Report on the Mid Term Evaluation of the Education Program at SCI Cambodia

Save the Children International

Cambodia Office

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December 16, 2013
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Executive Summary

The report has two parts: Part 1 is a narrative based on an analysis of Save the Children documents and interviews with SCI staff and other stakeholders. Part 2 is an analysis of the results of a field survey of target primary schools in the six provinces where SCI works.

Part 1

A close examination of *Working Together to Make a Difference: Basic Education Development in Cambodia 2000-2010* reveals the development approach taken by SCN for many years before transition to SCI (which was finalized in November, 2011). The SCN development approach shaped the roles, responsibilities, relationships, attitudes and practices in the Education Program. Understanding this background helps clarify the challenges the Education Program will face as SCI adopts a new paradigm, represented by the *The Education Global Initiative, Moving Ahead on Education, A focused strategy for achieving our goals 2012-2015*.

The SCN approach grew out of the shift from relief assistance to development programming in the late 1990's and early 2000's. This approach included the following elements:

- Partnerships were formed with the Provincial Education Office, including direct budget transfers to the partner and the placement of an SCN Provincial Officer at the PEO office to administer the details of the relationship.
- SCN in Cambodia became a donor instead of an implementer. It delegated responsibility for program activities to the partner; but the government partner could not be held accountable by the NGO.
- To avoid creating dependency and to assure partner ownership, SCN rejected the "project mindset" and instead promoted activities along general avenues of concern: Access, Quality, Improvement of Education, and Strengthening Systems.
- SCN approached capacity building through the use of "natural teachers" within the ranks of the government partner. This was culturally reasonable, as appearing to suggest that a high ranking government official might need training or instruction would be considered an offence to his status. But the result was persisting low capacity in the partner.
- SCN successfully leveraged its close partnership with the Ministry of Education, Youth and Sport to introduce Child Friendly School frameworks, until they became government policy.
- SCN favoured concise reporting that followed the Log Frame, and stated numerical results against targets and that included lists of the main activities. The Education Program team did not get experience in writing detailed reports on program activities to document the successful program implementation activities that they had devised. As a result, many innovations, lessons learned and best practices were never recorded.

Recommendations:
- This rich program implementation experience remains in the minds of the senior team members, some of whom have been with Save the Children for over twenty years. Means should be found to transmit this knowledge systematically to the younger generation of SCI Education Program team members.

- Building the capacity of sub-national administrators of education is important, but the SCN approach should be reconsidered. The younger generation of Ministry staff may be less threatened by the prospect of professional training to improve their job performance. They have grown up in a more stable and peaceful environment than their elders, who experienced the terror of Pol Pot, the occupation by Vietnam and civil war conditions during their careers.
- Expert training that is culturally sensitive is needed on all aspects of the management and administration of a modern national education system.
- Capacity building of teachers is a task for the Teacher Training Colleges which have now been established in all provinces. This will assure that each new cohort of teachers will be reached pre-service with training in modern pedagogical skills, rather than an uneven coverage of teachers in-service in the target schools. This approach should replace the ineffective impact of Provincial and District Education staff, who are themselves struggling to understand and implement the new concepts.
- The long-established relationship with Provincial Education Offices should be preserved, but modified in light of a more careful assessment of the specific needs of each province.

The transition to one Save the Children and the publication of the new vision for a global initiative based on the Theory of Change will bring new challenges and opportunities to the Education Program. An analysis of the legacy of the past and the implications of transition to one SCI suggests that there are three main areas of change that the Education Program will face:

1. The first change is a return to implementation at the school level, especially in connection with the new signature program "I'm Learning," and a shift from an emphasis on access to greater concern for quality with the adoption of the Quality Learning Environment (QLE) approach.

- This will call for relationship building at individual schools, which will require a new level of detailed record keeping of interventions.
- This approach will create new staffing and logistical challenges to support local level implementation.
- The QLE tools and the global standards will introduce a new level of scrutiny on the gathering and compiling of data. Global standards will require heightened accuracy and accountability in monitoring, evaluation and reporting on implementation efforts.
- The emphasis in the "I'm Learning" approach is on teacher-student relations and the characteristics of good teachers. Many of the principles in "I'm Learning" resonate with traditional Buddhist principles (loving kindness, sympathetic joy and equanimity). The new signature project being piloted in Cambodia gives the Education Program the opportunity to make innovative contributions to the experiment.

2. The second change for the Education Program is a new emphasis on evidence and reporting.

- Detailed evidence on all interventions, whether successful or not, should be gathered and reported. Reporting in depth should encourage the documentation of innovations, lessons learned and best practices. Writing reports of this kind will require, and build, critical thinking about program implementation.
- SCI is a knowledge-based organization that values documenting, reporting, filing and sharing findings to facilitate a global dialogue among education specialists and to preserve institutional memory of what worked, and why.

- Persuasive, detailed reports on Education Program activities will support SCI proposals to donors in an increasingly competitive environment for NGOs. It is no longer likely that Save the Children country offices will depend on a single donor for decades.

3. The third change for the Education Program is to shift away from a Log Frame mentality of "*actions taken and results achieved*" to Theory of Change thinking that asks, "*why do you think that this action will result in that change?*"

- At the Global level, the Theory of Change states the highest principles of the organization. In SCI, partnership, innovation, voice of children, and achieving results at scale all depend on using an evidence-based approach to support advocacy for better practices, documentation of program effectiveness and breakthroughs.
- At the Country level, the Theory of Change inspires a concern to make assumptions explicit. This process enhances skill in critical reflection, which is needed at every phase of program implementation, planning, adapting to circumstances and writing clear and thoughtful reports.
- At the Program level, an exercise in Theory of Change thinking can provide a means by which the Education Program can contribute to the pilot "I'm Learning project." The pilot asks countries to develop appropriate activities to advance Life-Skills, one of which is "critical thinking" in primary school pupils.

Recommendation:
- The Theory of Change exercise recommended for the Education Program team is to ask, "*what activities or interventions in a Cambodian classroom would achieve the result of increased critical thinking; and why?*" Another aspect of this exercise would be to ask, "*what preconditions are needed in order for the result increased critical thinking to be achieved in the Cambodia context; and why?*"

Part 2

The survey research was designed to assess the progress, outcomes and impact of the Education Program activities in target schools. The activities were listed in the *Thematic Long term plan – Education, 2011-2015 Early Childhood Care and Development and Basic Education,* and were based in the SCN development approach prior to transition to one Save the Children.

- The analysis of the survey data is presented in detailed charts and cross tabulation tables. This material is grouped by type of intervention, School Infrastructure, Access and Quality. A dashboard provides a summary, by province, of high, medium and low impact results for each activity.
- The survey study found that at the country level, the Education Program had been very effective in implementing the activities of the *Long term Plan* Log Frame. This is confirmed by comparing two categories of target schools—high and low level of implementation schools; the former showing significantly higher scores than the latter on most Log Frame activities.
- The two categories of school actually reveal an uneven effectiveness of the Education Program impact. Interventions have been more successful at some focus, or core schools. But at schools which received less direct attention, and which depended more on the cascade effect facilitated by the implementing partner, the District Education Office and Provincial Education Office, the impact was reduced.

- At the province level, the analysis of survey results revealed deep disparities in program impact. These differences are obscured at the "average" or country level. Drilling down into the data shows a complex pattern of significant differences between strong and weak performers on most activities.
- The unevenness in impact at the province level reflects inefficiencies. The Education Program might be much more efficient if it took these differences into consideration as it develops the annual agreement and work plan with the PEO based on the needs and progress in each province.

Recommendations:
- The survey study illustrates an evidence-based approach that can provide information to Education Program managers enabling them to adjust support strategically and to guide partners toward achieving impacts in each province that contribute to a more balanced impact across the target provinces.
- A new, differentiated approach to the Provincial Education Office partners would tailor support to the needs, challenges and performance in each province. At the same time, the autonomy and sovereignty of the local government authority must be respected, maintaining the close and long-enduring relationship. The Education Program team has the depth of local experience and political wisdom to manage these relationships with careful balance.

Acknowledgments

I want to thank Mr. Pheap Roda, who served as an able translator and assistant for this consultancy.

This work would not have been possible without the cooperation and encouragement from the entire SCI Cambodia Senior Management Team and the Education Program team and the Kampong Regional Office team. Special thanks to Mr. Henk van Beers, PDQ Director and Mr. Kou Bounkheang, Monitoring and Evaluation Specialist, who supervised the Mid-Term Evaluation.

Acronyms

DEO   District Education Office
MoEYS Ministry of Education, Youth and Sport
NGO   Non Government Organization
PDQ   Program Development and Quality, a section of SCI Cambodia
PEO   Provincial Education Office
PI   Program Implementation, a section of SCI Cambodia
PO   Provincial Officer
QLE   Quality Learning Environment
SC   Save the Children
SCI   Save the Children International
SCN   Save the Children Norway
TOC   Theory of Change

Contents

PART 1, NARRATIVE REPORT

Introduction, the Terms of Reference

The terms of reference for this evaluation include an assessment of the impact of the transition to one Save the Children on the Program [TOR2]. (The transition to a singular Save the Children International [SCI] went live in Cambodia in November, 2011). Looking closely at the transition, and what came before the transition and where the transition is heading, will enable us to consider:

- the approach the Education Program has taken to its work in the past and
- how the approach might change in the future.

This historical perspective on the models adopted for project implementation and delivery in the past will help us understand the context for the Education Program's achievements [TOR3]. Understanding the background of the Education Program's current approach also provides a context for assessing the Program's efficiency, effectiveness and impact [TOR4].

Following this narrative, but an integral part of this Evaluation, is a study designed to assess the progress, outcomes and impact of the education program against the set results and objectives of the 2011-2015 Long Term Education Plan. That study consists of survey research in the target provinces designed to examine the effectiveness and efficiency of the Education Program in the implementation of its activities [TOR1]. The conclusions of that report are that at a country-wide level there has been very effective program implementation. However looking more closely at the province level, there are still great disparities that reflect unevenness of implementation from one province to another on many activities.

In the course of the report on the transition to one Save the Children; the models of program implementation used by the Program; and the achievements, effectiveness and impact of the Program, mention will be made of the good practices and innovative approaches that have come to light [TOR5].

Three Basic Background Documents

We are fortunate to have three key documents inspired by Save the Children Norway (SCN) that give us some understanding of the vision that prevailed before the Transition and the vision that will guide SCI into the future after Transition. The first document is called: *Working Together To Make a Difference: Basic Education Development in Cambodia 2000-2010.[1]* This book and CD-ROM recounts the history of Save the Children in Cambodia and aims to document Save the Children Norway's contribution to education in Cambodia over the first decade of the new century. This document is

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[1] W. John Howe, John Clewley and Chrystal N. Holt, Authors and Editors, Asia-Oceania Development Network, April 2011. For convenience, the work will be cited as *Working Together* in the text that follows. I will quote from the cd version of the document which has material in addition to what is in the printed version, hence the pagination of the two forms is slightly different.

important in providing an account of SCN's development strategy, which guided the approach of the Education Program in Cambodia over many years before the Transition.

The second document is the *Thematic Long term plan – Education, 2011-2015 Early Childhood Care and Development and Basic Education,* Save the Children Norway, April 2011[2]. This document provides the objectives and results against which this Mid-Term Evaluation was asked to examine the progress, outcomes and impact to date of the Education Program at the mid-term in 2013, and formed the basis for the survey research. This document also provides a statement of the goals and outlook of SCN in Cambodia, based on the development approach SCN had taken for years during the pre-Transition period.

The third document is *Education Global Initiative: Moving ahead on education, A focused strategy for achieving our education goals 2012-2015.*[3] This document outlines the priorities and direction that will characterize the new one Save the Children, SCI, that is, the vision for SCI in the post-Transition period.

SCN Strategy pre-Transition

Save the Children Norway began its work in Cambodia in 1979, just after the fall of the Khmer Rouge regime. SCN was based in Bangkok at that time and provided emergency relief assistance through a consortium of NGOs led by Oxfam. Later in the 1980's, during the Vietnamese occupation and the State of Cambodia regime, SCN opened an office in Phnom Penh, and began to shift from emergency rehabilitation of education to consideration of a long-term development program.[4]

Since 2000, according to *Working Together*, a marked change was evident in the approach of both donors and the Ministry of Education Youth and Sport (MoEYS), towards education development in the country. Donors realized that they needed to shift their support from a humanitarian relief response to a more developmental approach. The Ministry and Government also stressed the need to strengthen the educational system at all levels and develop capacity of their staff.[5]

Development Approach

Working together does not present a concise and cogent statement of its development theory. However, the guiding ideas of the approach taken are mentioned in scattered paragraphs. I will try to piece the ideas together to reveal the approach that SCN seemed to be taking toward their support of education in Cambodia from 2000 to 2010.

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[2] For convenience, this document will be cited as *Long term plan* in this report.

[3] For convenience, this document will be cited as *EdGI.* The document is inspired by Save the Children Norway in as much as the CEO of SCN is the Chair of the Education Global Initiative. Moreover, we read in *Save the Children Norway Strategy 2014-17* (15 September 2013) p.4, "SCN is responsible for leading Save the Children's global initiative on education. This means that in addition to having a large Norwegian education engagement SCN must ensure the technical and financial resources required to lead on behalf of the whole organisation."

[4] *Working together*, p.5
[5] *Working Together* p.7

Working together notes that the initial approach of many donors to relief in the post-Pol Pot era was to provide educational services directly at the school level. This was intended to "fill the gap" in view of the lack of resources in the Ministry. But the consequence noted by *Working Together* was that:

> Unfortunately, this often meant that the Provincial and District Education Offices were sidelined and education initiatives were not always well co-ordinated.[6]

Accordingly, SCN joined the shift away from the earlier direct provision of education services at the school level towards funding that aimed at "strengthening systems." SCN also aligned with the MoEYS to focus on increasing access and enrolment in schools. SCN also worked to improve the quality of education, notably by advocacy on behalf of the Child Friendly Schools framework in policy discussions with the Ministry.

Building Capacity

SCN also joined the Ministry plan to strengthen the capacity for education decentralization. SCN supported building the capacity of MoEYS partners at all levels through training in management and planning. The organization also decided to support the sub-national offices that it felt had earlier been sidelined, namely the PEO.

> [SCN] placed staff in Provincial Education Offices in target areas to assist in further developing capacity in general management, improved communication and co-ordination, planning and data collection. [7]

In addition to assigning an SCN staff person to work in the PEO office in target provinces, the SCN strategy included combining capacity development with the participation of counterpart PEO staff, especially in planning and implementation. The explicit strategy of the organization was:

> to ensure that capacity development at all levels is carried out by effective, 'natural' teachers as group leaders, demonstrators, and facilitators, appropriate to the level of the participants, rather than by highly-qualified external experts[8]

This decision to make "natural" teachers in the PEO responsible for building capacity at the sub-national level was to have lasting consequences. But one of the virtues of the approach was to provide an additional incentive for participants in the capacity building activities, by way of the perdiem and other costs associated with the activities. An alternative might have been to recognize this as a problem of professional upgrading, and as a topic within the field of Adult Education. For that approach, indeed, external experts with high qualifications in the training of professional managers of educational systems would probably have been needed.

On the other hand, in the Cambodia context, a teacher is superior to a pupil. If a person in authority, like a government official, is seen to need instruction from someone else, a teacher, the official is reduced in status and loses face. (The Khmer term is "his face is broken"). Intense status consciousness combined with a civil war mentality between factions which shared power in the government in the late

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[6] *ibid*
[7] *ibid*, p. 9
[8] *ibid*, p.33

1990's and early 2000's made dealing with government officials exceptionally treacherous. Accordingly there are good cultural reasons for the choice SCN took to avoid appearing to be an actual provider of training or instruction to the PEO or government staff.

Program not Project

Working Together also takes up another aspect to the shift from a relief approach to a development approach to education in Cambodia. SCN argued that a challenge for any external organization supporting educational development was to avoid creating "dependency" on the part of their partners. One way this dependency showed itself was by a "project mindset" (with a beginning and end of activities linked to the project budget period). Once the project funding ended, so SCN argued, the partner would tend to feel a lack of ownership and the activities would be viewed as "belonging" to the external organization.[9]

In order to avoid this risk of dependency and to assure greater sustainability, SCN took the deliberate step of funding its support through PEO and DEO financial management systems, rather than keeping it separate. This involved "direct budget transfers to PEOs" that were intended to influence policy and practice in the Ministry.

> The organisation has increasingly integrated its support of education into MoEYS structures and systems to better facilitate the development and institutionalisation of policies and strategies from the national level to the implementation of these at the provincial, district and school level.[10]

Whether or not dependency was avoided and sustainability enhanced by this strategic development choice is probably a matter of debate. What is clear is that SCN deliberately made itself a "donor not implementer" in the education sector in Cambodia, and as a result, it gained access to policy-making levels of the Ministry.

One of the consequences of this strategy was to construe its approach as "program-based" rather than "project-based." Instead of supporting discrete projects with clear objectives, specific time-frames, and payment contingent on agreed deliverables, SCN chose to support a partnership with the Ministry based on the high level themes of "Strengthening National Systems for Policy Development," "Access" and "Quality" as well as target province-based efforts to "Improve Basic Education" and "Improve Early Childhood Care and Development."

> Save the Children Norway's overall approach has shifted over time from a project-based to a programme-based one. In practical terms, this meant taking a step back from direct implementation of projects, to providing both financial and technical support at different levels for MoEYS as they implement more integrated basic education development in line with their education sector strategies.[11]

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[9] *ibid.*
[10] ibid, p.39
[11] *ibid*, p. 38

The role of the SCN staff member assigned to each PEO of target provinces was to provide "technical support, monitoring and the joint implementation of programmes."[12] By being based in the PEO office, the PO was able to build significant relationships with sub-national officials, and became recognized as the representative of a donor which had ceded responsibility for program implementation to the PEO. At the same time the PO also supported the PEO partner by participation in many of the activities of the joint program implementation. The imbalance in the relationship was never discussed: SCN gave responsibility for program implementation to the PEO, but the PEO could not be held accountable for their activities.

The SCN Provincial Officer (PO) was also tasked to obtain PEO signatures on the annual contract agreement with SCN to which was attached a copy of the current Log Frame list of activities that had been funded by the donors to SCN (mainly NORAD, the Norwegian Agency for Development Cooperation, in the Ministry of Foreign Affairs). The PO also filed quarterly and annual reports on behalf of the province partners to the Phnom Penh office, which compiled them into the Country Annual Report on achievement of the objectives stated in the current Log Frame.

Program Reporting

The Country Annual Reports provide a very clear statement of what the SCN in the home country expected to hear about the Education Program they supported in Cambodia. The general pattern is an extremely concise statement of numerical results achieved based on activities conducted to improve Access and Quality. Here is an example from the Annual Report from Cambodia in 2010, the last year before Transition in November 2011. It summarizes the achievements from the six target provinces over the year.[13]

Results achieved
(1.1) About **21,760** (10,574 girls) out-of-school children, 105 children with disability (50 girls), 1,070 ethnic minority children (506 girls) gained access to primary education.
(2.1) Around **18,100** (8,700 girls) children have demonstrated active learning and apply to real life through cooperative and investigatory learning process and application of the learning for their daily activities.
(2.2) 1,090 (547 girls) representatives of Class and School Children's Councils raised their voice related to children's learning difficulties and violence in the schools. In terms of practice mutual support and care for others, they helped each other in learning clubs.

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[12] *ibid*, p. 39

[13] *Country Programme Annual Report 2010* , Save the Children Norway in Cambodia (February 15, 2011)

> **(3.1) 480** staff members of the POE systems assisted schools by providing training, mentoring and monitoring visits to head teachers, teachers and members of school-community to promote children's access and quality of learning.
>
> **(3.2) 110** MoEYS staff conducted field investigations on corporal punishment and the use of National Minimum learning Outcome Standard at field level . The findings will be used for (a) improving the existing the Prakas (proclamation) of MoEYS and (b) developing guidelines on how to use National Minimum learning Outcome Standard with the daily learning and teaching activities.

It is very difficult to trace how these numbers were developed by the PO in each province. Unfortunately, there was no requirement to submit more substantial reporting on the process by which activities were carried out by the PEO. Likewise, I have not been able to find any details on the monitoring method by which the PEO or PO gathered the results that could then be reported to the Education Program managers in Phnom Penh.

The PO played mainly an administrative role, assuring the proper transfer of donor funds to the PEO and payments of per diem to participants of capacity building exercises. The PO were not recruited for their technical expertise in training or monitoring or evaluation. Funding from Norway was sustained without interruption since the earliest years and enabled the PEO to recruit additional Ministry staff to attend to SCN supported activities. Program implementation activities were largely conducted by the PEO in the target provinces, with advice from the tireless and indefatigable Education Manager, Keo Sarath, and his small team in Phnom Penh.

There are virtually no detailed reports on NORAD funded program activity content, process or method related to Access and Quality available either in Khmer or English. There is no documentation of how the Education Program actually worked with the PEO partners or with target schools, although the Program clearly achieved considerable success (as the survey study demonstrates). This lack of reporting risks losing valuable institutional memory and makes it very difficult to identify the best practices and innovations that are clearly there.[14]

I will note parenthetically that the Save the Children Education Program was able to mobilize the skill and knowledge needed to produce excellent reports on education activities. From 2003 to 2005, SCN served as the implementing agent for a more demanding donor in Cambodia. The project was funded by the Japan Social Development Fund, which had been created by the Japanese Government and the World Bank. The aims of this project in Cambodia were similar to the SCN activities already underway, promoting access, quality and efficient public school management, with community participation. The

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[14] There are some external evaluations, which are useful, but could not possibly provide the level of detail on best practices or innovations that an internal report could reveal. See Richard Geeves, *Evaluation of the education program of Save the Children Norway Cambodia*, (February 2001) and Chrystal N. Holt and W. John Howe, *Evaluation of Save the Children Norway in Cambodia's Education Programme 2006-2009*, (April-June, 2010).

project also included the construction of a number of new schools in the province Preah Vihear. The SCN report to JSDF is a model for comprehensive project reporting from the pre-transition period.[15]

Successful Advocacy

Meanwhile, SCN became a very respected member of the donor community in Cambodia. It maintained excellent access to the Ministry, through many years of continuous partnership. SCN has been able to advocate for important innovations in education at the national policy level, such as the Child Friendly Schools framework, with the result that these innovations have been taken to scale nation-wide.

It is common knowledge in the Cambodia office that Save the Children can walk into the Minister of Education's office anytime and will be well received. As one PO put it, "whenever the PEO holds a large meeting, they always ask us to sit next to them at the head table." SCN has made an enormous investment in building a fruitful relationship with the education authorities in Cambodia, and this relationship is a valuable asset.

My conclusion is that the Education Program has actually been performing well and exactly in accord with the paradigm created by the architects of the SCN development strategy which persisted for at least a decade. Two Cambodian members of the team have been working with SCN since 1991, and one other Cambodian member of the team has been working with SCN since 1994. For many, many years during the pre-transition period they have successfully guided and executed the plan designed by SCN. With the structural changes underway in the organization, the Education Program needs to be informed about the new expectations that will replace the attitudes and practices that worked in the past. The purpose of this paper is to sketch the new paradigm.

The SCN Long Term Plan for Education

The *Thematic Long term plan-Education, 2011-2015*[16] is technically where this mid-term evaluation was supposed to begin. It was published just before Transition became final. A comparison with the programming of the previous decade shows that, in most respects, the *Long term plan* continued the general development approach to education in Cambodia that had endured since at least 2000. The *Long term plan* sets out the direction for Save the Children education programming for the first five years of the new decade, even mindful that a transition would also be in process during this period.

Partner Capacity

The *Long term plan* complains about the limited resources and insufficient investment from the Government for the educational system putting the achievement of the Education For All goals and Millennium Development Goals in jeopardy. The *Long term plan* notes that the deficiencies in human resources are particularly acute:

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[15] *Final Report for the Implementation of the JSDF Grant, Period August 2003-December 2005.* Japan Social Development Fund Grant for Public Education for Disadvantaged Children (Grant TFO 052059).
[16] Save the Children, *Thematic Long term plan – Education, 2011-2015 Early Childhood Care and Development and Basic Education* (April 2011)

The capacity of educational staff, from the national down to the sub-national levels is still limited in interpreting the national education policies and guidelines and putting them into practice. So far the new education guidelines have been passed from the national level down to school level where there is little knowledge on how to operationalize them[17]

The *Long term plan* mentions the struggle of the PEO, DEO, head teachers, teachers and EFA committees have to understand and apply the various dimensions of the Child Friendly Schools policy.[18] This was the policy which SCN had helped introduce through its successful advocacy work with the Ministry.

Gaps between policy and practice remain a major challenge for the education system in Cambodia. The educational system with MoEYS, the Provincial Office of Education down to the District Office of Education for both ECCD and Basic Education are very weak. The capacity of educational staff from the national down to the sub-national levels is still limited in interpreting the national education policies and guidelines and putting them into practice. So far the new education guidelines have been passed from the top down to schools and the schools and sub national education offices do not know how to adopt those guidelines for operational activities.[19]

The *Long term plan* re-emphasizes the role of the SCN Provincial Officer (PO) to monitor directly all education projects at the sub-national level. The *Long term plan* mentions specifically project activities implementation, outputs, expected results and financial management. The PO are also tasked to assist partners to prepare progress reports on a quarterly and annual basis to be sent to Phnom Penh. These reports continue to be closely keyed to the Log Frame for the *Long term plan*.

The *Long term plan* Log Frame states the specific objectives intended, the objectively verifiable indicators of achievement to be used, the main results/outcomes intended that contribute to the objective, and the main interventions/activities to be conducted.

I used the list of main activities and interventions from this Log Frame document as the basis on which to construct a survey study to examine the progress, outcomes and impact of the Education Program.

That report, which accompanies this narrative, demonstrates that at a country-wide level, in the six target provinces, the Education Program has been very effective in its implementation of these Log Frame activities. However, the report also shows that there are relatively strong and weak performers on the various activities. The report also demonstrates the usefulness of an evidence-based approach, which gathers the kind of information that can be used by Education Program Managers to fine-tune their relationships with the PEO and accordingly guide program implementation to attend to the particular needs of each province.

Building Capacity

The *Long term plan* Log Frame lists fifty-two "Main Interventions/Activities." Of this total, twenty-one are capacity building efforts--over 40% of the activities. Here is the list of capacity building activities:

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[17] *ibid*, p.5-6
[18] ibid, p 6
[19] *ibid*, p.8

(5.1) Build capacity to School Support Committee (School-Community EFA Networks)
(5.8) Build capacity to teachers and head teachers on organising and implementing flexible learning
(5.12) Build capacity to teachers and head teachers on language and cultural bridging
(5.13) Build capacity to teachers and head teachers to convert concept of Child Friendly School and Child Centred Learning Approaches
(5.14) Build capacity to teachers and head teachers on how to provide special support, including way of communication, to marginalized children including children with disabilities
(5.18) Build capacity to TTC trainers on Child Centred learning and teaching approaches
(5.20) Build capacity to teachers and head teachers on local life skill programmes
(5.22) Build capacity to teachers, head teachers and parents on child rights
(5.25) Build capacity to Children Council members/leaders
(5.26) Build capacity to head teachers, teachers and community on improving the function of school Children Council
(5.31) Build capacity to head teachers and teachers on curriculum implementation
(5.32) Build capacity to teachers on how to support children with learning difficulties through
(5.34) Build capacity to head teachers and technical committees on promoting children self-learning assessment
[5.38] Build students and teachers' capacity on the concepts of climate change
(5.39) Build capacity to department staff on strengthening department, mechanism and structure for implementing ESP
(5.42) Build capacity to head core schools and satellite schools
(5.43) Build capacity to commune councils and relevant education staff members to be able to work with different sectors to utilize and mobilize commune resources
(5.44) Build capacity of provincial education offices and district education office on how to improve quality of education management and supervision
(5.45) Build capacity of PTTCs/RTTCs on enhancing CFS and Child Centered
(5.46) Build capacity of MoEYS on the concepts of climate change and DRR Emergency Response and Disaster Risk Reduction
(5.52) Capacity building to sub-national, especially head teacher and school support committee on education emergency response[20]

There is no indication that the *Thematic Long term plan-Education, 2011-2015* considered any departure from the SCN capacity building strategy of the past decade. SCN continued to entrust capacity building to "natural" teachers found in the partner rather than seek highly-qualified external experts to assist in designing and implementing professional development modules for education staff.

Persistent weakness in human resources in the Ministry staff was clearly evident, but this did not lead to a critical re-evaluation of the effort to strengthen systems. It seems ironic that the pedagogical lessons to improve teaching and learning to benefit children in Cambodian classrooms were not applied to improving the training of adult Ministry staff.

If capacity building is to remain a priority for Save the Children in Cambodia, I would recommend capacity building projects that are designed by experts in the field. These would probably include well designed, carefully sequenced and graded series of modules, with pre- and post- tests in the technical skills needed by managers and administrators in an educational system. There is a growing cohort of junior Ministry staff who may be less sensitive about their status than the senior staff because they grew

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[20] *Program Long Term Plan 2011-15, Theme: Basic Education Log Frame BE 2011_2015* with numbers final [this was an update of the Log Frame in the original document].

up in a less violent and more stable society. Professional training for this junior staff might be a very astute long term investment.

If building the capacity of teachers is to remain a central aspect of Save the Children, an appropriate partner might well be the Teacher Training Colleges in each province. This would be a way to reach and influence all graduating teachers pre-service, rather than trying to reach teachers in a few target schools with occasional in-service training by a DEO or PEO--who was also struggling with the new concepts and techniques.

As long ago as 2001, an evaluation of the education program of SCN noted[21] that "with an eye toward sustainability, it may be useful to re-examine the participation of Teacher Training Centers in provincial projects." He observed that there had been a "shifting away from the original intentions of the Program," as partnerships were cultivated instead with the PEO. I am not sure what he meant by the original intentions of the program, which probably go back to SCN history before 2000. But after 2000, it was a deliberate and strategic choice made by SCN to give priority to partnership and advocacy opportunities over a systematic approach to improving the quality of human resources in education. This must have been a very difficult choice, but one which continues to have repercussions to this day.

Transition to One Save the Children

The creation of one Save the Children, Save the Children International (SCI) was set to take place in November, 2011 and would consolidate the two members, SC Australia and SC Norway, which had worked separately in the country for many years. That fall, there were very damaging floods in Cambodia, so the nascent SCI in Cambodia sent an urgent appeal to the SC alliance members for emergency assistance.

As a result, suddenly the member base of SCI Cambodia expanded to include SCUK, SCUS, SCJ, SCD, SCS and SCNZ--a total of 12 SC members that provided quick response using their child emergency funding. The success of the new Country Director in mobilizing a response to the floods also attracted support from outside the Save the Children family--from OFDA (USAID Office for Foreign Disaster Assistance), and from ECHO (The European Commission). The portfolio also began to increase dramatically, demonstrating the success of becoming One Save the Children in Cambodia to mobilize more resources for children.[22]

The now well-consolidated SCI in Cambodia secured funding for the 2012 -2015 period from NORAD, SCN, IKEA and private donations to address critical issues in quality of education.[23] More recently SCI has joined a consortium with the World Bank, The Asia Foundation and CARE to do program work in

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[21] Richard Geeves, *Evaluation of the education program of Save the Children Norway Cambodia*, (February 2001), p.6
[22] Save the Children: *Cambodia 2012 Country Annual Report* (December 2012), p. 11

[23] *Cambodia Country Strategic Plan 2013-2015* (September 2012), p.17

social accountability. This will expand and build upon current work and help take Investment in Children to scale across the country.[24]

One way to show the rapid growth of SCI since Transition is to look at the budget for the Education Program in Save the Children Cambodia over recent years. The following chart is compiled from a number of sources.

Expenditure for Save the Children Education Programme in Cambodia

Transition 11/11

[Bar chart showing expenditure values from 2000 to 2014est. Y-axis from 0 to 4,000,000. 2000: ~750,000; 2001: ~750,000; 2002: ~1,600,000; 2003: ~1,600,000; 2004: ~1,600,000; 2005: ~1,600,000; 2006: ~2,600,000; 2007: ~2,600,000; 2008: ~2,600,000; 2009: ~2,600,000; 2010: ~2,000,000; 2011: ~1,800,000; 2012: ~1,800,000; 2013: ~3,150,000; 2014est: ~3,550,000]

[25]

The chart shows that one of the significant positive impacts of the transition to one Save the Children on the Education Program has been a remarkable increase in funding.

The challenge to utilize this funding well may depend on fostering a new management approach and culture in the Education Program that is consistent with the SCI requirement to separate operational matters from technical matters. The challenge will also be to align the Education Program with a new emerging global paradigm for education in the organization, but which is also properly adapted to the Cambodia cultural context.

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[24] *Country Annual Plan 2014 Save the Children in Cambodia* Date: 25th September, 2013 Revision: 25th October, 2013 p.2

[25] The data for 2000-2010 comes from *Working together*, p.12. The data for 2011 and 2012 come from *Country Annual Reports* and for 2013 and 2014 estimated, from the Finance Section of SCI.

SCI and The Education Global Initiative

The third key document around which this paper is built outlines a new vision for Education Programs now that SCI is one Save the Children. *The Education Global Initiative, Moving Ahead on Education, A focused strategy for achieving our goals 2012-2015* presents a vision about how SCI might move ahead. The new strategy applied in Cambodia will call for three significant changes in thinking and practice in the Education Program compared to the development approach that has prevailed over the last decade. These are the key critical issues that can contribute to a forward looking plan for the Education Program up to and beyond 2015.

Paradigm Change 1, School Focus and Quality

The first significant change of attitude and practice will involve a return to a school focus. This change is suggested in the *EdGI*,

> We will work with schools to build capacity for developing inclusive approaches...[26]

But the change is made much more explicit in support for the "I'm Learning" approach, and the concern with a Quality Learning Environment (QLE).

The "I'm Learning" approach originated with SCN. While the new SCI is based in London and is responsible for the consistent implementation of the Save the Children international program held in common by the members, it is run by a "networked leadership model." This means that individual Save the Children members assume responsibility for leading parts of the strategy on behalf of all. SCN, we learn, "is responsible for leading Save the Children's global initiative on education."[27] SCN accordingly is developing a signature program in education called "I'm Learning," a comprehensive program approach that other members of the SCI will use and build on.[28] Cambodia is one of the countries in which the "I'm Learning" project is being piloted.

The theoretical background to the "I'm Learning" approach is presented by two academics in a paper called *Quality and Learning Outcomes in Education, What works?* [29]

The authors examined the literature on quality in education and found that the authorities they read fell into two camps. On one hand, emphasis was placed on external and structural factors that might be of importance in explaining why different countries perform differently in learning outcomes. By external factors they mean historical, cultural, political or economic factors, or the structure of the education system, teacher salaries, teacher education, and many others.

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[26] *Education Global Initiative, Moving Ahead on Education, A focused strategy for achieving our goals 2012-2015, p.25*
[27] *Save the Children Norway Strategy 2014-17* (15 September 2013), p.4

[28] *ibid*, p.8
[29] Ole Briseid and Jostein Osnes, *Quality and Learning Outcomes in Education, What works? Report commissioned by Save the Children, Norway* (2013)

The second camp has its main focus on the learning environment at the school level and the interaction within and between its various participants: pupils, teachers, school leaders, parents and the local community.[30]

Briseid and Osnes favor the findings of the second camp of education authorities, who emphasize the learning environment in schools, and to some extent the local community. They identify the key factors that seem to be the most decisive for the teachers` positive influence on student performance:

> Teacher-student relationships. The teacher`s personal skills required in this respect seem to be: ability to listen, empathy, warmth, non-directivity, caring, positive regard of others, respect for what the child brings to school, allowing the experiences of the child to be recognized by the teacher.

> Teaching characteristics: challenge students to think; provide varied assignments to the students that are demanding and engaging; test their hypotheses about the effects of their teaching; have a deeper understanding of their teaching and its effects on student learning; have a sense of control over the teaching situation; have a high passion for teaching and learning; be adept to improvisation; have a positive classroom climate.[31]

As an intense focus on the school level returns to favour in the development approach of SCI, and emphasis is placed on the Quality Learning Environment, that will mean considering a number of changes in the Education Program. First, the Education Program team may have to implement the program themselves at the school level, instead of delegating responsibility for implementation to PEO officials. This will present staffing and management challenges. Second, the Education Program will have to learn to use new tools and methodologies to assess Quality. And third, the Education Program will have to begin keeping careful records on individual target schools and their progress in order to document what works.

In effect, this is a return to the project based, school level interventions of the 1990's that had been abandoned in the 2000-2010 period, when SCN in Cambodia became a donor instead of an implementer.

The new signature project "I'm Learning" includes increased concern with the character of relationships between teacher and student. This could present great opportunities for innovation for the Education Program, as many of the personal skills and qualities associated with the good teacher described by Briseid and Osnes also resonate very well with traditional Khmer Buddhist cardinal principles.[32] The reintegration of a moral dimension to relationships in education in Cambodia would hark back to a thousand year long tradition in Cambodia, abandoned by the French colonial regime in the 1920's, in which the primary school was located within the grounds of the village Buddhist pagoda.

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[30] *ibid*, p.4
[31] *ibid*, p.7
[32] I am thinking of the four *Brahma Vihara*, highest emotions: 1. *Metta*, loving kindness. 2. *Karuna*, compassion, 3. *Mudita*, sympathetic joy, 4. *Upekkha*, equanimity.

Paradigm Change 2, Knowledge and Evidence

The *Education Global Initiative* repeatedly emphasizes the importance of basing effective advocacy on "evidence" to persuade governments to adopt the right policies and implement them,[33] and on innovations that "demonstrably work" for children.[34]

> We need to ensure that: data collection instruments continue to be relevant and usable; data are gathered using robust techniques; and data are used to inform our programming and advocacy work at all levels[35]

The *EdGI* emphasis on knowledge that is based on evidence and on developing a knowledge management system for learning and promoting innovation will stimulate another major change in the habitual attitudes and practices of the Education Program.

In the post-transition SCI, there will be a much higher expectation for in-depth reporting on activities implemented than was the case during the previous decade, when a few numerical results for the Log Frame sufficed as reporting.

> Focus on **knowledge management** as a key to success for a 21st century organisation. Effective knowledge management will be vital in the Education Global Initiative promoting innovation across the organisation.

This will mean that the Education Team will have to be much more diligent in their reporting and filing and sharing reports so that their findings at the school level can be useful to others.

> We have a wealth of experience and know-how within members and country programmes on ways to deliver better education for children and young people.

This will mean that the senior practitioners in the Education Program should share their vast knowledge of how they made things work over the years in many different situations. These lessons can then be transmitted to younger practitioners at SCI who can benefit from this accumulated know-how.

> Working together with the other global initiatives and Save the Children International we will develop a range of tools that will help us to collect, share and develop this knowledge in readily accessible and easy-to-use formats that will be useful to staff based in our country, regional and member head offices.

This will mean that the Education Program will have new unfamiliar and difficult tools to study and master. It will also mean that there will be much higher scrutiny on how the tools are used, in order to assure that the data collected are reliable. Since this is an international effort in common, the quality of the data from Cambodia will be available to other members for their critical scrutiny.

> This knowledge will help to improve the quality, and increase the impact, of our programmes as well as ensuring that we produce high-quality project proposals and make the best use of lessons from our monitoring and evaluations.[36]

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[33] *EdGI*, p.8 and repeated at p.26
[34] *ibid*, p.45
[35] *ibid*, p.53
[36] These four quotes come from *EdGI*, p.24

This means that Education Program reporting on the impact of their activities will be essential to the process of drafting new proposals for funding to a variety of donors. The days of taken-for-granted funding from a single donor are probably over and the new environment in which funding can be sought is increasingly competitive.

The *Education Global Initiative* is emphatic that finding evidence and good reporting of the evidence will be a key focus going forward.

> Generating evidence for new and innovative interventions and approaches and the effectiveness of our ongoing programmes will be an important focus for the Education Global Initiative. ***Simply put, we need evidence to know and show that our approaches and interventions work***. We need concrete data to: learn lessons from experience on the ground; improve the quality of our programme work; and highlight the impact of our education work to support our organisation's credibility.[37]

Paradigm Change 3, Theory of Change

The idea of a Theory of Change[38] is used differently at different levels of an organization, but at each level, it signifies a new understanding of what program effectiveness would be.

TOC at the Global Level

At the global level in SCI, the Theory of Change is a way to articulate the highest level goals of the organization.

> Save the Children's Theory of Change – our general approach – is founded on: working in partnership with others to develop innovative programmes, provide a voice for children and use evidence to persuade governments and other agencies to adopt the right policies and implement them at scale.[39]

In the diagram illustrating the interconnection among the elements of the SCI Theory of Change, the dominant theme is the idea of evidence-based knowledge that identifies, documents and shares best practices:

> **build partnerships**: collaborate with children, civil society organisations, communities, governments and the private sector to *share knowledge*, influence others and build capacity to ensure children's rights are met

> **be the innovator** *develop and prove evidence-based*, replicable breakthrough solutions to problems facing children

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[37] *EdGI*, p. 55, emphasis added.
[38] "Theory of Change" was introduced by Carol Weiss, "Nothing as Practical as Good Theory, Exploring Theory based Evaluation for Comprehensive Community Initiatives for Children and Families." in *New Approaches to Evaluating Community Initiatives*, Aspen Institute, (1995)
[39] *EdGI*, p.8 and repeated at p.26

be the voice advocate and campaign for *better practices* and policies to fulfil children's rights and to ensure that children's voices are heard (particularly those of children most marginalised or living in poverty)

achieve results at scale support effective implementation of *best practices*, programmes and policies for children, leveraging our *knowledge* to ensure sustainable impact at scale[40]

How will the evidence be generated? How will knowledge about solutions to problems grow? How will best practices be recognized and documented? How can the management of SCI in Cambodia facilitate the shift to an evidence-based culture in the Education Program? These are questions that can be addressed by the Theory of Change in its application at the local level.[41]

TOC at the Country Level
The central idea of Theory of Change thinking in the context of a development organization like SCI, or the Education Program, is making beliefs, assumptions and goals about change explicit. The constellation of beliefs, assumptions and goals someone has about how change happens and what change is needed is his "theory of change." That is how the approach got its name.

Assumptions about change are often unspoken beliefs, views, knowledge, and experience that influence choices about the direction activities should take and what activities will be successful. Assumptions usually reflect deeply held values, cultural norms, and ideological preferences. Making assumptions explicit, especially assumptions held in a group, which may be considered as obvious, taken for granted and shared views, allows the assumptions to be voiced, checked, debated and reviewed in an effort to enrich and strengthen the program implementation efforts.

Making assumptions explicit requires a commitment to take a reflective, critical and honest approach to answer difficult questions about how a Program's choices, efforts and activities might influence change, within the context of complex realities in which any development initiative takes place.

Theory of Change thinking, making assumptions explicit, is a way to activate critical reflection that is not only needed at the planning stage of a program activity but also to support program innovation and adaptation as it confronts dynamically changing circumstances during the implementation of program activities.

This same critical reflection and questioning of assumptions about change in specific situations of program evaluation is also the key skill needed for adequate evidence-based reporting.

Often we know *what* needs to be done – the question is *how* to realize these changes for children in particular settings, in a sustainable way.

We seek to test interventions, document results and evaluate impact, so that our work contributes to global evidence about how to achieve important changes for children.

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[40] *Save the Children Strategy 2010-2015*, Appendix 2 "Theory of Change," p. 2 italic emphasis added.
[41] My account is drawn chiefly from Isabel Vogel, "*Review of the use of 'Theory of Change' in International Development*" DfID, April 2012.

We highlight children's issues in every context and adopt a constructive approach, applying evidence-based learning and creativity to produce situation-specific solutions.[42]

TOC at the Program Level

How can Theory of Change thinking be promoted in the Education Program? How would a Theory of Change discussion in the Education team proceed? Isn't opening beliefs, assumptions and goals to question likely to be a difficult or awkward process for the group?

The Theory of Change literature has hundreds of examples of techniques, methods, curricula, workshops, and technologies to facilitate the process. The basic elements of most of them can be summarized like this.

A discussion of Theory of Change is highly participatory. The widest range of stakeholders can benefit from a frank discussion of what the long term goals are, what measurable indicators of success can be identified, and what actions can be formulated to reach the goals. The process builds a common understanding of the intent and rationale for each of the program steps that move implementation toward the goal. The process builds trust as all participants grasp the thinking that is involved in the decision to follow a particular pathway to the desired change.

In the context of the complex and changing management structure of SCI Cambodia, a Theory of Change conversation can help overcome the division, and improve communication and understanding between implementation staff (PI) and technical staff (PDQ). Similarly, a Theory of Change discussion can also promote greater cohesion of the Education Program implementation staff, whose work in the provinces may keep them far separated from other members of the team.

There are usually two kinds of assumptions that can be explored. One is assumptions about interventions; the other is assumptions about the context.

1) Assumptions about how change happens relate to activities or interventions that are selected for inclusion in a project design and that are chosen for implementation. The discovery of these assumptions depends on asking participants to explain or justify their choice of these activities. For example, participants might be asked to complete the following sentence:

> ***If we do X activity, we will get Y result, because...***
>
> ***or, we want Y result, so we should do X, because...***

2) Assumptions about context are also frequently made in designing and implementing activities in a project. The discovery of these assumptions depends on asking participants to consider the conditions or other actors or institutions that might influence the change that is intended. For example, participants might be asked to complete the following sentence:

> ***To get Y result, Z pre-conditions will be needed because...***
>
> ***or, we need Z pre-conditions in order to get Y result, because...***

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[42] *Save the Children Strategy 2010-2015*, Appendix 2 "Theory of Change," p. 3

A discussion of how these *because...* sentences were completed reveals the thinking of the group about the initiatives under consideration. This articulation of assumptions helps clarify ideas about how change happens and what works in the particular local context in which the projects operate. The discussion builds trust among team members who are tasked with project design and implementation by making the reasons for initiatives explicit and shared in the group.

These sentences following *because...* are also explanations that may have some foundation in fact or evidence. Accordingly, good explanations for why particular interventions or project activities are chosen may then lead to a consideration of what it means for an intervention to be successful.

The discussion of assumptions in the Theory of Change importantly provides a basis for asking who or what is expected to change as a result of an intervention, how the change can be recognized, how much change is expected and in what timeframe. This line of thought provides a basis for identifying indicators for the changes expected, which can serve future evaluations that measure those indicators.

Recommendation: An Exercise in TOC thinking

The "I'm Learning" project

Let's take a concrete example that the Education Program may actually have to consider in the very near future. The example comes from the new signature program "I'm Learning."[43] This initiative will be implemented as a pilot in a few schools in Cambodia, Uganda and Zimbabwe. These countries were selected based on their long history of work with Save the Children, and SCN in particular, to improve the quality of education.

The *Guidelines* paper illustrates how the pilot project is related to the Theory of Change. The paper begins by explaining that four guiding principles underlie the creation of quality learning environments (QLE) for children.

1) Meet the emotional and psychological needs of learners
2) Protect children's physical wellbeing
3) Encourage and support active engagement for learners, child centered teaching, and improved learning outcomes of all learners
4) Actively involve parents and local communities in planning, decision-making and action to improve education.

These principles and a set of measurable criteria define a monitoring tool that can be used to test the extent of progress made at a school, or in a country, on the criteria under each principle.

The beliefs and assumptions behind this QLE framework are made explicit.

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[43] *Guidelines for piloting the "I'm learning!" programme approach* Save the Children Norway (February 2013). For convenience the paper will be cited as *Guidelines*.

SCN believes that by improving the quality of the learning environment according to the standards set forth in the QLE framework, children will learn and develop better in school.[44]

[by doing X (improving the quality of the learning environment) *we will get the result Y* (children will learn and develop better in school)*]*

We believe that psychosocial protection, physical protection and parent/community participation are necessary preconditions for a successful learning process for children, and that a participatory, child-centred and active learning process is a precondition for learning and development in school.[45]

[the preconditions Z (psychosocial protection, physical protection and parent/community participation) *are necessary in order to get Y result* (a successful learning process for children)*]*

[the precondition Z (a participatory, child-centred and active learning process) *is necessary in order to get Y result* (learning and development in school)*]*

Guidelines points out that the relationship between these assumptions about QLE and the real goal, improved learning outcomes and improved child development, remains to be tested and documented. The "I'm Learning" pilot is designed precisely to gather evidence on the relationship between the assumptions and the goal.

These steps are at a high level in the Theory of Change and have already been discussed and settled in a project plan. But not all implementation steps at lower levels have been thoroughly discussed or finalized. Here is where the Education Program can make a contribution under the new post-transition paradigm.

Education Program Analysis of "Critical Thinking" through TOC thinking
Guidelines notes that the designers of the "I'm Learning" project wanted to take a holistic approach to learning, beyond the traditional approach of strengthening and testing cognitive skills in, for example, literacy and numeracy.

A holistic approach is one that includes other facets of children's positive development such as life skills, (e.g. critical thinking, communication and civic/citizenship skills) and the ability to acquire new skills in a lifelong learning perspective. [46]

Life-skills as defined in *Guidelines* is one of the indicators on which data will be gathered at each implementation school in the pilot. And life-skills is an indicator that is not defined globally, but left to each country to define in accord with the local context.

Guidelines makes it very clear that it values input from the project implementation team in each country.

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[44] *ibid*, p.4
[45] *ibid*,
[46] *ibid*, p.1

[W]e also wish to encourage creativity in this process and to use this pilot to develop and test out new, innovative solutions and approaches for improving the quality of the learning environment.[47]

With this encouragement to explore new, innovative solutions, I recommend that the Education Program team apply the Theory of Change thinking to interventions that it might consider, for example, to achieve the results of improved life-skills--as the term is used above, critical thinking, communication, civic/citizenship skills. (The term "life-skills" has often been used in earlier Save the Children campaigns in Cambodian provinces to mean such things as "washing hands after visiting the latrine or before eating," "clearing weeds around the house," and so on.)

I recommend that the Education Program conduct a Theory of Change discussion by considering the following questions and then make explicit the assumptions that underlie any answer:

What do we need to do to improve critical thinking in primary school pupils? (What interventions or program activities **[X],** will lead to the result of improved critical thinking **[Y])**

Or, what are the preconditions needed in order for critical thinking in primary school pupils to improve? (What preconditions **[Z]** are needed to obtain the result of improved critical thinking **[Y])**

This exercise in Theory of Change thinking would contribute greatly to the success of the "I'm Learning" pilot project by generating a conversation among Education Program team members--who are responsible for implementation of the project-- about what critical thinking is; how would critical thinking be expressed by primary school children; what activities by Save the Children program implementation teams would promote critical thinking; what are the barriers in Cambodian cultural norms hindering the development of critical thinking, how can those barriers be overcome.

The concluding advice of *Guidelines* brings us back to the key theme of the new paradigm represented by the Education Global Initiative and the post transition SCI--developing evidence through adequate reports that document the implementation effort.

As this is a pilot to test out what works and what does not work, it is of high importance to systemically document all interventions including the tools, methods and approaches used. These will eventually provide input to a "programming menu" for the "I'm learning!" programme.[48]

Conclusion: Patterns of the past and Changes underway

This report has considered three key documents to examine the situation of the Education Program of Save the Children in Cambodia before and after the transition the transition to one Save the Children, SCI.

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[47] *ibid*, p.7
[48] *ibid*, p.7

A. The first document is *Working Together To Make a Difference: Basic Education Development in Cambodia 2000-2010*. This document shows the origin of the current model of program implementation. Analysis of this and related documents highlights the factors that constrained and contributed to the achievements of the Education Program before transition,

1. SCN developed partnerships with PEO which were advanced by direct budget transfers to the government partner and by placement of a Provincial Officer in the PEO office to administer the relationship.

2. SCN became a donor, moving away from project implementation, delegating implementation to the PEO partner. The partner was responsible for implementation, but could not be held accountable for their activities.

3. SCN emphasized program-based over project-based thinking in order to avoid dependency and lack of ownership in the partner. There were general program avenues of concern (Access, Quality, Improvement of Education, and Strengthening Systems) and a rejection of the "project mindset."

4. SCN approached capacity building through "natural teachers" in the government partner, rather than using external experts. This was culturally reasonable, as appearing to teach or train a high-ranking government official would be considered an offence to his status. But the result was persisting low capacity in the partner.

5. SCN successfully leveraged its close partnership with the Ministry of Education Youth and Sport to introduce Child Friendly School frameworks which became government policy.

6. SCN emphasized concise reports following the Log Frame, showing numerical results against targets and lists of activities. The Education Program team did not gain experience in producing detailed written reports documenting the practice, process and impact of the program activities. Great experience was gained and success in program implementation achieved, but 'what worked' and 'why it worked' was not documented.

B. The second document, *Thematic Long term plan – Education, 2011-2015 Early Childhood Care and Development and Basic Education* provided the list of activities used in the design of a survey study to assess the progress, outcomes and impact of the Education Program. The survey study assessed the effectiveness and efficiency of the Program in its implementation and the impact of program delivery [The survey report is found in Part 2 after this narrative report]

1. The Survey Study found that generally at the country level, the Education Program had been very effective in implementing the activities of the Log Frame. This finding was generally confirmed by comparing two categories of schools--target schools that had been the focus of more intense and longer duration program attention, and target schools that had received less direct attention or had been only partially affected by program implementation. The comparison, not surprisingly, showed that the higher level implementation schools scored much higher than the lower level implementation schools in the effectiveness of implementation. Well over half of the target schools are in the lower level implementation category, which suggests that program

implementation, while successful at some schools, has actually been quite uneven over the entire group of target schools.

2. At the province level of analysis, the survey revealed that deep disparities exist in program impact. The differences between provinces were obscured at the country level, but there are great differences between strong performers and weak performers. These differences reflect the complex particularities of each province, and show that the six target provinces have been impacted differently by the Education Program. This unevenness in effectiveness revealed inefficiencies, as actual needs or weaknesses were not identified and implementation was not fine-tuned to address them.

3. The survey study illustrates an evidence-based approach that can assist program implementation by providing information that can be used to adjust support and to guide the implementing partners toward achieving more balanced impacts in their provinces.

4. If capacity building of sub-national education officials is to remain an important element in the SCI approach, the SCN approach should be reviewed. The younger generation of Ministry staff may be less threatened than the senior staff by the prospect of training and instruction to improve their job performance. Expert trainers in the administration of education systems should be considered.

5. If capacity building of teachers is to remain an important element in the SCI approach, an appropriate partner for this task might be the provincial Teacher Training College, rather than the PEO. This way, an entire cohort of graduating teachers can be reached pre-service, rather than scattered and uneven impact on teachers who are in-service in target schools.

C. The third document, *The Education Global Initiative, Moving Ahead on Education, A focused strategy for achieving our goals 2012-2015* provides a new vision for one Save the Children. Analysis of this and related documents suggests the necessary issues for the Save the Children Education Program to consider, as it plans forward looking activities and its long term development under the new vision.

The transition to one Save the Children brings as consequences three main changes in attitude and practice, or changes in paradigm for the Education Program

1. The first change is the return of the Education Program team to an implementer role, with a focus on school level implementation, both of which had been rejected in the pre-transition period.

a. This will require a culture of detailed record keeping, and relationship building with specific schools. There will be new staffing and logistical challenges to be considered with this change in focus.

b. The QLE tools represent new methods and a new level of scrutiny on how data on indicators are gathered and compiled for a report. The global standard associated with the pilot project "I'm Learning" will make new demands on the Education Program for accuracy and accountability in monitoring, evaluation and reporting efforts.

c. The focus of the Quality Learning Environment on teacher-student relations and the characteristics of good teachers presents an opportunity to explore the resonance with traditional Khmer Buddhist cardinal virtues and principles. The concern with the moral and psychological dimension of learning recalls the 1000-year-old tradition of basing primary education in the Pagoda. The French colonial regime introduced the public school system to Cambodia relatively recently, in the early years of the 20th century.

2. The second change for the Education Program will be the challenges of gathering evidence and reporting.

a. The new knowledge-based SCI organization will demand greater diligence of the Education Program in documenting, reporting, filing and sharing findings from their Program activities. This will require a new level of attention to report writing based on a high level of critical thinking about Program implementation

b. The SCI requirement to document innovations and will call on the Education Program team to share their experiences of what worked and why, in order to preserve institutional memory and identify best practices.

c. The Education Global Initiative will introduce many new tools and methods, which will have to be studied and mastered in order to participate in the global dialogue among education experts in the SC family.

d. With the need to appeal to multiple donors and in a highly competitive environment for raising funds, SCI and the Education Program will have to contribute detailed and persuasive reports on their activities for new proposals.

3. The third change for the Education Program will be to shift from a Log Frame mentality of "actions taken and outputs obtained" to Theory of Change thinking that asks "why do you think that this action will result in that change?"

a. At the Global level, the highest level principles of partnership, innovation, voice of children and achieving results at scale all emphasize the theme of basing a claim or action on evidence. The Education Program will face higher expectations for evidence-based planning, implementation and reporting.

b. At the Country level, the new evidence-based paradigm can be promoted by Theory of Change discussions. Making assumptions explicit, the key element of Theory of Change thinking, generates critical reflection.

i. Critical reflection is a skill needed in planning interventions

ii. Critical reflection is a skill needed to adapt effectively to changing circumstances;

iii. Critical reflection is essential to writing clear and thoughtful reports.

c. At the Program level, an exercise in Theory of Change thinking for the Education Program team can take the form of a discussion of novel program activities for life skills (critical thinking, communication, civic/citizenship skills) to contribute to the "I'm Learning" pilot project.

PART 2, SURVEY REPORT

Background to the Survey

The terms of reference for a Mid Term Evaluation of the Education Program of SCI Cambodia call for an assessment of the progress, outcomes and impact of the Education Program against the set results and objectives of the 2011-2015 Long Term Education Plan. The key concerns were how effective and efficient the Program had been in its implementation up to the mid-term in 2013. Survey research of target Primary Schools in the six SCI provinces was designed to assess the effectiveness and efficiency of the Education Program in the implementation of its activities [TOR1]

This survey research was intended to complement a narrative assessment of the impact of the transition to one Save the Children on the Program [TOR2] above. Looking closely at the transition, and what came before the transition and where the transition is heading, the analysis shows the approach the Education Program has taken to its work in the past and suggests how the approach might change in the future.

The historical perspective on the models adopted for project implementation and delivery in the past, help us understand the context for the Education Program's achievements [TOR3]. Understanding the background of the Education Program's current approach also provides a context for assessing the Program's efficiency, effectiveness and impact [TOR4].

Methodology

The list of activities in the Log Frame of the 2011-2015 Long Term Plan provided the source of questions that were assembled into a draft survey. The questions were designed to reveal the extent of respondent awareness of the activities, or the respondent's sense of changes or improvements brought about by the activities of the Education Program through its partners.

A draft of questions for the survey was revised in consultation with the Education Program staff. The draft was translated into Khmer and a pre-test of the draft survey was conducted at primary schools in Kampong Chhnang. After further revisions, a finalized Khmer version of the survey was ready to be administered in the field.

For this Primary School survey, the Education Program provided a master list of all target schools in each of the six provinces where SCI Cambodia works. A random sample of schools from each province would be drawn from this master list to be surveyed. The Education Program also added an SCI category code for schools. Schools were labelled either "Partially for Access" or "Access and Quality" schools. For each province, the two types of schools were separated and a random selection was taken from each type.

A negotiation over the sample size tried to balance the ideal for a total of 642 schools and a stratified sampling strategy by province and the practical of limited time, limited resources, inexperienced enumerator team and very great distances to cover. The schools in each province were divided into

two clusters, according to the SCI category. A proportionate random selection of schools from each category cluster, in each province was designed.

	Province Sample				Total	Category Sample					
	Total Number of SCI Schools	%by prov	Schools Sampled	%sampled	Total Respondents	Total cat1	Total cat2	Sample cat1	Sample cat2	Sample %cat1	Sample %cat2
Kpg Cham	149	23.21%	37	25.00%	255	93	56	21	16	22.58%	28.57%
Kpg Chhnang	150	23.36%	38	25.68%	242	97	53	22	16	22.68%	30.19%
Koh Kong	64	9.97%	18	12.16%	81	29	35	8	10	27.59%	28.57%
Preah Vihear	78	12.15%	21	14.19%	117	35	43	10	11	28.57%	25.58%
Pursat	50	7.79%	14	9.46%	115	0	50	0	14		28.00%
Siem Reap	151	23.52%	20	13.51%	137	90	61	10	10	11.11%	16.39%
Total	**642**	100.00%	**148**	100.00%	**947**	344	298	71	77		

It will be noticed that in the implementation, Siem Reap was under-sampled and all the other provinces slightly over sampled. Category 1 was under sampled and the under sampling of Siem Reap was again evident in the under sampling of both category 1 and 2 in that province. This may give the Siem Reap lower level of access schools a slight under-representation in the results. Nevertheless, the proportions of schools and types actually sampled do give confidence that overall the survey results from the sample provide a fair representation of the characteristics of the SCI target schools generally.

Scope and Levels of Analysis

The Education Program does not maintain a comprehensive and detailed account of the situation at individual SCI target schools. (This was evident in the difficulty in obtaining an accurate master list of target schools for the sampling). However the Education Program could provide a distinction based on whether the school was a focus, or core school for implementation, or was more indirectly affected by program implementation by way of contact with the focus school. The Education Program explained that some schools, nearer the core, would have been provided more intense program implementation activities for a longer period. Over time, program implementation radiated out to more peripheral schools. Accordingly these latter schools would have been exposed to relatively lower levels implementation by the time of the Mid-Term Evaluation. This is the basis for the distinction "Partially for Access" and "Access and Quality."

One reason that the Education Program does not maintain school-specific information is that this level of detail is not needed for the Country Annual Report, nor is it required in the Monitoring and Evaluation plan. The Annual Report summarizes the numerical results achieved country-wide, against targets or planned objectives listed in the Log Frame for the main headings of the Basic Education sub-theme, namely, access and quality. Periodic summaries of mainly numerical data from each province are consolidated into this brief national or country-wide statement of achievement of target results in these yearly reports.

Another reason for the lack of school-specific detail is that SCI gains most of its information on program activities implemented at schools indirectly from its implementing partners. The implementing partner of SCI activities is the Provincial Education Office (PEO) in each target province. The PEO cascades

implementation of the education activities through the District Education Office (DEO) and School Directors and ultimately to schools and community.

For many years, SCI has embedded SCI Province Officers in the PEO. These PO have developed fruitful long-term relationships with the PEO partners. Accordingly, the PO are able to facilitate the activities of the partnership agreement with SCI, assist in compiling data for periodic reporting to Phnom Penh and generally to advocate for the reforms, policies and values that SCI aims to further.

The PO are called frequently to meetings in Phnom Penh, where reflection sessions are held with the Education Program managers to discuss implementation issues in the provinces. The management team also visits provinces frequently and comes to know of specific school situations on these visits, often leading PEO and DEO study visits or workshops at the schools.

The SCI category for schools based on level of implementation activity by their partners is successful in revealing statistically significant differences in the responses of Primary School teachers (as we will see below). But this distinction of school types also shows that the Education Program is well aware that the impact of their activities will ultimately be felt at individual schools. The distinction provided by the Education Program also shows that they acknowledge that their impact has been uneven.

As SCI moves from a primary concern about access to school to a greater concern for quality in education, the kind of evidence needed for reporting will have to change. Reporting from the Education Program is likely to shift from statements of achievement of numerical results toward gathering more detailed evidence from specific schools to demonstrate the impact on teaching and learning quality of their program implementation. The Education Program's recognition that there were two categories of schools, based on differing levels of implementation, is a first step in this direction.

This report on Primary Schools features charts which reflect the country level results of the survey. These charts are a lens with which to look at the national level of implementation, in all the six SCI provinces. This perspective accords with that of the Country Annual Report for SCI Cambodia and aligns with reporting on activities to the donor against the Log Frame for the Long Term Plan.

From this country level vantage point, the present survey results overall confirm the effectiveness of the Education Program implementation of its activities. There is no baseline against which to measure, but the significant differences in responses of Category 2, "Access and Quality" schools over Category 1 "Partially for Access" schools indicate that increased improvement on the infrastructure, access and quality issues surveyed is, not surprisingly, a result of greater exposure to the activities.

The focus of SCI engagement with its implementation partners at the province level suggests that a province level of analysis of the survey results might provide additional insights. Accordingly, the present survey also focuses attention on differences in response on issues of school infrastructure, access and quality of educational improvement by province. The patterns discovered add a more nuanced picture to that provided by a county level perspective. This province analysis is added to the analysis by category of implementation in the comments on cross-tabulations that follow each country level chart.

The survey reveals significant differences in the performance of provinces. To some extent, these findings must reflect the effectiveness of program implementation in the context of very different local circumstances. To put it another way, the very strong differences among provinces may be due to very different challenges the program partners, the PEO, face in implementing the SCI funded activities.

This province level of analysis reveals patterns of relatively weak and relatively strong provinces which could be of great use in planning implementation activities. Given limited resources, the Education Program could enhance its efficiency if it managed its implementation efforts on the basis of a detailed assessment of provincial particularities, needs and capabilities.

To put this another way, the PEO in any province may not realize how different the results of SCI programs are in their own province, compared to the results in other provinces. But the Education Program is in a position to know this, because they gather information from all six provinces. The Education Program might be much more efficient in the use of limited resources if it took these differences in results into consideration as it developed an annual agreement and work plan with its PEO partner that was tailored to the specific needs and progress in each province.

By taking full account of provincial and regional differences in the country, the Education Program could achieve a more balanced and efficient country wide approach to its implementation efforts. The Education Program could then assure that more concentrated attention was directed toward weak provinces. The findings from strong provinces could likewise contribute models and lessons that might be useful in designing interventions for weaker neighbours. The recognition of the importance of regional disparities could also become an important advocacy theme with the Ministry of Education Youth and Sport, which naturally takes a rather uniform national perspective in developing policy.

In the following report, cross-tabulations are provided in tables below the charts. In all the tables provided in this report, only cross-tabulations with a Pearson's chi square showing a high level of significance (95% confidence that the results are not due to chance), or p equal to or less than .05, are included. In some instances, where a table includes both significant and non significant values, the significant cells are highlighted and commented upon. The shading of cells in the tables is also a way to draw attention to important differences that are discussed in the comments that follow each chart.

Findings

Demographics

Primary School Survey MTE
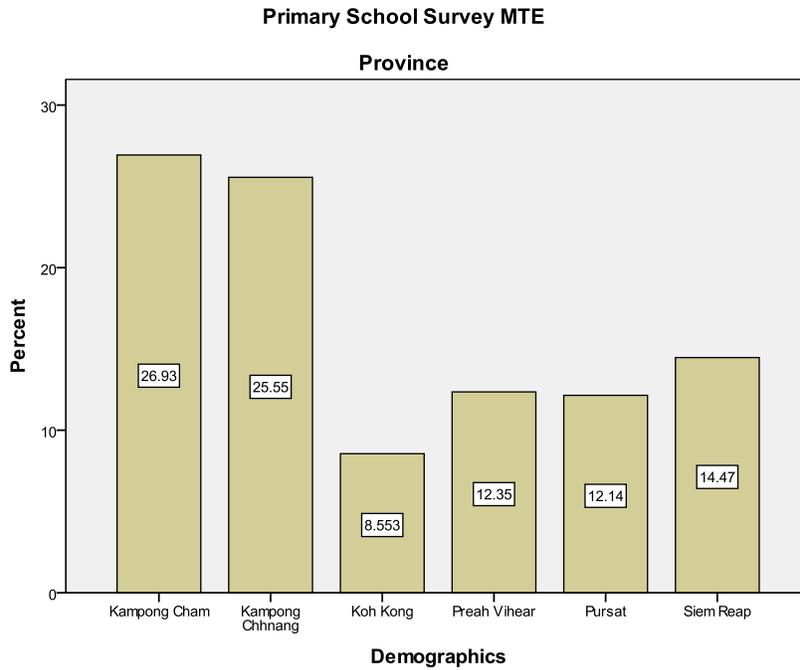
Province

The 947 respondents to the survey came from the six provinces in the proportions noted in the chart above. Siem Reap produced fewer respondents than expected, probably due to logistical challenges experienced during the flood season when the survey was conducted.

Primary School Survey MTE
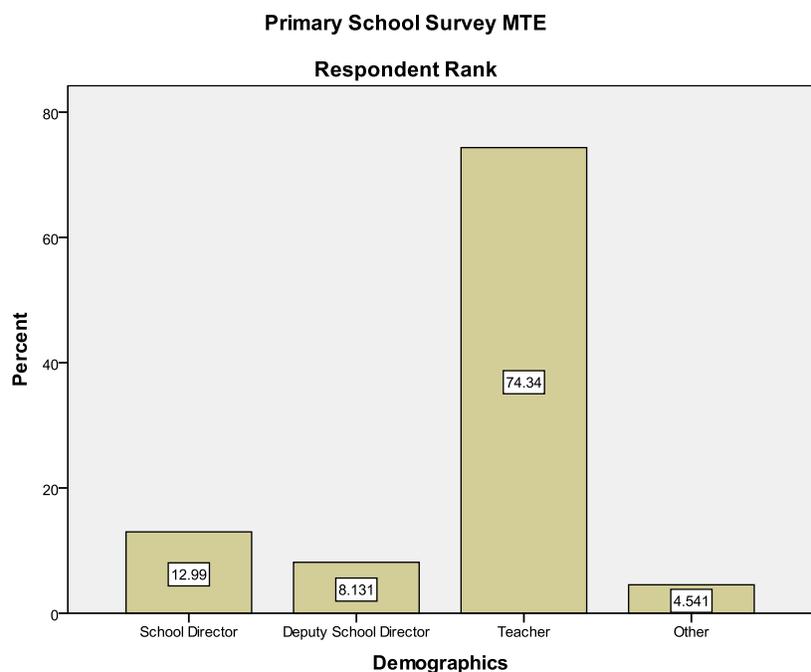
Respondent Rank

Respondents to the survey were largely teachers. However, School Directors and Deputy School Directors were also included. The "other" category includes teachers not in government service.

	Respondent Rank				Total
	School Director	Deputy School Director	Teacher	Other	
Kpg Cham	30	32	168	25	255
Kpg Chhnang	32	18	187	5	242
Koh Kong	15	6	56	4	81
Preah Vihear	17	5	92	3	117
Pursat	14	8	90	3	115
Siem Reap	15	8	111	3	137
Total	123	77	704	43	947

Primary School Survey MTE
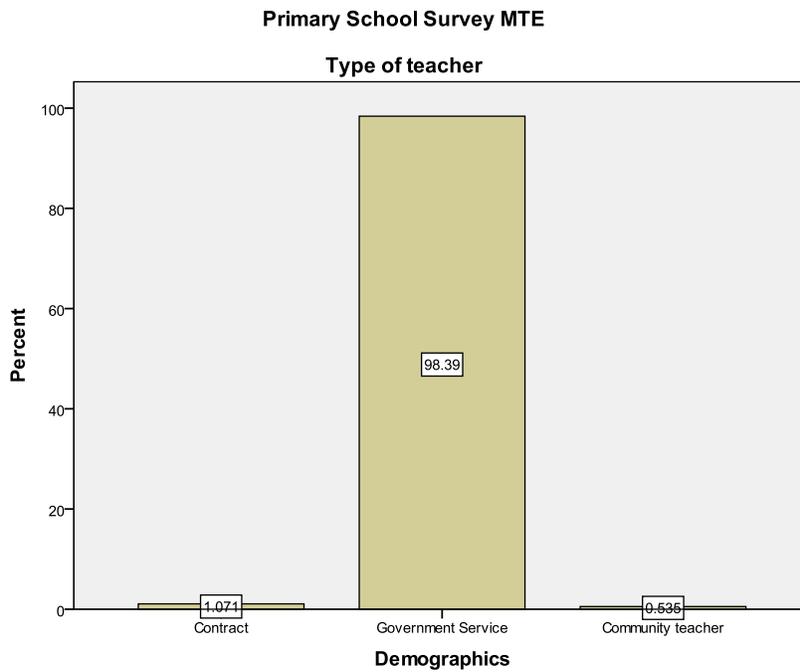
Type of teacher

The overwhelming preponderance of government teachers is shown in this chart. Contract teachers and community teachers are often utilized in remote schools, and were also included in the survey.

	Type of teacher			Total
	Contract	Governme nt Service	Community teacher	
Kpg Cham	2	244	3	249
Kpg Chhnang	0	235	2	237
Koh Kong	2	79	0	81
Preah Vihear	0	117	0	117
Pursat	2	112	0	114
Siem Reap	4	132	0	136
Total	10	919	5	934

Primary School Survey MTE

Gender

Primary School Survey MTE
Respondent gender balance by province
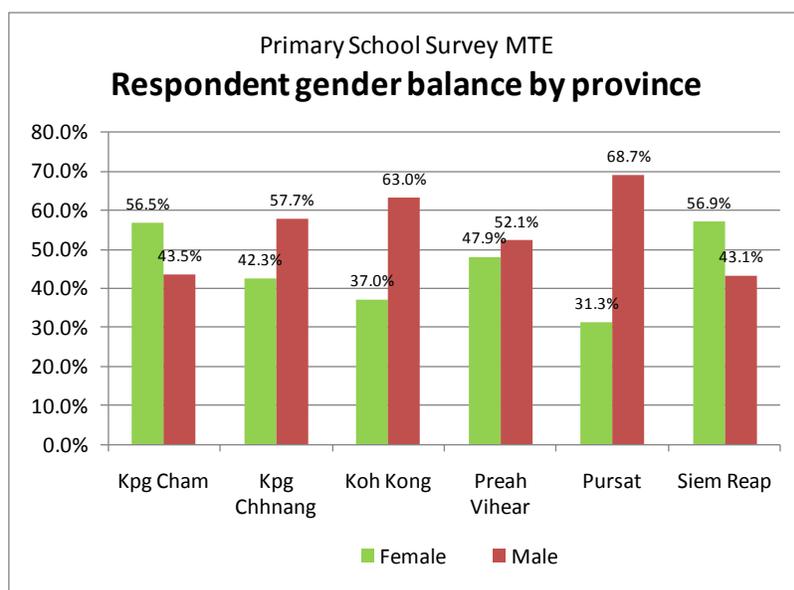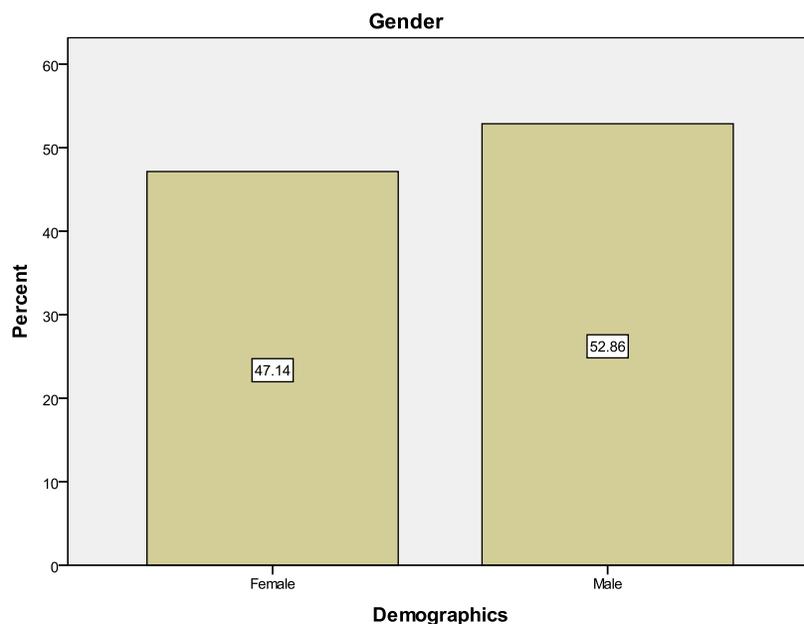
The gender composition of the survey respondents at the country level shows a slight preponderance of male (52.86%) to female (47.14%). However, a more nuanced view is obtained by looking at the gender balance for respondents by province. Here it becomes clear that two provinces have a preponderance of female teachers, Kampong Cham and Siem Reap. While the other four provinces show a preponderance of male teachers. Cross-tabulations by gender and rank were performed to explore any significant patterns of association.

Primary School Survey MTE

Histogram

Mean = 37.57
Std. Dev. = 10.821
N = 938

Respondent Age Distribution

Primary School Survey MTE

Age Category

Demographics
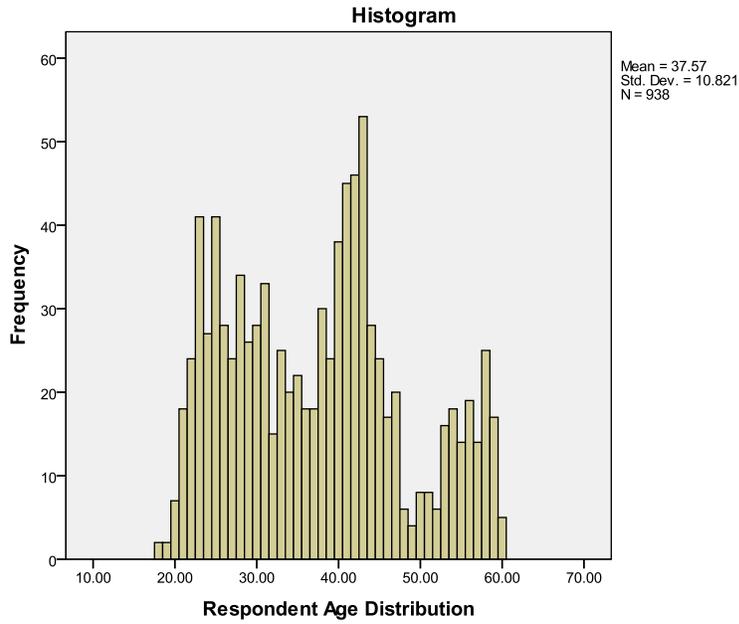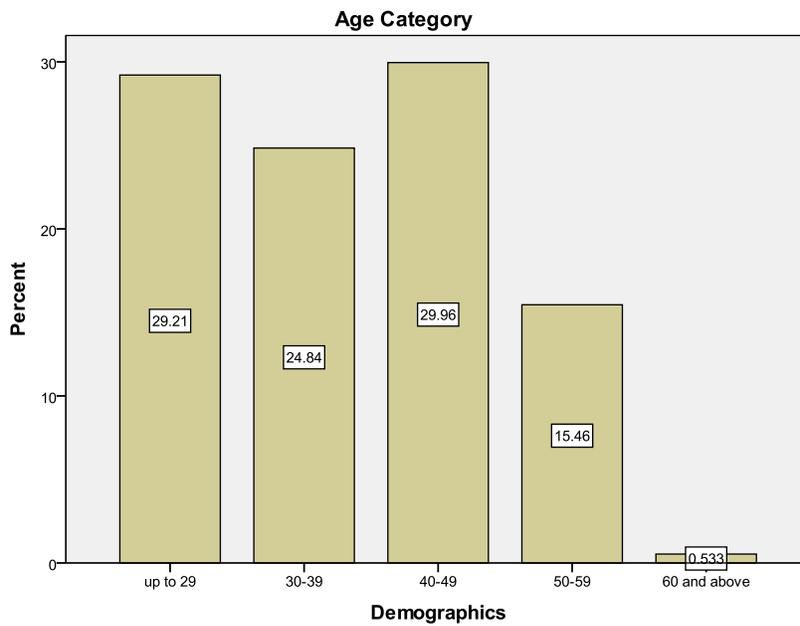
The age distribution is clearly multi-modal. Age categories were constructed to facilitate cross-tabulations to explore any significant patterns in survey responses associated with age.

Primary School Survey MTE

Histogram

Mean = 16.32
Std. Dev. = 10.598
N = 937

Primary School Survey MTE
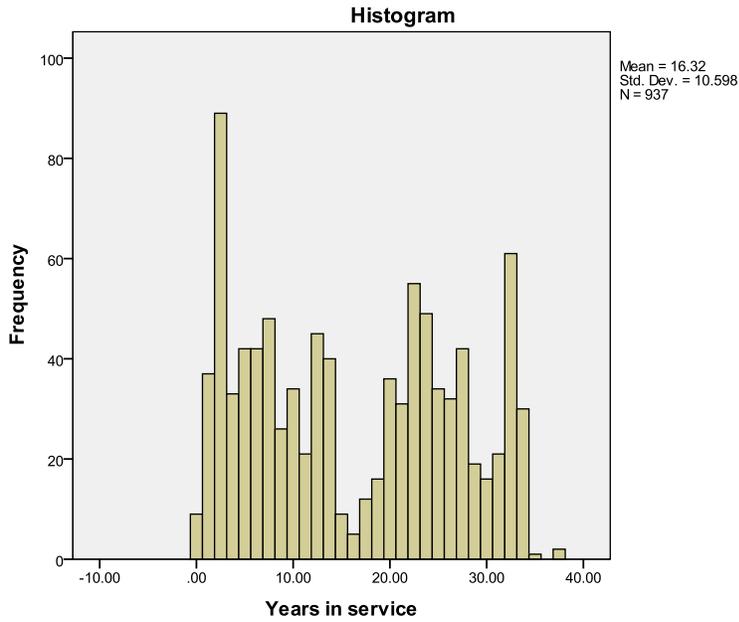
Years of service category
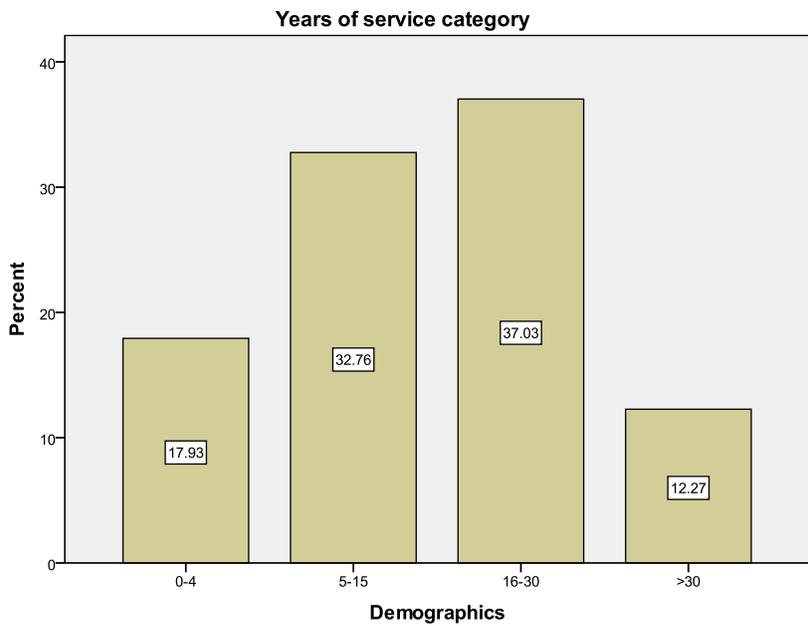
Years-in-service is also clearly a multi-modal distribution. Years of service categories were constructed to explore any significant patterns in survey responses associated with this feature.

The detailed tables for Age Category and Years of Service Category are given below for reference.

	Age Category					Total
	up to 29	30-39	40-49	50-59	60 and above	
Kpg Cham	17	51	126	51	2	247
Kpg Chhnang	71	73	58	38	1	241
Koh Kong	45	19	9	8	0	81
Preah Vihear	55	23	26	13	0	117
Pursat	32	36	26	19	2	115
Siem Reap	54	31	36	16	0	137
Total	274	233	281	145	5	938

	Years of service category				Total
	0-4	5-15	16-30	>30	
Kpg Cham	15	42	146	43	246
Kpg Chhnang	45	86	77	34	242
Koh Kong	31	34	15	1	81
Preah Vihear	29	50	30	8	117
Pursat	17	47	37	14	115
Siem Reap	31	48	42	15	136
Total	168	307	347	115	937

Primary School Survey MTE
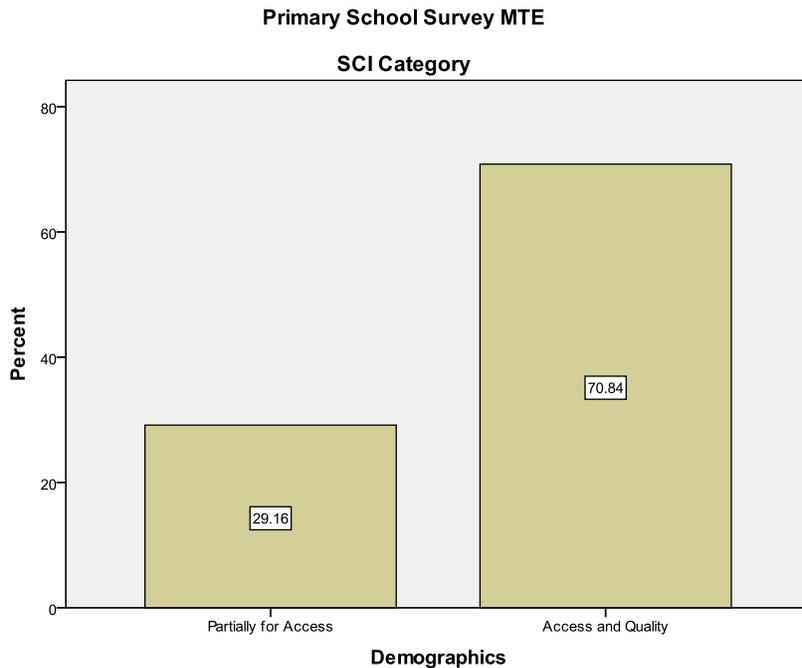
SCI Category

As discussed in the Introduction, the Education Program provided a "level of implementation" category. The proportion of each category is provided in this chart. The survey under-represents schools that are in the "Partially for Access" category. This is likely to have the result that responses from the schools with lower levels of implementation will not be as strong as they should be, favouring the responses from schools with higher levels of implementation. This tendency will be taken into consideration in the comments on SCI Category cross-tabulations that follow charts below.

Note on the Charts

In the charts that follow, the number before the title of the chart refers to the question number in the survey questionnaire. This number facilitated retrieval of cross-tabulation data from the statistical programs to the word document.

For reader convenience, the charts showing the survey question responses have been grouped for presentation here under the headings:

> School Infrastructure
> Access & Quality
> Access
> Quality

Table of Charts showing survey responses

School Infrastructure

A series of questions was designed to assess the effectiveness of the implementation of a variety of infrastructure improvements at target schools. The results are given in this section.

10. What is the condition of latrines at school?

Primary School Survey MTE
Condition of school latrines
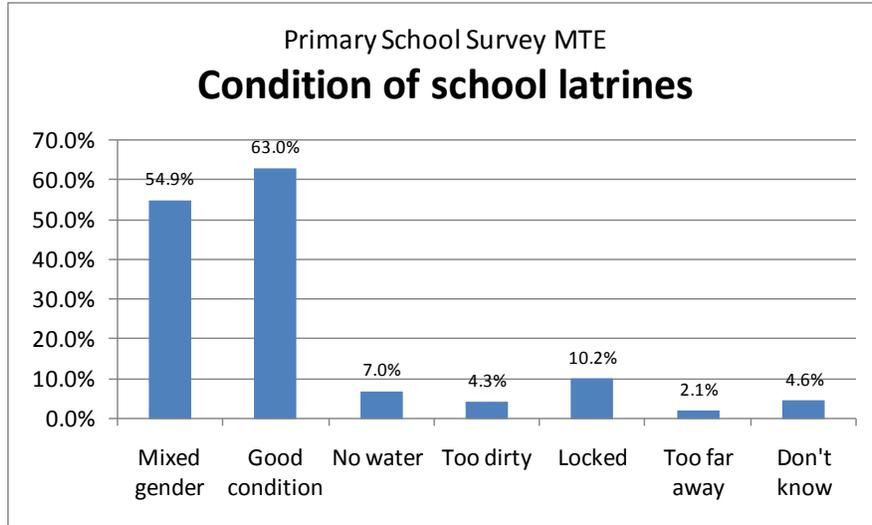
Comment:

This question allowed for multiple responses and shows that well over half the teacher respondents reported that latrines at their schools were of mixed gender (54.9%) but in good condition (63%). Separate toilets for boys and girls are especially favoured by girls who might feel uncomfortable with mixed toilet facilities.

	10 What is the condition of latrines at school						
	Mixed gender	Good condition	No water	Too dirty	Locked	Too far away	Don't know
Partially for Access	60.8%	60.1%	7.8%	3.7%	15.3%	0.4%	1.5%
Access and Quality	52.3%	64.5%	6.6%	4.5%	8.2%	2.9%	5.4%

The crosstab by SCI category shows the significant finding that the higher level impact schools have almost half the rate of locked toilets (8.2%) than the low impact schools (15.3%). This confirms the effectiveness of the Program in improving access to sanitation facilities for children with more prolonged or intense implementation efforts.

	10 What is the condition of latrines at school						
	Mixed gender	Good condition	No water	Too dirty	Locked	Too far away	Don't know
Kampong Cham	52.4%	55.2%	12.4%	2.8%	16.8%	2.8%	8.0%
Kampong Chhnang	63.6%	75.7%	2.5%	0.4%	4.6%	0.0%	2.1%
Koh Kong	43.2%	63.0%	7.4%	3.7%	9.9%	0.0%	7.4%
Preah Vihear	68.1%	28.3%	14.2%	12.4%	10.6%	9.7%	5.3%
Pursat	61.7%	76.5%	2.6%	3.5%	9.6%	1.7%	0.9%
Siem Reap	34.6%	72.1%	2.2%	8.1%	8.1%	0.0%	3.7%

The province crosstabs show considerable variation among provinces. In Kampong Cham and Preah Vihear, over 10% of schools have no water facilities. Preah Vihear also shows the lowest value for good condition toilets at 28.3%, while the other provinces show values above 55%. Preah Vihear also has the highest rate for mixed latrines, and Siem Reap the lowest rate. This kind of information would be useful in fine-tuning implementation efforts in improving water and sanitation in accord with need across disparate provinces

The country-wide rate (that is the six SCI provinces) for locked toilets is 7%, as shown in the chart. However, at the province level, we see that the responses from Kampong Cham indicate that 16.8% of toilets are locked. Kampong Chhnang has the lowest rate of 4.6%.

Such information would enhance efficiency of implementation by permitting fine-tuning of messages about the importance of free access to toilet facilities to the provinces that have greatest need for this reinforcement.

11. Are there separate latrines for boys, girls and teachers?

Primary School Survey MTE
Separate latrines provided
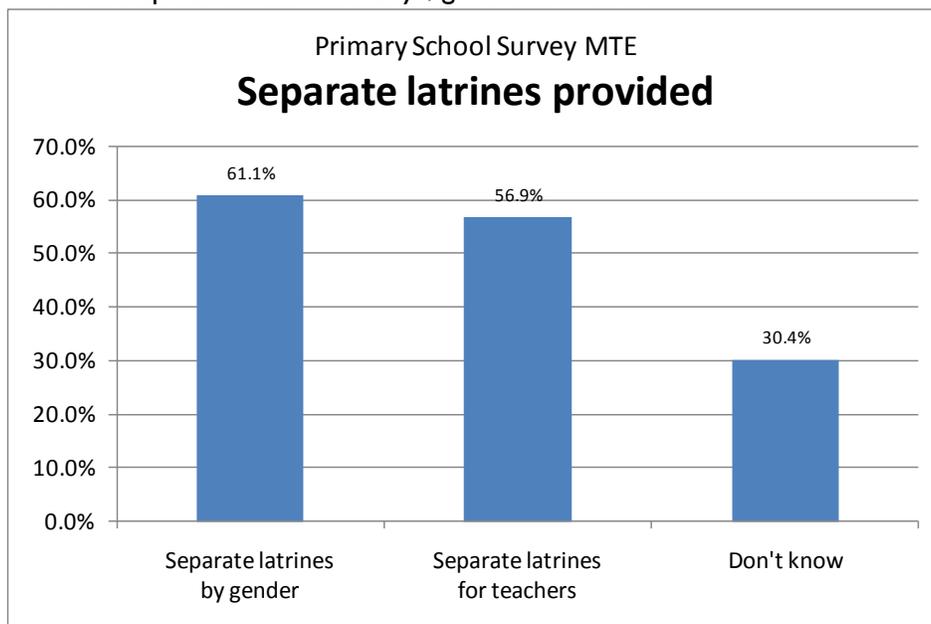
Overall, 61.1% of teacher respondents indicate their school has separate facilities. From that figure we might estimate the percent of mixed gender toilets to be a little less than 40%. However, chart 10 above reports 54.9% mixed latrines. The discrepancy may be due to a perception that question 10 asked about all latrines, both for children and teachers, and whether they were mixed. This question specifically asks about the latrines for boys and girls and for teachers.

Comment:

| | 11 Are there separate latrines for boys , girls and teachers? | | |
	Separate latrines by gender	Separate latrines for teachers	Don't know
Partially for Access	52.8%	46.7%	41.6%
Access and Quality	64.6%	61.1%	25.7%

The crosstabs by SCI category shows that the higher implementation level has a much higher incidence of separate facilities by gender 64.6% compared to the lower implementation schools at 52.8%. This shows the effectiveness of program implementation on this feature. Meanwhile, the higher implementation schools also show a significant increase in separate toilets for teachers and staff.

This confirms the higher level or longer duration of attention to infrastructure directed at these schools.

	11 Are there separate latrines for boys , girls and teachers?		
	Separate latrines by gender	Separate latrines for teachers	Don't know
Kampong Cham	53.5%	63.4%	30.7%
Kampong Chhnang	64.0%	47.6%	28.0%
Koh Kong	67.6%	60.8%	29.7%
Preah Vihear	56.9%	43.1%	40.2%
Pursat	43.9%	39.5%	47.4%
Siem Reap	87.0%	86.1%	7.8%

Pursat shows the lowest rate for separate toilets for boys and girls, at 43.9% and for separate toilets for teachers at 39.5%.   Siem Reap shows the highest rate for both gender separate toilets for children at 87% and separate toilets for teachers at 86.1%. These findings may be influenced by the preponderance of high level implementation schools in the sample from Siem Reap.

The province level analysis adds important depth to the more superficial country level report from the chart.

12. What is the condition of water well and pump?

Primary School Survey MTE

Water, well condition
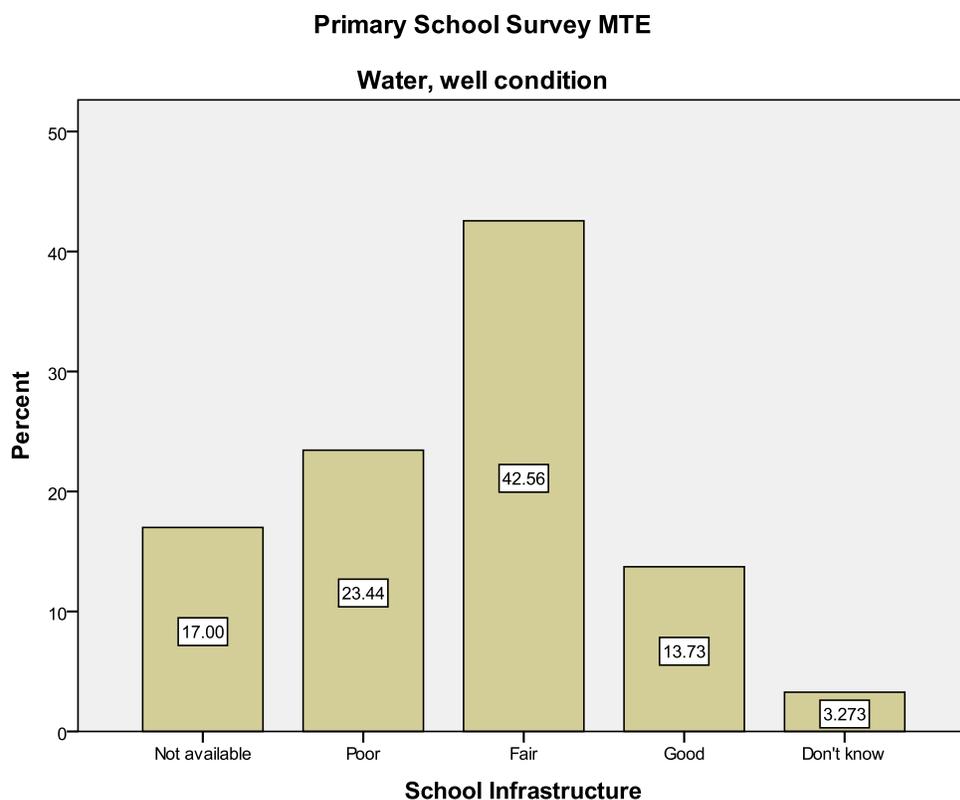
The categories good, fair and poor are rather vague and subjective, and the preponderance of the "fair" response is rather uninformative. But the chart is most revealing on the category "not available" (17%). These responses come from schools without water facilities.

Comment:

	12. Condition of water well and pump				
	Not available	Poor	Fair	Good	Don't know
Partially for Access	12.4%	21.8%	43.3%	15.3%	7.3%
Access and Quality	19.0%	24.3%	41.9%	13.2%	1.6%

The SCI category for higher level of implementation unexpectedly shows a higher rate for water not available than the lower level of implementation responses.

This may indicate the limitations of a category defined by rather vague criteria.

	12. Condition of water well and pump				
	Not available	Poor	Fair	Good	Don't know
Kpg Cham	13.7%	22.7%	44.3%	9.8%	9.4%
Kpg Chhnang	15.7%	16.5%	47.1%	19.4%	1.2%
Koh Kong	40.7%	16.0%	24.7%	18.5%	0.0%
Preah Vihear	12.0%	30.8%	29.9%	27.4%	0.0%
Pursat	31.3%	37.4%	26.1%	1.7%	3.5%
Siem Reap	3.6%	23.4%	66.4%	6.6%	0.0%

The responses by province are quite informative. Koh Kong respondents at a rate of 40.7% noted water not available at their schools, followed by Pursat at 31.3%.

This suggests that a nuanced approach to water and sanitation interventions would help distribute effort to where it was most needed--increasing efficiency of implementation.

13. What is the condition of rain water collection?

Primary School Survey MTE

Condition of rain water collection
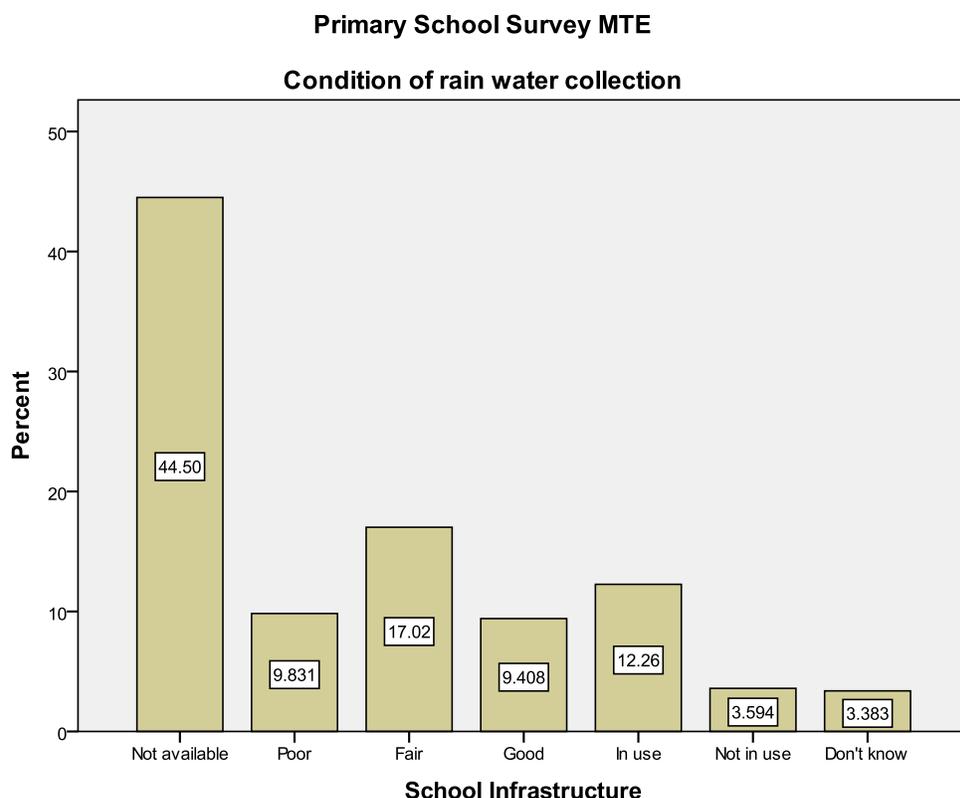
The collection of rain water is a useful complement to other forms of water facilities at schools. Many schools do not use the technique, as revealed by the response "not available" from 44.5% of respondents.

Comment:

	13. Condition of rain water collection						
	Not available	Poor	Fair	Good	In use	Not in use	Don't know
Partially for Access	44.5%	13.5%	15.7%	1.5%	12.0%	6.2%	6.6%
Access and Quality	44.3%	8.4%	17.7%	12.7%	12.4%	2.5%	1.9%

The very large difference between SCI category schools--12.7% of responses from high implementation schools noting good rainwater collection systems compared to only 1.5% of low implementation schools.

This confirms the effectiveness of implementation on this feature of infrastructure.

	13. Condition of rain water collection						
	Not available	Poor	Fair	Good	In use	Not in use	Don't know
Kpg Cham	49.6%	5.9%	8.7%	10.2%	15.0%	3.5%	7.1%
Kpg Chhnang	57.9%	8.7%	5.4%	1.2%	21.1%	0.8%	5.0%
Koh Kong	67.9%	2.5%	23.5%	1.2%	1.2%	3.7%	0.0%
Preah Vihear	47.9%	18.8%	13.7%	3.4%	3.4%	12.0%	0.9%
Pursat	7.0%	16.5%	47.8%	26.1%	2.6%	0.0%	0.0%
Siem Reap	26.3%	10.2%	26.3%	18.2%	13.9%	4.4%	0.7%

Pursat schools seem to be the most active in collecting rainwater, as reflected in the very low rate of not available (7%) and the relatively high rates for fair and good rainwater harvesting systems. This is consistent with the danger of drought in Pursat--see Chart 26 which shows that the other provinces vulnerable to drought conditions besides Pursat are Siem Reap, Koh Kong and Kampong Cham.

A skilful management of resources might take implementation lessons from Pursat on this feature, to other provinces where these findings might be most useful.

14. What is the condition of special access facilities for disabled (ramp)?

Primary School Survey MTE

Condition of special access facilities for disabled
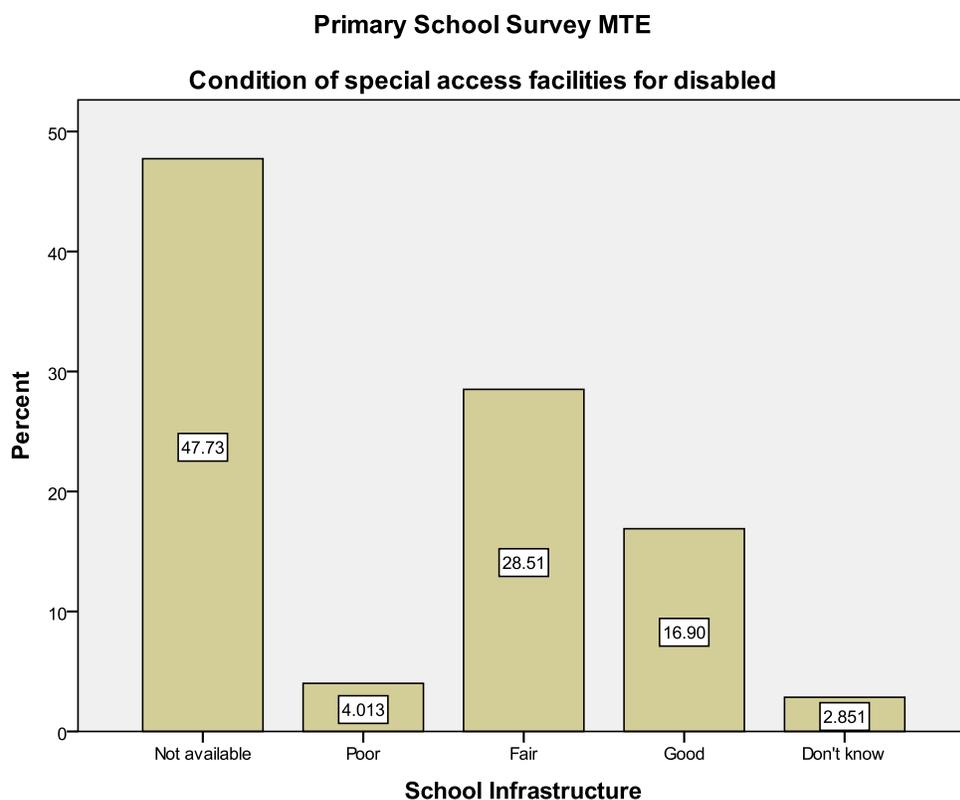
Attention to the needs of all children to access school is a key goal for SCI. The high rate for the unavailability of ramps to assist access to classrooms (47.7%) shows that there is much more work to be done in this area.

Comment:

	14. Condition of special access facilities for disabled (ramp)				
	Not available	Poor	Fair	Good	Don't know
Partially for Access	52.0%	6.2%	30.5%	8.4%	2.9%
Access and Quality	45.8%	3.1%	27.8%	20.5%	2.7%

The SCI category schools for higher level of implementation show a much higher rate of the "good condition" response (20.5%) than the lower level of implementation schools (8.4%).

This finding supports the increased effectiveness of implementation over longer periods.

	14. Condition of special access facilities for disabled (ramp)				
	Not available	Poor	Fair	Good	Don't know
Kpg Cham	68.2%	0.8%	23.5%	4.3%	3.1%
Kpg Chhnang	54.5%	2.9%	22.7%	16.9%	2.9%
Koh Kong	51.9%	0.0%	33.3%	14.8%	0.0%
Preah Vihear	36.8%	18.8%	33.3%	11.1%	0.0%
Pursat	18.3%	4.3%	38.3%	33.0%	6.1%
Siem Reap	29.2%	1.5%	32.8%	32.8%	3.6%

The province level data shows that Kampong Cham schools are in greatest need of attention on this feature, with a rate of 68.2% respondents indicating that a ramp is not available. While Pursat schools show the highest rate of responses for good and fair conditions for the ramps at their schools.

This probably reflects the uneven priorities of the implementation partner from one province to another. This is the kind of information that would improve the efficient use of resources by improving the management of relations with the partners to balance program implementation efforts and impact across the country.

15. What is the condition of office for school director?

Primary School Survey MTE

Condition of office for school director
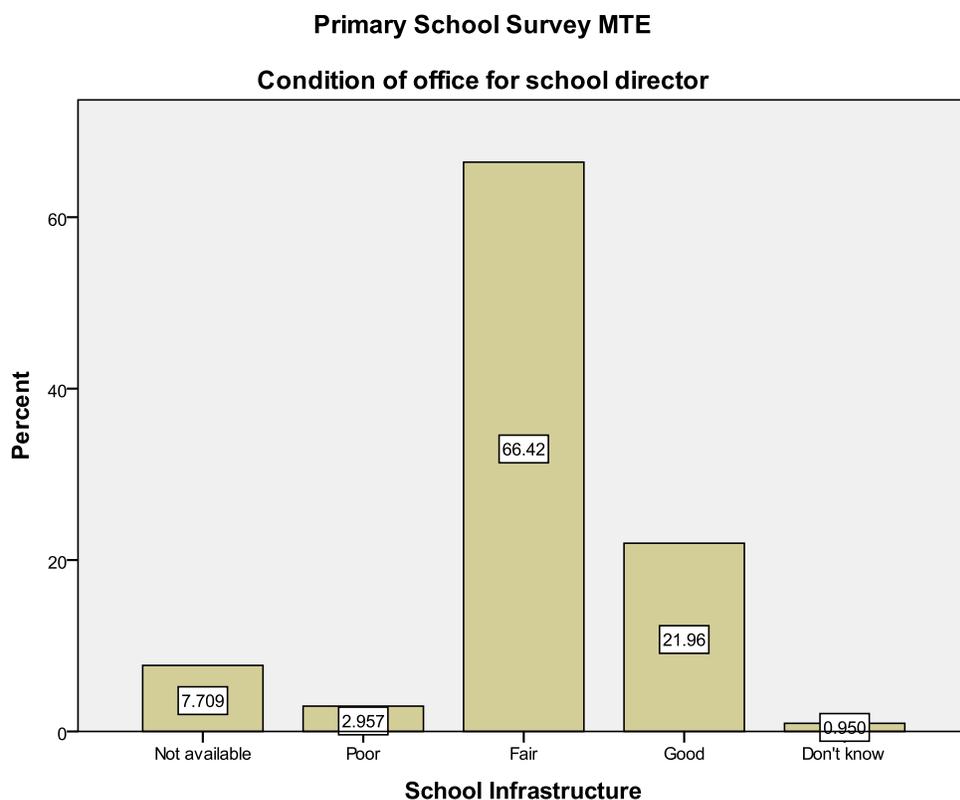
The existence of an office for the school administration is an important step in good school management. But it takes space that might otherwise be used for classrooms. Well planned school building projects will include an office and other amenities like a library.

Comment:

	15. Condition of office for school director				
	Not available	Poor	Fair	Good	Don't know
Partially for Access	10.9%	2.9%	72.0%	11.6%	2.5%
Access and Quality	6.4%	3.0%	63.9%	26.3%	0.3%

The high level implementation category of schools have more than double the rate for a good school office at 26.3% than low level implementation schools at 11.6%. Prolonged implementation efforts have clearly had an important impact, as this statistic shows.

	15. Condition of office for school director					
	Not available	Poor	Fair	Good	Good +Fair	Total
Kpg Cham	5.1%	5.5%	75.7%	12.5%	88.2%	
Kpg Chhnang	5.0%	0.8%	63.6%	28.1%	91.7%	
Koh Kong	17.3%	3.7%	54.3%	24.7%	79.0%	
Preah Vihear	12.0%	5.1%	70.9%	12.0%	82.9%	
Pursat	5.2%	0.0%	67.8%	27.0%	94.8%	
Siem Reap	10.2%	2.2%	56.2%	31.4%	87.6%	

Pursat schools, followed by Kampong Chhnang schools seem to have the highest rates of good and fair school offices. The schools in Koh Kong seem to be somewhat lagging behind on this factor. Koh Kong has the highest rate for "not available" at 17.3%.

Skilful deployment of effort would utilize such data to improve decision making and planning for infrastructure improvements so that the provinces most in need get most attention.

16. What is the condition of classrooms for learning and teaching activities?

Primary School Survey MTE

Condition of classrooms for learning
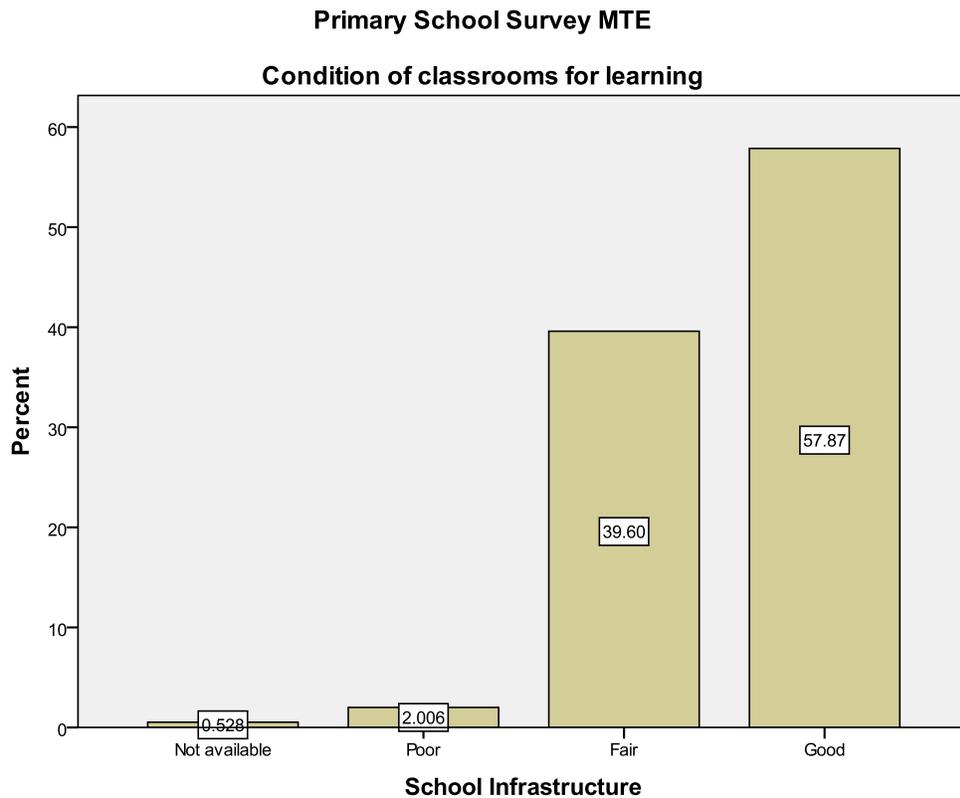
Comment:

	16. Condition of classrooms for learning			
	Not available	Poor	Fair	Good
Female	0.4%	1.1%	45.8%	52.6%
Male	0.6%	2.8%	34.1%	62.5%

The crosstabs for SCI category and for Province fail to show any significant associations for this variable. There is no difference by category or by province in the rates of response for condition of classroom.

However, the cross tab for gender of respondent does show a significant difference. Male teachers find the classroom conditions good at a rate of 62.5%, which is much higher than the rate given by female teachers at 52.6%.

What is the dissatisfaction of female teachers about the classrooms? This is an important question that remains to be investigated--especially as more women come into the teaching profession. The results of such a "user survey" might be important in the design of classrooms and school buildings to be built in the future.

17. What is the condition of library and resource centres?

Primary School Survey MTE

Condition of library
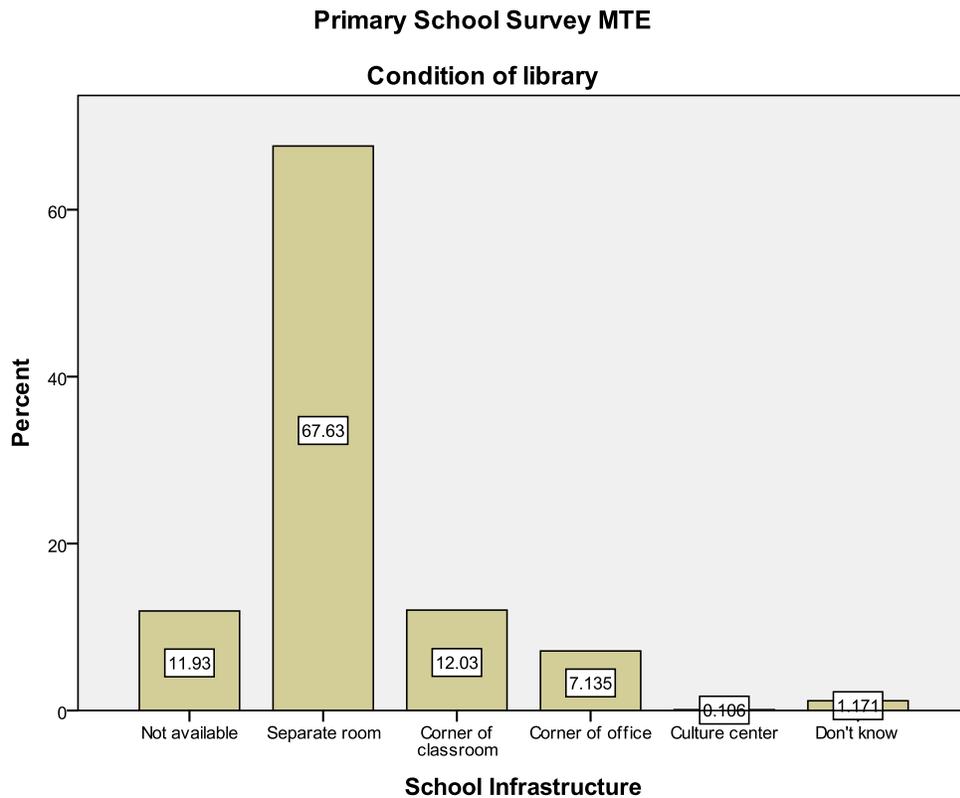
The introduction of a library at primary school has been an important feature of Education Program implementation efforts. A very high proportion of respondents, 67.63% indicate that the library at their school is in a separate room confirming the effectiveness of the Education Program on this activity.

Comment:

	17. Condition of library and resource centres					
	Not available	Separate room	Corner of classroom	Corner of office	Culture center	Don't know
Partially for Access	19.0%	53.5%	18.3%	6.6%	0.0%	2.6%
Access and Quality	9.1%	73.9%	9.1%	7.4%	0.2%	0.5%

The SCI category clearly differentiates between the high level implementation schools with a separate library room at 73.9%, compared with the low level implementation schools at 53.5%.

	17. Condition of library and resource centers					
	Not available	Separate room	Corner of classroom	Corner of office	Culture center	Don't know
Kpg Cham	7.9%	77.1%	2.0%	11.1%	0.0%	2.0%
Kpg Chhnang	8.8%	58.0%	29.4%	2.5%	0.0%	1.3%
Koh Kong	43.2%	38.3%	6.2%	12.3%	0.0%	0.0%
Preah Vihear	28.2%	47.9%	14.5%	9.4%	0.0%	0.0%
Pursat	1.7%	80.9%	9.6%	7.0%	0.9%	0.0%
Siem Reap	0.7%	90.4%	3.7%	3.0%	0.0%	2.2%

The province level data is much more revealing. It shows that there are highest rates of "no library available" in Koh Kong and Preah Vihear. It also shows that the highest rates for "library in a separate room" are in Siem Reap (90.4%), Pursat (80.9%) and Kampong Cham (77.1%)

These are the kind of data that will help Program Management make sound decisions about how to deploy their resources to be as effective and efficient as possible.

18. What is the condition of computer?

Primary School Survey MTE

Condition of the computer
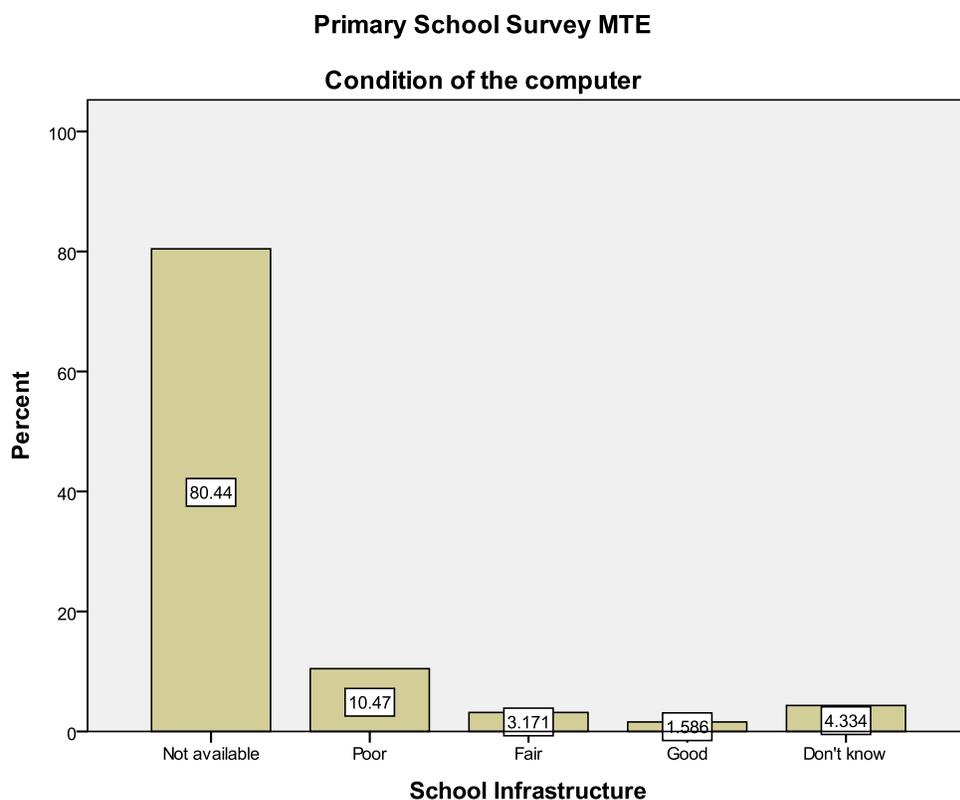
The expected rarity of a computer outside the major cities in Cambodia is confirmed by the high rate for unavailability of the device. At the district level, this lack of computer, and often lack of consistent electricity severely hampers the compilation of school data and reporting to the PEO.

Comment:

	18. Condition of computer				
	Not available	Poor	Fair	Good	Don't know
Partially for Access	86.2%	5.1%	2.9%	2.2%	3.6%
Access and Quality	78.0%	12.7%	3.3%	1.3%	4.6%

As we would expect, the lower implementation schools have less availability of computer than the higher implementation schools.

	18. Condition of computer				
	Not available	Poor	Fair	Good	Don't know
Kpg Cham	79.6%	10.2%	5.5%	0.8%	3.9%
Kpg Chhnang	89.7%	5.8%	0.0%	0.0%	4.5%
Koh Kong	98.8%	1.2%	0.0%	0.0%	0.0%
Preah Vihear	80.3%	17.9%	0.0%	0.0%	1.7%
Pursat	73.9%	11.3%	0.0%	0.0%	14.8%
Siem Reap	60.3%	17.6%	11.8%	9.6%	0.7%

By province it is noteworthy that Koh Kong is the most deficient in computers.

Preah Vihear, although remote and largely poor, does seem to have some computer access--probably in the thriving boom town capital of the province. The much greater availability of computers in Siem Reap is probably a consequence of much development of internet facilities in the town, catering to the burgeoning tourist sector.

30. What renovations or assistance did school buildings at your school receive over the last year ?

Primary School Survey MTE
Improvements school received
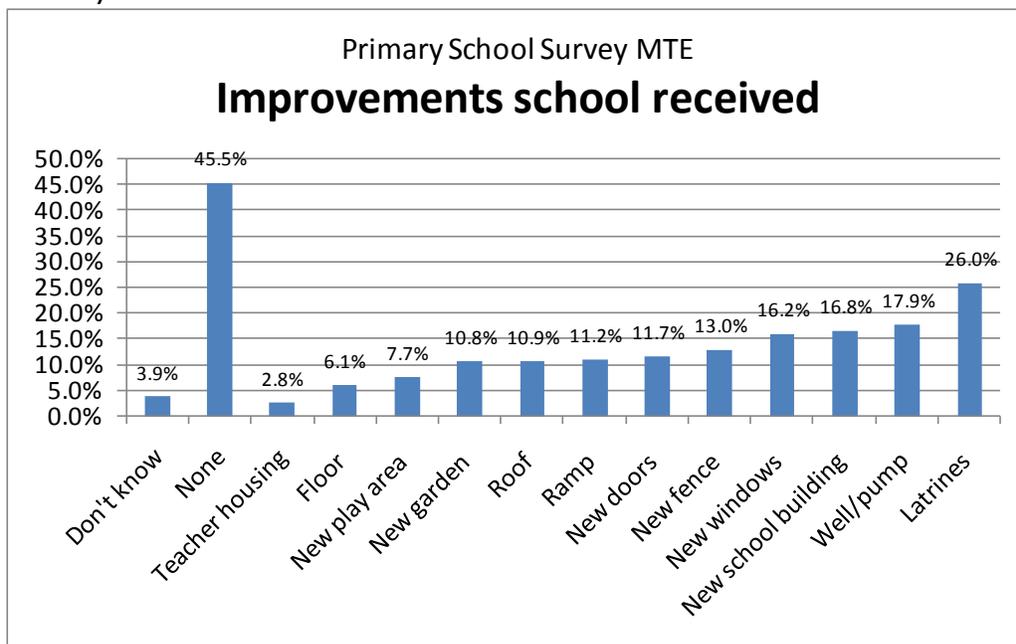
This multiple response question asked for the kinds of assistance that development implementation had brought to the school. The rather high rate for "none" at 45.5% would seem to indicate that country wide, there was only moderate coverage of infrastructure needs. The crosstabs show a more nuanced picture.

Comment:

| | 30 What rennovations or assistance did school buildings at your school receive over the last year | | | | | | | | | | | | | |
	Don't know	None	New school building	New teacher accommodation	Latrines	Well/pump	Ramp for disabled children	New windows	New doors	New play area	New garden	New fence	Floor	Roof
Partially for Access	5.2%	44.9%	18.0%	6.0%	23.6%	16.9%	7.5%	19.9%	16.9%	7.1%	4.9%	16.9%	4.9%	7.9%
Access and Quality	3.2%	46.0%	16.0%	1.5%	27.1%	18.0%	12.8%	14.3%	9.3%	7.9%	13.2%	11.6%	6.7%	11.7%

The responses with statistically significant differences between the categories are shaded. There is unevenness in the findings. Low implementation schools show greater response rates for "New teacher accommodation," "New windows," "New doors" and "New fence." These may be due to labor contributions from local communities. Whereas two key intervention priorities of SCI, "ramp for disabled" and "gardens" for life skills education are seen to have higher rates for the high implementation schools.

	30 What rennovations or assistance did school buildings at your school receive over the last year													
	Don't know	None	New school building	New teacher accommodation	Latrines	Well/pump	Ramp for disabled children	New windows	New doors	New play area	New garden	New fence	Floor	Roof
Kampong Cham	3.7%	63.4%	15.4%	0.4%	11.0%	5.7%	3.3%	8.9%	6.9%	0.4%	1.2%	4.5%	4.9%	5.3%
Kampong Chhnang	3.4%	36.5%	12.4%	3.4%	29.6%	28.8%	6.4%	17.6%	11.6%	1.7%	17.2%	17.2%	2.6%	12.0%
Koh Kong	2.5%	61.3%	12.5%	8.8%	23.8%	8.8%	8.8%	10.0%	8.8%	13.8%	13.8%	7.5%	5.0%	7.5%
Preah Vihear	0.9%	49.6%	19.7%	5.1%	28.2%	26.5%	21.4%	12.8%	12.8%	20.5%	16.2%	20.5%	2.6%	7.7%
Pursat	10.4%	40.0%	13.9%	2.6%	25.2%	17.4%	17.4%	14.8%	6.1%	9.6%	12.2%	10.4%	4.3%	2.6%
Siem Reap	2.9%	20.4%	29.2%	0.7%	46.7%	19.7%	21.2%	34.3%	26.3%	14.6%	9.5%	20.4%	19.7%	30.7%

The much more nuanced province data shows that Siem Reap followed by Preah Vihear had most school construction.

Siem Reap had most latrine construction.

Koh Kong had most new teacher accommodation.

Kampong Chhnang and Preah Vihear had most wells and pumps added.

Ramps for the disabled were most frequent in Siem Reap and Preah Vihear--probably associated with the new school construction.

Data like this can help decision makers deploy their limited resources most efficiently to serve areas with the greatest need.

31. What community resources were generated to support the school?

Primary School Survey MTE
Community resources generated
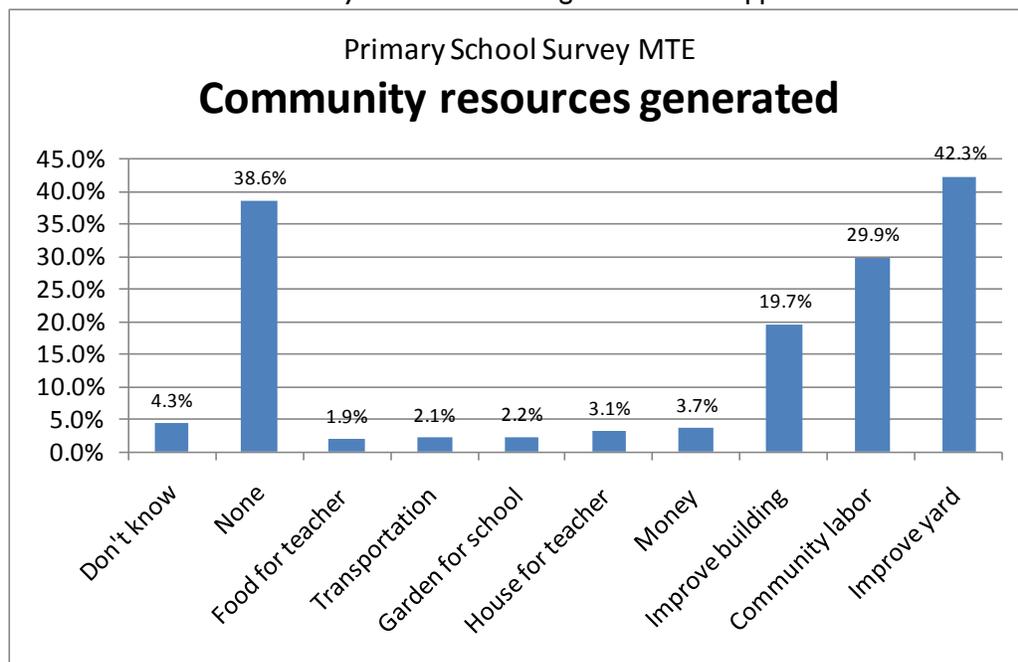
Engaging civil society and the community surrounding the school will increasingly become a key priority for development actors in the education sector. The chart on country wide findings suggests that community efforts to beautify the school grounds and provide general maintenance are the most easily mobilized in poor rural areas.

Comment:

	31. What community resources were generated to support the school?									
	Don't know	None	House for teacher	Garden for school	Money	Transportation	Food for teacher	Improvements to school building	Improvements to school yard	Community labor for maintenance
Partially for Access	6.0%	37.2%	1.9%	0.8%	1.5%	0.4%	1.5%	9.4%	36.8%	22.6%
Access and Quality	3.5%	38.9%	3.7%	2.9%	4.6%	2.9%	2.1%	24.1%	44.9%	33.2%

The questions on which there was a statistically significant difference between the SCI categories are shaded. The higher level of implementation schools showed consistently much higher rates than the lower implementation schools on these items. Community labour for maintenance of the school (33.2 % of respondents) and community improvements to the school building (24.1% of respondents) were the strongest rates.

	31. What community resources were generated to support the school?									
	Don't know	None	House for teacher	Garden for school	Money	Transportation	Food for teacher	Improvements to school building	Improvements to school yard	Community labor for maintenance
Kampong Cham	4.6%	49.0%	0.8%	4.1%	1.2%	0.4%	1.2%	18.7%	35.3%	13.3%
Kampong Chhnang	2.3%	34.3%	2.8%	0.5%	2.3%	0.5%	1.9%	14.4%	38.4%	35.2%
Koh Kong	0.0%	27.5%	15.0%	5.0%	16.3%	8.8%	1.3%	21.3%	58.8%	37.5%
Preah Vihear	3.5%	43.0%	0.0%	1.8%	0.0%	0.0%	0.0%	7.0%	36.8%	32.5%
Pursat	12.4%	38.9%	5.3%	2.7%	9.7%	8.0%	7.1%	26.5%	49.6%	35.4%
Siem Reap	3.7%	29.4%	1.5%	0.0%	0.7%	0.7%	0.7%	33.8%	50.0%	39.7%

Kampong Cham showed a very low rate for community labour mobilization for school maintenance (13.3%), compared to the other provinces (all above 30%).

Koh Kong, Siem Reap and Pursat showed the highest rates for community improvements to the school yard. Koh Kong also showed higher rates than other provinces for community assistance in the way of house for teacher, garden for school, money and transportation for teacher.

The differing patterns of community mobilization rates across the six target provinces is a factor that should be taken into consideration in the roll out of training designed to improve community relations with schools.

A one-size-fits-all appeal for engagement of civil society will simply be unrealistic in such diverse social and cultural contexts as these provinces present.

Access & Quality

In this section are a number of questions that contain information about both access and quality issues.

6. Who contributed to the school improvement (action) plan?

Primary School Survey MTE
Participation in School Improvement Plan
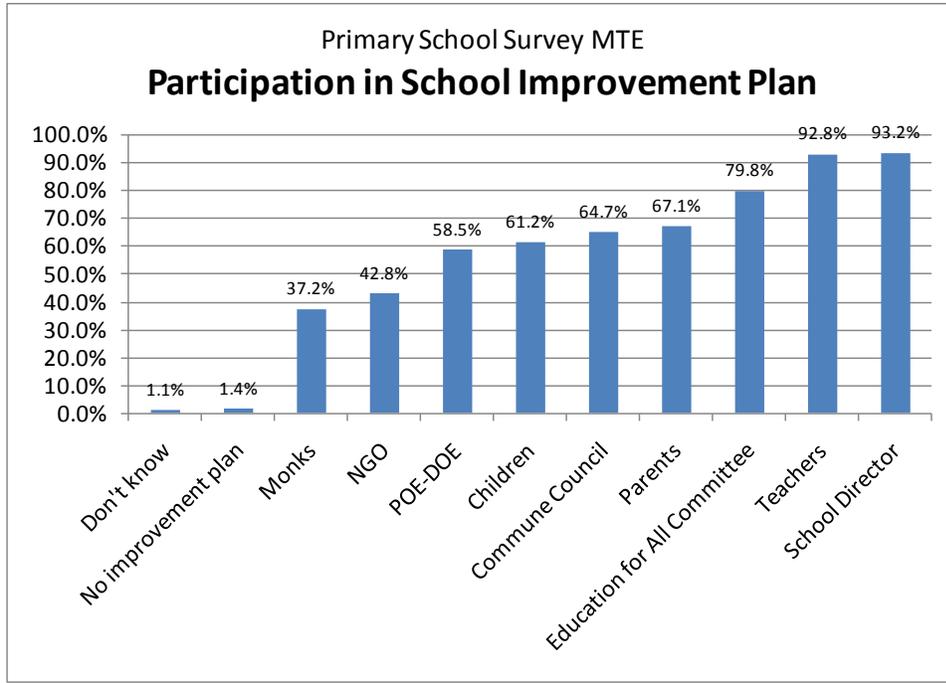
The school development plan is a useful device to engage stakeholders in participation with the school. The chart shows that most input comes from the school itself, the School Director and teachers, both at rates above 90%. Other stakeholders in the community are engaged at declining levels.

It is remarkable that the teachers report the children's contribution at the rate of 61.2%--even higher than for PEO DEO and higher than for NGOs. This could be a sign of success of SCI advocacy on behalf of children's voice; however the survey did not probe the type or quality of the pupil involvement.

It remains for further investigation that includes children respondents to explore the nature of children's involvement in school activities. That important consideration of the children's perspective was not possible in the short time available for this survey.

Comment:

	6 Who contributed to the school improvement (action) plan?										
	Don't know	No improvem ent plan	POE-DOE	School Director	Teachers	Parents	Monks	Commune Council	Education for All Committe e	Children	NGO
Kampong Cham	1.6%	2.0%	58.1%	96.0%	95.7%	79.1%	53.8%	73.1%	77.5%	59.7%	49.4%
Kampong Chhnang	1.2%	1.7%	63.9%	90.9%	92.1%	60.2%	35.3%	58.5%	82.2%	64.7%	35.3%
Koh Kong	2.5%	2.5%	64.2%	90.1%	91.4%	70.4%	12.3%	55.6%	65.4%	67.9%	27.2%
Preah Vihear	0.0%	0.0%	30.8%	85.5%	87.2%	59.8%	17.9%	65.0%	82.1%	47.0%	43.6%
Pursat	0.9%	0.0%	63.5%	98.3%	97.4%	67.0%	36.5%	66.1%	97.4%	66.1%	43.5%
Siem Reap	0.0%	1.5%	65.7%	96.4%	90.5%	61.3%	41.6%	64.2%	71.5%	62.0%	51.8%

The SCI category crosstabs failed to show any significant differences on this set of issues.

The province crosstabs show that Kampong Cham was far more effective in engaging Parents, Commune Council and Monks in the school action plan than other provinces.

By contrast, Preah Vihear was least likely to engage the PEO DEO, or Monks (along with Koh Kong) and Children in the school improvement planning process.

Siem Reap and Kampong Cham were most likely to engage NGOs, while Koh Kong was least likely to engage with NGOs in the school development plan.

The reasons for these differences are undoubtedly complex, and are related to the unique social and cultural context of each province. Unfortunately, taking only a country level view obscures the promising potential of some provinces to grow even further in this respect, and the challenges that evidently hinder other provinces from this engagement with the community.

A carefully nuanced consideration of the particularities of each province would be extremely useful in tailoring any activity to the actual circumstances in which the activity will be implemented.

19. What did the school collect by income generation activities to support disadvantaged children and teachers?

Primary School Survey MTE

Annual school income generation
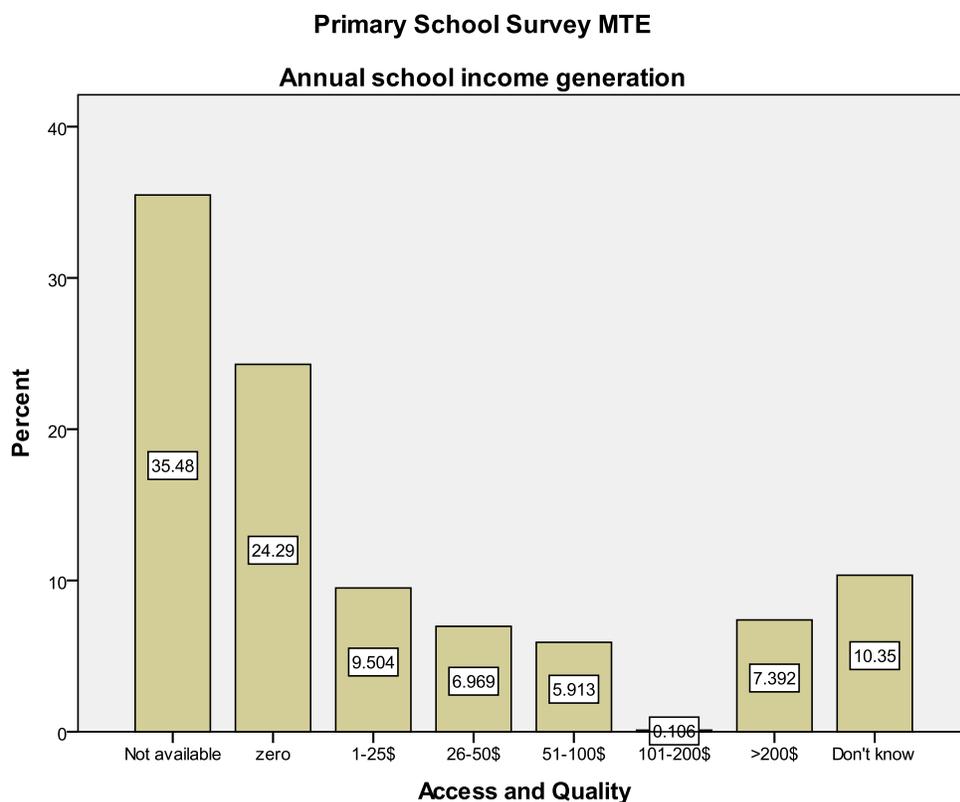
There is some interest that schools should begin to develop means of support from their local constituencies. The chart shows that over 60% of respondents report that income generation activities do not yet exist or produce nothing.

Comment:

	19. Income generation activities to support disadvantaged children and teachers							
	Not available	zero	1-25$	26-50$	51-100$	101-200$	>200$	Don't know
Partially for Access	39.3%	32.7%	7.3%	2.9%	2.2%	0.0%	6.5%	9.1%
Access and Quality	33.7%	21.0%	10.5%	8.7%	7.5%	0.1%	7.8%	10.8%

As would be expected, the higher level implementation category of schools reports consistently higher levels of income generation than lower level implementation category schools. This suggests that the SCI implementation is supporting income generation schemes, and the efforts have been effective.

	19. Income generation activities to support disadvantaged children and teachers							
	Not available	zero	1-25$	26-50$	51-100$	101-200$	>200$	Don't know
Kpg Cham	32.5%	28.6%	8.2%	6.7%	1.6%	0.0%	9.8%	12.5%
Kpg Chhnang	19.0%	22.3%	19.8%	13.6%	2.9%	0.0%	12.0%	10.3%
Koh Kong	77.8%	9.9%	0.0%	1.2%	8.6%	0.0%	0.0%	2.5%
Preah Vihear	25.6%	34.2%	8.5%	0.0%	19.7%	0.0%	10.3%	1.7%
Pursat	44.3%	16.5%	3.5%	7.8%	0.9%	0.9%	3.5%	22.6%
Siem Reap	46.0%	26.3%	5.1%	4.4%	10.2%	0.0%	0.0%	8.0%

The province analysis shows that there is actually great unevenness among provinces in these activities. Koh Kong reports a very high rate of "not available" 77.8%, suggesting that efforts to build these income generation capabilities need to be targeted to such provinces that are in greatest need.

Kampong Chhnang, by contrast, shows considerable strength in raising these funds.

The advantage that an NGO like SCI has is that it can perceive local differences from a country wide perspective. The challenge is to engage with the partners, the PEO, in a carefully modulated way, in view of the regional differences. By careful and adroit management of the partnership relationship, limited resources can be directed most efficiently.

24. Which Child Friendly teaching/learning features or elements do you follow?

Primary School Survey MTE
Child Friendly features

Feature	Value
Equal access	94.9%
Effective learning	88.3%
Health and safety	87.4%
Equal participation	91.5%
Community participates	74.9%
Policy supports quality	64.4%
Teachers higher salary	17.0%
School mapping	80.4%
Support slow learners	82.6%
Children's Council active	62.2%
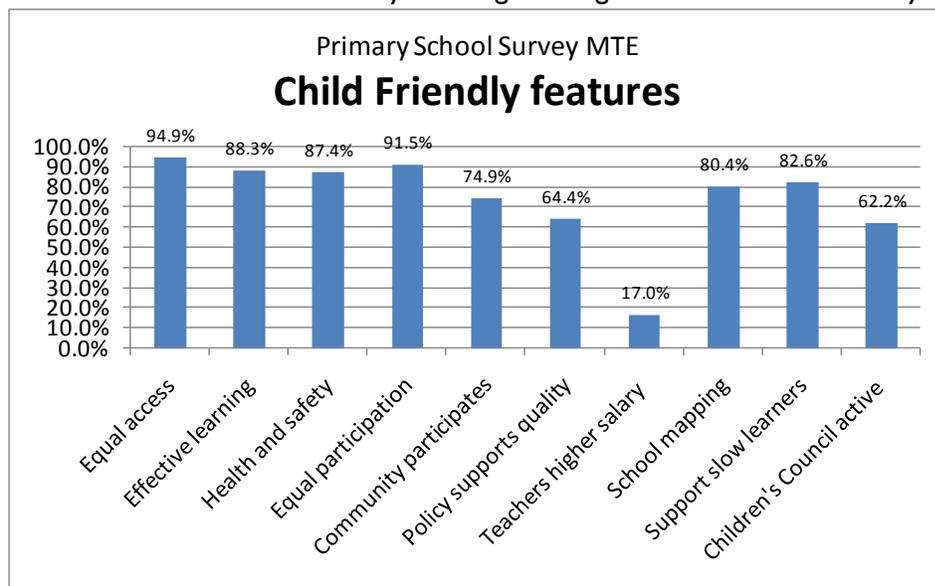
Most stakeholders by now can recite the key features of Child Friendly learning, as they have heard them discussed in countless workshops. This question included only one response that was not directly from the CFS training--"Teachers get higher salary paid on time." The teachers largely recognized this as not one of the CFS principles.

Comment:

	24 Which Child Friendly teaching/learning ?features or elements do you follow?										
	All children have equal access to school	Teachers provide effective learning	Health and safety of children protected	Children participate equally in all activities	Community participates in management of school	Policy supports quality education	Teachers get higher salary paid on time	Schools gather data for school mapping	Support is provided for slow learners	Children's Council is active	Don't know
Partially for Access	92.7%	85.8%	80.7%	88.3%	63.1%	54.0%	13.5%	70.8%	74.5%	52.6%	1.1%
Access and Quality	95.8%	89.3%	90.0%	92.8%	79.6%	68.5%	18.6%	84.8%	85.8%	65.9%	0.8%

The higher level implementation schools show consistently higher rates on all the questions than the lower level implementation schools. This indicates the effectiveness of the Education Program in promoting CFS awareness with higher levels, or more prolonged engagement with the school.

The relatively low rate for an active Children's Council (65.9%) suggests that this aspect of CFS still faces challenges, even among the higher implementation schools.

It is noteworthy that even the spurious response, "teachers get higher salary on time" which may be highly desirable, but is not a feature of the CFS training material, still got a response from 18.6% of teachers in the higher implementation schools, but a lower response from the lower implementation schools (13.5%).

	24 Which Child Friendly teaching/learning ?features or elements do you follow?										
	All children have equal access to school	Teachers provide effective learning	Health and safety of children protected	Children participate equally in all activities	Community participates in management of school	Policy supports quality education	Teachers get higher salary paid on time	Schools gather data for school mapping	Support is provided for slow learners	Children's Council is active	Don't know
Kampong Cham	94.5%	85.8%	87.7%	88.5%	79.4%	68.4%	19.0%	80.2%	88.1%	60.9%	2.0%
Kampong Chhnang	96.6%	91.6%	89.1%	93.7%	76.1%	63.9%	16.8%	84.5%	87.4%	62.6%	0.4%
Koh Kong	96.3%	85.2%	85.2%	93.8%	77.8%	48.1%	17.3%	66.7%	72.8%	44.4%	1.2%
Preah Vihear	88.9%	88.0%	76.1%	88.9%	67.5%	53.0%	3.4%	72.6%	59.8%	51.3%	0.0%
Pursat	96.5%	94.8%	95.7%	97.4%	79.1%	79.1%	37.4%	88.7%	93.0%	82.6%	0.9%
Siem Reap	95.6%	83.9%	87.6%	89.1%	65.7%	65.0%	8.0%	81.8%	80.3%	66.4%	0.0%

The provincial analysis shows that Pursat has consistently higher rates on most of the CFS features. It may be that extremely intense training has been directed at the target schools in this province.

By contrast, Preah Vihear and Koh Kong both show relatively low rates for many of the CFS features.

It would be worth asking what lessons could be learned in Pursat about introducing CFS that could then be targeted to schools most in need of reinforcement, in Preah Vihear and Koh Kong.

This is the value of a provincial level of analysis--to identify where the good practices may be identified for further examination and eventual application elsewhere.

Access

This section contains an analysis of the survey questions related to Access. Access has been a key theme of the Education Program implementation efforts and activities for over ten years.

7. How often is school mapping updated ?

Primary School Survey MTE

Frequency of School Mapping Update
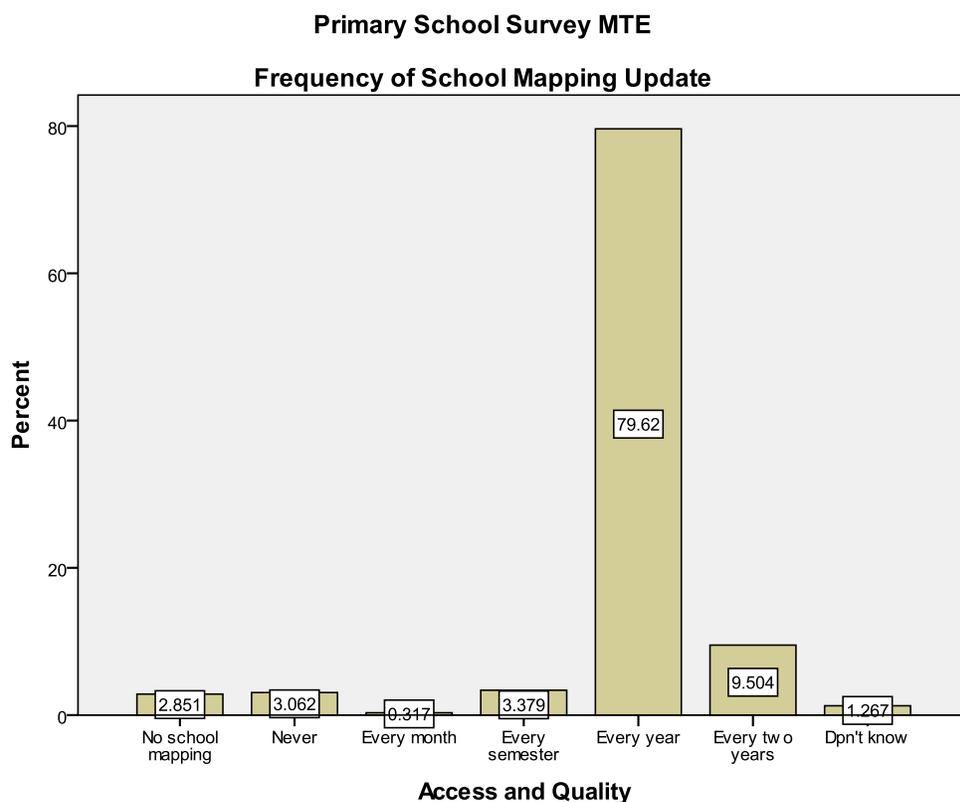
School mapping is a device to improve the school's understanding of the catchment area from which its pupils come. The useful map is one that is regularly updated. By far, the preponderant practice is to update the maps once a year.

Comment:

	7. School mapping updated						
	No school mapping	Never	Every month	Every semester	Every year	Every two years	Don't know
Partially for Access	1.1%	6.2%	0.0%	4.4%	71.6%	14.2%	2.5%
Access and Quality	3.1%	1.8%	0.4%	3.0%	83.4%	7.6%	0.6%

The higher level implementation schools expectably show a higher rate for the annual practice of school map updating (83.4%) compared with lower level implementation schools (71.6%).

	7. School mapping updated						
	No school mapping	Never	Every month	Every semester	Every year	Every two years	Don't know
Kpg Cham	1.2%	0.4%	0.4%	1.2%	81.6%	12.5%	2.7%
Kpg Chhnang	2.5%	0.0%	0.4%	7.4%	79.8%	8.7%	1.2%
Koh Kong	0.0%	23.5%	0.0%	0.0%	67.9%	7.4%	1.2%
Preah Vihear	13.7%	7.7%	0.0%	2.6%	60.7%	15.4%	0.0%
Pursat	0.0%	0.0%	0.0%	0.0%	98.3%	1.7%	0.0%
Siem Reap	1.5%	0.0%	0.7%	5.8%	83.2%	8.0%	0.7%

The province analysis reveals that Preah Vihear reports the highest level of "no school mapping" (13.7%). Koh Kong reports the highest level of "never update school mapping" (23.5%). This is consistent with the relatively low levels of response "every year" for these two provinces in the 60% range, compared to the 80% and 90% range for other provinces.

Clearly there are province and sub-province, or highly local differences in context that affect the adoption of such an important practice as school mapping and updating.

A survey like this can identify where the anomalies or differences are but cannot explain why they exist. That question could be addressed by further investigation.

8. What information does school mapping at your school include?

Primary School Survey MTE
Included in school mapping

Category	Value
No school mapping	5.3%
Don't know	6.1%
Ethnic minority...	8.9%
Safety reporting	25.7%
Family violence	39.6%
6-12 not enrolled	40.7%
Children drop out	43.6%
Slow learner ...	44.7%
Water latrines	54.7%
Disabled children	56.2%
Very poor children	68.9%
School age enrolled	75.0%
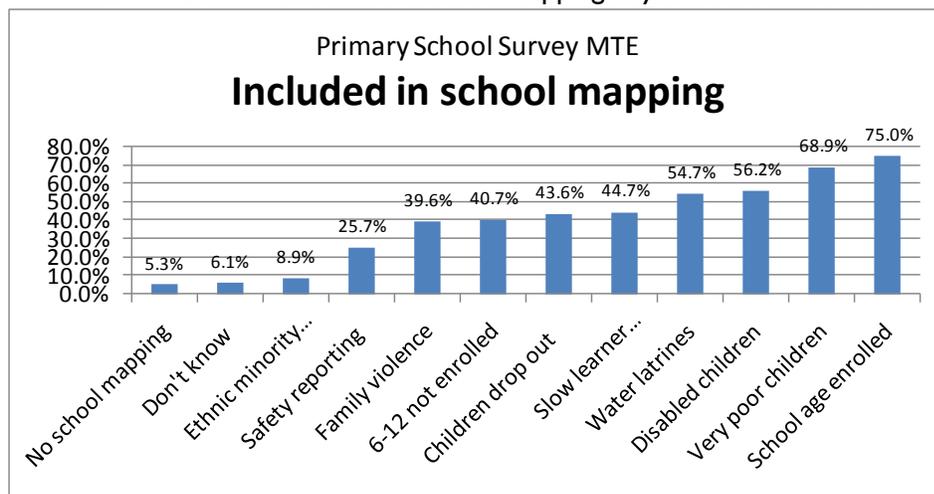
This multiple response set shows that school age children enrolled in school has the highest likelihood of being included in the school map. That is because the enrollment figure is easily available at the school. The other factors require data gathering in the community. Clearly, the Education Program has been effective in stressing the importance of collecting information on the very poor and vulnerable disabled children.

Some factors with lower rates, like slow learner children, drop out children, school age children not enrolled in school and family violence, may take very careful interviewing to elicit accurate information.

It would probably be useful to provide more training for the schools and teachers to become adept at gathering sensitive information from the households in their catchment communities.

The mapping has been one of very effective innovations of SCI that is so important in promoting access and increasing quality in schools.

Comment:

	No school mapping	School age enrolled in school	School age not enrolled in school	Children with physical disabilities	Slow learner children	Ethnic minority children	Very poor children	Family violence	Water wells/latrines at school	Safety reporting	Children drop out	Don't know
							8 School mapping at your school includes this information:					
Partially for Access	5.8%	78.8%	41.5%	46.2%	42.3%	12.7%	58.5%	31.9%	49.2%	17.3%	38.5%	9.6%
Access and Quality	5.1%	73.5%	40.7%	60.6%	45.9%	7.4%	73.5%	43.0%	57.2%	29.3%	45.9%	4.6%

The statistically significant differences in response from schools in the two SCI categories are shaded. As expected, the higher level of implementation schools show higher rates for including data in the map. The exception is "ethnic minority children." For this factor, the lower level implementation schools response rate is higher (12.7%) than the higher level implementation schools (7.4%). The reason for this is probably that the lower implementation schools are more likely to be more remote from the core

areas of implementation. It is in the more remote areas of the target provinces where the ethnic minority students are more likely to be found.

	8 School mapping at your school includes this information:											
	No school mapping	School age enrolled in school	School age not enrolled in school	Children with physical disabilities	Slow learner children	Ethnic minority children	Very poor children	Family violence	Water wells/latrines at school	Safety reporting	Children drop out	Don't know
Kampong Cham	3.5%	56.3%	27.3%	47.2%	39.4%	5.6%	64.1%	37.2%	51.5%	25.5%	32.5%	15.6%
Kampong Chhnang	5.4%	74.5%	33.1%	54.8%	49.4%	7.5%	70.7%	45.2%	61.9%	30.1%	34.3%	4.6%
Koh Kong	1.2%	82.7%	48.1%	54.3%	53.1%	14.8%	67.9%	48.1%	48.1%	32.1%	66.7%	2.5%
Preah Vihear	22.7%	71.8%	28.2%	34.5%	18.2%	19.1%	42.7%	23.6%	37.3%	19.1%	23.6%	1.8%
Pursat	0.0%	90.4%	59.1%	75.7%	57.4%	9.6%	78.3%	42.6%	60.0%	23.5%	65.2%	3.5%
Siem Reap	0.7%	92.7%	67.2%	75.9%	51.1%	4.4%	87.6%	39.4%	60.6%	21.9%	62.8%	0.7%

The province analysis shows that Preah Vihear is lagging behind most other provinces in gathering data for the school map. A notable exception to this is identifying ethnic minority children (19.1%). The reason for this exception is probably that many Kui ethnic minority people live in this province, and so this would be a more relevant factor for these schools.

Koh Kong also shows some success in documenting ethnic minority children, probably Thai speakers in the province.

The implication for management of the SCI Education Program would be to target Preah Vihear specifically with further training and reinforcement to strengthen the skills of schools to complete accurate and comprehensive mapping.

Siem Reap and Pursat show particularly high rates for completing documentation of information needed in school mapping. The lessons learned from these two provinces might well be useful in designing successful interventions in the other provinces, like Preah Vihear, where the rates are much lower.

20. In the last year how many students at your school received scholarships or school grants?

Primary School Survey MTE

Annual student scholarships
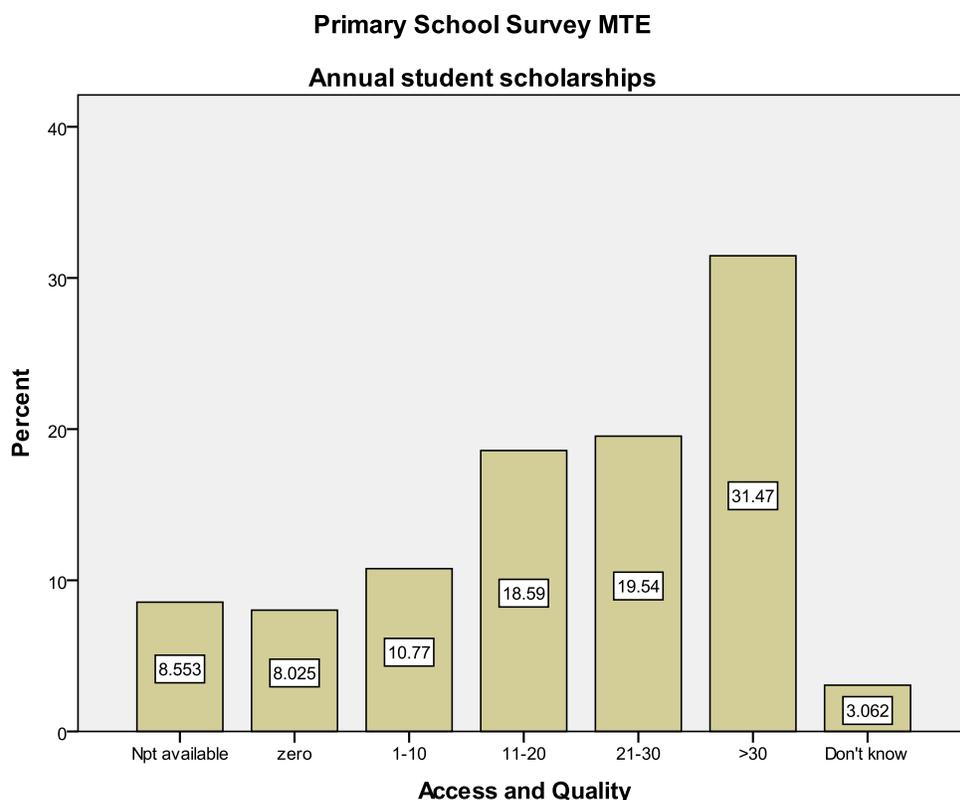
Over 80% of respondents indicated that some scholarships or grants had been awarded at their schools. This is a welcome finding for the particularly poor and vulnerable populations in the schools that SCI has targeted so effectively in their interventions.

Comment:

	20. Scholarships or school grants						
	Npt available	zero	1-10	11-20	21-30	>30	Don't know
Partially for Access	10.5%	16.0%	11.3%	16.4%	18.5%	25.1%	2.2%
Access and Quality	7.3%	4.8%	10.6%	19.6%	20.1%	34.3%	3.3%

As expected, the higher level of implementation schools show significant increases in scholarships and grants for large numbers of pupils than the lower level of implementation schools. This confirms the effectiveness of the Education Program at the core schools. The challenge remains to extend that effectiveness to the less served schools.

	20. Scholarships or school grants						
	Npt available	zero	1-10	11-20	21-30	>30	Don't know
Kampong Cham	1.2%	5.5%	9.8%	23.5%	28.2%	28.2%	3.5%
Kampong Chhnang	7.9%	8.3%	10.3%	12.8%	19.4%	39.3%	2.1%
Koh Kong	53.1%	22.2%	12.3%	9.9%	1.2%	1.2%	0.0%
Preah Vihear	12.0%	18.8%	23.9%	27.4%	8.5%	9.4%	0.0%
Pursat	0.0%	0.9%	6.1%	13.0%	32.2%	37.4%	10.4%
Siem Reap	1.5%	0.7%	5.1%	21.9%	13.1%	55.5%	2.2%

The province analysis highlights that Koh Kong is far behind all the other provinces in providing scholarships and grants.   The figure reported of 53.1% "unavailable" suggests that this kind of support for student access is much in need of strengthening in Koh Kong.

At the other end of the spectrum, Siem Reap, Pursat and Kampong Chhnang show higher levels of support by way of these awards.

There must be lessons to learn from way the Education Program activities have been implemented in these different contexts that would account for the differences observed. Those lessons should be identified and used to tailor an effective effort for Koh Kong.

23. How do you implement bilingual learning (bridging) program?

Bilingual Bridging Programs

		N	Percent
Languages	Not applicable	676	70.4%
	None	248	25.8%
	Lao	1	0.1%
	Vietnamese	1	0.1%
	Cham	3	0.3%
	Kui	6	0.6%
	Thai	5	0.5%
	English	20	2.1%
Total		960	100.0%

Comment:

The extremely low rates of response to this question made it impossible to treat the data statistically. The only unexpected finding was that English is being introduced at primary school in some schools in Siem Reap. This language was found written in as an "other" response in a number of surveys.

26. What events disrupted your school schedule last year?

Primary School Survey MTE
Events disrupting school
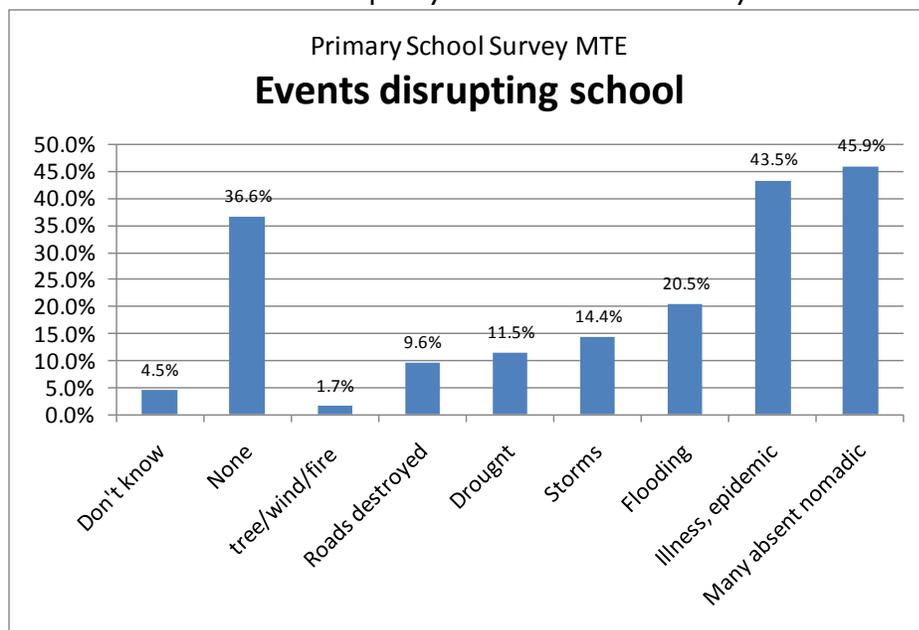
SCI places considerable importance on emergency preparedness and resilience in the face of natural disasters and climate change. The question was designed to probe the typical or usual challenges schools faced. The highest response rate was large scale absences due to semi-nomadic children who accompanied their parents on seasonal shifts to follow fishing and cultivation livelihoods. Second was epidemics of illness like dengue fever. An important SCI intervention is to encourage schools to adjust their annual timetables to correspond with flexibility to the availability of the children (see chart 21).

Comment:

	26 What events disrupted your school schedule last year?							
	Don't know	None	Flooding	Storms	Drought	Illness, epidemic (eg dengue)	Many absent to follow parents	Roads/bridges to school destroyed	School damaged by tree/wind/fire
Partially for Access	5.4%	34.4%	22.8%	13.5%	17.0%	48.3%	46.3%	7.7%	1.9%
Access and Quality	4.1%	37.8%	19.7%	14.8%	9.4%	41.3%	45.6%	10.5%	1.6%

The only significant finding in the SCI category crosstabs for this question set was drought. Here, the lower level impact schools had a much higher rate of response than higher impact schools. This probably reflects the generally poorer, less well served and more remote location of the lower level impact schools, where wells and pumps have not yet been installed at schools.

	26 What events disrupted your school schedule last year?							
	Don't know	None	Flooding	Storms	Drougnt	Illness, epidemic (eg dengue)	Many absent to follow parents	Roads/bri dges to school destroyed	School damaged by tree/wind/f ire
Kampong Cham	4.1%	42.7%	22.8%	15.4%	13.4%	40.7%	34.6%	4.9%	3.3%
Kampong Chhnang	2.3%	32.9%	12.8%	10.0%	6.4%	47.5%	55.3%	7.8%	0.9%
Koh Kong	6.2%	49.4%	17.3%	17.3%	16.0%	38.3%	39.5%	13.6%	2.5%
Preah Vihear	4.5%	40.9%	1.8%	9.1%	0.9%	50.9%	52.7%	0.0%	1.8%
Pursat	8.7%	40.9%	16.5%	16.5%	18.3%	33.0%	46.1%	10.4%	0.9%
Siem Reap	4.5%	16.5%	49.6%	20.3%	16.5%	48.1%	49.6%	26.3%	0.0%

The province analysis shows the problem of semi-nomadic families is most pronounced in Kampong Chhnang and Preah Vihear. In Kampong Chhnang the livelihoods are based on fishing, and movement follows the rise and fall of the waters. In Preah Vihear many families are pioneering new holdings in previously forested areas, and move to follow the planting season.

The problem of illness seems most pronounced in Preah Vihear, followed rather closely by Siem Reap and Kampong Chhnang.

Flooding, storms and washed out roads and bridges seems to affect Siem Reap at higher levels than other provinces.

37. Discussions with parents of pre-school children on the subject of Child Friendly learning conditions

Primary School Survey MTE

Discussions with parents of preschool children on Child Friendly learning
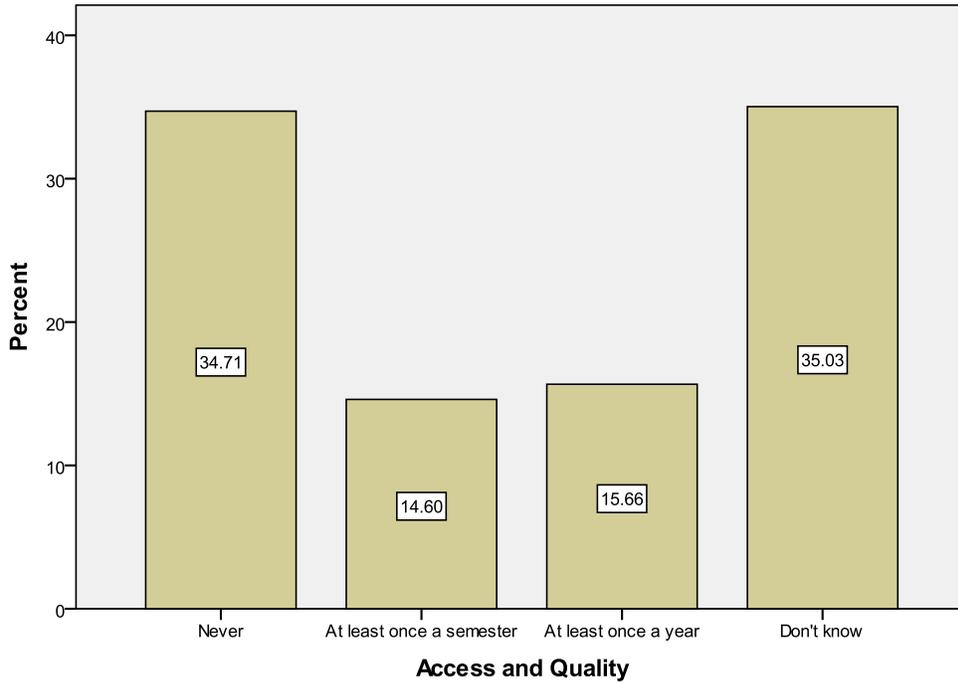
The Education Program is responsible for both Basic Education and Pre-school education activities. This question was designed to ask if teachers reached out to parents of pre-school children in the community to share their concern about child centred learning. In effect the question asked if teachers learned about the children in their neighbourhood who were just about to enter school. Almost 70% of teachers indicated that they did not have these conversations (34.7% never + 35% don't know)

This finding suggests much more work is needed to urge primary school teachers to take an interest in pre-school education.

Comment:

There were no significant differences between the two SCI categories on this question.

	37. Discussions with parents of pre-school children on Child Friendly learning conditions			
	Never	At least once a semester	At least once a year	Don't know
Kpg Cham	14.6%	15.8%	16.2%	53.4%
Kpg Chhnang	47.1%	15.7%	15.7%	21.5%
Koh Kong	44.4%	19.8%	30.9%	4.9%
Preah Vihear	47.9%	12.0%	5.1%	35.0%
Pursat	31.3%	5.2%	13.9%	49.6%
Siem Reap	35.8%	17.5%	16.1%	30.7%

Surprisingly, teachers in Koh Kong seem to be most likely to have these conversations with parents of pre-school children. Only 4.9% responded "don't know," a far lower rate than any other province. Over half of Koh Kong teachers responded that they had these conversations once or twice a year.

Preah Vihear and Pursat teachers report least likelihood to have these conversations with pre-school parents.

The lesson from all this analysis is that detailed information about the differences between provinces is available, and could be used to manage programs to assure a balanced approach among provinces and to reduce disparities in effectiveness. Such an approach would also improve efficiency by directing resources to where they were most needed.

38. Tracer studies to track ECCD program participants now in grades 1, 2 or 3

Primary School Survey MTE

Tracer studies of ECCD children in Primary
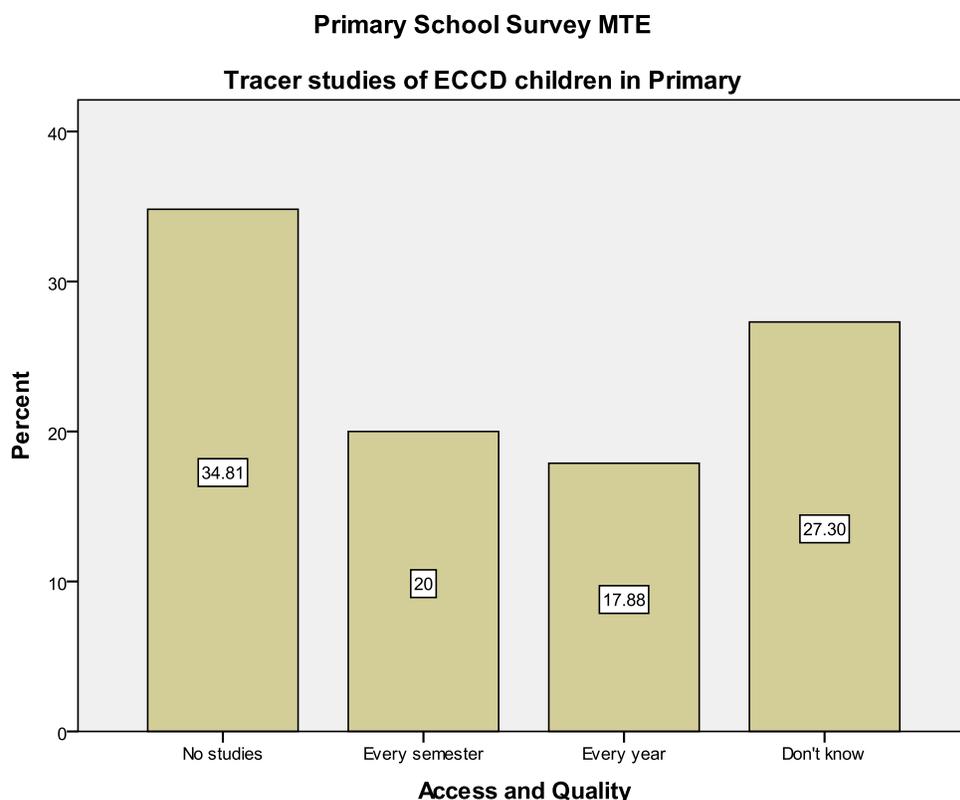
It is well established by pedagogical experts that satisfactory pre-school experience enhances the chance for success in primary school. These tracer studies are designed to convince teachers and parents of this fact. The chart shows that over a third (37.88%) of teachers do conduct these tracer studies once or twice a year.

Comment:

	38. Tracer studies on ECCD children now in grades 1, 2 or 3			
	No studies	Every semester	Every year	Don't know
Partially for Access	30.4%	16.5%	25.6%	27.5%
Access and Quality	36.8%	21.6%	14.8%	26.8%

The higher level implementation schools report a higher rate for tracer studies every semester than the lower level implementation schools. This practice of semester studies has probably been reinforced longer with these schools. The reverse is the case for annual tracer studies, where the lower implementation schools show a higher rate than the higher implementation schools.

	38. Tracer studies on ECCD children now in grades 1, 2 or 3			
	No studies	Every semester	Every year	Don't know
Kpg Cham	20.6%	19.0%	11.1%	49.4%
Kpg Chhnang	41.3%	17.8%	16.9%	24.0%
Koh Kong	4.9%	42.0%	48.1%	4.9%
Preah Vihear	60.7%	20.5%	7.7%	11.1%
Pursat	27.8%	15.7%	17.4%	39.1%
Siem Reap	51.1%	16.1%	23.4%	9.5%

Preah Vihear shows a very high rate for "no studies" (60.7%), followed surprisingly by Siem Reap at 51.1%.

Meanwhile, Koh Kong, which lags behind other provinces on many aspects of access and quality improvement, shows very high rates for semester (42%) or annual (48.1%) tracer studies.

The lesson here is that the patterns in the uptake of innovations in education are complex. Only studies based on analysis of field data can provide the evidence needed to form strategic plans and make reasoned decisions that take local conditions into consideration. This would assure more effective and efficient program implementation.

Quality

Another key theme of Education Program implementation activities is Quality of education. Analysis of the survey questions based on the Long term Plan for Education 2011-2015 related to quality is provided in this section.

21. How is a flexible learning program implemented at your school?
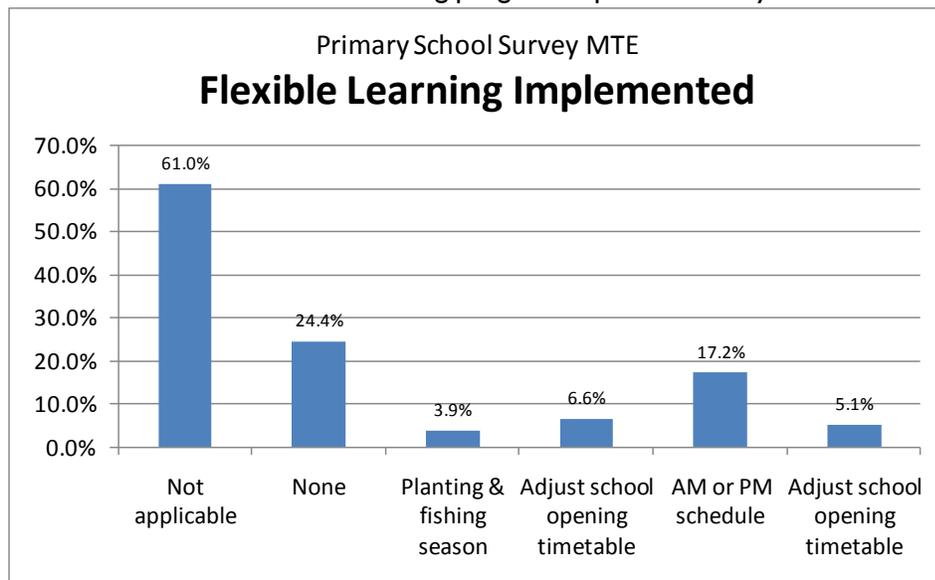
Flexible learning involves adjustment of the school schedule to accommodate the needs of pupils and their families--discussed in relation to chart 26 above. Most schools either find no need for flexible learning (61%) or they do not implement any such flexible learning adjustments (24.4%). This is a multiple response set, so the total percentages may exceed 100%, as some respondents may have marked more than one response.

Comment:

	21 How is a flexible learning program implemented at your school?					
	Not applicable	None	By cultivation and fishing season	By only morning or afternoon schedule	By adjusting the school timetable/ schedule	Don't know
Partially for Access	64.8%	23.4%	6.1%	12.7%	6.1%	5.3%
Access and Quality	59.5%	25.0%	3.0%	19.1%	6.8%	4.9%

The two statistically significant differences in response by SCI category are shaded in the table. On one hand, the higher level implementation schools indicate a much higher rate for providing morning and afternoon classes to accommodate students. On the other hand, the lower level implementation

schools have double the rate of higher level implementation in adjusting the school calendar to conform to the local planting and fishing seasons.

	21 How is a flexible learning program implemented at your school?					
	Not applicable	None	By cultivation and fishing season	By only morning or afternoon schedule	By adjusting the school timetable/ schedule	Don't know
Kampong Cham	72.9%	20.7%	0.4%	9.2%	1.6%	3.6%
Kampong Chhnang	72.5%	16.4%	0.5%	11.6%	5.3%	4.8%
Koh Kong	65.3%	16.0%	9.3%	10.7%	2.7%	2.7%
Preah Vihear	53.1%	58.2%	0.0%	21.4%	15.3%	0.0%
Pursat	43.6%	25.5%	1.8%	23.6%	4.5%	15.5%
Siem Reap	39.0%	22.8%	16.9%	36.0%	15.4%	5.1%

The province analysis shows that Siem Reap schools are most likely to make adjustments of the school calendar and timetable and schedule to accommodate the needs of pupils.

By contrast, Kampong Cham and Kampong Chhnang have by far the highest responses that such flexible learning is "not applicable" to their schools.

The response from Kampong Chhnang is surprising, since in Chart 26 above, this province showed a very high rate for students absent to follow their parents who were involved in seasonal fishing.

Further investigation would be needed to ask why education authorities in Kampong Chhnang appear reluctant to adjust their school openings to meet the needs of these students and to assure their access to school.

25. What life-skills activities have you introduced at your school?

Primary School Survey MTE
Life skill activities introduced
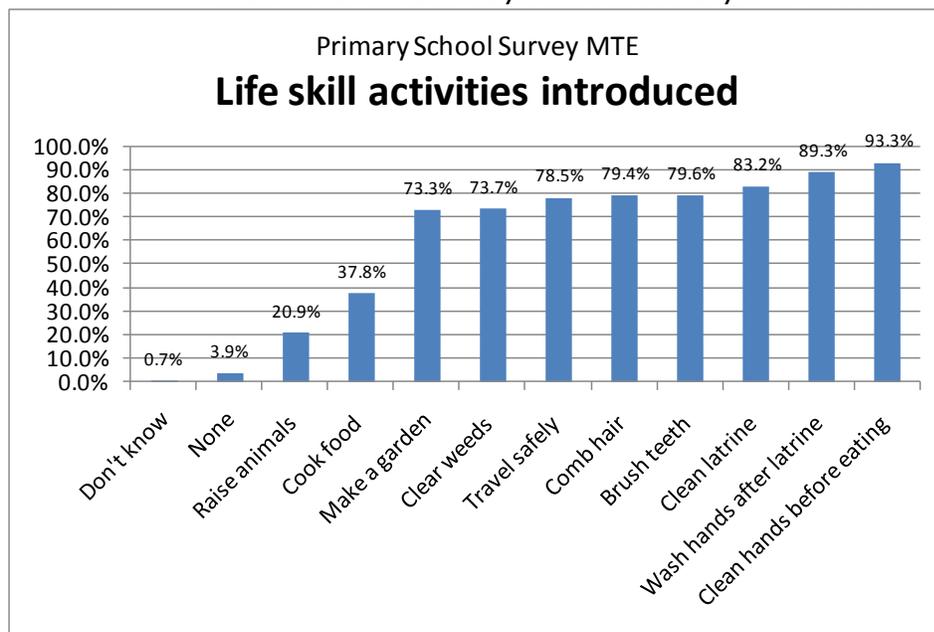
"Life-skills," as the term is used by the Education Program in the implementation of their activities, is a way to introduce important lessons in personal hygiene to reduce illness among these young people. These lessons complement the installation of improved water and sanitation infrastructure at schools. Washing hands is the strongest response at the country level, followed closely by other hygienic practices and then by the awareness to keep home compound clean to reduce mosquito borne illness.

The very high response levels by respondents from target schools indicate very effective program impact on this item.

Comment:

	25 What life skills activities have you introduced at your school?											
	Don't know	None	Wash hands after visiting latrine	Wash hands before eating	Comb hair	Brush teeth	Keep latrine clean	Make a garden?, plant field	Raise animals	Cook food	Travel safely	Clear weeds around house
Partially for Access	1.5%	5.1%	83.3%	90.2%	70.5%	73.5%	80.0%	64.4%	16.0%	34.2%	67.3%	66.5%
Access and Quality	0.4%	3.4%	91.8%	94.6%	82.9%	82.0%	84.4%	76.8%	23.1%	39.4%	83.1%	76.5%

The higher level implementation category of schools shows consistently higher rates than the lower level implementation category of schools. This confirms the strength of the distinction of the two categories, and the greater program impact on the higher level of implementation schools.

	25 What life skills activities have you introduced at your school?											
	Don't know	None	Wash hands after visiting latrine	Wash hands before eating	Comb hair	Brush teeth	Keep latrine clean	Make a garden?, plant field	Raise animals	Cook food	Travel safely	Clear weeds around house
Kampong Cham	0.4%	5.5%	89.4%	91.0%	77.6%	77.6%	80.0%	72.9%	28.2%	41.2%	82.0%	69.0%
Kampong Chhnang	0.8%	1.7%	90.9%	95.4%	84.2%	81.3%	91.3%	81.7%	15.8%	37.3%	87.1%	81.7%
Koh Kong	3.7%	12.3%	72.8%	82.7%	56.8%	61.7%	65.4%	51.9%	24.7%	21.0%	60.5%	54.3%
Preah Vihear	0.9%	3.4%	82.1%	93.2%	83.8%	78.6%	54.7%	57.3%	0.9%	20.5%	73.5%	72.6%
Pursat	0.0%	1.7%	93.0%	95.7%	93.9%	89.6%	99.1%	76.5%	40.9%	44.3%	80.0%	82.6%
Siem Reap	0.0%	2.2%	99.3%	98.5%	71.5%	83.2%	96.4%	82.5%	14.6%	51.8%	70.8%	73.0%

Koh Kong has the lowest rate of response on most of the items in the set. This province has very low rates on so many implementation activities (nine out of the ten activities listed) that the question must be asked, what is going on here? Are there serious logistical or poverty issues in Koh Kong that are barriers to effective program implementation? Or are there significant education management challenges in the province that make it difficult to introduce important improvements?

The same question can be raised for Preah Vihear, which has very low rates on four of the ten items listed.

A study like this can point out that a pattern exists but it cannot answer why the pattern persists. It would be up to the Education Program to make further inquiries to ascertain what the obstacles were in particular locales that impede the effective implementation of life-skill activities in primary schools.

*

22. How do you implement an accelerated learning program at your school for overage students?

Primary School Survey MTE
Accelerated Learning implemented
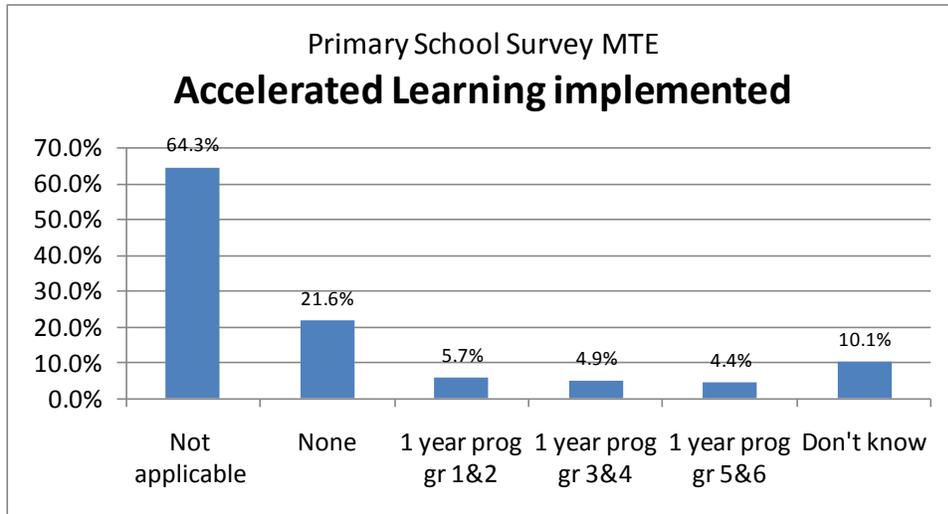
Accelerated learning is a way to accommodate over age pupils, who might be able to complete two years of primary school in one year. The intention is to reduce dropout of these overage children, and to utilize their greater maturity to help them to gain the competencies of primary school rapidly. Less than 15% of respondents reported having a program at their school. This is an innovation that has not yet made much progress in the SCI target schools.

Comment:

	22 How do you implement an accelerated learning program at your school for overage?					
	Not applicable	**None**	One year program for grades 1&2	One year program for grades 3&4	One year program for grades 5&6	Don't know
Partially for Access	61.4%	24.8%	7.9%	7.9%	7.5%	7.1%
Access and Quality	65.8%	20.5%	4.4%	3.3%	2.8%	11.2%

The four responses in this multiple response set that showed significant difference for the two SCI categories of school all showed that the lower level of implementation schools were twice as likely to offer accelerated programs than the higher level of implementation schools. This surprising result may be due to the much larger cohort of overage pupils in more remote and peripheral schools than at core schools. The finding indicates a challenge for the Education Program to extend the practice of accelerated learning even in schools where its level of implementation is already high.

	22 How do you implement an accelerated learning program at your school for overage?					
	Not applicable	None	One year program for grades 1&2	One year program for grades 3&4	One year program for grades 5&6	Don't know
Kampong Cham	75.5%	23.2%	3.3%	1.2%	2.1%	5.4%
Kampong Chhnang	75.1%	17.2%	2.6%	4.3%	3.9%	11.6%
Koh Kong	73.1%	15.4%	7.7%	5.1%	0.0%	1.3%
Preah Vihear	37.3%	32.4%	11.8%	9.8%	8.8%	20.6%
Pursat	47.3%	25.0%	2.7%	4.5%	8.0%	21.4%
Siem Reap	54.8%	19.3%	11.9%	8.9%	5.9%	3.7%

Preah Vihear shows the highest rates for accelerated programs, along with Siem Reap. This is probably due to the more significant problem of overage children in primary school in these provinces.

Such findings suggest that the Education Program might add to existing momentum by focusing on accelerated learning in Preah Vihear to develop models that work. The lessons learned here could then be utilized in other areas where high levels of overage pupils may be found.

Koh Kong, Kampong Chhnang and Kampong Cham give high response to "not applicable." This may suggest that overage pupils is not recognized as a provincial problem, but may still exist in localities at the sub-province level. This is where the lessons learned from a program in Preah Vihear could be very useful.

27. Over the last year, what kind of decisions has the Child Council made?

Primary School Survey MTE
Children's Council decisions
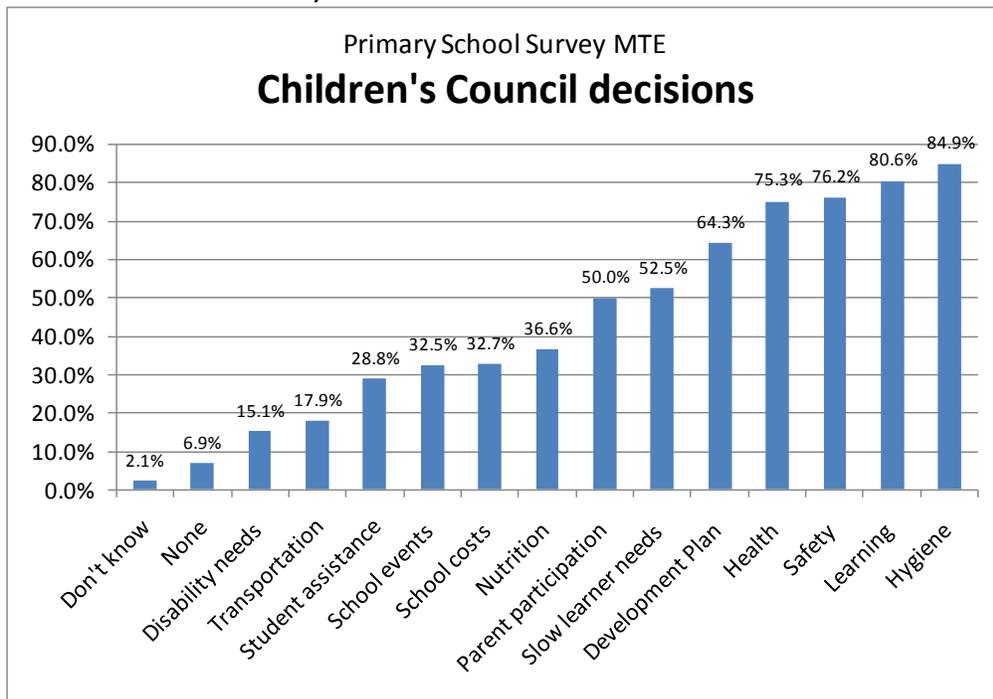
This chart shows that the main concerns of the Children's Council, (as seen by the teachers who are the respondents), relate to hygiene, learning, safety and health. But it is noteworthy that over half of respondents indicate that the Children's Councils are also actively involved the School Development Plan, slow learner needs and parent participation at school.

These generally high levels attest to the effectiveness of SCI support for children's voices being heard in education.

Comment:

	27 Over the last year, what kind of decisions has the Child Council made														
	Don't know	None	Student learning	Student safety	Student health	Student hygiene	Student nutrition	School Developme nt Plan	School costs	Transportat ion to school	Disability student needs	Slow learner needs	Parent participatio n	Organize school events	Assistance to student needs
Partially for Access	3.0%	7.1%	75.4%	67.5%	68.7%	78.7%	36.2%	59.3%	26.5%	7.5%	10.1%	45.1%	41.8%	32.5%	24.6%
Access and Quality	1.7%	6.8%	82.8%	80.2%	77.9%	87.5%	37.0%	66.8%	35.3%	22.2%	16.8%	55.3%	53.2%	32.8%	30.7%

The higher level of implementation schools show a consistent pattern of higher rates of response than the lower level of implementation schools on all the questions of this set. Clearly the importance of children's councils has been a central theme in SCI Education Program implementation, and these results show the effectiveness of their efforts.

	27 Over the last year, what kind of decisions has the Child Council made														
	Don't know	None	Student learning	Student safety	Student health	Student hygiene	Student nutrition	School Development Plan	School costs	Transportation to school	Disability student needs	Slow learner needs	Parent participation	Organize school events	Assistance to student needs
Kampong Cham	1.2%	8.5%	75.6%	80.5%	75.2%	85.0%	36.2%	60.6%	31.7%	15.9%	11.8%	50.8%	52.0%	34.1%	27.2%
Kampong Chhnang	3.8%	2.1%	87.1%	83.3%	82.9%	90.0%	37.9%	75.4%	41.3%	27.1%	12.5%	62.1%	50.0%	34.2%	33.8%
Koh Kong	6.2%	8.6%	86.4%	69.1%	69.1%	77.8%	24.7%	44.4%	17.3%	17.3%	17.3%	46.9%	33.3%	22.2%	28.4%
Preah Vihear	0.9%	16.4%	70.7%	61.2%	63.8%	63.8%	24.1%	60.3%	27.6%	0.9%	11.2%	38.8%	44.0%	15.5%	22.4%
Pursat	0.0%	0.9%	93.0%	84.3%	88.7%	96.5%	49.6%	66.1%	27.8%	22.6%	36.5%	60.0%	55.7%	38.3%	27.0%
Siem Reap	1.5%	8.1%	72.8%	66.2%	64.0%	88.2%	41.9%	65.4%	36.8%	16.2%	9.6%	47.1%	56.6%	42.6%	30.1%

Kampong Chhnang shows the highest rate of responses on the Children's Council participation on issues related to the School Development Plan, school costs, transportation to school and slow learner needs.

Pursat shows the highest rate of responses on the Children's Council participation in issues related to disability student needs. Pursat also shows the highest rate of response for Children's Council concern with issues of student learning, safety, health, hygiene and nutrition.

These two provinces have successfully taken up the concept of the Children's Council, but in very different ways. These two provinces lead the others in the decision making capability of Children's Councils. It would be worth further examination to ask how the concept was introduced and implemented in these two provinces.

There may be lessons to be learned from the comparison and contrast of Pursat and Kampong Chhnang that would provide guidance for the implementation of Children's Councils in the other provinces.

28. How frequently does the Children's Council meet with teachers, head teachers and community?

Primary School Survey MTE

Frequency of Children Council meeting
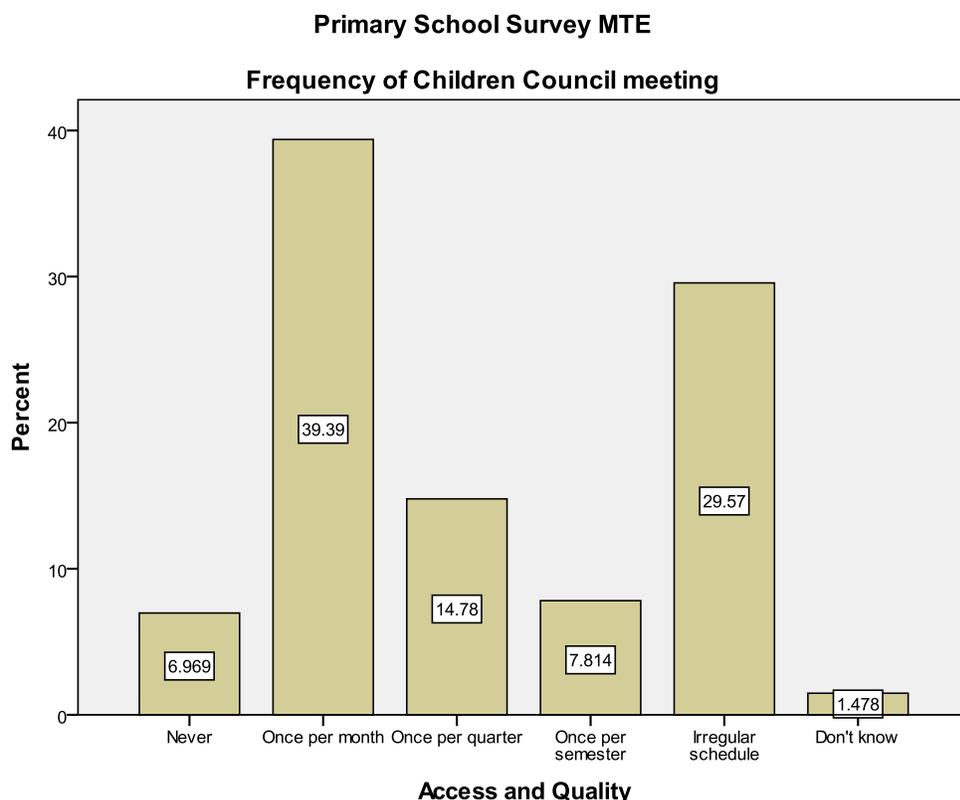
The positive finding from the survey is that over 90% of respondents indicate that a Children's Council exists at their schools and meets from time to time. This confirms the success of SCI Education Program in introducing this important innovation in its target primary schools.

Comment:

	28. Frequency of Children's Council meetings					
	Never	Once per month	Once per quarter	Once per semester	Irregular schedule	Don't know
Partially for Access	7.6%	34.5%	18.2%	10.5%	26.9%	2.2%
Access and Quality	6.7%	41.6%	13.0%	6.7%	30.8%	1.0%

As would be expected, the higher level of implementation category of schools show a higher rate for the regular once a month meeting of the Children's Council and for an irregular meeting schedule than the lower level of implementation schools. The rate for once a month meetings at 41.6%, which is higher than the country wide rate of 39.39%, confirming the effectiveness of program implementation on this item.

	28. Frequency of Children's Council meetings					
	Never	Once per month	Once per quarter	Once per semester	Irregular schedule	Don't know
Kpg Cham	4.7%	42.0%	3.5%	10.2%	36.9%	2.7%
Kpg Chhnang	2.9%	36.0%	16.9%	10.3%	32.6%	1.2%
Koh Kong	12.3%	34.6%	19.8%	0.0%	30.9%	2.5%
Preah Vihear	13.7%	21.4%	28.2%	12.8%	23.1%	0.9%
Pursat	7.0%	41.7%	13.0%	4.3%	33.0%	0.9%
Siem Reap	9.5%	56.9%	19.0%	2.2%	12.4%	0.0%

Koh Kong (12.3%) and Preah Vihear (13.7%) both show a troublingly high rate for "never" having Children's Council meetings.

There is clearly unevenness of implementation within these provinces, as they also report fairly high rates for meetings as well. There may be particularly difficult schools where the idea of Children's Councils has not yet taken root.

29. Do students provide feedback on teaching and learning?

Primary School Survey MTE

Student feedback on teaching
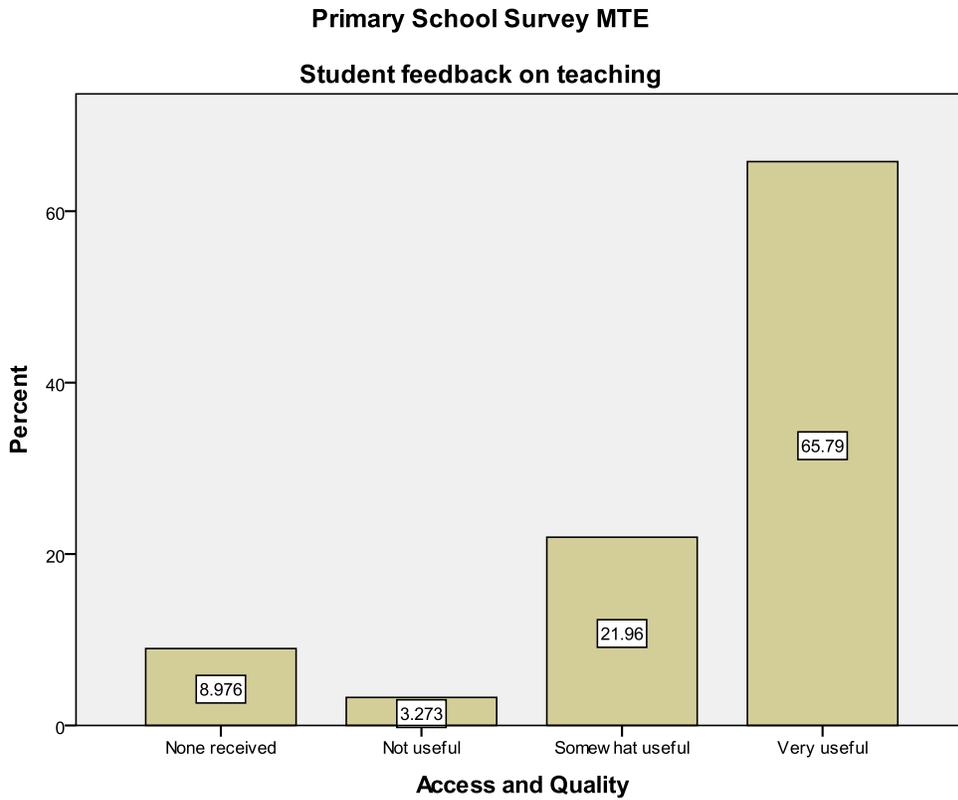
The very high rate of acknowledgment of the value of student feedback (nearly 90% of respondents finding it useful) clearly reflects the success of program implementation.

Comment:

	29. Student feedback on teaching and learning			
	None received	Not useful	Somewhat useful	Very useful
Partially for Access	9.1%	8.0%	27.3%	55.6%
Access and Quality	9.0%	1.3%	19.9%	69.8%

The strong difference between the implementation categories of schools confirms the effectiveness at schools which experienced high levels of implementation over the schools which experienced limited levels of implementation from the SCI Education Program.

	29. Student feedback on teaching and learning			
	None received	Not useful	Somewhat useful	Very useful
Kpg Cham	7.5%	2.4%	26.7%	63.5%
Kpg Chhnang	5.8%	3.7%	17.8%	72.7%
Koh Kong	8.6%	2.5%	33.3%	55.6%
Preah Vihear	20.5%	6.8%	30.8%	41.9%
Pursat	11.3%	2.6%	5.2%	80.9%
Siem Reap	5.8%	2.2%	20.4%	71.5%

The province level of analysis again points to Preah Vihear as a province needing much more reinforcement of the value of student feedback. The province has low levels of response for the usefulness of student feedback (just over 70%) compared to the other provinces which have upper 80% to 90% levels (for the sum of Somewhat useful and Very useful).

The troubling finding is that 20.5% of Preah Vihear respondents report never having received feedback.

32. How many teachers conducted remedial classes for slow learners over the last year?

Primary School Survey MTE

Teachers conducting remedial classes for slow learners
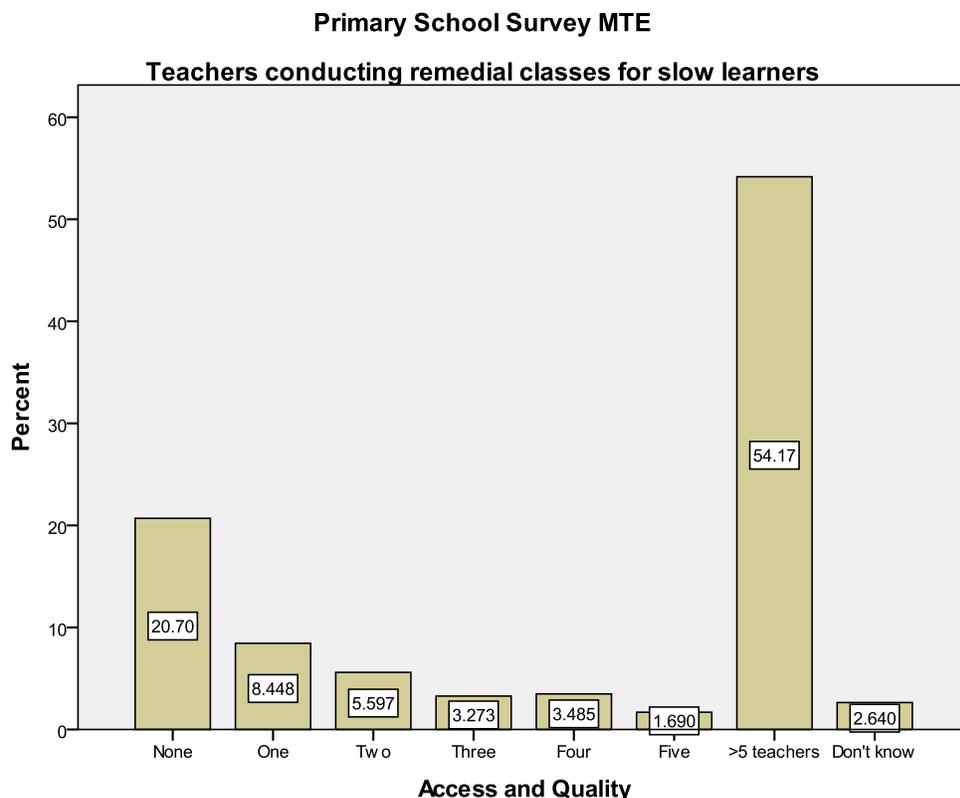
Nearly 80% of respondents indicate that some remedial instruction is available at their schools for slow learners. This is another clear confirmation of the impact of the Education Program at the country level on this issue.

Comment:

	32. Teachers conducting remedial classes							
	None	One	Two	Three	Four	Five	>5 teachers	Don't know
Partially for Access	38.9%	13.1%	4.0%	2.9%	4.4%	1.1%	31.3%	4.4%
Access and Quality	13.3%	6.6%	6.3%	3.0%	3.1%	1.9%	63.9%	1.8%

The difference between high level and low level implementation schools is again evident in this table. Low level of implementation schools are nearly three times more likely than high level implementations schools to report no remedial classes at their schools (38.9% compared to 13.3%). On the other hand, high level implementation schools show double the rate of low level implementation schools for having more than 5 teachers conducting remedial classes. This is another clear confirmation of the effectiveness of SCI Education Program activities.

	32. Teachers conducting remedial classes							
	None	One	Two	Three	Four	Five	>5 teachers	Don't know
Kpg Cham	22.0%	6.7%	5.5%	2.7%	2.4%	2.4%	53.3%	5.1%
Kpg Chhnang	21.1%	14.5%	0.8%	0.4%	6.2%	0.8%	53.3%	2.9%
Koh Kong	30.9%	0.0%	1.2%	18.5%	9.9%	1.2%	38.3%	0.0%
Preah Vihear	28.2%	9.4%	21.4%	5.1%	3.4%	0.9%	30.8%	0.9%
Pursat	9.6%	6.1%	4.3%	0.0%	0.0%	1.7%	76.5%	1.7%
Siem Reap	14.6%	7.3%	4.4%	1.5%	0.0%	2.9%	67.9%	1.5%

The province analysis shows a familiar trend. Preah Vihear and Koh Kong have highest rates for reporting "no remedial classes" at their schools. Pursat and Siem Reap show the highest rates for having more than five teachers involved in remedial teaching.

The evidence is very clear that provinces need interventions that are carefully tailored to their particular challenges. A single or homogeneous program approach will be likely to ignore the local nuances that would make all the difference in ultimate program effectiveness.

A question to ask in a survey that included children respondents would be "Is there any cost or fee involved in participating in remedial classes?"

33. How often do you support /facilitate children to learn at home or village centre?

Primary School Survey MTE

Support children to learn at home, child club
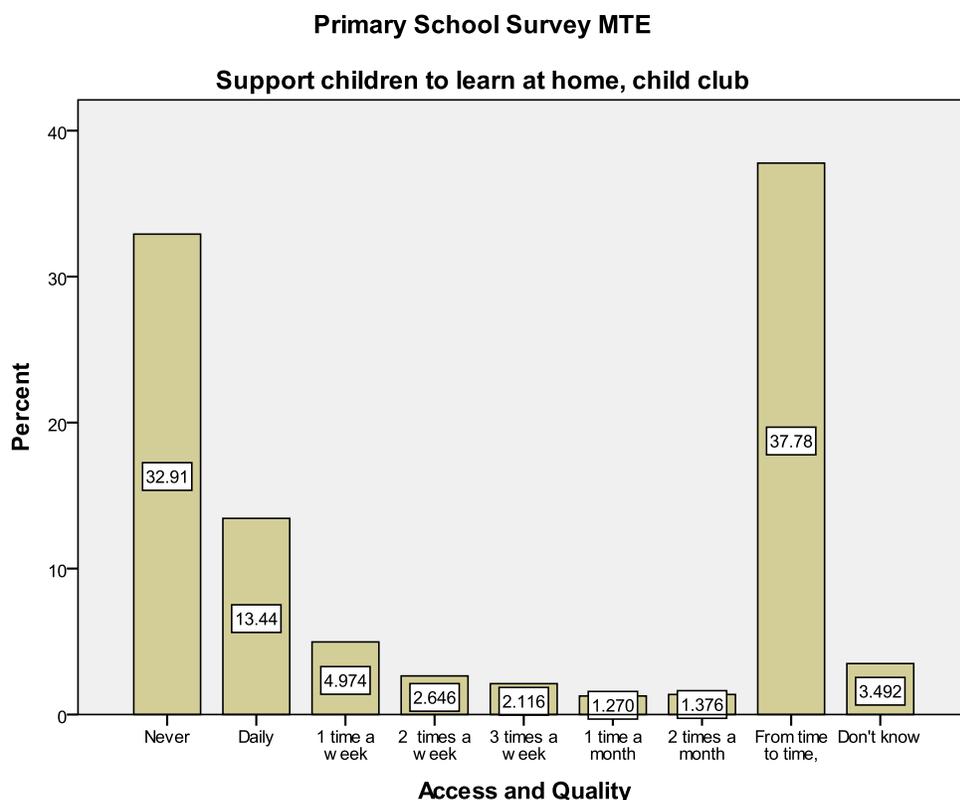
Nearly a third of respondents report "never supporting" learners to study at home or in clubs with their peers at home or village centre. On the other hand two thirds of respondents do indicate that they support extracurricular learning at some time or other.

Comment:

	33. Support children to learn at home or village center								
	Never	Daily	1 time a week	2 times a week	3 times a week	1 time a month	2 times a month	From time to time,	Don't know
Partially for Access	42.3%	10.6%	8.0%	0.4%	2.2%	2.2%	1.8%	26.6%	5.8%
Access and Quality	29.2%	14.7%	3.7%	3.6%	2.1%	0.9%	1.2%	42.1%	2.4%

The low level of implementation schools report very high rates for "never supporting" extracurricular learning (42.3%), compared to the much lower rate of 29.2% for high level of implementation schools. Although the rate for high level of implementation schools is lower than the country wide rate of 32.91%, it is still quite surprising that the rate is as high as nearly 30%. On the other hand, high level implementation schools do show over 40% reporting occasional support by the school for out of school learning (42.1%).

It is worth investigating what the barrier might be, even in high level implementation schools, to greater support for informal learning groups out of school.

	33. Support children to learn at home or village center								
	Never	Daily	1 time a week	2 times a week	3 times a week	1 time a month	2 times a month	From time to time,	Don't know
Kpg Cham	41.1%	7.9%	2.0%	0.8%	0.0%	0.4%	0.4%	39.1%	8.3%
Kpg Chhnang	13.6%	17.4%	9.1%	2.9%	7.4%	2.1%	2.9%	43.8%	0.8%
Koh Kong	30.9%	22.2%	13.6%	3.7%	2.5%	6.2%	0.0%	19.8%	1.2%
Preah Vihear	48.7%	3.4%	1.7%	10.3%	0.0%	0.9%	3.4%	30.8%	0.9%
Pursat	24.3%	31.3%	2.6%	0.0%	0.0%	0.0%	0.0%	40.0%	1.7%
Siem Reap	46.7%	5.1%	2.9%	0.7%	0.0%	0.0%	0.7%	39.4%	4.4%

The province level of analysis shows clearly that Preah Vihear (48.7%), Siem Reap (46.7%) and Kampong Cham (41.1%) all have extremely high rates for "never supporting" children to learn outside of school.

On the other hand, Kampong Chhnang (43.8%) and Pursat (40%) report quite high rates for occasional support.

There may be some cultural values at play here, preventing school teachers from extending their influence into the learning life of pupils outside of school. It would be worthwhile to look at Kampong Chhnang and Pursat to ask teachers more in depth why and how they support this kind of activity. There may be lessons to learn and apply in provinces.

34. In what grades were pre-tests and post-tests implemented at your school over the last year?

Primary School Survey MTE

Pre-tests and post-tests implemented
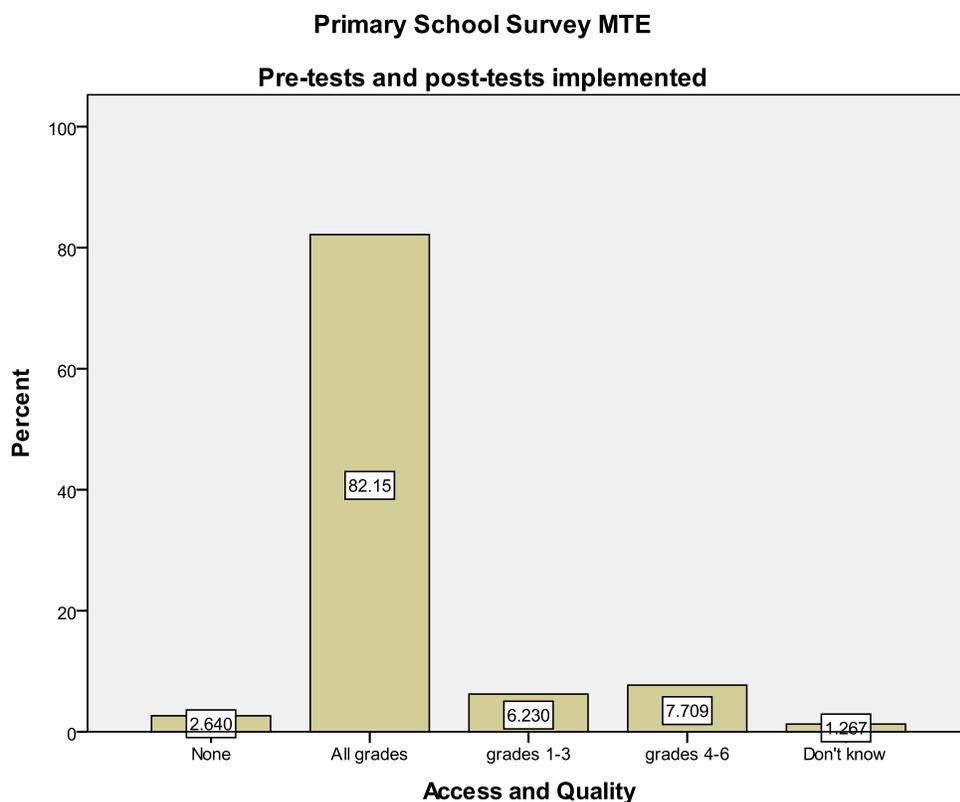
Pre- and post- tests are a very valuable means to test the effectiveness of teaching and learning during the term. It is a very positive finding that over 80% of respondents report that these tests are given for all grades in their schools. This finding attests to the effectiveness of the SCI Education Program activities to reform and improve education in their target provinces.

Comment:

	34. Implement pre-tests and post-tests				
	None	All grades	grades 1-3	grades 4-6	Don't know
Partially for Access	7.3%	77.5%	7.3%	5.5%	2.5%
Access and Quality	0.7%	84.4%	5.4%	8.7%	0.7%

Expectably, the high level of implementation category schools show a much higher rate (84.4%)for providing pre and post tests in all grades than the lower level of implementation category schools (77.5%). This is further evidence of the success of program implementation.

	34. Implement pre-tests and post-tests				
	None	All grades	grades 1-3	grades 4-6	Don't know
Kampong Cham	0.8%	83.5%	3.5%	10.6%	1.6%
Kampong Chhnang	2.5%	87.2%	3.3%	5.8%	1.2%
Koh Kong	2.5%	81.5%	6.2%	9.9%	0.0%
Preah Vihear	6.8%	63.2%	14.5%	14.5%	0.9%
Pursat	0.0%	88.7%	11.3%	0.0%	0.0%
Siem Reap	5.1%	81.8%	5.1%	5.1%	2.9%

As for so many other items, Preah Vihear lags behind all other provinces by reporting a rate of only 63.2% for pre and post tests in all grades, compared with all other province rates which are above 80%.

Clearly, this province needs specially designed and well executed interventions to raise its rates for many of the educational improvements that were covered by the survey. Driving on the fine new Chinese-built road from Kampong Thom to Preah Vihear city, the travel time by car is less than two hours. There is no reason to consider the province at the distant periphery of the country any longer.

35. Parent-Teacher Relationship Books at your school include the following information

Primary School Survey MTE
Comments in Parent-Teacher books
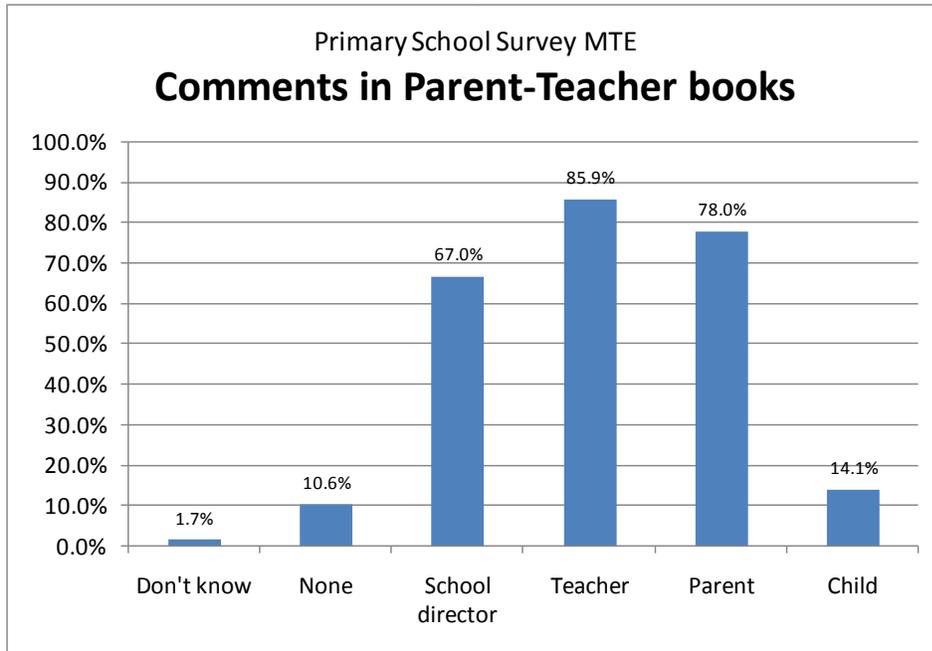
Comment:

There are no statistically significant differences in responses from the two SCI Categories.

	35 Parent-Teacher Relationship Books at your school include the following information					
	Don't klnow	None	School director comment	Teacher comment	Parent comment	Child comment
Kampong Cham	1.2%	9.1%	70.7%	89.3%	81.8%	15.7%
Kampong Chhnang	1.7%	3.3%	73.8%	95.0%	90.8%	18.3%
Koh Kong	0.0%	12.3%	75.3%	82.7%	75.3%	16.0%
Preah Vihear	2.6%	23.9%	55.6%	70.9%	47.0%	8.5%
Pursat	0.0%	8.8%	50.9%	87.7%	79.8%	11.4%
Siem Reap	4.4%	15.3%	68.6%	79.6%	77.4%	10.2%

The province level analysis shows that Preah Vihear lags behind the other provinces in the rate for Teacher, Parent and Child comments in the book. The low rate for Parent comments (47%) is particularly indicative of a lack of communication between school and home. This province needs concentrated effort to improve the access to and quality of education.

36. Do you think physical punishment is necessary in primary grades?

Primary School Survey MTE

Physical punishment necessary in school
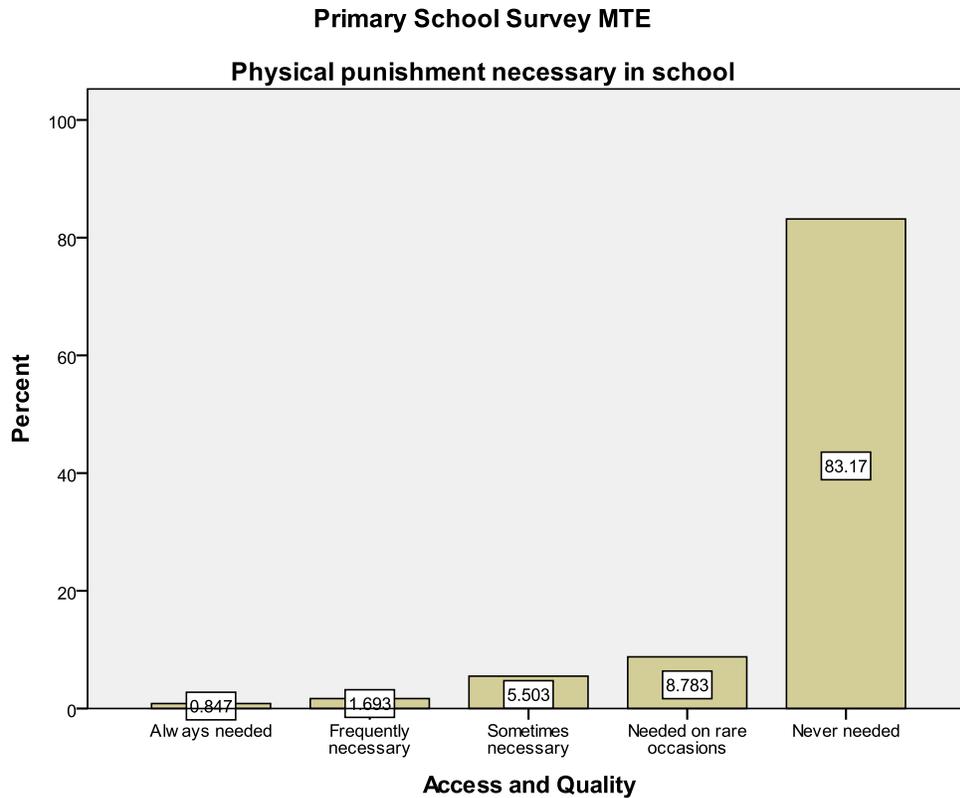
The very high country wide rate of response for "never needed" (83.17%) is indeed a positive finding for the target schools.

On this issue of corporal punishment in schools, a more detailed analysis suggests that there is considerable variation in the views of respondents.

Comment:

	36. Necessity for physical punishment				
	Always needed	Frequently necessary	Sometimes necessary	Needed on rare occasions	Never needed
Partially for Access	1.1%	2.9%	9.1%	5.1%	81.8%
Access and Quality	0.8%	1.2%	4.1%	10.4%	83.6%

The high level of implementation schools show a lower rate (4.1%) for physical punishment "sometimes needed" than low level of implementation schools (9.1%). However, the situation is reversed for physical punishment needed on rare occasions. There are complex attitudes at play here that have not been overcome even by the high levels of program implementation.

Years of service category	36. Necessity for physical punishment				
	Always needed	Frequently necessary	Sometimes necessary	Needed on rare occasions	Never needed
0-4		2.4%	11.3%	8.3%	78.0%
5-15	0.3%	2.3%	6.2%	6.2%	85.0%
16-30	1.4%	1.4%	2.3%	9.9%	84.9%
>30	1.7%		4.3%	12.2%	81.7%

An analysis by years of service shows that the teachers in service for 16 years and above, feel that punishment may be needed on rare occasions (9.9% and 12.2%). But teachers who are newer to service, up to 4 years, feel that punishment is sometimes necessary (11.3%). On the other hand, the rates for "Always needed" are extremely low, and indeed zero for the newer teachers, which is promising.

Age Category	36. Necessity for physical punishment				
	Always needed	Frequently necessary	Sometimes necessary	Needed on rare occasions	Never needed
up to 29		1.5%	10.2%	8.8%	79.6%
30-39	0.4%	3.4%	3.9%	7.3%	84.9%
40-49	1.4%	1.4%	3.2%	8.6%	85.4%
50-59	2.1%		4.1%	10.3%	83.4%
60 and above				40.0%	60.0%

When the issue is examined by age category, it is clear that the older teachers strongly feel that punishment is needed on rare occasions (40%). On the other hand, the rates for always needed are extremely low, and zero for both the youngest and oldest teachers

	36. Necessity for physical punishment					
	Always needed	Frequently necessary	Sometimes necessary	Needed on rare occasions	Never needed	Always +Frequently +Sometimes
Kpg Cham	0.8%	0.8%	2.8%	15.8%	79.8%	4.3%
Kpg Chhnang	2.5%	2.5%	7.4%	4.5%	83.1%	12.4%
Koh Kong	0.0%	0.0%	6.2%	6.2%	87.7%	6.2%
Preah Vihear	0.0%	3.4%	15.4%	3.4%	77.8%	18.8%
Pursat	0.0%	0.9%	2.6%	6.1%	90.4%	3.5%
Siem Reap	0.0%	2.2%	0.7%	11.7%	85.4%	2.9%

The province level of analysis shows that Preah Vihear has the highest rate for tolerance of physical punishment, with a rate of 18.8% for a combination of Always, Frequently and Sometimes. Once again the conclusion is that this province needs and deserves special program attention to bring its levels in line with the other provinces.

Conclusions and Recommendations

This survey demonstrates that there are very important differences between the general perspective taken at the country wide level, and more detailed perspectives taken at the provincial level.

At the country wide level, the average rates of response for an implementation activity are expressed in the charts provided in the report. These high-level findings, grouping all six target provinces together, show the results of the Education Program implementation of the activities listed in the 2011-2015 Long Term Education Plan. These high level findings provide convincing evidence of the general effectiveness of the Education Program implementation of its activities.

Analysis at the provincial level, however, shows very significant differences between and among provinces. These differences are noted in the comments to the cross tabulations tables below each chart. These differences, which are revealed by drilling down into the data, suggest that the Education Program has actually had very uneven success in implementing the improvements in education in different contexts. There are very strong performing provinces and very weak performing provinces, but an average view, taken at the country level, obscures these differences.

The survey findings suggest that the weak provinces need special attention and unique treatment to bring their levels up and improve their performance. Strong provinces can provide models or lessons to be learned that can be useful in program design for the weaker provinces. This approach would suggest tailoring program implementation to the particularities of each province. This differentiated approach would mean developing unique plans for program implementation at the province level based on a thorough needs assessment of each target province.

Given limited resources, the Education Program could enhance its efficiency if it managed its implementation efforts on the basis of a detailed assessment of provincial particularities, needs and capabilities.

The PEO partners in each province may or may not be aware of the performance of their province in comparison to the other SCI target provinces. But the Education Program in Phnom Penh should be aware of these differences, by way of the information from its PO embedded in each PEO and through discussions with partners over the implementation period. A survey like this, at the mid-term of the Long Term Plan, provides additional important evidence about the differences in the target provinces.

The Education Program might be much more efficient in the use of limited resources if it took these difference in results into consideration as it developed an annual agreement and work plan with its PEO partner that was tailored to the specific needs and progress in each province.

The question is, what can the Education Program actually do with the information it learns about varying uptake of SCI improvements in education across the six target provinces?

The question can be put in another way: how could the Education Program manage its relationship with its partners, the PEO of each target province, in a way that allows the Education Program to tailor its support to the specific needs and challenges in each province, in order to be most effective and efficient in program implementation--while at the same time, respecting the autonomy and sovereignty of local government authority, represented by the PEO?

There seems to be a difficult balance to maintain here: between acknowledging great differences among provinces on one hand, and generally treating all the government partners with equal respect on the other hand. What kind of Program Management would be able to achieve that balance?

This differentiated approach would also change the way SCI reports on its country wide educational activities. The general or average success in meeting objectives, which is no doubt genuine and laudable, would have to be balanced by a frank appraisal of deep and persistent differences in impact between provinces on many of the key improvement activities that the education program implements.

This approach would also involve treating each PEO quite differently, depending on the needs identified and the resources available, and depending on the progress each PEO had made on key concerns since the last appraisal. But this differentiated approach may raise difficulties for the partnership relationship that has taken so much time and effort to cultivate.

These questions may become moot, as great structural shifts are underway at SCI in regard to the focus of its education program. The earlier major concern about Access is now shifting to a greater concern about Quality. Access indicators can be fairly easily summarized at the national or province level by way of numerical achievement of results against a target. Documenting Quality will require a different approach and methodology. The documentation of Quality is also likely to require very close attention to where quality is found--in the specific school and classroom.

With the shift to a focus on Quality, the Education Program will have to gather information not only at the country wide level, and at the province level, but also at the school level. This will present a new set of challenges. The narrative above in Part 1 of this report takes up the challenges of inspiring the Education Program to take up a more evidence based approach to planning, executing and reporting of program activities.

Perhaps the detailed analysis of the survey findings can prompt a discussion in the Education Program about how to use information from the province level to fine-tune the implementation of its activities in Access across six provinces. That discussion can then pave the way to the next discussion about how to gather and document information from the school level to make implementation of activities furthering Quality most effective and efficient.

ANNEX 1 DASHBOARD SHOWING PROVINCIAL IMPACT

The original tables of responses for each activity surveyed have been transformed into a dashboard showing levels of effectiveness: low impact (1), medium impact (2) and high impact (3). The low impact cells have been shaded darker than the high impact cells for easier interpretation.

The conversion of percent response rates to impact scores depends on the kind of question asked. For example if the question was "Is feedback from students useful?" a very high response rate for the reply "feedback never received" would indicate low impact of program effectiveness and get the score of (1). On the other hand, a very high response rate for the reply, "considered very useful" would indicate high impact of program effectiveness and get a score of (3). The response "don't know" is also considered to be the kind that gets low scores for high responses. All the questions of this kind are shaded green in the dashboard.

For convenience, the original response tables are also provided to the right of the page.

The sum of scores for each province, for each group of questions, (School Infrastructure; Access & Quality; Access; Quality) is given at the bottom of each group of tables. A low sum for a province suggests generally lower impact for that group, and a high sum suggests higher impact for that group.

SCHOOL INFRASTRUCTURE

		Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
10. What is the condition of latrines at school	Mixed gender	2	2	2	3	2	1	52.4%	63.6%	43.2%	68.1%	61.7%	34.6%
	Good condition	2	3	2	1	3	2	55.2%	75.7%	63.0%	28.3%	76.5%	72.1%
	No water	1	3	2	1	3	3	12.4%	2.5%	7.4%	14.2%	2.6%	2.2%
	Too dirty	2	3	2	1	2	2	2.8%	0.4%	3.7%	12.4%	3.5%	8.1%
	Locked	1	3	2	2	2	2	16.8%	4.6%	9.9%	10.6%	9.6%	8.1%
	Too far away	2	3	3	1	2	3	2.8%	0.0%	0.0%	9.7%	1.7%	0.0%
	Don't know	1	2	2	2	3	2	8.0%	2.1%	7.4%	5.3%	0.9%	3.7%
								Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
11. Are there separate latrines for boys, girls and teachers?	Separate latrines by gender	2	2	2	2	1	3	53.5%	64.0%	67.6%	56.9%	43.9%	87.0%
	Separate latrines for teachers	2	2	2	2	1	3	63.4%	47.6%	60.8%	43.1%	39.5%	86.1%
	Don't know	2	2	2	1	1	3	30.7%	28.0%	29.7%	40.2%	47.4%	7.8%
								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
12. Condition of water well and pump	Not available	2	2	1	2	2	3	13.7%	15.7%	40.7%	12.0%	31.3%	3.6%
	Poor	2	1	1	2	3	2	22.7%	16.5%	16.0%	30.8%	37.4%	23.4%
	Fair	2	2	1	1	1	3	44.3%	47.1%	24.7%	29.9%	26.1%	66.4%
	Good	2	2	2	3	1	2	9.8%	19.4%	18.5%	27.4%	1.7%	6.6%
	Don't know	1	2	3	3	2	3	9.4%	1.2%	0.0%	0.0%	3.5%	0.0%
								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
13. Condition of rain water collection	Not available	2	1	1	2	3	2	49.6%	57.9%	67.9%	47.9%	7.0%	26.3%
	Poor	2	2	1	3	3	2	5.9%	8.7%	2.5%	18.8%	16.5%	10.2%
	Fair	2	1	2	2	3	2	8.7%	5.4%	23.5%	13.7%	47.8%	26.3%
	Good	2	1	1	2	3	2	10.2%	1.2%	1.2%	3.4%	26.1%	18.2%
	In use	2	3	1	2	2	3	15.0%	21.1%	1.2%	3.4%	2.6%	13.9%
	Not in use	2	3	2	1	3	2	3.5%	0.8%	3.7%	12.0%	0.0%	4.4%
	Don't know	1	2	3	3	3	3	7.1%	5.0%	0.0%	0.9%	0.0%	0.7%

14. Condition of special access facilities for disabled (ramp)								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Not available	1	2	2	2	3	2	68.2%	54.5%	51.9%	36.8%	18.3%	29.2%
	Poor	3	3	3	1	2	3	0.8%	2.9%	0.0%	18.8%	4.3%	1.5%
	Fair	2	1	2	2	3	2	23.5%	22.7%	33.3%	33.3%	38.3%	32.8%
	Good	1	2	2	2	3	3	4.3%	16.9%	14.8%	11.1%	33.0%	32.8%
	Don't know	2	3	3	2	1	2	3.1%	2.9%	0.0%	0.0%	6.1%	3.6%

15. Condition of office for school director								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Not available	3	3	1	2	3	2	5.1%	5.0%	17.3%	12.0%	5.2%	10.2%
	Poor	1	3	2	1	3	2	5.5%	0.8%	3.7%	5.1%	0.0%	2.2%
	Fair	3	2	1	2	2	2	75.7%	63.6%	54.3%	70.9%	67.8%	56.2%
	Good	1	2	2	1	2	3	12.5%	28.1%	24.7%	12.0%	27.0%	31.4%
	Good +Fair	2	3	1	1	3	2	88.2%	91.7%	79.0%	82.9%	94.8%	87.6%

16. Condition of classrooms for learning and teaching activities								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Poor	2	1	2	3	3	3	1.6%	5.0%	1.2%	0.9%	0.0%	0.7%
	Fair	3	2	1	3	2	2	48.2%	35.1%	28.4%	46.2%	39.1%	32.8%
	Good	1	2	3	2	2	2	50.2%	58.3%	70.4%	53.0%	60.9%	65.7%

17. Condition of library and resource centers								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Not available	2	2	1	2	3	3	7.9%	8.8%	43.2%	28.2%	1.7%	0.7%
	Separate room	3	2	1	2	3	3	77.1%	58.0%	38.3%	47.9%	80.9%	90.4%
	Corner of classroom	1	3	2	2	2	2	2.0%	29.4%	6.2%	14.5%	9.6%	3.7%
	Corner of office	3	1	3	2	2	2	11.1%	2.5%	12.3%	9.4%	7.0%	3.0%
	Culture center	1	1	1	1	2	1	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%
	Don't know	1	2	3	3	3	1	2.0%	1.3%	0.0%	0.0%	0.0%	2.2%

18. Condition of computer								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Not available	2	2	1	2	2	3	79.6%	89.7%	98.8%	80.3%	73.9%	60.3%
	Poor	2	2	3	1	2	1	10.2%	5.8%	1.2%	17.9%	11.3%	17.6%
	Fair	2	1	1	1	1	3	5.5%	0.0%	0.0%	0.0%	0.0%	11.8%
	Good	2	1	1	1	1	3	0.8%	0.0%	0.0%	0.0%	0.0%	9.6%
	Don't know	2	2	3	2	1	3	3.9%	4.5%	0.0%	1.7%	14.8%	0.7%

30. What rennovations or assistance did school buildings at your school receive over the last year								Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Don't know	2	2	2	3	1	2	3.7%	3.4%	2.5%	0.9%	10.4%	2.9%
	None	1	2	1	2	2	3	63.4%	36.5%	61.3%	49.6%	40.0%	20.4%
	New school building	2	1	1	2	2	3	15.4%	12.4%	12.5%	19.7%	13.9%	29.2%
	New teacher accommodation	1	2	3	2	2	1	0.4%	3.4%	8.8%	5.1%	2.6%	0.7%
	Latrines	1	2	2	2	2	3	11.0%	29.6%	23.8%	28.2%	25.2%	46.7%
	Well/pump	1	3	2	3	2	2	5.7%	28.8%	8.8%	26.5%	17.4%	19.7%
	Ramp for disabled children	1	2	2	3	2	3	3.3%	6.4%	8.8%	21.4%	17.4%	21.2%
	New windows	1	2	2	2	2	3	8.9%	17.6%	10.0%	12.8%	14.8%	34.3%
	New doors	2	2	2	2	1	3	6.9%	11.6%	8.8%	12.8%	6.1%	26.3%
	New play area	1	2	2	3	2	2	0.4%	1.7%	13.8%	20.5%	9.6%	14.6%
	New garden	1	3	2	2	2	2	1.2%	17.2%	13.8%	16.2%	12.2%	9.5%
	New fence	1	2	2	3	2	3	4.5%	17.2%	7.5%	20.5%	10.4%	20.4%
	Floor	2	2	2	1	2	3	4.9%	2.6%	5.0%	2.6%	4.3%	19.7%
	Roof	2	2	2	2	1	3	5.3%	12.0%	7.5%	7.7%	2.6%	30.7%

31. What community resources were generated to support the school?								Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Don't know	2	2	3	2	1	2	4.6%	2.3%	0.0%	3.5%	12.4%	3.7%
	None	1	2	3	2	2	2	49.0%	34.3%	27.5%	43.0%	38.9%	29.4%
	House for teacher	2	2	3	1	2	2	0.8%	2.8%	15.0%	0.0%	5.3%	1.5%
	Garden for school	3	2	3	2	2	1	4.1%	0.5%	5.0%	1.8%	2.7%	0.0%
	Money	2	2	3	1	2	2	1.2%	2.3%	16.3%	0.0%	9.7%	0.7%
	Transportation	2	2	3	1	3	2	0.4%	0.5%	8.8%	0.0%	8.0%	0.7%
	Food for teacher	2	2	2	1	3	2	1.2%	1.9%	1.3%	0.0%	7.1%	0.7%
	Improve school building	2	2	2	1	3	3	18.7%	14.4%	21.3%	7.0%	26.5%	33.8%
	Improve school yard	1	2	3	2	2	2	35.3%	38.4%	58.8%	36.8%	49.6%	50.0%
	Community labor for upkeep	1	2	2	2	2	3	13.3%	35.2%	37.5%	32.5%	35.4%	39.7%
	School infrastructure	122	144	139	132	150	165						

ACCESS & QUALITY

		Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
6. Who contributed to the school improvement (action) plan?	Don't know	2	2	1	2	2	3	1.6%	1.2%	2.5%	0.0%	0.9%	0.0%
	No improvement plan	2	2	1	3	3	2	2.0%	1.7%	2.5%	0.0%	0.0%	1.5%
	POE-DOE	2	2	2	1	2	3	58.1%	63.9%	64.2%	30.8%	63.5%	65.7%
	School Director	2	2	2	1	3	2	96.0%	90.9%	90.1%	85.5%	98.3%	96.4%
	Teachers	2	2	2	1	3	2	95.7%	92.1%	91.4%	87.2%	97.4%	90.5%
	Parents	3	2	3	1	2	2	79.1%	60.2%	70.4%	59.8%	67.0%	61.3%
	Monks	3	2	1	1	2	2	53.8%	35.3%	12.3%	17.9%	36.5%	41.6%
	Commune Council	3	2	1	2	2	2	73.1%	58.5%	55.6%	65.0%	66.1%	64.2%
	Education for All Committee	2	2	1	2	3	2	77.5%	82.2%	65.4%	82.1%	97.4%	71.5%
	Children	2	3	2	1	2	2	59.7%	64.7%	67.9%	47.0%	66.1%	62.0%
	NGO	2	2	1	2	2	3	49.4%	35.3%	27.2%	43.6%	43.5%	51.8%

								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
19. Income generation activities to support disadvantaged children and teachers	Not available	2	3	1	2	2	2	32.5%	19.0%	77.8%	25.6%	44.3%	46.0%
	zero	2	2	1	3	2	2	28.6%	22.3%	9.9%	34.2%	16.5%	26.3%
	1-25$	2	3	1	2	2	2	8.2%	19.8%	0.0%	8.5%	3.5%	5.1%
	26-50$	2	3	1	1	2	2	6.7%	13.6%	1.2%	0.0%	7.8%	4.4%
	51-100$	2	2	2	3	1	2	1.6%	2.9%	8.6%	19.7%	0.9%	10.2%
	101-200$	1	1	1	1	2	1	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%
	>200$	2	3	1	2	2	1	9.8%	12.0%	0.0%	10.3%	3.5%	0.0%
	Don't know	2	2	3	3	1	2	12.5%	10.3%	2.5%	1.7%	22.6%	8.0%

24. Which Child Friendly teaching/learning ?features or elements do you follow?								Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	All children have equal access to school	2	3	2	1	2	2	94.5%	96.6%	96.3%	88.9%	96.5%	95.6%
	Teachers provide effective learning	2	2	2	2	3	1	85.8%	91.6%	85.2%	88.0%	94.8%	83.9%
	Health and safety of children protected	2	2	2	1	3	2	87.7%	89.1%	85.2%	76.1%	95.7%	87.6%
	Children participate equally in all activities	1	2	2	1	3	2	88.5%	93.7%	93.8%	88.9%	97.4%	89.1%
	Community participates in management of school	3	2	2	2	2	1	79.4%	76.1%	77.8%	67.5%	79.1%	65.7%
	Policy supports quality education	2	2	1	2	3	2	68.4%	63.9%	48.1%	53.0%	79.1%	65.0%
	Teachers get higher salary paid on time	2	2	2	1	3	2	19.0%	16.8%	17.3%	3.4%	37.4%	8.0%
	Schools gather data for school mapping	2	2	1	2	3	2	80.2%	84.5%	66.7%	72.6%	88.7%	81.8%
	Support is provided for slow learners	2	2	2	1	3	2	88.1%	87.4%	72.8%	59.8%	93.0%	80.3%
	Children's Council is active	2	2	1	2	3	2	60.9%	62.6%	44.4%	51.3%	82.6%	66.4%
	Don't know	1	2	2	3	2	3	2.0%	0.4%	1.2%	0.0%	0.9%	0.0%
	Access & Quality	61	65	47	52	70	60						

ACCESS

7. School mapping updated

	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
No school mapping	3	2	3	1	3	2	1.2%	2.5%	0.0%	13.7%	0.0%	1.5%
Never	3	3	1	2	3	3	0.4%	0.0%	23.5%	7.7%	0.0%	0.0%
Every month	2	2	1	1	1	3	0.4%	0.4%	0.0%	0.0%	0.0%	0.7%
Every semester	2	3	1	2	1	2	1.2%	7.4%	0.0%	2.6%	0.0%	5.8%
Every year	2	2	1	1	3	2	81.6%	79.8%	67.9%	60.7%	98.3%	83.2%
Every two years	3	2	2	3	1	2	12.5%	8.7%	7.4%	15.4%	1.7%	8.0%
Don't know	1	2	2	3	3	3	2.7%	1.2%	1.2%	0.0%	0.0%	0.7%

8. School mapping at your school includes this information:

	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
No school mapping	2	2	2	1	3	3	3.5%	5.4%	1.2%	22.7%	0.0%	0.7%
School age enrolled	1	2	2	2	2	3	56.3%	74.5%	82.7%	71.8%	90.4%	92.7%
School age not enrolled	1	2	2	2	3	3	27.3%	33.1%	48.1%	28.2%	59.1%	67.2%
Children with physical disabilities	2	2	2	1	3	3	47.2%	54.8%	54.3%	34.5%	75.7%	75.9%
Slow learner	2	2	2	1	3	2	39.4%	49.4%	53.1%	18.2%	57.4%	51.1%
Ethnic minority	2	2	2	3	2	1	5.6%	7.5%	14.8%	19.1%	9.6%	4.4%
Very poor children	2	2	2	1	2	3	64.1%	70.7%	67.9%	42.7%	78.3%	87.6%
Family violence	2	2	3	1	2	2	37.2%	45.2%	48.1%	23.6%	42.6%	39.4%
Water wells/latrines at school	2	3	2	1	2	3	51.5%	61.9%	48.1%	37.3%	60.0%	60.6%
Safety reporting	2	2	3	1	2	2	25.5%	30.1%	32.1%	19.1%	23.5%	21.9%
Children drop out	2	2	3	1	2	2	32.5%	34.3%	66.7%	23.6%	65.2%	62.8%
Don't know	1	2	2	2	2	3	15.6%	4.6%	2.5%	1.8%	3.5%	0.7%

20. Scholarships or school grants

	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
Not available	2	2	1	2	3	2	1.2%	7.9%	53.1%	12.0%	0.0%	1.5%
zero	2	2	3	2	2	1	5.5%	8.3%	22.2%	18.8%	0.9%	0.7%
1-10	2	2	2	3	2	1	9.8%	10.3%	12.3%	23.9%	6.1%	5.1%
11-20	3	2	1	3	2	2	23.5%	12.8%	9.9%	27.4%	13.0%	21.9%
21-30	3	2	1	2	3	2	28.2%	19.4%	1.2%	8.5%	32.2%	13.1%
>30	2	2	1	2	2	3	28.2%	39.3%	1.2%	9.4%	37.4%	55.5%
Don't know	2	2	3	2	1	2	3.5%	2.1%	0.0%	0.0%	10.4%	2.2%

26. What events disrupted your school schedule last year?

							Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
Don't know	2	1	2	2	3	2	4.1%	2.3%	6.2%	4.5%	8.7%	4.5%
None	2	2	3	2	2	1	42.7%	32.9%	49.4%	40.9%	40.9%	16.5%
Flooding	2	2	2	3	2	1	22.8%	12.8%	17.3%	1.8%	16.5%	49.6%
Storms	2	2	2	3	2	1	15.4%	10.0%	17.3%	9.1%	16.5%	20.3%
Drought	2	2	2	3	1	2	13.4%	6.4%	16.0%	0.9%	18.3%	16.5%
Illness, epidemic (eg dengue)	2	2	2	1	3	2	40.7%	47.5%	38.3%	50.9%	33.0%	48.1%
Many absent to follow parents	3	1	2	1	2	2	34.6%	55.3%	39.5%	52.7%	46.1%	49.6%
Roads/bridges to school destroyed	2	2	2	3	2	1	4.9%	7.8%	13.6%	0.0%	10.4%	26.3%
School damaged by tree/wind/fire	1	2	2	2	2	3	3.3%	0.9%	2.5%	1.8%	0.9%	0.0%

37. Discussions with parents of pre-school children on Child Friendly learning conditions

							Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
Never	3	1	1	1	2	2	14.6%	47.1%	44.4%	47.9%	31.3%	35.8%
At least once a semester	2	2	3	2	1	2	15.8%	15.7%	19.8%	12.0%	5.2%	17.5%
At least once a year	2	2	3	1	2	2	16.2%	15.7%	30.9%	5.1%	13.9%	16.1%
Don't know	1	2	3	2	1	2	53.4%	21.5%	4.9%	35.0%	49.6%	30.7%

38. Tracer studies on ECCD children now in grades 1, 2 or 3

							Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
No studies	2	2	3	1	2	2	20.6%	41.3%	4.9%	60.7%	27.8%	51.1%
Every semester	2	2	3	2	1	2	19.0%	17.8%	42.0%	20.5%	15.7%	16.1%
Every year	2	2	3	1	2	2	11.1%	16.9%	48.1%	7.7%	17.4%	23.4%
Don't know	1	2	3	2	2	2	49.4%	24.0%	4.9%	11.1%	39.1%	9.5%
Access	86	86	91	78	90	91						

QUALITY

		Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap	Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
21. How is a flexible learning program implemented at your school?	Not applicable	1	1	2	2	2	3	72.9%	72.5%	65.3%	53.1%	43.6%	39.0%
	None	2	3	3	1	2	2	20.7%	16.4%	16.0%	58.2%	25.5%	22.8%
	By cultivation and fishing season	2	2	2	1	2	3	0.4%	0.5%	9.3%	0.0%	1.8%	16.9%
	By only morning or afternoon schedule	1	2	2	2	2	3	9.2%	11.6%	10.7%	21.4%	23.6%	36.0%
	By adjusting the school timetable/ schedule	1	2	2	3	2	3	1.6%	5.3%	2.7%	15.3%	4.5%	15.4%
	Don't know	2	2	2	3	1	2	3.6%	4.8%	2.7%	0.0%	15.5%	5.1%
25. What life skills activities have you introduced at your school?	Don't know	2	2	1	2	3	3	0.4%	0.8%	3.7%	0.9%	0.0%	0.0%
	None	2	3	1	2	3	2	5.5%	1.7%	12.3%	3.4%	1.7%	2.2%
	Wash hands after visiting latrine	2	2	1	2	2	3	89.4%	90.9%	72.8%	82.1%	93.0%	99.3%
	Wash hands before eating	2	2	1	2	2	3	91.0%	95.4%	82.7%	93.2%	95.7%	98.5%
	Comb hair	2	2	1	2	3	2	77.6%	84.2%	56.8%	83.8%	93.9%	71.5%
	Brush teeth	2	2	1	2	3	2	77.6%	81.3%	61.7%	78.6%	89.6%	83.2%
	Keep latrine clean	2	2	1	1	3	2	80.0%	91.3%	65.4%	54.7%	99.1%	96.4%
	Make a garden?, plant field	2	2	1	1	2	3	72.9%	81.7%	51.9%	57.3%	76.5%	82.5%
	Raise animals	2	2	2	1	3	2	28.2%	15.8%	24.7%	0.9%	40.9%	14.6%
	Cook food	2	2	1	1	2	3	41.2%	37.3%	21.0%	20.5%	44.3%	51.8%
	Travel safely	2	3	1	2	2	2	82.0%	87.1%	60.5%	73.5%	80.0%	70.8%
	Clear weeds around house	2	2	1	2	3	2	69.0%	81.7%	54.3%	72.6%	82.6%	73.0%
22. How do you implement an accelerated learning program at your school for overage?	Not applicable	1	1	1	3	2	2	75.5%	75.1%	73.1%	37.3%	47.3%	54.8%
	None	2	2	3	1	2	2	23.2%	17.2%	15.4%	32.4%	25.0%	19.3%
	1year prog gr 1&2	2	1	2	3	1	3	3.3%	2.6%	7.7%	11.8%	2.7%	11.9%
	1 year prog gr 3&4	1	2	2	3	2	3	1.2%	4.3%	5.1%	9.8%	4.5%	8.9%
	1 year prog gr 5&6	2	2	1	3	3	2	2.1%	3.9%	0.0%	8.8%	8.0%	5.9%
	Don't know	2	2	3	1	1	2	5.4%	11.6%	1.3%	20.6%	21.4%	3.7%

								Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
27. Over the last year, what kind of decisions has the Child Council made	Don't know	2	2	1	2	3	2	1.2%	3.8%	6.2%	0.9%	0.0%	1.5%
	None	2	2	2	1	3	2	8.5%	2.1%	8.6%	16.4%	0.9%	8.1%
	Student learning	2	2	2	1	3	2	75.6%	87.1%	86.4%	70.7%	93.0%	72.8%
	Student safety	2	2	2	1	3	2	80.5%	83.3%	69.1%	61.2%	84.3%	66.2%
	Student health	2	2	2	1	3	2	75.2%	82.9%	69.1%	63.8%	88.7%	64.0%
	Student hygiene	2	2	2	1	3	2	85.0%	90.0%	77.8%	63.8%	96.5%	88.2%
	Student nutrition	2	2	2	1	3	2	36.2%	37.9%	24.7%	24.1%	49.6%	41.9%
	School Development Plan	2	3	1	2	2	2	60.6%	75.4%	44.4%	60.3%	66.1%	65.4%
	School costs	2	3	1	2	2	2	31.7%	41.3%	17.3%	27.6%	27.8%	36.8%
	Transportation to school	2	3	2	1	2	2	15.9%	27.1%	17.3%	0.9%	22.6%	16.2%
	Disability student needs	2	2	2	2	3	1	11.8%	12.5%	17.3%	11.2%	36.5%	9.6%
	Slow learner needs	2	3	2	1	2	2	50.8%	62.1%	46.9%	38.8%	60.0%	47.1%
	Parent participation	2	2	1	2	3	3	52.0%	50.0%	33.3%	44.0%	55.7%	56.6%
	Organize school events	2	2	2	1	2	3	34.1%	34.2%	22.2%	15.5%	38.3%	42.6%
	Assistance to student needs	2	3	2	1	2	2	27.2%	33.8%	28.4%	22.4%	27.0%	30.1%

								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
28. Frequency of Children's Council??? meeti	Never	2	3	1	1	2	2	4.7%	2.9%	12.3%	13.7%	7.0%	9.5%
	Once a month	2	2	2	1	2	3	42.0%	36.0%	34.6%	21.4%	41.7%	56.9%
	Once a quarter	1	2	2	3	2	2	3.5%	16.9%	19.8%	28.2%	13.0%	19.0%
	Once a semester	2	2	1	3	2	2	10.2%	10.3%	0.0%	12.8%	4.3%	2.2%
	Irregular schedule	3	2	2	2	2	1	36.9%	32.6%	30.9%	23.1%	33.0%	12.4%
	Don't know	1	2	1	3	3	3	2.7%	1.2%	2.5%	0.9%	0.9%	0.0%

								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
29. Student feedback on teaching and learning	None received	2	3	2	1	2	3	7.5%	5.8%	8.6%	20.5%	11.3%	5.8%
	Not useful	3	2	3	1	3	3	2.4%	3.7%	2.5%	6.8%	2.6%	2.2%
	Somewhat useful	2	2	3	2	1	2	26.7%	17.8%	33.3%	30.8%	5.2%	20.4%
	Very useful	2	2	2	1	3	2	63.5%	72.7%	55.6%	41.9%	80.9%	71.5%

32. Teachers conducting remedial classes

							Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
None	2	2	1	1	3	3	22.0%	21.1%	30.9%	28.2%	9.6%	14.6%
One	2	3	1	2	2	2	6.7%	14.5%	0.0%	9.4%	6.1%	7.3%
Two	2	1	2	3	2	2	5.5%	0.8%	1.2%	21.4%	4.3%	4.4%
Three	2	2	3	2	1	2	2.7%	0.4%	18.5%	5.1%	0.0%	1.5%
Four	2	2	3	2	1	1	2.4%	6.2%	9.9%	3.4%	0.0%	0.0%
Five	2	1	2	2	2	3	2.4%	0.8%	1.2%	0.9%	1.7%	2.9%
>5 teachers	2	2	2	1	3	3	53.3%	53.3%	38.3%	30.8%	76.5%	67.9%
Don't know	1	2	3	2	2	2	5.1%	2.9%	0.0%	0.9%	1.7%	1.5%

33. Support children to learn at home or village center

							Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
Never	1	3	2	1	2	1	41.1%	13.6%	30.9%	48.7%	24.3%	46.7%
Daily	2	2	3	1	3	2	7.9%	17.4%	22.2%	3.4%	31.3%	5.1%
1 time a week	2	2	3	1	2	2	2.0%	9.1%	13.6%	1.7%	2.6%	2.9%
2 times a week	1	2	2	3	1	1	0.8%	2.9%	3.7%	10.3%	0.0%	0.7%
3 times a week	1	3	2	1	1	1	0.0%	7.4%	2.5%	0.0%	0.0%	0.0%
1 time a month	2	2	3	2	1	1	0.4%	2.1%	6.2%	0.9%	0.0%	0.0%
2 times a month	2	2	1	3	1	2	0.4%	2.9%	0.0%	3.4%	0.0%	0.7%
From time to time	2	3	1	2	3	2	39.1%	43.8%	19.8%	30.8%	40.0%	39.4%
Don't know	1	3	2	3	2	2	8.3%	0.8%	1.2%	0.9%	1.7%	4.4%

34. Implement pre-tests and post-tests

							Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
None	3	2	2	1	3	1	0.8%	2.5%	2.5%	6.8%	0.0%	5.1%
All grades	2	3	2	1	3	2	83.5%	87.2%	81.5%	63.2%	88.7%	81.8%
grades 1-3	1	1	2	3	2	2	3.5%	3.3%	6.2%	14.5%	11.3%	5.1%
grades 4-6	2	2	2	3	1	2	10.6%	5.8%	9.9%	14.5%	0.0%	5.1%
Don't know	2	2	2	2	2	1	1.6%	1.2%	0.0%	0.9%	0.0%	2.9%

35. Parent-Teacher Relationship Books at your school include the following information

							Kampong Cham	Kampong Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
Don't klnow	2	2	3	2	3	1	1.2%	1.7%	0.0%	2.6%	0.0%	4.4%
None	2	3	2	1	2	2	9.1%	3.3%	12.3%	23.9%	8.8%	15.3%
School director comment	2	3	3	2	1	2	70.7%	73.8%	75.3%	55.6%	50.9%	68.6%
Teacher comment	2	3	2	1	2	2	89.3%	95.0%	82.7%	70.9%	87.7%	79.6%
Parent comment	2	3	2	1	2	2	81.8%	90.8%	75.3%	47.0%	79.8%	77.4%
Child comment	2	3	2	1	2	2	19.7%	18.3%	16.0%	8.5%	11.4%	10.2%

36. Necessity for physical punishment								Kpg Cham	Kpg Chhnang	Koh Kong	Preah Vihear	Pursat	Siem Reap
	Always needed	2	1	3	3	3	3	0.8%	2.5%	0.0%	0.0%	0.0%	0.0%
	Frequently	2	2	3	1	2	2	0.8%	2.5%	0.0%	3.4%	0.9%	2.2%
	Sometimes	2	2	2	1	2	3	2.8%	7.4%	6.2%	15.4%	2.6%	0.7%
	On rare occasions	3	2	2	1	2	2	15.8%	4.5%	6.2%	3.4%	6.1%	11.7%
	Never needed	2	2	2	1	3	2	79.8%	83.1%	87.7%	77.8%	90.4%	85.4%
	Always +Frequently +Sometimes	2	2	2	1	2	3	4.3%	12.4%	6.2%	18.8%	3.5%	2.9%
	Quality	157	180	157	142	183	179						

ANNEX 2 PRIMARY SCHOOL SURVEY INSTRUMENT

	សាលា ៖ .... ប ម សក្សា		
			0
	ខេ ត្ត		1
	ឈ្មោះ សាលារៀន		2
	ឈ្មោះ អ្នក /ក្រុ ម ស្រាវជ្រាវ :		3
	កាល ប រិ ច្ឆេទ		4
1	មុខដំណែ ង�ប្ផការកច្ចរបស អ្នកផ្តល់ ពតមាន		
	នាយកសាលា	1	5
	នាយករង	2	5
	គ្រូបន្ទុកថ្នាក់(នៅឋបមស ក្សា)	3	5
	ផ្សេងៗ	77	5
2	អាយុអ្នកឆ្លើយ (សរសេរ ៣លេ ខក្នុងប្រអប់)		6
3	ភេទ (គូស វង្គង់១ ប្រុស . ០ស្រ)		
	ប្រុស	1	7
	ស្រ	0	7
4	រយៈ ពេល បម្រេការនៅសលារៀន (សរសេរ លេខក្នុងប្រអប់)		8
5	តើលោក គ្រូជាគ្រូក្របខ័ណ្ឌឬ កច្ចសន្យាឬគ្រូសហគមន ?(គូស វង្គង់មួយ)		
	គ្រូកិច្ចសន្យា	1	9
	គ្រូក្របខ័ណ្ឌ	2	9
	គ្រូស ហ គមន	3	9
6	តើអ្នកណាខ្លះ ដែល បានចូល រួមកាំទ្រ ផ្តល់ មតិកែល ម្អដល់ ផែនការអភិវឌ្ឍសាលា រៀន? (គូស វង្គង់មួយ ឬលើ ស ពីមួយ)		
	មិនដឹង	88	10
	មិនទានមានផែនការអភិវឌ្ឍសាលារៀន	0	11
	មន្ទីរអប់ រ ការិយាល យ អប់រស្រុក	1	12
	នាយកសាលា	2	13
	គ្រូ	3	14
	ឪពុក ម្តាយ	4	15
	ព្រះ ស ង្ឃ	5	16
	ក្រុមប្រឹក្សាឃុំ	6	17
	គណៈ កម្មាធិការអភិវឌ្ឍន៍អសគ្គា	7	18
	កុមារ	8	19

	អង្គការ	9	20
	ផ្សេងៗ/សូមបញ្ជាក់ដូចខាងក្រោម	77	21
	 		21a
7	តើសាលាធ្វើចុប្បួន្នភាពផែនទីសិក្សាញឹកញ្យាប់ប៉ុណ្ណា?(គួសវង្គ់មួយ)		
	មិនទាន់មានផែនទីសិក្សា	0	22
	មិនដែលធ្វើចុប្បួន្នភាពផែនទីអស់រំ	1	22
	ធ្វើចុប្បួន្នភាពផែនទីសិក្សារៀងរាល់ខែ	2	22
	ធ្វើចុប្បួន្នភាពផែនទីសិក្សារៀងរាល់ឆមាស	3	22
	ធ្វើចុប្បួន្នភាពផែនទីសិក្សារៀងរាល់ឆ្នាំ	4	22
	ធ្វើចុប្បួន្នភាពផែនទីសិក្សារៀងរាល់ឆ្នាំម្តង	5	22
	មិនដឹង	88	22
8	ផែនទីសិក្សានៅសាលារៀនមានបញ្ចូលព័ត៌មានខាងក្រោម ទាំងនេះដែរឬទេ?(គួសវង្គ់មួយឬលើសពីមួយ)		
	មិនទាន់មានផែនទីអស់រំ	0	23
	កុមារា និងកុមារីដែលអាយុបានចូលរៀន	1	24
	កុមារា និងកុមារីដែលអាយុមិនបានចូលរៀន	2	25
	កុមារពិការ	3	26
	កុមាររៀនយឺត	4	27
	កុមារជនជាតិ	5	28
	កុមារក្រីក្រ	6	29
	អំពើហិង្សាក្នុងគ្រួសារ	7	30
	អណ្តូង/បង្គន់ នៅសាលារៀន	8	31
	សុវត្ថិភាពនិង យន្តការរាយការណ៍	9	32

	កុមារបោះបង់ការសិក្សា	10	33
	មិនដឹង	88	34

	អង្គការ	**9**	20
	ផ្សេងៗ/ស្ូមបញ្ជាក់ ដូចខាងក្រោម	**77**	21
			21a
7	តើសាលាធ្វើ បច្ចុប្បន្នភាពផែនទីសិ ក្សាញឹកញាប់ប៉ុណ្ណា ?(គូស រង្វង់មួយ)		
	មិនទានមានផែនទស ក្សា	**0**	22
	មិនដែល ធ្វេបច្ចុប្បន្នភាពផែនទអប	**1**	22
	ធ្វេបច្ចុប្បន្នភាពផែនទស ក្សារៀងរាលខេ	**2**	22
	ធ្វេបច្ចុប្បន្នភាពផែនទស ក្សារៀងរាលឆមាស	**3**	22
	ធ្វេបច្ចុប្បន្នភាពផែនទស ក្សារៀងរាលឆ្នា	**4**	22
	ធ្វេបច្ចុប្បន្នភាពផែនទស ក្សារៀងរាល ៦ឆ្នាម្ដង	**5**	22
	មិនដឹង	**88**	22
8	ផែនទីសិ ក្សានៅសាលារៀ នមានបញ្ចូ ល ព័ត៌មានខាងក្រោម ទាំងនេះដែរឬទេ? (គូស រង្វង់មួយ ឬលើ ស ពីមួយ)		
	មិនទា នមានផែនទអប	**0**	23
	កុមារ នឹងកុមារដែល អាយុបានចូល រៀន	**1**	24
	កុមារ នឹងកុមារដែល អាយុមិនបានចូល រៀន	**2**	25
	កុមារពការ	**3**	26
	កុមាររ នយឯ	**4**	27
	កុមារជនជាត	**5**	28
	កុមារក្រក្រ	**6**	29
	អពោហ ដ្ឋាភ្ូងគ្ឋសារ	**7**	30
	អណ្ូង /បង្ួន នៅសាលារៀន	**8**	31
	សុ វត្ថភាពនង យ ន្តការវាយ ការណ	**9**	32
	កុមារបោះបងការសិក្សា	**10**	33
	មិនដឹង	**88**	34

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10	មានបង្គន់អនាម័យដាច់ដោយ ឡែក ស ម្រាប់កុមារា,កុមារីនិងគ្រូ និងមានល ក្ខខណ្ឌ ដូចម្តេច? (គូស រង្វង់មួយ ឬ លេ ស ពីមួយ)			
	លាយ គ្នា	0	35
	ល្អ	1	36
	ដោយ គ្មាន ទឹក	2	37
	ដោយ សារ ក្រខ្វក់	3	38
	ដោយ សារ ចាក សោរ	4	39
	ដោយ សារ ខ្វាយ ពេក	5	40
	មិនដឹង	88	41
11	មានបង្គន់អនាម័យដាច់ដោយ ឡែក ស ម្រាប់កុមារា,កុមារីនិងគ្រូ និងមានល ក្ខខណ្ឌ ដូចម្តេច? (គូស រង្វង់មួយ ឬ លេ ស ពីមួយ)			
	មានបង្គន់អនាម័យដាច់ដោយ ឡែក ស ម្រាប់កុមារា,កុមារ	1	42
	មានបង្គន់អនាម័យដាច់ដោយ ឡែក ស ម្រាប់គ្រូ	2	43
	មិនដឹង	88	44
12	មានអណ្ដូ ងជ្រៅ និងអណ្ដូ ងស្ទាប មានល ក្ខខណ្ឌ ដូចម្តេច?			
	មិនទានមាននៅឯសាលា របស់ យើ ង	0	45
	ទ្រុ,ខ្ទ្រាម	1	45
	ស ម៉ារម្យ	2	45
	ល្អ	3	45
	មិនដឹង	88	45
13	មានអាងស្ដុ កទឹកភ្លៀង និងនឹងមានល ក្ខខណ្ឌ ដូចម្តេច?			
	មិនទានមាននៅឯសាលា របស់ យើ ង	0	46
	ទ្រុ,ខ្ទ្រាម	1	46
	ស ម៉ារម្យ	2	46
	ល្អ	3	46
	ប្រេប្រាស	4	46
	មិនប្រេប្រាស	5	46
	មិនដឹង	88	46

14	តើមានជម្រាល សម្រាប់កុមារពិការមានលក្ខខណ្ឌ ដូចម្តេច?		
	មិនទាន់មាននៅឯងសាលា របស់យើង	**0**	47
	ទ្រ ឌគ្រោម	**1**	47
	សម្បូរ	**2**	47
	ល្អ	**3**	47
	មិនដឹង	**88**	47
15	តើទ្វាគការសាលាមាន លក្ខខណ្ឌ ដូចម្តេច?		
	មិនទាន់មាននៅឯងសាលា របស់យើង	**0**	48
	ទ្រ,ឌគ្រោម	**1**	48
	សម្បូរ	**2**	48
	ល្អ	**3**	48
	មិនដឹង	**88**	48
16	តើថ្នាក់ប្បន្ធរៀនមានលក្ខខណ្ឌ ដូចម្តេច?		
	ទ្រ ឌគ្រោម(រៀនក្រោមដេមឈើ ក្រោមផ្ទះ នឱរគ្ត)	**1**	49
	សម្បូរ(សលាន្លងកាត អាគារឈើ អាគារផ្ទៃចាស)	**2**	49
	ល្អ (អាគារផ្ទៃរឱមា)	**3**	49
17	តើបណ្ណាលយ នឱមណ្ឌល ធនធានមានលក្ខខណ្ឌ ដូចម្តេច?		
	មិនទាន់មាននៅឯងសាលា របស់យើង	**1**	50
	បណ្ណាល យដាច់ដោយទ្បែកសម្រាប់ កុមារ	**2**	50
	មានជុ្ងឱបណ្ណាល យក្នុងថ្នាក់រៀន	**3**	50
	មានបណ្ណាល យនៅជាមួយ ទចាតការ	**4**	50
	មានមណ្ឌល រប្បធម	**5**	50
	មិនដឹង	**88**	50
18	កើមានកុំព្យូទ៍ លក្ខខណ្ឌ ដូចម្តេច?		
	មិនទាន់មាននៅឯងសាលា របស់យើង	**0**	51
	ចាស	**1**	51
	សម្បូរ	**2**	51
	ល្អ	**3**	51
	មិនដឹង	**88**	51

19	តើឆ្នាំទៅសាលាបាន ប្រមូល ថវិកាឬ ទានចំនួនប៉ុន្មានស ម្រាប់ទ្រទ្រង់ដល់កុមារ ដួបការរល់ បាក និងគ្រូ?(គូស រង្វង់មួយ)		
	មិនទានមាននៅ ឯងសាលា របស់ យើ ង	**0**	52
	គ្មាន(តិណ ទាន)	**1**	52
	៣ ១ដុល្លា ដល ២៥ដុល្លា	**2**	52
	៣ ២៦ដុល្លា ដល ៥០ដុល្លា	**3**	52
	៣ ៥១ដុល្លា ដល ១០០ដុល្លា	**4**	52
	៣ ១០១ដុល្លា ដល ២០០ដុល្លា	**5**	52
	លើ ស ៣ ២០០ដុល្លា	**6**	52
	មិនដឹង	**88**	52
20	តើឆ្នាំទៅមានសិ ស្សប៉ុ ន្មាននាក់បានទ ទួល អាហារូបករណ៍ ឬ ជំនួយ សាលារៀន ទេ?(គូស រង្វង់មួយ)		
	មិនទានមាននៅ ឯងសាលា របស យើ ង	**0**	53
	គ្មាន	**1**	53
	៣ ១ ទៅដល ១០ នាក	**2**	53
	៣ ១១ ទៅដល ២០ នាក	**3**	53
	៣ ២១ ទៅដល ៣០ នាក	**4**	53
	ប្រនជាង ៣០ នាក	**5**	53
	មិនដឹង	**88**	53
21	តើកម្មវិធីរៀ នសក់បែនអនុវត្តធ្វើដូចម្តេចនៅ ឯសាលា របស់ អ្នក? (គូស រង្វង់មួយ ឬ ច្រើន)		
	គ្មាន, យើ ងមិនមានកម្មវិធីរៀ នសក់បែន បានអនុវត្ត	**0**	54
	គ្មាន, យើ ងមិនទានមានកម្មវិធីរៀ នសក់បែន	**1**	55
	ដោយ រដ្ឋការដោះ ស្រាយ នងការនេសាទ	**2**	56
	ដោយ កាល វិភាគពេល ព្រឹកឬពេល រសៀ ល ប៉ុ ណ្ណោះ (ស ម្រាប់សិស្ស មួយ ចំនួន)	**3**	57
	យើ ងចាបផ្តេមកាល វិភាគ (ស ម្រាបសិស្ស មួយ ចន្ទួន)	**4**	58
	មិនដឹង	**88**	59

22	តើអ្នកអនុវត្តកម្មវិធីពន្លឿនការសិក្សា ដោយរបៀបណា នៅងសាលា របស់ អ្នក សម្រាប់ ជាមធ្យមភាក(overage)?		
	គ្មាន, យេ ដមនមានកម្មវិជេរ្យ នឧតបែន បានអនុវត្ត	0	60
	គ្មាន, យេ ដមនទានមានកម្មវិជេរ្យ នឧតបែន	1	61
	មានកម្មវិជ្ជួយ ឆ្នា សម្រាប 2 ថ្នាក(ទ ១ នឩទ ២)	2	62
	មានកម្មវិជ្ជួយ ឆ្នា សម្រាប 2 ថ្នាក(ទ៣ នឩទ ៤)	3	63
	មានកម្មវិជ្ជួយ ឆ្នា សម្រាប៣ថ្នាក(ទ៥ នឩទ៦)	4	64
	មនដឧ	88	65
23	តើអ្នកមានអនុវត្តកម្មវិធីបង្រៀន និងរៀ នថ្នាក់ពីរភាសារ សំ រាប់ជាស្ថាននៃ កម្មវិធី ដែរឬទេ? (កូស រង្វង់មួយ ឬច្រើន)		
	គ្មាន, យេ ដមនមានកម្មវិជេពរភាសារ បានអនុវត្ត	0	66
	គ្មាន, យេ ដមនទានមានកម្មវិជេពរភាសារ	1	67
	ភាសាឡ្ការ	2	68
	ភាសារៀ គណាម	3	69
	ភាសាចាម	4	70
	ភាសាគួយ	5	71
	ថៃ	6	72
	ផ្សេង១ ស្ងូ មបញ្ជាក ខាងក្រោម	77	73
			73a
24	តើល គ្លណៈ បង្រៀន និងរៀ នបែបកុមារមេត្រ ណាមួយ ដេល អ្នកបានធ្វេតាម? (កូស រង្វង់មួយ ឬច្រើន)		
	កុមារទាងអស ដេល ចឧមកសាលា មានស ទ្ធចូល សាលារៀន ស្មេ គ្នា	1	74
	គ្រូបង្រៀនមានស មត្តភាពដេម្បឆ្លល ការស ក្ សាដមានប្រស ទ្ធភាព	2	75
	សុ ខភាពនឧ សុ វត្តភាព របស កុមារគ្រូបានការពារ	3	76
	ក្មេងប្រុស និងក្មេងស្រី ត្រូវបានអនុញ្ញាតឱ្យ ចូល រួមក្នុងស កម្មភាពស្មើ គ្នាទាំងអស់	4	77
	កុមារ ឧពុកម្តាយ នឧស ហ គមនចូល រួមនៅក្នុងការគ្រប់គ្រងរបស សាលា	5	78
	គោល នយោបាយ អបរជាគនឆគាទ្រ ដល គុណ ភាព	6	79
	គ្រូបង្រៀនត្រូវទទួល បានប្រាកខ្លួនល ងាឧ នឧទានពេល វេលា	7	80
	សាលារៀន ជួយប្រមូល ទន្ទឧយស ម្រាបផ្ទេរផេនទស ក្សា	8	81
	អ្នករៀនយ គគ្រូរបានឧ្លល ការគាទ្រ	9	82
	ក្រុមប្រក្សា របស កុមារស កម្ម	10	83
	មនដឧ	88	84

25	កើមានកម្រោងស កម្មភាពបំណិ នជីវិតជីវិតចំនួនប៉ុន្មានដែល សាលាបាន បង្កើត? (គូស រង្វង់មួយ ឬច្រើន)		
	មនដង	88	85
	គ្មាន ស កម្មភាពបណា នជរវ	0	86
	លាង ដេក្រោយ យ បន្លបង	1	87
	លាង ដេមុនញ៉ា អាហារ	2	88
	ស គស ក	3	89
	ដុស ធ្មេញ	4	90
	ស អាគបង្គន	5	91
	ធ្វេស្លន	6	92
	ចញ្ច មស គ្	7	93
	ជអនអាហារ	8	94
	ធ្វេដណេ រដោយ សុ វត្តភាព	9	95
	ស អាគជវញ្ញ ធ្លះ	10	96
	ផ្សេងៗ សូ មបញ្ជាក ខាងក្រោម	77	97
			97a
26	កេឯ្ងាទៅសាលាមាន បទពសោធន ធ្មេកស ជ្ជ្រោះ បន្ទានធ្មេកជងឥ្ងង ឬក្រោះ ម្ងាក ផ្សេងៗ ដែរឬទេ?អ្វីខ្លះ? (គូស រង្វង់មួយ ឬច្រើន)		
	មនដង	88	98
	គ្មាន	0	99
	ទកជនន	1	100
	ខ្យល ព្យុះ	2	101
	វាងស្លគ	3	102
	ជង, ជងឥ្ងង ខទាហារ ជឥ្ក្ុនយាម	4	103
	កុមារជាច្រេនអគ្មានដោយ សារ ភាមខពុកម្ងាយ	5	104
	ធ្លវ/ ស្ងាន ទៅសាលារៀន បានបង្ការញ	6	105
	បង្ការញ ដោយ សារ បាកដេមឈេ/ខ្យល /អគ្គកយ	7	106
	ផ្សេងៗ សូ មបញ្ជាក ខាងក្រោម	77	107
			107a

27	កាលពន្ធាកន្លងទៅ ក្រុមប្រឹក្សាកុមារបានធ្វើការ ស្រេចចត្តទាកទងទៅនឹងចំនុច ខាងក្រោមដូចជា: (កូស រង្វង់មួយ ឬច្រើន)		
	មិនដឹង	88	108
	គ្មាន / ក្រុមប្រឹក្សាកុមារមិនសកម្ម	0	109
	សកម្មភាពរៀនសូត្រ	1	110
	សុវត្ថិភាពកុមារ	2	111
	សុខភាព	3	112
	អនាម័យ ផ្ទាល់ ខ្លួន	4	113
	អាហារ រូបបម	5	114
	ជេនការអភិវឌ្ឍសាលារៀន	6	115
	ចំណាយ ផ្សេងៗរបសសាលា	7	116
	មធ្យោបាយ ធ្វេងណេរ	8	117
	កម្មវិការរបស កុមារពការ	9	118
	កម្មវិការរបស កុមាររៀនយឺត	10	119
	ការចូលរួមរបស មាតាបិតា	11	120
	រៀបចព្រឹត្តការណ សាលារៀន	12	121
	ជួយទៅនងកម្មវិការរបស ស ស្	13	122
	ផ្សេងៗ សូមបញ្ជាក ខាងក្រោម	77	123
			123a
28	តើក្រុមប្រឹក្សារបស កុមារនៅសាលារៀន ជាញឹក កញ្ចាប ដួបប្រជុំគ្នានៅក្នុងកិច្ចប្រជុំ សាលារៀន ជាទៀ ងទាតជាមួយ គ្រូ, នាយកនិងស ហ គមន ?		
	មិនដែល	0	124
	1 ដង / ខែ (ទៀ ងទាត)	1	124
	១រដងមួយត្រមាស	2	124
	១រដងមួយ ត ងមាស	3	124
	កាល វាកមនទៀ ងទាត	4	124
	មិនដឹង	88	124
29	តើសិ ស្ ្ ដួល ព័ត៌មានត្រឡប ទៅលើ ការបង្រៀននិងការរៀន?		
	មិនបានទទួល ពកមានត្រឡប	0	125
	ការផ្តល ពកមានត្រឡប មនមានសារៈ ប្រយាជន	1	125
	ការផ្តល ពកមានត្រឡប មានសារៈ ប្រយាជនខ្លះ	2	125
	ការផ្តល ពកមានត្រឡប មានសារៈ ប្រយាជនណាស	3	125

30	តើការសិក្សា នៅសាលា របស់ អ្នកបានបន្ថែម ដុល ឬជន្លួយ ទន្ទឹម បានលើ សពន្ធាកន្លង ទៅនេះ (គូស រង្វង់មួយ ឬច្រើន)		
	មិនដឹង	88	126
	ក្មាន	0	127
	អាអារថ្ម	1	128
	ផ្ទះ ក្រៅ	2	129
	បង្គនអនាមយ	3	130
	អណ្តូ ងស្តុប/អណ្តូ ងដេ	4	131
	ដម្រាល ស វាបកុមារ ពការ	5	132
	បង្គូ ចថ្ម	6	133
	ទ្វារថ្ម	7	134
	កន្លែងលេ ងថ្ម	8	135
	ស្ន នថ្ម	9	136
	រឋ ងថ្ម	10	137
	កវាល ថ្ម	11	138
	ដប្ផល ថ្ម	12	139
	ផ្សេងៗ ស្ូ មបញ្ជាក ខាងក្រោម	77	140
			140a
31	តើអ្វីទៅជា ប្រភពធនធានក្នុងស ហ គមន៍ត្ូរ បានបង្កើតដើម្បីជួយ ដល់ សាលារៀន នេះ? (គូស រង្វង់មួយ ឬច្រើន)		
	មិនដឹង	88	141
	ក្មាន	0	142
	ផ្ទះ ស ម្រាបគ្ូ	1	143
	ស្ូ នថ្ចារ ស ម្រាបគ្ូ	2	144
	ថវិកាបន្ថែមស ម្រាបគ្ូ	3	145
	មធ្យោបាយ ធ្វើដំណេរ	4	146
	អាហារ ស វាបគ្ូ	5	147
	ការកែល អអាគារសិក្សា	6	148
	កែល អរទន្ទាសាលា	7	149
	ពល កម្មស ហ គមនស ម្រាបធេទៅសាលារៀន	8	150
	ផ្សេងៗ ស្ូ មបញ្ជាក ខាងក្រោម	77	151
			151a

32	កាល ពីឆ្នាំកន្លងទៅ មានគ្រូប៉ុន្មាននាក់បានបំប៉នសិ ស្សរៀនយឹក ?		
	គ្មាន, មិនទានមានកម្មវិធីរៀ នយឯ	0	152
	គ្រូ ១នាក	1	152
	គ្រូ ២នាក	2	152
	គ្រូ ៣នាក	3	152
	គ្រូ ៤នាក	4	152
	គ្រូ ៥នាក	5	152
	គ្រូច្រើនជាង ៥នាក	6	152
	មិនដឹង	88	152
33	តើជាញឹ កញ្ញាប់ ការតាំទ្រដល់ / ជួយ សំ រួល ដល់ កុមារដើម្បីរៀននៅផ្ទះ: (1) រៀ ន ជាមួយ នឹងឯងឪពុ ក(2) រៀ នជាមួយមិត្តភក្ក) (3)រៀ នជាមួយ មនុស្ស ផ្សេងទៅ តនៅ ក្នុងភូមិ?		
	ពុំធ្លាប់មានក្លឹបរៀន	0	153
	មានក្លឹបរៀ នរាល់ ថ្ងៃ	1	153
	១ ដង ក្នុង១ស ប្ដាហ	2	153
	២ ដង ក្នុង១ស ប្ដាហ	3	153
	៣ ដង ក្នុង១ស ប្ដាហ	4	153
	១ ដង ក្នុង១ខែ	5	153
	២ ដង ក្នុង១ខែ	6	153
	មិនទៀ ងទាត	7	153
	មិនដឹង	88	153
34	កាល ពីឆ្នាំមុនតេមានស ស្សុក ម្រតថ្នាកណាខ្ល: គ្រូ វបានកើធ្វើតេស្ត ដេមឆ្នានងការ ធ្វើតេស្តចុ ងឆ្នាំគ្រូបានអនុវត្តនៅសាលារៀ ន របស់ អ្នក័ដែរឬទេ?		
	គ្មានការធ្វើតេស្ត មុនឬក្រោយ បានធ្វើឡើង	0	154
	ធ្វើតេស្ត គ្រប់កម្រត	1	154
	ក្រម តេថ្នាក១ ដល ថ្នាកទ៣	2	154
	ក្រម តេថ្នាក៤ ដល ថ្នាកទ៦	3	154
	មិនដឹង	88	154

35	តើសៀវភៅទំនាក់ទំនងរវាងឪពុកម្តាយ និងគ្រូបង្រៀន នៅឯសាលា របស់ អ្នក មានបញ្ចូល ព័ត៌មានដូចខាងក្រោមដែរឬទេ? (គូសរង្វង់មួយ ឬ ច្រើន)		
	មិនដឹង	88	155
	គ្មានសៀវភៅទំនាក់ទំនងមាតាបិតានិងគ្រូបង្រៀន	0	156
	យោបល់ នាយកសាលា ស្ដីពីការសិក្សារបស់ សិស្ស	1	157
	យោបល់ របស់ គ្រូស្ដីពីការសិក្សារបស់ សិស្ស	2	158
	យោបល់ របស់ ឪពុកម្តាយស្ដីពី ការសិក្សារបស់ កូន	3	159
	យោបល់ របស់ កុមារស្ដីពី ការសិក្សា	4	160
	ផ្សេងៗ សូមបញ្ជាក់ ខាងក្រោម	77	161
			161a
36	តើអ្នកគិតថាការដាក់ទណ្ឌ មួចំបាច់មានក្នុងវិន័យ សាលារៀនដែរឬទេ ?		
	បាទ , ការដាក់ទណ្ឌកម្ម លើ រាងកាយត្រូវការជាចាំបាច់ដើម្បីធានាការរៀននិងការ រក្សាវិន័យ	1	162
	បាទ,ការដាកទណ្ឌកម្ម លើ រាងកាយជាញញ កញ្ចបចាបាច	2	162
	បាទ,ការដាកទណ្ឌកម្ម លើ រាងកាយម្ដងម្កាលចាបាច	3	162
	បាទ,ការដាកទណ្ឌកម្ម លើ រាងកាយមិនចាបាច(ឧកាស ឧក្រម្ម)	4	162
	ទេ ការដាកទណ្ឌកម្ម លើ រាងកាយមិនចាបាច	5	162
37	តើឆ្លៀ កប្រៀ ប្រ្ដ�...ក ផ្សៅ...ក../ ការ...ឆ្លាបនផ្លេផ្ល ឆជាប្ដួ...ក្ល្ព... របស់ កុមារមត្ដេឃ្យ នៅលើ ប្រជានបទនៃការសិក្សារបស់ កុមារបែបកុមារមេត្រី លើ ល ក្នុងឃុណ អ្វីខ្លះ?		
	ពុម្ផ្ល,ប, FGD គ្មានបានផ្ទេរនៅទ្បេ យ ទេ	0	163
	យាង ហោច ណាស មួងក្នុងមួយឆមាស	1	163
	យាងហោច ណាស មួងក្នុងមួយឆ្នា	2	163
	មិនដឹង	88	163
38	តើមានការកត់ត្រាពីការសិក្សារបស់ក្មេង ពីកម្មវិធីកុមារក្តូចដែល កំពុងរៀន នៅកំ រិតទី១ ទី២ ឬទី៣ បានញ្ញើ កញ្ចប់ប៉ុណ្ណា ?		
	មិនដែល	0	164
	កាល ៗមាស	1	164
	កាល ៗឆ្នា	2	164
	មិនដឹង	88	164

Primary School Survey MID TERM EVALUATION

	CODE		0

Province:			1
School name:			2
SC Research Team:			3
Date School visited			4

1	**Rank or Duty of respondent**		5
	1. School Director/Head Teacher	**1**	5
	2. Deputy School Director/Head teacher	**2**	5
	3. Primary School Teacher	**3**	5
	Other	**77**	5
2	**Age of respondent (write number in box)**		6
3	**Gender (circle 1 for male, 0 for female)**		7
	male	**1**	7
	female	**0**	7
4	**Years service in schools (write number in box)**		8
5	**What category of teacher are you**		9
	Contract	**1**	9
	Government Service	**2**	9
	Community Teacher	**3**	9
6	**Who contributed to the school improvement (action) plan? (circle one or more)**		
	Don't know	**88**	10
	We do not have a school improvement plan yet	**0**	11
	POE-DOE	**1**	12
	School Director	**2**	13
	Teachers	**3**	14
	Parents	**4**	15
	Monks	**5**	16
	Commune Council	**6**	17
	EFA Committee	**7**	18
	Children	**8**	19

		NGO	**9**	20
		Other please specify below	**77**	21
	 			21a
7	How often is school mapping updated?			22
		We do not have school mapping yet	**0**	22
		Never	**1**	22
		Every month	**2**	22
		Every semester	**3**	22
		Every year	**4**	22
		Every two years	**5**	22
		Don't know	**88**	22
8	School mapping at your school includes this information: (circle one or more)			
		We do not have school mapping yet	**0**	23
		Boys and girls of school age enrolled in school	**1**	24
		Boys and girls of school age not enrolled in school	**2**	25
		Children with physical disabilities	**3**	26
		Slow learner children	**4**	27
		Ethnic minority children	**5**	28
		Very poor children	**6**	29
		Family violence	**7**	30
		Water wells/latrines at school	**8**	31
		security and saftety reporting mechansim	**9**	32
		Children drop out of school	**10**	33
		Don't know	**88**	34

10	**What is the condition of latrines at school (Circle one or more)**		
	Mixed	**0**	35
	Good	**1**	36
	No, no water	**2**	37
	No, too dirty	**3**	38
	No, locked	**4**	39
	No, too far away	**5**	40
	Don't know	**88**	41
11	**Are there separate latrines for boys , girls and teachers? (Circle one or more)**		
	Separate latrines for boys , girls	**1**	42
	Separate latrines for teachers	**2**	43
	Don't know	**88**	44
12	**What is the condition of water well and pump**		45
	Not available at our school	**0**	45
	Poor	**1**	45
	Fair	**2**	45
	Good	**3**	45
	Don't know	**88**	45
13	**What is the condition of rain water collection**		46
	Not available at our school	**0**	46
	Poor	**1**	46
	Fair	**2**	46
	Good	**3**	46
	Use	**4**	46
	Not use	**5**	46
	Don't know	**88**	46

14	**What is the condition of special access facilities for disabled (ramp)**			47
		Not available at our school	**0**	47
		Poor	**1**	47
		Fair	**2**	47
		Good	**3**	47
		Don't know	**88**	47
15	**What is the condition of office for school director**			48
		Not available at our school	**0**	48
		Poor	**1**	48
		Fair	**2**	48
		Good	**3**	48
		Don't know	**88**	48
16	**What is the condition of classrooms for learning and teaching activities?**			49
		Poor (under tree , house, pagoda)	**1**	49
		Fair(mini school, wooden building, poor concrete)	**2**	49
		Good (strong concrete)	**3**	49
17	**What is the condition of library and resource centers?**			50
		Not available at our school	**1**	50
		Separate room for library	**2**	50
		Corner library in classroom	**3**	50
		Corner library share with school office	**4**	50
		Culture center	**5**	50
		Don't know	**88**	50
18	**What is the condition of computer**			51
		Not available at our school	**0**	51
		Poor	**1**	51
		Fair	**2**	51
		Good	**3**	51
		Don't know	**88**	51

19	**In the last year how much money did the school collect by income generation activities to support disadvantaged children and teachers?**		52
	Not available at our school	**0**	52
	None(income)	**1**	52
	$1 to $25	**2**	52
	$26 to $50	**3**	52
	$51 to $100	**4**	52
	$101 to $200	**5**	52
	more than $200	**6**	52
	Don't know	**88**	52
20	**In the last year how many students at your school received scholarships or school grants?**		53
	Not available at our school	**0**	53
	None(Students)	**1**	53
	1 to 10	**2**	53
	11 to 20	**3**	53
	21 to 30	**4**	53
	more than 30	**5**	53
	Don't know	**88**	53
21	**How is a flexible learning program implemented at your school? (Circle one or more)**		
	None, we do not have an accelerated learning program as it is not applicable	**0**	54
	None, we do not have start an accelerated learning program yet	**1**	55
	By cultivation and fishing season	**2**	56
	By only morning or afternoon schedule (for some students)	**3**	57
	By adjusting the school timetable/ schedule (for some students)	**4**	58
	Don't know	**88**	59

22	**How do you implement an accelerated learning program at your school for overage? (circle one or more)**		
	None, we do not have an accelerated learning program as it is not applicable	**0**	60
	None, we do not have an accelerated learning program yet	**1**	61
	Has one year program for 2 grades (consolidate text book grade 1&2)	**2**	62
	Has one year program for 2 grades (consolidate text book grade 3&4)	**3**	63
	Has one year program for 2 grades (consolidate text book grade 5&6)	**4**	64
	Don't know	**88**	65
23	**How do you implement bilingual learning learning program /teaching and teaching materials or teachers are available in these languages bridging program (circle one or more)**		
	None, we do not have bilingual learning program as it is not applicable	**0**	66
	None, we do not start bilingual program yet	**1**	67
	Lao	**2**	68
	Vietnamese	**3**	69
	Cham	**4**	70
	Kui	**5**	71
	Thai	**6**	72
	Other, please specify below	**77**	73
			73a
24	**Which Child Friendly teaching/learning features or elements do you follow? (circle one or more)**		
	All children who want to come to school have equal access to school	**1**	74
	Teachers have proficincy to provide effective learning	**2**	75
	Health and savety of children are protected	**3**	76
	Boys and girls are allowed to participate equally in all activities	**4**	77
	Children, parents and community participate in management of school	**5**	78
	National and school policy supports quality education	**6**	79
	Teachers are supported to get higher salary paid on time	**7**	80
	Schools assist in gathering data for school mapping	**8**	81
	Support is provided for slow learners	**9**	82
	Children's Council is active	**10**	83
	Don't know	**88**	84

25	**What life skills activities have you introduced at your school? (Circle one or more)**		
	Don't know	**88**	85
	None, no life skills activities	**0**	86
	wash hands after visiting latrine	**1**	87
	wash hands before eating	**2**	88
	comb hair	**3**	89
	brush teeth	**4**	90
	keep latrine clean	**5**	91
	make a garden, plant field	**6**	92
	raise animals	**7**	93
	cook food	**8**	94
	travel safely	**9**	95
	clear weeds around house	**10**	96
	Other, please specify below	**77**	97
			97a
26	**What events disrupted your school schedule last year? (circle one or more)**		
	Don't know	**88**	98
	None	**0**	99
	Flooding	**1**	100
	Storm	**2**	101
	Drought	**3**	102
	Illness, epidemic (eg dengue)	**4**	103
	Many children absent to follow parents	**5**	104
	Roads/bridges to school destroyed	**6**	105
	School damaged by tree/wind/fire	**7**	106
	Other, please specify below	**77**	107
			107a

27	**Over the last year, Child Council made decisions related to the following (circle one or more)**		
	Don't know	88	108
	None, Child Council inactive	0	109
	Student learning	1	110
	Student safety	2	111
	Student health	3	112
	Student hygiene	4	113
	Student nutrition	5	114
	School Development Plan	6	115
	School costs	7	116
	Transportation to school	8	117
	Disability student needs	9	118
	Slow learner needs	10	119
	Parent participation	11	120
	Organize school events	12	121
	Assistance to student needs	13	122
	Other, please specify below	77	123
			123a
28	**How frequently does the Children's Council at school level meet in regular school meeting with teachers, head teachers and community**		124
	Never	0	124
	1 time/month (regular)	1	124
	1 time/quarterly	2	124
	1 time/semester	3	124
	Irregular schedule	4	124
	Don't know	88	124
29	**Do students provide feedback on teaching and learning?**		125
	No feed back received	0	125
	Student feedback is not useful at all	1	125
	Student feedback is somewhat useful	2	125
	Student feedback is very useful	3	125

30	**What rennovations or assistance did school buildings at your school receive over the last year (circle one or more)**		
	Don't know	**88**	126
	None, no additional work on school buildings	**0**	127
	New school building	**1**	128
	New teacher accommodation	**2**	129
	Latrines	**3**	130
	Well/pump	**4**	131
	Ramp for disabled children	**5**	132
	New windows	**6**	133
	New doors	**7**	134
	New play area	**8**	135
	New garden	**9**	136
	New fence	**10**	137
	Floor	**11**	138
	Roof	**12**	139
	Other, please specify below	**77**	140
			140a
31	**What community resources were generated to support the school? (circle one or more)**		
	Don't know	**88**	141
	None,	**0**	142
	House for teacher	**1**	143
	Garden for school	**2**	144
	Money	**3**	145
	Transportation	**4**	146
	Food for teacher	**5**	147
	Improvements to school building	**6**	148
	Improvements to school yard	**7**	149
	Community labor for school maintenance	**8**	150
	Other, please specify below	**77**	151
			151a

32	**How many teachers conducted remedial classes for slow learners over the last year?**		152
	None, no remedial classes at our school	**0**	152
	1 teacher	**1**	152
	2 teachers	**2**	152
	3 teachers	**3**	152
	4 teachers	**4**	152
	5 teachers	**5**	152
	>5 teachers	**6**	152
	Don't know	**88**	152
33	**How often do you support /facilitate children to learn at home (1) with sibling (2) with peers 3) with other people at village center ?**		153
	Never, there are no child club learning classes	**0**	153
	Daily	**1**	153
	1 time a week	**2**	153
	2 times a week	**3**	153
	3 times a week	**4**	153
	1 time a month	**5**	153
	2 times a month	**6**	153
	From time to time, irregular	**7**	153
	Don't know	**88**	153
34	**In what grades were pre-tests and post tests implemented at your school over the last year?**		154
	None, no pre-tests or post tests conducted	**0**	154
	All grades	**1**	154
	grades 1-3	**2**	154
	grades 4-6	**3**	154
	Don't know	**88**	154

35	**Parent-Teacher Relationship Books at your school include the following information (circle one or more)**		
	Don't know	**88**	155
	None, there are no parent teacher relationship books	**0**	156
	School director comments on student learning	**1**	157
	Teacher comments on student learning	**2**	158
	Parent comments on student learning	**3**	159
	Child comments on student learning	**4**	160
	Other, please specify below	**77**	161
			161a
36	**Do you think physical punishment is necessary in primary grades?**		162
	Yes, physical punishment is always needed to assure learning and maintain discipline	**1**	162
	Yes, physical punishment is frequently necessary	**2**	162
	Yes, physical punishment is sometimes necessary	**3**	162
	Yes, physical punishment is necessary on rare occasions	**4**	162
	No, physical punishment should never be used.	**5**	162
37	**How often are Focus Group Discussions/Interviews conducted with parents of pre-school children on the subject of Child Friendly learning conditions?**		163
	Never, no FGD held yet	**0**	163
	At least once a semester	**1**	163
	At least once a year	**2**	163
	Don't know	**88**	163
38	**How often are studies made that trace the learning experience of ECCD program participant children who are now in grades 1, 2 or 3?**		164
	No studies made yet	**0**	164
	Every semester	**1**	164
	Every year	**2**	164
	Don't know	**88**	164

ANNEX 3 TERMS OF REFERENCE MID-TERM EVALUATION

Annex: ToR

Terms of Reference

Evaluation of the Education Programme

April 2013

I. Position Information	
Position Title:	Consultant for education programme evaluation
Theme	Education
Reports to	M&E Specialist and Director of PDQ of Save the Children

INTRODUCTION

Save the Children in Cambodia is commissioning a mid-term evaluation of the education programme which has been implemented in six provinces; Kampong Cham, Kampong Chhnang, Preah Vihear, Koh Kong, Siem Reap and Pursat from 2011 to 2013, midway through the 2010-2015 strategic plan. Since the beginning of the Education Strategic plan in 2010, the education programme has undergone a large change process. Two different member programmes (Norway and Australia) have been brought under one management and one strategic vision. The education programme has also seen significant growth during that period both from traditional and non-traditional funding sources that have changed the nature of programming. New education projects have been implemented with adjusted implementation mechanisms and with increased focus on involvement of civil society organisations, communities and local authorities.

The purpose of this evaluation is to gauge progress and challenges of all education projects within the education programme and to give recommendations for the further development of Save the Children's education programme in Cambodia.

Save the Children's vision is a world in which every child attains the right to survival, protection, development and participation. Our mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. Save the Children's 'Theory of Change' shows three major elements of our identity: striving to create impact for children by being innovative, by acting as the voice for and of children, and by achieving results at scale.

Save the Children in Cambodia currently operates at national level and sub-national level with five main thematic areas (1) Education, (2) Health and Nutrition, (3) Child Rights Governance, (4) Child Protection and (5) DRR and CCA. At national level, Save the Children operates with Ministry of Education Youth and Sport, Ministry of Health, and Ministry of Social Affairs. Save the Children are currently operating in Koh Kong, Siem Reap, Preah Vihear, Kampong Cham, Kampong Chhnang, Pursat, Kampong Thom, Prey Veng and Kratie provinces. In some provinces all themes are covered and in others only one or two themes are being implemented.

See annex 1-3 for a more detailed description of our education programmes, long term plan and strategy.

Specific objectives:

Save the Children aims at evaluating the existing education programme, using the Theory of Change, in its entirety with the following objectives:

Assess the progress, outcomes and impact of the education programme against the set results and objectives of 2011-2015 long-term Education Plan, especially how effective and efficient the programme has been in its implementation

Assess the impact to the programme, positive and negative, of the change to one Save the Children

Identify the most significant factors that have constrained or contributed to the education programme's achievements

Assess the current models of project implementation and delivery within the existing education programme in terms of efficiency, effectiveness and impact

Document evidence of good practice and innovative approaches

Scope of the evaluation

The evaluation will cover the following key issues:

Compare the implementation of the education programme with Save the Children International global strategy *Moving ahead on education: A focused strategy for achieving our education goals 2012-2015*, and SCN Thematic long-term plan - Education (2011-2015), and identify the necessary issues for Save the Children education next long-term plan development.

Identify to what degrees projects / programme contribute to innovation.

Identify to what degrees projects/ programme contribute to sustainability

Identify to what degrees children have been meaningfully involved in the education projects/programme

Identify strengths, weaknesses and challenges of cooperation, coordination and partnership with different stakeholders such as Departments of Ministry of Education, Provincial Offices of Education, District Offices of Education, schools, School-Community Education For All networks, NGO partners, other civil society organisations and local authorities.

Identify key critical issues that can contribute to the development of a long-term, forward thinking, plan for education (2013-2015), and for the period beyond 2015.

Methodology

The consultant will work with a local education expert team consisting of senior Save the Children staff, including ECCD and education advisors, representatives of MoEYS and staff of Save the Children and Provincial Office of Education. Government education staff as well as staff of Save the Children and partner organisations will also be involved in field work.

The final methodology will be agreed between Save the Children and the consultant and is expected to include:

Document review including relevant strategies, policies and long term plans, reports, designs, studies, training materials.

Focus group discussions with children, teachers, and parents

Key informant interviews with local authorities, teachers, head teachers, district education officers, provincial education officers, education staff at national level, partner organisation, civil society groups (including national and international organisations)

Field observation at home, village, and learning site

Workshop with key stakeholders

Roles and responsibilities

Consultant

> Develop work plan, protocol and tools (English and Khmer) in consultation with Save the Children and partners
> Train the survey team on survey methodology, tools and process
> Pre-test and finalise survey tools
> Involve and conduct quality control of the data collection
> Present the findings (Dummy/coding table) to be analysed
> Perform data entry and analysis
> Present first draft report to Save the Children
> Develop and submit final report no later than 10 days after the presentation of the draft report.
> For non-national consultant, costs for translation will be the responsibility of the consultant
> Accommodation and food allowance during field work is responsibility of the consultant.

Save the Children

> Provide relevant documents for desk review: Project plan, baseline report, quarterly and reports.
> Arrange logistics, transportation and appointment with relevant stakeholders
> Involve in the process of evaluation preparation
> Assign staff to work with consultant during the evaluation
> Save the Children will review all methods and the process of mid-term evaluation

Deliverables

The consultant will submit to Save the Children:

> Design of evaluation proposal including methodology, questionnaires, list of documents to be reviewed, and evaluation work plan with clear timelines
> Literature review on project documents such as reports, strategies, policies, proposal, etc.
> Workshops and meetings with Save the Children education staff, partners, children and relevant people for data collection
> Data file: data entry, cleaning, coding book or dummy table, and data analysis (Preferred Epi-data, SPSS and Excel program)
> Presentation of initial findings to the Save the Children staff and partners
> Draft report according to Save the Children reporting format
> Presentation of the final report to Save the Children
> Final report in both soft and hard copy to Save the Children education (5 days after inputs from Save the Children on the final draft report)

Time frame

35 consultant days: From October to November 2013

10 days desk review and discussion with staff

14 days for field work plus 4 days for preparation

5 days draft report

1 day for workshops and input from stakeholders

5 days final report

Annex 1

Save the Children Cambodia's Core Education Programs

Early Childhood Care and Development (ECCD)

Save the Children is working towards age appropriate development outcomes and improving school readiness for children 6 years old and younger. To address the current shortcomings on a national level in terms of day care provision for young children, Save the Children has introduced a home-based childhood care program to improve parenting/caregiving practices to support children's development. This includes building the capacity of parents, pre-school teachers, head teachers and the involvement of community networks such as the "Education for All" network. We operate a 'First Read' Project which builds on our existing home based ECCD services, increasing coverage and improving our existing offer by incorporating new support for emergent literacy and numeracy (First Read) and nutrition, including a focus on Infant and Young Child Feeding (IYCF 0-24 months), and maternal literacy.

Other activities include the establishment of pre-school classes in existing primary schools and the coordination of access to health care and nutrition for children below six years of age. We also provide school furniture and teaching aid materials.

At national level Save the Children is working closely with the government's Early Childhood Education Department to develop guidance for education staff to interpret national policies and directives.

Basic Education

Save the Children aim at improving both access to education and the quality of education for school aged children and has been working in close partnership with the Ministry of Education, Youth and Sports since 1979. To address access to education, Save the Children supports construction of schools and teacher accommodation in rural and remote areas. In areas where schools are lacking, we collaborate with the communities to establish temporary learning places i.e. "mini-schools". Save the Children is also supporting the roll-out of Child Friendly schools in Cambodia, improving the school environment and introducing new teaching and learning methodologies including life skills training. For enhancing learning opportunities for disadvantaged children and to support their retention in school, Save the Children provides scholarships, credit schemes, and time flexible learning programs that suit the living conditions of children to minimize absenteeism. We have a special focus on increasing access for children with disabilities and adolescent girls in remote areas. Student's participation in the decision making process related to school management is channelled through the Children's Councils and Save the Children is supporting the strengthening of this mechanism at school level. In addition to strengthening access and the quality of education, Save the Children is working closely with its main implementing partner, the Ministry of Education, Youth and Sports at provincial and district level to improve school management and monitoring, including community involvement.

Save the Children work closely with the departments of Curriculum Development, Primary Education, Early Childhood Education, and Teacher Training, to support and influence national policies and school curricula development and with local partner organisations.

At times of emergencies, temporary learning spaces are established to resume some of the children's normal activities and minimize the disruption to vulnerable and marginalized children's education. School kits and teaching materials are distributed and support is provided to repair and damaged schools and water sources.

Save the Children Cambodia's current education programme has been informed by two major policies: the Thematic Long term plan – Education, 2011-2015 developed by Save the Children Norway in 2011 and focusing on Early Childhood Care and Development and Basic Education; and the Save the Children Cambodia Country Strategic Plan 2013-2015 was developed by Save the Children in Cambodia in 2012 after Save the Children International took over the operational management of Save the Children Norway and Save the Children Australia in Cambodia. As a result some projects implemented by the current education programme have been designed based on the 2011-2015 Long Term Education Plan of SCN, while other projects are designed within the framework of the Country Strategic Plan 2013-2015.

Annex 2

2.2　　　　Thematic long-term plan – Education (2011-2015)

2.2.1　The overall thematic objectives of Save the Children are classified under two themes: Early Childhood Care and Development and Basic Education

Early Childhood Care and Development

By the end of 2015, the overall objective is to ensure that all children below six years of age in Save the Children key 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, stimulating environment.

Basic Education

By the end of 2015, all children (disaggregated by gender, dis/ability and ethnic minority) in Save the Children project target areas gain access to learn, participate in and complete relevant inclusive quality basic education regardless of their gender, ethnicity, disabilities and/or family background.

2.2.2　Specific objectives

The Early Childhood Care and Development program has three specific objectives:

Objective 1:

By the end of 2015, 58,000 children under 6 years old (disaggregated) in SC target areas, especially children from ethnic minority and children with disability have access to comprehensive ECCD services (education, health, nutrition and care).

Objective 2:

By the end of 2015, 80% of children (disaggregated) who attended ECCD services in SC target areas receive opportunity to grow according to their potential in a healthy, stimulating environment.

Objective 3:

By the end of 2015, to ensure that government structures at national and sub-national levels at SC target areas provide coordinated cross-sector support to ECCD services according to the government's ECCD policy.

The Basic Education program has the following four specific objectives:

Objective 1:

By the end of 2015, more than 133,680 children at the age group of 6-14 years old (disaggregated by gender, dis/ability and ethnic minority) in SC project target areas gain access to and retain in basic education (Grade 1-9) regardless of their gender, ethnicity, disabilities and/or family background.

Objective 2:

By the end of 2015, 51,600 students (disaggregated by gender, dis/ability and ethnic minority) in primary and lower secondary schools in SC target areas benefit from a child friendly learning environment which is relevant to the local context.

Objective 3:

By the end of 2015, 50,900 primary and lower secondary school students (over 23,000 girls, 1,300 ethnic minorities, 240 children with disability) in SC target areas, especially slow learners improve their learning outcomes.

Objective 4:

By the end of 2015, the education system at national and sub-national levels increase support to better education for children, especially the disadvantaged and marginalized groups.

2.1.3   Implementation and partnership

Save the Children is working in partnership with local and international organizations to strengthen the development of civil society in Cambodia. Save the Children also works with relevant government structures at all levels to support the implementation of the Convention on the Rights of the Child. Through working with existing organizations and building on existing government structures the sustainability of our program efforts will be ensured. The program will focus on efforts to strengthen existing institutional frameworks within the education systems like cluster schools, Commune-based EFA Committee (CEFACs), School Support Committee (SSC), Local Cluster School Committees (LCSC), Child Councils and other existing structures. These existing frameworks can facilitate high quality planning, human resource sharing, and internal accountability. In this sense, program efforts to develop and work through these existing structures will ensure that program inputs are linked with a sustainable, local, institutional framework rather than a transitory, external program structure. Save the Children's role is to provide technical support and build the capacity of these organizations and government structures to enable them to better plan, implement, coordinate activities and monitor in order to bring changes in children's education.

For the ECCD and Basic Education Program Save the Children are currently working in partnership with the civil society organizations and government structure. But in the future more local NGOs will be included in the partnership.

2.3   Key Intervention Areas of the Education Programme
-        Early childhood care and development

- Home Based ECCD

- Pre-school class attached in primary school

- Formal pre-school

- Basic Education

  - School mapping / identify disadvantaged children

  - Community participation / school community EFA network

  - Enrolment campaign / activity

  - School and teacher accommodation construction

  - Learning teaching activities / pedagogies

  - School children council

  - School management, leadership and administration

  - Teacher training at teacher training colleges

2.4   Target Groups

- Early childhood care and development

  - Children age 0-5

  - Basic Education

    - Children age 6-11

    - Children age 12-18

  - Relevant committed stakeholders

    - Parents, especially core mothers

    - Local authorities / School Community EFA network

    - Head Teachers, Assistance Head Teachers, and Teachers

    - Departments staff of Ministry of Education, Youth and Sport,

    - Provincial Office of Education staff

    - District Office of Education staff

2.5   Geographic location:

Save the Children has two major programmes / interventions (1) Early Childhood Care and Development and (2) Basic Education. The early childhood care and development as well as basic education programmes have continued in

the previous provinces and extended the coverage to other villages, schools ore additional districts within the province.

At sub-national level, Save the Children is currently operating in six provinces: Siem Reap (12 districts), Preah Vihear (8 districts), Kampong Cham (8 districts), Kampong Chhnang (8 districts), Koh Kong (7 districts) and Pursat (3 districts). At national level, Save the Children is currently working with Departments of Ministry of Education, Youth and Sport (Pre-school Teacher Training College, Early Childhood Education Department, Primary Education Department and Curriculum Development Department)

Annex 3

Save the Children in Cambodia Country Strategic Plan 2013-2015

3.3 Education

Overall strategic objective
By 2015, the education programme will have significantly scaled up access and quality of ECCD, quality of basic education and widened its scope to include lower secondary education.

Specific objectives
By 2015, Save the Children will influence increased resource allocation to government, donors and Save the Children Members to expand access to and strengthen quality of ECCD programmes.
By 2015, Save the Children will support MoEYS to identify access issues and solutions for expanding children's access to lower secondary education in rural and remote areas.
By 2015, Save the Children will support MoEYS to identify issues and solutions for improving the quality of lower secondary education in response to the child-friendly schools programme, including youth empowerment.

Although Save the Children has achieved great results in basic education in Cambodia, critical issues related to the quality of education still need to be addressed. We will continue our current education programmes, focusing on access to and quality of ECCD and basic education, in partnership with MoEYS and Provincial Offices of Education. These programmes have secured funding for most of the 2012-2015 period from NORAD, Save the Children Norway, private donations and IKEA. We want to build on our achievements in increasing access to and quality of education, and step up our efforts for the most marginalised and difficult to reach children, especially in remote areas.

We will explore expansion of existing mini-schools to include more class rooms, increase access to all grades, and where appropriate, include ECCD and lower secondary levels. We will design programmes and source funding to increase access to ECCD. We will explore how quality of ECCD services can be improved and how other programme aspects can be integrated into this work, such as adult literacy, gender violence, positive parenting, nutrition and health. We will continue monitoring quality of primary education using the Global Initiative Quality Learning Environment (QLE) tools. In 2013, we will contextualise the quality Learning Environment components for ECCD to ensure their practical application and alignment with the ECCD department monitoring framework.

With major increases in access to primary education, we will step up our efforts to increase access to lower secondary education, an area of major concern in Cambodia. The majority of children aged 12-18 years do not have access to education, or drop out early. Many of these children leave school with limited skills and, having no opportunity for vocational training, are particularly at risk of economic exploitation. The quality of lower secondary education needs to improve to make it more flexible and adaptable to the specific context and circumstances of children, and to provide adolescents with useful life skills that prepare them for employment and livelihood activities.

Scale
The education programme will be implemented in six provinces, covering all districts. We will increase our reach to the most poor and marginalised children in underserved areas, including children with disabilities and ethnic minority children.

Voice
We will conduct campaigns and round table discussions about ECCD access and resource allocation, and mobilise the existing education system, local authorities and CCWCs to implement ECCD, based on good practice and publication. Primary and secondary education departments will be supported to seek the views of youth, in and out of school, to identify problems and create solutions to increase access to secondary education.

Innovation

As part of our ECCD programme, we will pilot addressing literacy for parents, especially mothers, and increase our efforts to involve fathers in providing care and development support to their children. Issues related to HIV, health, nutrition, child protection and DRR will be addressed in ECCD training programmes for teachers, parents and communities. We will work with education officials to expand core schools of primary cluster schools to include lower secondary classes. The private sector will be engaged to provide training and share technical experience. Investigative learning approaches will be promoted in lower secondary school teacher training. We will pilot an Education for Youth Empowerment (EYE) programme, improving the living conditions of in-school and out-of-school adolescents and youth, with special attention on girls, by strengthening their skills to access safe and protective employment opportunities, and have influence on decisions regarding their own lives.

Partnership
Our education programme will be implemented through partnerships with MoEYS and Provincial Offices of Education. At the national level we will maintain our active membership in the NEP and work with national NGOs to advocate for policy development and reform. We will seek collaboration with relevant universities and the private sector, including private pre-schools. At community level we will work with local NGOs and community-based organisations.

Global Initiative
The education strategic objectives are linked to the Global Initiative on education and global outcome indicators will be reported against.

Key milestones to reach education strategic objectives	2012		2013				2014				2015			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Review of 2010-2015 education programme plan to increase ECCD focus			▓	▓	▓									
Explorations to improve ECCD services			▓	▓	▓									
ECCD related proposals development							▓	▓	▓	▓				
Proposals for increased access to lower secondary education				▓	▓									
Education for Youth Empowerment proposals		▓	▓											
Pilot project for context related curriculum							▓	▓	▓	▓				
Pilot project for EYE			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓