Third Quarterly Report
IMPROVED BASIC EDUCATION IN CAMBODIA (IBEC)

Prepared by:
WORLD EDUCATION, INC.

In Partnership with:
KAMPUCHEAN ACTION FOR PRIMARY EDUCATION

US Agency for International Development
Cooperative Agreement No AID-442-A-09-00003
Table of Contents

1 EXECUTIVE SUMMARY 1

2 ACTIVITY DESCRIPTION 7
   2.1 Activity Overview and Cross-Component Summary 7
      2.1.1 General Overview 7
      2.1.2 Gender Themes 9
      2.1.3 Partnership Themes 10
      2.1.4 Poverty Reduction Themes 12
      2.1.5 Public Private Partnership Themes 12
   2.2 Component 1: NGO and Government Capacity Building & Advocacy for Sustain-
      ability 13
      2.2.1 Capacity Building Programming 13
      2.2.2 Educational Outreach through Radio Programming and other Media 15
   2.3 Component 2: More Equitable School Access 20
      2.3.1 Subcomponent 1: Scholarships 20
      2.3.2 Subcomponent 2: Stakeholder-driven Discretionary School Grants 22
   2.4 Component 3: Improved School Management & Community Engagement 28
   2.5 Component 4: Improved Educational Relevance 33
      2.5.1 Life Skills Development 33
      2.5.2 Teacher Education 37
      2.5.3 Improved Access to Information Technology 42

3 PROGRESS TOWARDS STATED TARGETS 46
   3.1 Progress Against Performance Monitoring Plan (PMP) Indicators 46
   3.2 Progress Against Operational Plan (OP) Indicators 49

4 OVERALL MANAGEMENT INFORMATION 50
   4.1 Status of Grant Disbursements to Schools 50
   4.2 Timeline of Activities 51

5 LESSONS LEARNED AND ISSUES IN IMPLEMENTATION 52
   5.1 Continuous Turnover in School Staffing 52
   5.2 Declining Teacher Intake at Primary Level and Continuing Teacher Shortage Crisis 52

6 GOVERNANCE ISSUES 54

ANNEXES:

• ANNEX 1: Second Project Newsletter
• ANNEX 2: Spot Check Reporting Template
List of Tables

| Table 2.1: | Newsletter Distribution |
| Table 2.2: | New School Selection for Lower Secondary by Demographic Designation |
| Table 2.3: | New School Selection for Primary by Demographic Designation |
| Table 2.4: | Planned Expansion in Support for Girls’ Scholarships in Year 2 (USAID only) |
| Table 2.5: | Baseline Benchmarks for Gender Balance among Key Stakeholder Groupings |
| Table 2.6: | Frequency and Content for LNGO Capacity-building Activities, 3rd Quarter |
| Table 2.7: | Schedule and Content for PWG Capacity-building Activities, 3rd Quarter |
| Table 2.8: | Frequency and Content for CEFAC Capacity-building Activities, 3rd Quarter |
| Table 2.9: | Radio Programs Produced by Topic and Content |
| Table 2.10: | Schedule of Radio Broadcasts, 3rd Quarter |
| Table 2.11: | Summary of Implementation Metrics for Outreach via Radio and Other Media |
| Table 2.12: | Reported Dropout among Scholarship Beneficiaries at Secondary School, Kampong Cham & Kratie |
| Table 2.13: | Reported Dropout among Scholarship Beneficiaries at Secondary School, Kampong Cham & Kratie |
| Table 2.14: | Results of Tracer Studies for Dropout at Secondary School Level, Kampong Cham & Kratie |
| Table 2.15: | PTTC Scholarship Recipients by Year of Study and Province, 3rd Quarter |
| Table 2.16: | Counseling for Vulnerable Girls in Primary/Secondary and Dropout Results |
| Table 2.17: | Child-to-Child Help Networks and Dropout Results, 3rd Quarter |
| Table 2.18: | Students Working in Student Councils at Lower Secondary Level |
| Table 2.19: | Students Working in Children’s Councils at Primary Level |
| Table 2.20: | Extent of Emplacements for Water Systems and Other Infrastructure Upgrading |
| Table 2.21: | IBEC School Management and Leadership Training Course Outline |
| Table 2.22: | Vulnerable Families Receiving Scholarship Assistance who Received Other Specialized Support since Start-up |
| Table 2.23: | IBEC Local Life Skills Program Delivery Modes |
| Table 2.24: | Primary School Teachers Trained (Follow-up Workshops) in 3rd Quarter |
| Table 2.25: | Schedule and number of participants attended the CT follow up workshops |
| Table 2.26: | Subject Classroom Materials Provided to Secondary Schools (3rd Quarter) |
| Table 2.27: | Number Of Subject Clubs Attended Annual Subject Club Fair |
| Table 2.28: | Technical Support Group Members Trained to Support Lower Secondary School Teachers |
| Table 2.29: | Schedule of IT Lab Set-up |
| Table 2.30: | Progress of Lab Establishment in IBEC Areas, 3rd Quarter |
| Table 2.31: | Training in Khmer Unicode & Khmer Language Program (to Date) |
| Table 2.32: | Students and Teachers Participating in Project Work Fairs |
| Table 2.33: | Results of Student Attitudinal Survey on IT Access, Impact, & Efficiency |

| Table 3.1: | Status of PMP and OP Indicators |
| Table 4.1: | Approved Budgets and Expenditure for All Target Clusters by Province in Academic Year 2009/10 |
| Table 4.2: | Approved Budgets and Expenditure for All Target Lower Secondary Schools by Province in Academic Year 2009/10 |
| Table 4.3: | Follow-up of Delayed Activity From the Previous Quarter |
| Table 4.4: | Explanation of Delayed Work Plan Activities from the 3rd Quarter |
Table 5.1: Planned Intake at PTTCs and Update on Teacher Shortages

Table 6.1: Spot Check Results for Primary School Level
Table 6.2: Spot Check Results for Secondary School Level
1 EXECUTIVE SUMMARY

Program Overview:

In spite of the Khmer New Year Holiday, all components continued a high rate of activity. An intensive period of spot checks to all schools in Kratie and Kampong Cham was completed during the quarter. This was an important exercise to promote good governance in schools and set some baselines for performance in this area. Components also completed baseline surveys for life skills and tracer studies for students receiving scholarships. There were intensive capacity building inputs for Provincial Working Groups in all provinces as well as a number of follow-up meetings on performance benchmarks for local partners. As life skills activities began to wind down at the end of the quarter, Market Simulations were held in 14 schools as a culmination event where students could buy/sell the products of their labor including hair cutting skills, music & dance shows, food, vegetable produce, and other skills that they had learned during the year. There were also a number of key milestone events including:

1. Finalization of Life Skills Implementation Framework with the Curriculum Development Dept.
2. Finalization of Training Framework for School Directors
3. Computer Lab Opening with MoEYS & USAID Mission Director (see Success Story below)
4. School Visit by USAID Washington, Director of East Asia Division
5. Completed Nomination of Beacon School Selection with PWGs in all provinces
6. Formal approval and appointment of CG & PWG members

Success Story: IBEC Project Opens 18th Thin Client Computer Lab

With support from USAID and in collaboration with the Ministry of Education, Youth and Sport (MoEYS), the Improved Basic Education in Cambodia Project continues to demonstrate its strong commitment to promoting innovation in its approaches to Information Technology access in the education sector in Cambodia. On 7 May 2010, another new Thin Client Computer Lab was inaugurated at Bunrany Hun Sen Speu High School in Speu Commune, Chamkar Leu District in Kampong Cham province.

Attending the opening of this new lab was Mr. Flynn Fuller, USAID/ Cambodia Mission Director, H.E. Ou Eng, Director General of MoEYS, Mr. Pich Pot, Deputy District Governor of Chamkar Leu District and other stakeholder representatives. This is the 7th lab that has been constructed during the IBEC Project thus far, joining 11 other labs that were built earlier under the Schools for Life Program.

Mr. Fuller expressed that on behalf of USAID, he was very pleased to be present for the opening of the new thin client computer lab. He congratulated all stakeholders, particularly the MoEYS and the Provincial Office of Education for supporting and promoting this new approach to IT access. He also added that USAID was very proud to have been a part of the efforts to create a model of sustainable development in IT and would continue to be a part of the process of supporting the replication process in the coming years.

In addition, H.E. Ou Eng spoke on behalf of the MoEYS and expressed appreciation towards USAID, World Education, KAPE, and all stakeholders that have partnered with the Ministry in providing support for the education sector. He emphasized the importance of IT skills for future participation in the labor market and anticipates the expansion of more computer labs in other schools in the future. With USAID’s support, the IBEC project plans to construct a total of 27 new thin client labs over the life of the project.
New School Selection Activities: After internal discussions and consultations with USAID, it was agreed that IBEC would begin its expansion next year but that this would occur in existing provinces, rather than moving into Svay Rieng and Prey Veng as earlier proposed. In all, an additional 24 secondary schools were brought into the program as well as an additional 70 new primary schools. The new primary schools were mainly added in Siem Reap, where the program did not provide any support to the sector last year due to the late start-up. Altogether, the project will be supporting 303 schools in both sectors.

Activities in LNGO and Government Capacity-building Component:
Component personnel continued to work on a wide-range of capacity building activities for local partners and government during the quarter. This included assisting Component 3 in training school directors in Sustainability Planning as an adjunct to the School Improvement Plans that they had made at the start of the school year. There were also numerous meetings with LNGO Partners to monitor progress towards organizational development benchmarks set earlier in the year as well as study principles in personal management. Partners were also oriented to the branding and marking policies that must be followed by all those receiving funds from USAID. The component also provided operational orientations to Provincial Working Groups (PWGs) and worked with them to identify Beacon Schools in each target district. In addition, the first round of capacity building workshops were implemented for Commune EFA Committees (CEFACs). There were participants from 12 communes at this first workshop, which is the first of many that will be implemented during the project.

In addition, the Component also worked with Equal Access to undertake outreach in life skills through radio programming. During this past quarter, Equal Access produced four life skills audio programs and accompanying audio learning exercises and established student reporter activities in four IBEC partner schools in Kampong Cham. Equal Access also registered an increase in the number of audience interactions with the radio program during the past three months. Equal Access received 146 letters from listeners in response to questions that are asked at the end of each program. This interaction is important as it shows that listeners are not only learning from but also enjoying the topics of each program and provides valuable input to the EA program team.

Activities in Improved School Access Component:
Scholarships: As the school year came to a close during the quarter, component personnel began the process of assessing internal efficiency of scholarship programming. Because secondary schools closed earlier than primary schools this year (due to the scheduling of the Diplome Exam in early July), assessments at secondary school level are more advanced than at primary where schools were still in session at the end of the quarter. Nevertheless, component personnel reported that only 92 primary school scholarship recipients had dropped out or 3% of the total. At secondary level, it was reported that retention among scholarship beneficiaries was 88% (87% among females). Tracer studies reported that among the 78 secondary level scholarship students leaving school during the year, financial reasons continue to be a dominant reason reported by families. Thus, 44% reported leaving school to look for work outside of the home while 18% reported the need to help at home. Only 8% had found employment in factories reflecting the difficult economic situation that has emerged since the global financial crisis. The Component also began planning for an expansion in scholarship programming next year. The number of projected schools in Kratie will increase to eight while the number of supported schools in Kampong Cham will increase from 15 (inclusive of schools with private support through KAPE) to 21 with an additional 13 new schools projected for Siem Reap. The total number of secondary schools with scholarship support will, therefore, increase to 42 from the 21 currently. Among PTTC students, there appears to have been no dropout during the year. Nevertheless, component personnel have started the negotiation process with POEs about posting graduating PTTC scholarship recipients (49 projected) in their communes of origin in a way so that the project can begin phasing out Community Teachers there.

School Grants: School grants for various activities focused on access were nearly completely drawn
down during the quarter as schools were urged to expedite their liquidations in June. While the Component provided some residual training on gender, libraries, and student councils, particularly in Siem Reap where such activities only just got started in Half-stream schools in the last quarter, much of the quarter was spent on assessing impacts of various interventions. Thus, dropout data for various interventions was compiled during the quarter and is reported below. For example, vulnerable girls receiving counseling support resulted in a 90% retention rate among such children across primary and secondary school. Similarly, students in various help networks such as tutoring, homework clubs, and pen pals reported a 93% retention rate while referred children with disabilities and chronic illnesses evinced 95% retention. In all, these results testify to the efficiency of these interventions since they target the most vulnerable children. A review of programming with respect to children’s and students’ councils also revealed that a large number of children have been inducted into the operating structures of these bodies (1,017 children at primary level and 632 at secondary level), which are based on the official MoEYS guidelines. Nevertheless, component personnel reported problems that will be addressed in next year’s planning relating to poor understanding by teachers and school directors about the purpose and self-directed nature of the councils.

Grants for water and sanitation as well as infrastructure upgrading also started to wind down. The project has so far spent $123,689 on water and sanitation systems out of a total of $162,197 projected. This investment has so far enabled 128 schools to organize running water for toilets, fishponds, school breakfast kitchens, and other facilities in the school in need of water. The next quarter will focus on about $10,000 more in additional grants and liquidation of outstanding advances. Grant support also continued to be administered for Community Teachers and Bilingual Classroom Assistants (BCAs) in all target areas. In this respect, the Component reported supporting 204 Community Teachers and 26 BCAs with three reported resignations among the former and two among the latter during the year. For these modest levels of attrition, the component has organized replacements by using double shifting or former contract teachers.

**Activities in School Management and Community Engagement Component:**

With the arrival of an international consultant to work in this component, the project was able to make a significant step forward in the design of the School Management and Leadership Training Course (SMLTC) for IBEC. This is a key capacity building initiative that will be essential to the success of the life skills pilot that will also go forward next year. With the assistance of a specialist in school management as well as extensive consultations with other school management programs, the entire outline for a two-year training program was completed by the end of the quarter. Since the implementation of SMLTC is to be carried out in a similar fashion to the MoEYS’ Cambodian Educational Sector Support Program (CESSP), four component staff members attended the CESSP conclusion workshop in early June. This workshop reflected on the implementation process of the leadership training program of the past five years with participation of elementary and lower secondary school principals in 10 provinces. It was an important workshop for IBEC as reflections highlighted strengths and challenges encountered during implementation, which the IBEC project can use to improve its own SMLTC. The project is very appreciative of the good collaboration with MoEYS/CESSP, which has allowed the team to build upon their training program and use this as a basis for the management and leadership interventions for IBEC. The School Management and Leadership Course will be implemented from next quarter onwards for two consecutive years. The project also offered an opportunity to a selected group of new schools in Siem Reap to go on a study visit to a Lower Secondary School in Kampong Cham where they could learn from the extensive experience in earlier project implementation there. In addition to the preparations and activities related to strengthening the capacity of school directors, the component also focused on preparations for a follow up assessment of School Support Committees to evaluate their progress to date and to identify training needs for next year. This assessment will be carried out in July.

**Activities in the Improved Educational Relevance Component:**

Life Skills: After thorough preparations for the development of a Life Skills Framework and Implementation Guidelines for the pilot in Lower Secondary Schools in school year 2010-2011, the techni-
cal team conducted several consultation workshops to collect input and feedback from a variety of stakeholders. These sessions were very well attended and resulted in an increased interest and involvement of the Ministry and its partners in the area of life skills education. The final draft documents were reviewed and approved by the Department of Curriculum Development after a productive internal MoEYS consultative review with staff of seven different departments. Besides the preparations at the central level for an integrated approach to Life Skills programming and the preparations of the Lower Secondary School Life Skills pilot, a number of life skills activities continued to be implemented at school level as well so that currently targeted schools can build up some preliminary experience in life skills implementation. Students had opportunities to learn different life skills throughout the year, which were demonstrated during the Market Simulations. These exciting student events were conducted in several schools on June 1, to celebrate International Children’s Day.

Teacher Education: During this quarter, there have been numerous activities to support teachers at different levels with implementation of quality enhancing interventions. Since the start of the project, a large number of teachers have received training in the Child Friendly School concept at both primary and secondary school level. To follow up on these initial training workshops, reflection sessions were conducted to give 421 old and new teachers an opportunity to share their experiences with implementation of these new approaches. The technical team also prepared teacher performance assessments, which will be conducted in July at the end of the school year to measure progress and training needs for next year. For the teachers in Lower Secondary Schools, the project organized teacher orientations on Subject Classrooms in eight schools and the provision of educational materials to enable the establishment of Subject Classrooms as one of the important features of Child Friendly Secondary Schools (CFSS). Component personnel also helped to facilitate two subject club fairs, with student representation from eight schools and 26 clubs in Kampong Cham and Kratie. Another important step towards quality enhancement of classes in secondary schools was the establishment of three new science labs and an orientation for science teachers on how to optimally utilize these new facilities. The project acknowledges the need for a support network for teachers to guide them in the implementation of the various interventions as IBEC introduces many new approaches and activities. In response to this need, a total of 33 Technical Support Groups (TSG’s) were established in lower secondary schools during this quarter, as the same structure was introduced to and set up in primary schools in the previous quarter.

Improved Access to IT Education: As a majority of labs came on line during the last quarter, IT personnel started to shift their focus to the training of teachers and student projects during the quarter. As a result, only one additional lab came on line in the 3rd quarter to make for a total of seven labs (out of eight proposed). So far, 5,640 students are benefiting from these investments, in addition to several thousand using labs that were built last year. The final lab for Year 1 will be completed in the 4th Quarter due to extensive investments required for infrastructure upgrading. Teacher training activities focused on following up earlier work done on the project method, which tries to integrate IT capabilities at schools and curriculum instruction in other subjects. These follow-up activities culminated in a Project Work Fair at the end of the quarter where students made impressive presentations on subject topics that they had researched in groups. The students made these presentations using MS PowerPoint, a very impressive achievement for these rural students. IT personnel also provided training to teachers in using Khmer Unicode as mandated by MoEYS. There were a total of 12 more teachers who have so far received training in using this software in the three provinces. MoEYS manuals and publications are used extensively in these capacity-building activities. Assessment activities also began during the quarter. One of these assessment activities involved a student attitudinal survey. The results of the survey were mostly positive indicating such things as student access to the labs (65% reported access two hours per week) and the novelty of IT instruction (89% reported it was their first time to use a computer). IT personnel also worked with two other agencies that were interested in using the revolutionary IBEC lab configuration including Plan International (two labs) and Save the Children/Australia (one lab). Both agencies have recently built three IT labs using the same design and configuration, thereby helping IBEC to further leverage the impact of USAID support.
Progress to Achieve PMP and OP Indicators:

**PMP Indicators:** The Work Plan approved by USAID in February 2010 includes 54 key benchmarks or results to be achieved during Year 1 implementation. Each result is associated with an Intermediate Result specified by USAID as part of the RFA announcement. A total of 60 outcomes have been identified during the life of the program including 12 standard (i.e., Operational Plan) indicators specified in the original RFA leading up to the award of this program to World Education. At this stage of implementation, field offices have been able to report on the status of 44 indicators or about 81% (compared to 35% in the last quarter). Of this number, 33 have so far been achieved (61% of the total) while three more are still in progress and on track to be achieved but still short of expected performance standards (5%). There are also three indicators (5%) that have either been postponed to Year 2, are still pending USAID approval, or have been cancelled by USAID. There are so far four indicators (7%) that will likely not be achieved. The results for the remaining indicators (19%) will be reported at the end of the year after schools have closed. These indicators refer mainly to school efficiency indicators such as dropout or repetition and cannot be tabulated until the school year is over.

**OP Indicators:** Currently, eight of the 12 OP indicators outlined in the Year 1 PMP have been achieved or 67% of the total. Of the remaining four indicators, three await end-of-year data while a fourth relating to the construction of (ICR) classrooms will likely not be achieved this year. Schools only requested construction of 13 new intermediate classrooms but 22 were projected at the beginning of the project.

Overall Program Management Information:

**Administration of School Grants:** Of the $142,265 that was approved for general grants to 30 school clusters and 76 secondary schools, approximately $130,975 had been disbursed to supported schools by the end of the quarter. This comprises about 92% of the total available funds, indicating a very high burn rate. The 8% in remaining funds will not be disbursed in the 4th Quarter but will be carried over to Year 2 to help support the significant expansion in support to both primary and secondary schools. In this respect, supported primary schools in Siem Reap will jump from 0 to 51 while supported secondary schools will increase from 76 to 100. Kampong Cham tended to exhibit higher disbursement rates that the other two provinces but disbursement rates there nevertheless were over 80%, reflecting more difficult travel terrain and newness to the program, particularly for the schools in Siem Reap. Rates of liquidation were also reported to be very high with about $124,428 in funds cleared out of the $130,975 disbursed. This represents a liquidation rate of about 95%. Outstanding funds still with schools will be liquidated during the next quarter.

**Rate of Activity Completion:** With respect to implementation of activities spelled out in the approved work plan submitted to USAID, 92% of the 104 activities planned had been implemented by the end of the quarter across all components. Among the 20 activities still pending since the previous quarter, seven were completed while the remainder were postponed to the 4th Quarter or Year 2. These numbers suggest a fairly high rate of implementation according to plan.

**Lessons Learned and Issues in Implementation:**

**Movement of Personnel:** The fluid nature of personnel movements within the Cambodian education system often complicates sustainable capacity building because staff members are always changing. This fluidity reflects the serious shortages in staffing that exist at all levels as well as the challenges that projects such as IBEC face in having sustained impacts on capacity.

**Teacher Shortages:** IBEC had planned on an intake of 120 new PTTC scholarship recipients for the coming year to assist POEs to address teacher shortages in communes designated as high priority by the Ministry. However, the project was recently informed that PTTC intake will be decreasing to 2,000 students nationwide, with Kampong Cham being particularly hard hit by the reduction. The project will need to discuss with POEs about the scope they have for meeting proposed scholarship quotas or whether the project quota for scholarship support should be reduced.
School Governance Issues

Spot checks to assess school governance issues were undertaken during the quarter in 84 primary schools and 39 secondary schools for a total of 123 observed schools in Kampong Cham and Kratie. Only Full Stream Schools were observed. In general, Kratie Province came out as the weaker of the two provinces with 32% of primary schools getting ‘poor’ scores for financial accountability and 47% getting such scores for general governance. The former included such criteria as record keeping, transparency, and proper use of funds while the latter took in overall appearance of the school, implementation of activities, etc. The comparable numbers for Kampong Cham were 24% and 27%, respectively. Both provinces evinced better outcomes at secondary level where only 5% of all schools evinced poor scores for financial accountability and 13% for general governance. On the other hand, 67% of primary schools across both provinces came out with ‘very good’ or ‘satisfactory’ scores while 87% of secondary schools came out with such scores. Overall, the assessment of schools was considered to be of a much higher level of validity this year than last year because the assessments matched much of the anecdotal evidence that had been collected during the last several quarters.
2 ACTIVITY DESCRIPTION

2.1 ACTIVITY OVERVIEW AND CROSS-COMPONENT SUMMARY

2.1.1 General Overview

Summary of Key Events and Milestones: The quarter began with the seasonal closure of schools for the Khmer New Year Holiday. IBEC personnel reported that there were fewer early closures this year, which helped the project to maintain some momentum. In spite of the holidays, there was nevertheless considerable activity during the month of April on the development of training frameworks for life skills and school management. Indeed, external consultants hired to assist with this work completed their work during the quarter, moving capacity building efforts to the next stage of planning for implementation.

There were also a number of important visits during the quarter including a high profile opening of a computer lab in Kampong Cham Province by the Mission Director on 7 May 2010. The opening took place at Speu High School, Chamgar Ler District and was attended by Mr. Ou Eng as a key representative of the Ministry of Education, Youth, and Sport (MoEYS). H.E. Ou Eng is the Chair of IBEC’s Consultative Group and the Director General of the Directorate of General Education. There were also numerous representatives from the Provincial and District Offices of Education, local partners, and the local community. The lab in Speu High School is one of the first to be set up in what are known as Half-stream schools; that is, schools that are completely new to the program. In spite of only a brief period of support so far, the school showed considerable progress, particularly with respect to student and teacher engagement. Another high profile visit to a secondary school occurred in Siem Reap Province on 12 June by Mr. Rick Scott, Director of East Asia Division/USAID Washington. Once again, USAID observed rapid progress in only a short period of time at this newly supported school including the formation of an active Student Council, computer lab, library facilities, and intensive aquaculture activities. Other milestones achieved during the quarter include the nomination of 28 Beacon Schools (18 such schools are being selected during the next quarter), completion of new school selection (see below), and the formal approval of all Consultative Group and Provincial Working Group members (see below).

General Progress on Activity Implementation: In spite of the Khmer New Year Holiday, all components continued a high rate of activity. An intensive period of spot checks to all schools in Kratie and Kampong Cham was completed during the quarter (see Section 6 for results). This was an important exercise to promote good governance in schools and set some baselines for performance in this area. Components also completed baseline surveys for life skills and tracer studies for students receiving scholarships. There were intensive capacity building inputs for Provincial Working Groups in all provinces as well as a number of follow-up meetings on performance benchmarks for local partners. As life skills activities began to wind down at the end of the quarter, Market Simulations were held in...
14 schools as a culmination event where students could buy/sell the products of their labor including hair cutting skills, music & dance shows, food, vegetable produce, and other skills that they had learned during the year (see Section 2.5.1).

**Communication Media:** Based on information provided in the second quarterly report, IBEC was able to produce its second newsletter in both English and Khmer in June 2010. The project developed a comprehensive distribution plan to ensure systematic sharing with a wide audience at central level as well as local levels (see Table 2.1).

### Table 2.1: Newsletter Distribution

<table>
<thead>
<tr>
<th>Sector</th>
<th>Hard copy</th>
<th>Soft copy (email)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Project Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Education Cambodia</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>World Education Boston</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>IBEC Field Office</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Government Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MoEYS Leadership (HE NBR)</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>MoEYS Consultative Group</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>MoEYS Department Directors</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td><strong>Donor Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USAID</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Other Partners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Development Partners (WCRD, etc.)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>NEP (conveyed in 4th Quarter)</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>AIR</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Equal Access</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>KAPE</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Distribution by WE/IBEC Phnom Penh Field Offices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POE Working Groups (3 provinces)</td>
<td>-</td>
<td>90</td>
</tr>
<tr>
<td>DPO’s/ ADPO’s</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Partners (BSDA, EDA, WCRD)</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>All schools Kg Cham (5 copies per school)</td>
<td>-</td>
<td>735</td>
</tr>
<tr>
<td>All schools Kratie (5 copies per school)</td>
<td>-</td>
<td>210</td>
</tr>
<tr>
<td>All schools Siem Reap (5 copies per school)</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>**TOTAL ***</td>
<td>180</td>
<td>1,454</td>
</tr>
</tbody>
</table>

A copy of the second newsletter can be found in Annex 1.

In addition to the development of the newsletter to share progress on project implementation, the project also made a start with the preparations for development of a project website. It is expected that by the end of the next quarter in September, the web design and content will have been finalized and the website ready for launching. To improve understanding of correct project communication, project staff facilitated a capacity building activity for local NGO partners about IBEC’s branding and marketing strategy with practical examples of how to communicate the project correctly at the local level. This will be followed up by the development of an IBEC communication toolkit, which is also expected to be completed by the end of next quarter.

**New School Selection Activities:** After internal discussions and consultations with USAID, it was agreed that IBEC would begin its expansion next year but that this would occur in existing provinces, rather than moving into Svay Rieng and Prey Veng as earlier proposed. In all, an additional 24 secondary schools were brought into the program as well as an additional 70 new primary schools. The new primary schools were mainly added in Siem Reap, where the program did not provide any support to the sector last year due to the late start-up. Altogether, the project will be supporting 303 schools in both sectors. School selections among secondary schools were based on residual applications from the last round of selections as well as endorsements from PWG members. In special cases, site visits also
occurred to clarify particular issues such as staff availability and infrastructure conditions. New schools and those designated as Half-stream schools in Year 1 will comprise Cycle 2 schools while Full Stream Schools will comprise Cycle 1 schools. A development cycle will last three years during which time IBEC will seek to enable schools to improve educational service delivery in a sustainable way. Cycle 1 schools will complete direct support at the end of Year 3 while Cycle 2 schools will complete their support at the end of Year 4.  

A summary of schools by demographic designation is provided in Tables 2.2 and 2.3 below.

**Table 2.2: New School Selection for Lower Secondary by Demographic Designation**

<table>
<thead>
<tr>
<th>Province</th>
<th>Urban</th>
<th>Rural</th>
<th>Remote</th>
<th>Total schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>9</td>
<td>24</td>
<td>3</td>
<td>40</td>
<td>48</td>
</tr>
<tr>
<td>Kratie</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>42</td>
<td>9</td>
<td>76</td>
<td>100</td>
</tr>
<tr>
<td>%</td>
<td>24%</td>
<td>51%</td>
<td>25%</td>
<td>100%</td>
<td>--</td>
</tr>
</tbody>
</table>

**Table 2.3: New School Selection for Primary by Demographic Designation**

<table>
<thead>
<tr>
<th>Province</th>
<th>Urban</th>
<th>Rural</th>
<th>Remote</th>
<th>Total schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>1</td>
<td>84</td>
<td>22</td>
<td>107</td>
<td>119</td>
</tr>
<tr>
<td>Kratie</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>104</td>
<td>28</td>
<td>133</td>
<td>203</td>
</tr>
<tr>
<td>%</td>
<td>8%</td>
<td>66%</td>
<td>25%</td>
<td>100%</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2.1.2 Gender Themes

**Planning for Significant Expansion in Girls’ Scholarships:** IBEC is planning a significant expansion in girls’ scholarships at lower secondary school in the coming academic year. Mainly, this reflects the decision to expand scholarship support in Kampong Cham plus 13 schools in Siem Reap where no support is currently being provided. In this respect, supported students will jump from 387 in Year 1 to about 1,185 in Year 2. About 75% of these supported students or approximately 889 students will be girls. The number of USAID-supported schools will also jump from 15 to 36 next year. These estimates are summarized in Table 2.4 below. The estimates shown do not include an additional six schools in Kampong Cham that are also supported in IBEC target areas through cost share contributions from private donors. In all, there will be 36 secondary schools in IBEC target areas receiving scholarship support. These schools have been selected based on poverty levels and historically high rates of dropout.

**Table 2.4: Planned Expansion in Support for Girls’ Scholarships in Year 2 (USAID only)**

<table>
<thead>
<tr>
<th>Province</th>
<th>Currently Supported Students</th>
<th>Currently Supported Schools</th>
<th>New Intake in Year 2</th>
<th>New Schools in Year 2</th>
<th>Total Students Supported</th>
<th>Female Students (est.)</th>
<th>Total Schools Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>200</td>
<td>9</td>
<td>350</td>
<td>6</td>
<td>550</td>
<td>413</td>
<td>36</td>
</tr>
<tr>
<td>Kratie</td>
<td>187</td>
<td>6</td>
<td>200</td>
<td>3</td>
<td>335*</td>
<td>251</td>
<td>8**</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>0</td>
<td>0</td>
<td>300</td>
<td>13</td>
<td>300</td>
<td>225</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>387</strong></td>
<td><strong>15</strong></td>
<td><strong>850</strong></td>
<td><strong>22</strong></td>
<td><strong>1,185</strong></td>
<td><strong>889</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

*Includes students supported directly by USAID only (i.e., no cost share supported schools). An additional six schools are supported in Kampong Cham through cost share contributions: **One school in Kratie is being phased out.

1. When direct support ends, additional support will be channeled through commune councils as matching funds.
2. There are 54 students in Grade 9 who will finish this year in 2010 leaving only 133 old students.
Setting Benchmarks for Gender Representation in Stakeholder Bodies: IBEC personnel have completed gender surveys of key stakeholder groupings including Student Councils (at secondary level), School Support Committees, and supported candidates at Provincial Teacher Training Colleges. The latter are prospective teachers who will help address teacher shortages in priority communes. These surveys will provide baselines that will inform the setting of benchmarks with PWGs to increase gender balance among stakeholders. Based on the findings shown in Table 2.5, about 64% of supported PTTC candidates are already female; however, representation is more limited among student councils and especially among School Support Committees. Nevertheless, project personnel reported that about a third of Student Council Chairpersons are girls while only 6% of SSCs have female executive officers.

Table 2.5: Baseline Benchmarks for Gender Balance among Key Stakeholder Groupings

<table>
<thead>
<tr>
<th>Stakeholder Grouping</th>
<th>Female Representation</th>
<th>Kampong Cham</th>
<th>Kratie</th>
<th>Siem Reap</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Councils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Councils</td>
<td>40</td>
<td>16</td>
<td>20</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>SCs with Female Chairperson</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>SCs with Female V. Chairperson</td>
<td>45</td>
<td>18</td>
<td>22</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>% with Female Chairpersons</td>
<td>30%</td>
<td>44%</td>
<td>15%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>% with Female Vice Chairpersons</td>
<td>56%</td>
<td>58%</td>
<td>55%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td><strong>School Support Committees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Committees</td>
<td>123</td>
<td>33</td>
<td>0</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>SSCs with Female Chair</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SSCs with Female V. Chair</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>% with Female Executive Officers</td>
<td>4%</td>
<td>15%</td>
<td>--*</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td><strong>PTTC Candidates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total PTTC Candidates</td>
<td>98</td>
<td>22</td>
<td>0</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Female PTTC Candidates</td>
<td>64</td>
<td>13</td>
<td>0</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>% of Female PTTC Candidates</td>
<td>65%</td>
<td>59%</td>
<td>0%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>

*Pending data collection in Year 2

2.1.3 Partnership Themes

Quarterly Meeting with Consultative Working Group: There were two occasions where the Consultative Group was actively involved in project planning and implementation. The first occasion was the field visit of H.E Ou Eng, chair of the CG. H.E. Ou Eng attended the computer lab opening ceremony in Speu High School in Kg Cham on 7 May 2010 (see picture above and interest story in Executive Summary). The second occasion was the quarterly meeting, which took place on 16 June 2010 at the office of the Director General at the Department of General Education of the Ministry.

The Consultative Group (CG) held its quarterly meeting with the newly appointed members, who were assigned by H.E. Nat Bun Roeun through a formal appointment letter issued in April 2010. The Consultative Group is composed of representatives from the original four technical departments with whom World Education implemented the Schools for Life Program. This includes: (i) Teacher Training Department (TTD); (ii) Primary Education Department (PED); (iii) Secondary Education Department (SED); and (iv) Department of Curriculum Development (DCD). At the request of the Ministry, representation in the CG has been expanded with the inclusion of two additional departments including the Department of Planning (DoP) and the newly established Vocational Orientation Department (VOD). The meeting was chaired by H.E. Ou Eng and attended by five of the six MoEYS departmental representatives (DCD, SED, TTD, VOD and DoP). During the meeting, a short presentation with a general introduction of the project was provided by senior project staff, followed by a productive discussion about every department’s tasks and responsibilities. The project team took the opportunity to
inform the CG members about the progress of three important issues: (i) the establishment and functioning of the Provincial Working Groups, (ii) Teacher training and the preparations for the pilot Local Life Skills Program for Lower Secondary Schools and (iii) the PTTC scholarship selection process. At the end of the meeting it was agreed to organize a field visit for the CG to an IBEC supported school so that CG members would have an opportunity to learn about implemented project activities. This field visit took place at the end of June to participate in the Project Work Fair that took place at Lavea High School in Kampong Cham Province (see Success Story in Section 2.5.3).

Completion of PWG Formation: Although IBEC has been working with Provincial Working Groups to implement programming since the beginning of the project, these bodies were still operating as ad hoc groupings of staff from the Provincial Offices of Education (POE). During the quarter, World Education and KAPE were able to complete negotiations with each POE to issue letters of appointment to selected representatives chosen from each department as well as District Offices of Education where IBEC has target schools. All PWGs are now formally recognized committees that have received formal orientations from project personnel on the official roles and duties of the working groups (see Section 2.2.1).

Collaboration with Peace Corps: There are currently seven Peace Corps volunteers working in Kampong Cham and several of these work in IBEC target schools. Volunteers and project personnel collaborated in organizing an Education Fair for students who were finishing Grade 9 or Grade 12 in order to help them make an informed decision about their future options for schooling and employment. This goal fits exactly with the overall aim of IBEC as well. The fair, which took place on 25 June 2010, was attended by over 500 students from surrounding schools including those in IBEC target areas. Project personnel helped to coordinate transportation of students to the fair in Kampong Cham Town and KAPE partner actually provided some funding support for the event from its own resources. The fair included stalls that were set up by various universities and technical schools as well as panel discussions by resource persons that comprised university students who are currently matriculated into a tertiary degree program or employees from local companies.

NEP Joins IBEC: During the quarter, World Education and KAPE completed negotiations with the NGO Education Partnership (NEP) to join the IBEC Project. As the national umbrella organization for all NGOs working in the education sector, NEP will play a crucial role in helping IBEC to share information and disseminate its programming, thereby leveraging and sustaining technical inputs. IBEC will be providing funding to NEP through KAPE, as part of the process of helping KAPE to build strong links with important national actors in the education sector. Grant support for NEP in this respect is $10,272. This support will be used to fund one national workshop on life skills programming, dissemination of program brochures and other program documentation through NEP distribution networks. One or more field trips to program sites with NGOs who express interest these events began during the quarter and will be completed in the 4th Quarter.

Negotiations with CWCC: KAPE also began negotiations with the Cambodian Women’s Crisis Center during the quarter to assess their ability to also join the project with an aim to administering schol-
arship support to vulnerable students in secondary schools in Siem Reap Province. After a number of weeks of deliberation, CWCC decided that they would not be able to effectively assist the project. The reasons cited included their focus on girls’ scholarships only (about 25% of IBEC scholarships are reserved for boys) and their inability to expand programming support outside of the three districts where they are currently working. The discussions with CWCC were polite and cordial, though it turned out not to be possible to collaborate on joint programming. As a result, it was decided that KAPE will be responsible for administering scholarship support to secondary school students in 13 schools in Siem Reap Province, where the agency has already set up office facilities.

2.1.4 Poverty Reduction Themes

Extension of Assistance from World Food Program in Target Areas: There are currently 46 primary schools that are benefitting from support for school breakfasts and take home rations in IBEC target areas. Support for this activity is channeled through IBEC Partner KAPE by World Food Program (WFP) so that all record keeping, monitoring, and capacity building of local committees is entrusted to IBEC personnel. Support for this program was scheduled to end in September 2010. However, KAPE was able to negotiate an extension of the contract with WFP and government for another five years. This will ensure that students at IBEC supported primary level feeder schools in food insecure areas will continue to receive support for the foreseeable future.

2.1.5 Public Private Partnership Themes

Procurement of Bank Funding for Life Skills Activities in Target Areas: One of the important areas of collaboration between IBEC and other programming relates to negotiations that have been on-going with Aflatoun, a Dutch organization involved in life skills curriculum development. Aflatoun has developed an excellent financial literacy curriculum that it works with local partners to promote worldwide. IBEC has reviewed the Aflatoun curriculum and will be incorporating several modules into the proposed curriculum on Economic Life Skills that it is currently discussing with MoEYS (see Box 3). For its part, Aflatoun has a widespread advocacy network that has been enlisted to ensure private sector support for IBEC programming and particularly the Aflatoun modules that are being pulled into the Life Skills Implementation Framework. Through its advocacy efforts, Aflatoun has procured a promise of support from Barclay’s Bank, Plc. to help pilot financial literacy life skills programming in IBEC areas. This support comprises £35,983 or about $54,000 at current exchange rates. The pilot will be supported for three years in both primary and secondary schools in Kratie Province.

Box 3: Cooperation with Aflatoun

IBEC will be contextualizing Aflatoun modules in financial literacy to fit with the Cambodian curriculum context. In this respect, the project will be modifying modules on:

- Savings & Spending
- Planning & Budgeting
- Child Enterprises

Attendance of Regional Meeting on Public Private Partnership: The IBEC Chief of Party was invited by UNICEF to represent the Non-state Provider (NSP) perspective of agencies working in Cambodia at a regional conference in Manila on 19-20 April 2010. The conference was entitled, ‘The Role of Non-State Providers in Delivering Basic Services for Children’ and focused on promoting Public-Private Partnerships in the education and health sectors throughout the region. UNICEF sponsored IBEC’s participation in the conference mainly due to its close working relationship with World Education and KAPE in the past. The Chief of Party traveled to the conference with H.E. Nath Bunroeun who is a very close IBEC partner in MoEYS. In addition to gaining many insights about the movement towards PPP here and in the region in the future, the attendance of the conference provided numerous opportunities to discuss with H.E. Nath Bunroeun his views regarding PPP and future possibilities for cooperation along these lines. The Secretary of State acknowledged that Cambodia had fallen behind other countries in the region in its efforts to promote more formalized partnerships between the state and private sectors and expressed openness for future discussions about how IBEC could work more closely with Ministry in this area.
2.2 COMPONENT 1: LNGO AND GOVERNMENT CAPACITY BUILDING & ADVOCACY FOR SUSTAINABILITY

2.2.1 Capacity Building Programming

**General Overview:** Component personnel continued to work on a wide-range of capacity building activities for local partners and government during the quarter. This included assisting Component 3 in training school directors in Sustainability Planning as an adjunct to the School Improvement Plans that they had made at the start of the school year. There were also numerous meetings with LNGO Partners to monitor progress towards organizational development benchmarks set earlier in the year as well as study principles in personal management. Partners were also oriented to the branding and marking policies that must be followed by all those receiving funds from USAID. The component also provided operational orientations to Provincial Working Groups (PWGs) and worked with them to identify Beacon Schools in each target district. In addition, the first round of capacity building workshops were implemented for Commune EFA Committees (CEFACs). There were participants from 12 communes at this first workshop, which is the first of many that will be implemented during the project.

**General Capacity Building for Schools:** The component provided a one-day workshop in three locations for Secondary School Directors (69 participants/four females) in IBEC target areas on sustainability planning using a specially prepared module designed for the purpose. District-based Program Officers from KAPE joined the workshop as observers to facilitate follow-up. This support was provided in all provinces to both full and half stream schools. The workshop focused on explaining why sustainability is important and how to ensure maximal sustainability of activities based on prioritization judgments by school directors. That is, they may not be able to sustain all activities due to limitations in resources so they need to determine which ones are most relevant and beneficial to the school.

**Capacity-building for Local Partners:** Component personnel conducted two workshops for the management teams from KAPE and other partner agencies on organizing work plans that will facilitate setting the actions needed to respond to projected organizational development benchmarks identified earlier. These training workshops were attended by four agencies that sent 21 participants in total. There were also additional trainings on various topics including Financial Management, which was attended by eight finance officers from partner organizations. This training workshop was delivered by the KAPE Finance Office and included a review of important procedures in reporting that will be needed to meet audit requirements at the end of the year, as well as accounting policies, cash management procedures, budget oversight principles, procurement processes, and organizing the chart of accounts. Not all agencies have formalized Financial Manuals so the workshop encouraged agencies to develop them; the project will provide technical support in doing so. KAPE finally finalized its own Financial Manual with support from the Component, which will be essential for the upcoming audit in October 2010. A summary of these and other workshops is provided in Table 2.6 below.

Partner agencies also attended additional training workshops on Branding & Marking Policy, Personal Management Skills (e.g., time management, delegation, etc.), and Reporting Guidelines. For the latter topic, the component developed a reporting template to standardize technical reporting content on project implementation by all partners. KAPE staff had attended a project-wide meeting earlier in the
year on branding already and so did not participate in this particular workshop. During the Personal Management Workshop, facilitators found that there was a wide range of views on the meaning of delegation and other management concepts. For example, some participants felt that delegation only occurred during someone’s absence. Facilitators tried to convey the idea that delegation is something that should happen throughout a manager’s workday to promote decentralization and initiative among subordinates. Similar discussions during the workshop underscored its usefulness and relevance to many managers in partner agencies.

Table 2.6: Frequency and Content for LNGO Capacity-building Activities, 3rd Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Venue</th>
<th>Participants</th>
<th>Number Trained</th>
<th>Topic of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20th</td>
<td>Kampong Cham</td>
<td>DPO, ADPO Secondary School Director</td>
<td>27 (F1)</td>
<td>Sustainability planning</td>
</tr>
<tr>
<td>April 22nd</td>
<td>Kratie</td>
<td></td>
<td>14 (F1)</td>
<td></td>
</tr>
<tr>
<td>May 7th</td>
<td>Siem Reap</td>
<td></td>
<td>28 (F2)</td>
<td></td>
</tr>
<tr>
<td>April 26th</td>
<td>Kampong Cham</td>
<td>KAPE Management Team</td>
<td>9 (6)</td>
<td>Actions required to respond to organizational development benchmarks</td>
</tr>
<tr>
<td>April 27th</td>
<td>Kampong Cham</td>
<td>Partner Management Team</td>
<td>12 (2)</td>
<td></td>
</tr>
<tr>
<td>May 26th</td>
<td>Kampong Cham</td>
<td>Finance Manager &amp; Finance Assistant of Partner</td>
<td>8 (F4)</td>
<td>Financial Management</td>
</tr>
<tr>
<td>May 28th</td>
<td>Kampong Cham</td>
<td></td>
<td>8 (F2)</td>
<td>Using New Reporting Template, Branding/Marking, and Time management &amp; delegation.</td>
</tr>
</tbody>
</table>

PWG Capacity-building Activities: The process of setting up Provincial Working Group began during the last quarter. However, due to busy schedules in many Provincial Offices of Education, Kratie was only the province to complete the PWG formation process in the 2nd Quarter. During the present quarter, PWG formation was completed in Siem Reap and Kampong Cham. Both PWGs issued formal appointment letters for all PWG members and attended an orientation on operational principles during May and June (see Table 2.7). These orientations covered roles and duties of the PWG, making work plans, and reporting procedures. The availability of operational PWGs in all provinces was essential during the quarter to ensure a consultative process for several different rounds of decision-making on various topics including new school selection (see Section 2.1 above) and the identification of Beacon Schools (see below).

Table 2.7: Schedule and Content for PWG Capacity-building Activities, 3rd Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Venue</th>
<th>Participants</th>
<th>Number</th>
<th>Topic of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 6th</td>
<td>Siem Reap</td>
<td>PWG member, PC from KAPE representatives of inspector, primary, secondary office and DoE officer</td>
<td>16 (F0)</td>
<td>Overview of IBECP, composition of PWG, role and responsibility of PWG, number of day in a month for working with IBECP, PWG work plan, reporting process.</td>
</tr>
<tr>
<td>June 24th</td>
<td>K. Cham</td>
<td></td>
<td>22 (1)</td>
<td></td>
</tr>
</tbody>
</table>

Consultative Group: The Component worked intensively with the Ministry to expedite the approval of appointments to the Consultative Group. This was completed in April 2010. For further details on collaboration with the CG, see Section 2.1.3 above.

Beacon School Selection: This activity was delayed during the previous quarter due to the holdup in formalizing letters of appointment of members to the PWG. However, during the present quarter, the identification of Beacon Schools was nearly completed. Beacon Schools are special resource secondary schools that will be established in each district to serve a function similar to that of core schools
in the primary school sector. All Beacon Schools are also Tier 1 schools and will be tasked with providing technical assistance to surrounding schools in improving their educational service provision, as their name implies. Beacon Schools are generally those with strong management and in possession of teachers with high professional standards who can be role models to other teachers. To facilitate the Beacon School selection process, component personnel developed an assessment tool to help standardize desirable criteria required of a school. The Beacon School selection process consisted of a school nomination process led by PWGs, followed by a review process (which is still on-going). PWGs generally nominated more schools than needed so that there was a wide choice of schools in all districts during the reviews. At the end of the quarter, all provinces had completed the nomination process; however, only Siem Reap and Kratie had completed the school review and selection process. Reviews are currently still in progress in Kampong Cham Province but should be completed early in the next quarter in time for the many capacity-building workshops planned in life skills and school management.

Commune Council Development: Capacity building of Commune-based EFA Committees (CEFACs) is another area of capacity building that began during the quarter. At this early stage, the Component focused on providing a refresher training to 12 communes that had earlier been assisted during the Schools for Life Program (see Table 2.8) while beginning the process of commune selection in new districts. For communes in Siem Reap, the identification of new CEFACs is an ongoing process. Additional CEFACs will be selected for support in the coming academic year. The emerging process for commune identification is focusing on the use of a standardized instrument that will help set baselines on knowledge and performance levels in the recent past, particularly as this relates to promoting Education for All. The assessment process will also provide criteria for prioritizing CEFACs (e.g., those that contain Beacon Schools). About 15 new CEFACs will start receiving support next year for a total of 27 by the end of Year 2. IBEC hopes to add 15 communes to its support roster each year.

Table 2.8: Frequency and Content for CEFAC Capacity-building Activities, 3rd Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Venue</th>
<th>Participants</th>
<th>Number</th>
<th>Topic of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17th -</td>
<td>Kampong</td>
<td>Chief of commune, School directors, Village leader and School support committee,</td>
<td>56 (F10)</td>
<td>CEFAC refresher training: Overview of IBECP, Education For All Policy, Education Strategy Plan, Education Sector Support Plan, Child Friendly School and CEFAC involvement in IBECP. CEFAC assessment results last year and planning activities for the future.</td>
</tr>
<tr>
<td>19th</td>
<td>Cham</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 24th -</td>
<td>Kratie</td>
<td>Chief of commune, School directors, Village leader and School support committee,</td>
<td>44 (F10)</td>
<td></td>
</tr>
<tr>
<td>27th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2.2 Educational Outreach through Radio Programming and Other Media

General Overview: During this past quarter, Equal Access produced four life skills audio programs and accompanying audio learning exercises and established student reporter activities in four IBEC partner schools in Kampong Cham. Equal Access also registered an increase in the number of audience interactions with the radio program during the past three months. Equal Access received 146 letters from listeners in response to questions that are asked at the end of each program. This interaction is important as it shows that listeners are not only learning from but also enjoying the topics of each program and provides valuable input to the EA program team.
**Multimedia Content Production:** Equal Access produced four more episodes of the *We Can Do It* youth life skills audio program in the past three months. The four 30-minute programs were broadcast 16 times, eight times on each of the two partner radio programs in Kampong Cham province. There were no programs broadcast in the month of April due to the school vacation schedule. The four programs produced and broadcast during May and June covered the following topics:

**Table 2.9: Radio Programs Produced by Topic and Content**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
<th>Life Skills Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Pressure</td>
<td>- Introduce various types of peer pressure</td>
<td>- Effective communication skills</td>
</tr>
<tr>
<td></td>
<td>- How to take personal responsibility and avoid peer pressure</td>
<td>- Negotiation skills</td>
</tr>
<tr>
<td></td>
<td>- Show the advantages of cooperative learning</td>
<td>- Improving self-esteem</td>
</tr>
<tr>
<td></td>
<td>- How cooperative learning works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Encourage students to engage in cooperative learning activities to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improve knowledge and confidence</td>
<td></td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>- Raise awareness of poverty barriers to education access.</td>
<td>- Improving self-esteem</td>
</tr>
<tr>
<td></td>
<td>- Encourage student to find solutions to barriers to education, such</td>
<td>- Effective communication skills</td>
</tr>
<tr>
<td></td>
<td>as poverty.</td>
<td>- Livelihoods</td>
</tr>
<tr>
<td>Poverty and Education</td>
<td>- Promote the idea that youth can play a positive role in the liveliness</td>
<td>- Critical thinking skills</td>
</tr>
<tr>
<td></td>
<td>of their families</td>
<td>- Coping with stress</td>
</tr>
<tr>
<td></td>
<td>- Encourage youth to become more active in their households</td>
<td></td>
</tr>
</tbody>
</table>

In addition, two long-format audio exercises were also recorded for participating school libraries in the past quarter. The long-format exercises (2-3 minutes) are designed to help the listener think more about life skills topics and to reflect on why the topic is important and how they can take what they have learned and put it to practical use.

**Multimedia Content Distribution:** The *We Can Do It* IBEC audio program is broadcast on the two Kampong Cham provincial radio stations. Every episode is aired twice on both stations and the broadcasting times are staggered so that the show can be heard during school hours and after-school. Table 2.10 below charts broadcasts during May and June 2010. CDs of every radio program were distributed to 35 schools in Kampong Cham province. The CD copies will be used to populate an audio learning library in each school. The radio programs distributed on CD are edited differently than those broadcast on the radio stations. A short-format audio exercise is recorded at the end of each program distributed to the schools and are designed to be fun, engaging and encourage active interaction between students and teachers. The short exercises (usually 60 seconds) are quick lessons that help reinforce what was heard during the broadcast. These are different from the longer format audio exercises discussed in the section above because the short-format exercises related to a specific radio program whereas the long-format exercises can be used as stand-alone multimedia learning materials.

**School Outreach Activities**

*Student Reporter Initiative*

*Teacher Mentor Training:* Equal Access held a three-day “training
of trainers” workshop for eight teachers from four Kampong Cham Province schools (two teachers from each school) in Phnom Penh from March 31 to April 2. The purpose of the training was to provide participants with background information about the We Can Do It radio program and to give them the skills necessary to train and mentor young student reporters as part of the audio program production activities. With most of its communication programs, Equal Access trains and deploys “Community Reporters”, non-professional journalists that deliver reports from beneficiary communities. The Community Reporters create new opportunities for listeners to provide their input through interviews, profiles and vox-pop segments, thus making communications materials more relevant to target audiences. To begin the training, the eight teacher mentors were introduced to the Community Reporter concept, which serves as the model for the student reporter activity. Equal Access trainers also made the link between the Student Report Initiative and the IBEC program’s life skills activities: the students will learn good time management, develop a technical skill that could spur interest in a new career path, improve self-confidence and interpersonal communication abilities, and become more active members in their communities.

Following this introductory session, Equal Access trainers taught the teachers how to use digital audio recorders. Each participating school was provided with three recording devices capable of recording professional-quality audio content. In addition to these technical topics, participants also learned how to conduct proper interviews, how to design and produce a feature story, how to produce a short drama, the ethics of interviewers, and what the roles and responsibilities of a Student Reporter Initiative mentor are. The results of a pre-test and post-test evaluation administered by Equal Access showed that the participants increased their knowledge and audio production training skills. Prior to the start of the workshop, participants knew very little about audio production or leading a communications training, which is understandable given that this topic is not commonly taught in school settings. However, post-test evaluations showed that they were able to grasp the key concepts and were qualified to serve as mentors for the student reporters in each school. “I will take this new knowledge to pass on to my students when I return,” one teacher remarked, demonstrating her confidence upon completion of the workshop.

**Student Reporters Training:** Equal Access helped to facilitate four student reporter trainings hosted by the eight teacher mentors in the four selected Student Reporter Initiative schools. Over the course of eight days, 40 students were trained as reporters. These trainings each lasted two-days and were held at Ponhea Krek Secondary School, Hun Sen Kbal O High School, Bes II Secondary School, and Hun Sen Kor High School. In total, 23 females and 17 males were trained. The goal was to have five reporters of each gender at every school but due to a lack of male volunteers at Ponhea Krek Secondary School, females make up slightly more than half of all participants.

The purpose of the trainings was to provide all selected school reporters with the necessary technical skills to serve as We Can Do It student reporters. Trainees learned how to conduct interviews, how to collect sounds from the field using the project-supplied digital recorders, and how to do basic digital sound editing. Another core main objective of the training was that both teacher mentors and school reporters work together to produce practice audio features (2-5 minutes) by themselves. This practical exercise allowed the teachers and students to put the theoretical concepts to practical. Following the training, the student reporters will work with Equal Access multimedia content producers to collect sound and interviews from Kampong Cham to compliment the audio programs and long-format exercises. The objectives of these activities are to enhance the learning of audiences both in and out of school and offer new ideas, insights and information from young people within the community.

**Listening and Dialogue Group Activities:** During this past quarter, listening and dialogue groups conducted 15 meetings in 11 schools in Kampong Cham Province. Over 260 meeting attendances were recorded. Each listening and dialogue group meeting averaged about 18 students in attendance. The groups met after every radio program to discuss the topics and exchange ideas in a moderated cooperative group-learning environment. Following each meeting, the groups are asked to complete a feedback form. This simple questionnaire probes listeners’ understanding of program topics and encourages groups to evaluate the program based on relevance and quality. In the past quarter, several
groups indicated that they are learning new ideas from the audio materials and have been sharing this information with their peers.

**Student Reporter Initiative Activities:** In this past quarter, there were a total of 16 features produced by 24 student reporters at the four Student Reporter Initiative schools. The student reporters interviewed a variety of people such as teachers, school administrators, fellow classmates, local villagers, and community officials for these reports. The topics of the interviews conducted and features produced are shown in Box 4. Student reporters are an important part of the We Can Do It audio program because they are included as part of the content of each show. In this past quarter, five of these pieces were used in the broadcasted radio programs.

**Listener Feedback:** Equal Access encourages listeners to send their feedback through a variety of channels. Regular listeners can send letters to participating schools, to the IBEC Program office in Kampong Cham or to the participating radio stations. The listening and dialogue groups are given feedback forms to complete after every meeting, which are sent to Equal Access through IBEC Program partner, KAPE. The teacher mentors also help the student reporters to complete short questionnaires about their activities. This feedback can help Equal Access

---

**Box 4: Interview Topics Produced by Students**
- How to be an outstanding student
- What are the backgrounds of our teachers?
- What are the benefits of studying?
- What are the advantages of taking care of our health?
- Children’s Day on June 1
- Memorial Day
- Avoiding traffic accidents and importance of obeying traffic laws
- Domestic violence
- Hun Sen Kup School History
- How to have a happy family
- Peer Pressure
- How to make new friends
- Living a good moral life

---

**Stories of Impact in Radio Programming**

*Two students benefiting from capacity building activities supported by IBEC share some of their feelings and observations:*

Before becoming a listening and dialogue group facilitator, Reth Kanha was “shy and scared to speak in large groups.” Now, Reth Kanha says, “I am not as shy anymore, I am not afraid to facilitate club meetings. As a facilitator, I have gained courage and important leadership skills.” Kanha also mentioned that she feels the skills that she has learned as a facilitator of listening and dialogue groups will also help her in the classroom as she has become more active in class than she was before. “I have been very happy to gain more knowledge from the radio programs and from discussion with other club members. These skills that we learn spill over into our real lives.”

For Kein Sotheara, a student reporter at Hun Sen Kor High School, learning from the people he has interviewed has been the best part of being a student reporter. “I enjoy interviewing people very much because it helps me to increase my knowledge.” Sotheara feels that being a student reporter is important because it helps to bring different perspectives to what students learn from the We Can Do It audio program. He enjoys discovering new things from people he has interviewed, such as the history of his school, traffic rules, and information about the issue of domestic violence. In the future he hopes to learn more skills from his student reporter responsibilities that will help him throughout his life.
provide more effective programming in the future and allows multimedia content producers to know that the programming is achieving impact. It also allows listeners to give their input about the audio program and outreach activities, which creates a sense of ownership and community. Club members also commented on what topics they would like to hear about in the future, their preferences for broadcast times and days and of the life skills and lessons they have learned as a result of the *We Can Do It* program. The diagram below shows which topics listeners would like to learn more about in future audio programs.

**Suggested Topics for Future Episodes**

![Diagram showing suggested topics for future episodes]

**Equal Access Implementation Metrics:** The metrics table below charts Equal Access progress during the course of the first year of the project to monitor outputs and evaluate how content and materials are reaching participants. Equal Access needs to coordinate better with the IBEC Program monitoring and evaluation team to collect more complete data about audience size and how the multimedia materials are being used in Kampong Cham classrooms.

**Table 2.11: Summary of Implementation Metrics for Outreach via Radio & Other Media**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Y1 Target</th>
<th>This Quarter</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-minute life skills radio programs produced</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Audio exercise learning materials produced</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Exercise booklets produced</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of schools receiving audio/visual learning materials</td>
<td>---</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Content Advisory Group meetings held</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Listening and dialogue youth groups formed</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Listening and dialogue youth group meetings</td>
<td>120</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Listening and dialogue youth group meeting attendances</td>
<td>---</td>
<td>263</td>
<td>558</td>
</tr>
<tr>
<td>School Radio Initiative sites established</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School Radio Initiative student participants</td>
<td>30</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Stories produced by School Radio Initiative participants</td>
<td>---</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Estimated listening audience size(^3)</td>
<td>---</td>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>Estimated person hours of multimedia life skills instruction(^4)</td>
<td>390,000</td>
<td>800</td>
<td>1,800</td>
</tr>
<tr>
<td>Teachers reporting using multimedia materials in classroom(^5)</td>
<td>---</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

---

3 This data is incomplete due to the lack of reliable Kampong Cham audience data. Equal Access and World Education are considering the costs and feasibility of a listening audience survey.

4 These figures were calculated by multiplying the estimated listening audience size by the number of 30-minute audio programs. This method of calculation is incomplete because: 1) the estimated listening audience size data is incomplete and 2) the calculation does not register instances when a teacher uses the same audio program more than once as part of in-classroom life skills instruction.

5 A formal survey has not been conducted. This figure is based solely on face-to-face meetings with eight teachers who all reported using the materials in their classrooms.
2.3 MORE EQUITABLE SCHOOL ACCESS

2.3.1 Subcomponent 1: Scholarships

**General Overview:** As the school year came to a close during the quarter, component personnel began the process of assessing internal efficiency of scholarship programming. Because secondary schools closed earlier than primary schools this year (due to the scheduling of the Diplome Exam in early July), assessments at secondary school level are more advanced than at primary where schools were still in session at the end of the quarter. Nevertheless, component personnel reported that only 92 primary school scholarship recipients had dropped out or 3% of the total. At secondary level, it was reported that retention among scholarship beneficiaries was 88% (87% among females). Tracer studies reported that among the 78 secondary level scholarship students leaving school during the year, financial reasons continue to be a dominant reason reported by families. Thus, 44% reported leaving school to look for work outside of the home while 18% reported the need to help at home. Only 8% had found employment in factories reflecting the difficult economic situation that has emerged since the global financial crisis. The Component also began planning for an expansion in scholarship programming next year. The number of projected schools in Kratie will increase to eight while the number of supported schools in Kampong Cham will increase from 15 (inclusive of schools with private support through KAPE) to 21 with an additional 13 new schools projected for Siem Reap. The total number of secondary schools with scholarship support will, therefore, increase to 42 from the 21 currently. Among PTTC students, there appears to have been no dropout during the year. Nevertheless, component personnel have started the negotiation process with POEs about posting graduating PTTC scholarship recipients (49 projected) in their communes of origin in a way so that the project can begin phasing out Community Teachers there.

**Primary School Scholarship Support:** Component surveys among scholarship recipients at primary school level revealed very high rates of retention. Of the 3,017 children receiving such support in 30 clusters, only 92 dropped out or about 3% of the total. Rates of dropout were evenly split among boys and girls as they were across grade levels (see Table 2.12). In this respect, it should be noted that IBEC only supports scholarship activities in the higher grades given its emphasis on promoting transition from upper primary to lower secondary school. Tracer studies that were conducted by component personnel found that the leading cause of dropout appeared to be ‘helping parents to work at home,’ cited by 32% of respondents. Surprisingly, a large proportion of children (29%) gave no reason for dropping out, which highlights the idea that many rural families do not give future planning for their children’s education very serious consideration. Other important reasons for dropping out of school among these children included migration to other countries (27%) and transfer to other schools (10%).

**Lower Secondary School Scholarship Support and Dropout:** Unlike the primary school sector, most secondary schools closed by the end of June in order to accommodate preparations for the national Diplome Examination, which took place during the first week of July. As a result, it was possi-
ble to begin an assessment of the internal efficiency of scholarship activities in all secondary schools receiving scholarship support. Based on earlier reporting, there are 14 schools receiving such support in Kampong Cham and six in Kratie for a total of 20 schools. Scholarship support in Siem Reap will start next year in 13 schools. Schools receiving support in Year 1 comprise 635 beneficiaries. Schools have reported that 78 of these students or 12% left school during the year in spite of support for the direct costs of education and home visits by local committees (see Table 2.13). Among girls, the reported rate of dropout was 13%. Nevertheless, total retention among beneficiaries was 88% overall, beating projections of 85%. Dropout rates were higher in Kampong Cham where 15% of beneficiaries left school compared to only 6% in Kratie.

Table 2.13: Reported Dropout among Scholarship Beneficiaries at Secondary School, Kampong Cham & Kratie

<table>
<thead>
<tr>
<th></th>
<th>Kg.Cham</th>
<th>Kratie</th>
<th>Total</th>
<th>Kg.Cham</th>
<th>Kratie</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>635</td>
<td>473</td>
<td>718</td>
<td>381</td>
<td>176</td>
<td>557</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>12%</td>
<td>13%</td>
<td>88%</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Table 2.14: Results of Tracer Studies for Dropout at Secondary School Level, Kampong Cham & Kratie

<table>
<thead>
<tr>
<th>No</th>
<th>Reported Cause for Leaving School</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Need to Earn Income Outside of Home</td>
<td>34</td>
<td>44%</td>
</tr>
<tr>
<td>2</td>
<td>Help in Household/Field Work</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>Migration to PP/ Transfer</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Marriage</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>Factory or Casino Employment</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>6</td>
<td>Disability</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>8</td>
<td>Security</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78</td>
<td>100%</td>
</tr>
</tbody>
</table>

Tracer Studies at Secondary School Level: Tracer studies took place during the quarter to determine the leading causes of dropout. Results of these surveys are summarized in Table 2.14. Not surprisingly, financial and economic reasons tended to predominate as the most common reasons for leaving school. In this respect, the leading cause of dropout was the ‘need to earn income outside of the home’ (44%) followed by helping at home or in the fields (18%). Only 8% reported getting jobs in factories or casinos, reflecting the continuing difficult economic situation since the global financial crisis. Taken altogether, about 70% of those leaving school cited economic or financial reasons for doing so. Other reasons for dropping out included migration, marriage, physical challenges, and security issues.

Expansion of Scholarship Support at Lower Secondary School Level: The Component also began planning for a major expansion in scholarship programming next year. The number of projected schools in Kratie will increase from six to eight while the number of supported schools in Kampong Cham will increase from nine to 15 with an additional 13 new schools projected for Siem Reap. The total number of USAID-supported secondary schools with scholarship support will, therefore, increase to 36 from the 15 currently supported. In addition, there are also six lower secondary schools in IBEC target areas that are supported by private funding through KAPE for a total of 42 secondary schools or over 40% of all supported schools.

---

6 Nine schools in Kampong Cham are supported directly by IBEC with another six supported by private donors as part of cost sharing arrangements with KAPE. These six schools are also located in IBEC target areas.
Scholarship Support in PTTCs: The Component reported that there were no dropouts among IBEC scholarship recipients enrolled at the PTTC. Final installments for support stipends of $25/month were made to all students at the end of the quarter. Two trouble-shooting meetings occurred during the quarter, once each in Kampong Cham and Kratie Provinces. Collaborative meetings with PTTCs indicated that there will be 49 graduates this year out of a total of 121 supported candidates (see Table 2.15). The Component has, therefore, started negotiations with Personnel Offices in each province to start the planning process for posting graduates to schools in their communes of origin where they can help the project to phase out Community Teachers. Year 2 students supported this year were originally recruited under the Schools for Life Program when funding support was more limited; graduate output will jump next year to 72 when Year 1 students will graduate or an increase of 47%.

Table 2.15: PTTC Scholarship Recipients by Year of Study and Province, 3rd Quarter

<table>
<thead>
<tr>
<th>No</th>
<th>Provinces</th>
<th>District</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Girl</td>
</tr>
<tr>
<td>1</td>
<td>Kampong Cham</td>
<td>Tbong Khum</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Pognea Krek</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Krouchmar</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Stong Trang</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batheay</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>66</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>Kratie</td>
<td>Sambo</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Chhlong</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>72</td>
<td>48</td>
</tr>
</tbody>
</table>

Success Story: Making a Difference in Someone’s Life

Ou Rotha is a PTTC scholarship student in Year 2 studying at the college in Kratie. He will be graduating this year and returning to Boeung Char Commune in Sambo District where he was born. Sambo District is the most remote district in Kratie and suffers from severe teacher shortages so new teachers like Rotha are desperately needed. Rotha was one of the lucky few to pass the highly competitive PTTC Entrance Exam last year and even luckier to get a support grant from the Schools for Life Program. With USAID’s decision to extend funding under IBEC, Rotha was able to get continued support for his studies. Because he is one of six children (the second oldest) in a farming family, his parents have little ability to provide the necessary support, especially since three of his siblings have had to drop out of school to look for work. Rotha is hopeful about his future and looks forward to a teaching career back in his hometown next year.
2.3.2 Subcomponent 2: Stakeholder-driven Discretionary School Grants

**General Overview:** School grants for various activities focused on access were nearly completely drawn down during the quarter as schools were urged to expedite their liquidations in June. While the Component provided some residual training on gender, libraries, and student councils, particularly in Siem Reap where such activities only just got started in Half-stream schools in the last quarter, much of the quarter was spent on assessing impacts of various interventions. Thus, dropout data for various interventions was compiled during the quarter and is reported below. For example, vulnerable girls receiving counseling support resulted in a 90% retention rate among such children across primary and secondary school. Similarly, students in various help networks such as tutoring, homework clubs, and pen pals reported a 93% retention rate while referred children with disabilities and chronic illnesses evinced 95% retention. In all, these results testify to the efficiency of these interventions since they target the most vulnerable children. A review of programming with respect to children’s and students’ councils also revealed that a large number of children have been inducted into the operating structures of these bodies (1,017 children at primary level and 632 at secondary level), which are based on the official MoEYS guidelines. Nevertheless, component personnel reported problems that will be addressed in next year’s planning relating to poor understanding by teachers and school directors about the purpose and self-directed nature of the councils. Grants for water and sanitation as well as infrastructure upgrading also started to wind down. The project has so far spent $123,689 on water and sanitation systems out of a total of $162,197 projected. This investment has so far enabled 128 schools to organize running water for toilets, fishponds, school breakfast kitchens, and other facilities in the school in need of water. The next quarter will focus on about $10,000 more in additional grants and liquidation of outstanding advances. Grant support also continued to be administered for Community Teachers and Bilingual Classroom Assistants (BCAs) in all target areas. In this respect, the Component reported supporting 204 Community Teachers and 26 BCAs with three reported resignations among the former and two among the latter during the year. For these modest levels of attrition, the component has organized replacements by using double shifting or former contract teachers.

**Support for Counseling Services to Girls and Gender Training:** The Component provided some training support on setting up counseling services for girls and gender concepts to 18 new Half-stream schools that just came on line early in the 2nd Quarter, especially in Siem Reap where none of the schools were full stream schools. A total of 46 individuals participated in the workshops including school directors and teachers. These workshops were one-day affairs covering such basic topics as roles and duties of counselors, the structure of the intervention (setting up peer networks, regular meetings, etc.) counseling techniques, and strategies for encouraging parents to keep their daughters in school. Component personnel also followed up on the performance of schools with existing counseling services and found that 496 vulnerable girls at primary and 507 girls at secondary school had received counseling services during the quarter. This is a total of 1,003 girls (see Table 2.16). Of these girls, there was a retention rate of 89.7%. Retention rates were lower at lower secondary school level (81%) where the opportunity costs of education are much higher due to students’ older age and the resulting higher value of their labor in the employment market.

**Table 2.16: Counseling for Vulnerable Girls in Primary/Secondary and Dropout Results**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Vulnerable Girls Receiving Counseling</th>
<th>Vulnerable Girls Dropping Out</th>
<th>Vulnerable Girls Convinced to Stay in School</th>
<th>Girls Dropping Out as a %</th>
<th>Girls Staying in School as a %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>496</td>
<td>7</td>
<td>489</td>
<td>1.4%</td>
<td>98.6%</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>507</td>
<td>96</td>
<td>411</td>
<td>19.0%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,003</td>
<td>103</td>
<td>900</td>
<td>10.3%</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

**Child-to-Child Help Networks:** Activities relating to child help networks came to a close during the quarter. These networks comprise such activities as peer tutoring, pen pals, homework clubs, and mutual help networks (e.g., where physically challenged children receive help from a classmate). Health screening and referrals also continued during the quarter with all medical fees now being covered by service providers. Since the beginning of the project, there have been 313 referrals (86 girls) with a dropout rate of about 5% among beneficiaries. Other help networks are mainly focused at primary level as a means to enhance transition rates to secondary school. In all, there are 63 schools that have
set up help networks. During the quarter, schools reported providing help network services to 4,784 children (2,528 girls or 53%), which is about 9% of total enrolment in all target primary schools (see Table 2.17). Homework Clubs that allow students to work together/help each other on their homework comprised the most students at 2,072 students (1,088 girls) or 43% of the total. Overall, retention rates for this intervention were quite high at 93% with only 338 students leaving school. Mutual help networks involving the physically challenged and other especially vulnerable children evinced the highest rate of dropout at 34% (or 35 children), which is a disappointing outcome. Component personnel are currently investigating what the cause of this high rate was and how project interventions can be improved in their effectiveness for this target group.

**Table 2.17: Child-to-Child Help Networks and Dropout Results, 3rd Quarter**

<table>
<thead>
<tr>
<th>Province</th>
<th>Student Numbers</th>
<th>Peer Tutoring</th>
<th>Pen Pal</th>
<th>Homework Clubs</th>
<th>Mutual Help Networks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beneficiaries</td>
<td>397</td>
<td>200</td>
<td>1,441</td>
<td>1,489</td>
<td>3,309</td>
</tr>
<tr>
<td></td>
<td>Dropout</td>
<td>9</td>
<td>5</td>
<td>105</td>
<td>48</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2%</td>
<td>3%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Kratie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beneficiaries</td>
<td>312</td>
<td>149</td>
<td>543</td>
<td>327</td>
<td>1,475</td>
</tr>
<tr>
<td></td>
<td>Dropout</td>
<td>16</td>
<td>3</td>
<td>34</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>5%</td>
<td>2%</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>734</td>
<td>349</td>
<td>1,984</td>
<td>1,057</td>
<td>4,784</td>
</tr>
<tr>
<td></td>
<td>Dropout</td>
<td>25</td>
<td>8</td>
<td>139</td>
<td>59</td>
<td>338</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>3%</td>
<td>2%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Support to Children’s/Student Councils:** Component personnel completed capacity building activities for new Half-stream schools in Siem Reap. This process began in Kampong Cham and Kratie in the last quarter. These activities sought to set up Student Councils in all schools, as a prerequisite for planned development efforts in the future. The Component carried these workshops out in 18 schools involving 39 participants (eight female) covering topics relating to the purpose of the councils, roles and duties of the lead teacher and director, structure, budget, and first steps after the completion of the workshop. The Component also undertook a survey of all participating schools with councils at the end of the quarter to gauge the extent to which schools had organized the councils following MoEYS guidelines. According to these guidelines, there should be eight subgroups within each council fulfilling various functions (e.g., Discipline, Library, First Aid, etc.). In terms of the student numbers reported by schools, there were 1,574 students organized into councils at secondary school level and another 2,245 students at primary level (see Tables 2.18 and 2.19). Nevertheless, component personnel reported problems that will be addressed in next year’s planning relating to poor understanding by some teachers and school directors about the purpose and self-directed nature of the councils. A more formalized survey of councils will also be undertaken next year using standardized performance review tools to get a better sense of where the problems are. Of course, there is wide variation in the performance among councils and in spite of the reported difficulties reported, some councils did an excellent job of organizing specific activities such as life skills, theatre, and other activities (see case study). Getting councils functioning properly next year will be an essential part of Year 2 implementation, as many activities such as life skills will depend on it. For Year 1, the component has suc-
ceeded in at least organizing councils in all schools and taking the first step in capacity building for students, teachers, and directors.

### Table 2.18: Students Working in Student Councils at Lower Secondary Level

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Discipline</th>
<th>Library</th>
<th>First Aid</th>
<th>Admin &amp; Finance</th>
<th>Dissemination</th>
<th>Sport &amp; Art</th>
<th>Environment</th>
<th>Technical</th>
<th>Total</th>
</tr>
</thead>
</table>

### Table 2.19: Students Working in Children’s Councils at Primary Level

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Discipline</th>
<th>Library</th>
<th>First Aid</th>
<th>Admin &amp; Finance</th>
<th>Dissemination</th>
<th>Sport &amp; Art</th>
<th>Environment</th>
<th>Technical</th>
<th>Total</th>
</tr>
</thead>
</table>

**Success Story: Some Impressive Achievements for a Student Council at Prasat Bakheng High School**

Prasat Bakheng High School recently joined the IBEC Project in January of 2010. One of the first things the school did as part of its development plan was to set up a student council. Mr. Sin Samnang, the school director, explained that his school never really had a council before, mainly because they never really understood how to organize one or what its function was. After attending a training with IBEC and POE staff, the process has become much clearer. He has assigned the school vice director and a number of teachers to work with his students to organize some of the life skills activities that started at the school, also with IBEC support.

**Council officers take the lead in taking Mr. Rick Scott from USAID Washington on a tour of their school**

A visit to the school by Mr. Rick Scott from USAID Washington demonstrated that council development activities are going well and that teachers have been able to steer a middle path between advising the students while not dominating the activities that the council undertakes. During Mr. Scott’s visit, the students took the lead in giving him a tour of the school and the activities that they had organized during the semester. The school director and teachers deferred to the council during the tour demonstrating that they know how to give student space to make decisions on their own.

**Students explain how the school Green House relates to life skills learning**

Both the students and teachers seemed comfortable in their respective roles. A first step has now been taken at Prasat Bakheng School and the future looks very bright.
**Market Simulations**: Component personnel worked with staff from Component 4 to organize market simulations in 14 schools in Kratie and Kampong Cham where life skills classes were widespread. These activities happened on 1 June 2010 in observance of International Children’s Day. Siem Reap will also have such events starting from next year. Market Simulations are a culmination of life skills activities and provide an opportunity for students to use the skills they have learned in a fun but simulated environment. For a more detailed description of these activities, see Section 2.5.1.

**Support for Water & Sanitation Systems**: Grants for water and sanitation as well as infrastructure upgrading also started to wind down during the 3rd Quarter. The project has so far spent $123,689 on water and sanitation systems out of a total of $162,197 projected. This investment has so far enabled 128 schools to organize running water for toilets, fishponds, school breakfast kitchens, and other facilities in the school in need of water. The next quarter will focus on about $10,000 more in additional grants and liquidation of outstanding advances. Based on the Component’s work plan, all planned activities relating to water and sanitation and infrastructure upgrading were completed in Siem Reap and Kratie Provinces. There are, however, still some outstanding investments that have not yet taken place in three districts in Kampong Cham, including Tbong Khmum, Ponea Krek, and Oriang O Districts. In addition to its work on upgrading water and sanitation systems, Component personnel also trained 209 school directors and teachers in developing maintenance plans so that the investments made in water and sanitation are sustained well after the end of the project. As the school year ended, the Component was able to compile an impressive list of accomplishments including the completion of water systems in 128 schools, distribution of 50 water pumps and 850 water filters, the construction of 61 new toilet blocks and 13 Intermediate Classrooms as well as renovations to ten classrooms for IT labs (seven completed) and three science labs (see (table 2.20 below).

### Table 2.20: Extent of Emplacements for Water Systems and Other Infrastructure Upgrading

<table>
<thead>
<tr>
<th>Province</th>
<th>Ring Well (well)</th>
<th>Hand Well (well)</th>
<th>Water System (school)</th>
<th>Water Tank (tank)</th>
<th>Water Pump (pump)</th>
<th>Water Filter (filter)</th>
<th>Toilet Repair (block)</th>
<th>Toilet New (block)</th>
<th>IT/Sc Lab (school)</th>
<th>Classroom Repair (room)</th>
<th>ICR Repair (room)</th>
<th>ICR New (room)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>4</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>11</td>
<td>158</td>
<td>59</td>
<td>9</td>
<td>1</td>
<td>123</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kratie</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>28</td>
<td>2</td>
<td>77</td>
<td>17</td>
<td>22</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>138</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total for 3rd Qtr</td>
<td>5</td>
<td>22</td>
<td>20</td>
<td>47</td>
<td>13</td>
<td>373</td>
<td>86</td>
<td>37</td>
<td>1</td>
<td>128</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Since start-up</td>
<td>23</td>
<td>27</td>
<td>128</td>
<td>119</td>
<td>50</td>
<td>807</td>
<td>167</td>
<td>61</td>
<td>10</td>
<td>438</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

**Note**: Wording in parentheses in header indicates counting unit

7 Refers to 7 IT labs (one done in the 3rd Quarter) and three science labs.
Success Story: The Metamorphosis at Kratie Krong High School

After major investments in water and sanitation at Kratie Krong High School, life for children and teachers is now a lot easier. Eung Sakal who is 13 years old and in Grade 8 reported that his school previously had a water tank but no way to spread the water around the school compound to places where it was needed. Cleaning toilets, keeping gardens watered, general sanitation was always very difficult. Since USAID has funded major investments in toilet repair, wells, and water networks, life has changed considerably at the school.

In addition, IBEC project staff members have been helping the school to train students about basic principles in water and sanitation so that wells, toilets, and other new facilities are properly maintained. The organization of Student Councils figures prominently in maintenance plans. As a result, the council has organized a group of students to be in charge of sanitation and maintaining water networks to make sure all student have access to toilets and clean water.

Sakal added that the ‘water network is very important in making a nice school environment not only for sanitation and toilets but also for school gardening.’ Life will indeed be better in the future thanks to these new investments and training.

Other Grant Support: Grant support also continued to be administered for Community Teachers and Bilingual Classroom Assistants (BCAs) in all target areas. In this respect, the Component reported supporting 204 Community Teachers and 26 BCAs with three reported resignations among the former and two among the latter during the year. For these modest levels of attrition, the component has organized replacements by using double shifting or former contract teachers.
2.4 COMPONENT 3: IMPROVED SCHOOL MANAGEMENT & COMMUNITY ENGAGEMENT

General Overview: With the arrival of an international consultant to work in this component, the project was able to make a significant step forward in the design of the School Management and Leadership Training Course (SMLTC) for IBEC. This is a key capacity building initiative that will be essential to the success of the life skills pilot that will also go forward next year. With the assistance of a specialist in school management as well as extensive consultations with other school management programs, the entire outline for a two-year training program was completed by the end of the quarter. Since the implementation of SMLTC is to be carried out in a similar fashion to the MoEYS’ Cambodian Educational Sector Support Program (CESSP), four component staff members attended the CESSP conclusion workshop in early June. This workshop reflected on the implementation process of the leadership training program of the past five years with participation of elementary and lower secondary school principals in 10 provinces. It was an important workshop for IBEC as reflections highlighted strengths and challenges encountered during implementation, which the IBEC project can use to improve its own SMTLC. The project is very appreciative of the good collaboration with MoEYS/CESSP, which has allowed the team to build upon their training program and use this as a basis for the management and leadership interventions for IBEC. The School Management and Leadership Course will be implemented from next quarter onwards for two consecutive years. In preparation of the start of the School Management and Leadership training, the component conducted a basic training on Education Financing for school directors in the target provinces during this quarter. The training was carried out by MoEYS and NEP as part of the Global Campaign for Education (GCE) and is an important capacity building intervention to support school directors in managing budgets such as the Ministry’s PB operational budget and IBEC’s school improvement grants. The project also offered an opportunity to a selected group of new schools in Siem Reap to go on a study visit to a Lower Secondary School in Kampong Cham where they could learn from the extensive experience in earlier project implementation there. In addition to the preparations and activities related to strengthening the capacity of school directors, the component also focused on preparations for a follow up assessment of School Support Committees to evaluate their progress to date and to identify training needs for next year. This assessment will be carried out in July.

Completion of School Management & Leadership Training Course (SMLTC): An expatriate consultant was employed in March to develop a curriculum for the School Management and Leadership Training Course (SMLTC) for IBEC, based on the work done in the Ministry’s CESSP program. The SMLTC will be a two-year training course for school directors in all IBEC supported schools, including a number of deputy directors with clear leadership potential. In the selection of deputy directors, IBEC will give priority to female managers in response to the gender gap in leadership positions in education. The entire course occurs over two consecutive years and is divided into four main training workshops. Each workshop is three days. In between workshops, participants will receive task work assignments, which they are expected to complete before the next workshop. Coaching is provided to the school directors during this period by the team of Core Trainers, who will visit the school directors on site at least once to discuss progress and provide feedback on the professional development and leadership capacity of the individual participants. The training course outline for the four workshops and a detailed training manual including lesson plans for the first two workshops have been completed.

The above materials will be tested with District Program Officer (DPOs) and relevant IBEC Program staff in the next quarter before use in the Core Trainer Orientation, which is planned for August 2010. The implementation of School Director Training Workshop 1 will take place in September, before the opening of the new academic year 2010-2011.

An outline of the entire School Management and Leadership Training Course, with its four workshops is presented in Table 2.21 below:
The main purpose of the training was to build capacity of school directors on basic financial management to ensure they have a better understanding of the updated education budget management, the use of an accounting journal, and how to report within the Program-based Budget framework (PB). The training team aimed to enable school directors to improve their budgeting skills and awareness, as well as highlight the work of GCE Cambodia. The workshops were designed for staff working in a PB environment, and in particular school directors and selected staff from District Offices of Education. The training included topics such as book keeping for accounting finances on PB budget (Receipts Voucher, Payment voucher and Monitoring budget book) and book keeping for accounting-materials (Importing material sheet, exporting material sheet and monitoring material sheet).

School Director Training on Basic Financial Management: The Department of Finance of the Ministry of Education, Youth and Sport, in close collaboration with NEP, developed a training session for financial budget management as part of the activities for the Global Campaign for Education (GCE) 2010 whose theme is “Education Financing”. IBEC agreed to support the training sessions for directors in the IBEC supported provinces of Kampong Cham (7-8 June), Kratie (25 May) and Siem Reap (3 May). GCE conducted a total of 16 workshops in eight different provinces with approximately 800 participants including 120 from IBEC supported districts (see Case Study below).
After attending the workshops, most of the participants responded that the workshop had significantly helped them in their daily work related to how to use the Program-based budgeting guidelines in a more effective way. This links mainly to how to prepare the PB financial report and how to use the budget line items in a correct basis. Overall, four main learning outcomes came from the workshops:

⇒ First, the participants expressed that the workshop helped them to have clearer understanding on how to prepare and record the revenue and expenditure sheet in the PB budgeting framework.
⇒ Second, the participants gained a better understanding about the techniques to monitor the budget expenditure line items, as well as how to record the procurement of teaching and learning materials and school equipment in a more systematic way.
⇒ Third, the participants found that the workshop had given them a clearer picture on the PB budget cycle related to the preparation documents for budget requests and clearance. Additionally, the participants found that after the workshop, they understood the roles, responsibilities and linkages between different stakeholders including School Director, Financial Officer and School Support Committee members better. The participants felt that they can now differentiate between who should do each task such as making requests or doing approvals for expenditure, signing financial reports, making request sheets, etc. However, some of the participants still suggested simplifying the process by only sending the overall financial report to the PoE without receipts. As such, the school director and other school staff would have more time to concentrate on the technical issues rather than on the administration issues like the PB budget.

Financial Management: “It is complicated, but it helps ensure transparency”

Under the theme “Basic Financial Management,” The Department of Finance and NEP conducted a training for school directors from primary and lower secondary schools in Kg Cham on 7 and 8 June 2010. School directors from all over the district of Cheung Prey gathered at the District Office of Education to participate in the workshop. One of the participants, Mr. Khiev Sinrin, school director from Sra Mar Primary School, shares his impressions of the workshop. “I think the workshop is very important because I have never attended such a workshop before. Although my school received money from MoEYS through PB since 2007 to supply the school operational costs, I used to receive only some very basic guiding from the District Office of Education (DoE) on how to utilize the funds. Therefore, I sometimes made mistakes in bookkeeping and reporting. After attending this workshop, I can understand about 90% of the bookkeeping procedure, especially now I understand more clearly how to spend the PB budget correctly in accordance with the budget lines”. He added that the bookkeeping procedure is complicated but it helps to ensure transparency in his school.

Mr. Khiev Sinrin also expressed his appreciation for the workshop and requested the MoEYS and the PoE to continue to provide similar training to those who didn’t have a chance to attend the workshop today, such as cashiers and School Support Committees so that they all clearly understand the system at school level.

Capacity Building Activities for School Support Committees: School Support Committees in all target areas received a general orientation on IBEC and specific training on National Education Goals, the Child Friendly School framework, and the role and responsibilities of SSC’s in this context. In this workshop, the participants also brainstormed about practical plans for school improvement activities for the remainder of this school year as well as next academic year. The component staff prepared an assessment form to follow up on the progress made by SSC’s in this school year, which will be conducted in July before the schools close for the long summer holiday. The outcomes of this evaluation
will guide the team in the training needs for SSC’s in the coming academic year 2010-2011.

**Site Exchange Visits:** In the previous quarter, a group of almost 680 school directors and teachers from Kampong Cham and Kratie joined field trips to other IBEC supported schools to exchange experiences and learn from each other. This was highly appreciated by the participating school staff and seems an effective intervention to stimulate and encourage innovative practices. Unfortunately, schools in Siem Reap were not able to participate due to the different implementation pace in this province. Therefore, IBEC offered a group of 40 educators from Siem Reap the opportunity for a more abbreviated study tour. The participants received guidance from project personnel to prepare for the visit and also to reflect afterwards to ensure maximum impact from the study visit. On 10 May, 15 school directors and 25 teachers traveled from Siem Reap to Kampong Cham to visit Kor High School, an advanced Tier 1 school with demonstrated experience in implementing a wide range of innovative school improvement activities.

**Community-Based Youth Group:** Children learn new skills from everyone that they are exposed to including parents, teachers, communities, and particularly from their peers. Using this concept, the component came up with the idea of fostering civics education in target schools by creating three community-based youth groups, two in Kroch Chhmar, and one in Kang Meas District of Kampong Cham Province. The groups are expected to (i) demonstrate economic oriented skills, such as processing food from coconut, tamarind, and banana to children in villages on top of the life skills that are provided more formally in schools and (ii) educate children in the villages on drug abuse and violence. The groups are composed of adolescents who have left school due to poverty issues but who have high credibility for younger children and students due to their age and experience.

**Assistance to Children in Vulnerable Families:** As part of the support provided to scholarship beneficiaries at secondary school level, local partners have been working with the families of these beneficiaries to help them keep their children in school. These efforts consist of advice and encouragement as well as the concrete steps the families can take to enhance their income generation potential. Although this support is technically linked to the Access Component, Component 3 personnel have been monitoring progress because the activity closely involves the assistance of School Support Committees as well as the village chief. This support has focused mainly on Kampong Cham and Kratie in Year 1 because there is not yet any scholarship support in Siem Reap and the activity is only provided to poor students receiving scholarship support. However, similar activities will begin there when scholarship support activities are introduced there next year. The assistance provided to families is mainly administered by local partners. This includes Buddhist Social Development Association.
(BSDA) and Women’s and Children’s Rights Development (WCRD) in Kratie as well as the Economic Development Association (EDA) in Kampong Cham Province. Partners reported that since start-up, they have provided support to 259 families in various ways to enhance their food production capabilities, thereby easing their financial difficulties and the need to take their children out of school (see Table 2.22). This output falls short of the annual target of 346 families by 25% but is still an impressive output. The shortfall will be made up in Year 2 when the project will be expanding this activity to Siem Reap. The overall target for this activity is to provide assistance to at least 1,000 families by the end of the project.

Table: 2.22: Vulnerable Families Receiving Scholarship Assistance who Received Other Specialized Support since Start-up

<table>
<thead>
<tr>
<th>Province</th>
<th>Families Assisted (Annual Target)</th>
<th>Families Assisted (Actual)</th>
<th>Technical Areas Assisted</th>
<th>Number of Families</th>
<th>Implemented by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kampong Cham</td>
<td>100</td>
<td>104</td>
<td>Food processing</td>
<td>51</td>
<td>EDA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hen raising</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pig raising</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Kratie</td>
<td>246</td>
<td>155</td>
<td>Food processing</td>
<td>0</td>
<td>BSDA=15; WCRD=140</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hen raising</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pig raising</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vegetable growing</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small business</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fish raising</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Siem Reap</td>
<td>No families were assisted in Siem Reap in Year 1</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>346</td>
<td>259</td>
<td></td>
<td>259</td>
<td>--</td>
</tr>
</tbody>
</table>

Case Study: Giving Scholarships an Extra Boost through Community Outreach

Ten Chearn is 17 years old and lives in Snuol District. He studies in Grade 8 at Svay Cheas High School, where he has had the opportunity to study many new life skills in agriculture, aquaculture, IT, and other subjects. He is from a poor family of farmers and has nine siblings. Chearn realizes that he is not only lucky to have a scholarship through aid from the American people but also that his family is learning about the same kinds of life skills activities that he is studying at school.

Through the IBEC Project, a caseworker comes to Chearn’s house regularly to encourage his parents to keep him in school and also to explain about how to raise chickens. As part of Chearn’s scholarship package, his family received the equivalent of $50 in materials and animal stock to raise chickens, which his family can sell in the market place and also supplement the food that they eat with eggs. This assistance not only makes life easier but also makes his family realize the value of the relationship that they have with the school. Keeping their son in school helps Chearn and the family at the same time. That’s why his is really a success story.
2.5 COMPONENT 4: IMPROVED EDUCATIONAL RELEVANCE

2.5.1 Life Skills Development

General Overview: After thorough preparations for the development of a Life Skills Framework and Implementation Guidelines for the pilot in Lower Secondary Schools in school year 2010-2011, the technical team conducted several consultation workshops to collect input and feedback from a variety of stakeholders. These sessions were very well attended and resulted in an increased interest and involvement of the Ministry and its partners in the area of life skills education. The final draft documents were reviewed and approved by the Department of Curriculum Development after a productive internal MoEYS consultative review with staff of seven different departments. Besides the preparations at the central level for an integrated approach to Life Skills programming and the preparations of the Lower Secondary School Life Skills pilot, a number of life skills activities continued to be implemented at school level as well so that currently targeted schools can build up some preliminary experience in life skills implementation. Students had opportunities to learn different life skills throughout the year, which were demonstrated during the Market Simulations. These exciting student events were conducted in several schools on June 1, to celebrate International Children’s Day.

The Life Skills Framework and Preparations for the Pilot: Based on the Life Skills Conceptual Framework that was developed for the project in the previous quarter, technical advisors recently finalized a detailed School Implementation Guidelines document for the Lower Secondary Life Skills Pilot. These guidelines have been developed in close collaboration with the Ministry’s technical staff from the Curriculum Development Department (CDD), Secondary Education Department (SED), Vocational Orientation Department (VOD), Teacher Training Department (TTD), Primary Education Department (PED), representatives from DOE Prey Veng, and staff from other relevant partners including EEQP, VVOB, Child Fund and NEP. A three-day consultative workshop with a total of 30 stakeholders was conducted on 20-22 April, with two key objectives: (i) To discuss the constraints faced by schools in implementing LLSP’s and to propose key strategies to address these problems and (ii) To develop a common basic education local life skills framework that will be used to guide a two-year pilot program at the lower secondary level and to inform MoEYS local life skills policy and programming.

There were seven main implementation criteria presented and discussed in the workshop:

1. Develop a Common Understanding of A Life Skills-based Approach to Curriculum Development
2. Develop a LLSP that has clear teaching and learning aims
3. Ensure that the LLSP has Core Teaching and Learning Principles
4. Ensure that essential support mechanisms are in place
5. Offer a range of relevant content areas organized into three LLSP options at the school level: (i) Locally Social Relevant Themes; (ii) Business Study, Economics and Employment; and (iii) Practical Livelihood.
6. Ensure a range of delivery modes and methodology that reflect the principles of student-centered learning
7. Provide guidelines for teachers on how to develop learning and innovation skills during the LLSP

These seven criteria were adopted as being relevant and necessary to be addressed for successful implementation of a Local Life Skills Program. Therefore, they were included in the School Implementation Guidelines. There was also a discussion on how IBEC could ensure MoEYS staff’s involvement in the pilot of the LLSP as this is of critical importance for future policy formulation. It was agreed that MoEYS technical staff from DCD, VOD and SED would be identified and assigned to work closely with IBEC technical staff at all stages of the pilot, from planning, implementation, monitoring until evaluation. Following the outcomes of the consultation workshop in April, the School Implementation Guidelines were finalized and translated into Khmer. Designated MoEYS staff members from CDD, VOD, and SED are currently working on the final revisions and finalization of the document for use in orientation and training in the next quarter.
Consultative Workshop with MoEYS: At the end of May, IBEC technical staff presented the finalized documents to the director of the Department of Curriculum Development to inform him about the latest developments and outcomes of the consultation workshop. He endorsed the chosen directions and agreed to organize an internal MoEYS dissemination and review workshop with all relevant departments in the Ministry that are involved in Life Skills Education. This 1-day workshop took place on 25 June and was attended by 34 technical staff from the Department of Curriculum Development (who organized and hosted the event), the Vocational Orientation Department, Secondary Education Department, Teacher Education Department, Primary Education Department, School Health Department and the Non-Formal Education Department. Representatives from EEQP were also present during the meeting, which was jointly facilitated by DCD and World Education. In the meeting the group reflected on the background and MoEYS guidelines on Local Life Skills Programs in schools as described in the Policy for Life Skills Education (2006). The policy document defines two types of life skills:

1. **Basic skills** are those that are considered essential for all learners and which are integrated into the national core curriculum subjects of Khmer, Mathematics, Science and Social Studies. Basic Life Skills are further divided into two categories - **general life skills** and **prevocational skills**. General life skills are generic in nature and focus on relevant content and planning for daily life and moral development. Prevocational skills focus on workforce readiness.

2. **Career skills** are those that emphasize actual occupational competencies and are also further divided into two categories - **simple career skills** and **vocational skills**. Simple career skills are taught through the Local Life Skills Program (LLSP) from grades one to ten, whilst vocational skills are offered as TVET electives at grades eleven and twelve.

The LLSP is intended to provide an opportunity for students to extend the learning that they have undertaken as part of the formal school curriculum, to develop simple career-oriented skills based on local needs and individual interests. There is no set curriculum and the MoEYS has allocated between two to five lessons (i.e. hours) per week to the program. Under the IBEC pilot, there are three different delivery options for the Local Life Skills Program (LLSP) in Secondary Schools (see Table 2.23).

### Table 2.23: IBEC Local Life Skills Program Delivery Modes

<table>
<thead>
<tr>
<th>Type of LLSP</th>
<th>Resource Persons</th>
<th>Methodology</th>
<th>Grade Level &amp; IBEC Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally-Relevant Social Themes</td>
<td>Teacher-led or Student-led with community participation</td>
<td>Community-based Research and Outreach Activities with a focus on cooperative learning; project-based work and IT</td>
<td>• Recommended for Grades 7 and 8 but task and activities should be designed to match grade level learning needs • Recommended for Tiers 1, 2 and 3 IBEC schools</td>
</tr>
<tr>
<td>Business Studies; Economics and Employment</td>
<td>Teacher-led with community participation</td>
<td>Manual-based classes with a focus on cooperative learning; project-based work and IT</td>
<td>• Recommended for Grades 7-9 • Recommended for Tiers 1, 2 and 3 schools</td>
</tr>
<tr>
<td>Practical Livelihoods</td>
<td>Teacher-led or Community Resource Person-led</td>
<td>Hands On Skills Training and Experiential Learning with a focus on cooperative learning; project-based work and IT</td>
<td>• Recommended for all Grades except Grade 9 • Recommended for Tiers 1 and 2 schools only</td>
</tr>
</tbody>
</table>

All the delivery options are focused on methodology that aims to develop the cross-curricular content domain of **learning and innovation** skills, with a focus on promoting cooperative learning techniques; project work and Information, Communication and Technology (ICT) skills development.
The three main delivery modes are:

1. *Community-based Research and Outreach Activities*, which will be used to develop life skills around *Locally-Relevant Social Themes*. *Teacher-led classes* and/or *Student Councils* will be used to deliver this type of LLSP.

2. *Manual-based Classes*, which will be used to develop life skills around *Business Studies; Economics and Employment* topics through *Teacher-led classes*.

3. *Hands-On Training and Experiential Learning*, which will be used to develop *Practical Livelihood skills* through *Teacher-led* and/or *Community Resource Person-led* classes.

Gender considerations are integrated into the teaching and learning content and processes under all three types of LLSP.

During the meeting where the new approach to LLSP was discussed, questions were asked why the proposed LLSP will change from only simple career skills to the more elaborate three different types of local life skills, if this is not mentioned in the policy. The question was clearly explained by Mr. Chhum Vanchhorn from DCD that at the time when the policy was developed, MoEYS did not yet think of three different types of skills due to limited experience. However, it is now a good timing to develop and pilot this new approach as it is expected that this is a more effective response to the changing needs of the students for skills that increase their opportunities at the labor market. The lessons learnt from the pilot will likely inform the policy changes with regard to Life Skills programming in the coming years.

Other Preparations for Pilot Implementation: In order to implement the pilot successfully, it is important to have strong involvement of key technical staff in the Ministry. It was therefore agreed that a meeting among relevant departments including SED, DCD and VOD will be conducted regularly to discuss the critical implementation issues such as timetabling, assigning life skills teachers and arrangement for their payment, teaching materials for life skills classes, etc. It is anticipated that as a result of these meetings, MoEYS will soon issue a formal letter to the targeted IBEC provinces to announce the Secondary Local Life Skills pilot and ask the selected schools for their support, coordination and assistance.

In preparation for the pilot that will be implemented in Year 2 and 3 of IBEC (2010-2012), IBEC technical staff developed an LLSP Teacher/Trainer Education Manual. The LLSP Teacher/Trainer Education Manual is designed to complement the School Implementation Guidelines and School Resource Kits (in preparation), which contain reference materials, modules and tools on a range of relevant local topics. Additional complementary materials that should be used with this manual include the IBEC Cooperative Learning Module; the Project-based Learning Module; the ICT Modules and the MoEYS/IBEC Secondary Level Effective Teaching and Learning Module (in development).

8 Cooperative Learning and Project-based Learning manuals are also available as supplementary materials.
The main objective of the manual is to support teachers and trainers to develop their own essential learning and innovation skills and those of their students. Learning and innovation skills represent the cross-curricular content domain of the Local Life Skills Program. They are increasingly being recognized as those skills that prepare students for more and more complex lives and work environments, with a focus on creativity, critical thinking, communication and collaboration. They are skills considered as necessary to prepare students for their future and to promote the development of essential pre-vocational skills needed to hold down a job. Teaching and learning practices should provide opportunities for children to apply theory to practice through experiential and hands-on learning; to learn to work cooperatively in groups as a means of providing peer support and developing team building skills; to learn to question and keep an open mind; and to work in an environment where achievement is seen as a group goal. It is also essential to recognize that our global environment is characterized by technology and media and thus citizens and workers must also be able to exhibit a range of functional and critical thinking skills related to information, communication and technology. The development of learning and innovation skills will enhance both cognitive and social development and ensure the quality and the sustainability of the local life skills program. The methodology presented in this manual is student-centered; participatory and promotes active learning through cooperative learning techniques and project-based learning activities with the support of Information Communication and Technology (ICT) when applicable. It is important to note that gender-sensitivity and inclusiveness are core principles that underpin all learning and innovation skills.

The project team is very satisfied with the progress made in the Life Skills Sub-component, especially due to the good collaboration and partnership with MoEYS at this complicated development stage. During this quarter, an important step was made through the endorsement of our proposed framework and approach and supporting training documents. In the next quarter, IBEC will work together with NEP to organize a National Dissemination Seminar on Life Skills, planned for the first week of July, followed by a presentation at EDUCAM in the second week of July. These two events will support the commitment from IBEC to share information with all stakeholders in the sector with the intention to promote wider use of innovative approaches developed in the project.

**Current Life Skills Implementation Activities:** During this quarter, schools continued the implementation of a wide variety of life skills from 4 main domains: (i) Practical Livelihoods (including IPM), (ii) Economic Life Skills (ELS), (iii) Civics/Health Education, and (iv) Culture. The implementation is described in detail in a previous report and, therefore, it will not be repeated here. However, in addition to previous reporting it needs to be noted that during the 3rd Quarter, selected life skills activities were introduced in Siem Reap, as well. At the beginning of April, 12 school directors received an orientation on intensive aquaculture and IPM, resulting in the establishment of four biogardens and three fishponds in Siem Reap at the end of April.

Life skills activities were completed in the schools in May/June and resulted in 13 schools in Kg Cham and Kratie in the organization of a Market Simulation to practice and demonstrate the newly gained skills (see the next section for more details on these events).

As this quarter marks the end of the school year, an important focus of the technical team has been on life skills assessment. A series of 3 different assessment forms (Practical Livelihoods, IPM and ELS) were developed followed by an orientation for school directors on the importance of impact assessment and how to use the forms to conduct their own assessment at school level. Data entry and analysis are in progress and therefore the results will be available and presented in the next quarter.

**Market Simulations:** A Market Simulation allows students to use generic skills and specific technical skills developed through the community based life skills program. The idea behind a Market Simulation is to create an enjoyable forum for students to use both generic and specific technical skills that they learned during the life skills activities. It is for this reason that the activity is usually conducted at the end of most courses, usually in June of each year. In this sense, Market Simulations represent a culmination of all life skills activities. During the simulation, students are given the opportunity to utilize budgetary skills related to buying, selling, bookkeeping, borrowing money, and priori-
tizing purchases. The primary means for doing this is through the organization of seller stalls in which students ‘sell’ the fruits of their labor, i.e., the skills that they learned during the year. These stalls may include a restaurant, a barbershop, a vegetable stall, a dance theatre, and many others. Other enjoyable but educational activities that are also organized include a movie theatre in which educational films and cartoons are shown. Market Simulations also provide an opportunity to involve Student Association members in organizing various activities, if one should exist at the school. Thus, the simulations provide an important opportunity for complementarity between several related activities and programs. During the simulation itself, students do not use real currency. Rather they use ‘play’ money that is distributed to students based on their attendance at school, helping teachers to clean the schoolyard, and other tasks. In this way, the simulation is a preparation for real life where income is based on labor and important life skills such as attendance and punctuality. A total of 13 schools in Kampong Cham and Kratie celebrated International Children’s Day on the 1st of June with a market simulation in their school. The events are always a great success and very much liked by the students and their families. As the school director from Sandann High School stated, “the market simulations are a practical way to help students develop ideas from their life skills education classes and to demonstrate how the skills can be a means of living once they leave school”. He observed that is a very exciting event for the students and that it increases their motivation and participation in classes. A photographic impression of the events is given below.

2.5.2 Teacher Education

**General Overview:** During this quarter, there have been numerous activities to support teachers at different levels with implementation of quality enhancing interventions. Since the start of the project, a large number of teachers have received training in the Child Friendly School concept at both primary and secondary school level. To follow up on these initial training workshops, reflection sessions were conducted to give 421 old and new teachers an opportunity to share their experiences with implementation of these new approaches. The technical team also prepared teacher performance assessments, which will be conducted in July at the end of the school year to measure progress and training
needs for next year. For the teachers in Lower Secondary Schools, the project organized teacher orientations on Subject Classrooms in eight schools and the provision of educational materials to enable the establishment of Subject Classrooms as one of the important features of Child Friendly Secondary Schools (CFSS). Component personnel also helped to facilitate two subject club fairs, with student representation from eight schools and 26 clubs in Kampong Cham and Kratie. Another important step towards quality enhancement of classes in secondary schools was the establishment of three new science labs and an orientation for science teachers on how to optimally utilize these new facilities. The project acknowledges the need for a support network for teachers to guide them in the implementation of the various interventions as IBEC introduces many new approaches and activities. In response to this need, a total of 33 Technical Support Groups (TSG’s) were established in lower secondary schools during this quarter, as the same structure was introduced to and set up in primary schools in the previous quarter.

**Child Friendly School Follow-up Workshops:** Based on experiences in previous projects, it is proven to be very important to organize regular reflection workshops for teachers to follow up on the teacher training sessions where new approaches and methodologies are introduced. Many teachers have basic knowledge on the Child Friendly School (CFS) concept through the Ministry’s CFS Policy but they find it hard to translate this into practical actions in their classroom. During the last quarter 421 old and new CFS teachers at primary level attended reflection workshops (see Table 2.24). In the IBEC teacher training activities, teachers learn different techniques and activities to engage students more actively in their learning through cooperative learning, creative and critical thinking, taxonomy of questions, etc. These are techniques that require a variety of skills from the teacher, which they can practice and discuss with project staff and peer teachers in the reflection workshops.

| Table 2.24: Primary School Teachers Trained (Follow-up Workshops) in 3rd Quarter |
|-----------------|-----------------|-----------------|
| New CFS Teacher Trained in IBEC Y1 | Additional CFS Teachers Trained under SiL | New & Old CFS teachers participated in Follow Up sessions in Q3 |
| Total | Female | Total | Female | Total | Female |
| Basic CFS | 184 | 75 | 50 | 27 | 234 | 102 |
| Advanced CFS | 187 | 98 | 0 | 0 | 187 | 98 |
| Total | 371 | 173 | 50 | 27 | 421 | 200 |

**Follow-up Workshops for Community Teachers:** After the initial five-day Community Teacher (CT) training, a two-day follow up workshop was organized in April and May 2010 in two separate locations in Kampong Cham and Kratie (see Table 2.25). The workshops aimed to provide 158 teachers with an opportunity to share ideas with other community teachers from different schools to reflect on their first month’s experiences as a teacher. The participants discussed on the key content such as setting up group work, cooperative learning, questioning (Taxonomy), listening, writing and reading skill and the use of teaching aids such as posters, pictures and maps. They exchanged ideas and practical tips on what worked well and what was challenging. These follow up sessions are particularly important for community teachers as they are new to the profession and require a good support network to guide them in their role as teachers.

| Table 2.25: Schedule and number of participants attended the CT follow up workshops |
|-----------------|-----------------|-----------------|
| Date | Province | Place | Participant |
| Total | Female |
| 28-30/4/2010 | Kg Cham | Tboung Khmum | 101 | 65 |
| 03-05/5/2010 | Kratie | POE Meeting Hall | 57 | 23 |
| Total | 158 | 88 |
Teacher Performance Assessment Preparations: In the first year of the IBEC Project, a number of specific teacher training activities have been conducted. It is important to assess the impact of these capacity improvement interventions and therefore project staff developed three different teacher assessment forms for (i) CFS teachers in primary schools, (ii) CFS teachers in secondary schools (CFSS) and (iii) Community Teachers. After finalization of the assessment tools, component staff identified an assessment team, which includes members of the Provincial Working Groups and other counterparts. The assessment team met on 22 June in the office in Kampong Cham to prepare for the teacher assessment. A sample of 10% of all teachers in the three different categories will be carried out in July and results will, therefore, be reported in the next report.

Subject Classroom Orientations: As part of the introduction of the Child Friendly Secondary School concept, eight new schools have started the organization and implementation of subject classrooms to increase effectiveness in teaching. These schools will join six that were set up during the Schools for Life Program for a grand total of 14 schools with such arrangements. Setting up such classrooms where all teaching aids for a specific subject are easily accessible is a way of ensuring that teachers use learning aids in their teaching. The MoEYS has been very supportive of this institutional reform in target schools and it is a big change from the way that schools usually operate where students stay stationary and teachers must move from class to class (hence the reason why they rarely bring materials with them). All the teachers in these eight schools received an orientation on the subject classroom approach, the advantages and how to set it up. In addition, participating schools received a resource package with posters, illustration cards and other educational teaching aids and instruction materials (see Table 2.26 below).

Table 2.26: Subject Classroom Materials Provided to Secondary Schools (3rd Quarter)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Quantity</th>
<th>Number of Schools</th>
<th>Total Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poster</td>
<td>22</td>
<td>8</td>
<td>176</td>
</tr>
<tr>
<td>2</td>
<td>Experiment guide book</td>
<td>12</td>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>Map of Cambodia</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>1 post graph</td>
<td>6</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>2 post graph</td>
<td>6</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Fraction cards</td>
<td>8</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>English grammar cards</td>
<td>13</td>
<td>8</td>
<td>104</td>
</tr>
<tr>
<td>8</td>
<td>Measurement cards in degrees</td>
<td>7</td>
<td>8</td>
<td>56</td>
</tr>
<tr>
<td>9</td>
<td>Map of rivers in Cambodia</td>
<td>50</td>
<td>8</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>Physics cards</td>
<td>61</td>
<td>8</td>
<td>488</td>
</tr>
<tr>
<td>11</td>
<td>Khmer language cards</td>
<td>50</td>
<td>8</td>
<td>400</td>
</tr>
<tr>
<td>12</td>
<td>Biography-earth cards</td>
<td>11</td>
<td>8</td>
<td>88</td>
</tr>
<tr>
<td>13</td>
<td>Chemistry cards</td>
<td>20</td>
<td>8</td>
<td>160</td>
</tr>
<tr>
<td>14</td>
<td>Mathematics cards</td>
<td>16</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>15</td>
<td>Story books</td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>Sticky tape</td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>Cloth-hung bag</td>
<td>5</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>Group work white boards</td>
<td>6 X 5</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>144</td>
<td></td>
<td>2,576 pcs</td>
</tr>
</tbody>
</table>

Subject Club Fairs: Subject Clubs in secondary schools are established to organize expanded opportunities for students and to make learning more interesting and attractive in keeping with the general philosophy of Child Friendly Schools. In order to provide such experiences, IBEC supported schools in organizing informal groupings of students into Subject Clubs under the direction of one or more teachers. Membership in these groupings is voluntary. The purpose of these clubs is to organize struc-
Improved Basic Education in Cambodia: Third Quarterly Report

Achievements include a focus on hands-on learning through Subject Clubs. These clubs have been designed to give students a means of intensifying their learning in areas where they have a special interest while enhancing the overall learning environment in schools. Subject Clubs meet outside of the regular classroom setting and teachers and students have linked Subject Clubs with other activities, such as the use of IT labs.

Table 2.27: Number Of Subject Clubs Attended Annual Subject Club Fair

<table>
<thead>
<tr>
<th>Province</th>
<th>No of Schools</th>
<th>Students Participating at Fair</th>
<th>History Club</th>
<th>Writing Club</th>
<th>Science Club</th>
<th>Art Club</th>
<th>English Club</th>
<th>Environment Club</th>
<th>Total Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>6</td>
<td>36</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Kratie</td>
<td>2</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>S. Reap</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>52</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>

Success Story: Students Take Learning Deeper through Subject Clubs

On 28 June 2010, students and teachers from six secondary schools supported by the USAID funded Improved Basic Education in Cambodia (IBEC) Project gathered at Lvea Secondary School in Prey Chor District of Kampong Cham Province for the annual Subject Club Fair and Project Work presentations. While project work groups were presenting their findings in one classroom, students from various subject clubs also simultaneously presented on their activities and set up a Subject Club Fair to display their work. Subject Clubs have been designed in IBEC supported schools to give students a means of intensifying their learning in areas where they have a special interest while enhancing the overall learning environment in schools. Subject Clubs meet outside of the regular classroom setting and teachers and students have linked Subject Clubs with other activities, such as the use of IT labs.

At the Subject Club Fair, students from various secondary schools presented their work from their respective clubs (History, Writing, etc.). Tables were set up around the room of papers, posters, models and experiments, each table representing a Subject Club from different schools. While speaking with students from Kor High School’s Science Club, it was clear that both the student representatives Vicheka and Chanthea, and their supervising teacher, Mr. Men Rithy, take their Science Club work very seriously. They meet on Sundays, a day where students and teachers normally take a break from school obligations and it is clear that this is not a burden, but something that they look forward to. Mr. Rithy took the initiative to set up this club with his students on his own initiative.

“I like this subject very much and that is why I am happy to come and participate in the class on Sunday. No one forces me. Actually, many of the students are interested in this subject but places for them are limited,” said Chanthea. When asked what she most enjoys about the club, Chanthea continued, “In this club, we have learned more deeply about theories and we are happy to put them into practice. These activities help us gain more knowledge.”

As Vicheka and Chanthea busily set up their exhibition display of bottles, balloons and cups in preparation for their experiment demonstrations, Mr. Rithy looked on proudly. He stated that, “These experiments help the students put their learning into real practice. I am happy with all of the students. They are active and moreover, these activities help me to gain more knowledge too. I am happy to supervise and work with them.” This past year, the IBEC project funded new science labs in Kor High School, providing students with the opportunity and resources to conduct experiments in a laboratory setting. The addition of these labs has been an asset in enhancing the hands on learning process in science classes.

It has been an ongoing accomplishment to see the commitment of both students and teachers to take the initiative to go deeper in their learning activities while simultaneously enjoying the process.
Science Lab Establishment: During the reporting period the IBEC project completed the establishment of three science labs all of which were placed in Kampong Cham. There are now a total of five such labs in place when counting labs constructed last year. The labs are being used for a wide range of science related topics including physics, chemistry, electronics and electricity. Science teachers have received training in a variety of teaching and learning activities related to the organization and demonstration of science experiments to actively engage students in their learning. During the training, teachers were also instructed on the use of provided materials.

Technical Support Groups for Lower Secondary Schools: In addition to the establishment of Technical Support Groups for primary schools in the last quarter, project staff completed an orientation for new Technical Support Group members for lower secondary schools during this quarter. TSGs continue to be an important intervention for efforts to ensure sustained impacts on classroom practice. They will be key in providing ongoing technical support to teachers in the period following the conclusion of formal training sessions provided by the project. As part of the preparation of this group, component personnel delivered a two-day workshop at the end of April to 45 TSG members from both Kampong Cham and Kratie Provinces (see Table 2.28 below). Training content covered a number of different topics including an introduction to the roles and responsibilities of TSG members; linkages between planning, training, and supervision; key principles of formative and summative teacher supervision (especially teacher conferencing); and how to apply these principles in their work. In addition to these topics, there was also significant time in the workshop program allocated for the exchange of challenges experienced while performing their work in the field and how to overcome them.

Table 2.28: Technical Support Group Members Trained to Support Lower Secondary School Teachers

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Province</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-30/4/2010</td>
<td>Kg. Cham Office</td>
<td>Kampong Cham</td>
<td>37  9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kratie</td>
<td>8    2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>45  11</td>
</tr>
</tbody>
</table>
2.5.3 Improving Access to Information Technology

**General Overview:** As a majority of labs came on line during the last quarter, IT personnel started to shift their focus to the training of teachers and student projects during the quarter. As a result, only one additional lab came on line in the 3rd quarter to make for a total of seven labs (out of eight proposed). So far, 5,640 students are benefiting from these investments, in addition to several thousand using labs that were built last year. The final lab for Year 1 will be completed in the 4th Quarter due to extensive investments required for infrastructure upgrading. Teacher training activities focused on following up earlier work done on the project method, which tries to integrate IT capabilities at schools and curriculum instruction in other subjects. These follow-up activities culminated in a Project Work Fair at the end of the quarter where students made impressive presentations on subject topics that they had researched in groups. The students made these presentations using MS PowerPoint, a very impressive achievement for these rural students. IT personnel also provided training to teachers in using Khmer Unicode as mandated by MoEYS. There were a total of 12 more teachers who have so far received training in using this software in the three provinces. MoEYS manuals and publications are used extensively in these capacity-building activities. Assessment activities also began during the quarter. One of these assessment activities involved a student attitudinal survey. The results of the survey were mostly positive indicating such things as student access to the labs (65% reported access two hours per week) and the novelty of IT instruction (89% reported it was their first time to use a computer). IT personnel also worked with two other agencies that were interested in using the revolutionary IBEC lab configuration including Plan International (two labs) and Save the Children/Australia (one lab). Both agencies have recently built three IT labs using the same design and configuration, thereby helping IBEC to further leverage the impact of USAID support.

**Lab Emplacement:** In addition to the six labs built in the last quarter, one more lab came on line in Pongya Krek High School, Pongya Krek District, Kampong Cham (see Table 2.29). An eighth lab in Oriang O District, Kampong Cham is planned for the 4th Quarter, following extensive upgrading of infrastructure. With the addition of the lab in Krek High School, there are now seven labs on line comprising 91 workstations and serving 5,640 secondary school students (see Table 2.30). As per conditions set out in the contracts that schools must sign before receiving a lab, a total of 28 teachers have been assigned to these labs. By the end of Year 1, USAID funding will have enabled the construction of IT labs in 19 schools under IBEC and earlier programming. By next year, USAID/World Education will have overtaken Room to Read, as the leading provider of IT labs in Cambodia’s formal education system.

**Table 2.29: Schedule of IT Lab Set-up**

<table>
<thead>
<tr>
<th>Province</th>
<th>Name of School</th>
<th>When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kampong Cham</td>
<td>1. Speu High School</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>2. Kong Meas High School</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>3. Pongya Krek High School</td>
<td>3rd Quarter</td>
</tr>
<tr>
<td></td>
<td>4. Oriang O High School</td>
<td>4th Quarter (Projected)</td>
</tr>
<tr>
<td>Kratie</td>
<td>5. Chambok High School</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>6. Samakh High School</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>7. Khana Sandai High School</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>8. Bakheng High School</td>
<td>2nd Quarter</td>
</tr>
</tbody>
</table>

**Total**

Eight Labs

End of Year 1

**Table 2.30: Progress of Lab Establishment in IBEC Target Areas, 3rd Quarter**

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of Proposed Computer lab Labs</th>
<th>Labs On Line</th>
<th>Assigned Computer Teachers</th>
<th>Estimated Student Beneficiaries</th>
<th>No. of Work Stations on Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg. Cham</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>2,924</td>
<td>1121</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>2,091</td>
<td>1056</td>
</tr>
<tr>
<td>Kratie</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>625</td>
<td>319</td>
</tr>
</tbody>
</table>

**Total**

8

7

28

5,640

2,496

91

**Leveraging the IBEC IT Lab Configuration:** As the success of the IT lab configuration funded by USAID spreads, more and more agencies have recently been contacting World Education and KAPE about technical assistance in using this configuration in their own target areas. IBEC is more than
Improved Basic Education in Cambodia: Third Quarterly Report

happy to provide this technical assistance (at no charge) because it helps to leverage the investment in IT education provided by USAID. During the quarter, IBEC was contacted by three more agencies requesting technical assistance or simply making inquiries. These agencies included Plan International, Save the Children/Australia, and VVOB (a Belgian agency). Interest by PI and SCA was quite serious and both agencies have each built one or more labs using IBEC’s configuration. There are now a total of four other agencies actually using the IBEC lab configuration and three agencies with pending inquiries.

**Box 5: Agencies Using the IBEC IT Model**
- Bandoh Komar (one lab)
- Plan International (two labs)
- Save the Children/Australia (one lab)
- Bethel Christian School (one lab)
- VVOB (inquiry stage)
- Jolie Pitt Foundation (inquiry stage)
- Pepy Ride: (inquiry stage)

**Training Activities:** IT personnel continued to provide training to teachers in schools that have been receiving computer labs. During the present quarter, another 12 teachers (5 female) received training in Kratie in addition to 28 trained in the last quarter (see Table 2.31). Teachers in Kampong Cham will be trained in the next quarter. The content of the training dealt with Khmer Unicode and Khmer Language Programs using Open Office. These programs are mandated by the Ministry for all IT labs in state schools, so IBEC has been careful to be in compliance with government policy. Although there are only 28 computer teachers assigned to the labs so far, IBEC has been targeting other subject teachers who have shown an interest in using the labs for their lesson preparation, marking, and other purposes. These teachers are mostly the same teachers who are organizing project work with students, using the new methodology provided during the previous quarter (see below).

**Table 2.31: Training in Khmer Unicode & Khmer Language Program (to Date)**

<table>
<thead>
<tr>
<th>Province</th>
<th>School Name</th>
<th>Total Participants</th>
<th>Female</th>
<th>Quarter Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siem Reap</td>
<td>Bakorng High School</td>
<td>10</td>
<td>4</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>Khmar Sandai Secondary School</td>
<td>8</td>
<td>3</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td></td>
<td>Sammki High School</td>
<td>10</td>
<td>4</td>
<td>2nd Quarter</td>
</tr>
<tr>
<td>Kg. Cham</td>
<td>Speu High School</td>
<td>Not yet trained</td>
<td>--</td>
<td>4th Quarter</td>
</tr>
<tr>
<td></td>
<td>Krek High School</td>
<td>Not yet trained</td>
<td>--</td>
<td>4th Quarter</td>
</tr>
<tr>
<td></td>
<td>O’ Raing Ov High School</td>
<td>Not yet trained</td>
<td>--</td>
<td>4th Quarter</td>
</tr>
<tr>
<td></td>
<td>Korng Meash High School</td>
<td>Not yet trained</td>
<td>--</td>
<td>4th Quarter</td>
</tr>
<tr>
<td>Kraite</td>
<td>Chambok High School</td>
<td>12</td>
<td>5</td>
<td>3rd Quarter</td>
</tr>
<tr>
<td></td>
<td>Total Participant</td>
<td>40</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Project Work Fairs:** The introduction of Information Technology (IT) has been an important aspect of fostering ‘constructivist learning’ approaches in IBEC-supported schools, since it encourages interactive learning experiences as well as provides the needed tools to discover information (e.g., electronic encyclopedias); create power point presentations; and develop other forms of written media. Thus, the availability of IT facilities not only ensures the acquisition of information literacy skills but also fosters a new form of classroom learning. During the quarter, students have been using newly acquired IT skills to research interesting topics of social and academic interest and ‘construct’ dynamic presentations for their peers. IBEC sponsored a coming together of these activities at a ‘Project Work Fair’ on 28 June in Kampong Cham and 5 July in Kratie. About 45 students participated in these fairs along with their teachers (18 in all) (see Table 2.32 below). During the fair, there were numerous Power Point presentations made by students demonstrating a confidence that is rarely seen
among Cambodian students (see case study below). A delegation from MoEYS comprising members of the Consultative Group overseeing IBEC were extremely impressed with these rural students who had only recently discovered Information Technology. Thus, the event provided an opportunity to demonstrate to Ministry the effectiveness of project interventions. Overall, the fairs were a great success and demonstrated the efficacy of the strategy to link teacher education and IT development. At the end of the fair, visiting teachers and MoEYS members scored the presentations and made awards of commendation to several of the groups presenting.

**Table 2.32: Students and Teachers Participating in Project Work Fairs**

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of Student Participant</th>
<th>No. of Teacher Participant</th>
<th>No. of Topic</th>
<th>Best School Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Kampong Cham</td>
<td>30</td>
<td>12</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Kratie</td>
<td>15</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>19</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>

**Success Story “Students Raise Awareness in the Classroom and Community”**

On 28 June 2010, students and teachers from six secondary schools supported by the USAID-funded Improved Basic Education in Cambodia (IBEC) Project gathered at Lvea Secondary School in Prey Chor District of Kampong Cham Province for an annual fair that displays students’ work through their Subject Clubs and Project Work presentations.

Project Work was designed by the IBEC project, as an intervention to enhance classroom learning and ties in the use of IT computer labs with class work, enabling students to utilize the computer labs to carry out research on selected projects and prepare presentations both in Word documents and PowerPoint presentations. As a result, both research and computer skills are strengthened, and students are able to create linkages between their classroom learning and the outside world.

Students, teachers, project staff and members of the MoEYS consultative group gathered together at Lvea Secondary School to watch the students present their Project Work. The research methods and range of topics explored were both innovative and stimulating. Some groups opted to present their topics through standard research methods, using resources on their computers like Encarta to report on subjects such as the Khmer Republic Regime and Wildlife Loss. Other groups preferred a more hands-on approach, conducting field research and interviews, and some notable topics included How Plastic Destroys the Environment and My Green House, which involved agricultural experimentation. Other presentation topics included Khmer Culture and Environment. Through the presentations, students utilized their newly learned skills with PowerPoint and proudly presented their research and findings to the audience.

A group of students from Lvea Secondary School, the host school, discussed their presentation process afterwards. This group, which presented on How Plastic Destroys the Environment, consisted of five students from Grade 9 who shared enthusiastically how they learned about the harmful effects of plastic in the classroom, which led them to pursue more information on the topic.
Success Story – Continued from above

They conducted field research in their local villages to gather information on the community’s attitudes and behaviors towards plastic disposal. They discovered that in the Lvea market in their district, there was much discarded waste, most of which was plastic material. One student described that “approximately 70 percent of the villagers in this community use plastic bags to wrap things” and that this practice only seemed to be increasing. The students began to learn of the harmful effects of plastic waste and disposal, explaining that the effects are “harmful to people’s health, plantation cannot grow well, the land is spoiled and the water is polluted.”

Results of Attitudinal Survey on Access to IT Education: During the quarter, an attitudinal survey was completed by IT personnel that tried to gauge access, impact, and efficiency of the computer labs built so far. The survey was administered to 300 students. The results of the survey are presented in Table 2.33 below. Overall, the results are consistent with earlier findings among rural students during surveys done last year. For example, most students indicated that this was the first time that they had ever used a computer (89%). Of great importance for IBEC, 87% of students indicated that having access to an IT lab at their school really changed their attitudes about the relevance of their school and influenced their decision to stay in school ‘a great deal.’ Of some concern, only about two-thirds of students get access to their labs for 2 hours, which would seem to be a bare minimum to gain some basic proficiency in IT. In addition, only 25% of students indicated that they were ‘very satisfied’ with the instruction they are receiving although a majority indicated that they were moderately satisfied. The results of this survey will be shared with schools to seek their feedback and ideas on access to IT facilities can be improved.

Table 2.33: Results of Student Attitudinal Survey on IT Access, Impact, & Efficiency

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On average, how many hours per week were you able to study computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with your teacher?</td>
<td>Not at all</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
<td>33 %</td>
</tr>
<tr>
<td></td>
<td>2 hour</td>
<td>65 %</td>
</tr>
<tr>
<td></td>
<td>3 hour or more</td>
<td>2 %</td>
</tr>
<tr>
<td>2. Is this the first time in your life that you have ever had the oppor-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tunity to study computer?</td>
<td>Yes</td>
<td>89 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11 %</td>
</tr>
<tr>
<td>3. How satisfied were you with the quality of computer instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that you received during the year?</td>
<td>Very satisfied</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td>Moderately satisfied</td>
<td>74 %</td>
</tr>
<tr>
<td></td>
<td>Not very satisfied</td>
<td>1 %</td>
</tr>
<tr>
<td>4. How would you describe your understanding of what you were taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in your computer class?</td>
<td>Very high under-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>standing</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td>Moderately high understanding</td>
<td>76 %</td>
</tr>
<tr>
<td></td>
<td>Low understanding</td>
<td>14 %</td>
</tr>
<tr>
<td>5. To what extent did the opportunity to study computer help to influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your decision to stay in school?</td>
<td>A great deal</td>
<td>87 %</td>
</tr>
<tr>
<td></td>
<td>To some degree</td>
<td>4 %</td>
</tr>
<tr>
<td></td>
<td>Not a all</td>
<td>9 %</td>
</tr>
<tr>
<td>6. Were you asked to pay for using the computer center during the last</td>
<td></td>
<td></td>
</tr>
<tr>
<td>term?</td>
<td>Yes</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>100 %</td>
</tr>
</tbody>
</table>

N=300
3. PROGRESS TOWARDS STATED TARGETS

3.1 Progress Against Performance Monitoring Plan (PMP) Indicators

**General Overview:** The Work Plan approved by USAID in February 2010 includes 54 key benchmarks or results to be achieved during Year 1 implementation. Each result is associated with an Intermediate Result specified by USAID as part of the RFA announcement. A total of 60 outcomes have been identified during the life of the program including 12 standard (i.e., Operational Plan) indicators specified in the original RFA leading up to the award of this program to World Education. OP indicators are shaded in light orange for the reader’s easy reference in the table below.

At this stage of implementation, field offices have been able report on the status of 44 indicators or about 81% (compared to 35% in the last quarter). Of this number, 33 have so far been achieved (61% of the total) while three more are still in progress and on track to be achieved but still short of expected performance standards (5%). There are also three indicators (5%) that have either been postponed to Year 2, are still pending USAID approval, or have been cancelled by USAID. There are so far four indicators (7%) that will likely not be achieved. The results for the remaining indicators (19%) will be reported at the end of the year after schools have closed. These indicators refer mainly to school efficiency indicators such as dropout or repetition and cannot be tabulated until the school year is over. A summary of the status of PMP and OP indicators is provided in Table 3.1 below.

<table>
<thead>
<tr>
<th>Intermediate Results</th>
<th>Operational Indicator</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPONENT 1:</strong> Local NGO and Government Capacity Building &amp; Advocacy for Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cutting Objective: Increased Capacity of Local Civil Society, Including Education NGO(s), and Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. USAID certificatory criteria are in place by the middle of Year 1.</td>
<td></td>
<td>Cancelled (with agreement from USAID)</td>
</tr>
<tr>
<td>2. KAPE meets 80% of Stage 1 benchmarks involving USAID accreditation criteria by the end of Year 1.</td>
<td></td>
<td>End of year data</td>
</tr>
<tr>
<td>3. All LNO partners are able to successfully complete self-assessments each year</td>
<td></td>
<td>Achieved for Year 1: Self-assessments have been done by BSDA, KWA, and WCRD.</td>
</tr>
<tr>
<td>4. School Assistance Funds generated by LNOs are in place in at least two provinces by Year 5.</td>
<td></td>
<td>Pending review by USAID</td>
</tr>
<tr>
<td>5. All PWGs can meet minimum performance expectations each year</td>
<td></td>
<td>End of year data</td>
</tr>
<tr>
<td>6. At least 80% of target districts can identify at least 1 Beacon School at secondary level to stand as a model of good practice in Kampong Cham, Kratie.</td>
<td></td>
<td>In Progress: Nominated schools are being assessed after which time, final lists will go to PWG for approval in 4th Quarter</td>
</tr>
<tr>
<td>7. Multiple channels for dissemination of programming active and in place (e.g., websites, periodic seminars, radio programming, newsletters)</td>
<td></td>
<td>In progress: • 2 Newsletters published • 1 Brochure published (completed) • 6 Radio Program Episodes (completed) • Website: in development • National seminar: Planned for 2 July 2010</td>
</tr>
<tr>
<td>8. At least 75% of selected CEFACs meet minimum performance standards by the end of Yr 1</td>
<td></td>
<td>In progress: Assessment complete but data is still being tabulated</td>
</tr>
<tr>
<td>9. Production of 6 thirty-minute radio episodes broadcast on 2 FM radio stations relating to new life skills curricula as well as 2 audio exercises and 2 comic books.</td>
<td></td>
<td>Achieved: 6 episodes have been completed and broadcast</td>
</tr>
</tbody>
</table>

| **COMPONENT 2:** More Equitable School Access | | |
| Sub-Objective 1: Increased Access to Basic Education | | |
| 10. 3,000 primary school children receiving scholarships in full stream schools | | Achieved: 3,017 students currently receiving assistance (1,848 female) |
| 11. 550 secondary school children receiving scholarships in full stream schools | | Achieved: 635 students currently receiving assistance (479 female) |

9 Indicators 47 and 49 relating to the number of teachers trained are expressed as a single indicator in the official reporting to USAID, so that the USAID reports on only 11 indicators to Washington.
<table>
<thead>
<tr>
<th>Intermediate Results</th>
<th>Operational Indicator</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased enrollment, promotion, and completion rates of youth from underserved</td>
<td>12. At least 120 individuals from remote and high priority areas receive PTTC scholarships</td>
<td>Achieved: 121 students currently receiving assistance (77 female)</td>
</tr>
<tr>
<td>populations (including marginalized girls/boys, poor, ethnic and religious</td>
<td>13. At least 70% of scholarship recipients at full stream secondary are girls, minority, or physically challenged</td>
<td>Achieved: 79% are girls, minorities, and/or physically challenged</td>
</tr>
<tr>
<td>minorities, &amp; handicapped children – (USAID-supported) (IR 1.1)</td>
<td>14. At least 60% of scholarship recipients at primary level are girls, minority, or physically challenged</td>
<td>Achieved: 67% are girls, minorities, and/or physically challenged</td>
</tr>
<tr>
<td></td>
<td>15. At least 50% of full stream feeder primary schools report a decrease in drop-out rates by the end of the year</td>
<td>End of year data</td>
</tr>
<tr>
<td></td>
<td>16. At least 50% of full stream lower secondary schools report a decrease in dropout by the end of the year</td>
<td>End of year data</td>
</tr>
</tbody>
</table>
|                                                                                   | 17. Tracer studies for secondary school scholarship recipients are completed each year  | Achieved: Survey teams have conducted interviews of 78 beneficiaries who dropped out (12% of total): Dropout reasons include:  
• Earn income outside home: 44%  
• Work at home/in fields: 18%  
• Migration: 15%  
• Marriage: 9%  
• Factory Labor: 8%  
• Other: 7%  
|                                                                                   | 18. At least 85% of primary and secondary school scholarship beneficiaries stay in school by the end of the year. | Achieved: 95% of scholarship beneficiaries stayed in school.  
• Primary Level: 97%  
• Secondary Level: 88%  
|                                                                                   |                                                                                       |                                                                                |
| Subcomponent 2: Stakeholder-driven Discretionary School Grants                      |                                                                                       |                                                                                |
| Same as Subcomponent 1:                                                                                                         |                                                                                       |                                                                                |
|                                                                                   | 19. 44,156 learners enrolled in primary schools or equivalent non-school based settings (OP Indicator) | Achieved: 56,201 students currently enrolled, (26,908 female)                    |
|                                                                                   | 20. 38,000 learners enrolled in secondary school or equivalent non-school settings (OP Indicator) | Achieved: 38,877 students currently enrolled (19,257 female)                     |
|                                                                                   | 21. 27,500 people in target areas with access to improved drinking water supplies (OP Indicator) | End of year data                                                                |
|                                                                                   | 22. 27,500 people in target areas with access to improved sanitation facilities (OP Indicator) | End of year data                                                                |
|                                                                                   | 23. 22 ICR classrooms constructed (OP Indicator)                                        | Not achieved: only 13 new ICRs have been built                                     |
|                                                                                   | 24. 150 classrooms repaired (OP Indicator)                                               | Achieved: 438 Classrooms have been repaired                                       |
|                                                                                   | 25. 7 Science, LS, and IT labs constructed (using both USAID and Private Funds)          | Achieved: 10 labs completed  
• 7 IT Labs completed  
• 3 Science Labs  
• 1 additional lab projected for 4th Quarter |
|                                                                                   | 26. At least 50% of full stream feeder primary schools reduce repetition by the end of the year | End of year data                                                                |
|                                                                                   | 27. At least 50% of full stream lower secondary schools reduce repetition by the end of the year | End of year data                                                                |
|                                                                                   | 28. At least 55 schools with improved water and sanitation or life skills facilities    | Achieved: 128 schools with water systems on line                                    |
|                                                                                   | 29. 179 Community Teachers are recruited and trained during Year 1.                      | Achieved: 205 teachers recruited (116 female)                                      |
|                                                                                   | 30. All schools /clusters are able to request/liquidate grant funds properly each year | Achieved: $124,428 in funds cleared out of the $130,975 disbursed.  
95% rate of liquidation                                                       |
<p>|                                                                                   | 31. 300 physically challenged children assisted by the end of year                      | Achieved: 313 physically challenged children referred (86 female)                  |
| COMPONENT 3: Improved School Management &amp; Community Engagement                      |                                                                                       |                                                                                |
| Increased capacity of schools to                                                 | 32. 183 school administrators/officials trained (includes TSG members) (OP Indicator)  | Achieved: 177 administrators received at least 3 days of training                  |</p>
<table>
<thead>
<tr>
<th>Intermediate Results</th>
<th>Operational Indicator</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>deliver a quality education (USAID-supported) (IR 2.2)</td>
<td>33. 183 Parent Teacher Associations or similar governance structures (e.g., SSC) supported</td>
<td>Achieved (within a margin of 10%): A total of 168 such structures supported</td>
</tr>
<tr>
<td></td>
<td>(OP Indicator)</td>
<td>• 156 SSCs received support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 12 CEFACs received support</td>
</tr>
<tr>
<td>34. 183 institutions with improved mgt information systems (OP Indicator)</td>
<td></td>
<td>End of year data</td>
</tr>
<tr>
<td>35. 183 schools complete school improvement plans that meet standards laid out in grant administration workshops</td>
<td></td>
<td>Achieved (within a margin of 14%): 209 schools have completed school improvement plans</td>
</tr>
<tr>
<td>36. At least 200 school directors, teachers, and community members visit a beacon school at least once by the end of the project</td>
<td></td>
<td>Achieved: 678 stakeholders visited well-performing schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School Directors: 177</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers: 439</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community Members: 62</td>
</tr>
<tr>
<td>37. At least 90% of school directors achieve a passing grade on completed course work in management by the end of Year 1. (Note: Course work includes task work exercises that will give indications on the degree of behavioral and attitudinal change among school directors)</td>
<td></td>
<td>Postponed to Year 2</td>
</tr>
<tr>
<td>38. At least 80% of assisted SSCs in Yr 1 meet criteria for effectiveness based on a standardized tool</td>
<td></td>
<td>Not Yet Achieved: Only 60% (18 out of 30 so far sampled) of SSCs assisted met criteria for effectiveness based on a standardized tool</td>
</tr>
<tr>
<td>39. At least 340 vulnerable families in target schools benefit from school-community outreach activities, measured by a standard of 85% retention among them</td>
<td></td>
<td>Not achieved: Only 259 families have so far been assisted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kampong Cham: 104 families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kratie: 155 families</td>
</tr>
</tbody>
</table>

**COMPONENT 4: Improved Educational Relevance**

**Subcomponent 1: Life Skills Development**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Completed Life Skills curriculum outline in collaboration with PRD (CDD)</td>
<td>Achieved: Life Skills Implementation Framework and Syllabus have been completed and accepted by CDD</td>
<td></td>
</tr>
<tr>
<td>41. At least 10 LS modules developed by the end of the year (OP Indicator)</td>
<td>Achieved: 11 modules have so far been completed</td>
<td></td>
</tr>
<tr>
<td>42. At least 20 posters to accompany LS modules developed by end of the year</td>
<td>Postponed to Year 2</td>
<td></td>
</tr>
<tr>
<td>43. Distribute 2 audio exercise books to target schools</td>
<td>Achieved: Exercise books have been distributed</td>
<td></td>
</tr>
<tr>
<td>44. At least 40% of schools demonstrate more relevant education according to a tool designed for the purpose</td>
<td>End of year data</td>
<td></td>
</tr>
<tr>
<td>45. Establish listening groups in at least 30 schools</td>
<td>Not Achieved: 20 groups in 13 schools currently have listening groups</td>
<td></td>
</tr>
<tr>
<td>46. Distribute 2 audio guides to target schools</td>
<td>Achieved: Audio guides have been distributed</td>
<td></td>
</tr>
</tbody>
</table>

**Subcomponent 2: Teacher Education**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47. 250 secondary school teachers trained in existing life skills modules but within emerging life skills outline (OP Indicator)</td>
<td>Achieved: 354 Lower Secondary School Teachers Trained</td>
<td></td>
</tr>
<tr>
<td>48. Peer support/TSG networks established in Cycle 1 schools</td>
<td>Achieved: Networks formed in 92 Cycle 1 primary schools and 33 Cycle 1 secondary schools</td>
<td></td>
</tr>
<tr>
<td>49. 350 primary level teachers trained to promote retention and transition (e.g., community teachers, BCAs, life skills teachers, etc.) (OP Indicator)</td>
<td>Achieved: 421 primary school teachers trained in ETL to promote retention</td>
<td></td>
</tr>
<tr>
<td>50. 75% of assisted classrooms meet criteria defining child friendly physical environments during Year 1</td>
<td>Achieved: 93% of sampled schools met criteria defining child friendly physical learning environments</td>
<td></td>
</tr>
<tr>
<td>51. Classroom practice among 80% of a sample of all Community Teachers trained in Year 1 meets an absolute standard for performance.</td>
<td>Achieved: 81% (17 out of 21 observed Community Teachers) met an absolute standard for performance.</td>
<td></td>
</tr>
</tbody>
</table>
52. Classroom practice among 65% of a sample of CFS Experimental Classroom Teachers trained in Year 1 becomes more child-centered by the end of the academic year. Achieved: 69% (29 out of 42 observed CFS teachers) exhibited child-centered teaching methodologies

53. Classroom practice among 65% of a sample of CFSS Classroom Teachers trained in Year 1 becomes more child-centered by the end of the academic year. Achieved: 81% (13 out of 16 observed CFSS teachers) exhibited child-centered teaching methodologies

54. At least 80% of children remediated in Year 1 are promoted. End of year data

### 3.2 Progress Against Operational Plan (OP) Indicators

Currently, eight of the 12 OP indicators outlined in the Year 1 PMP have been achieved or 67% of the total. Of the remaining four indicators, three await end-of-year data while a fourth relating to the construction of classrooms will likely not be achieved this year. Schools only requested construction of 13 new intermediate classrooms but 22 were projected at the beginning of the project. The status of all OP Indicators is summarized in Table 3.1 above.

The targets specified in several indicators need to be reviewed to increase their accuracy. When the IBEC Project started, there were several unknown factors relating to scope, the rapidity of government approval of various design features, and the nature of new provinces that hampered planners’ ability to set accurate targets. World Education has discussed this matter with USAID and it is hoped that it will be possible to review and revise performance targets early in Year 2.
4. OVERALL MANAGEMENT INFORMATION

General Overview: Of the $142,265 that was approved for general grants to 30 school clusters and 76 secondary schools, approximately $130,975 had been disbursed to supported schools by the end of the quarter. This comprises about 92% of the total available funds, indicating a very high burn rate. The 8% in remaining funds will not be disbursed in the 4th Quarter but will be carried over to Year 2 to help support the significant expansion in support to both primary and secondary schools. In this respect, supported primary schools in Siem Reap will jump from 0 to 51 while supported secondary schools will increase from 76 to 100. Kampong Cham tended to exhibit higher disbursement rates than the other two provinces but disbursement rates there nevertheless were over 80%, reflecting more difficult travel terrain and newness to the program, particularly for the schools in Siem Reap. Rates of liquidation were also reported to be very high with about $124,428 in funds cleared out of the $130,975 disbursed. This represents a liquidation rate of about 95%. Outstanding funds still with schools will be liquidated during the next quarter.

With respect to implementation of activities spelled out in the approved work plan submitted to USAID, 92% of the 104 activities planned had been implemented by the end of the quarter across all components. Among the 20 activities still pending since the previous quarter, seven were completed while the remainder were postponed to the 4th Quarter or Year 2. These numbers suggest a fairly high rate of implementation according to plan.

Primary Level Grants: Field offices reported that about 93% of school grant funds for clusters had been disbursed by the end of the quarter. This represents $62,173 out of the $66,526 allocated for cluster grants (see Table 4.1). Disbursement rates were much higher in Kampong Cham (96%) and a little bit slower in Kratie (84%). Disbursements and liquidations in Kratie have historically been slower than in Kampong Cham due to the longer distances and poorer road infrastructure there. There are no primary schools being supported in Siem Reap in Year 1 due to the late start-up of the project. However, an estimated 51 primary schools will join the project there in Year 2. The residual funds of 7% that have not yet been disbursed will be carried over to Year 2 to help subsidize the significant expansion in primary school support that is being planned for. The rate of liquidation has been quite high with $60,926 cleared out of the $62,173 disbursed. This represents a disbursement rate of 98%.

Table 4.1: Approved Budgets and Expenditure for All Target Clusters by Province in Academic Year 2009/10

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of Clusters</th>
<th>Approved Budget</th>
<th>Funds Received to date</th>
<th>Liquidated to Date</th>
<th>Budget Remaining</th>
<th>Remaining as a % of Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>20</td>
<td>$53,508.00</td>
<td>$51,217.24</td>
<td>$50,377.04</td>
<td>$2,290.76</td>
<td>4%</td>
</tr>
<tr>
<td>Kratie</td>
<td>10</td>
<td>$13,018.00</td>
<td>$10,955.69</td>
<td>$10,549.19</td>
<td>$2,062.31</td>
<td>16%</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>--^10</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>$66,526.00</td>
<td>$62,172.93</td>
<td>$60,926.23</td>
<td>$4,353.07</td>
<td>7%</td>
</tr>
</tbody>
</table>

Secondary Level Grants: Since the last quarter, 20 Half-stream schools in Siem Reap, with an approved grant budget of $13,420, have joined secondary schools receiving grand support in Kampong Cham and Kratie. As was the case at primary level, overall disbursement rates among all secondary schools have been relatively high with only 9% of funds remaining. Of the $75,739 in approved grant funds, schools have received approximately $68,802 or 91% of all available funds (see Table 4.2). Disbursement rates were higher in Kampong Cham at 94% followed by Siem Reap with 88% disbursement and Kratie with 86%. Residual funds will not be disbursed in the 4th Quarter but will be

^10 No primary schools have yet been selected in Siem Reap in Year 1. The selection of feeder primary schools is linked to the selection of secondary schools, which they serve. Since the selection of secondary schools in Siem Reap was only recently completed in December 2009, it did not make sense to bring primary schools on line so late in the school year. Primary Schools in Siem Reap, however, will be selected in Year 2.
carried over to Year 2 to help support an expansion in coverage from 76 to 100 secondary schools. Liquidation rates have also been quite high with over 92% of disbursed funds cleared by schools. These outstanding funds will be liquidated in the next quarter.

Table 4.2: Approved Budgets and Expenditure for All Target Lower Secondary Schools by Province in Academic Year 2009/10

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of LSS</th>
<th>Approved Budget</th>
<th>Funds Received to date</th>
<th>Liquidated to Date</th>
<th>Budget Remaining</th>
<th>Remaining as a % of Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kg Cham</td>
<td>40</td>
<td>$44,681.00</td>
<td>$41,919.77</td>
<td>$38,068.87</td>
<td>$2,761.23</td>
<td>6%</td>
</tr>
<tr>
<td>Kratie</td>
<td>16</td>
<td>$17,638.49</td>
<td>$15,111.04</td>
<td>$13,867.04</td>
<td>$2,527.45</td>
<td>14%</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>20</td>
<td>$13,420.00</td>
<td>$11,771.00</td>
<td>$11,566.24</td>
<td>$1,649.00</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>$75,739.49</td>
<td>$68,801.81</td>
<td>$63,502.15</td>
<td>$6,937.68</td>
<td>9%</td>
</tr>
</tbody>
</table>

4.2 Timeline of Activities

Status of Activities Reported as Delayed in the Last Quarter: There were 20 activities that were in various states of completion in the last quarter. By the end of the present quarter, seven of these had been completed while one had been partially completed (see Table 4.3). An additional seven activities relating to the training of school directors have been postponed to the 4th Quarter while five others will need to be postponed until Year 2.

Table 4.3: Follow-up of Delayed Activity From the Previous Quarter

<table>
<thead>
<tr>
<th>Component</th>
<th>Subcategory</th>
<th>Activity Reference No.</th>
<th>Activity</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Local NGO &amp; Government Capacity Building and advocacy for Sustainability</td>
<td>PWG capacity-building activity</td>
<td>01</td>
<td>Formation of PWGs in Kampong Cham, Kratie, and Siem Reap</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Beacon School Development</td>
<td>01</td>
<td>Identify Beacon Schools based on agreed criteria</td>
<td>Partially Completed; Selection completed in all provinces except Siem Reap.</td>
</tr>
<tr>
<td></td>
<td>Commune Council Development</td>
<td>01</td>
<td>Identify Commune Councils and CEFACs to participate in programming during Year 1</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Consultative group</td>
<td>01</td>
<td>Revise ToR/Confirm appointment of CG members</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02</td>
<td>Consultative Group Meetings</td>
<td>Completed</td>
</tr>
<tr>
<td>2. More Equitable School Access</td>
<td>School Grants Administration &amp; Planning (Half Stream Schools)(All Provinces)</td>
<td>09</td>
<td>Selection of primary schools adjoining selected secondary schools based on retention and transition issues</td>
<td>Completed</td>
</tr>
<tr>
<td>3. Improved School Management &amp; Community Engagement</td>
<td>School Management Training for Full Stream Schools</td>
<td>01</td>
<td>Development of management training plan for full stream schools based on experiences in Schools for Life Program</td>
<td>Delayed until 4th Quarter; Due to the late start-up and delayed identification of a consultant, IBEC has not been able to begin implementation of a formalized school management program. Capacity-building activities have occurred for school directors focusing on community involvement, school improvement planning, and sustainability planning, and maintenance plans for water systems. The implementation schedule for this set of activities will be revised in the Year 2 Work plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02</td>
<td>Revise existing leadership training manual developed in the Schools for Life Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>03</td>
<td>Provide workshop for school directors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>04</td>
<td>Task work activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>Assessment of task work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>06</td>
<td>Monitoring and follow up on task work</td>
<td></td>
</tr>
</tbody>
</table>
Status of Activities in the Current Quarter: Of the 104 activities that were scheduled to take place during the 3rd quarter, IBEC staff and government counterparts have completed 96 or 92% of the total (see Table 4.4). Of the eight activities that have not yet been completed, components reported that two activities were partially completed while the remaining six will be postponed to the 4th Quarter.

Table 4.4: Explanation of Delayed Work Plan Activities during the 3rd Quarter

<table>
<thead>
<tr>
<th>Component</th>
<th>Subcategory</th>
<th>Activity Reference No.</th>
<th>Activity</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local NGO &amp; Government Capacity Building and advocacy for Sustainability</td>
<td>Dissemination and communication activity</td>
<td>02</td>
<td>Develop website</td>
<td>Partially Completed: We are in the process of preparation and the website will be on line by September.</td>
</tr>
<tr>
<td>More Equitable School Access</td>
<td></td>
<td>05</td>
<td>NEP National Workshop on IBECP initiative / website</td>
<td>Partially Completed: Preparation for the workshop completed and schedule to take place on 2 July 2010</td>
</tr>
<tr>
<td>Improved School Management &amp; Community Engagement</td>
<td>School Management Training for Full Stream Schools</td>
<td>04</td>
<td>Task work activities</td>
<td>Delayed until 4th Quarter: See above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>Assessment of task work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>06</td>
<td>Monitoring and follow up on task work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>07</td>
<td>Distribution of materials to facilitate better mgmt</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>08</td>
<td>Update transcripts / Transcript Reflection Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>06</td>
<td>Monitoring and follow up to ensure outreach activities succeed in partnership with SSCs</td>
<td></td>
</tr>
<tr>
<td>Improved Educational Relevance</td>
<td></td>
<td></td>
<td></td>
<td>All Activities were Completed on Schedule</td>
</tr>
</tbody>
</table>
5. LESSONS LEARNED AND ISSUES IN IMPLEMENTATION

5.1 Continuous Turnover in School Staffing

Because capacity building is an important focus in IBEC, it is of some concern that schools report a very high rate of turnover both among school directors and teachers. Although precise data is not available, anecdotal reporting suggests that as much as 15 to 20% of staff members in supported areas move from school to school each year. Movements of this magnitude ensure that it is continually necessary to provide training for ‘new’ personnel in CFS classrooms, libraries, and IT facilities. For example, Kor High School, an important Beacon School with an outstanding record of excellence, recently reported that two of the four IT teachers trained in previous years had moved to other schools while an outstanding vice director had resigned his position to work in a different Ministry.

Changes in key personnel such as among school directors may have an impact on schools disproportionate to their numbers. Since school directors often set the tone of performance at a school, personnel changes in this area may seriously impact overall leadership.

The fluid nature of personnel movements within the Cambodian education system reflects the serious shortages in staffing that exist at all levels as well as the challenges that projects such as IBEC face in having sustained impacts on capacity.

5.2 Declining Teacher Intake at Primary Level and Continuing Teacher Shortage Crisis

The Teacher Training Department recently announced intake quotas for new teachers who will be entering the Provincial Teacher Training Colleges in the coming academic year. National intake quotas have declined from 3,000 during the ESCUP Program to 2,000 under IBEC (see Table 5.1). This leaves the primary school sector dangerously exposed to an exacerbation in teacher shortages that are severe in all provinces. Nationally, there is a gap between the number of teachers and classes of 14,716 or 24% of the needed supply of classes to meet enrolment requirements. Shortages are particularly severe in provinces like Siem Reap where the gap between teachers and classes is 40%. These developments will have serious implications for IBEC with respect its efforts to improve educational quality, since the system’s primary response to continuing shortages is to ask teachers to teach double shifts of four hours each. This often leaves little time for the extra preparation needed to act on the capacity building inputs provided by the project. These developments will also impact on planned support for PTTC students, if intakes decline by the levels projected.

Table 5.1: Planned Intake at PTTCs and Update on Teacher Shortages

<table>
<thead>
<tr>
<th>Province</th>
<th>Intake Planned in 2010/11</th>
<th>Intake in 2009/10</th>
<th>Number of Teachers</th>
<th>Number of Classes</th>
<th>Teacher Shortage</th>
<th>Shortage as % of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kampong Cham</td>
<td>160</td>
<td>210</td>
<td>5,238</td>
<td>7,417</td>
<td>2,179</td>
<td>29%</td>
</tr>
<tr>
<td>Kratie</td>
<td>67</td>
<td>75</td>
<td>1,244</td>
<td>1,733</td>
<td>489</td>
<td>28%</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>168</td>
<td>170</td>
<td>2,425</td>
<td>4,035</td>
<td>1,610</td>
<td>40%</td>
</tr>
<tr>
<td>Whole Kingdom</td>
<td>2,000</td>
<td>2,200</td>
<td>45,511</td>
<td>60,227</td>
<td>14,716</td>
<td>24%</td>
</tr>
</tbody>
</table>
6. GOOD GOVERNANCE ISSUES

Spot Check Results: The Monitoring and Evaluation Section in IBEC developed a process for monitoring Financial Management and General Governance as it relates to activity implementation. The process consisted of two steps, facilitated by standardized data collection instruments. The first step in the process involved school visits by teams of project personnel in which detailed information on various aspects of implementation was gathered. The second step involved summarizing this information and team impressions into a concise form using a short report form (see Annex 2 and sample questions in Box 6). Because of the importance of this monitoring exercise, all project personnel cleared their schedules in order to field 13 teams comprising 35 staff members over a three-day period during 10-12 May 2010. Only Full Stream schools in Kampong Cham and Kratie were observed during this exercise. Accordingly, spot check teams visited a total of 84 primary schools and 39 secondary schools for a total of 123 observed schools. Results of the spot checks are summarized in Tables 6.1 and 6.2 below.

In general, Kratie Province came out as the weaker of the two provinces with 32% of primary schools getting ‘poor’ scores for financial accountability and 47% getting such scores for general governance. The former included such criteria as record keeping, transparency, and proper use of funds while the latter took in overall appearance of the school, implementation of activities, etc. The comparable numbers for Kampong Cham were 24% and 27%, respectively. Both provinces evinced better outcomes at secondary level where only 5% of all schools evinced poor scores for financial accountability and 13% for general governance. On the other hand, 67% of primary schools across both provinces came out with ‘very good’ or ‘satisfactory’ scores while 87% of secondary schools came out with such scores. Overall, the assessment of schools was considered to be of a much higher level with respect to validity this year than last year because the assessments matched much of the anecdotal evidence that had been collected during the last several quarters.

These spot check results will be invaluable in providing a road map to project and government personnel in identifying the schools in most need of follow-up, as well as the areas where schools are exhibiting the most problems. A number of concrete follow-up actions are, therefore, planned over the coming months including the following:

1. Establishment of a ‘red’ list identifying schools with the most serious problems (i.e., those with a score of ‘poor’).
2. Present these results to the Consultative Group and seek the guidance of Ministry for next steps.
3. Present these results to PWGs for discussion and recommended actions such as (i) written warnings to problem schools, (ii) intensive and frequent follow-up of red list schools; and (iii) ejection of schools that appear to be ‘beyond the pale.’
4. Send report cards outlining the results of these spot checks to the schools themselves, commune councils, and District Offices of Education.
5. Organize discrete meetings with local stakeholders at district and commune level to discuss how they can help to make improvements.

Box 6: Sample Spot Check Questions

Financial Accountability

- Is there evidence that procurement at this school has been done in committee or has the director made all purchases arbitrarily?
- Has there been good financial record keeping at this school?

General Governance

- Are water systems at this school working well?
- How would you rate the motivation and professionalism of the management at this school?
- Were there any things at this school that shocked you because it showed total lack of responsibility? (e.g., feces in classrooms or water storage areas, library books languishing at director’s house, cows had eaten all the vegetables, etc.)
- Were there any things at this school that you thought were outstanding?
Table 6.1: Spot Check Results for Primary School Level

<table>
<thead>
<tr>
<th>Province</th>
<th>Rating</th>
<th>Financial Accountability</th>
<th>Governance &amp; Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Kampong Cham</td>
<td>Very Good</td>
<td>25</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>25</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>15</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>65</td>
<td>100%</td>
</tr>
<tr>
<td>Kratie</td>
<td>Very Good</td>
<td>8</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>5</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>No Spot Checks undertaken due to late start-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Very Good</td>
<td>33</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>30</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>21</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>84</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 6.2: Spot Check Results for Secondary School Level

<table>
<thead>
<tr>
<th>Province</th>
<th>Rating</th>
<th>Financial Accountability</th>
<th>Governance &amp; Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Kampong Cham</td>
<td>Very Good</td>
<td>22</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>33</td>
<td>100%</td>
</tr>
<tr>
<td>Kratie</td>
<td>Very Good</td>
<td>4</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Siem Reap</td>
<td>No Spot Checks undertaken due to late start-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Very Good</td>
<td>26</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>
ANNEX 1: Second Newsletter

The USAID-funded Improved Basic Education in Cambodia (IBEC) project (IBEC) marked a successful 2nd quarter with the official project launch on 11 March, 2010 and key progress in the four project components: (i) Local NGO and Government Capacity Building & Advocacy for Sustainability; (ii) More Equitable School Access; (iii) Improved School Management & Community Engagement; and (iv) Improved Educational Relevance.

The official launch of IBEC occurred on 11 March at the Residence of the US Ambassador, who hosted the event. The launch was well attended by senior officials from the Ministry of Education, Youth, and Sport (MoEYS), including H.E. Im Seithy and H.E. Nath Banhron, as well as representatives from leading development agencies in the education sector such as UNICEF, Save the Children, World Bank, and ADB. In addition, the directors of each of the Provincial Offices of Education came from their provinces to attend the launch. The event provided an excellent opportunity for USAID to demonstrate its commitment to educational development in the sector, demonstrate some of the activities already in progress, and disseminate information about these activities through the press corps, which also attended the event.
Component I: Local NGO and Government Capacity Building & Advocacy for Sustainability

Component activities during the 2nd quarter focused on the organizational assessments of the partner organizations using the assessment tools developed by the project during the first quarter.

Using the IBEC organizational capacity assessment tool, staff questionnaires, and Board of Directors questionnaire, IBEC partners were able to assess their organizational strengths in areas including governance, program management, human resources, and financial and organizational management. The scoring scheme used in the assessments is geared toward measuring partners’ capacity to achieve the levels of organizational efficiency and project management required to directly receive funding from large donors such as USAID.

After reviewing results from the assessments, partners then worked to identify realistic, achievable benchmarks for the next nine months (up to December 2010). These benchmarks will be the basis for final assessments that occur at the end of Year 1. Importantly, both the assessment process and benchmark setting were driven by the partners themselves, reflecting the fact that IBEC capacity building is predicated on partners’ own desire to improve and grow their organizations. The IBEC Capacity Building Team worked alongside staff in the partner organizations to identify what activities, support, and training will be necessary to achieve the identified benchmarks.

Educational Outreach through Radio

Key to IBEC’s advocacy strategy is educational outreach through radio programming. The quarter IBEC partner Equal Access produced the first two radio program episodes and accompanying learning exercises as part of its We Can Do It life skills radio program brand. Following a series of planning and script drafting activities, the first episode was broadcast on 17 March on the two Kampot province radio stations. The second episode was broadcast on 25 March. Every episode is broadcast twice on both stations and the broadcasting times are staggered so that the show can be heard during school hours and after-school, depending on the preferences of the students and their teachers.

The We Can Do It program features two adolescent hosts with presentation styles that appeal to young student listeners. Joining the hosts in the studio for each episode is a fictional character developed especially for that episode’s topic, who engages with the hosts in a dialogue meant to resemble an after-school chat by friends. The fictional character relates his or her story, connected to the episode’s topic, and then the episode transitions into a mini-drama segment. During the drama, listeners are introduced to a range of key messages represented by the behaviors of the main characters. Audiences follow along as these characters face challenges and discover solutions to their problem. A discussion by the hosts and fictional character following the drama helps to repeat and emphasize important messages.

The first two We Can Do It episodes explored the topics of morality inside and outside of the school, and how to be a good student (relating the achievement of academic success to the achievement of future life goals).

Linked to the radio programming, Equal Access also worked closely with World Education and WAFE to form 36 student listening and dialogue groups in schools throughout Kampot province. For every broadcast of We Can Do It, the listening club members gather to listen to the show and discuss the episode topics among their group. In all, 31 listening and dialogue group meetings were held this quarter with a total of 412 youth in attendance.
Component 2: More Equitable School Access

This component is responsible for work in two areas: administering scholarship-programming and administering discretionary school grants that are programmed by stakeholders.

Scholarships

IBECC staff continued during the 2nd quarter to provide assistance to targeted primary and secondary schools for implementation of the IBECC scholarship program. A second distribution of materials to scholarship recipients occurred at all levels, completed mostly of stationary items such as writing books and pens. This distribution benefited the approximately 3,000 IBECC primary level scholarship recipients and 650 secondary level scholarship recipients. IBECC also supported 120 students at Provincial Teacher Training Colleges (PTTCs). For these students, a second payment of $75 for a three-month period occurred at the beginning of the quarter, involving a transfer of $9,600 to each PTTC for distribution.

Discretionary School Grants

A key development during IBECC’s 2nd quarter was the implementation of school planning session in half-stream schools in all provinces. Half-stream schools are those IBECC participating schools which did not receive support under the prior USAID-funded Schools for Life project, and as such engaging in smaller-scale grant-funded activities in Year 1 as a preparatory step to a more complete planning process that will occur next year. Based on selection decisions made last quarter, 438 school directors, teachers, and community members in 53 half-stream schools participated in a comprehensive planning session led to the development of a school improvement plan. School plans were developed in collaboration with student groups based on the Provincial Office of Education and funds were released in March. The small grants ($200 or less, depending on school size) are supporting school-level institution building activities such as library development, strengthening children’s councils, and establishing girl’s counselors.

Based on school plans in both full and half-stream schools, IBECC staff provided technical support throughout the quarter for the implementation of various grant-funded activities. The included training 148 individuals in 77 schools to set up or strengthen student councils and the training of 95 librarians at both primary and secondary schools. IBECC also worked with 70 individuals to establish 17 student councils and 95 girls’ councils. The component also assisted in the establishment of Child-to-Child Help Networks in 53 half-stream schools. These help networks include peer tutoring, peer networks, homework clubs, and social support groups (especially for the physically challenged) and reportedly provided services to 4,764 children during the quarter.

Grants-funded infrastructure upgrading and water systems projects were also underway this quarter. A total of 710 instances of water and sanitation construction, infrastructure upgrading, and construction or repair of intermediate classrooms were in progress across all provinces. The startup of this work follows the completion of an environmental impact review process that was approved by USAID in February 2010. IBECC staff also repaired Intermediate Classrooms (ICRs) that were constructed under the USAID-funded ESCUP and Schools for Life projects and constructed another eight more in remote communities where the children have no access to education. The use of ICRs to enable immediate educational service provision in uncontacted communities is one of the most successful interventions pioneered under ESCUP and has been adopted in IBECC as well. In total, two quarters, 46 children with no prior access to education are now in school thanks to the construction of ICRs.

Success Story

Seng Leu is a typical remote village in Cambodia, located 35 kilometers from Srekor District town in Koh Kong Province. Seng Leu is home to 115 families. According to statistics provided by the village chief, there were 30 to 40 children ages 8 to 15 living in the village with no access to school. Most of these children had never attended school.

Under IBECC, an ICR was constructed and named “Samay,” meaning “solidarity.” This ICR was supported with support from USAID, but was also made possible through the important contributions of the community in the form of labor and materials. Mr. Ken Hong, the Village Chief, mentioned that the community people have always dreamed of having a school for their children that is close to the village, but for a very long time this remained only a dream. With advocacy from the Srekor District Community Council, the village contacted IBECC about building an ICR for the community where an estimated 90% of the local population is illiterate. Mr. Hong indicated that with the recruitment of a Community Teacher (also supported by IBECC), there are about 76 children ready to start learning at the new school.

Mr. Ken Hong, Srekor District Chief, stated that the people in this community are very happy with the support from IBECC to make this extension of educational services possible. They hope it will lead to even more improved educational services in the future.

Component 3: Improved School Management & Community Engagement

A highlight of IBEC's school management and community engagement activities in the 2nd quarter was the needs assessment for School Support Committees (SSC) conducted in target schools, followed by a major capacity-building training. The SSC training workshop was attended by 200 participants from 154 schools and covered such topics as the content of Child Friendly School (CFS) policy and what it means in actual practice in schools, the roles and duties of SSCs in school development, and community planning inputs in the future (based on current strengths and weaknesses). Some school management training also occurred this quarter, focusing mainly on school improvement planning (for IBEC mainstream schools) and sustainability planning. In addition, IBEC helped to identify 63 Technical Support Groups (TSGs) members in full-stream secondary schools who subsequently received training about their roles in schools and how to do classroom observations. The use of TSGs is intended to build sustainability into teacher education activities by establishing a system of peer support in target schools. IBEC staff also organized exchange visits to a number of Branch Schools to demonstrate good development practices. A total of 678 individuals participated in such visits this quarter.

Component 4: Improved Educational Relevance

IBEC activities under Component 4 focus on life skills development, teacher education, and improving access to information technology. Important progress was made across all these areas in the 2nd quarter. A major step forward was the development of a Life Skills Implementation Framework which was completed in draft form in collaboration with the Curriculum Development Department. A review workshop with the Ministry and a final national dissemination workshop are scheduled for summer 2019, which will mark the official start of the IBEC life skills pilot.

Besides the preparation at the central level for an integrated approach to life skills programming on a number of life skills activities have been implemented at school level as well as that currently targeted schools can get some preliminary experience in life skills implementation. Training in life skills education was provided last quarter to numerous teachers at both primary and secondary school. This training occurred across the nation life skills domains identified in IBEC's design document. Although program personnel have not yet eliminated overlap in reported instances of life skills instruction, there were 109 instances of life skills instruction across all domains, involving 14,897 students. Practical livelihood skills have proven to be the most popular (e.g., bicycle repair, intensive aquaculture, cooking, sewing, etc.) followed by economic life skills, civic health, and culture.

There were also numerous teacher education activities during the quarter. Of special note was the CFS training support for new secondary school teachers, which marked a major expansion in CFS programming into the secondary school sector where little training of this kind has taken place nationally. A total of 113 secondary school teachers were trained during the quarter with additional training scheduled to take place in Siem Reap in the next quarter. IBEC also started capacity building efforts to organize TSGs at cluster level. TSGs will also be established at secondary school level starting in the next quarter.

IBEC made substantial progress in improving access to information technology this quarter, establishing the new computer labs to complement 11 more that were earlier established under ESCUP and School for life. As was true under earlier USAID programming, IBEC is using this client technology to ensure that the labs provided are low maintenance, low energy, and ensure enough savings in terms of their overall cost to enable the use of solar energy to power the labs. Recent advances have led to the use of thin clients that are about one-tenth of the size of the previously used devices and $250 cheaper per unit. These savings have enabled IBEC to increase the number of workstations in a lab from 11 to 13 or an increase of about 20% at little extra cost.

During the quarter, IBEC focused not only on the establishment of computer labs but also trained 45 teachers in Project Method teaching techniques (in order to facilitate the use of IT facilities in classroom learning) as well as another 28 computer teachers who have been assigned to new computer labs by their respective schools.
## Annex 2: Spot Check Reporting Template

School Name: ___________  Cluster Name: ___________  District: _______
Province: ___________  Team Leader: ___________  Date: _______
Kind of School: Full Stream/Half Stream  Tier Status: 1  2  3

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Financial Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | How would you rate transparency for receipt of funds at this school/cluster? | ☐ Everyone knows, including community  
☐ Only school staff know  
☐ Only the director knows | 3 2 0 |
| 2  | Based on what you have seen, do you have any suspicions that there might be evidence of embezzlement of funds at this school? | ☐ Lot’s of suspicions  
☐ A few suspicions  
☐ No suspicions at all  
If you have suspicions, what did you observe that gave you these suspicions? | 0 1 3 |
| 3  | Is there evidence that procurement at this school has been done in committee or has the director made all purchases arbitrarily? | ☐ No evidence that procurement has been done in committee  
☐ Some evidence that procurement has been done in committee  
☐ Lot’s of evidence that procurement has been done in committee | 0 2 3 |
| 4  | Has there been good financial record keeping at this school? | ☐ Very good record keeping  
☐ Some record keeping but not complete  
☐ Very poor record keeping  
☐ No record keeping at all | 3 2 1 0 |
| 5  | What is your overall rating for this school for financial management? | ☐ Excellent  
☐ Very good  
☐ Satisfactory  
☐ Poor | 4 3 2 0 |
| B. Governance Issues and Quality of Implementation                                                                 |                                                                           |       |
| 6  | How would you describe the physical environment of this school? | ☐ Very well kept  
☐ Parts of the school look nice but other parts not so nice  
☐ Poorly kept | 4 2 0 |
| 7  | Are water systems at this school working well? | ☐ They are working very well  
☐ They are working somewhat well  
☐ They are not working at all well  
☐ They are not working at all | 4 3 1 0 |
| 8  | How would you describe the toilets at this school? | ☐ Toilets are well maintained and open to all  
☐ Toilets are well maintained but locked  
☐ Toilets are open but poorly maintained  
☐ Toilets are completely unusable | 4 1 1 0 |
| 9  | How would you assess the overall maintenance of classrooms and facilities that may have been provided with USAID funds at this school | ☐ Excellent maintenance  
☐ Satisfactory maintenance  
☐ Poor maintenance | 4 3 0 |
| 10 | Is there evidence that the annual cluster plan or secondary school plan has been | ☐ Very clear evidence  
☐ No clear evidence | 2 0 |
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Rating Options</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>How would you rate the motivation and professionalism of the management at this school?</td>
<td>□ Very high motivation &amp; professionalism □ Average motivation &amp; professionalism □ Poor motivation and professionalism □ No motivation or professionalism</td>
<td>4 2 1 0</td>
</tr>
<tr>
<td>12</td>
<td>How would you rate the motivation and professionalism of the teachers at this school?</td>
<td>□ Very high motivation &amp; professionalism □ Average motivation &amp; professionalism □ Poor motivation and professionalism □ No motivation or professionalism</td>
<td>4 2 1 0</td>
</tr>
<tr>
<td>13</td>
<td>Were there any things at this school that you thought were outstanding?</td>
<td>□ Yes □ No If yes, what did you see?</td>
<td>4 0</td>
</tr>
<tr>
<td>14</td>
<td>Were there any things at this school that shocked you because it showed total lack of responsibility? (e.g., feces in classrooms or water storage areas, library books languishing at director’s house, cows had eaten all the vegetables, library in shambles, office in shambles, etc.)</td>
<td>□ Yes □ No If yes, what did you see?</td>
<td>If yes, subtract 5 pts from score</td>
</tr>
<tr>
<td>15</td>
<td>How well would you rate the implementation of IBEC activities at this school in terms of overall planning and follow-up?</td>
<td>□ All activities were implemented very well □ Most activities were implemented very well but with some exceptions □ Some activities were implemented well but others not so well □ Most activities were implemented poorly</td>
<td>10 8 4 0</td>
</tr>
<tr>
<td>16</td>
<td>How would you rate the community’s engagement in education at this school?</td>
<td>□ Very engaged □ Moderately engaged □ A little engaged □ Not all engaged</td>
<td>4 3 1 0</td>
</tr>
<tr>
<td>17</td>
<td>How would you rate the engagement of students in education at this school?</td>
<td>□ Very engaged □ Moderately engaged □ A little engaged □ Not all engaged</td>
<td>4 3 1 0</td>
</tr>
<tr>
<td>18</td>
<td>Which statements describe the operation of the student council at this school? (check all that apply – 1 pt per statement that applies)</td>
<td>□ Councils meet regularly □ Councils have written plans □ Councils get funds from teacher and spend money themselves □ Councils have done lot’s of activities in their school □ Councils are self-directed, not teacher-directed</td>
<td>5 4 3 2 1 0</td>
</tr>
</tbody>
</table>

My total score for this school is: ____ out of 69 ____%