

SAVE THE CHILDREN NORWAY, IN CAMBODIA

EDUCATION STRATEGY ASSESSMENT



FINAL REPORT

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CONTENTS

1	Introduction	1-2
2	Executive Summary	3-5
3	Intervention Areas: Analysis of Options	6-25
	3.1 Geographic Areas	
	3.2 Intervention Areas	
	3.2.1 Providing financial resources for school construction	
	3.2.2 Curriculum development and implementation	
	3.2.3 Local life skills program (LLSP) policy and implementation	
	3.2.4 Scholarships for students and incentives for teachers	
	3.2.5 Home-based early childhood education	
	3.2.6 Child Friendly Schools	
	3.2.7 Teacher reflection and self-assessment on performance	
	3.2.8 Student assessment	
	3.2.9 School-self assessment including development and use of tools	
	3.2.10 Community participation in school development	
	3.2.11 Teaching and learning pedagogy focusing on child-centered methodology	
	3.2.12 Development of data bases for reporting, planning and monitoring at provincial level	
	3.2.13 Promotion of access for all children to education	
	3.2.14 Functional education management and supervision system	
	3.2.15 Updated materials for learning and teaching	
	3.2.16 Advocacy and contribution to policy development/reform of MoEYS	
	3.2.17 Institutional/individual capacity building	
4	Types of Partner Activities over the past 5 years	26-49
	4.1 The Activities	
	4.2 The Activities - Discussion	
	4.2.1 School Construction	
	4.2.2 Curriculum Development; Local Life Skills Programs; Teaching and Learning Materials	
	4.2.3 Scholarships and Incentives	
	4.2.4 Home-Based Early Childhood Education	
	4.2.5 Child-Friendly Schools; Teaching and Learning Pedagogy	
	4.2.6 Teacher reflection; Student assessment; School Self Assessment	
	4.2.7 Community Participation	
	4.2.8 Development of Data-bases	
	4.2.9 Promotion of Access	
	4.2.10 Management and Supervision System; Institutional Capacity Development	
	4.2.11 Advocacy for Policy Development	
	4.3 Alignment between Activities and Intervention Areas	
5	National Policies	50-52
	5.1 Alignment between government policies and strategies relevant to SCN's work	
6	Measurable Improvements	53-60
	6.1 Expected measurable improvements in the last 5 years	
	6.2 SCN's orientation towards results	
7	Coordination and Harmonization	61-66
	7.1 Relevant policy documents and statements	
	7.2 Interviews	
	7.3 General Comments made by Respondents	
	7.4 Recommendations	
8	Summary of Recommendations	67-69
9	Conclusion	70

ANNEXES

- A. Extract from SCN Evaluation Inception Report**
- B. Copy of Evaluation Schedule**
- C. Evaluation Data Collection Instrument**
- D. RGoC Plan of Action on Harmonization, Alignment and Results 2006-2010**
- E. ESSP Sector Wide Policy Action Matrix, 2007**

Abbreviations

AAID	ASEAN Affairs and Information Department (of MoEYS)
ADB	Asian Development Bank
BE	Basic Education
BETT	Basic Education and Teacher Training project (Belgium)
BMC	Budget Management Centre
BTC	Belgian Technical Cooperation
CB	Capacity Building
CBCG	Capacity Building Coordination Group (of MoEYS)
CBE	Cambodia Basic Education project (USAID)
CESSP	Cambodia Education Sector Support Project (WB)
CF	Catalytic Fund
CFS	Child-Friendly School
CJCC	Cambodia-Japan Cooperation Centre
CLC	Community Learning Centre
CMDG	Cambodia Millennium Development Goals
DCA	Donor Coordination Advisor
DEO	District Education Office (of MoEYS)
DFID	Department for International Development (United Kingdom)
DGA&F	Directorate General of Administration & Finance (of MoEYS)
DGDC	Directorate General for Development Cooperation (Belgium)
DGE	Directorate General of Education (of MoEYS)
DNFE	Department of Non-Formal Education (of MoEYS)
DP	Development Partner
DoF	Department of Finance (of MoEYS)
DoP	Department of Planning (of MoEYS)
DoPers	Department of Personnel (of MoEYS)
EBEP	Extended Basic Education Programme (UNICEF/Sida)
EC	European Commission
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
ECD	Early Childhood Development
ECED	Early Childhood Education Department (of MoEYS)
EEQP	Enhancing Education Quality Project (ADB)
EFA	Education for All
EMIS	Education Management Information System
ESCUP	Education Support to Children in Underserved Populations project (USAID)
ESP	Education Strategic Plan
ESSP	Education Sector Support Programme
ESWG	Education Sector Working Group (Donors and NEP)
FMIS	Finance Management Information System
FMM	Financial Management Manual
FOPS	Financial Office for Provincial Services
FTI	Fast Track Initiative
GDCC	Government-Donor Coordinating Committee
GSED	General Secondary Education Department (of MoEYS)
H.Ed.	Higher Education
HIV/AIDS	Human Immuno-deficiency Virus and Acquired Immune Deficiency Syndrome
HRMIS	Human Resources Management Information System
ICHA	Inter-Departmental Committee on HIV/AIDS
ICT	Information and Communication Technology
IE	Inspectorate of Education (of MoEYS)
IAD	Internal Audit Department
INSET	In-Service Education and Training
JFPR	Japanese Fund for Poverty Reduction
JICA	Japan International Cooperation Agency

SAVE THE CHILDREN NORWAY, IN CAMBODIA

JTF	Japanese Trust Funds
JTWG-ED	Joint Technical Working Group on Education
LLSP	Local Life Skills Program
LMC	Local Management Committee
LSS	Lower Secondary School
M&E	Monitoring and Evaluation
M&SAD	Materials and State Assets Department (of MoEYS)
MBPI	Merit Based Pay Initiative
MoEF	Ministry of Economy and Finance
MIS	Management Information System
MoEYS	Ministry of Education, Youth and Sport
MoLVT	Ministry of Labour and Vocational Training
MoU	Memorandum of Understanding
NEC	National Education Congress
NEP	NGO Education Partnership
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NIE	National Institute of Education (of MoEYS)
NPRS	National Poverty Reduction Strategy
NSDP	National Strategic Development Plan
OBI	Output-Based Incentive
OECD	Organization for Economic Cooperation and Development
PAP	Priority Action Programme
PBB	Program Based Budgeting
PED	Primary Education Department (of MoEYS)
PEO	Provincial Education Office (of MoEYS)
PFMIS	Provincial Financial Management Information System
PRD	Pedagogical Research Department (of MoEYS)
RGC	Royal Government of Cambodia
R/PTTC	Regional/Provincial Teacher Training Center
SEDP	Socio-Economic Development Plan/Secondary Education Development Plan
Sida	Swedish International Development Cooperation Agency
SIP	School Improvement Plan
SSA	School Self Assessment (under the CFS program)
SSC	School Support Committee
SWAp	Sector-Wide Approach
SWPAM	Sector Wide Policy Action Matrix
TA	Technical Assistance/Technical Assistant(s)
TTC	Teacher Training Center
TTD	Teacher Training Department (of MoEYS)
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USS	Upper Secondary School
WB	World Bank
WFP	World Food Programme

1 Introduction

This evaluation was undertaken by a team of three specialists (**George Taylor, Kao Sophal and Ly Panharith**) working for Culpin Planning Ltd. in late 2007 and early 2008. The task was different from two previous evaluations commissioned by Save the Children, Norway's Cambodia Office (SCN-CO), in 2003 and 2005 in that it addressed questions related to strategy more than performance in the field. The first question was whether the Intervention (and the geographic) Areas selected for SCN programs were still the right ones in terms of alignment with Ministry of Education, Youth and Sport policy, progress in education development and reform in Cambodia, and with SCN's over-riding objective of improving enrolment, retention, performance of teachers and students and school management.

It was proposed in our Inception Report and agreed at the first meeting between the evaluation team and the Reference Group (consisting of SCN staff and one representative from SC Australia) that we would use the 5 areas of the Royal Government of Cambodia's (RGoC) Action Plan for Harmonization, Alignment and Results (HAR) 2006 – 2010 to guide our evaluation. This reflected the orientation in our Terms of Reference for this task.

Performance in the field was assessed and the evaluation team visited all 6 project partners and schools in all provinces and the Phnom Penh municipality. But the focus on these visits was, firstly, on whether the Activities undertaken within the Intervention Areas were appropriately aligned with those Areas, harmonized with other Development Partner programs and producing measurable results. And secondly, the field evaluation considered whether results received the right amount of attention and were being recorded systematically. SCN was described, by one of those interviewed in the course of this evaluation, as "an input organization". This became one focus of the evaluation.

SCN has an extensive portfolio of Intervention Areas and Activities. Its geographic coverage is also expanding. In addition to the 6 project partners (PEOs in Phnom Penh, Pursat, Siem Reap, Preah Vihear, Kompong Chhnang and Kompong Cham) it is undertaking Activities in Otdar Meanchey and Koh Kong. During the field visits the team met teachers and school directors and visited classrooms. Our focus was whether what we saw was in line with what had been planned, if results were in line with policy objectives, and were being recorded. We had very satisfactory meetings with all provincial partner teams, and are grateful to them for their time and courtesy we were shown.

SCN's Cambodia programs are characterized by working through official systems, especially at provincial level. SCN's direct intervention in school is limited by commitment to strengthen the ownership of local authorities and communities. As a strategic decision this is significant and correct in our view. Nevertheless, as a consequence there is some loss of quality in those Areas where Ministry staff capacity is weak. Development of capacity does take time and is often more difficult to measure. At the same time, there are cost benefits in not employing more expensive outsiders to undertake direct intervention.

The evaluation team had meetings with an SCN Reference Group at the start of the assignment to agree our Inception Report. This Report contained our understanding of the assignment and a list of SCN's Intervention Areas and Activities. This was substantially the basis for our subsequent investigation. We then had a further meeting with this Group on submission of our draft Final Report. And lastly, we had a closing meeting when the Final Report was presented. During the course of the work we met with SCN education staff for several substantial discussions and maintained contact with them by telephone and email. We are grateful to them for arranging our provincial and central department visits and for accompanying us when appropriate. We greatly appreciated their openness and professionalism in answering our questions and describing their work and procedures.

We also met or exchanged emails with several partner organizations working in related fields to SCN. These included UNICEF, World Education, World Vision, the NGO Education Partnership and the Ministry's World Bank supported Cambodian Education Sector Support project. We again thank them for their candid and lengthy discussions on the issues of harmonization and collaboration.

The evaluation team, found this assignment both interesting and stimulating. We were impressed by the commitment, knowledge and energy of SCN's staff and by the impact of their work in the field. We were also impressed by the understanding and energy of SCN's Ministry project partners. The development of local capacity and ownership is an achievement for which SCN deserves more praise than it seeks.

The SCN team were described, in one of our interviews, as "passionate" about the work they do. We found this to be an accurate judgment, and they are to be congratulated for it. It accounts substantially for the success of their work.

2 Executive Summary

Geography

- SCN works in between a quarter and a third of the country. It works with three key central Ministry departments (PED, TTD and PRD), and with 6 provincial or municipal education offices (PEO/MEO), (Phnom Penh, Kg Chhnang, Pursat, Siem Reap, Preah Vihear and Kg Cham). It is expanding into Otdar Meanchey and Koh Kong. The 6 provinces no longer show the most need or poorest performance and others have a stronger claim for attention.

Intervention Areas

- The report considers each of SCN's 17 Intervention Areas and comments on strategic value to MoEYS and SCN, and whether they are meeting national policy goals.
- For **school construction** SCN's contribution has been in line with policy goals. SCN has funded construction of 400 primary school buildings with 1196 rooms. It has rehabilitated 99 sites with 333 rooms, and constructed 14 buildings for DEOs (*Source: SCN Head Office, 2008*). In addition, 157 mini-schools have been constructed with SCN support. Given Ministry plans for expanded construction programs SCN should work even more closely with central and provincial authorities and Development Partners to ensure coordination.
- SCN sees itself as a major player in **curriculum** implementation and in thinking about the development of the role of curriculum in teaching. Past reports have extensive discussion of SCN's holistic and integrated approach to curriculum. SCN has ensured that developers designed a relevant curriculum.
- **Teacher and student performance** benefits from SCN's support but a more explicit link to the new student outcomes based curriculum and standards, would place SCN's support more clearly in context of the national reform. It would also help satisfy the requirement for measurable performance.
- SCN has produced valuable material on **Local Life Skills Programs**. It was active in ensuring MoEYS staff who participated in developing LLSP policy, assessed real needs and local circumstances before drafting policy. SCN could enable MoEYS to play a stronger role in coordination of the various players.
- SCN does not give scholarships but has supported **credit schemes** for students and teachers. This is an Intervention Area broadly in line with policy. However, intervention is limited and does not appear to be systematic or applied in all geographic areas.
- The Home-Based approach that SCN has adopted to implement the **Early Childhood Education** (HBECE) program seems effective and appropriate. The program may be expanded using FTI funds. SCN is in an excellent position to contribute ideas, experience and materials and to assist with coordination if a nationwide expansion is envisaged.
- The **Child Friendly Schools** (CFS) program is a mainstream movement and SCN is at the forefront of it. SCN has given both technical and financial support to MoEYS. In reports SCN are recorded as supporting the printing of CFS materials and training for both pre-service and in-service teacher training. SCN also worked with 6 PEOs to interpret CFS policy and turn the guidelines into practice through on-the-job training and workshops. However, the need for further coordination and help with consistent implementation is clear.

- PEOs, DEOs and school directors in SCN target provinces have been trained to do **self-assessment** and evaluation. However, it is not clear to what extent reflection and self-assessment are seen as separate Intervention Areas for SCN or its partners or as a component of improved teaching and learning under the CFS umbrella.
- SCN has assisted with the development and implementation of **tests for students**, a Ministry and a government priority. SCN has emphasized the importance of measurable results to guide its own programs. However, there are several separate assessment programs currently being implemented and greater coordination would improve them all.
- SCN has supported **school self assessment** (SSA) under the CFS program. A decision is needed on which tools are to be used and training given in use of the preferred version. Greater demands on school directors suggest the need for increased incentives. SCN's voice as an experienced partner should be heard on the issue of school management performance.
- Cambodian education policy is now putting ever greater emphasis on **community participation** in school. SCN has seen this as one of the Intervention Areas where they provide holistic support, so in a sense it is not a separate program, but related to other intervention areas such as support for school construction and HBECE and CFS programs.
- **Improved pedagogy** is Cambodian education policy and SCN supports this through the CFS program (Improved Teaching and Learning) as well as through curriculum, life skills and other activities. Support for better pedagogy aims to improve the performance of teachers and students through raising awareness of learning styles and abilities, introducing new techniques and materials, record-keeping, assessment, improved management of the school and its programs, etc.
- Having accurate data helps all policy makers, policy implementers, and administrators to plan better. SCN's support to proper **data collection** systems and related techniques such as school mapping, using local authorities (e.g. village chiefs), child counseling groups, teachers with data collection tools, and so on ensure greater efficiency in encouraging children to enroll in schools.
- The evaluation team examined the issue of informal fees. Phnom Penh MEO has found it hard to resolve the issue which has a negative impact on **access**. SCN sees its role here as helping schools and the PPMEO to identify poorer children and to assist both to find ways to support them. This is an MoEYS internal issue, where SCN as an outsider finds it difficult to intervene.
- SCN has supported its project partners in **management and supervision**. Roles are clear and a reporting system has been set up. As a result, everyone knows what their responsibilities are. The school directors met acknowledged that the support increases the effectiveness and efficiency of their work to improve their schools. SCN supports school self-evaluation as promoted by the CFS.
- SCN has technically and financially supported project partners in the production of various **learning and teaching materials**. These are linked to the CFS program, the introduction of the new curriculum and LLSPs.
- SCN has contributed ideas on drafts of **national policy** in several areas. It emphasizes its role as a bridge between policy and implementation. There is a need and opportunity to look at scaling up local initiatives to address national coverage. SCN could work more collaboratively in this area with MoEYS and with other DPs.

- SCN has given its greatest technical and financial support to the middle level (PEO) of the education management system as a **capacity development** strategy. This is a characteristic of its approach, but doesn't appear to be sufficiently acknowledged by SCN.

Activities

- The report examines 27 key Activities undertaken by SCN under 11 combined Intervention Area headings. There are large numbers of Activities and Areas. For management purposes they are separate, but in the field they are not distinct Activities. SCN should identify the key Activities in its Areas and consolidate/prioritize them to enhance management control.

- A result of the proliferation of Activities is insufficient time for **documentation**. Procedures may not be clearly established and the means for assessment and replication are less clear. More energy is expended on input. This is a serious drawback if the program expands into another geographic area (or is managed by new staff).

Alignment with National Policy

- The evaluation found a good match between MoEYS indicators and SCN Activities, but clearer alignment would definitely be beneficial. Some SCN Activities don't fit MoEYS education policy and strategies. Nevertheless, they appear to be appropriate and are in sound Intervention Areas so should continue to be supported by SCN. In general, ESP and ESSP indicators and targets could be acknowledged more prominently.

Measurable Performance

- Key questions for this evaluation referred to measurable performance of programs. Detailed plans, targets and mechanisms for reporting on progress exist. However, the SCN holistic approach is in tension with the need to report on specific results. Current plans do not easily convert to relevant performance measurement. And there is a lack of explicit alignment with national targets. Ongoing internal discussion of the mechanisms for setting and monitoring targets is suggested.

Harmonization

- SCN has made a commitment to strengthen harmonization. The logical starting point is through ESWG, JTWG, NEP, ESP/ESSP reviews, etc. and is not so different from current SCN activity. It may simply involve taking a lead (with others) in making practice and results more explicit. SCN support to POE and DOE coordination of DP and NGO activity could add value too. Some DPs and NGOs will not welcome much coordination, but the arguments in favour, which include increased impact, sharing best practice, reduced waste and duplication and eventual scale up to national level, need to be made.

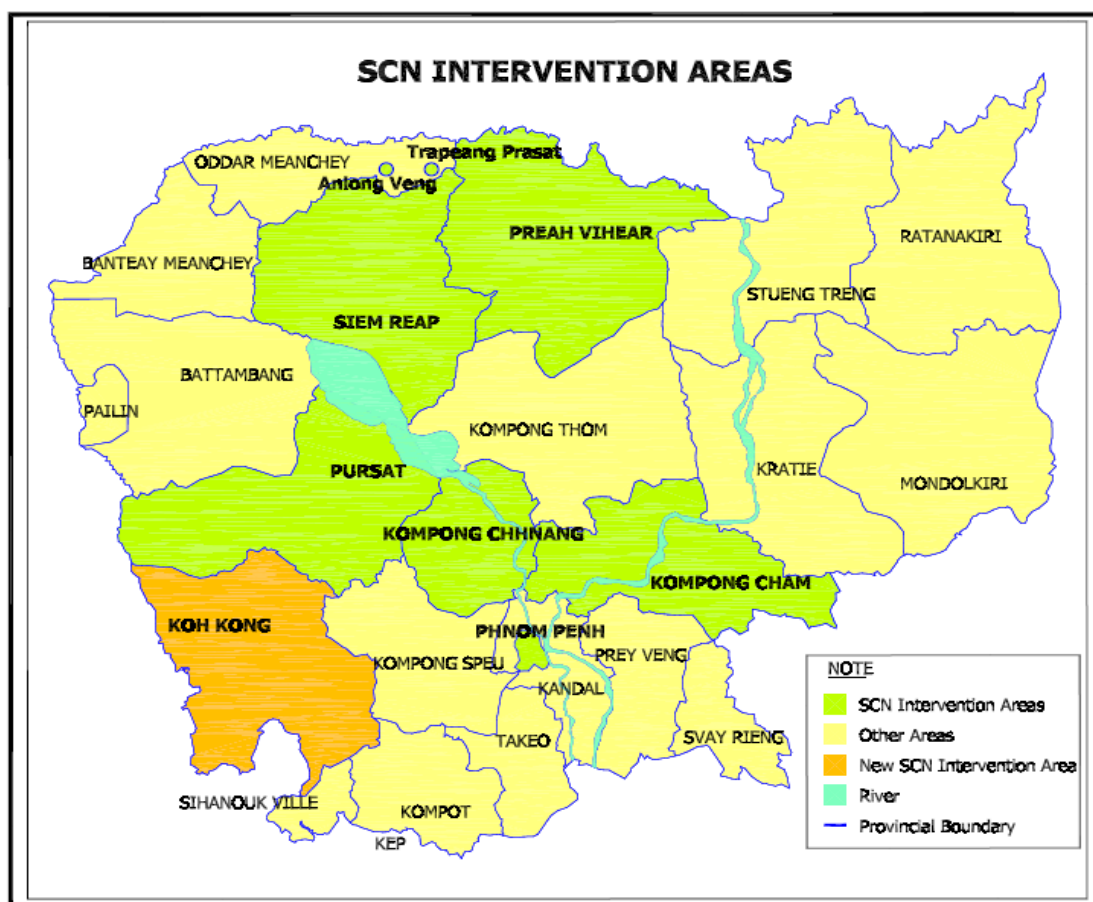
3 Intervention Areas: Analysis of Options

This section of the report considers whether the portfolio of intervention and geographic areas where SCN currently works are strategically the right ones for SCN to be targeting in order to have maximum impact on enrolment, retention, teacher/student performance and school management. This section does not go into detail in terms of activities or results, which are dealt with in sections 4 and 6 below, but discussion and recommendations are made on the basis of alignment with national policy, explicitness of SCN management decisions and progress of development in Cambodia.

3.1 Geographic Areas

Geographically SCN works in selected areas in Cambodia. These are:

1. Phnom Penh,
2. Kompong Cham,
3. Kompong Chhnang,
4. Preah Vihear,
5. Pursat and
6. Siem Reap
7. Some work has begun in Otdar Meanchey also



The SCN 4 year plan 2006 – 2009 written in 2005 shows that work has expanded in the above provinces to cover most districts since 2002 and before. SCN currently serves communities in between a quarter and a third of the country. The arguments for targeting these provinces initially were based on a range of factors including rural-urban migration, “widespread poverty and family domestic violence”, “exploitation”, etc. And the rationale for continuing and expanding coverage within a province to new districts is based on a commitment to raising institutional capacity. In other words SCN is explicitly strengthening the ability of the host government/Ministry institutions (i.e. the Provincial Education Offices – PEOs) to identify and solve problems themselves.

“The partners selected to implement this strategic objective (*the PEOs*) are primarily based on the concept of sustainability by building capacity, core proficiencies and improving province/country's existing formal structure, operating mechanism and resources”. (SCN CO 4 year Plan, 2006-09, p16, Dec 2005)

SCN’s pattern of operation is to start in a province, working with the PEO and to select specific schools, communities and districts. These are given direct support. Others in the province receive indirect support. Gradually operations expand to cover all schools, districts and communities directly or indirectly.

Table 1 below gives the number of districts, clusters and primary schools in the above provinces that have received SCN’s direct and indirect support to date. Direct support refers to those schools which were chosen as pilot schools where more technical support through the SCN-funded PEO project team was given. The schools also received some financial support for stationery, payments for the teacher credit scheme as well as some other basic costs such as travel costs for staff school visits, for workshops or for preparation for visitors.

Indirect support refers to the schools which were not chosen as target or pilot schools. The limited support given to those schools includes costs for school directors or core teachers to attend workshops, training activities and to visit schools. Not all teachers of those schools received this support. These schools also received some teaching and learning materials, and monitoring tools.

Some school buildings have been constructed with SCN’s financial support. Some of those buildings are located in both types of schools mentioned above and this is considered an additional direct support to both types of school.

Table 1: Number of Districts, Clusters, and Schools that SCN has supported to 2007

Province	Total Number of			Districts, Clusters and Schools which have received SCN’s support		
	Districts	Clusters	Schools	Districts	Clusters	Schools
Phnom Penh (all)	7	24	114	7	24	114
Kampong Cham	16	105	774	6	29	214
K. Chhnang (all)	8	41	248	8	41	248
Siem Reap + Otdar Meanchey	14 (SR12 + OM2)	64 (SR58 + OM6)	495 (SR452 + OM43)	14	32	314
Pursat (all)	6	46	254	6	46	254
Preah Vihear (all)	7	27	169	7	27	169

(Source: SCN Basic Education Office, January 2008)

The table shows that all districts, clusters and primary schools in Phnom Penh municipality, Kampong Chhnang, Pursat and Preah Vihear provinces have received support from SCN either directly or indirectly. In the 6 SCN target districts in Kampong Cham there are 12 clusters (73 primary schools) which have not received any support from SCN yet. In Siem Reap there are 31 clusters (181 primary schools) in the same position.

In Cambodia the peripheral provinces are generally less well resourced than those closer to the capital in the center. The provinces in the north east and west are also those where roads are poorer, and are thus less accessible, where ethnic minorities live and, in some cases (e.g. Preah Vihear and Pursat) where reconciliation between national government and the Khmer Rouge fighters has taken place more recently.

On the other hand the majority of the population lives in the center (especially in Phnom Penh and Kg Cham). Records also show, perhaps surprisingly since it is a major growth area due to the recent expansion of tourism, that Siem Reap has the largest concentration of very poor families in the country (Education for All National Plan of Action, 2005).

All provinces have their remote and poorer areas, including Kg Chhnang. Some provinces have received support from particular NGOs for several years and two reasons for SCN being in these areas may be that their support ensures continuity and that it secures past investment.

SCN's Country Program 4 year Work Plan 2006 – 2009 (2005) states that it is premature to change provincial partners. SCN-CO: "will ... focus on continued strengthening capacity of current partners to ensure the level of sustainability before scaling down SCN-CO assistance from year to year. After this 4-year work plan has been completed, SCN-CO might be able to phase out its support to some of our current partners and in the process, new partners will be considered and selected for future collaboration."

As stated above, the continuity and familiarity with systems in the current areas argue against change. However, it needs to be acknowledged that these provinces are not necessarily, or no longer, those where there is most need or poorest performance in terms of enrolment, etc. If these are the main criteria for support, Monduliri, Ratanakiri and Koh Kong have a stronger claim for attention since they "have low net admission rates and low net enrolment rates showing persistent problems in reaching their primary school populations." (National EFA Mid Decade Assessment Report, Dec 2007). However, these provinces also have specific problems associated with minority populations, poor communications (roads, etc.) and also smaller populations than some of those where SCN is currently involved.

Phnom Penh has acknowledged problems typical of a capital city, including a shifting migrant population (street children, lack of continuity of education, family support, etc.). Yet a school which has been recipient of SCN support since 1993 (Bak Touk) is now experiencing declining enrolment which is creating very favourable teacher/pupil ratios of approximately 1-25, as reported to the evaluating team.

The advantages of continuity, large target populations and undoubted continuing need are clear, though these should be quantified by reference to official statistics. For example, is poverty still "widespread" in the current partner provinces? It may be that SCN is currently maximizing its possible impact in terms of accessibility, numbers and its own capabilities. However, it is also clear that the situation in Cambodia has changed and that priorities can be said to have changed. In terms of policy the Education Strategic Plan and the Education Sector Support Program 2006 – 2010 now specifically refer to the need to "*Ensure teacher provision in remote and disadvantaged areas*" (Writer's emphasis)(*ESSP Sector Wide Policy Action Matrix, 2007, Policy Dimension 1.8.1*)

Recommendations

1. Consider one or more changes of provincial/municipal partner to include Mondulkiri, Ratanakiri and Koh Kong which have a stronger claim for attention in terms of education performance than some current project partners. This would increase alignment with MoEYS policy priorities and may help to maximize SCN's impact.
2. Identify more explicit rationales for engaging in or continuing partnerships, and identify exit strategies.

3.2 Intervention Areas

The following intervention areas were identified in the Inception Report, and agreed by all:

1. *Providing financial resources for school construction*
2. *Curriculum development and implementation*
3. *Local life skills program policy and guideline development and implementation*
4. *Scholarships for students and incentives for teachers*
5. *Home based early childhood education*
6. *Child friendly schools*
7. *Teacher reflection and self-assessment on performance in teaching and learning*
8. *Student assessment*
9. *School self assessment including development and use of tools for school and class self-assessment and reporting on school performance*
10. *Community participation in school development*
11. *Teaching & learning pedagogy focusing on child-centered methodologies*
12. *Development of data bases for reporting, planning and monitoring at provincial level.*

Based on SCN's two long term plans, 2002-2005 and 2006-2009, and the field study conducted by the evaluation team, we understand that there are additional Intervention Areas that SCN has addressed. These are the following:

1. *Promotion of access for all children to education*
 2. *Functional education management and supervision system*
 3. *Updated materials for learning and teaching*
 4. *Advocacy and contribution to policy development/reform of MoEYS*
 5. *Institutional/individual capacity building*
- (Source: SCN Basic Education Office, 2008)**

It is noticeable that support for minorities is not identified by SCN as a separate Intervention Area. It is also not given a separate focus as an Activity in the next section. Yet there was substantial discussion of minorities in the Report on SCN's Preah Vihear Project, 2006. We have assumed that SCN consider this work as part of their broad school, curriculum and management assistance program.

This report will now consider each of the 17 SCN Intervention Areas above in turn and make recommendations in terms of their strategic value to MoEYS and to SCN.

3.2.1 Providing financial resources for school construction

One of the Ministry of Education, Youth & Sport's (MoEYS) ESP and ESSP policy and strategy dimensions for equitable access to education services calls for, "*Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families*" (SWPAM Policy Dimension 1.5). Support in this Intervention Area is clearly broadly in line with MoEYS policy, therefore.

According to the National EFA Mid Decade Assessment Report, 2007, nationally 27.4% of Cambodian primary schools are "incomplete", i.e. they do not offer all 6 grades of education. This is down from over 46% in 2001 and 30.6% in 2005. Communities in remote areas are especially disadvantaged. The EFA report also states that enrolment rates in Mondulkiiri, Rattanakiri and Koh Kong are 79.5%, 67.5% and 78.3% respectively.

Transition to Lower Secondary Schools (LSS) is made difficult, if not impossible, especially for girls, if there is no LSS within a reasonable walking distance of the children's home. To help address this policy dimension hundreds of schools and classrooms have been constructed by the Royal Government of Cambodia (RGC) through government and Social Funds, individual Cambodian donors, NGOs and International Organizations (IOs) across the country. According to the 2007 Donor Performance Report, 650-700 incomplete primary schools buildings will be constructed in 2008 and the remaining incomplete schools in Koh Kong, Kratie, Stung Treng, Mondulkiiri, Rattanakiri, and Preah Vihear provinces will be completed this year also.

SCN has worked in this Intervention Area by funding construction of 400 primary school buildings with 1196 rooms. It has rehabilitated 99 sites with 333 rooms, and constructed 14 buildings for DEOs (*Source: SCN Head Office, 2008*). In addition, 157 mini-schools have been constructed with SCN support. These are simple, low cost buildings which provide a basic shelter and location for one or two classes. They are normally constructed by local communities in villages where there is no school, and often in areas where it may be years before MoEYS can provide external materials and undertake a construction project. Some mini-schools are partly financed by SCN, especially provision of materials which are not available in the local community such as zinc roofing, but the stimulus, organization and encouragement is the main contribution. Eventually, with the ongoing school construction program, the need for this intervention will apply only in very remote areas. It should be an interim strategy for bringing education more rapidly to children in inaccessible areas.

SCN financial support for school construction, rehabilitation and DEO premises has clearly helped contribute to more equitable access to education services. In addition, SCN sees school construction programs as a focus for mobilizing community support for education. They draw together all members of a community and contribute to building trust and understanding of the value of cooperation as well as of education for their children. This is an example of the holistic community development approach often cited by SCN staff. In this sense the construction of a mini school has a value beyond the eventual numbers of children educated there, though it is hard to quantify this.

Both government and DPs have acknowledged that more school buildings are needed in both urban and remote areas to complete "incomplete" primary schools. As noted above, several programs plan to contribute to the construction of more buildings during the next 3 years (WB, FTI, ADB, etc.) Additional support in SCN's current project provinces is clearly welcomed by PEO staff. For instance, Preah Vihear PEO Director pointed out to the evaluation team that for the academic year 2007-2008, 58% of the whole budget provided to him by SCN would be spent on school construction and teacher training. The Evaluation Report on SCN's Basic Education Project in Preah Vihear, 2006, however, pointed to the

need for follow through and indicated critical issues of maintenance. It says that “the level of community interest is reinforced when permanent schools can subsequently be constructed” (p7) and “classes are conducted in make-shift shelters and mini-schools, some of which are beginning to deteriorate” (p26). This is not to denigrate the value of these interventions, but simply to emphasize the need to continue support to the point where permanent schools can be constructed, maintained and resourced through official institutions. Doing this work is more tedious, less visible, but still essential.

Given the planned proliferation of construction projects (with FTI funding) SCN will need to ensure that its involvement is well coordinated with other programs, so that its particular contribution is targeted in the really remote areas. It should also commit resources to see that future population projections justify MoEYS taking over eventual responsibility, and that the medium-term provision of services (teachers, materials, maintenance, etc.) to ensure new schools can be used, is secure.

Recommendations

1. Increase coordination with other programs through ESWG, PEO, DMSP etc. to maximize SCN’s particular expertise and to avoid duplication of effort, or lack of provision.
2. Ensure, through discussion and agreement, that MoEYS is fully committed to taking over eventual responsibility for mini schools, and that the medium-term provision of services (teachers, materials, etc.) is secure.

3.2.2 Curriculum development and implementation

Since early 2003, preparations for a new Basic Education Curriculum (BEC) and Basic Education Curriculum Standards (BECS), with provisions for Local Life Skills Programs (LLSP) and simple vocational programs led to the MoEYS Education Curriculum Development Policy 2005-2009, which was signed by the Minister for Education, Youth & Sport in December 2004.

The need for a new curriculum was identified as one measure to promote the teaching and learning of literacy and numeracy in schools, and to increase the relevance of the curriculum. It was held that this would have a strongly beneficial impact on enrolment and completion as parents and students would see the usefulness to them of the education program. Implementation of the new BEC is policy 2.4 in the ESSP Sector Wide Policy Action Matrix (SWPAM), recently updated (November 2007). So any support given by SCN in this area is very much in line with MoEYS policy as well as being a good candidate for improving teacher and student performance.

SCN staff reported that they were involved in this reform area, but had devoted limited resources to the formal process of curriculum development at national level because this was handled by a separate USAID funded project. SCN technical expertise was involved in some discussion meetings and workshops to share ideas which could be helpful for the curriculum development process and its content. However, SCN did not take the lead with BEC, CFS, ECED, School Readiness, Multi-disciplinary teaching or the LLSP curriculum. Technical staff in MoEYS departments were the key resource persons responsible for curriculum development.

Nevertheless, SCN sees itself as a major player in curriculum implementation and in thinking about the development of the role of curriculum in teaching. Staff said that they had encouraged curriculum resource and PEO staff at sub-national level to try out ideas, made suggestions on the content, approaches and methods of teaching and learning in the field first, before they were included in the curriculum. The Evaluation Report on the Basic Education

Project in Preah Vihear, 2006, commissioned by SCN has extensive discussion of SCN's holistic and integrated approach to curriculum.

SCN thus played a role as a facilitator and technical supporter at the field level to ensure that curriculum developers designed a relevant curriculum. Central department staff met by the evaluation team confirmed these details as did PEO staff in Siem Reap.

At the same time, it was not clear that SCN has explicitly embraced the new national curriculum reforms and supported implementation of the BEC and BECS in its target provinces. There is no conflict between the approaches to curriculum promoted by SCN (as the Preah Vihear report makes clear), but SCN's focus appears to be more on local supplement and variation. This is dealt with in more detail under Activities. Teacher and student performance certainly benefits from SCN's support in this Intervention Area, though a more explicit link to the new student outcomes based curriculum and standards, with their measurement of student achievement would place SCN's support more clearly in context of the national reform. It would also go some way to satisfy the requirement for measurable results.

Recommendations

1. Explicitly link SCN's field work on curriculum to the new BEC and BECS in both planning and implementation.

3.2.3 Local life skills program (LLSP) policy and implementation

This Intervention Area is related to the general area of curriculum reform and to the need for a new and more relevant curriculum cited above. It was felt, by MoEYS and those DPs involved in national curriculum policy development throughout 2003, that local ownership of selected programs would provide access to locally needed and valued skills and would increase support for schooling and thus improve enrolment, etc. For this reason the national Curriculum Development Policy 2005 – 2009 includes a commitment to the development of Local Life Skills Programs (LLSP). These are locally developed, structured, extra-curricular activities designed to be taught without central government resources for between 2 and 5 hours a week in all schools.

Various training and awareness-raising workshops on the new curriculum policy have been used by MoEYS, NGOs and IOs to introduce the LLSP program nationally (e.g. the Cambodia Basic Education Project funded between 2004 and 2007 by USAID). A Life Skills Policy, LLSP development guidelines and sample units for LLSPs were developed by MoEYS with technical and financial support from various DPs including SCN.

In addition the SWPAM 2007 specifically records in Policy Dimension 1.12 that MoEYS will "increase support for provision of local skills", and in Dimension 2.4 that they will "*Implement the new Curriculum Policy*, including implementation of Primary and Lower Secondary component of new basic education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs." Support in this Intervention Area is broadly in line with MoEYS policy on increasing Access and improving performance, therefore.

The Preah Vihear Evaluation Report cited above discusses SCN's contribution and thinking on Life Skills in some detail. However it does not refer to the Life Skills Policy of MoEYS, which distinguishes between LLSPs and life skills integrated within the national BEC. Nor does it specifically refer to LLSPs, which are defined in the Life Skills Policy and also in the National Curriculum Development Policy 2005 – 2009.

SCN is an important member of the group of NGO and IO supporting programs in this area. Programs supported by UNICEF, CARE, USAID, World Education, DFID and a very large number of small NGOs fall into this category. In fact, there is considerable diversification in approach to LLSPs, but also a serious lack of coherence and documentation of what is happening.

SCN has produced valuable material with MoEYS support, which has approval for use in schools and communities. However, as on national curriculum development it has not taken the lead in this area. It has supported MoEYS central departments but it has not seen its role as enabling central MoEYS departments to take the lead in coordinating the various activities supporting LLSP development. SCN, instead, has acted as a facilitator, advocator and technical supporter, mainly in its priority provinces. It was active in ensuring MoEYS staff who participated in developing LLSP policy, assessed real needs and local circumstance before drafting policy. But it could maximize its support to this Intervention Area by enabling MoEYS to play a stronger role in coordination of the various players.

Recommendations

1. SCN could maximize its support to this Intervention Area by assisting MoEYS to play a stronger role in coordination of the various players.

3.2.4 Scholarships for students and incentives for teachers

The SWPAM includes Policy Dimensions referring to improved scholarship provision (1.10. *Increase the number of scholarships for students from poor families*), and also to better payment for teachers (2.1. *Increase service remuneration and incentives linked to performance*). This is an Intervention Area broadly in line with policy, therefore.

A National Scholarships Program, based in MoEYS oversees the various government and DP supported programs including the Priority Action Program (PAP) 12, the Japanese Fund for Poverty Reduction (JFPR) scheme, the Basic Education and Teacher Training project (BETT) supported by Belgian cooperation, and the Cambodian Education Sector Support Project (CESSP) funded by the World Bank (WB). Most MoEYS programs are aimed at supporting continuation by students from primary to LSS and completion of education to grade 9.

More details of SCN's support in this Area are given under Activities below. Intervention is limited and does not appear to be systematic or applied in all geographic areas. The SCN Three Year Plan 2003 – 2005 does not mention scholarships or incentives. However, the SCN CO 4 Year report 2002 – 2005 has the following entry for "Credit Programs":

13,036 disadvantaged children applied life skills activities at school and home and 2,120 are direct beneficiaries from school saving and credit programs.(p9)

Credit schemes were applied in Siem Reap in 2003, but not in Preah Vihear according to the report on that province.

Impact studies from scholarship, incentive and credit programs have shown success in increasing enrolment and retention of students, especially girls who in some cases represent over 60% of the beneficiaries. It is not disputed that scholarships can have a beneficial effect on encouraging children to attend school, even primary school. There are drawbacks, however. They can be administratively costly. It is not easy to ensure that the poorest children are targeted and it is very hard to decide when to cease payments and yet sustainability relies almost wholly on outside support.

Recommendations

1. SCN's limited involvement in this Intervention Area is appropriate.
2. Make explicit whether and under what circumstances support for this Area will continue.

3.2.5 Home-based early childhood education

The Ministry of Education, Youth and Sport argues that commitment to Education for All includes commitment to Early Childhood Education for All (**Policy on Early Childhood Education, 2000, p4**). But this additional commitment depends on very limited MoEYS resources. Moreover, it is debatable and a matter of some confusion, whether the goal is to provide pre-school education for children of age 5, or for younger children also.

The SWPAM has a Policy Dimension stressing support for ECE for children aged 5 (1.1.1) as a means to improve enrolment on primary school and, especially, to reduce drop out in the early grades where children are most vulnerable. So SCN support to this Intervention Area appears to support policy and to help ensure improvements in enrollment, retention and performance.

Given the costs, formal pre-schools can never provide early childhood education to all and certainly not to children from 3 to 5 years old. Most of the preschools that exist are publicly or privately operated in urban areas. Rural children rarely get the chance to attend schooling of any sort before grade 1. So the Home-based model supported by SCN in rural areas provides a sustainable alternative in line with policy and with SCN's holistic approach.

SCN has technically and financially supported MoEYS with the development of an ECE policy and teaching materials and teaching aids. To expand access to pre-school education to the large early-age-child population, particularly in the remote areas where pre-schools do not exist, SCN has adopted the Home-Based ECE program and piloted it in various target/pilot schools in SCN target areas. The kindergarten teachers or primary school teachers and director of the school in a particular area/community are assigned the role of technical team to support a core mother from the community with a team of mothers who are voluntarily providing the ECE program to the children in their area or community.

To investigate the appropriacy of this Area the evaluation team sought answers from all SCN target PEOs and from the ECE Department to the following questions:

- What are the reasons for SCN to support HBECE program?
- What evidence is there that it is effective?
- Is the HBECE model sustainable in the long run?

Based on the pilot of HBECE program conducted in all six provinces, some PEOs said that there were three major reasons for SCN to initiate and support the HBECE program. First, it helps encourage all the children in the community to enroll in school when they reach school age. Second, it can be conducted with local resources including parents' houses and simple, affordable equipment which can act as toys and learning tools. Third, some PEOs cited positive outcomes from the pilot Home-Based ECE (HBECE) program as follows:

1. Children who had received the Home-based ECE program were motivated to enroll in grade 1 more easily.
2. Parent/child communication, and parental care generally are improved.
3. Children receive better health care from their mothers after those mothers have received ECE advice.
4. Domestic violence was reported to be reduced as parents improve their way of bringing up their children.
5. It creates better relationships between the school and community as school teachers and parents work more closely together.

The coverage of the HBECE is presented in the table below.

Table 2: Results of HBECE Program in the 4th Quarter of the Year 2007

SCN Target Provinces	No. of Primary Schools supporting HBECE	No. of villages where HBECE is set	No. of teachers giving tech. support to mothers	No. of mothers involved in HBECE	No. of children receiving HBECE
K. Cham	23	26	138	591	704
K. Chhnang	25	25	88	132	823
P. Penh	17	17	40	20	45
P. Vihear	38	32	53	209	1573
Pursat	69	55	58	609	1737
Siem Reap	75	101	188	997	1304
Total	247	256	565	2558	6186

(Source: 4th Quarterly Reports (2006-2007) of SCN Target Provinces)

The data in **Table 2** above shows numbers involved during the pilot period of HBECE program implementation. The first cohort teams will be used as models, trainers or advisors for other new schools, villages and mothers when the HBECE program is expanded.

The “school-support mothers and core mothers” approach that SCN has adopted to implement the HBECE program seems effective and appropriate given the constraints of the Royal Government’s education budget. SCN’s experience suggests that HBECE program might be implemented nationwide to prepare children for primary school education. School directors and teachers including those with kindergarten training may act as monitors and technical supporters of mothers and core mothers responsible for implementing the program.

Given the planned major expansion of the ECE program using FTI funds during the current year SCN is in an excellent position to contribute ideas, experience, materials and to assist with coordination if a nationwide expansion is envisaged. This would widen the impact of this program and ensure, though national adoption, the long-term future of this approach. PEO staff interviewed expressed the opinion that as long as the school and community parents, especially mothers and the village chief, work together, the program is successful and sustainable.

Recommendations

1. SCN is in an excellent position to support the planned expansion of ECE with ideas, experience and materials and to assist with coordination in this area. This will be in its own interests and in support of its approach, and also in support of wider policy implementation.

3.2.6 Child Friendly Schools

The Child Friendly School (CFS) Policy was approved by MoEYS in 2007. From early 2007, a large CFS committee had been in existence and this committee with several Working Groups developed the policy and an official CFS Master Plan.

Until the formation of the higher level coordinating committee the Primary Education Department (PED) played the lead role in CFS implementation. Since early 2007 5 other departments (PRD, TTD, GSE, IoE and Planning) have officially been drawn into the work due to the need for improved coordination and their specialist skills (e.g. EMIS in Planning for data collection and analysis). Senior Ministry leadership have identified CFS as the main quality development and monitoring program in MoEYS and the SWPAM Policy Dimension 2.2 commits MoEYS to “Improve the quality of teaching and learning through nationwide implementation of child-friendly schools,”

This is clearly a mainstream movement and SCN is at the forefront of it. ESSP 2006-2010 indicates that at least 70% primary schools will be child friendly schools by 2010. To achieve this target, SCN has given both technical and financial support to MoEYS to implement this CFS program. According to information provided for the Donor Performance Report 2007, SCN has supported MoEYS in development of CFS materials for all six dimensions of CFS: *School Attendance; Effective Teaching and Learning; Health Safety and Protection; Gender Sensitivity; Child, Parent and Community Participation and Education System Development.*

In the same Donor Performance Report SCN are recorded as supporting the printing of CFS materials and training for both pre-service and in-service teacher training. SCN also worked with 6 PEOs to interpret CFS policy and turn the guidelines into practice through on-the-job training and workshops.

However, the Report on the SCN Preah Vihear project points out that there have been differences in approach and of definition in implementing CFS programs. SCN, which has supported the broad concept for many years, “classifies all classes in schools to which it provides technical assistance as “child friendly” (p38). This is different from the approach adopted by other DPs and is, as might be expected, a more holistic but also a less rigorous definition than is used in the new CFS Policy. More details of SCN’s interventions are provided in the Activities section below.

Recommendations

1. While this is clearly an Intervention Area where SCN has much to offer and has already made a strong impression, the links with national policy and with the approaches of other stakeholders need to be built into the program in order to maximize impact.

3.2.7 Teacher reflection and self-assessment on performance

Policy dimension 2.5 of the SWPAM states the intention to “*Improve pre-service and in-service teacher development and introduce staff performance appraisal systems at every level of the education system, including appropriate reporting procedures*”. As a contribution to this, SCN has worked with TTD and PED staff to develop a module on teacher reflection on their performance in teaching and learning. SCN also worked with its project partners to establish criteria and tools for supporting teacher and school development based on their self monitoring and evaluation (**Donor Performance Report, Donor Support to Sector Wide Policy Action Matrix, 2007**). According to SCN also, PEOs, DEOs and school directors in SCN target provinces have been trained to do self-assessment and evaluation and they have piloted this intervention. However, self assessment, though an important practice, is not regarded by MoEYS as a distinct policy.

It is not clear to what extent reflection and self-assessment are seen as separate Intervention Areas for SCN or its partners. It seems more appropriate to consider this as a component of improved teaching and learning and allied to the other assessment programs under the CFS umbrella. If it is to retain its status as an Intervention Area for SCN its position and characteristics should be made more explicit.

Recommendations

1. Retain teacher self assessment as an Activity in combination with improved teaching and other assessment practices in the CFS program, but not as a separate Intervention Area.

3.2.8 Student assessment

MoEYS is committed to various forms of assessment as a means to ensure quality in education. For example, Policy Dimension 2.7 of the SWPAM aims to “implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide”. Since the 1998 elimination of the grade 6 exam, which was used as a means of restricting access to LSS, there has been no national mechanism for assessing standards until the national grade 9 exam. Parents, teachers and students lack information, therefore, on education progress. Assessment, linked to a national mechanism, is essential to improved student performance and school management.

As discussed above the BECS were approved by MoEYS in 2006. They are designed to measure performance in terms of student progress through the curriculum and are targeted at three main stages of basic education, grade 3, grade 6 and grade 9. The use of the standards has not been implemented nationwide yet because training has not been carried out nationally. However, a separate grade 3 test of Khmer and Maths was designed and piloted on a small scale by the MoEYS examination office with support from the CESSP project in 2006.

The evaluation team discussed this Intervention Area with SCN and PEO staff, particularly those in Kampong Cham. The objective was to find out more about the tests and other assessment initiatives undertaken by SCN and what PEOs have done in relation to grade 3 and 6 testing.

In addition to the CESSP test above, a further grade 3 test was designed by the Pedagogic Research Department (PRD) with SCN’s technical and financial support and was conducted in 60 primary schools in Memot District in Kampong Cham province in 2007. This test is discussed in more detail in the Activities section below.

PEO staff in Kampong Cham reported that there were three purposes of the test. First, to measure the level of grade 3 students to see if they were at an appropriate level. Second, to make both students and teachers aware that quality of teaching and learning are now taken more seriously with the implementation of the new curriculum. Finally, to set up targets for future improvement.

PEO staff of Pursat province also reported that a grade 3 test had been introduced twice already in schools in all districts in Pursat. DEO staff were responsible for designing and managing these tests. These DEO staff had received training from MoEYS trainers in Battambang. No financial support from SCN or other DPs was given to schools to conduct the Pursat tests.

Some PEO staff interviewed by the evaluation team reported that student self-evaluation was generally applied in SCN pilot schools. Tools for student-self evaluation were developed and integrated in detailed Child Friendly Schools (CFS) assessment instruments by SCN with their six target PEOs. Students in these pilot schools were also trained to develop their own study plans and to check if their plans are being implemented.

There are two reasons why this is an important Intervention Area for SCN. Measurement as a means to improve quality and performance is, firstly, a Ministry and indeed a government priority. Secondly, SCN has emphasized itself the importance of measurable results to guide its own programs. For these reasons, it is entirely appropriate that SCN should be active in this Area.

However, a further consideration here is that the RGOC Action Plan on HAR 2006 – 2010 calls for a “Steadily decreasing number of separate, duplicative donor missions and diagnostic reviews and studies.” (Section C. Harmonization 1. b). Through “common arrangements and simplified procedures” the impact and efficiency of all initiatives in this area can be increased. Clearly, there are several separate assessment programs currently being implemented. Greater coordination would improve them all.

Recommendations

1. SCN should relate any test items it produces to learning outcomes for grade 3 and grade 6 in the national curriculum and standards. It should also ensure staff are aware of the student outcomes and standards.
2. SCN should support national assessment initiatives and seek to strengthen these by sharing experience in its own areas.

3.2.9 School-self assessment including development and use of tools

The group of assessment Intervention Areas continues with School Self Assessment (SSA) and Teacher Self Assessment (TSA). These types of assessment also play an essential part in school management. The SSA and TSA tools developed by MoEYS are linked to six detailed instruments and handbooks, whose content focuses on data collection and monitoring of all the details of all components of the CFS program developed by the six SCN project partners (Phnom Penh, Kampong Cham, Kampong Chhnang, Pursat, Siem Reap and Preah Vihear). These tools have been tried out in over 300 schools during the school year 2006 - 7. A few schools presented their completed SSA tools to the evaluation team. School directors have played an important role in monitoring teachers and students' performance.

The technical support given by PEO and DEO staff to directors of schools chosen as pilot schools included training in CFS for directors and teachers as well as frequent monitoring and supporting visits. In schools which are not pilots the directors said they received support through school visits, workshops conducted at DEO and cluster levels.

School self-assessment increases the accountability and transparency of individual school directors as they need to present the school results publicly and to prepare for questions asked by the community, parents, authorities and other stakeholders. This is quite new for the Cambodian education system as previously it has been highly centrally controlled. So the support provided by SCN in this Intervention Area is valued and important. It appears to correspond directly to the requirement to support greater capacity in school and teacher management and performance.

The school self-assessment tools need careful explanation. There appear to be different types of tool including a SSA instrument and 6 handbooks focusing in detail on the six CFS components. These have been developed by central MoEYS departments, with DP (and SCN) support. However, there is also an earlier set of tools developed by the 6 SCN project partners with technical and financial support from SCN.

The set of tools developed by SCN project partners is more detailed than the centrally developed one. For example, it includes assessment criteria to help teachers and schools to evaluate their performance and collect data more accurately and reliably. However, these tools make substantial demands on poorly paid teachers and school administrators. Giving the schools and teachers the option of whether to use parts of the earlier tools or the MoEYS set may further confuse the situation. A decision is needed on which tools are to be used and then training should be given in use of the preferred version.

Thus far the majority of schools have not used SSA or CFS tools as they have just been distributed. Some school directors when consulted by the evaluation team, felt that the six tools would seriously increase their workload. They acknowledged that to be professional, teachers and school directors had to do all this work, but limited time availability is a serious constraint. Greater demands on school directors suggest the need for increased incentives. Nationally this is being discussed and SCN's voice as an experienced partner should be heard on the issue of school management performance.

Recommendations

1. Clarify which instruments are to be used for school management and CFS reporting.
2. Increase support for training on school self-assessment, teacher and learner performance monitoring.
3. Advocate increased incentives for school directors.

3.2.10 Community participation in school development

It is accepted that community participation plays a very important role in school development and improvement, not just in terms of construction and providing funds, but in critical assessment and support for the education program. It is one of the six components of the CFS program.

Linked to the idea of support for the school and its education programs is the idea also of accountability. Good schools in terms of student achievement have been shown in many countries to demonstrate responsibility towards their "client" communities, parents and students. They keep them informed about plans and school performance as well as about the performance of individual students. School governance is recognized as a means to quality improvement.

Cambodian education policy is now putting ever greater emphasis on community participation in school (see SWPAM Policy Dimensions 1.4 and 1.12). Better relationships between schools and communities as well as authorities encourage teachers, students and the school to perform better. They help a school to enroll all children of school age, and also to raise funds to support the school and poor and disadvantaged children who drop out of school or cut classes. Importantly they help the school and parents to monitor students' progress more effectively. In addition, they help both the school staff and community to understand and to support one another better. Finally, they help everyone to understand that the school does belong to everyone and they, therefore, have to take care of it and support it as much as they can.

SCN has seen this as one of the Intervention Areas where they provide holistic support, so in a sense it is hardly a separate program. It is closely related to several other Intervention Areas such as support for school construction and the HBECE and CFS programs. While this, and the importance MoEYS newly attaches to community involvement, gives it a central place in the SCN program it does mean that it is hard to assess impact in this Area separately.

Some evidence for changing perceptions was seen when the evaluation team met one female school director who said that her school had received financial support from Buddhist monks, senior provincial officials, some parents and children in the school to support the poor, orphans and disadvantaged children and to keep them attending school. Another school director said a similar thing. He had received tons of rice from one high ranking soldier in the province to support the poor children. He also said he was very pleased when relations between him and his staff and the parents improved since they appreciated changes in the school and their children's education.

Recommendations

1. Continue support at all levels for improved relations between schools, communities and authorities.
2. Seek documented evidence for improvement in school and student performance attributable to good community relations

3.2.11 Teaching and learning pedagogy focusing on child-centered methodology

Child-centered methods are now accepted internationally as producing better quality education. Whether child-centeredness refers more to teacher record keeping and awareness of individual student abilities, or to group-work activities depends on where along the continuum of methods is most appropriate for responsive teaching in a variety of circumstances.

Improved pedagogy is Cambodian education policy and SCN supports this through the CFS program (Improved Teaching and Learning) as well as through curriculum, life skills and other activities, some of which are detailed above. As an Intervention Area support for better pedagogy improves the performance of teachers and students through raising awareness of learning styles and abilities, introducing new techniques and materials, record-keeping, assessment, improved management of the school and its programs, etc.

SCN has supported many of the above activities and they are assessed by school directors and PEO staff spoken to by the evaluation team as having a positive impact on enrolment and retention. These are explained more fully under Activities below. SCN's strategic approach to classroom learning and teaching pedagogy as an Intervention Area, especially in the non target/pilot schools where the programs or activities are to be expanded, is less easy to pinpoint. The Preah Vihear project report in 2006 listed evidence of "innovative, inclusive child friendly and child-centered approaches to teaching and learning" (p3) as one of 8 Results (2 of which related to pedagogy). As one of 13 Innovations (7 related to pedagogy) it included: "working with teachers to help them develop more integrated programs, highlighting child-to-child and independent learning activities both inside and outside the classroom." (p3). But it also included in the list of 12 Areas and issues which require further work: "helping teachers broaden their repertoire of highly-motivating, child-centered activities which can be used in independent small group work to reinforce learning."(p4).

The difficulty here is that this Area covers a wide range of Activities and behaviors. Promoting child centered teaching and learning is a MoEYS policy (Policy Dimension 2.1), but the term is not defined and its impact, or the impact of component behaviors, on enrolment, completion and student performance is not measured. So while the Area appears to be appropriate for SCN's intervention, it covers a wide range of possible Activities, to which more can always be added and yet none of which are clearly identified as producing measurable improvement in achievement.

Recommendations

1. Continue and intensify support for teaching and learning pedagogy.
2. List the key strategies under this heading and attempt to measure their impact

3.2.12 Development of data bases for reporting, planning and monitoring at provincial level

Strengthening EMIS is a direct means of improving the data collection system which allows measurement of, among other things, enrolment, promotion, repetition and dropout rates. To improve EMIS, SCN has built up the capacity of PEO and DEO staff and school directors on how to collect accurate data in a systematic way, and to enable administrators at all levels to perform tasks easily and more efficiently. PEOs, DEOs and some schools have their own data bases to collect, record and keep their data. The SCN-CO 4 Year Report 2002-2005 states that all 6 PEO SCN-CO partners and 13 out of 45 DEOs have computerized EMIS systems; 579 out of 1050 schools (including Preah Vihear) have collected and updated data/information in relation to children and their families in terms of education, socio-economic and health status in the area of the school. Data collection and use for planning is part of the CFS program.

The schools supported by SCN have developed school maps to easily identify the number of houses whose children are enrolled and attending their school, and which children are poor, disabled, orphans and so forth. Some 557 schools have developed school maps (SCN-CO 4 Year Report 2002-2005). Each DEO has its own map to identify the number of schools, characteristics of schools, school population and school status. Each PEO in SCN target provinces has its own map to identify the same things mentioned above. For example, Preah Vihear keeps a profile of each school in which different types of information is provided. At school level, each school in the SCN target provinces has its own tool and mechanism for collecting data. For example, some tools developed by the six SCN target provinces, have been used with child counseling groups and school-community support groups to help collect relevant data. The flow of information, reports and data has been sent through the existing school management system, i.e. from school to DEO and from DEO to PEO and finally to MoEYS (Planning Department).

There is no specific Policy Dimension relating to support for EMIS databases at PEO level. However, Dimensions 3.3, 3.4, 3.5 and 3.6 all refer to improved monitoring and planning, some through ICT. In the context of decentralization policies, support for management at PEO level and beyond is clearly an appropriate Intervention Area.

Having accurate data helps all policy makers, policy implementers, and administrators to plan better. Proper data bases and data collection systems ensure accurate data and sufficient data collection procedures. SCN's support to proper data collection systems and related techniques such as school mapping, using local authorities (e.g. village chiefs), child counseling groups, teachers with data collection tools, and so on ensure greater efficiency in encouraging children to enroll in schools.

At school and district level data is used directly to intervene with parents to enroll and keep children at school. Planning and management at PEO level are more diffuse tasks and it would help to identify specific areas (e.g. siting of new schools) where support is needed.

Recommendations

1. Continue support, especially for planning and monitoring at PEO level, if that is the target for this Intervention Area.
2. Identify specific areas where databases can be useful at PEO level.

3.2.13 Promotion of access for all children to education

Among other interventions, removal of parental costs barriers (such as informal payments) may contribute to an increase in student enrolment in general. This is Policy Dimension 1.2 in the ESSP's SWPAM. In addition, a report on informal fees written by the NGO Education Partnership (NEP) states that:

One of the targets set out in the EFA is to abolish informal payments by the end of 2008. As this and other research indicates, four years into the 12 year EFA plan, schools in Cambodia are still demanding financial contributions from each child and these fees are rising rather than falling. While these financial contributions may vary across schools, the fact remains that children who cannot afford to pay the "informal school fees" are at much higher risk of failing or dropping out of school early. (The Impact of Informal Fees on Family Expenditure by NEP, October 2007)

The NEP study highlights that the most common reason given for children dropping out of school is parents' inability to continue paying school fees. Other reasons given are related to the quality of the schooling, or because the child needed to work to help support the family.

Informal payments, which cover teacher's fees for normal lessons among other things, are still a big concern and it appears the EFA target to abolish by them by 2008 may not be met.

This Intervention Area has direct bearing on key criteria for evaluation of impact especially enrolment, retention and management. Access is the first of three key development areas identified by the ESP and ESSP. For SCN to be working in this area appears most appropriate.

The evaluation team discussed the issue of informal fees with the six SCN project partners and with MoEYS related departments, especially with PED. In addition, we asked some schools in Phnom Penh and in Kampong Chhnang and Kampong Cham for their opinion on the question of informal fees. As put in the inception report, the study wanted to find out whether children still paid for their formal lessons and what PEOs as well as MoEYS had done to abolish informal payment. SCN staff were also asked if their initiatives were aligned with MoEYS policies.

Regarding action taken by PPMEO on informal payments, PPMEO said that they had sent a letter to every school in the city to ban them. At MoEYS the PED Director also claimed that the informal payment system did not exist anymore. He said that letters had been sent to PPMEO to stop the informal payment from students for normal lessons.

The PPMEO says it has never received any complaint from any parents about the issue but if it did, they would send inspectors to monitor and take action. Other SCN project partners reported that informal payments did not exist in schools in their provinces.

Nevertheless, it is clear that, at least in Phnom Penh, teachers still do receive payments from students. From our discussions, we found that informal payment is certainly common in Phnom Penh primary schools. PPMEO has found it hard to resolve this issue partly due to the low salary for teachers relative to the cost of living in the urban areas. And the consensus is that this has a negative impact on enrolment.

SCN sees its role in this Intervention Area largely as helping schools and the PPMEO to identify poorer children and to assist both the schools and PPMEO to find ways to support them. Future milestones are that PEOs will have guidelines for abolition of informal charges from school. Meanwhile those identified as poor and disadvantaged are encouraged by schools and local individual donors through gifts of stationery and other equipment. SCN staff said that this is an MoEYS internal issue, where SCN as an outsider finds it difficult to intervene.

Recommendations

1. Continue to help to identify poorer children and find ways to support them through transparent donations.
2. Advocate open discussion of current realities and seek further ways to resolve the issue of informal fees.

3.2.14 Functional education management and supervision system

Support in the areas of functional education management and supervision should directly contribute to the improvement of school management. Each school which is technically supported by SCN project partners (the PEO working group), has its own staff management structure and responsibilities for each staff written down clearly and hung up on the wall in the school office. School management and teacher supervision roles are shared among school directors and a reporting system has been set up. As a result, everyone knows what their responsibilities are. The school directors met by the evaluation team acknowledged that the support increases the effectiveness and efficiency of their work to improve their schools.

It is now accepted in most parts of the Ministry that more effective school management and supervision can be achieved through school self-evaluation as promoted by the CFS program. SCN has made a commitment to support the CFS program and plays a major role in this. Its support for CFS is described above in section 3.2.6 and below under Activities.

Self assessment and school planning plays an important role in school management. These have also been described above. SCN supported schools are able to make their school annual plans with the participation of community members. Their annual school plan is broken down by months and it is the DEO's job to ensure school plans are implemented with achievable outcomes.

A question that arises when considering the management and supervision system, is to what extent support for schools is provided through the widely established school cluster model. For many years SCN has supported school clustering for pedagogic improvement, but development of the cluster system to strengthen management is not explicitly identified by MoEYS or by SCN as a strategy. Clusters are not mentioned in the SWPAM. Contact with other schools in the cluster may be difficult in some areas due to poor roads and unreliable phones. But the role of the cluster itself in the management system needs clarification.

An additional point concerns coherence between SCN support to education management at PEO and DEO level and the new emphasis in the CFS program on school self assessment, expanded shared responsibility with the community and on local management.

Recommendations

1. Clarify and make explicit SCN's use of the school cluster model.
2. Clarify how support for school self assessment impacts on PEO supervision roles.

3.2.15 Updated materials for learning and teaching

This Intervention Area is linked to, though treated here as distinct from the broad area of pedagogical techniques. This Area specifically covers SCN's support for materials development. In this area, SCN has technically and financially supported project partners in the production of various learning and teaching materials. These are linked to the CFS program, the introduction of the new curriculum and LLSPs.

Cambodian teachers frequently complain that they, and their students lack resource materials, and reports of classes without textbooks, or schools without properly maintained libraries are common. Many internationally recognized studies show that, of all possible quality related interventions the provision of books and learning materials has the most positive effect on student achievement. Support to this area seems wholly appropriate in that it is most likely to have an impact on student performance.

However, development of materials is not shown as a Policy Dimension in the ESSP's SWPAM. The Preah Vihear Evaluation Report lists the development of resource materials as an area for further attention from SCN's educators. Most references to materials in the Preah Vihear report are to materials for multi grade teaching or for the teaching of minority groups, though it is not clear if these are continuing priority support Areas for SCN. It is noted, however, that given the rural and remote nature of many of the schools supported by SCN it is unrealistic to talk of mainstream provision of libraries of resource and learning materials. SCN has promoted the use of locally available resources that can be employed for teaching and learning, and it may be that this is the most appropriate strategy. Just where these materials might be most appropriately targeted needs to be made explicit.

Recommendations

1. Make more explicit what types of materials SCN will produce and for what target groups

3.2.16 Advocacy and contribution to policy development/reform of MoEYS

From information provided by SCN for the Donor Performance Report 2007, we understand that during the year 2007:

- SCN contributed ideas on the draft of national policy on Early Childhood Care and Development in Cambodia
- SCN supported the Primary Education Department's development of the Child Friendly Schools policy and master plan

SCN staff acknowledge that they are not policy makers, but support MoEYS production of policies which are realistic and helpful in the real situation. SCN also says that it has worked with MoEYS central departments as well as its six provincial partners to help them understand more broadly the perceptions and realities of teachers, children and communities. SCN emphasizes the key role of partners as field implementers of MoEYS policy and its role as the bridge between policy and implementation. Policy makers need to know what is realistic and what is not. SCN has encouraged field staff to present the results of their work to MoEYS, Development Partners and NGOs so that SCN's new ideas and influence on national policy development and reform are accepted.

SCN's role in policy development and implementation of CFS and LLSPs is strongly acknowledged. However, advocacy implies a more pro-active role and broader vision in terms of the performance objectives identified by SCN and by MoEYS. In the areas of teacher training and ECE, with now a substantial injection of government and DP funding, there is a clear need and opportunity to look at scaling up local initiatives to address national coverage. Policy discussion on these issues will be critical, and indeed is already taking place. The opportunity for SCN to work collaboratively in this area with MoEYS and with other DPs presents itself.

Recommendations

1. Work more collaboratively on policy reform with MoEYS and other DPs, on all areas especially ECE, CFS, abolition of informal fees, incentives for school managers, etc.

3.2.17 Institutional/individual capacity building

Section 3 of the SWPAM 2007 contains 7 policy dimensions relating to capacity building. There are references to developing capacity for management and monitoring at decentralized levels also.

The link between mainstream initiatives and capacity development is not always clear in DP and MoEYS plans. And, as capacity development is an SCN Intervention Area it deserves particular attention. In discussion, some central level MoEYS staff reported to the evaluation team that SCN's involvement in capacity building had not been substantial. Some central departments, for instance ECED, suggested that they were sometimes not fully informed about what SCN has done at provincial and school levels, and thus that their institutional role has not been supported.

In the area of capacity development, SCN has given its greatest technical and financial support to the middle level (PEO) of the education management system. SCN, in fact, did not report activity against this section in their responses to the DP performance report 2007. Yet other DPs see that working through PEOs as a capacity development strategy is a characteristic of SCN's approach. This important work doesn't appear to be sufficiently acknowledged by SCN, which makes it hard to measure impact here.

A further consideration is that so far SCN and PEO project partners have been able to manage their projects efficiently because of the relatively limited number of pilot/target schools. When project activities are expanded there is concern expressed by partners that the small number of PEO staff may not be able to manage the increased number of schools. So a question arises as to whether this is the most effective level of intervention.

The government's policy of decentralization suggests that it may become more relevant to strengthen capacity at DEO and school levels where more recently direct support, both technically and financially, has in some areas been reduced by SCN. Support to DEOs in terms of school management may be the level at which intervention may be most effective, though perhaps not through placement of staff. This could still be managed through PEOs.

Recommendations

1. Explicitly acknowledge SCN's significant role in the area of capacity building.
2. Fully support all central departments' institutional roles.
3. Consider expanded support to DEOs on school management.

4 Types of Partner Activities over the past 5 years

4.1 The Activities

In order to research the Activities undertaken by SCN the following places and people were visited:

- The PEO teams in Phnom Penh, Kampong Chhnang, Pursat, Kampong Cham, Siem Reap and Preah Vihear
- MoEYS Departments: PRD, TTD, PED and ECED
- Directors and Teachers of Bak Touk Primary School in Phnom Penh; Komrou Krong Primary School and Anuwat Primary School in Kompong Chhnang; Sophy Primary School in Pursat; Veal Vong Primary School in Kompong Cham; Troppaing Thnol Primary School in Siem Reap; Pror Orb Mini-School and Sthapor Primary School in Preah Vihear.

And the following documents were reviewed:

1. Education Strategic Plan, 2006-2010
2. Education Sector Support Program, 2006-2010
3. RGC's Action Plan on Harmonization, Alignment and Results, 2006-2010
4. Aid Effectiveness Report by Cambodian Rehabilitation and Development Board and Council for the Development of Cambodia, 2007
5. Evaluation Report of Public Education for Disadvantaged Children in Preah Vihear Province implemented by SCN, by Richard Geeves, January 2006
6. SCN's response to a request for information on its current programs against the Sector Wide Policy Action Matrix for the Donor Performance Report, 2007.
7. SCN's response to a request for information on its current programs against an Aid Effectiveness Matrix used for the Donor Performance Report, 2007.
8. Data on project and organization by province and enrollment and repetition rate by level from EMIS, Department of Planning, MoEYS.
9. Data on Development Partner support through projects and organizations to education in Cambodia in 2007 from AMIS, Department of Planning, MoEYS.
10. Home Based ECE guidelines provided by SCN
11. Child Friendly School 6 tools
12. SCN Projects Annual Report 2007
13. SCN Plan 2003-2005
14. SCN Program Report 2002-2005

The following is the list of key Activities undertaken by SCN or its partners and listed in the Inception Report for this evaluation or identified by interviewees during the evaluation. They have been re-ordered to match the interventions areas listed above. Headings (which are the Intervention Areas) are also now grouped to facilitate discussion of related activities and areas. There are 27 sets of activities under the 11 combined headings. In practice, it is not always clear that these are separate Activities. For management purposes including budgeting, scheduling, impact measurement, etc. it may be necessary that they are kept separate, but often they are closely related and, given SCN's more integrated approach, in the field they may not be regarded as distinct activities. There is perhaps a tension here that needs to be acknowledged. It may be helpful to identify the key Activities in SCN's Areas and to consolidate them in order to enhance management control.

We note again that support to minorities was not discussed with SCN as a separate Activity.

1. **School Construction:**
 - a. *Financing school construction especially for incomplete schools in disadvantaged areas.*
2. **Curriculum Development; Local Life Skills Programs; Teaching and Learning Materials:**
 - a. *Curriculum Development*
 - b. *Producing Learning and Teaching materials*
3. **Scholarships and Incentives:**
 - a. *Providing credit schemes for teachers who live in very remote areas.*
 - b. *Providing credit schemes for students, especially for students who are very poor and at risk of drop out from school.*
4. **Home Based Early Childhood Education:**
 - a. *Expanding Home Based ECE program in 6 provinces of SCN target areas.*
5. **Child Friendly Schools; Teaching and Learning Pedagogy:**
 - a. *Interpreting the CFS policy and guidelines in practice with on-the-job training and workshops.*
 - b. *Conducting pre-service and in-service orientation training for teachers on child friendly school materials.*
 - c. *Providing training for teachers in SCN target areas both in-service and pre-service on teaching/learning pedagogy and application of the new national curriculum with a focus on child centered methodology through workshops, on-the-job training, etc.*
 - d. *Conducting training on strengthening the functioning of student councils in learning, application of life skills and dialogue with local authorities, community and other sectors through project work*
 - e. *Promoting study-clubs among children*
 - f. *Improving classroom and school learning environment to be child friendly/comfortable learning spaces*
6. **Teacher Reflection; Student Assessment; School Self-assessment:**
 - a. *Developing school self-assessment tools and criteria for assessing CFS.*
 - b. *Creating more learning opportunity by introducing project work and student self-evaluation*
 - c. *Testing in Mathematics and Khmer for students of grade 3*
7. **Community Participation:**
 - a. *Conducting education campaigns to encourage children to come to school and meeting with families to persuade them to let their children continue in schools.*
 - b. *Mobilizing communities and children to support teachers who are working in very remote areas.*
 - c. *Promoting awareness raising on EFA issues, community/other sector participation in EFA activities, strengthening the functioning of School EFA Network/Committees.*

8. Development of Data-bases:

- a. *Conducting a family statistic census for finding the number of children out of school and encouraging their families to send them to school.*
- b. *Developing data-bases and improving data collection systems for reports, planning and monitoring at provincial level.*
- c. *Conducting cohort statistic analysis for students from Grade 1 to 6 to see survival rates and reasons for drop out and repetition.*

9. Promotion of Access:

- a. *Identifying key activities to eliminate informal payments to teachers by students.*

10. Management and Supervision System; Institutional Capacity Development::

- a. *Central Departments*
- b. *Provincial partners*
- c. *Organizing flexible learning schedule/timetable and learning take places in order to encourage retention of children*

11. Advocacy for Policy Development:

- a. *Developing plans for teacher demand and needs in target areas*
- b. *Working with PRD, TTD, ECED and PED to develop guidelines and policies for LLSPs, curriculum, CFS, HBECE, etc.*

4.2 The Activities - Discussion

This section describes characteristics of SCN's or its partners' field Activities. It seeks to identify what is defining about these Activities, i.e. what can be said to show SCN's particular approach. It also comments on whether Activities are in line with the Intervention Areas discussed above.

4.2.1 School Construction

a. *Financing school construction especially for incomplete schools in disadvantaged areas*

SCN has used school construction, including the development of both "formal" (i.e. financially supported) and "informal" (i.e. locally constructed) mini schools to "galvanize local energy and enthusiasm" (Preah Vihear Project report p5).

Working through PEO project partners over the last 10 years SCN has funded 400 primary school buildings with 1196 rooms; it has undertaken 99 rehabilitations involving 333 rooms; and constructed 157 mini-schools, and 14 buildings at DEOs. (Source: SCN Head Office, 2008). The mini school is an interim facility which can be rapidly constructed, with or without limited outside resources, in disadvantaged areas. It will eventually be replaced by a concrete building as Ministry funds and PEO plans become available, but from the start is registered as a Ministry school though with a strong local sense of ownership and commitment.



Picture of mini-school built by the community (Source: SCN Basic Education Office, 2008)

The decision-making process for school construction begins with the broad planning process at PEO level involving district staff. Annual planning, a process that builds on existing MoEYS systems with enhancements suggested by take account of previous years' achievements and shortfalls and consider three programs:

1. Construction
2. Workshops and training
3. Monitoring (visits, meetings, reports and attachments)

Construction is one of the possible programs where outside support may be requested by the PEO. According to SCN staff, decisions on siting, construction specifications and resourcing are taken by the PEO in consultation with central Ministry departments, and facilitated by SCN. The Activity is also linked closely with several other programs such as data-base development, community involvement, self-assessment and teaching and learning pedagogy which are all part of the reform process in which SCN acts as a facilitator for the PEO and district staff.

According to SCN staff, due to constant migration, at least 50 more schools will be needed in provinces where they are active. So this work is likely to continue to attract support.

Both working through the PEO (and DEO) and treating construction as part of a broad, many stranded process are characteristic of SCN's approach. The Activity seems to be well aligned with the School Construction Intervention Area. SCN have described the process of alignment and coordination with MoEYS policy and procedures. However, since the Activity is clearly also aligned with other Areas and some of these have less clearly defined objectives it would be good to move towards some greater clarity in terms, for example, of what the initial and ongoing construction planning process involves and how databases of construction and maintenance needs are established and managed.

4.2.2 Curriculum Development; Local Life Skills Programs; Teaching and Learning Materials

a. Curriculum Development

To seek more information in regard to curriculum development and implementation, the evaluation team met SCN staff and related central Ministry departments. The following questions were asked:

- What support did SCN give to partners to develop the new basic education curriculum?
- What approach did SCN use to facilitate the process?
- Was there was any support given by other DPs and how relevant was the curriculum to real needs of learners?

Several DPs were involved in the process of the curriculum development. They include UNICEF, USAID, JICA, World Education. As the development of the new curriculum was undertaken by a separate USAID supported project SCN had not taken a major role in implementing the new BEC and BECS. It has implemented related programs covered by the national Curriculum Development Policy 2005 – 2009 (e.g. LLSP), and is active in development of CFS training materials. The issues are both chronological and geographical or related to capacity. On the one hand, SCN's curriculum and materials development activities have been undertaken since at least 1994. The question arises for SCN and its partners, as for all DPs and schools, what should one do with existing materials when the new policy is introduced? In some aspects there is good alignment, such as between SCN's LLSPs and the

new Life Skills Policy. But in others there may be contradictions between a new policy and the materials that have been developed a few months before. An example might be that existing materials do not provide for the far greater emphasis on Khmer and Maths in the early years in the new Curriculum Development Policy 2005 – 2009, and in the BEC, or they do not express curriculum milestones in terms of student learning outcomes.

The capacity of local teachers or education officials to see how the new policy or materials relate to those already existing may well be weak. The challenge is to help make the link between the old and the new. SCN are well placed for this, especially as they have been involved in the development of the new policy and materials. They can help modify or adapt and select from existing materials so that teachers and trainers can see the continuity, do not feel confused and can continue to benefit from what is already there.

In terms of relevance of the new BEC and other curricula, most respondents felt that these looked more productive, practical and achievable than previously as the content was more closely related to student outcomes and CFS and child-centered approaches. So SCN's involvement in this Activity is even more important now that training in the new curriculum is to be conducted nationally by MoEYS,

b. Producing Learning and Teaching Materials

The argument in this section is essentially the same as for curriculum development. All 6 project partners have been involved in production of supplementary learning and teaching materials with technical and financial support from SCN over many years. The materials they have produced include: CFS Learning Environment grade 1-6; Maths Games; ECED-Cooking, Guest and Cleaning, etc.

Within this Activity, the team were told that SCN assisted in the creation of a grade 1 text book for the Kouy language with Khmer script (letters), which has been approved by MoEYS already. Apart from this, SCN's support to the minority has been similar to other areas in the province and through common Activities.

SCN reported that they have not taken the lead in developing teaching and learning materials, but that they have played an important role as facilitator, advisor and editor while all project partners including PRD and PED staff have on occasions been the real developers. This process of building the capacity of project partners in materials development by reviewing, discussing and trialing during the finalization stages is characteristic of SCN's approach to this Activity, and is strongly appreciated by partners.

The following learning and teaching materials have been developed with SCN technical and financial support between 2002-2005:

1. Child Friendly Learning Environment (CFLE) G1,2,3, 4, 5 and 6
2. CFLE TOT G1,2,3 Part I
3. CFLE TOT G1,2,3 Part II
4. School supervision instrument for teachers
5. Teacher Capacity Development
6. Life skills manuals
7. Games-Unit I-VI
8. Mom and Mab Magazine series
9. Operation Rescue G1, G2, G3 & G4
10. Maths Game Unit I-Unit III

11. Multi-disciplinary and life skills
12. ECE Module I Cleaning; ECE Module II Guest; Module III Cooking
13. Learning/Teaching Pedagogy materials

4.2.3 Scholarships and Incentives

SCN has not provided scholarships or other performance related incentives apart from per diems and payments for those attending workshops. It does, however, provide funding to PEO partners on a monthly basis for work associated with the various Activities. These payments cover costs associated with carrying out Activities (fuel, materials, etc.) and also a salary supplement for the partner team, which is managed by the PEO. This is not an Activity as such but alignment of these payments with MoEYS policy and with other DPs needs constant review, especially in light of current renewed attempts to introduce government funded Merit Based Pay Incentives and to coordinate DP support of this kind.

a. Providing credit schemes for teachers who live in very remote areas

Credit schemes have been implemented by SCN in around 48 schools. Some schools have received US\$300 and others US\$500. A credit scheme is a mechanism for teachers to borrow small amounts of money at low interest rates. One school director mentioned to the evaluation team that only a small number of teachers, usually the same each time, had used the credit scheme from his school. This was due to the limited size of the fund. However, he also said that those teachers were very happy as the money lent by the school helped them at times when they faced emergencies.

Some schools have earned a small return from the credit scheme which has allowed it to grow. In terms of sustainability of the credit scheme, therefore, those directors interviewed agreed that the scheme was self-sustaining since the interest allowed it to replenish itself.

The data on sums lent by each scheme is clearly recorded in the school. In some schools, this is posted in the director's office whereas in others, it is kept in a book as seen by the evaluation team.

b. Providing credit schemes for students, especially for students who are very poor and at risk of drop out from school.

Regarding the provision of scholarships for students, the evaluation team talked to PEO staff in all the SCN target provinces and to selected school directors to find out how SCN had funded scholarships for students. We also asked how scholarships would be maintained when external funding stops.

Staff of SCN target provinces confirmed that SCN has not provided scholarships for students, but that SCN has initiated saving schemes for children in some schools (around 40 schools). One school director provided the information that the objectives of the saving scheme were for children (1) to learn how to save money; (2) to learn how to plan; (3) to learn how to keep records of money saved; and (4) partly to support school expenses with the use of interest made from saving money. For example, a few school directors mentioned that part of the interest from saving money was used to buy stationery for the poor and disadvantaged children in the school.

Students who might need to use the credit scheme are identified by their friends as requested by the school. Then school provides credit to them. The scheme can help students and families to generate income by buying and selling materials (i.e. newspapers, cakes, etc.).

The benefits reported from these schemes are clear. And it does not appear that they represent a substantial financial or administrative burden on SCN. Neither type of credit scheme fits neatly into this Intervention Area, but they are a further strand in the holistic life-line extended by SCN to those in need in some communities. However their sporadic nature makes them hard to evaluate in terms of importance to the main criteria for the success of SCN's mission. Given the pressure on time and human resources, which was reported to the evaluation team by SCN staff, it may be that a sharper focus would help which avoids these worthy, but more peripheral activities.

4.2.4 Home Based ECE

a. Expanding HBECE in 6 provinces of SCN target areas

Based on the discussion with PEOs and data given by SCN's BEC group, the evaluation team understands that guidelines for the implementation of the Home Based ECE program were developed in 2004 by SCN in cooperation with ECE Department. In 6 PEOs between 2006 and 2007 6,186 children were beneficiaries of the Home Based ECE program from PEOs with SCN's support. SCN and PEOs trained core mothers (team leaders of 5 to 10 mothers in a group), pre-school teachers/ECCD facilitators and primary school teachers who work as pre-school teachers on ECCD. However, the evaluation team did not visit the site where HB ECE is being run due to our tight schedule.

From the table shown in section 3.2.5 under the discussion on Intervention Areas above it will be noticed that the largest programs in terms of schools, villages and mothers are in Pursat and Siem Reap. However, the mother to child ratios in the largest programs (Pursat, Siem Reap and Preah Vihear) show interesting differences. There are over 7.5 children for each mother in Preah Vihear while the smaller number of children and much larger number of mothers (4 times as many) in Siem Reap allows a ratio of only 1.3 children to each mother. It is not known whether the above differences are systemic or the result of individual local circumstances. There is no discussion of the program in the Preah Vihear report.

Ministry policy is to provide ECE support for 5 year old children. Not for younger children, for example, for those between the ages of 3 and 5. SCN's 2006-2009 Country Report sets a target of 42,190 children of ages from 0 to 5 receiving ECE with SCN support. In what is frequently referred to as "the reality" it may be very hard to exclude younger children from a home based program, especially if their mothers are heavily involved. And the advantages and disadvantages of doing so (economic, social, logistical, etc.) are complex, even in a very low cost scheme. SCN's general response to this situation would seem to be not to distinguish by age, but to offer broader support. However, this difference of approach does need to be acknowledged and if a policy decision is taken to adopt a different strategy from that of MoEYS policy the reasons for it should be explicit.

Activities under this Area are, in general, important and aligned with MoEYS policy, especially given the greatly expanded emphasis on ECE permitted by the new FTI CF support. SCN is a major player here. However, SCN would benefit from some further analysis of the focus of the program, its alignment with MoEYS (ECED) policy and its effectiveness as a means of increasing enrolment and retention.

4.2.5 Child Friendly Schools; Teaching and Learning Pedagogy

There are seven Activities listed in this Area and many of them seem closely related. Under several of the sub-headings there are comments about the need to decide which Activities are distinct and what their special characteristics are, as well as how they are documented.

a. *Interpreting the CFS Policy and guidelines in practice with on-the-job training and workshops*

The evaluation team met SCN, PED and TTD staff, six teams of PEO staff and also made visits to several schools across the six SCN target provinces.

PED staff said that SCN had given great support to the CFS program from central level to school level. At central level, they said, SCN had worked closely with PED and CFS Committee to develop the CFS policy and guidelines for the implementation and CFS materials and the School Self-Assessment tool. SCN has supported TTD staff in developing a CFS training curriculum and training materials. Now TTD leads the CFS training activity in all the PTTCs.

SCN has supported the CFS program for many years and is acknowledged by MoEYS and by partners (DP and project) as a lead player in the program. A large scale pilot has been running since 2005 and a large number of documents and materials related to CFS have been developed over the years. Because SCN's support predated the more recent development of MoEYS policy and Master Plan some adjustment to programs and materials may now be needed in the field so that Activities are well aligned with the requirements of policy and the Intervention Area.

A characteristic of SCN's approach is the emphasis on inductive approaches. This means that project partners, with SCN's technical support, are encouraged to try new ideas, experiences and content related to CFS policy in the field before they are included or excluded from agreed systems. However, now that MoEYS policy and systems appear to be more established, through SCN's help, field Activities may need to change slightly so implementers are not confused by what have been SCN practices and what are now MoEYS requirements.

b. *Conducting pre-service and in-service orientation training for teachers on child friendly school materials.*

At PEO level, most of PEO respondents said similar things about CFS program. They said that SCN technical experts have technically supported PEO teams to develop CFS teaching and learning materials including six CFS assessment tools based on the six CFS dimensions. SCN has also supported some training in the operation of the CFS program and its assessment tools. They also said that the six CFS assessment tools had been piloted in most of SCN target schools. From their comments, these six CFS assessment tools looked too much for school directors and teachers to complete, though they acknowledged that these procedures were what a school should do in order to be Child Friendly.

The strategy for implementation was explained by a PEO respondent. First, the program was piloted in a small number of schools within the province and then expanded. So far, in each of the six provinces, 20-30 primary schools have implemented the CFS program. PEOs said the program was successful in those pilot schools. SCN supported the PEO to develop 6 School Self-Assessment (SSA) tools for Child Friendly Schools from the existing MoEYS drafts. The PEO developed tools were piloted in SCN provinces before final approval in October 2007. PEOs and the visited schools said that they felt comfortable using them.

Only teachers in target-schools have so far been trained in CFS approaches through workshops and on the job training. Wider implementation of the CFS assessment tools has not taken place yet. Results have not yet been collected either.

Implementation of the CFS program had taken place in the schools the evaluation team visited, including one primary school which is not an SCN target school. All the six dimensions of CFS seemed to be practiced really well. The school environment was seen to be very clean with small gardens full of flowers and plants well organized by students. Student councils were set up to support students through peer groups. School Support Committees had been established. LLSPs were being taught. The classroom atmosphere was encouraging, meaning that the seating arrangements for children involved groups and pairs, teachers were teaching using child-centered approaches and so forth.

One teacher interviewed stated that now he used a child-centered approach in which students were more active while the teacher just acted as a facilitator for them and gave feedback at the end of tasks. Two other teachers in Tropeang Thnol primary school in Siem Reap (about 15 km away from the town) said that they came to school more regularly because they did not want their children to come to school without the teacher being there. They also said they loved their school and their children and so they never cut class. All the school directors we met said that their schools now had very good relationship with the community and the parents and local authorities made a great effort to support the school.

Our impression was that SCN's support for this Activity has been very successful and very well received. However, there are some discrepancies between the MoEYS SSA tool and the six assessment tools developed by PEOs for the same CFS program. Moreover, some schools and PEO staff said that the MoEYS SSA tool was easier to use whilst the SCN assessment tools are too detailed and demand more effort from teachers and school directors while their salaries are still low. This issue needs further discussion between the 6 PEOs and MoEYS with SCN's support to identify the instruments that are now to be used, and to ensure that the workload for teachers and school directors is realistic.

c. Providing training for teachers in SCN target areas both in-service and pre-service on teaching/learning pedagogy and application of the new national curriculum with a focus on child centered methodology through workshops, on-the-job training, etc.

To find out further information on Activities which contribute to the quality of teaching and learning, teacher and student performance and effective school management, some investigation was conducted in schools within the six SCN target provinces. Meetings with the school directors were arranged. The schools were:

1. Bak Touk primary school in Phnom Penh
2. Kumru Krong and Aknuwat primary schools in Kampong Chhnang
3. Sophy primary school in Pursat
4. Veal Vong primary school in Kampong Cham
5. Tropeang Thnol primary school in Siem Reap
6. Pro Orb mini-school and Sthapor primary school in Preah Vihear

The investigation focused on these areas:

- Implementation of CFS, mainly the quality of teaching and learning
- School management including issues of enrolment and retention
- Technical/financial support received from PEO, DEO and MoEYS
- The relationship between the school and community

School directors and teachers in SCN provinces have received training in some of the above. The evaluation team were able to see positive results of the training. From our observations the teachers and school directors of both target and non-target schools certainly show greater effort and commitment to improve the quality of teaching and learning for their children. In terms of teaching and learning performance, several teachers from different schools reported to the evaluation team that they worked harder and were more committed to their school work when they saw improved education quality and the progress schools have made. Their attendance improved as they felt that students were always waiting for them in class. They kept students' monthly records of learning progress.

Comments on the implementation of the BEC and standards have been made already in discussion of the Intervention Areas. The effectiveness of SCN training Activity is discussed further in the section on Results and below. In discussion, one DP commented that SCN's use of PEO and central MoEYS trainers means that training quality is questionable. This might be tested, but is a strategic decision with benefits in terms of sustainability and capacity development that may outweigh the disadvantages seen by this DP.

On the other hand a decrease in promotion and increase in repetition rates in some places (see section 4.2.8 below under Development of Databases) may show that there is still a weakness in the area of learning and teaching pedagogy which requires stronger attention. It is arguable that this area may require longer term support due to the large teacher population and the long time required for trying out the new techniques, approaches and methodologies.

d. Conducting training on strengthening the functioning of student councils in learning, application of life skills and dialogue with local authorities, community and other sectors through project work

A distinctive feature of SCN support is the introduction of student council groups which play an important role in helping their peers, identified as weak or slow learners, during their free time. In many schools the Student Council has taken on a lot of school work. They have helped identify children with difficulties (at school and in their family circumstances) and reported these to school. They visit the families of these children to discuss the problem. In addition, they help their friends who are slow in learning to keep up with the others. This concept of "Friend Help Friend" has been implemented in most of SCN's target schools.

e. Promoting study-clubs among children

A part of the Student Council work, as with Friend Help Friend is, apparently, the establishment of Study Clubs. In schools visited by the team, students in Study Clubs were actively working in groups discussing topics assigned by their teachers in and outside class. Children were able to brief the team on the project work they had completed. Independent learning and greater responsibility for helping each other seem unquestionably a good thing.



Children in Trorpaing Thnol Primary School in Siem Reap were working together in a group to solve math problems

However, the Activities in this and the precious section on the Student Councils are only mentioned once in the Preah Vihear report. Student councils and Friend Help Friend are not mentioned in the Preah Vihear report nor the SCN 4 Year Country Program. It is not clear, therefore, how central these Activities are to SCN's programs, whether they are documented and how they are to be applied in the supported provinces. Further description and assessment of their value is certainly merited.

In the schools visited by the team, we were told that students have been trained to do gardening, cooking and handicrafts. Their products have been sold in the school fair to collect money to support their schools.

Again it is not entirely clear if these were part of an LLSP, a Student Council or a Study Club Activity. One might ask "Does it matter, as long as something worthwhile is going on?". A reply might be that clearer, documented descriptions of Activities would allow for replication of successes and reduction of ineffective programs. It would at least tell schools and SCN managers what the criteria for success are, and whether they have been satisfied within budget.



Children in Veal Vong Primary School, Kompong Cham, were discussing in groups during class.

f. Improving classroom and school learning environment to be child friendly/comfortable learning spaces



Teachers in Veal Vong Primary School, Kompong Cham were using child-centered teaching approach

SCN has conducted training workshops for school directors and teachers and arranged visits to schools so that they can share good experiences and learn from each other how to introduce change and to improve the quality of teaching and learning. A key technique has been to change the physical look of the classroom. For example, as shown in the picture, administrative lists and posters, student's work, bird mobiles and other decorations have been posted and hung on classroom walls. This provides a stimulating learning space and encourages children when they see their own work displayed.

4.2.6 Teacher Reflection; Student Assessment; School Self-assessment

a. Developing school self-assessment tools and criteria for assessing CFS

SCN-PEO developed CFS tools are used to monitor the school development, teacher and student performance. The results which will be collected in early 2008 will help PEOs to see how to improve school, teacher and student performance.

To further investigate this Intervention Area, especially, to find out the impact of these Activities on improved teaching and learning performance and what records schools keep of the teacher reflection and self assessment, the evaluation team met PEO working teams and school visits were arranged.

PEO staff reported that at first teachers and school directors found it very hard to evaluate themselves as this had never been done. They did not want to put themselves down and therefore they tended to score themselves very high before the training. After the training and some practice of the CFS, especially the child-centered teaching approach, they were asked to do self reflection and evaluation again. This time they scored themselves lower than the previous assessment. They said they had realized how important it was to accurately evaluate themselves for future self improvement.

At school level, teachers and school directors said they had tried this new idea of self reflection and self-evaluation. They acknowledged that it was very helpful when they could monitor their own strengths and weaknesses whilst there were insufficient staff who could regularly monitor the teacher's performance in teaching and learning. The school directors showed some records and evidence of teacher self-assessment forms the teachers had completed to the evaluation team at the schools.

In short, this Activity is new for Cambodian teachers. It seems a useful intervention to improve monitoring of teacher performance and should be encouraged for all schools in Cambodia. However, adequate training in school self-assessment, teacher and learner performance monitoring need to be provided. School exchange visits and attachment activities have been shown to be very valuable.

The new emphasis on self evaluation means that the school directors' role in monitoring and managing their own school's effectiveness and teachers and students' performance becomes critical, therefore. As stated above, this means they have an increased workload often with limited knowledge, leadership and management skills. This is a challenge for them.

As stated earlier, all school directors interviewed appear to show strong effort and commitment to make their school change. The schools which have performed well act as good models and advisors for the rest to learn from, especially, when the school exchange visits are arranged.

School visiting by staff and directors from other schools seems to be a characteristic SCN supported Activity. There is evidence from other countries (e.g. Indonesia) that this is a valuable practice. However, these visits need to be structured if maximum value is to be extracted from them. It is suggested that SCN develop some documentation on how, when and why visits are carried out.

SCN has encouraged schools which are considered weak to be visited, too. It is felt that this approach would encourage weaker school directors to work hard to prepare themselves for the visitors. Again the inclusion of weaker schools in this Activity is an important characteristic and needs to be documented. Presumably such visits are handled differently from visits to "good" schools. How?

The team was told that an attachment Activity is done to support those weak schools. Attachment is part of the monitoring process applied by PEOs with SCN support. There are, apparently, 3 main sets of Activities that are planned for by PEO staff: 1. Construction; 2. Workshops, and 3. Monitoring (including visits, attachment and training). In general this seems to be an excellent, if somewhat demanding support strategy. PEOs and SCN (as well as DP partners) would benefit from documentation on what is involved in an attachment, who does it, what are the expected results and when it has been applied.

b. *Creating more learning opportunities by introducing project work and student self-evaluation*

To strengthen quality of learning and teaching, project work was introduced in SCN target schools to give children an opportunity to improve self-study and basic research skills. As a result, lots of projects completed by children were displayed in the corner of classrooms visited. The concept of student self-evaluation was introduced among SCN target schools so that children can build up skills of critical thinking, judgment of themselves to promote self-esteem.

This seems to be a characteristic Activity of SCN supported schools. It fits well with several of the other pedagogically sound Activities described in this section, and with other Activities that address Implementation Areas relating to improved teaching and learning quality, but as with other Activities it would benefit from more explicit description of techniques. No doubt when training workshops have been held on the Activity the following questions have been addressed :What is a project? How does a teacher start to introduce the Activity? What are the benefits and what materials are needed? Which classes can do projects and in which subjects? DPs, project partners and MoEYS departments would all benefit from wider dissemination of answers to these questions.

c. *Testing in Mathematics and Khmer for students in grade 3*

As described in the section above on Intervention Areas dealing with Student Assessment (3.2.8) SCN conducted a test in Memot district in Kg. Cham late in 2007. The results of the Memot test are shown in the table below.

From the results, it is seen that overall 78.65% of the students passed the grade 3 standards test in Maths; 77.21% of them passed the reading skill test but only 54.70% of them passed the dictation test.

If we look at geographical areas, 90.45% of the very rural students reached the minimum standard of the maths test whilst 77.60% of the urban students passed the test. It is perhaps surprising that very rural students did better than urban ones. One explanation may be, as reported by respondents in Kampong Cham PEO that the students in the rural areas in general were older than the urban students and more mature. Their thinking ability was, therefore, more developed. It is understood that SCN is investigating this further.

Table 3: Results of grade 3 test conducted in 60 schools in Memot District

TESTING FOR GRADE 3 CHILDREN	Baseline (found after testing in 60 schools)	Expected result of Plan 2008	Expected result of Plan 2009
Mathematics (School : 60/68, Pupil 2413/5116)			
1) Very rural	90.45%	92.45%	93.45%
2) Rural	78.65%	81.60%	85.60%
3) Urban	77.60	82.60%	85.60%
Total	78.65% (passed)	85.22%	87.22%
Reading (School : 60/68, Pupil 2413/5116)			
1) Very rural	76.70%	78.70%	80.70%
2) Rural	79.30%	82.30%	85.30%
3) Urban	62.60%	80.60%	85.60%
Total	77.21% (passed)	80.20%	83.20%
Dictation / writing (School : 60/68, Pupil 2413/5116)			
1) Very rural	53.20%	60.00%	65.00%
2) Rural	56.00%	60.00%	68.00%
3) Urban	47.30%	60.00%	70.00%
Total	54.70% (passed)	60.00%	67.67%

(Source: Memot DEO, Kampong Cham, SCN Head Office, 2008)

This testing Activity is highly laudable. It indicates a commitment to results in these three essential areas, and to helping teachers to focus on outcomes, not just inputs. SCN presented the results at EDUCAM in December 2007, which was appreciated by DPs. Though time was inevitably short the presentation stimulated discussion. One issue was the alignment with CESSP grade 3 tests. It is worth stressing that the tests were designed to perform a different function. SCN's tests are, we understand, a way of raising awareness of and supporting performance monitoring at school, PEO and district level. They do help schools to see how they are performing in comparison with their neighbors. CESSP tests are national samples and results specifically cannot be ascribed to individual schools. Both approaches are valuable.

The quality of the SCN tests, which we understand were designed by DEO staff with PRD support, may be questionable, however. The DEO staff may not have recent experience as classroom teachers and as a result may not be best able to develop appropriate test items based on what had been taught. Teachers of grades 3 and 6 may be more appropriate test developers as they are more knowledgeable of the subjects taught.

Eventually test items should be related to the learning outcomes and standards listed for grade 3 and grade 6 in the national curriculum and standards. Staff should be aware of the student outcomes and standards.

4.2.7 Community Participation

- a. Conducting education campaigns to encourage children to come to school and meeting with students' families to persuade them to let their children continue in schools.**

In addition to support for the CFS program, education campaigns have been conducted in many areas to encourage parents to send their children to school. They have not been implemented by all schools. Some of the visited schools confirmed that they had done this while others hadn't. Given SCN's practice of working through PEOs it seems reasonable that they should not be held to account, and that they are not able to hold schools to account for conducting these campaigns. Again it seems that this Activity is one of a battery that schools are encouraged to consider in addressing quality issues. It might, however, be instructive to consider why the schools who did not run campaigns chose not to do so. And whether those schools that did hold a campaign felt it had produced results.

- b. Mobilizing communities and children to support teachers who are working in very remote areas.**

Once again this is probably not a separate Activity distinct from several of those described above. However, the team understands that communities in remote areas are willing to offer support to teachers according to PEOs. Some provide food, some provide accommodation and so on. Other communities who haven't had teachers deployed from different areas confirmed their willingness and commitment to support the teachers as well. SCN has helped PEOs to raise the awareness of the community to the importance of education and difficulties faced by teachers deployed in remote areas. Schools now can also mobilize resources from communities to support schools themselves in improving the school environment and helping teachers and students in difficulty. It is likely that this valuable Activity is more in the nature of advocacy than a separate Activity.

- c. Promoting awareness raising on EFA issues, community/other sector participation in EFA activities, strengthening the functioning of School EFA Network/Committees.**

EFA awareness was improved through discussion among school children, parents and local authorities by SCN project partners. Every school across the 6 provinces has set up an EFA committee to help disseminate messages about education to all community members and to help enrol children in school.

4.2.8 Development of Data-bases

- a. Conducting a family statistic census for finding the number of children out of school and encouraging their families to send them to school.**

The evaluation team understands that all the visited schools, both SCN target and non-target schools, have conducted a family statistic census. They have used the information developed from this census to make an analysis of the situation of children, especially overage children in and outside schools, children in very remote areas and children with disabilities. The non-target schools confirmed the benefit of the school visit program supported by SCN which made it possible for them to discuss this Activity with SCN target schools and enabled them to conduct the census.

In terms of enrolment and retention, school mapping helps to ensure that all children who reach the school age have to enroll in school. All the school directors the evaluation team met said the same thing, that with their new school mapping tools their schools could identify all children in the community, their family status and who had dropped out or left school, so that the school could intervene with their parents to bring them back. They also believed that from the school mapping practice, their schools could meet the EFA goal in terms of enrolment and retention.

This Activity seems to be connected with the Student Council work and also may be linked to enrolment and community participation Activities and to the data collection Activity described in this section under “c”. We did not look closely at the format for this census, the training used to introduce the census nor how records are kept.

b. Developing data bases and improving data collection system for reporting, planning and monitoring at provincial level

PEO staff in SCN’s provinces have been provided with on the job training in developing data bases. In fact, MoEYS used to provide this kind of training too but the quality of training was low. Due to the shortage of funds, the MoEYS training was conducted in a short period without follow up. With SCN support, the capacity in developing the data bases of PEOs is far better now, as proved by the sample plans and reports they have submitted to SCN.

The team saw evidence of data collected from the PEO offices and made a simple analysis of the data. We comment on the capacity of the PEO staff to analyze and plan on the basis of this data in the next section. In this section we offer some tentative reactions to the data itself.

**Enrollment, Promotion, Repetition and Drop-out Rates of
Primary Education in the Provinces Supported by SCN
From School Year 2001-2002 to 2006-2007
(Source: SCN Basic Education Office, January 2008)**

Table 4: Phnom Penh

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	93.47%	87.99%	9.79%	2.22%
2002-2003	93.96%	90.49%	7.40%	2.11%
2003-2004	94.59%	90.55%	7.95%	1.5%
2004-2005	95.83%	91.73%	7.20%	1.07%
2005-2006	96.12%	91.20%	7.81%	0.99%
2006-2007	96.12%	91.99%	7.39%	0.62%

In the schools enrolment and promotion rates have gradually increased whilst repetition and dropout rates have decreased since the academic year 2001-2002. This could be interpreted that the quality of teaching and learning of primary education in Phnom Penh has been improved partly due to SCN’s support. In addition, the enrolment and promotion rates are much higher and the repetition and dropout rates are much lower than other provinces. This could be due to the fact that people are better educated, Phnom Penh is a business center, people’s standard of living is much higher, there are better schools and universities with more and better qualified teachers and lecturers, better health care and so forth.

Table 5: Kampong Cham (Only target areas, not the whole province)

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	87%	76.87%	18.38%	4.75%
2002-2003	89.40%	79.5%	15.89%	4.61%
2003-2004	93%	80.4%	15.11%	4.49%
2004-2005	95.26%	84.79%	12.03%	3.18%
2005-2006	92%	83.12%	12.06%	4.82%
2006-2007	89.97%	85.32%	9.82%	4.86%

The fact that in this table from Kg Cham we see that enrolment rates have fallen back and dropout rates have actually increased is not necessarily an indicator of failure on the part of SCN Activities. It is always difficult to attribute causality to Activities and Interventions. It In any case is important to note that this data covers all clusters and primary schools in the target districts. Some clusters (12 clusters) and schools (73 schools) in these districts have not yet received support from SCN. Nevertheless, it is encouraging that promotion rates increased substantially over the last 6 years and that repetition has also been reduced. Drop outs however, were up slightly.

Table 6: Siem Reap

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	82.02%	83%	10%	7%
2002-2003	91.17%	84%	10%	6%
2003-2004	93.10%	84.5%	10.50%	5%
2004-2005	94.09%	85%	10%	5%
2005-2006	94.49%	85%	10%	5%
2006-2007	94.47%	84.73%	10.70%	4.50%

In Siem Reap, the situation is similar. This data covers all schools, clusters and districts whilst some schools (181 schools) and clusters (31 clusters) within the target areas have not been supported directly yet. However, enrolment rates have increased since the school year 2001-2002. Promotion rates also increased marginally overall, but slightly decreased in the school year 2006-2007. The repetition rates stayed largely the same though drop outs did decrease.

Table 7: Kampong Chhnang

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	89.66%	87.13%	9.68%	3.19%
2002-2003	92.29%	88.20%	8.98 %	2.81%
2003-2004	92.51%	85.82%	12.07 %	2.10%
2004-2005	91.11%	83.84%	13.67 %	2.46%
2005-2006	92.48%	85%	12.56 %	2%
2006-2007	92.42%	85.45%	12.65 %	1.90%

In Kampong Chhnang, the enrolment rates increased between school year 2001-2002 and 2005-2006, but dropped a little in 2006-2007. The dropout rates have decreased for the last two school years which could mean that the methods and strategies the schools have used to support weak and poor students were effective. However, the promotion rates have barely changed over the last ten years and are much too low. Repetition seems to be rising and is much too high suggesting that the message about the need to bring this down has not been understood and acted on in the schools.

Table 8: Pursat

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	89.40%	77.30%	9%	13.70%
2002-2003	91.90%	80.80%	6.5%	12.70%
2003-2004	89.27%	75.98%	18.54%	5.48%
2004-2005	92.79%	82.49%	11.54%	5.97%
2005-2006	81.4%	84.39%	11.16%	4.45%
2006-2007	83.98%	82.84%	12.71%	4.45%

Note: Pursat Project started on 1 September 2003.

In Pursat, the enrolment rates have increased in the last two years but are down over the last 6. Promotion rates dropped in 2006-2007 from a high the year before of 84.39%, which itself is still much too low. Repetition increased from 11.16% in 2005-2006 to 12.71% in 2006-2007 suggesting the quality of teaching and learning still needs to be improved, or that teachers are still failing children unnecessarily.

PEO staff pointed out that the lower enrolment rates over the last two academic years (2005-2007) are due to an improvement in data collection management. Before this some schools inflated the number of students since PAP school budgets were paid according to number of enrolment. This has recently been corrected. In contrast, PEO staff acknowledge that the promotion rate has decreased from 84.39% in 2005-2006 to 82.84% in 2006-2007 and the repetition rate increased to 12.71% in the same year due to the following factors:

- Shortage of teachers at primary schools
- A larger increase in enrolment
- Teacher's teaching competency is still very limited
- Poverty has pulled some poor students from regular class to work outside

Staff of one PEO said that the 6 handbook tools of CFS assessment and monitoring and other tools have gradually enabled schools to abandon their habit of inflating data to give a good impression. Greater accountability and transparency have been introduced.

Table 9: Preah Vihear

School Year	Enrollment	Promotion	Repetition	Drop-out
2001-2002	64.10%	75.85%	17.82%	6.33%
2002-2003	77.80%	86.23%	11.20%	2.56%
2003-2004	71.83%	75.11%	18.45%	6.44%
2004-2005	77.22%	79.30%	17.95%	2.83%
2005-2006	85.22%	78.82%	15.64%	5.54%
2006-2007	94.58%	79.07%	12.80%	7.32%

Note: Preah Vihear Project started in August 2003.

In Preah Vihear, the enrolment rates have increased rapidly since the school year 2003-2004. This could mean that the mechanism that SCN and PEO have used to encourage children to attend school is more effective. That promotion rates have slightly increased and the repetition rates decreased in the same school year. This might be explained by an improvement in the quality of learning and teaching though promotions are still much too low.

In general these figures are interesting and useful. They are certainly one important means for SCN and its project partners to measure the impact of their Activities. There is clearly a tension between the more holistic, qualitative approach to support and the more quantifiable measures that are required also. The evaluation team discussed with SCN's education staff on several occasions the less direct approach that SCN feels is appropriate, i.e. one where SCN do not emphasize the priority need to get the repetition and drop out numbers down urgently to justify continued support. In fact, there may even be a sense that success in reaching these targets would mean withdrawal of SCN funding, so there could be a vested interest in keeping the figures as they are. We are not in a position to recommend on this issue except to say that this is an area of concern and should be addressed in SCN's next strategic planning process.

c. Conducting cohort statistic analysis for students from Grade 1 to 6 to see survival rates and reasons for drop out and repetition.

The evaluation team understood that this Activity had been carried out in several provinces. However there may be need for greater clarity as to whether this was a distinct Activity from the above data-base development one. In some respects we felt it was, since the emphasis is on analysis and use of data for taking action. Cohort analysis appears to be a longer term, more comprehensive and more detailed process than annual collection of statistics.

Some investigation was conducted with all the six SCN project partners and one DEO (6 PEOs supported by SCN), the SCN education team and a few school directors to find out if strengthening data collection and analysis was contributing to increasing enrolment/retention rates and strengthening school management. The above groups of respondents discussed these questions at round table meetings with the evaluation team on our visits to PEOs.

The response was that potentially these activities could be very helpful to provincial and district staff. One of the respondents proudly mentioned that now his PEO could send school data to MoEYS on time and the improved data collection system had made the life of administrative staff much easier. A few other project teams and the above DEO respondent also confirmed that the correct data they had, helped them very much with effective planning. School mapping helps the school and community very much with identifying children for enrollment. The school and community know the condition of the children and their family status. They know how to approach and support the poor, disadvantaged children. They also

said that school mapping helped teachers to follow up children who cut class very often and who dropped out, in order to bring them back to school. For example, in Kampong Chhnang, one school (Anouwat primary school) visited in the urban area reported that for the last three academic years, its enrolment rate was 100% and dropout rate was 0%. See other details from this school in the table below.

Table 10: Anouwat Primary school in Kampong Chhnang consistent performance

	Enrollment	Promotion	Repetition	Drop Out
2004-2005	99.22%	99.8%	0.19%	0
2005-2006	100%	99.25%	0.74%	0
2006-2007	100%	99.47%	0.52%	0

(Source: Anouwat Primary School, 2007)

To check whether comments about improvement of the data collection system and school mapping help the schools to effectively enroll children in school, a few school directors were talked to.

The director of Anouwat primary school confidently explained the procedures for collecting data and how to investigate children whose homes were within the school catchment area but had enrolled in other schools nearby. In terms of enrolment, that school director concluded that it was less important which school children had enrolled in. The school's job was to find out whether they had enrolled in school and no child was out of school.

However, SCN staff said that SCN had not technically and financially supported capacity building of staff in the area of data collection and planning yet. A few PEOs which SCN has supported also stated that data collection was still an issue, although some progress had been made after they had received some technical support from SCN. For instance, some schools are too remote and the communication system means it is still very difficult to reach them. One DEO staff pointed out that some pressure from PEO encouraged the DEO to create fake data so that it matched with the target indicators which had been planned.

4.2.9 Promotion of Access

a. Identifying key activities to eliminate informal payments to teachers by students

MoEYS considers informal payments as a serious barrier to equitable access. SCN has worked with project partners and other related DPs to find innovative ways to eliminate informal payments for teachers for normal lessons and enrolment. For example, they have taken part in live broadcasts on radio on informal payments. In information provided for the compilation of the Donor Performance Report, 2007, SCN reported taking action as follows to reduce parental cost barriers:

- SCN joined with other donors to make a live radio broadcast on informal payments from students to teachers and school
- Discussed with PEOs to identify the key activities to solve the informal payment to teachers by students
- SCN supported the development of the Child Friendly School Master Plan

However, there remain problems. Our Phnom Penh Municipal Education Office (PPMEO) respondent told us that no single primary school in Phnom Penh was free from the collection of informal payments for normal lessons. PPMEO staff said that a few teachers in some primary schools never accept the informal payment for normal lessons, especially those who can make their major additional income from other income sources. And they say that poor and disadvantaged children are identified in each primary school in Phnom Penh (See the data in table 2 below). The elimination of informal fee collection from poor or disadvantaged children had been successful. No teacher or school in Phnom Penh was allowed to take informal payments for normal lessons from poor or disadvantaged children. Each school identifies which children are poor or have difficulty in attending school using teacher observations and students' peers. PPMEO staff stated that there are two main purposes of identifying children of poor families:

- (1) to prevent teachers from forcing them to pay for normal lessons;
- (2) this group of children will be given some stationery and other support by the school or local donors, and especially may receive support from their peers (through the child-help-child program).

The table below shows data on children identified as disabled, poor, wage earners, homeless, and orphans who are not paying informal fees for formal lessons in Phnom Penh primary schools in the school year 2006-2007.

Table 11: Number of children identified as disabled, poor, wage earners, homeless and orphans in PP in school year 2006-2007

Children who have a particular problem	Total	Female
Disabled children	793	305
Poor children	11,525	4,970
Wage earners	661	256
Homeless	399	186
Orphans	4,088	1,936
Grand total	17,466	7653

(Source: Phnom Penh Municipal Education Office)

The data above shows that there are a large number of poor and disadvantaged children who need support to enable them to continue their studies.

Informal payments for normal lessons still exist, but from our observation only in Phnom Penh primary schools, not in schools in the province. The mechanism and approach that SCN, PPMEO and MoEYS have taken to abolish informal payments has not yet been completely effective as informal payments still exists in all primary schools in Phnom Penh. The letters or guidelines sent by MoEYS and PEO and SCN support have not proved an adequate deterrent in the face of teachers' low salary and high cost of living.

However, the measure of strictly warning schools not to accept informal payments from poor and disadvantaged children, and to give adequate support to them seems to have produced some effective impact in the area of enrolment and retention.

4.2.10 Management and Supervision System; Institutional Capacity Development

a. Central Departments

Officials of TTD, PRD and PED made the same comment regarding capacity development. They said that SCN had provided technical skills in the areas of policy development, teaching, learning and training material development, action research, planning and developing assessment tools. However, how competent the staff are is difficult to measure as their performance was not observed and assessed by the evaluation team. Perhaps more importantly, the criteria for assessment of success in this important area are not really established by SCN's team.

b. Provincial partners

Staff of the six PEOs reported that SCN had given a great deal of support in capacity development of their staff. They received a great deal of training on various things such as planning, collecting data and set up database, school management, monitoring and supervision, training facilitation, teaching pedagogy, especially CFS and learner-centered teaching approaches, CFS assessment and monitoring tools, documentation and filing management. All of the above skills were learned through workshops, on-the-job training, school visits and thematic meetings. They said they felt much more confident compared to the time before they were supported by SCN.

DEO staff said that they had been trained on how to develop long and short term plans, documentation and filing, basic school monitoring, data collection and school management. Some school directors we met said the same things as DEO staff. They learned all the above skills through workshops, school visits, attachment activity and technical meetings.

Staff capacity building in planning, reporting, data collection, school monitoring, documentation and filing, and school management and leadership was provided to PEOs, DEOs and school directors. A few respondents from DEOs and schools said that they were more confident with all the skills mentioned earlier and they now knew what to do based on the annual and long term plan.

More effective school monitoring appears to take place at DEO level, rather than PEO level, where DEO staff stay much closer to schools, and understand their school needs and problems better. However, staffing at most DEOs is apparently still insufficient in terms of numbers and capacity to ensure the effectiveness of school monitoring. School numbers and management responsibilities are constantly increasing.

We were told that technical team meetings have been regularly conducted in schools and at cluster level to discuss issues related to teaching and learning pedagogy and other related school management issues. Management of school petty finances and accounts seems to be transparent. For example, with the teacher's credit scheme, proper records of money lent, money spent and money earned from the interest have been kept very well. All of these related documents and records were shown by the school directors.

c. Organizing flexible learning schedules/timetables and learning places in order to encourage retention of children

PEOs told us that with financial and technical support from SCN, more attention was paid to the condition of schools where a fixed timetable had created difficulties for teachers and students. For example, floating schools in Kompong Chhnang are able to adjust the annual timetable in line with the rising and falling of the water levels in the Tonle Sap lake.

4.2.11 Advocacy for Policy Development

This area of Activity is often overlooked in planning and in evaluation. This is unfortunate since it is both essential and time-consuming. SCN's experience and ability to link experience in the field with policy requirements means it is very well positioned to act as an informed advocate. It should, in our view, acknowledge its role here.

a. Working with PRD, TTD, ECED and PED to develop guidelines and policies for LLSPs, curriculum, CFS, HBECE, etc.

Through SCN project partners were invited to work with the staff of the above relevant central departments to develop policies, such as CFS, ECE and LLSP, and with some coordination from other DPs. The evaluation team met SCN staff to discuss to what extent SCN's support had contributed to these policies and guideline development (especially on LLSPs). This is discussed in 4.2.2 above also.

The SCN representative said that SCN had put the LLSP activities into real practice quite early. The results from the LLSP activities carried out by some SCN target schools had been presented to MoEYS to convince MoEYS officials that they were a good program before the LLSP Policy was issued. SCN played a role as a facilitator to support the process of LLSP development, but did not act as the LLSP developer. MoEYS staff, particularly, PRD staff with other related departments were responsible for LLSP policy development. SCN has taken responsibility for implementation of LLSP policy in its target areas. Based on school visits, observation of some gardens and other visible achievements of LLSP activities, (such as the Khmer cake offered to the evaluation team) we were able to judge some positive impact of these programs.

b. Developing plans for teacher demand and needs in target areas

SCN project partners, especially, for the remote provinces such as Preah Vihear have discussed and made a plan for recruiting new teachers from the existing local resources. This academic year (2007-2008) TTD has agreed to recruit more teachers with lower requirements for particular remote areas. On the other hand, in some very remote areas, like Pro-Orb, it seems that no human resources are available to be recruited.

4.3 Alignment between Activities and Intervention Areas

As can be seen from the overall fit of Activities into Intervention Areas in the above discussion, the evaluation team felt that there is generally reasonable alignment between the two. There are a lot of Activities, however, and also a lot of Intervention Areas. As has been mentioned, some of the Activities described do not seem well-defined or distinct, and many seem closely related to each other. This is consistent with SCN's "holistic" approach. Moreover, in the field it may be harder to maintain some of the distinctions. Local staff may not find the differences as helpful as central managers, and it may be appropriate to decide on a local variation when making an assessment of needs on the ground, what is often referred to in Cambodia as, "the reality".

Nevertheless, there must be some danger of what is sometimes called "project-creep", where a project expands and varies its activities without restraint to respond to perceived needs, possibly short-term and very local. The demands on available resources (budget and staff time) also expand with limited management control and become stretched very thin. SCN staff did stress that they were very busy, though this is hardly unique to them, and it has to be admitted that the demands of the areas they work in are real and numerous and pressing.

There is clearly a need to prioritize, however. No one person or organization can solve all the problems of a community. And it may well be that a smaller number of Activities with a sharper focus would have a greater impact and do more good in the context of the whole country.

However, another characteristic of the more integrated approach that SCN advocates and applies is that an Activity such as the teacher credit scheme described above is applied with some inconsistency. Not all schools benefit from it, and one might wonder why this is. Is it because they don't choose to, or because it has not been promoted in that area? If the latter, what might be the criteria for offering the scheme? Or does the portfolio of available Activities change over time?

The most serious consequence of the proliferation of Activities is that there is insufficient time for documentation. SCN staff did admit that this was a weakness. This may, indeed, be the reason why Activities take place in some areas and not others. The procedures are not clearly established for beginning and carrying them out. More seriously, perhaps the means for assessment and replication are less clear. Where assessment of impact is carried out less systematically it is unclear whether an Activity or even an Intervention worked or could have worked better. All the energy is expended on the input and success is assumed often on the basis of the warmth of reception or the numbers attending an event.

Lack of documentation has a serious impact if the program expands into another geographic area (or is managed by new staff)? How can Activities, especially successful ones, be offered if the procedures are not documented? This may be true of an Activity such as Advocacy (4.2.11) or Capacity Development (4.2.10) both of which are hard to describe and to quantify, but it can also extend to apparently more concrete Activities or Areas such as training and assessment of performance.

5 National Policies

5.1 Alignment between government policies and strategies relevant to SCN's work

RGOC and MoEYS policies have been mentioned above in discussion both on the Intervention Areas and on the Activities. In general, as we have said, we found there to be a good alignment between what SCN is doing and what MoEYS and its Development Partners have decided are priorities. We do not see, and would not expect to see, a one-to-one relationship between the Policy Dimensions and the SCN Activities. In many cases the Activities attempt to satisfy more than one policy objective. This is not problematic except in assessing whether the Activity is successful or not. As has been pointed out, the needs of management are different from the needs of implementers in the field. Clearer alignment between MoEYS indicators and targets with Activities would definitely be beneficial to SCN's management, and also to MoEYS managers. We discuss results below in the next major section.

However, there are a few activities, such the construction of mini-schools, providing credit schemes for both teachers and students, which SCN project partners and SCN itself have practiced, that are not exactly in line with MoEYS education policy and strategies. Nevertheless, they appear to be appropriate activities for the situations in which SCN is working and help promote greater education benefits. We feel they should continue to be implemented by project partners and supported by SCN with the caveats discussed above in terms of documentation, etc. In general, we also feel the ESP and ESSP indicators and targets could be acknowledged more prominently in SCN's own reports and those of PEO and MoEYS.

The following table sets out the MoEYS policies and the related activities as shown and discussed in the previous section :

Table 12: Ministry Policies and SCN Activities

Policy and Strategy Dimensions	SCN's Activities
1.1.1 Expand access to ECE programmes for 5 year olds targeted on those communes with high enrolment rates and high repetition rates in primary schools.	<ul style="list-style-type: none"> ● <i>Expanding Home Based ECE program in 6 provinces of SCN target areas (4.2.4)</i> ● <i>Working with PRD, TTD, ECED and PED to develop and update guidelines, policy and materials (4.2.11)</i>
1.1.2 Ensure entry of all 6 year olds into primary school by performing regular population census and by issuing a decree and guidelines for 6 years as age of entry to primary school	<ul style="list-style-type: none"> ● <i>Conducting a family statistic census for finding the number of children out of school and encouraging their families to send them to school (4.2.8)</i>
1.2. Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers' salaries.	<ul style="list-style-type: none"> ● <i>Making live on radio on informal payments from students to teachers and school (4.2.9)</i> ● <i>Conducting training on strengthening the functioning of student councils in learning, application of life skills and convincing the local authorities, community and other sectors through project work (4.2.5)</i>
1.3. Reduce repetition and drop-outs levels in all grades, with the priority for improvements in grades 1–6 by improved and more relevant school curriculum, expanded and more effective remedial classes during the school year, alongside periodic and continuous student assessment and standards monitoring.	<ul style="list-style-type: none"> ● <i>Developing school self-assessment tools and criteria for assessment of CFS (4.2.6)</i> ● <i>Conduct training on strengthening the functioning of children council in learning, application of life skills and convincing the local authorities, community and other sectors through project work (4.2.5)</i> ● <i>Testing on Mathematics and Khmer for students from grade 3 (4.2.6)</i>
1.4. Enable greater private/ community involvement in all stages of schooling in order to increase understanding of importance of education as well as achieving greater transparency and accountability in the structures.	<ul style="list-style-type: none"> ● <i>Conducting a family statistic census for finding the number of children out of school and encouraging their families to send them to school (4.2.8)</i> ● <i>Conducting education campaigns to encourage children to come to school and meet with students' families to allow their children to continue learning in schools (4.2.7)</i> ● <i>Promoting awareness raising on EFA, issues, community/other sector participation in EFA, activities, strengthening the functioning of School EFA Network Committees (4.2.7)</i>
1.5. Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families	<ul style="list-style-type: none"> ● <i>Financing school construction especially for incomplete schools in disadvantaged areas (4.2.1)</i>
1.8.1. Ensure teacher provision in remote and disadvantaged areas by recruiting teacher trainees from these areas through particular recruitment criteria.	<ul style="list-style-type: none"> ● <i>Developing plans for teacher demand and needs in target areas and SCN lobbied TTD to recruit the teacher trainee from disadvantage areas with special incentive (4.2.11)</i>
1.8.2. Improve the efficiency of staff deployment by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas.	<ul style="list-style-type: none"> ● <i>Mobilizing communities and children to support teachers who are working in very remote areas (4.2.7)</i> ● <i>Providing credit schemes for teachers who live in very remote areas (4.2.3)</i>
1.10. Increase the number of scholarships for students from poor families, especially girls, to ensure their access to primary, secondary and post secondary schools and introduce merit driven support programs for post-basic students from poor families, girls, ethnic minorities and other disadvantaged groups. Ensure better poverty targeted primary school feeding and grades 7-9 incentives programs.	<ul style="list-style-type: none"> ● <i>Conducting a family statistic census for finding the number of children out of school and encouraging their families to send them to school (4.2.8)</i> ● <i>Providing credit schemes for students, especially for students who are very poor and at risk of drop out from school (4.2.3)</i> ● <i>Conducting education campaigns to encourage children to come to school and meet with students' families to allow their children to continue learning in schools (4.2.7)</i>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Policy and Strategy Dimensions	SCN's Activities
<p>2.2. Improve the quality of teaching and learning through nationwide implementation of child-friendly schools, and school readiness programs aimed at holistic development of schools including inclusive education, child-centred teaching and learning, conducive and gender-responsive learning environment, family/community participation and effective education management systems.</p>	<ul style="list-style-type: none"> ● <i>Conducting orientation training to pre-service and in-service training to teachers on child friendly school materials (4.2.5)</i> ● <i>Providing training for teachers in SCN target areas both in-service and pre-service on teaching/learning pedagogy with a focus on child center methodology through workshops, on-the-job training, etc.(4.2.5)</i> ● <i>Work with PRD, TTD, ECED and PED to develop and update guidelines, policy and materials (4.2.11)</i> ● <i>Promoting study-clubs among children (4.2.5)</i> ● <i>Improving classroom and school learning environment to be child friendly/comfortable learning spaces (4.2.5)</i> ● <i>Creating more learning opportunity by introducing project work and student self-assessment (4.2.6)</i> ● <i>Conducting training on strengthening the functioning of children council in learning, application of life skills and convincing the local authorities, community and other sectors through project work (4.2.5)</i>
<p>2.4. Implement the new Curriculum Policy, including implementation of Primary and Lower Secondary component of new basic education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs.</p>	<ul style="list-style-type: none"> ● <i>Work with PRD, TTD, ECED and PED to develop and update guidelines, policy and materials (4.2.11)</i> ● <i>Providing training for teachers in SCN target areas both in-service and pre-service on teaching/learning pedagogy with a focus on child center methodology through workshops, on-the-job training, etc. (4.2.5)</i> ● <i>Producing Learning and Teaching materials (4.2.2)</i>
<p>2.5. Improve pre-service and in-service teacher development and introduce staff performance appraisal systems at every level of the education system, including appropriate reporting procedures.</p>	<ul style="list-style-type: none"> ● <i>Developing school self-assessment tools and criteria for assessment of CFS (4.2.6)</i> ● <i>Work with PRD, TTD, ECED and PED to develop and update guidelines, policy and materials (4.2.11)</i>
<p>2.6. Strengthening teaching and learning quality to ensure primary and secondary teachers with pedagogy and ICT awareness.</p>	<ul style="list-style-type: none"> ● <i>Providing training for teachers in SCN target areas both in-service and pre-service on teaching/learning pedagogy with a focus on child center methodology through workshops, on-the-job training, etc. (4.2.5)</i>
<p>2.7. Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide, assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders and follow up on the results of the tests in the nationwide school report cards.</p>	<ul style="list-style-type: none"> ● <i>Testing on Mathematic and Khmer for students from grade 3 (4.2.6)</i>
<p>2.8. Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions by disseminating the result of students' achievements to the public and education authorities at all levels, and through a clear definition of the roles and responsibility of education inspection and other departments at central, provincial and district inspectors. The role of commune councils in school performance monitoring and oversight should be promoted.</p>	<ul style="list-style-type: none"> ● <i>Developing school self-assessment tools and criteria for assessment of CFS (4.2.6)</i> ● <i>Work with PRD, TTD, ECED and PED to develop and update guidelines, policy and materials (4.2.11)</i> ● <i>Building capacity of MoEYS/PEO staff in education management and leadership, planning and reporting (4.2.10)</i>

6 Measurable Improvements

6.1 *Expected measurable improvements in the last 5 years*

Two of the key questions posed for this evaluation referred to measurable performance of SCN's programs:

- (1) Have SCN's staff development and teacher training the last five years produced measurable improvement in staff and teacher performance?
- (2) What types of partner activities have SCN -CO financed during the last five years and have these activities:
 - been used in line with SCN's Intervention Areas?
 - produced measurable outcomes in line with the national education development plans and strategies?

(Evaluation Team Inception Report, p2)

This evaluation report has made mention in several places of the need for SCN to document results more fully in both planning and program assessment. In the course of this evaluation the team was, in fact, shown very detailed plans, targets and reports on progress towards targets. We were suitably impressed, though we felt that there was perhaps some ambivalence towards these targets. As we were informed, they sometimes do not seem to be appropriate for the work in the field, and we did have the impression that the SCN team were not always comfortable discussing specific results.

The reasons for this are various. Firstly, SCN's programs are extremely complex, which makes them hard to measure. Secondly, they are implemented through a holistic approach which does not lend itself to discrete measurement. Thirdly, staff are enthusiastic about their work and less inclined to assessment and reporting what they have done. And fourthly, because of its approach to implementation through PEOs, SCN does not have direct control over outputs. They acknowledge that their role is to work through the national education systems (MoEYS central departments, PEOs and DEOs). They do not attempt to implement programs directly, but to develop the individual and institutional capacity of the official system.

In our view, this is largely appropriate. The strategy risks losing some quality in impact, but makes up for this in ensuring national ownership, long-term sustainability and their position as partners and advocates for good within MoEYS. Demonstrating that Activities can be implemented through national systems also means that there is a strong likelihood that they can be scaled up for national coverage. The approach is also more cost effective than direct implementation of Interventions or Activities. Whatever the drawbacks of paying salary supplements (and these should not be ignored) the cost is considerably less than paying teams of outsider trainers or field workers.

However, none of the explanations above remove the need to focus on results, though they explain why it is difficult. At the same time there is a question of what results are important. The SCN Plans we were shown, and which are discussed below, have very detailed targets. But they are not always the same as, and do not refer to the official indicators. The Ministry's ESP and ESSP set out the agreed targets, indicators and programs in the policy areas selected as priorities by MoEYS and its DPs. These are the ones that should be followed by all interventions.

As discussed SCN also has two recent 4 year plans developed for Cambodia (SCN's 2003-2005 Plan and the 2006-2009 Plan) which were shared with the evaluation team.

Parts of these Plans set out broad and sometimes extraordinarily detailed goals and objectives. In other places the expected results seem more of the nature of inputs to programs than outputs. The objectives and targets are sometimes in line with ESP and ESSP and sometimes also acknowledge the selected approach of working through the national systems. On the other hand, they also advocate Activities that are clearly not agreed by MoEYS and must, therefore, be of questionable sustainability. They sometimes also set very specific targets, and in areas where only direct control could be expected to deliver them. Some examples of these are given below.

Under **Expected Results by End of 2005** the 2003 – 2005 Plan proposes to increase enrolment by offering scholarships or other payment systems, referring in general terms to the institutional mechanisms for administering them:

Promotion of access for all children to primary education

- *School, local authorities, and school development committee study the condition of children in the area of the school, determine children, especially girls, vulnerable children and children with disabilities, ... and provide direct socio-economic support to the children to enroll... (p3)*

It targets 300,000 to 500,000 children in implementation provinces, a rather broad target, and also proposes contributing to national impact “ *through the close cooperation with the Ministry of Education, the Teacher Training Colleges, UNICEF and the World Bank.*”(p3) Cooperation with MoEYS is not exactly the same as working through national systems and nor does this appear to advocate working jointly with UNICEF, the World Bank, etc. On the one hand, SCN works much more closely than suggested here with PEO and on the other it perhaps works less closely than it might with DPs (see the section below on Harmonization).

The Plan does not appear to have a very strong sense of institutional capacities and realities. It proposes systems that are not currently accepted as national priorities and bundles together inputs and programs that require considerable teasing out before they can be implemented let alone measured: “*The system to promote the child's leadership in classroom will be established. Pupils will play, be active and cared for. Illiteracy and early childhood care program for youth parents will be developed.*”(p4)

The Plan proposes the inclusion of 3 to 5 year old children in the ECE program, something discussed above (4.2.4) and cautioned against.

Access to pre-school education

- *5400 children age 3-5 will access pre-schools and 500 children will participate in a pilot programme for quality home based care according to the pre-school curriculum. (p4)*

The following 4 year Plan (**Country Program 4 Year Work Plan 2006-2009**) has vastly more ambitious targets, again outside the national program. Not only that, but the figures are strikingly specific:

- Children aged 0-5 years old especially in disadvantaged circumstances have access to HB ECCD; children age 3-5 have access to pre-school and pre-school classes attached to primary schools, and children aged 0-5 with disability have received special interventions:
 1. *42,190 children from 0-5 years benefit from Early Childhood Care and Development Program*
 2. *556,276 children enrol at primary education.*
 3. *12,781 out of school children, especially girls and disadvantaged children have access to schooling*

The Plan gives detailed specifications for increases in promotion and reduction in drop out, important indeed but not those given in the ESP/ESSP documents (94% and above). It does not refer to the new national curriculum (BEC and standards) with the student outcomes orientation, which was in draft and shared widely at the time the Plan was drawn up. It proposes “*81,990 children acquire proficiencies of self-evaluation*”(p12) without explanation of how this very precise figure is calculated . In fact there are 26 sets of very specific target numbers for the 4 year Plan (e.g. “663, 671 in school children and 250,000 out of school children benefit from Mom and Mab magazines”).

In summary, while we still feel that attention to results in planning and reporting is needed, the evaluation team has to agree with the suggestion from the SCN team that the targets presented in the two Plans do not lend themselves easily to a focus on relevant performance measurement. And in particular there does seem a lack of explicit alignment with national targets. It may be that very difficult local circumstances require adjustment of targets, but these also need to be explained in reference to national indicators.

6.2 SCN's orientation towards results

The previous section of this report suggests that, while there are certainly, very detailed and specific plans and indicators for SCN Intervention Areas and Activities, there is some disjunction between this mechanism and the way it is applied in practice. SCN has developed its own annual program plans, expected results and indicators from the Country Program 4 Year Work Plan 2006-2009, and every project partner has its own indicators and targets to be achieved annually. This is a major program Activity and perhaps should be listed more explicitly as such. It certainly contradicts the perception of the DP who suggested that SCN has a focus more on inputs than results. The very detailed Annual Program Report 2006, seen by the evaluation team (see below), also indicates that programs have been implemented according to plan and most expected results have been achieved and reported on (Annual Program Report 2006, p17).

We were informed that delays in identification and selection of a new project partner to implement the 2006 plan were caused by the extensive work required to ensure the partner was able to deliver high quality results based work, organization management, and sustainability (Annual Program Report 2006, p17). This is further evidence of attention to results.

SCN and its project partners do apparently have proper results monitoring systems from school to PEO level and to SCN. Monitoring includes school visits, meetings and attachments. Every project partner is required to write a quarterly report on the progress made and results achieved against the expected results and indicators set out. These are discussed at quarterly meetings in each province and at SCN central level to see what targets have been met and what adjustments need to be introduced.

Nevertheless, although the evaluation team was shown quarterly reports from the provincial partners they were for the second quarter 2007. We were informed that the final report for all provinces for 2007 had been drafted and sent to Oslo for approval. SCN showed us a draft of this report at the end of the evaluation and after some prompting, and it again seems to show a fine record of achievement. And yet there remains some ambivalence about SCN's orientation towards which echoes the proliferation of Activities (and Intervention areas) and the sometimes insufficient documentation explaining them.

We acknowledge that reporting on progress in terms of quantifiable results does take place with plenty of precision, but does it guide day to day implementation? To what extent is it an activity that takes place at the beginning and end of the year, to plan Activities and to evaluate results afterwards? How is this difference managed in practice? Is the evaluation of annual performance carried out separately from the day to day management process? By different staff? What evidence is there that adjustments are really made to Activities during the year if it is felt that targets are not going to be met?

Perhaps it is unreasonable to do more than acknowledge that there is a tension between SCN's holistic approach and the management control measures (the quarterly reporting mechanism). It may be both inevitable and quite productive to have creative and responsive field operations pulling in one direction and rigorous pressure to achieve concrete results pulling in the other, as long as the two remain engaged with each other. The meticulous (and to us slightly unrealistic) target setting processes may tend to loosen this attachment. It may, for example, encourage the setting of targets that are so certain to be met that SCN and its partners only need to check on them at the end of the year.

In support of this argument, we note from the 2007 Report that has been shared with us that most target indicators (apart from printing of materials) were very substantially exceeded during the year. (e.g. "**10,901** (target 2,174) students participated in school EFA activities.... **22,450** (target 13,355) children from 0-5 years benefit from Home Based/ECCD program." SCN Annual Program Reports, 2007). The results, compared to the targets, are extremely impressive. The first response must be strongly to congratulate the team. But such large overshoots are a little disconcerting also, especially in view of the comments on documentation and proliferation of Activities. We would recommend continued internal monitoring of this issue.

The table below shows how achievements were measured against the expected results and indicators in 2006.

Table 13: Actual Achievement against the Expected Results and Indicators for 2006

Expected Results	Indicators to be Achieved by the End of 2006	Actual Achievement by the End of 2006
<p>Children aged 0-5 years old especially in disadvantaged circumstances have access to HB ECCD; children age 3-5 have access to pre-school and pre-school classes attached to primary schools, and children aged 0-5 with disability have received special interventions:</p>	<p>1) <i>8,700 children from 0-5 years benefit from Early Childhood Care and Development Program.</i> 2) <i>544,491 children enrol at primary education.</i> 3) <i>3,145 out of school children, especially girls and disadvantaged children have access to schooling.</i></p>	<p>(1) <i>20,685 children from 0-5 years benefit from Early Childhood Care and Development Program.</i> Remark by SCN: The achieved result is more than planned because of the change of working approaches from with PEOs teams to work with DEOs and at school levels. Furthermore, partners have learned and accepted that Home Based/ECCD is a relevant model that connects daily lives in rural and remote areas. (2) <i>520,474 enrolled at primary education.</i> (3) <i>3,439 out of school children, especially girls and disadvantaged children have access to schooling.</i></p>
<p>Children are enrolled in primary schools, particularly girls, out of school children, indigenous minority ethnic children especially those in disadvantaged circumstances; disadvantaged children who completed primary school are supported to go to LSS:</p>	<p>4) <i>331 disadvantaged children who completed primary school will be able to continue his/her study at lower secondary school.</i> 5) <i>1,119 school children participate in school EFA access to schooling activities.</i> 6) <i>145,416 school going children benefit from improved and enhanced options in education.</i> (This is the expected result by the end of 2009 as stated in SCN 2006-2009 plan)</p>	<p>(4) <i>1,586 disadvantaged children have possibilities to continue to study at lower secondary school.</i> Remark by SCN: The result is more than planned due to (i) more children were able to access revolving fund/school credit scheme, (ii) improvement of functioning of school EFA Committees and Children's Councils (iii) increasing number of lower secondary school classes attached in primary schools. (5) <i>1,383 school children participate in school EFA access to schooling activities.</i></p>
<p>Children have benefited from decentralized educational curricula (Operation rescue, Content Condensed Programs, local specific learning events, stimulating thinking puzzles/games); children have benefited from flexible curricula specifications for life skills; generalizable to the concept of "becoming enterprising"; children have benefited from the program for the national and local specifications on culture learning, civic actions/responsibilities in a democratic society:</p>	<p>7) <i>150,261 school going children benefit from pedagogically valid, social cultural learning related to their daily lives.</i> (This is the expected result by the end of 2009 as stated in SCN 2006-2009 plan) 8) <i>Around 80,000 children in SCN target areas will receive learning materials, drawings, game, puzzles, picture books that enhance their mental development and reading skills through the publication of 10,000 copies of learning materials.</i> (This is the expected result by the end of 2009 as stated in SCN 2006-2009 plan)</p>	<p>(6) <i>Children in SCN target areas received learning materials, drawings, games, puzzles, picture books that enhance their mental development and reading skills through the publication of 30,000 copies of learning materials.</i> Remark by SCN: The number of copies produced is more than planned because reduction of book size and pages to reach more children</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Expected Results	Indicators to be Achieved by the End of 2006	Actual Achievement by the End of 2006
<p>Primary school children have benefited from child-centered learning in schools and in communities with application of learning including for improving the quality of life as applied by the national goals and aims of education; use of a range of availability alternative learning resources, methodologies and modes, of specific relevant to disadvantaged and marginalized children. Promotion rate of primary school children has increased; dropout rate of primary school children has decreased:</p>	<p>9) <i>Children will be promoted with an increase between 74 %- 90% and children dropout will be decreased between 1%- 6.33% throughout this strategic period as benefit from improvement of quality of education and diversification of learning and teaching methodologies.</i></p>	<p>(7) <i>Children promotion rate in all grades were range between 78% - 91%. Children dropout was decreased between 1%- 6%</i></p>
<p>Children apply self-evaluation, recognize its cultural roots, and use self-analysis to achieve self improvement:</p>	<p>10) <i>18,092 children acquire proficiencies of self-evaluation.</i></p>	<p>(8) <i>7,450 children acquire basic proficiencies for self-evaluation. Children have been encouraged to develop monthly self-development plans and to report to teachers accordingly.</i> Remark by SCN: The achieved result is less than planned because this programme has been in the process of piloting and more work is required</p>
<p>Parent's and care-givers' knowledge and proficiencies on HB ECCD have increased:</p>	<p>11) <i>73 villages and 506 core mothers will be organized to establish new HB ECCD.</i></p>	<p>(9) <i>233 villages and 845 core mothers were organized to establish new Home Based ECCD programs</i></p>
<p>Staff of PEO, DEOs, head teachers/assistant head teachers and teachers have received capacity building in regard to the support required for the implementation, management/monitoring, impact assessment/analysis of the holistic interventions of access to schooling education, learning and achievement and specific tailor-made capacity building in critical areas to ensure the continuation and sustainability:</p>	<p>12) <i>1,559 staff of PEOs, DEOs, head teachers/assistant teachers and teachers receive capacity building related to school, leadership, management and monitoring, constructive learning and teaching, managing and implementing concept of CFLE, impact assessment etc.</i></p> <p>13) <i>48 core teachers at 5 TTCs have improved their capacity and proficiencies in training teachers.</i></p> <p>From this point onward, the expected results are for the end of 2009 as stated in SCN 2006-2009 plan:</p> <p>14) <i>10 of TTD staff will be trained on how to design, develop and implement functions of TTD as a national organ to ensure the implementation of EFA actions at TTCs.</i></p>	<p>(10) <i>4,062 staff of PEOs, DEOs, head teachers/assistant teachers and teachers have participated in workshops and/or been trained in HB ECCD works and its impact; learning and teaching pedagogy focused on project work; Advocacy campaign, functioning of school community network and Children Council, life skills; Education management information system</i></p> <p>(11) <i>56 trainers at 5 Teacher Training Colleges were trained in using life activities in HB ECCD, learning-teaching sequences with project work and school assessment.</i></p> <p>(12) <i>8 TTD staff was trained on Child Friendly School Program.</i></p> <p>(13) <i>May be reported by the end of 2009.</i></p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Expected Results	Indicators to be Achieved by the End of 2006	Actual Achievement by the End of 2006
	<p>15) 28 of PED staff will be trained on how to design, develop and, implement functions of PED as a national organ to ensure the implementation of EFA actions (no target indicator for 2006).</p> <p>16) 7 of PRD staff will be trained on how to develop supplementary materials / modules in regarding access to education options of learners.</p> <p>17) 80 of ECED staff and 33 of TTC Pre-School trainers will be trained on HB ECCD.</p>	<p>(14) 12 (target 12) Pedagogy Research Department staff received basic training on how to identify/investigate problems that teachers, head teachers, DEOs and PEOs are facing while they teach or implement the curriculum, textbooks, teacher manuals developed and/or issued by the MoEYS.</p> <p>(15) 61 of ECED staff and TTC Pre-School trainers were trained on development of learning theme modules for 5 years children, how to investigate and write records in relation to ECCD activities, how to identify life activities contributing to the child development proficiencies defined by the formal pre-school setting.</p>
<p>Documents of experiences/lessons learned in education development programs have been provided and Impact analysis of HB ECCD has been documented:</p>	<p>18) 24,000 copies of main Principles Framework Manuals of "MACRO AND SUB-MACRO OPERATION" for identification of quality of EFA implementations for TTD and TTC to comply with the quality improvement of primary school on "Enriching Implementation of EFA" will be developed (no indicator for 2006).</p> <p>19) 24,000 copies of main Principles Framework Manuals of "MACRO AND SUB-MACRO OPERATION" for identification of quality of school, DEO, PEO and National Department of EFA implementation (cooperatively with TTD and PRD Departments) will be developed (no indicator for 2006).</p> <p>20) 24,000 copies of Principals Handbooks/Manuals for orientating PEO / DEO / HT and stakeholders on HB ECCD (cooperate with pre-school TTC) will be developed.</p>	<p>(16) N/A.</p> <p>(17) N/A.</p> <p>(18) HB ECCD materials for mothers were developed and 30,000 copies of these materials were printed and distributed to target areas.</p> <p>(19) Remark by SCN: The number of copies is more than planned because of increase of HB ECCD programmes</p> <p>(20) Life skill supplementary materials and modules with particular emphasis on vegetable growing and animal raising as part of the National Life Skill Policy were developed for orientating teachers, head teachers, DEOs and PEOs. 201,600 copies of these materials were printed and distributed in the country.</p> <p>(21) Remark by SCN: The number of copies produced is more than planned because the Life Skill Programme has been included in school learning curriculum. Therefore, more copies are required for teachers and children to be used for learning-teaching activities in class and at home.</p> <p>(22) Estimated 663, 671 in school children and 250,000 out of school children benefited from Mom and Mab magazines though distributing of 180,000 copies of Mom Mab Children's magazines.</p> <p>(23) N/A</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Expected Results	Indicators to be Achieved by the End of 2006	Actual Achievement by the End of 2006
	<p>21) 24,000 copies of supplementary materials / modules ("occupational" life skills in addition to agriculture, and local specific occupational skills and skills for life integrated into all curriculum subjects and lessons with particular emphasis on health, nutrition, national identity and others) to the curriculum subjects, in regard to the National Life Skill Policy Implementation will be developed.</p> <p>22) Estimated 663, 671 in school children and 250,000 out of school children benefit from Mom and Mab magazines through printing and distributing 360,000 copies of Mom Mab Children's magazines.</p> <p>23) 40,000 copies of IEC materials on the importance of education will be published (no target for 2006).</p> <p>24) 40,000 copies of IEC materials on how to protect children from violence and abuse will be published.</p> <p>25) 2 video materials, 1 TV and radio programs on ECCD will be produced and broadcast; and 1 magazine column on ECCD will be produced and published</p>	<p>(24) 40,000 (plan 30,000) copies of CFS booklets highlighting the importance of CFS program were published one video presentation of CFS was produced and will be copied for school the following year.</p> <p>(25) 2 video training materials on ECCD were produced for the use during the parental training program. 26 TV (Television of Kampuchea) shows on ECCD broadcast 52 times. 52 radio (FM 97) shows broadcasted live.</p> <p>(26) N/A</p>
Documents of disadvantaged children and monitoring change their life have been analyzed and documented:	26) 26. 40,000 copies of and four documentations on children's issues, good experience and practices will be documented (no target indicator for 2006).	

(Source: SCN's Annual program Report-2006, SCN Basic Education Office, 2008)

7 Coordination and Harmonization

7.1 *Relevant policy documents and statements*

In response to the 2005 Paris Declaration on aid effectiveness the Royal Government on Cambodia issued an Action Plan on Harmonization, Alignment and Results, 2006 – 2010. This document sets out the expected *Results, Actions Needed, Responsible RGC Institutions, Development Partners, Milestones* and *Timing* for each Section of the Plan. Under **Harmonization: Development partner’s actions are more harmonized, transparent and collectively effective**, there are two sub-sections, and a total of 5 Results. The sub-sections are headed:

1. Development partners implement common arrangements and simplify procedures.
And
2. Promoting a harmonized approach to environmental assessments and other cross-cutting issues such as gender equality and other thematic issues.

The *Actions Needed* include joint setting of targets and use of sector/thematic programs and strategies to “increase delegated cooperation within their sector/thematic area”.

Under the previous section of the HAR Action Plan, **Alignment**, the expected *Result* is that “an increasing proportion of development assistance will be delivered through national institutions, systems and procedures”. So the commitment made by signatories to the Declaration is that Development Partners will increasingly cooperate with each other to achieve nationally agreed, common targets through host government systems.

Cambodia is a partner country to the Paris declaration and SCN’s funding donors (WB and the Nordic Group) are signatories. SCN, as an NGO, is not an invited signatory to the Declaration, though its strategic relationship with its funding partners means that it supports the long-term goals of the Declaration and Action Plan. The underlying expectation of this evaluation is that SCN’s programs will increasingly reflect the commitment of its funding partners to the objectives of the Declaration.

SCN provided information in response to a request from the Donor Coordination Adviser for inputs to the ESWG’s annual Donor Performance report in November 2007. This information reflects SCN’s commitment to the Declaration. The following are the Actions Taken summarized by SCN for 2007:

Action Taken

- SCN supports PEO donor meetings at provincial education office to harmonize the use of resources for education development in each province
- SCN has a flexible policy and guidelines on issues such as Daily Subsistence Allowance (DSA) which allow cooperation and consistency with other donors when supporting joint activities (Example: National workshop on School Self Assessment (SSA) and Child Friendly Schools (CFS))
- SCN collaborates with other donors to promote children’s rights (Example: SCN collaborated with Save the Children, Australia on the education and health development project for disadvantaged children in Kampong Cham)
- SCN sends a staff representative to attend donor and NGOs meetings such as ESWG, EDUCAM and NEP.

SCN reported also that a Future Milestone for increased Harmonization is that POEs will develop a common matrix showing all DP support to education in the province. This would certainly make harmonization easier and would promote MoEYS ownership if the matrix was indeed developed by the POE and provided to the Ministry. It would allow closer monitoring of alignment also.

However, SCN also reported the major constraint that “Different donors do not share their plans and report to each other”. One objective of this section of the Evaluation Final Report is to consider SCN’s position on the issue of sharing plans and reporting to each other.

A document quoted from in several places in this report is SCN’s Country Program 4 year Plan 2006 – 2009. This was prepared in 2005 and the final version issued in December 2005. It contains some alarming and rather sweepingly general statements:

Today, the majority of Cambodian families remain struggling with post conflicts trauma including overcoming the constraints of the family socio-economic situation. **(Country Program 4 year Plan 2006-2009, Dec 2005 p34)**

Many families might be surprised to hear that they are struggling with trauma rather than with the more mundane pressure to find work and feed themselves.

In other places the report does refer to issues of harmonization, but makes no reference to the RGC’s HAR Plan of Action 2006 – 2009:

SCN-CO resources have been used effectively as a complement to UN, IO and other public and institutional programs. **(Country Program 4 year Plan 2006-2009, Dec 2005 p6)**

And it sees SCN’s role as advocating policy changes, rather than the subtler collaboration with MoEYS, NGOs and Development Partners to influence policy adjustment and successful implementation of agreed policy. This was more the sense in which the SCN team described their work to us.

In terms of policy documents there are only two passing references to ESP/ESSP, one of which is an acknowledgement that these central policy documents were developed in 2000. There is no analysis of its policy dimensions and of agreed DP commitment to policy targets and objectives. It is hard to see the relevance of this document to the reality of educational reform in Cambodia let alone to SCN’s program activities, though it does contain some strikingly specific targets of its own as discussed in the last section (e.g. “150,261 school going children benefit from pedagogically valid, social cultural learning related to their daily lives” **(Country Program 4 year Plan 2006-2009, Dec 2005 p12)**).

The Program does make reference to collaboration between Save the Children, Norway and Save the Children, Australia. A Common Framework of Operation expired at the end of 2005, though this was, apparently, not a success due to “priority, commitment, cooperation and leadership problem” **(Country Program 4 year Plan 2006-2009, Dec 2005 p39)**. Nevertheless the difference in focus is also quoted as a reason for possible future cooperation.

SCN-CO will gradually try to reduce the gap through continuing and maintaining close co-operation with SCA in Cambodia as well SC Alliance in the region by exchanging information and expertise, and seeking better opportunities to work toward unify present. SCN-CO will continue its participation in on-going programs at regional and global alliance level in its effort to improve the quality of education as well other relevant subject matter. **(Country Program 4 year Plan 2006-2009, Dec 2005 p40)**

A separate report, the SCN-CO 4 year report 2002 – 2005, refers to participation by SCN in a number of working groups on issues central to SCN programs. But does not say what the planning or target-setting processes were, nor what the outcomes were. The accumulation of inaccurate references suggests a less than complete commitment to collaboration. The NGO Education partnership, which SCN chaired in its early days, is referred to as “Network for Education Partnership”. CAPE may refer to KAPE or to CARE (CAPE was a USAID project which ended in 1997) and the “Allegiance” is probably the Save the Children Alliance in Cambodia:

SCN-CO have been networking with several working groups such as NGO forum for a regular meeting on Cambodia Development issues, Open forum for sharing website, NGOCRC for child right promotion and advocacy, CCC for Information sharing, ECPAT for combating child trafficking and WVI for CRC awareness raising. SCN-CO is active member of the Orphan and Vulnerable Children Taskforce. SCN-CO networks with UNICEF, CAPE, and Network for Education Program (NEP) to work on education development issues. SCN-CO also collaborates with Save the Children Allegiance in Cambodia to work on common issues with the Ministry of Education Youth and Sport. SCN-CO cooperated with SCA for some joint activities such as the development of communication materials (TV program, CRC booklets) and emergency relief. SCN-CO has conducted a joint regional research on Child Participation where staff from each country of Cambodia, Laos and Nepal regularly communicate and met to discuss the progress. (SCN-CO 4 year report 2002 – 2005, Section 6.3 p22 Communication and networking)

Further documents that were consulted were the Annual Reports, 2007 for some of the projects. These also referred to harmonization issues. For example, the MoEYS project report states:

- **Cooperation with other donors:** The project SCN had cooperated with UNICEF and other donors in support of MoEYS to develop the policy, master plan and material for implementing of child friendly schools, revised the curriculum for teacher training colleges, national education curriculum and the life skills policy. (Annual report 2007, MoEYS project)

7.2 Interviews

Apart from written reports the Evaluation Team also consulted a number of DP organizations through face to face interview and by email. These included :

- Cambodia Education Sector Support Project (MoEYS/WB)
- World Vision
- UNICEF
- World Education/ESCUP (USAID)
- Plan International
- The NGO Education Partnership (NEP)
- ADB
- EC

The willingness of these organizations to share information in a collaborative and positive manner is acknowledged. The comments quoted below are not ascribed to individuals or organizations, but are included because they are considered representative or telling.

The areas covered in the interviews and exchanges centered on the 4th question posed for this evaluation:

To what degree has SCN been able to coordinate and harmonize the work in the different intervention areas in line with the rest of the education development community?

DPs were asked which Intervention and geographical Areas were shared with SCN, and which program activities they were aware of that were common to SCN Activities. We also asked about the methods and ease or difficulty of coordination with SCN and what efforts SCN and DPs have made to improve coordination with each other. We investigated the funding patterns used by different NGOs and DPs. Finally, we asked about DPs perceptions of SCN's programs and their role in Cambodian education reforms, specifically their support for improved equitable access, improved quality and efficiency of education services, and institutional development and capacity building. These are the three main sections of the Ministry's ESP/ESSP policy documents.

7.3 General comments made by respondents

The main programs where common support is provided by SCN and other DPs are Early Childhood, Child Friendly Schools and Life Skills. The main geographical overlaps are in Phnom Penh (both at municipal and central level), Preah Vihear and Siem Reap provinces. In Kg Cham SCN and World Education are both active, but in different districts.

All those consulted agreed that they share common commitments. All reported good communication and good relations with SCN. Some cited NEP as the framework for sharing information. Most said that they do not work directly with SCN, however, either geographically or on common Intervention Areas, and in one case, a respondent said "we never see anyone from SCN".

The exception to this was the Child Friendly Schools program where UNICEF, SCN and other DPs collaborated in partnership with PED and TTD on the development of the Master Plan and the Policy. Some DPs suggested that they should work more closely with SCN, especially if SCN is planning to extend work into Koh Kong or into Lower Secondary Schools. It was acknowledged that there may be some duplication of payments in some provinces (Preah Vihear was an example). The injection of funding provided by the Fast Track Initiative Catalytic Fund presents an opportunity, and a need, to coordinate more closely, it was felt.

SCN staff are regarded as "nice, good people, who do professional work". They are highly respected and regarded and known to be "passionate" in their commitment to their programs. Several individual staff members were identified as being energetic and actively involved in sharing and coordination. However, they are also seen as "an independent agency", "not always easy to work with", and as being "reluctant to let go of their own programs". The respondent admitted that this is a characteristic shared by many organizations.

SCN is seen as different from other NGOs partly because of their long-term presence in Cambodia, and partly because of their closeness to the Ministry, especially to senior leadership. At the same time, several DPs said they had little contact with SCN on policy issues at senior level (e.g. through ESWG or JTWG meetings). One respondent said that "the financial resources, expertise and length of service of SCN have been factors that have significantly contributed to the development of the education sector, in particular to primary education, but it has not used these advantages to support policy changes/reforms".

There was some disagreement about the extent to which SCN staff go out of their way to share information and actively seek to build coordination. This may be a reflection of individual preferences or personalities. It may also reflect a difference of approach. One DP stated that they could not work with SCN because of their commitment to "using PoE staff as an NGO".

It is perhaps instructive to locate SCN's interventions, at least in terms of the perception of SCN's DP partners. Despite the observation in the Inception Report that SCN works "from the bottom up" and "in a holistic manner", according to more than one DP SCN do not "go straight to schools" as some do. Nor do they work collaboratively on policy at a central level (except on CFS). They work at mid-level, through individual central departments (PED and PRD) and through PoEs. Where PoEs or central departments have drawn in other departments or DPs SCN has supported collaboration. It has identified support for enhanced PoE management and coordination of provincial programs whether funded by IOs, NGOs or government. However, more than one respondent questioned whether there was sufficient capacity in PoEs to carry out the training tasks required by the SCN programs, and whether SCN's presence in the field was sufficient. Another observation was that SCN's approach is "predetermined" in the sense that activities are decided centrally before local intervention.

To sum up these comments one might say, then, that SCN's programs are in danger of "falling between two stools". It is neither fully engaged with harmonized interventions at a policy level, nor locally committed and flexible enough to work with individual schools or clusters.

These perceptions may not be accurate, or they may only reflect partial truths. Still the question arises as to whether this mid level is the most effective for intervention, and whether there might be added value in a change or modification of focus. Also at what level and in what ways might increased harmonization be appropriate or possible? If the observations are inaccurate harmonization might, at least, be a way of correcting them.

7.4 Recommendations

SCN has made a commitment to strengthen harmonization. This may take place at almost any level, but the most logical starting point is surely at the top. In effect this means, firstly, at the policy level, through the mechanisms established for coordination and management of policy (ESWG, JTWG, NEP, ESP/ESSP reviews and monitoring activities, national education Congress, etc.). It may also mean, on a day to day level, through deliberate strategic interventions at the level of central Ministry departments. This is not very different from current SCN activity, especially that shown in participating in the development of strategy for the CFS program. It may simply involve taking a lead (with others) in making more explicit what happens in some cases already. This can include the calling and attending joint meetings, sharing drafts of guidelines or manuals at an early stage of development, contributing to workshop costs and joint participation both in planning and monitoring activity, devoting resources (staff time and possibly funds) to these, but with specific outputs. Outputs are important. The recent Donor Performance Report 2007 makes the point that too many Ministry and DP Capacity Development plans have no expected milestones and only a general commitment to improved institutional management. There do need to be explicit objectives, or, one will never get to the point when, in the words of the Country Program 4 year Plan 2006-2009, Dec 2005, p6, one might "define a timeframe for starting a phasing out of Cambodia". This is not to suggest that phasing out should begin, but that not to set harmonized targets is to ensure that no targets will be met. The identification of and agreement on joint targets are areas where MoEYS and DPs would surely welcome SCN support.

At the provincial level the proposed support to PoE coordination of DP and NGO activity, and its integration and alignment with MoEYS national programs are exactly where SCN could add value. The criticism from some DPs that PoE staff have too weak capacity to ensure improved quality or to manage NGO or IO programs can only be countered by setting specific objectives to empower and make PoEs accountable. SCN's experience, skills and resources could prove a strong asset here. And a program to increase PoE ownership and management, coordinating DP programs could provide a useful model for other provinces where SCN is not, or not yet, active. SCN's position as a respected NGO with field credibility puts it in an excellent position to take a lead here. Its appreciation of policy and central department programs allows it to see a fuller picture than those whose interventions are only at the school level, and thus who limit themselves to local and short-term impact.

The same basic principle applies at district level also, and with clusters and individual schools. However, modifications are required to meet the argument from at least one respondent, that training capacity at this level is weak and that SCN relies too heavily on Ministry staff (central and provincial). Either SCN needs more field-based staff, or it needs to increase training and performance of Ministry counterparts. A further alternative is to link training programs with other DPs working in the same provinces. The AMIS database held by PMMO lists 15 organizations running 23 projects in Preah Vihear province alone. Many will not welcome much coordination or harmonization, but the arguments for increased impact, sharing best practice, reduced waste and duplication and eventual scale up to national level need to be made.

8 Summary of Recommendations

Geographic Areas

1. Consider one or more changes of provincial/municipal partner to include Monduliri, Ratanakiri and Koh Kong which have a stronger claim for attention in terms of education performance than some current project partners. This would increase alignment with MoEYS policy priorities and may help to maximize SCN's impact.
2. Identify more explicit rationales for engaging in or continuing partnerships, and identify exit strategies.

Intervention Areas

School Construction

1. Increase coordination with other programs through ESWG, PEO, DMSP etc. to maximize SCN's particular expertise and to avoid duplication of effort, or lack of provision.
2. Ensure, through discussion and agreement, that MoEYS is fully committed to taking over eventual responsibility for mini schools, and that the medium-term provision of services (teachers, materials, etc.) is secure.

Curriculum Development

1. Explicitly link SCN's field work on curriculum to the new BEC and BECS in both planning and implementation.

LLSPs

1. SCN could maximize its support to this Intervention Area by assisting MoEYS to play a stronger role in coordination of the various players.

Scholarships

1. SCN's limited involvement in this Intervention Area is appropriate.
2. Make explicit whether and under what circumstances support for this Area will continue.

HBECE

1. SCN is in an excellent position to support the planned expansion of ECE with ideas, experience and materials and to assist with coordination in this area. This will be in its own interests and in support of its approach, and also in support of wider policy implementation.

CFS

1. While this is clearly an Intervention Area where SCN has much to offer and has already made a strong impression, the links with national policy and with the approaches of other stakeholders need to be built into the program in order to maximize impact.

Teacher Self-assessment

1. Retain teacher self assessment as an Activity in combination with improved teaching and other assessment practices in the CFS program, but not as a separate Intervention Area.

Student Assessment

1. SCN should relate any test items it produces to learning outcomes for grade 3 and grade 6 in the national curriculum and standards. It should also ensure staff are aware of the student outcomes and standards.
2. SCN should support national assessment initiatives and seek to strengthen these by sharing experience in its own areas.

School Self-Assessment

1. Clarify which instruments are to be used for school management and CFS reporting.
2. Increase support for training on school self-assessment, teacher and learner performance monitoring.
3. Advocate increased incentives for school directors.

Community Participation

1. Continue support at all levels for improved relations between schools, communities and authorities.
2. Seek documented evidence for improvement in school and student performance attributable to good community relations

Child-centered methods

1. Continue and intensify support for teaching and learning pedagogy.
2. List the key strategies under this heading and attempt to measure their impact

Provincial Data-bases

1. Continue support, especially for planning and monitoring at PEO level, if that is the target for this Intervention Area.
2. Identify specific areas where databases can be useful at PEO level.

Promotion of Access

1. Continue to help to identify poorer children and find ways to support them through transparent donations.
2. Advocate open discussion of current realities and seek further ways to resolve the issue of informal fees.

Management and Supervision

1. Clarify and make explicit SCN's use of the school cluster model.
2. Clarify how support for school self assessment impacts on PEO supervision roles.

Teaching and Learning Materials

1. Make more explicit what types of materials SCN will produce and for what target groups

Advocacy for Policy Development

1. Work more collaboratively on policy reform with MoEYS and other DPs, on all areas especially ECE, CFS, abolition of informal fees, incentives for school managers, etc.

Capacity Building

1. Explicitly acknowledge SCN's significant role in the area of capacity building.
2. Fully support all central departments' institutional roles.
3. Consider expanded support to DEOs on school management.

Alignment

1. Clearer alignment between MoEYS indicators and targets with Activities would be beneficial
2. Acknowledge ESP and ESSP indicators and targets more prominently in SCN's own reports and those of PEO and MoEYS

Results

1. Ongoing review of the tension between the holistic approach and the need to monitor realistic performance targets

Harmonization

- (i) Explicit allocation of resource priorities to collaboration with DPs on advocacy and on Activities in all Areas.

9 Conclusion

The length and detail in this report does justice, we hope, to the wide range of SCN's education program Activities and Interventions and its attempts to take account of the need to align with MoEYS policy and to harmonize with other Development Partners. In these two endeavors we find that it is largely successful, working as it does through PEO and central Ministry partners.

SCN applies a holistic approach to its work in the field at the same time as maintaining a rigorous attention to performance monitoring. At times this is very hard to do and produces some gaps in management control over documentation and the tendency to proliferate programs. Prioritization and grouping of Activities may help to keep track of this with more explicit explanation for decisions taken and analysis of results achieved. If this is accorded sufficient importance and resources it may pay dividends when new programs are launched or changes in direction are proposed.

SCN is well-respected and regarded as an effective and committed NGO with staff who are knowledgeable and skilled at their work. The move within the DP community and within Cambodian reform process is towards greater alignment and harmonization. SCN is in a good position to seek other like-minded and experienced NGOs and DPs and to work more collaboratively on upcoming initiatives. This needs to be recorded as an explicit Activity if not an Intervention Area since it already absorbs staff time and other resources.

ANNEXES

ANNEX A: Extract from SCN Evaluation Inception Report

Assessment Objectives

SCN considers that it is time to assess the education strategy it has been following for these several years and in particular to assess the impact of its strategy with a view to refining its strategy as necessary to enhance the impact of SCN's contribution. In particular the assessment will answer the following questions:

- (i) Have SCN's staff development and teacher training the last five years produced measurable improvement in staff and teacher performance?
- (ii) What types of partner activities have SCN -CO financed during the last five years and have these activities:
 - been used in line with SCN's intervention areas?
 - produced measurable outcomes in line with the national education development plans and strategies?
- (iii) Is SCN's education work sufficiently linked to and does it promote overall policy and institutional reforms, especially related to stronger governance, accountability and results orientation in the education system?
- (iv) To what degree has SCN been able to coordinate and harmonize the work in the different intervention areas in line with the rest of the education development community?
- (v) What are the current intervention areas and is SCN working in the areas that yield maximum benefit on enrollment / retention rates, teacher / student performance and school management. What recommendations can be made that will serve as input to the future strategic development of SCN's education program?

ANNEX B: Copy of Evaluation Schedule

#	Task Schedule - Education Strategy Assessment	DECEMBER					JANUARY				FEBRUARY			
1		1	2	3	4	5	6	7	8	9	10	11	12	13
2	Weeks													
3	MAJOR PUBLIC HOLIDAYS													
4	Mobilisation													
5														
6	Phase 1 Inception													
7	INCEPTION REPORT													
8	WORKSHOP				21									
9														
10	Phase 2 Detailed Assessment													
11	Developing Study Tools				21-25									
12	Data Collection: Meeting SCN Staff					26								
13	Meeting Directors of ECED & PED					27								
14	Meeting Directors of TTD & PRD					28								
15	Meeting Phnom Penh PEO Director & Working Team					31								
16	Meeting Kampong Chhnang PEO Director & Working Team						2							
17	Meeting Pursat PEO Director & Working Team						3							
18	Meeting Directors of DGE, Planning Dep.						4							
19	Meeting Siem Reap PEO Director & Working Team							8						
20	Meeting Kampong Cham PEO Director & Working Team							9						
21	Meeting Preah Vihear PEO Director & Working Team							11						
22	Meeting CESSP, UNICEF, SCA, EC, NEP, EDUCAM							8-15						
23	Data analysis and Draft Report								15-25					
24	DRAFT FINAL REPORT									25-4				
25	WORKSHOP										5			
26														
27	Phase 3 Final Assessment / Recommendations													
28	Finalizing Report										6-22			
29	FINAL REPORT													25
30	WORKSHOP													27

ANNEX C: Evaluation Data Collection Instrument

SAVE THE CHILDREN NORWAY, IN CAMBODIA
EDUCATION STRATEGY ASSESSMENT
DATA COLLECTION INSTRUMENT

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
1. Have SCN's staff development and teacher training the last five years produced measurable improvement in staff and teacher performance?	<ul style="list-style-type: none"> Types of staff development activities SCN has supported Types of training programs and activities SCN has supported 	1. What types of staff development activities has SCN financially and technically supported? 2. What types of teacher training activities has SCN financially and technically supported?	SCN
	<ul style="list-style-type: none"> Number of staff and teachers that SCN has trained 	3. How many staff and teachers has SCN trained so far?	SCN
	<ul style="list-style-type: none"> The way partners are involved as the trainers in the training prepared by SCN 	4. How are trainers of SCN partners selected? 5. How is their work between SCN project and MoEYS work arranged? 6. Does each staff have ToR?	SCN
	<ul style="list-style-type: none"> Methods and tools/indicators SCN has used to measure improvement in staff and teacher performance Methods and tools/indicators MoEYS has used to measure improvement in staff and teacher performance 	7. What tools and indicators SCN has used to measure improvement in staff and teacher performance? 8. How have they been used? 9. Has MoEYS/PEO had its own tools and indicators to use to measure the improvement in staff and teacher performance? If so, what are they? 10. Has SCN supported and encouraged PEO/MoEYS to use the same tools/indicators? If so, how? 11. Are different tools/indicators and methods used for the same activities? If so, why?	SCN PEO TTD, PRD, ECED & PED
	<ul style="list-style-type: none"> Types of staff development and teacher training activities supported by other DPs in areas where SCN is working Methods and tools/indicators other DPs used to measure improvement in staff and teacher performance 	12. Are there any staff development and teacher training activities provided by other DPs in the areas where SCN is working? If so, what are they? 13. What tools/indicators other DPs have used to measure improvement in staff and teacher performance? And how are they used?	SCN PEO TTD, PRD, ECED & PED Other DPs in the areas where SCN is working
	<ul style="list-style-type: none"> If training given by SCN has strengthened Cambodian institutions, systems and procedures 	14. Have SCN's training methods and approaches been used in line with MoEYS training policy? 15. Have MoEYS or other PEOs adopted training methods and approaches of SCN to improve their training methods and procedures?	SCN PEO, TTD
	<ul style="list-style-type: none"> Most updated statistic on the above identified indicators if certain statistic is used to measure 	16. What is the most updated statistic on the identified indicators?	SCN PEO Planning Department

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
<p>2. <i>What types of partner activities have SCN -CO financed during the last five years and have these activities:</i></p> <p style="padding-left: 40px;"><i>-been used in line with SCN's intervention areas?</i></p> <p style="padding-left: 40px;"><i>-produced measurable outcomes in line with the national education development plans and strategies?</i></p>	<ul style="list-style-type: none"> • Names of SCN's donors • Type of funding SCN has received in the last 5 years • Agreements and objectives agreed by MoEYS and SCN and donors and SCN 	<p>17. If not confidential, who are SCN's donors? What type of funding SCN has received in the last 5 years?</p> <p>18. If not confidential, what are the agreements between SCN and MoEYS and between SCN and donors? (To see if the agreements or objectives make it clear for SCN to select MoEYS action plans to fulfill)</p>	SCN
	<ul style="list-style-type: none"> • Types of SCN partners' activities that SCN has financed during the last five years 	<p>19. Could we ask for SCN's confirmation on its partners' activities that SCN has financed during the last five years? What are they actually?</p>	SCN
	<ul style="list-style-type: none"> • How SCN think that its partners' activities are consistent with SCN intervention areas and MoEYS education development policies 	<p>20. To what degree does SCN think that its partners' activities are consistent with SCN intervention areas and MoEYS education development policies?</p>	SCN
	<ul style="list-style-type: none"> • If partners' activities are consistent and produce measurable outcome with SCN intervention areas and with MoEYS education development policies in term of equitable access to education services 	<p><i>{1.1.1 Expand access to ECE programmes for 5 year olds targeted on those communes with high enrolment rates and high repetition rates in primary schools.</i></p> <p>Include Home Based Early Childhood Education (ECE) in the teacher training curriculum</p> <p>Support the emergence of MoEYS final policy on Early Childhood Care and Development (ECED)}</p> <p>21. Some DPs include 3 to 5 year old children in their EDE programs. Has this been considered by SCN, and have the cost implications of this larger age range also been considered?</p> <p>22. What are the reasons for supporting home, as opposed to community-based ECE, or pre-schools based in primary schools?</p> <p>23. Is the home-based model sustainable from RGC's budget?</p> <p>24. What evidence is there that it is effective?</p> <p>25. What other ECE initiatives from DP or MoEYS (e.g. under FTI) might be aligned or harmonized with?</p> <p>26. How many copies of home based ECE materials have been printed and delivered? How many copies need to be printed?</p> <p><i>(1.1.2 Ensure entry of all 6 year olds into primary school by performing regular population census and by issuing a decree and guidelines for 6 years as age of entry to primary school</i></p>	<p>SCN PEO PED, PRD, TTD, ECED, DGE, Planning Department</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
		<p>Include school mapping and data gathering as an activity for students in the school program)</p> <p>27. How will this fit into the curriculum, and where? As part of the formal curriculum or as an LLSP?</p> <p>28. How has SCN worked with PEO to intervene with families of children out of school for sending them to school?</p> <p><i>(1.2. Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers' salaries</i></p> <p>PEOs have a guideline on how to abolish informal charges from school)</p> <p>29. What has MoEYS done in this area besides joining one-time live on radio on informal payment? How should SCN initiatives be aligned?</p> <p>30. Do SCN or its partners have records on number of schools and students that do or don't informally pay their teachers for normal lessons?</p> <p><i>1.3. Reduce repetition and drop-outs levels in all grades, with the priority for improvements in grades 1–6 by improved and more relevant school curriculum, expanded and more effective remedial classes during the school year, alongside periodic and continuous student assessment and standards monitoring.</i></p> <p>31. Has the based line data of cohort statistic from 6 PEOs been analyzed and published? How is it developed? (ask for a copy of it)</p> <p><i>(1.4. Enable greater private/ community involvement in all stages of schooling in order to increase understanding of importance of education as well as achieving greater transparency and accountability in the structures</i></p> <p>Support PED revision of Child Friendly School (CFS) modules especially on the community participation in education development</p> <p>Continue to support training of teachers on CFS materials)</p> <p>32. Does support to one department at central level undermine Ministry ownership and alignment?</p> <p><i>(1.5. Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families</i></p>	

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
		<p>Continue to support mini-school construction, especially for school in very remote areas)</p> <p>33. What does “support” mean in this context?</p> <p>34. What is the future for mini schools? How long does one last? Who owns it? Who maintains it? What happens if expansion is needed?</p> <p>35. How many incomplete schools have been built with SCN’s financial resource? How has SCN selected the schools?</p> <p><i>(1.8.1. Ensure teacher provision in remote and disadvantaged areas by recruiting teacher trainees from these areas through particular recruitment criteria</i></p> <p>Work with TTD to deliver multi-grade teaching materials to teachers in SCN target areas)</p> <p>36. Can the production of multi-grade teaching materials be harmonized or aligned?</p> <p><i>(1.8.2. Improve the efficiency of staff deployment by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas</i></p> <p>SCN will cooperate with PEOs to provide accommodation for teachers, especially those living in disadvantage areas)</p> <p>37. What are the policy and long-term plans for teacher accommodation? Who owns the accommodation and who maintains it?</p> <p>38. Are there national policies or other DP activities that can be learned from?</p> <p>39. How many teachers have received incentives/credit schemes?</p> <p>40. What is the mechanism SCN has used?</p> <p>41. Is it aligned and harmonized with MoEY and other DPs programs?</p> <p>42. How many new teachers from TTCs deployed in the remote areas?</p> <p><i>(1.10. Increase the number of scholarships for students from poor families, especially girls, to ensure their access to primary and lower secondary schools. Ensure better poverty targeted primary school feeding and grades 7-9 incentives</i></p> <p>Increase credit schemes for children)</p>	

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
		<p>43. How many students have received scholarship from SCN? 44. What is the mechanism SCN has used to provide student scholarship? 45. To what degree do the campaigns increase student attendance and reduce drop out?</p> <p>46. What other scholarship schemes are there in Cambodia for poor children? Can SCN's programs be harmonized with them?</p> <p>47. Can SCN's programs be aligned with MoEYS PAP 12 programs?</p> <p>48. What happens to scholarship programs when funding stops? What is the exit strategy?</p> <p><i>(2.2.Improve the quality of teaching and learning through nationwide implementation of child-friendly schools, and school readiness programs aimed at holistic development of schools including inclusive education, child-centered teaching and learning, conducive and gender-responsive learning environment, family/community participation and effective education management systems</i></p> <p>Continue to support the child friendly school committee, especially the primary education department, in the development and establishment of procedures for revision of child friendly school materials Provide training for teachers Support PED in CFS monitoring and expanding)</p> <p>49. What are the implications for alignment and ownership as well as harmonization, of supporting a single department?</p> <p>50. What is the policy on "monitoring" for central departments?</p> <p>51. How many CFS handbooks have been produced in total? Are there other financial supporters to print this material? If so, who? How many copies are still needed?</p> <p><i>(2.4. Implement the new Curriculum Policy, including implementation of Primary and Lower Secondary component of new basic education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs</i></p> <p>Work with PRD through action research to ensure effective textbook use by teachers and children)</p>	

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
		<p>52. Is PRD the right department to work with? How was this established? What is “effective textbook use”?</p> <p>53. How is the multi-disciplinary teaching for student in primary school included in this area?</p> <p><i>(2.5. Improve pre-service and in-service teacher development and introduce staff performance appraisal systems at every level of the education system, including appropriate reporting procedures</i></p> <p>Cooperate with PED, TTD and PEOs to introduce teacher standards and orient them on how to use these)</p> <p>54. Teacher standards have been developed by MoEYS and the ESDP II project. How are these being introduced nationally? What harmonization and alignment are planned?</p> <p><i>(2.6. Strengthening teaching and learning quality to ensure primary and secondary teachers with pedagogy and ICT awareness</i></p> <p>Continue to support the child friendly school committee, especially the primary education department, in the development and establishment of procedures for revision of child friendly school materials Provide training to teachers</p> <p>Support PED in CFS monitoring and expanding through action research activities)</p> <p>55. What are the implications for alignment and ownership as well as harmonization, of supporting a single department?</p> <p>56. What is the policy on “monitoring” for central departments?</p> <p><i>(2.7. Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide, assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders and follow up on the results of the tests in the nationwide school report cards.</i></p> <p>Based on the results of tests, SCN will follow up with PEOs in SCN target areas to make an intervention with teachers on the shortfall in his or her teaching and supporting to student)</p> <p>57. Are these national tests, and are they to be used on a regular basis?</p>	

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
		<p>58. What are the results of the standard testing for grade 3 students in Kampong Cham?</p> <p><i>{2.8. Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions by disseminating the result of students' achievements to the public and education authorities at all levels, and through a clear definition of the roles and responsibility of education inspection and other departments at central, provincial and district inspectors. The role of commune councils in school performance monitoring and oversight should be promoted</i></p> <p>Continue to support MoEYS piloting of School Self Assessment (SSA)}</p> <p>59. The work on this program is quite well aligned and harmonized, as well as owned and lead by MoEYS. It is concerned with examination of results from schools, so it supports the managing for results concept. How is the idea of mutual accountability applied here?</p> <p>60. Is there any record on results of teacher self assessment and school self assessment?</p>	
	<ul style="list-style-type: none"> If partners' activities are consistent with SCN intervention areas and with MoEYS education development policies in term of institutional development and capacity building <i>(Will be discussed more in Question 3)</i> 	<p>61. Do SCN partners recognize training activities provided by SCN?</p> <p>62. How confident are SCN partners' key technical staff in terms of teaching pedagogy and other management roles? i.e. Can they run any training activity with or without SCN's technical support?</p>	<p>SCN PEO PED, PRD, TTD, ECED, DGE, Planning Department</p>
	<ul style="list-style-type: none"> If all SCN and its partners' activities are successful 	<p>63. Are SCN and its partners' activities successful?</p> <p>64. If so, is there any evidence to prove their success? i.e. reports, tools and indicators</p>	<p>SCN PEO PED, PRD, TTD, ECED, DGE, Planning Department</p>
	<ul style="list-style-type: none"> Types of monitoring and evaluation methods and instrument SCN and its partners have used to measure the improvement of what they have done 	<p>65. How have SCN and its partners measured the improvement of enrolment, repetition and drop out rates of students? (i.e. what tools/indicators and methods used)</p>	<p>SCN PEO PED, PRD, TTD, ECED, DGE, Planning Department</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
	<ul style="list-style-type: none"> Expenditure allocation on each project and their main components (training, materials development, printing ...) by year for the last 5 years if possible. Type of payments paid to partners or MoEYS staff and teacher. 	<p>66. What has the expenditure allocation been on each project and their main components for the last five years?</p> <p>67. How has SCN paid its partners, MoEYS staff and teachers who are involved in SCN project?</p> <p>68. Is the payment done by SCN in line with MoEYS's payment rates and procedures?</p>	SCN
	<ul style="list-style-type: none"> If PEO working teams have been assessed as they are key implementers and facilitators and methods of assessment used 	69. How has SCN partners' key staff been recruited?	SCN SCN-PEO working teams
	<ul style="list-style-type: none"> Types of remaining problems and recommended solutions 	<p>70. Are there any remaining problems that SCN, its partners and MoEYS have thought about?</p> <p>38. What recommendations should be given to solve those remaining problems?</p>	SCN SCN partners MoEYS DPs
<p><i>3. Is SCN's education work sufficiently linked to and does it promote overall policy and institutional reforms, especially related to stronger governance, accountability and results orientation in the education system?</i></p>	<ul style="list-style-type: none"> If PEO Directors, SCN's partner working teams and MoEYS department heads know well about the education policies 	71. To what degree have PEO Directors, SCN's partner working teams and MoEYS department heads understood about the education policies, strategies and plans?	SCN PEO, TTD, PRD, ECED, PED
	<ul style="list-style-type: none"> If SCN reference group and SCN partners recognize that what SCN has done promotes institutional reform related to stronger governance, accountability and results orientation in Cambodian education system 	72. Do SCN and its partners recognize that what they have done promotes institutional reform related to stronger governance, accountability and results orientation in Cambodian education system? (e.g. accounting and budgeting system and procedures)	SCN PEO PED, PRD, TTD, ECED,
	<ul style="list-style-type: none"> How SCN has built the capacity of ministry departments and PEO on monitoring, planning and reporting 	73. Has SCN built the capacity of ministry departments, PEO and DEO on monitoring, planning and reporting? If so, how?	SCN PEOs PED, PRD, TTD, ECED,
	<ul style="list-style-type: none"> If SCN financial and accounting system are in line and support MoEYS/PEO financial and accounting system (from school to central level) 	<p>74. What is SCN's financial management system in term of budget preparation, execution and preparation?</p> <p>75. Do they support MoEYS financial system? If so, in what way? If not, why not?</p>	SCN PEOs
	<ul style="list-style-type: none"> If SCN has supported other activities to strengthen MoEYS financial system 	76. Are there any financial training activities SCN has supported to strengthen MoEYS financial system?	SCN PEOs
	<ul style="list-style-type: none"> If SCN has supported the capacity building of partners on ICT 	77. Has SCN supported the capacity building of partners on ICT? If so, how?	SCN

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
<p><i>4. To what degree has SCN been able to coordinate and harmonize the work in the different intervention areas in line with the rest of the education development community?</i></p>	<ul style="list-style-type: none"> • DPs and NGOs that share similar intervention areas to SCN 	78. Which DPs and NGOs that share similar intervention areas and geographical areas to SCN?	SCN Planning Department
	<ul style="list-style-type: none"> • Types of activities that SCN has shared with other development partners and NGOs 	79. What activities has SCN shared with other DPs and NGOs?	SCN Other DPs
	<ul style="list-style-type: none"> • How SCN coordinates and harmonizes the work with other DPs and NGOs and project partners (e.g. sharing information on outcome, report, ideas ...) 	80. How has SCN shared the activities with other DPs and NGOs? 81. How has SCN shared the information with MoEYS, DPs and NGOs? 82. How has SCN coordinated and harmonized the provincial donor meeting? 83. What has SCN done in the meeting at ESWG, NEP and EDUCAM? 84. How have the results of those meeting shared with MoEYS?	SCN PEO Other related DPs
	<ul style="list-style-type: none"> • Level of difficulty SCN has found in coordinating with other development partners, PEOs and MoEYS 	85. What are the difficulties SCN has found in the area of coordination and harmonization? 86. What are the recommendations?	SCN
	<ul style="list-style-type: none"> • Other development partners' feelings toward SCN's strategies and their coordination to the education sector 	87. What do DPs think about SCN's contribution to the area of coordination and harmonization? 88. What do they think about SCN's current strategies in those areas?	Other DPs, ESWG, NEP and EDUCAM
	<ul style="list-style-type: none"> • What degree other development partners have coordinated with SCN and its partners in order to improve equitable access and quality and efficiency of education services and institutional development and capacity building 	89. Do other DPs support the equitable access of education and quality and efficiency of education services by trying to complement MoEYS action plans the way SCN does? 90. Do they support the institutional development and capacity building of MoEYS staffs? 91. Do they follow the MoEYS financial system? If not, what system do they use? 92. What are their contributions to the provincial donor meeting? 93. What are their contributions to the meeting at ESWG, NEP and EDUCAM? 94. How do they share the information with MoEYS and other DPs and NGOs?	SCN PEO Other DPs, ESWG, NEP and EDUCAM

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Areas of Study Focus	Checklist	Detail questions to be Asked	Respondent
<p>5. <i>What are the current intervention areas and is SCN working in the areas that yield maximum benefit on enrollment / retention rates, teacher / student performance and school management. What recommendations can be made that will serve as input to the future strategic development of SCN's education program?</i></p>	<ul style="list-style-type: none"> Number of districts and schools that SCN has given both financial and technical support 	95. What are the districts and schools SCN has given financial and technical support?	SCN
	<ul style="list-style-type: none"> The most updated information of result, report or statistic available on enrolment/retention rates, teacher/student performance and school management 	96. What are the most up-to-date information of result or statistic on enrollment/retention rates, teacher/student performance, school management, teacher deployment and salary scale, student scholarship and school construction?	SCN Planning Department
	<ul style="list-style-type: none"> Intervention areas that SCN has focused on to promote maximum benefit on enrolment/retention rates, teacher/student performance and school management 	97. What intervention areas that SCN has thought of in order to promote maximum benefit on enrolment/retention rates, teacher/student performance and school management?	SCN
	<ul style="list-style-type: none"> Indicators that SCN has used to measure the progress made 	98. How does SCN measure the improvement of enrolment, reduce repetition and drop out?	SCN, SCN partners
	<ul style="list-style-type: none"> Identification of different kinds of technical and financial support and types of education development activities that other donors, local and international NGOs have contributed to the SCN target provinces 	99. What kind of technical and financial support and types of education development activities that other donors, local and international NGOs have contributed to improve education quality, enrolment and teacher/student performance in the areas where SCN is working in?	SCN PEO PED, ECED, TTD
	<ul style="list-style-type: none"> Identification of other factors that might give an impact on student enrolment and education quality improvement 	100. Is there economic development of the area due to the opening of the border gate, expansion of the commercial/industry/tourism areas and so forth which boost the household income? 101. Is there natural disaster in the area? 102. What other factors that give an impact on enrolment and education quality improvement have SCN and its partners identified?	PEO SCN
	<ul style="list-style-type: none"> According to the whole assessment, the strengths that SCN has had and should continue with and the weaknesses that SCN might need to improve. 	103. From SCN point of view, what weaknesses does SCN identify?	SCN

ANNEX D: RGoC Plan of Action on Harmonization, Alignment and Results 2006-2010

CAMBODIA

SECTION A: OWNERSHIP:RGC exercises effective leadership over its development policies, strategies, and coordinates development actions					
Results	Actions Needed	Responsible RGC Institutions	Development Partners	Milestones	Timing
a) National Strategic Development Plan targets are achieved. (Indicator # 1)	1. Within the framework of NSDP, sector ministries and agencies develop sector plans and prioritized results- based programs, and a sector MTEF.	Chairs of sector TWGs	Lead Facilitator(s) of sector TWGs	Detailed sector plans, prioritized sector programs, and a MTEF prepared.	SeptMay 2006
	2. Based on prioritized programs of sector ministries/agencies, the three year rolling PIP is updated annually to feed into the national budget preparation process.	MOP, SNEC, CDC/CRDB, and MEF	Lead Facilitator(s) of PPR TWG	Three year rolling PIP prepared and made available to MEF for preparation of National Budget 2007.	SeptJune 2006 and in subsequent years
b) CDC/CRDB -- RGC's focal point for resource mobilization and aid coordination --leads the processes of resource mobilization and aid coordination with all development partners.	1. Implement the Strategic Framework for Development Cooperation Management approved by the COM with development partners support to strengthen the capacity of CDC/CRDB and sector ministries and agencies.	CDC/CRDB	Lead Facilitator(s) P&H TWG	Strategic Framework implemented through a Multi-Donor Support Program with committed funding from interested development partners.	2006-2010
c) Sector ministries & agencies lead the management of ODA supported activities.	1. CDC/CRDB provides technical support to sector ministries and agencies on aid coordination and aid management issues based on needs identified and support requested by the Chair of the TWGs.	CDC/CRDB	Lead Facilitator(s) P&H TWG	CDC/CRDB with resources of the Multi-Donor Support Program delivers the support requested by Chairs of the TWGs.	On-going.

SAVE THE CHILDREN NORWAY, IN CAMBODIA

SECTION B: ALIGNMENT: Development partners base their overall support on Cambodia's development strategies, institutions, and procedures					
<i>Results</i>	<i>Actions Needed</i>	<i>Responsible RGC Institutions</i>	<i>Development Partners</i>	<i>Milestones</i>	<i>Timing</i>
1. Development partners' support is aligned with national development strategies, i.e. NSDP					
a) Development partners base their support on NSDP priorities and PIP. (Indicator #3)	1. Development partners review their country assistance strategies and policies to align their assistance with NSDP priorities and sector development plans.	CRDB/CDC and Chair of TWGs	All development partners	Review of development partners' country assistance strategies completed.	June 2006
	2. Development partners align their development programs and projects to finance and implement agreed sector plans and prioritized sector programs included in the three year rolling PIP.	MOP, MEF, CDC/CRDB and Chairs of TWGs	Lead donor Facilitator(s) of TWGs	All new ODA supported programs/projects fully aligned with PIP.	Dec 2006
2. Development partners make increasing use of strengthened Cambodian institutions, systems and procedures as they attain mutually agreed standards.					
a) National public financial management and procurement systems that adhere to broadly accepted good practices. (Indicator # 2)	1. MEF continues to implement the PFM reform program with targeted capacity development support from development partners to strengthen its PFM and procurement systems based on international best practices.	MEF	Lead Facilitator(s) of PFM TWG.	Quarterly progress reports provided to GDCC.	On-going
b) Increasing proportion of development assistance delivered through national institutions, systems and procedures. (Indicator #5)	1. Development partners and MEF establish mutually agreed framework to carry out reliable assessments of the PFM and procurement systems and make use of this assessment to increasingly rely on these Government systems as mutually agreed standards are attained.	Chair of PFM TWG	Lead Facilitator(s) of PFM TWG.	1. Development partners and MEF agree on a methodology for carrying out a reliable assessment of PFM and procurement systems.	June 2006
				2. First assessment carried out.	Dec 2006
				3. Development partners provide periodic reports to GDCC on the use of PFM and procurement systems.	June 2007 onwards

SAVE THE CHILDREN NORWAY, IN CAMBODIA

SECTION B: ALIGNMENT: Development partners base their overall support on Cambodia's development strategies, institutions, and procedures					
<i>Results</i>	<i>Actions Needed</i>	<i>Responsible RGC Institutions</i>	<i>Development Partners</i>	<i>Milestones</i>	<i>Timing</i>
c) Development partners release aid disbursements according to agreed schedules in annual or multi-year framework. (Indicator #7)	1. Each development partner provides to CDC/CRDB reliable indicative commitments of aid over a multi-year framework and disburses aid in a timely and predictable fashion according to agreed schedule.	CDC/CRDB MEF	All development partners	Data on indicative commitments provided.	on-going
d) The number of parallel PIU/PMUs for day-to-day management and implementation of external funded projects and programs steadily reduced. (Indicator #6)	1. CDC/CRDB with support from development partners carries out a survey on number of existing PIU/PMUs, and develop a strategy to integrate parallel PIU/PMUs in the government structure. 2. Implement the agreed strategy. 3. CDC/CRDB and development partners secure an agreement that no new parallel PIU/PMUs will be established under new programs and projects.	CDC/CRDB MEF Chair of TWGs CDC/CRDB	Lead Facilitator(s) of P&H TWG Lead facilitator(s) of TWGs Lead Facilitator(s) of TWGs	1. Survey completed and strategy developed and agreed with development partners. 1. Strategy implemented. 1. Agreement secured.	September 2006 October 2006 onwards Dec/June 2006

SAVE THE CHILDREN NORWAY, IN CAMBODIA

SECTION B: ALIGNMENT: Development partners base their overall support on Cambodia's development strategies, institutions, and procedures					
<i>Results</i>	<i>Actions Needed</i>	<i>Responsible RGC Institutions</i>	<i>Development Partners</i>	<i>Milestones</i>	<i>Timing</i>
3. RGC's capacity to plan, manage, implement, and account for results of policies and programs strengthened with development partners' support.					
a) Capacity development issues are addressed in the formulation of Sector Plans and ODA supported programs/projects with development partners' financial support to achieve targeted development results. (Indicator#4).	1. All sector plans and development programs/projects include an assessment of the existing capacity gaps and a capacity development plan to fill the gaps to achieve targeted development results.	Chair of TWGs	Lead Facilitator(s) of TWGs	Assessment of capacity gaps and a plan for capacity development included in all sector plans and program/project documents.	On-going
	2. Each sector TWG prepares and implements a capacity development program for their sector ministry/agency to fill identified capacity gaps.	Chair of TWGs	Lead Facilitator(s) of TWG	Actions to strengthen capacity of sector ministries/agencies included in TWGs Action Plans.	Starting with TWG Action Plans for 2006.
	3. Development partners provide financial support for the application of MBPI/PMG schemes as an element of the capacity development strategy.	CAR, MEF, CDC/CRDB Concerned sector ministry/agency	Lead Facilitator(s) of TWGs	1. Formalities to implement MBPI/PMG schemes in Education, Health, CDC, Land and MOP completed. 2. Implementation of MBPI/PMG scheme expanded to other key sectors.	Dec June 2006 On-going
4. Development partners untie aid.					
a) Increasing proportion of aid is untied. (Indicator #8)	1. CDC/CRDB with support from development partners carries out a survey to collect information on the proportion of aid delivered through "untied-aid" modality and based on survey findings, formulate and implement a strategy, jointly with development partners, to increase the proportion of untied ODA.	CDC/CRDB	Lead Facilitator(s) of P&H TWG	<ul style="list-style-type: none"> Survey completed and a strategy outlined. Strategy implemented. 	Dec 2006. Dec 2007

SAVE THE CHILDREN NORWAY, IN CAMBODIA

SECTION C: HARMONIZATION: Development partners' actions are more harmonized, transparent and collectively effective.					
Results	Actions Needed	Responsible RGC Institutions	Development Partners	Milestones	Timing
2. Promoting a harmonized approach to environmental assessments and other cross-cutting issues such as gender equality and other thematic issues.					
a) Strengthened application of EIAs and "strategic environmental assessment" approaches at the sector and national levels.	<p>1. Concerned ministries and donors develop, in consultation with stakeholders, a common procedure to strengthen EIAs at sector and national level.</p> <p>2. Concerned TWGs develop and implement an action plan to strengthen the technical and policy capacity of relevant institutions to carry out environmental analysis and to enforce legislation.</p>	<p>MOE & MAFF (lead) and other ministries</p> <p>Chair of concerned TWGs</p>	<p>Lead Facilitator(s) of concerned TWGs.</p> <p>Lead Facilitator(s) of concerned TWGs.</p>	<p>Procedures to strengthen EIAs drafted.</p> <p>Periodic progress reports provided to GDCC.</p>	<p>To be established by concerned TWGs.</p> <p>On-going</p>
b) RGC's sector ministries and development partners adopt harmonized approaches to tackle cross-cutting issues, such as gender equality.	1. Concerned ministries and donors develop common guidelines to tackle cross-cutting issues e.g. gender, HIV/AIDS.	Sector ministries	Lead Facilitator(s) of TWGs.	Common procedures to tackle cross-cutting issues developed and endorsed by RGC and donors.	Dec/June 2006

SAVE THE CHILDREN NORWAY, IN CAMBODIA

SECTION D: MANAGING FOR RESULTS: Managing resources and improving decision-making for results.					
Results	Actions Needed	Responsible RGC Institutions	Development Partners	Milestones	Timing
a) RGC and development partners use jointly agreed results-oriented reporting and assessment frameworks that have a manageable number of indicators to monitor progress against key dimensions of national and sector development strategies. (Indicator #11)	1. MOP develops and implements a framework to monitor the implementation of the NSDP and prepare an annual progress review of NSDP implementation.	MOP	Lead Facilitator(s) TWG-PPR	First Annual progress report for the year 2006 prepared by PPR-TWG and submitted to RGC.	March 2007 and annually thereafter.
	2. Development partners ensure that the Standard Operating Procedures (SOP) for loan assistance and National Operational Guidelines (NOG) for grant assistance are followed in monitoring and reporting on their programs/projects to reduce burden on RGC implementing institutions.	Chair of TWGs	All development partners	Chair of TWGs provide periodic reports to GDCC on development partners compliance with SOPs and NOGs.	On-going

SECTION E: MUTUAL ACCOUNTABILITY: RGC and development partners are accountable for development results.					
Results	Actions Needed	Responsible RGC Institutions	Development Partners	Milestones	Timing
a) RGC and development partners are mutually accountable for development results.	1. CDC/CRDBRGC and development partners jointly assess and report on a regular basis progress in implementing RGC's Action Plan on Harmonization, Alignment and Results.	CRDB/CDC Line ministries/agencies	All development partners	An annual rReport prepared and presented to GDCC.	On-going
	2. CDC/CRDBRGC and development partners jointly carry out a review of the effectiveness of the TWG mechanism.	CDC/CRDB	Lead Facilitator(s) P&H TWG	Survey completed and recommendations submitted to GDCC.	June 2006
b) Development partners provide timely, transparent and comprehensive information on aid flows to the RGC. (Indicator #12)	1. Development partners provide transparent and comprehensive information to CDC/CRDB on ODA flows (including contributions to NGOs) in a timely fashion, to enable integration into budget cycle.	CRDB/CDC	All development partners	Information on ODA flows provided within the timeframe requested by CRDB/CDC/CRDB.	On-going

ANNEX E: ESSP Sector Wide Policy Action Matrix, 2007

1- Equitable Access: Sector Wide Policy Action Matrix 2007

Policy and Strategy Dimensions	PLANNED ACTIONS (IN 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>1.1.1 Expand access to ECE programmes for 5 year olds targeted on those communes with high enrolment rates and high repetition rates in primary schools.</p> <p>1.1.2 Ensure entry of all 6 year olds into primary school by performing regular population census and by issuing a decree and guidelines for 6 years as age of entry to primary school</p>	<p>Decree and guidelines issued for 6 years as age of entry into primary school, linked to expand ECE for 5 year olds.</p>	<p>1) Fully taken</p>	<ul style="list-style-type: none"> Decree on age of entry into primary school approved. Public pre-school: Age 5 children enrolment: 21.23%, Community pre-school: 3.96%, Home-based pre-school: 0.84%, Private pre-school: 1.43% Implemented in 13 provinces Gross admission rate: 130.4%, (girl 125.1%), increased from SY 2004-05 by 10.4% (girl 11.7%) Net admission rate: 82.6% (girl 81.8%), increased from SY 2004-05 by 1.6% (girl 2.3%) 	<p>1.1. 1.1.Guidelines and an action plan for expanding community pre-school programme and home based education programme developed (ECED)</p> <p>1.1.1.2. Guidelines and an action plan for increasing pre-school classes in primary schools developed (ECED)</p> <p>1.1.1.3 National policy on Early Childhood Care and Development Cambodia approved (ECED)</p> <p>1.1.2.1. National action plan to achieve the primary EFA developed (DGE/PED)</p> <p>1.1.2.2. Guidelines for a school enrollment national campaign and “school catchments areas developed (PED)</p>
<p>1.2. Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers’ salaries.</p>			<ul style="list-style-type: none"> Prakas issued to increase school operational budgets from 500,000R to 600,000 R per school and from 6,000 to 7,000 R per student 	<p>1.2. Guidelines and an action plan to abolish informal charges including situation analysis developed(PED/GSED)</p>
<p>1.3. Reduce repetition and drop-outs levels in all grades, with the priority for improvements in grades 1–6 by improved and more relevant school curriculum, expanded and more effective remedial classes during the school year, alongside periodic and continuous student assessment and standards monitoring.</p>	<p>2) Guidelines and action plan issued for grades 3-9 school re-entry programs for school dropouts.</p>	<p>2) Fully taken</p>	<ul style="list-style-type: none"> NFE implementation guideline developed and issued with staff training to all levels (schools, district etc) Developed rolling annual plan for central and provincial levels including performance indicators, targets and monitoring schedule and plan. 	<p>1.3.1. National school regulations related to students’ learning performance revised (PED)</p> <p>1.3.2. Action plan to reduce drop-puts and repetition in secondary education developed (GSED)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Policy and Strategy Dimensions	PLANNED ACTIONS (IN 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
			<ul style="list-style-type: none"> • Re-entry program enrolment of 27,791 students (against the target of 25,000), almost quadrupling the 2005. • 1,270 students completed equivalency programme for primary • Ministry instruction No. 526-MoEYS dated 16 February 2006 on the Thursday teaching learning process at the public primary schools • Additional Circular No. 05-MoEYS dated 15 September 2006 on the promotion with quality in primary education 	
1.4. Enable greater private/ community involvement in all stages of schooling in order to increase understanding of importance of education as well as achieving greater transparency and accountability in the structures.				1.4. Guidelines for community participation in educational management developed (PED/GSED)
1.5. Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families.	3) Facilities development plan for primary schools, including incomplete schools.	3) Not taken		1.5. Facilities development plan for primary schools, including incomplete schools, developed (MSAD/PED/DOP)
1.6. Increase enrolment of students in grades 7-9 by constructing lower secondary school facilities in currently under-served areas.	4) Facilities development plan for grades 7-9	4) Not taken		1.6.1. Facilities development plan for grades 7-9 developed (MSAD/GSED/DOP) 1.6.2. Secondary Education Development Plan (SEDP) developed (PPTA/ADB - 4823 CAM /DoP/DGE)
1.7. Increase enrolment of students in grades 10-12 by constructing upper secondary school facilities in currently under-served areas.	5) Facilities development plan for grades 10-12	5) Not taken		1.7.1. Facilities development plan for grades 10-12 developed (MSAD/GSED/DOP) 1.7.2. The resource schools development plan for upper secondary education developed (MSAD/GSED/DOP)

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Policy and Strategy Dimensions	PLANNED ACTIONS (IN 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>1.8.1. <i>Ensure teacher provision in remote and disadvantaged areas</i> by recruiting teacher trainees from these areas through particular recruitment criteria.</p> <p>1.8.2. <i>Improve the efficiency of staff deployment</i> by provision of additional incentives for teachers working in disadvantaged, remote or ethnic minority areas.</p>	<p>6) Action plan for introduction of multi-grade teaching and other strategies in border, remote and/or ethnic minority areas.</p> <p>7) Action plan for deployment and redeployment, including appropriate incentives, of teaching and non-teaching staff to understaffed and new schools, as well as introduction of new teacher training.</p>	<p>6) Partially taken</p> <p>7) Fully taken</p>	<ul style="list-style-type: none"> MoEYS developing multi-grade teacher training curriculum with UNICEF support Department of Personnel developed action plan for deployment and redeployment to districts with PTR greater than 50. Ministry issued a Prakas to recognize 21,318 teachers who are working in remote and difficult areas Constructed 113 teacher houses equal to 267 rooms for 791 teachers In 2006, re-deployed 244 teachers in those 49 are women (within commune 43 persons, across commune 161 persons, across district 16 persons and across province 24 persons); in particular, 2,905 new teachers were deployed by ministry to schools where there is shortage of teachers 	<p>1.8.1. Action plan for introduction of multi-grade teaching and other strategies in border, remote and/or ethnic minority areas, finalized (PED/TTD)</p> <p>1.8.2. Schemes for additional incentives for teachers working in disadvantaged, remote or ethnic minority areas agreed by CAR to be approved to government. (Personnel D)</p>
<p>1.9. <i>Ensure widely expanded provision of quality upper secondary education</i> based on merit and result of grade 9 examinations</p>				<p>1.9. Regulations for enhancing quality of upper secondary schools developed (GSED)</p>
<p>1.10. <i>Increase the number of scholarships for students from poor families</i>, especially girls, to ensure their access to primary, secondary and post secondary schools and introduce merit-driven support programs for post-basic students from poor families, girls, ethnic minorities and other disadvantaged groups. Ensure better poverty targeted primary school feeding and grades 7-9 incentives programs.</p>	<p>8) MoEYS/MoEF agreement on Government contributions for grades 1–12.</p> <p>9) Report on the amount of money given to each HEI against the number of non-fee paying students accepted.</p>	<p>8) Fully taken</p> <p>9) Fully taken</p>	<ul style="list-style-type: none"> MoEYS/MoEF agreed on government contributions for grades 7–12. Primary grades are covered by the school feeding programme. Sub-decree on provision of scholarships in lower secondary education issued Instruction on scholarship selection criteria established Cooperated with development partners in providing scholarship to poor students 	<p>1.10.1. Report on the amount of money given to each HEI against the number of non-fee paying students and activities published (HED)</p> <p>1.10.2. Action plan for providing scholarships to poor students in Grade 4-6 in remote and disadvantaged areas developed(PED)</p> <p>1.10.3. Action plan to increase scholarships for Grade 7-9 developed (GSED)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

Policy and Strategy Dimensions	PLANNED ACTIONS (IN 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
			<ul style="list-style-type: none"> • Provided scholarships to 37,995 students (25,715 are girl or equal to 65.67%) • Published report on public HEI scholarship student funding. 	<p>1.10.4. Sub-decree to provide scholarships to poor families in upper secondary schools approved (GSED)</p> <p>1.10.5. National Scholarship framework drafted (DGE)</p>
<p>1.11. <i>Expand provision of quality higher education with equity through promoting public/private partnerships and through institutional and financial reforms that allow for greater operational autonomy and income generating authority for higher educational institutions.</i></p>	<p>10) Review law regarding the PAI: income generation for public HEIs and institute transparent accounting procedures.</p> <p>11) Plan for expansion of HEIs in provinces, providing public institutions where private institutions not viable</p>	<p>10) Partially taken</p> <p>11) Partially taken</p>	<ul style="list-style-type: none"> • Draft revised law on PAI: income generation in public HEI's circulated to stakeholders for comment • Ministry incorporates in ESP 2008-12 plans for commencement of provision of public HEI's in deprived provinces. 	<p>1.11.1. HEI expansion plan up to 2010 finalised (HED)</p> <p>1.11.2. Sub-decree on HEI's financial management including income generation authorities finalized (HED)</p>
<p>1.12. <i>Expand public/NGO/community partnerships in non-formal education in border and remote areas as well as increase support for provision of local skills and vocational training and basic/required professional skills responsive to the needs of the social and labour market.</i></p>				<p>1.12.1. CLC guidelines revised to improve quality of CLC(NFED)</p> <p>1.12.2. Prakas issued to establish cooperation between MOEYS and MOI on non-formal education(NFED)</p> <p>1.12.3. Prakas issued for the functional literacy programme to expand its duration from 7 months to 10 months and to include gender, bird flu and HIV/AIDS issues into the programme(NFED)</p> <p>1.12.4. Final draft of Cambodian youth policies developed through organizing new technical working groups (YD)</p> <p>1.12.5. Management structure of children councils and youth councils revised (YD)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

2- Quality and Efficiency: Sector Wide Policy Action Matrix 2007

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>2.1. Increase service remuneration and incentives linked to performance by agreeing on a reform plan for teacher salary/allowances against performances and responsibilities in co-operation with MoEF.</p>	<p>12) Agreed plan with MoEF and CAR on yearly increases in classroom teacher salary/allowances against agreed criteria and responsibilities.</p>	<p>12) Partially taken</p>	<ul style="list-style-type: none"> Plan with CAR, MOEF not yet agreed 15% increased on teacher basic salary RGoC agreed similar annual increased, budget permitting 	<p>2.1. Regulations for providing additional incentives for non-teaching staff revised(Personnel D)</p>
<p>2.2. Improve the quality of teaching and learning through nationwide implementation of child-friendly schools, and school readiness programs aimed at holistic development of schools including inclusive education, child-centred teaching and learning, conducive and gender-responsive learning environment, family/community participation and effective education management systems.</p>	<p>13) Child-friendly school policy and national CFS operational plan formulated and adopted.</p>	<p>13) Partially taken</p>	<ul style="list-style-type: none"> CFS policy, action matrix and training manuals drafted 1,330 child-friendly schools equal to 19.6% in SY 2005-06 □□□ classes or equal to 44% implemented school readiness programme 	<p>2.2.1. Child-friendly school policy and national CFS operational plan adopted (PED)</p> <p>2.2.2. Guidelines for inclusive education for disabled children adopted (PED/GSED)</p> <p>2.2.3. Action plan for piloting CFS at selected lower secondary schools developed (GSED)</p>
<p>2.3. Increase the schools' and training institutions' operational autonomy and accountability regarding operational budgets and decisions on programs by establishing new financial planning and accountability mechanisms for school operating budgets in primary and secondary schools, with guidelines for involvement of joint school, parents and community management as well as expanding internal audit operations to cover selected departments.</p>	<p>14) Revised guidelines and performance indicators for use of operational budgets</p>	<p>14) Fully taken</p>	<ul style="list-style-type: none"> Amended the Inter-Ministry Prakas No. 560-MoEF dated 22 September 2002 to new Inter-Ministry Prakas No. 981-MoEF dated 29 December 2005 on the Budget Expenditure Principles for PAP of MoEYS guidelines and performance indicators for use of operational budgets developed by technical departments 	<p>2.3.1. Internal Audit Manual revised and published (DOF/IAD)</p> <p>2.3.2. Internal Audit Committee within MOEYS set up (DOF/IAD)</p> <p>2.3.3. Amendment of Inter-Ministerial Prakas 981 of 29 December 2005 from PAP to PBB (DOF)</p> <p>2.3.4 The sustainment of PAP regulation and/or guidelines will be maintained for PBB implementation (DOF)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>2.4. <i>Implement the new Curriculum Policy</i>, including implementation of Primary and Lower Secondary component of new basic education curriculum, with a focus on learning achievement standards at Grades 3 and 6 and 9 and the introduction of Local Life Skills Programs.</p>	<p>15) Full implementation by 2007.</p>	<p>15) Partially taken only in 8 provinces supported by USAID</p>	<ul style="list-style-type: none"> • Curriculum master plan approved • Basic education curriculum and learning standard G3, 6, and G9 approved • Disseminated and trained on curriculum standards and syllabus for basic education • Guidelines for teacher training on the new curriculum issued 	<p>2.4.1. Guidelines for implementation of the new curriculum in basic education including learning standards developed (PRD)</p> <p>2.4.2. Action Plan for teacher orientations on New Curriculum Policy developed (TTD/PRD)</p> <p>2.4.3. Directions on preparation of syllabus and on student guidance for subject selections in upper secondary schools developed (GSED/NIE)</p> <p>2.4.4. A new textbook development and provision framework developed (MSAD/PRD)</p>
<p>2.5. <i>Improve pre-service and in-service teacher development</i> and introduce staff performance appraisal systems at every level of the education system, including appropriate reporting procedures.</p>	<p>16) Action plan for expanding INSET provision, including delegating greater authority to provinces for INSET planning.</p> <p>17) Finalize revised teacher supply and demand strategy, including revised roles of TTCs and measures to improve TTC staff and facilities efficiency.</p>	<p>16) No progress</p> <p>17) Partially taken</p>	<ul style="list-style-type: none"> • Action plan for INSET not yet developed. • Teacher standards under development • Data entry for HRMIS completed • Initial analysis of HRMIS will be used to inform teacher supply and demand strategy 	<p>2.5.1. Action plan for expanding INSET provision developed (TTD/PED/GSED/DOP)</p> <p>2.5.2. The revised teacher supply and demand strategy finalized (Personnel D/PED/GSED / DOP)</p> <p>2.5.3. Guidelines for upgrading primary school teachers to lower secondary school teachers (Personnel D/TTD)</p> <p>2.5.4. Teacher standards piloted and final draft developed (TTD)</p>
<p>2.6. <i>Strengthening teaching and learning quality</i> to ensure primary and secondary teachers with pedagogy and ICT awareness.</p>	<p>18) 5,000 teachers trained at all levels per annum, with ICT training included in their training.</p>	<p>18) Partially taken</p>	<ul style="list-style-type: none"> • ICT training for 105 teacher trainers (26 female) of PTTC, RTTC, NIE, and 70 secondary school teachers (8 female) funded by PAP and UNESCO 	<p>2.6. 4,400 teachers in pre-service and 200 in in-service trained at all levels with pedagogy and ICT awareness (TTD)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>2.7. <i>Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide, assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders and follow up on the results of the tests in the nationwide school report cards.</i></p>	<p>19) Public dissemination of the results of the standard testing from 2005-06.</p>	<p>19) Partially taken</p>	<ul style="list-style-type: none"> Curriculum standards for grade 3, 6, and 9 are officially approved in 2006, and a standardized achievement test was conducted on a national sample of grade 3 students in 2006 with World Bank support 	<p>2.7. Results of the standard testing for Grade 3 and 6 in SY2006/07 disseminated in public (GSED/PED/PRD)</p>
<p>2.8. <i>Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions by disseminating the result of students' achievements to the public and education authorities at all levels, and through a clear definition of the roles and responsibility of education inspection and other departments at central, provincial and district inspectors. The role of commune councils in school performance monitoring and oversight should be promoted.</i></p>	<p>20) Action plan for introducing improved performance-monitoring systems with instructions on oversight responsibilities. 21) Set up detailed criteria for establishing HEIs and ensuring compliance with standards. (22) Commence re-orienting the roles of the staff of the new DHE offices, including the Inspection Office, from controlling to regularly visiting to provide expert professional support to HEIs; develop the necessary instruments-policy statements, plans, procedures, responsibilities of individual staff members, annual performance targets.</p>	<p>20) Partially taken 21) Partially taken 22) Fully taken</p>	<ul style="list-style-type: none"> Prepared monitoring and evaluation tools on the education, youth and sport sector performance Draft prakas of detailed criteria of establishing HEIs. Revised DHE functions, structure, duties and performance targets of individual positions approved 	<p>2.8.1. The inspection and monitoring policy including roles and responsibilities of education inspection at all levels revised (IE)</p> <p>2.8.2. Guidelines for School Self Assessment (School Assessment/School Improvement Plan) including roles of local authorities at all levels revised (IE)</p> <p>2.8.3. Prakas on detailed criteria of establishing HEIs issued (HED)</p> <p>2.8.4. Circulars on recognition of graduates at all degrees in HEIs issued (HED/SRD)</p> <p>2.8.5. Guidelines for performance monitoring and accountability of teachers drafted (PED/GSED/ TTD/IE).</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

3- Institution and Capacity Building: Sector Wide Policy Action Matrix, 2007

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
3.1. Provide a clearly defined legislative, regulatory framework to the sector and the sub-sectors through the adoption of the Education Law.	23) Adoption of Education law by end of 2006.	23) Partially taken	<ul style="list-style-type: none"> • Draft education law finalized by ministry leaders and endorsed to Council Minister • Drafted a Sub-Decree on teacher professional codes and finalized by ministry leaders • Prepared an amendment of Sub-Decree on the organization and operation of the Ministry of Education, Youth and Sports • Drafted a guideline on physical and minimum professional criteria for public teacher recruitment • Drafted a Decree on logo, ranking symbol, and uniforms for education officers. Finalized by ministry leaders and endorsed to Council Minister 	<p>3.1. 1. Education Law adopted (Personnel D)</p> <p>3.1.2. Action Plan for establishing legislative and regulatory framework under the Education Law developed once it is approved (Personnel D)</p> <p>3.1.3. Strategic plan for decentralisation of the educational management developed (DGAF and DGE)</p>
3.2. Improved predictability for Medium term financial planning and decentralized management and monitoring and improved Governance and Regulatory Systems by increasing transparency and accountability of resources, including external assistance.	<p>24) Council of Ministers and MoEF approve a five-year recurrent and capital expenditure framework for education within MTEF by 2006.</p> <p>25) Update on budget execution in JTWG-Ed every three months.</p>	<p>24) Fully taken</p> <p>25) Fully taken</p>	<ul style="list-style-type: none"> • Regular updates provide by department of finance. • The five-year recurrent and capital expenditure framework for education within MTEF accepted by MOEF, approval of Council of Ministers not required. • Updated report on budget execution in JTWG-Edu 	<p>3.2.1. The three-year recurrent and capital expenditure framework for education within MTEF finalized (DOF and DoP)</p> <p>3.2.2. Progress of PBB budget execution updated in each JTWG-Ed meeting (DOF)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>3.3. <i>Strengthening education system performance monitoring and impact systems, including ESP-ESSP review processes.</i></p>	<p>26) Annual action plan for each PAP drawn up by each technical department made available to stakeholders.</p> <p>27) Follow-up of policy actions throughout the year through reporting on progress in the JTWG-Ed every 6 months.</p>	<p>26) Partially taken</p> <p>27) Partially taken</p>	<ul style="list-style-type: none"> Annual action plan for each PAP developed but not distributed to stakeholders Follow-up of policy actions only reported annually 	<p>3.3.1. Annual action plan for each program drawn up by each technical department and included within PBB structure made available to stakeholders (DOF and DoP)</p> <p>3.3.2. Follow-up of policy actions throughout the year through reporting on progress in each JTWG-Ed meeting (DOP)</p> <p>3.3.3. Guidelines (procedures, schedule and reporting formats) for Education Congress including ESP/ESSP review process developed (DOP)</p> <p>3.3.4. MOEYS capacity development master plan 2008-2010 developed (DOP/DGs)</p>
<p>3.4. <i>Strengthening Central, Provincial and District Financial Monitoring Systems by increased access to training for BMCs.</i></p>	<p>28) Prepare comprehensive capacity building programme for all BMCs in 2006 to strengthen their program and financial planning, monitoring and audit skills, especially in public accounting.</p> <p>29) Central, provincial and district BMCs produce comprehensive financial reports as a basis for internal audit.</p>	<p>28) Fully taken</p> <p>29) Fully taken</p>	<ul style="list-style-type: none"> Prepared full capacity building programme for all BMCs in 2007 to strengthen the monitoring, financial planning, and training programme on auditing, especially on public accounting All central, provincial, and district BMCs prepared financial reports with institutions for internal auditing 	<p>3.4.1. Request to sustainment of PAP accounting and financial procedures to be used in PBB Prepared (DOF)</p> <p>3.4.2. The pilot FMIS from PAP to PBB revised and adapted (DOF)</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>3.5. Assuring that all designated Budget Management Centres (BMC) become operational and effective, and that District and School/Institutional Management Systems are enhanced to ensure quality education.</p>	<p>30) Prepare training programme for provincial, district and school levels in management.</p> <p>31) Preparation of revised guidelines for district BMCs and schools in management responsibilities.</p>	<p>30) Partially taken</p> <p>31) Fully taken</p>	<ul style="list-style-type: none"> Conducted training on management for provincial and district levels but not at school level (conducted on FMIS but not on accounting) Guidelines on BMC management responsibilities of district and school level revised through modification of principles of expenditure. 	<p>3.5.1. Training programme on basic accounting for officers in charge of accounting at provincial level organized (DOF)</p> <p>3.5.2. Principle of PBB-FMIS for the implementation organizations developed (DOF)</p>
<p>3.6. Strengthened personnel management and monitoring systems.</p>	<p>32) Implementing ICT based central and provincial personnel MIS, in co-ordination with CAR.</p> <p>33) Develop action plan for ICT based information management at all levels.</p> <p>34) Establish a higher education management information system (HEMIS)</p>	<p>32) Partially taken</p> <p>33) Partially taken</p> <p>34) Partially taken</p>	<ul style="list-style-type: none"> Data entry for HRMIS completed at central level and all provinces Selected 100 staff with ICT responsibility as Priority Mission Groups (PMG), in those 38 central and 62 provincial staff Comprehensive action plan is not yet developed. Sample Institutional MIS reports for 2006 published 	<p>3.6.1. ICT based central and provincial personnel MIS established (Personnel D)</p> <p>3.6. 2. Action Plan for ICT based information management at all levels finalized (Personnel D/DOF/DOP/Info&AAD)</p> <p>3.6.3. Action Plan to establish a higher education management information system (HEMIS) developed (HED)</p> <p>3.6.4. Education information consolidated and disseminated through MoEYS's Web- site (DoPe, DoP, DoF, DoIA, and DoNFE).</p>

SAVE THE CHILDREN NORWAY, IN CAMBODIA

POLICY AND STRATEGY DIMENSIONS	PLANNED ACTIONS (BY EARLY 2006)	ACTION TAKEN AS PLANNED?	ACHIEVED RESULTS IN 2006	PLANNED ACTIONS (IN 2007)
<p>3.7. <i>Improved Higher Education Institutional Development and Capacity</i> through institutional and financial reforms that allow greater operational autonomy and income generating authority for higher education institutions in a climate of public and private confidence in the new and transparent public accounting systems to be put in place</p>	<p>35) National Vision for Higher Education drafted</p> <p>36) Strategic Action Plan to realise the National Vision drafted</p> <p>37) All remaining public HEIs supported to establish clear Board and governance responsibilities in order to become recognized as PAIs</p>	<p>35) Fully taken</p> <p>36) Fully taken</p> <p>37) Partially taken</p>	<ul style="list-style-type: none"> • National Vision drafted • Strategic Action Plan for Higher Education drafted • The remaining public HEIs recognized as PAIs (RUPP do not become PAI yet) 	<p>3.7. National Vision and Strategic Action Plan of Higher Education finalized (HED)</p>

Date: July 2007
For Senior Minister, Minister of Education, Youth and Sport
Secretary of State