOE and the school was lacking, meaning the enumerator could only meet with head teachers and parents for interviews in a few schools and villages.

## VII- ANNEXES

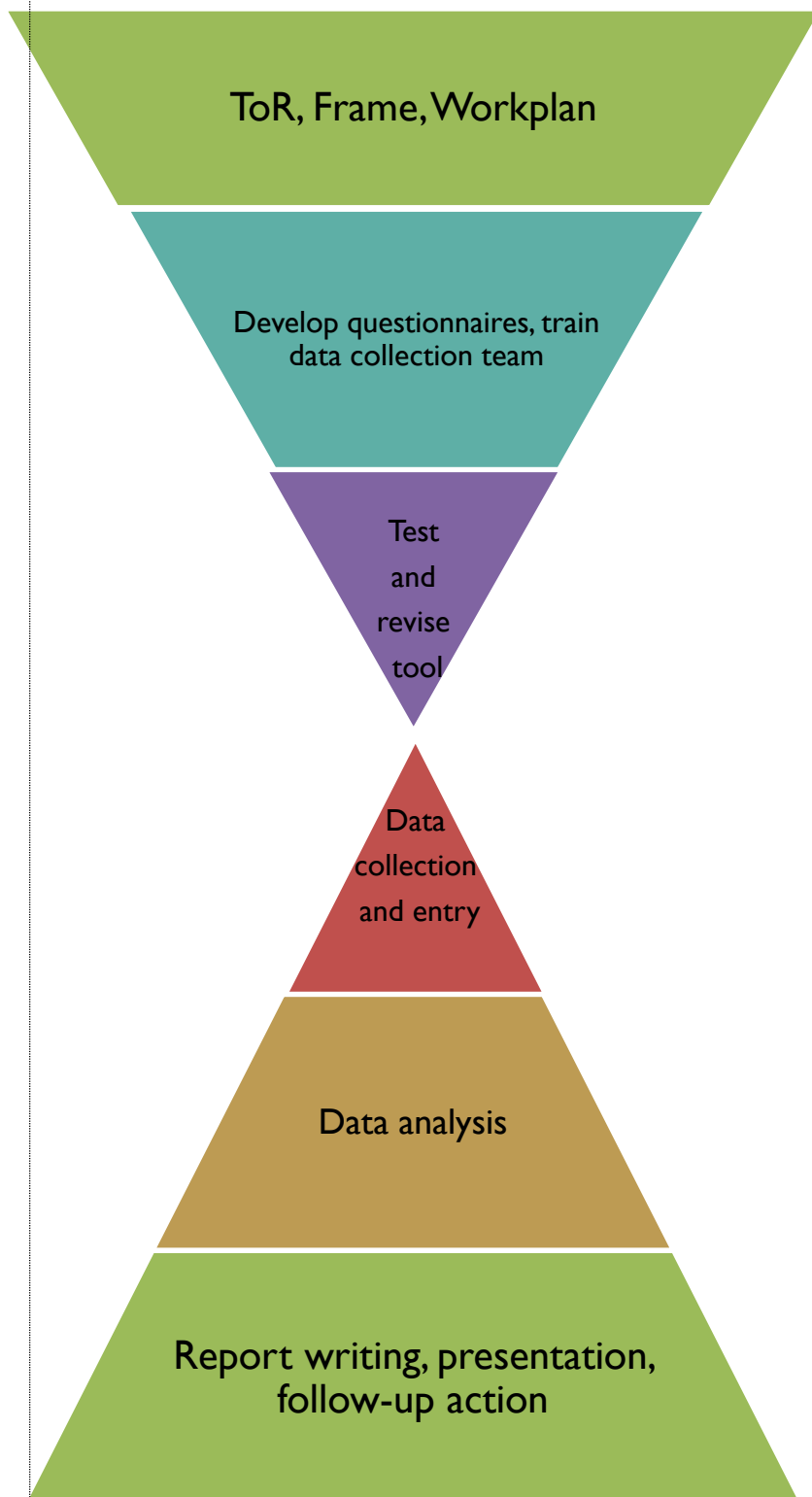
### Annex I: List of survey team

No	List of survey team	Sex	Position	Institution
<b>Save the Children staff</b>				
1	Kou Boun Kheang	M	Specialist, Monitoring and Evaluation	Save the Children
2	Khoy Rany	F	Advisor, ECCD	Save the Children
3	Nhan Sophal	M	Program Officer	Save the Children
4	Sok Saren	M	Program Officer	Save the Children
5	Prak Serey Vuth	M	Program Officer	Save the Children
6	Hing Long Sokha	M	Program Officer	Save the Children
7	Sun Sophal	M	Program Officer	Save the Children
8	Hang Lida	F	Database Assistant	Save the Children
9	Nou Socheat	F	Administration Assistant	Save the Children
<b>Ministry of Education, Youth and Sport (ECE Department)</b>				
1	Sok Sophear	F	Staff of ECE Department	MoEYS
2	Yong Sophana	M	Staff of ECE Department	MoEYS
<b>Provincial Office of Education</b>				
1	Thon Syna	F	Staff of ECE POE Siem Reap	POE, Siem Reap
2	Ear Sokleng	F	Staff of ECE POE Siem Reap	POE, Siem Reap
3	Hov Bunhorn	M	Staff of POE Siem Reap	POE, Siem Reap
4	Chit Leak	F	Staff of ECE POE Siem Reap	POE, Siem Reap
5	Ouk Sokchea	F	Staff of ECE POE Siem Reap	POE, Siem Reap
6	Leak Malay	F	Staff of ECE POE Siem Reap	POE, Siem Reap
7	Eam Bun Lyn	F		POE, PrehVihear
8	Mong Sophal	F		POE, Kampong Cham
9	Uy Theary	F		POE, Kampong Cham
10	Ho Sophorn	F		POE, Kampong Cham
11	Mey Mony Rotana	F		POE, Kampong Cham
12	Yim Mao	F		POE, Koh Kong
13	Chourb Savoeun	F		POE, Kampong Chhnang
<b>Society Group (NEP)</b>				
1	Gnourn Chek	M		NEP
2	Dr. Ali	M		NEP
3	Sun Chanty	F		NEP
4	Chea Kheng	M		NEP

## Annex II: Design of mid-term evaluation

### MID-TERM EVALUATION

**Project:** Improving Early Childhood Care and Development services for disadvantaged children in Siem Reap, Cambodia



<b>When:</b> 15-16/11/2012 <b>Where:</b> Office PP <b>Resp:</b> Kheang <b>Particip:</b> Edu Team	Based on project plan, time and resources.
<b>When:</b> 19-23/11/2012 <b>Where:</b> Office PP <b>Resp:</b> Kheang, Rany <b>Particip:</b> Edu Team, MoEYS, POE	Based on project objective, results and indicators, develop questionnaires, methodology and process. 1- Kheang designs tool and questionnaire 19-20/12 2- Meeting with team on 21-22/12.
<b>When:</b> 11/12/2012 <b>Where:</b> Siem Reap <b>Resp:</b> Rany <b>Particip:</b> Edu Team	Test to see the contents, structure, process, time, consequences, etc.
<b>When:</b> 12-14/12/2012 <b>Where:</b> Siem Reap <b>Resp:</b> Saren <b>Particip:</b> Edu Team	Individual interview, focus group discussion, key performance interview in 6 districts, 12 primary schools, 12 villages. Data cleaned and coded before data entry.
<b>When:</b> 02/2013 <b>Where:</b> Phnom Penh <b>Resp:</b> Kheang <b>Particip:</b> Lyda and Socheat	Data analysis by excel and SPSS. Get data into dummy table, build graph, etc.
<b>When:</b> 04-05/2013 <b>Where:</b> Phnom Penh <b>Resp:</b> Kheang, Rany <b>Support:</b> Henk	Report will be developed based on data and inf. findings. Draft report presented to Edu Team and partner, then finalize. Distribute and share report.



## Design Questionnaires

### Project objective 2010-2014:

To increase access to ECCD services for children under the age of six in Siem Reap province, especially disadvantaged children including girls and children with disabilities.

10 Primary Schools, 5 pre-schools, 5 home-based ECCD, 5 DOEs, IPOE

More than 30,000 children under the age of six, (15,000 girls) and 100 children with disabilities in Siem Reap target areas gain access to ECCD services.

Approximately 10,000 children in the age group of 3-5 years, of which 5,000 are girls, receive enhanced quality care and education.

An estimated 160 staff members (head teachers/assistants, DOE and POE) in sub-national education system provide practical and professional support to practitioners at the school level in improved equitable access and quality of education for children.

### Indicators

#### Indicators for result 1:

- 1/- Number of children under the age of six attending formal pre-school and home/community-based ECCD services.
- 2/- Number of children from 3-5 years attending formal pre-school and home/community-based ECCD services.

#### Indicators for result 2:

- 1/- Number of children in the age group 3-5 that receive quality care and education
- 2/- Number of girls in the age group of 3-5 that receive quality care and education

#### Indicators for result 3:

- 1/- Number of staff members (head teachers/assistants, DOE and POE) in sub-national education system provide practical and professional support to practitioners at the school level in improved equitable access and quality of education for children.
- 2/- Number of practical implementing guidelines for planning and reporting, monitoring and supervision.



Output, Outcome and Impact

Participation and Contribution


Sustainability



List of ECCD core and member mothers in agriculture village, Sangkat Srogne, Siem Reap Town, Siem Reap Province

ប្រតិបត្តិការបង្រៀនដំបូងសម្រាប់កុមារស្រី ក្នុងភូមិស្រែកស្រែ សង្កាត់ស្រែកស្រែ ខេត្តសៀមរាប ឆ្នាំ២០១៣

ល.រ	ឈ្មោះស្រី	ឈ្មោះកូន								សរុប	សញ្ជាតិ				
		១	២	៣	៤	៥	៦	៧	៨						
1	ស្រី ឈ្មោះ...			✓								ស្រី			
2	ស្រី ឈ្មោះ...	✓	✓	✓								ស្រី			
3	ស្រី ឈ្មោះ...					✓						ស្រី			
4	ស្រី ឈ្មោះ...			✓	✓							ស្រី			
5	ស្រី ឈ្មោះ...	✓				✓	✓					ស្រី			
6	ស្រី ឈ្មោះ...					✓				✓		ស្រី			
7	ស្រី ឈ្មោះ...			✓								ស្រី			
8	ស្រី ឈ្មោះ...			✓			✓					ស្រី			
9	ស្រី ឈ្មោះ...							✓				ស្រី			
10	ស្រី ឈ្មោះ...							✓				ស្រី			
11	ស្រី ឈ្មោះ...				✓			✓				ស្រី			
12	ស្រី ឈ្មោះ...					✓	✓					ស្រី			
13	ស្រី ឈ្មោះ...		✓		✓					✓		ស្រី			
14	ស្រី ឈ្មោះ...			✓		✓						ស្រី			
15	ស្រី ឈ្មោះ...			✓								ស្រី			
16	ស្រី ឈ្មោះ...			✓								ស្រី			
17	ស្រី ឈ្មោះ...								✓			ស្រី			
18	ស្រី ឈ្មោះ...				✓		✓					ស្រី			
19	ស្រី ឈ្មោះ...							✓				ស្រី			
20	ស្រី ឈ្មោះ...		✓			✓						ស្រី			
21	ស្រី ឈ្មោះ...								✓	✓		ស្រី			
22	ស្រី ឈ្មោះ...				✓							ស្រី			
		1	1	2	5	6	3	5	4	5	2	1	2	34	៣៦



ក្រសួងសុខាភិបាល

សរុប = ៣៦ គ្រុន  
 គ្រុនស្រី = ១៩  
 គ្រុនប្រុស = ១៧  
 គ្រុនស្រីស្រី = ២៩  
 គ្រុនស្រីប្រុស = ១៧  
 គ្រុន ៣៧ - ០១ = ៣៦