



MINISTRY OF EDUCATION, YOUTH AND SPORT
BUILD BRIGHT UNIVERSITY
SCHOOL OF DOCTORAL STUDIES

OUM VONGNARITH

**A STUDY ON THE IMPACT OF CHILDFUND CAMBODIA EDUCATION
PROGRAM ON THE DEVELOPMENT OF PRIMARY EDUCATION
IN SVAY RIENG PROVINCE, CAMBODIA**

THESIS SUBMITTED FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

**SPECIALIZATION
EDUCATION**

PHNOM PENH-2020



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**UNDER THE GUIDANCE OF
PROF. (DR.) MANARANJAN BEHERA**

PHNOM PENH-2020



BUILD BRIGHT UNIVERSITY

"A Study on the Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia"

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Declaration

I do hereby declare that except otherwise stated the thesis “A Study on the Impacts of ChildFund Cambodia Education Programs on the Development of Primary Education in Svay Rieng Province, Cambodia” is based on my original work and the same has not been submitted either in part or in full for the award of any other degree of any other University.

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BUILD BRIGHT UNIVERSITY

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Certificate

This is to certify that the thesis entitled **"A Study on the Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia"** written and submitted by Mr. Oum Vongnarith towards the fulfillment of the requirements of the Degree of Doctor of Philosophy in Education to the Build Bright University, Cambodia is a record of genuine research work carried out under my guidance and supervision. The thesis or a part thereof has not been submitted to any other university/institution for any research degree.

Manaranjan Behera
(Supervisor)

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List of Abbreviations

ANDS	Afghan national development strategy
BSI	Beacon school initiative
BESRA	Basic education sector reform agenda
CCWC	Commune council for women and children
CDO	Community development officer
CFS	Child friendly school
CMDG	Cambodian millennium development goals
CSS	Central south Somalia
DOE	District office of Education
DTMT	District training and monitoring team
ECCD	Early childhood care and development
ECE	Early childhood education
EDP	Education development program
EFA	Education for all
EGRA	Early grade reading assessment
E2L	Easy to learn
EMIS	Education management information system
ESP	Education strategic plan

ESSP	Education sector strategic plan
FGS	Federal government of Somalia
FRN	Federal Republic of Nigeria
FPE	Free primary education
FTI	Fast track initiative
GOL	Government of Laos
GOPNG	Government of Papua New Guinea
GER	Gross enrolment rate
GPI	Gender parity index
GSAT	Grade system achievement test
HPS	Higher primary school
ICDP	Integrated community development project
ICT	Information communication and technology
JHS	Junior high school
KAPE	Kampuchea actions for primary education
KESSP	Kenya education sector of education
KRT	Key reform thrust
LLP	Lifelong learning program
L&MICs	Low- and middle-income countries

LPS	Lower primary school
LSS	Lower secondary school
MDG	Millennium development goals
MOE	Ministry of Education
MOEYS	Ministry of education, youth and sports
NAT	National achievement test
NDE	National department of education
NEA	National education achievement
NEP	National education plan
NER	Net enrolment rate
NESP	National education system plan
NGS	New generation school
NHP	New horizons for primary
NIE	National institute of education
NPA	National plan of actions
NRVA	National risk and vulnerability assessment
PSLE	Primary school leaving examination
PDRD	Provincial department of rural development
PEDP	Primary education development plan

PLC	Professional learning communities
POE	Provincial department of education
PSLE	Primary school leaving examination
QAAF	Quality assurance and accountability framework
RGC	Royal Government of Cambodia
RME	Religious and moral education
RRS	Rapid response support
SBM	School based management
SSC	School support committee
SML	School leadership and management
TED	Teacher education development
TGL	Technical grade leader
UIS	UNESCO Institution for Statistics
UPE	Universal primary education
USAID	United states agency for international development
VDC	Village development committee

ABSTRACT

There are about 258 million children and youth out of school, according to UIS data for the school year ending in 2018. The total includes 59 million children of primary school age, 62 million of lower secondary school age and 138 million of upper secondary age. As countries strive to achieve universal primary and secondary education by 2030, the UIS is providing the data and analysis needed to reach the children and youth who remain excluded from education. Through its website, publications and data visualizations, the UIS aims to strengthen the availability of detailed internationally-comparable data on out-of-school children and youth, to make it possible to better identify who they are, where they live and the barriers they face. In addition to its regular survey operations, the UIS works directly with countries to help them produce data on out-of-school children and youth, as well as interpret and use such data for policy-making. As part of these efforts, the UIS contributes to the development of methodologies needed to produce data for monitoring the targets of the SDG 4 – Education 2030 agenda (UIS, 2019).

In Cambodia, education is key to the achievement of a long-term vision to build a peaceful country with political stability, security and social order, long-term economic growth, sustainable development and equity, improved living standards and reduced poverty. Human resource development through education is identified as one of the four Government priorities which will ensure competitiveness in an increasingly open regional labor market. This will be achieved through: (1) training of skilled and productive labor to meet market demand and increase added value; (2) developing regulatory frameworks, and improving educational and vocational training institutions; (3) encouraging private

sector participation in education; (4) strengthening the quality of education, promoting scientific research, technology development and innovation (MOEYS, 2015).

To align with sustainable development goals, goal 4 and the Cambodia government strategies endorsed by Ministry of Education, Youth and Sports, ChildFund Cambodia set up its primary education program in two districts Svay Chrum and Romeas Haek in Svay Rieng province in order to support the Cambodian government strategies and to enhance the primary education in the target area of ChildFund Cambodia. To assess and evaluate the impact of ChildFund Cambodia education program on the development of primary education in the study area, the study sought to provide answers to the following research questions:

- i. What are the activities under ChildFund Cambodia's education program undertaken in the study area?
- ii. Has the ChildFund Cambodia education program improved accessibility to primary education by children in the target area?
- iii. Has the ChildFund Cambodia education program improved quality of teaching, and learning?
- iv. Has the ChildFund Cambodia education program enhanced accountability, transparency and performance of teachers, school principals, and education authorities?
- v. Has the ChildFund Cambodia education program strengthened relationships between schools and the parents/communities to bring about sustainable change at the local level and to adopt innovative approaches to education?

- vi. What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?

The study has undertaken the following objectives:

- i. To review the relevant literatures of the study.
- ii. To discuss the activities ChildFund Cambodia education program undertaken in the study area.
- iii. To examine the improvement in accessibility to primary education by children through ChildFund Cambodia education program.
- iv. To assess the impact of ChildFund Cambodia education program on the quality of teaching and learning of primary schools in the study area.
- v. To examine the change in the accountability and performance of teachers, school principals, education authorities through ChildFund Cambodia education program in the study area.
- vi. To examine the strengthening of relationship between the schools and the parents/communities due to ChildFund Cambodia education program.
- vii. To identify the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development in the study area.
- viii. To provide recommendations for the improvement of ChildFund Cambodia education program.

The study has tested the null hypotheses which are as follows:

Ho1: There is no significant change in access to primary education by beneficiary children after the implementation of ChildFund Cambodia education program in the study area.

Ho2: There is no significant change in the quality of teaching, learning, and school management after the implementation of ChildFund Cambodia education program in the study area.

Ho3: There is no significant change in the accountability and performance of teachers, principals, and school and education authorities after the implementation of ChildFund Cambodia education program in the study area.

Ho4: There is no significant change in the strengthening of relationships between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area.

To achieve the objectives and test hypotheses, the study has collected both primary and secondary data. The primary data have been collected from a sample of 458 respondents included 385 from parents of students and 73 from school teachers, principals, school support committee, librarians, district and provincial education officials. The respondents have been interviewed through the personal interview method as per structured schedule. The secondary information has been collected by reviewing both published and unpublished documents and reports from several organizations included Ministry of Education, Youth and Sports, UNISCO, UNICEF and from ChildFund Cambodia program reports. Both qualitative and quantitative analysis have been carried out on the basis of information collected from the samples using Yamane sample calculation (1967). Several statistical tools, such as average, percentage, simple and Chi-square test analysis have been used in the study. The study has also carried out both tabular and graphical

analysis to analyze the data collected as per the objectives. The study has come up with the results as given below:

First, the study looked at the problem and issue of primary education in various counties as well as in Cambodia and the initiated intervention of ChildFund Cambodia education program in the study area of two districts Svay Chrum and Remeas Haek in Svay Rieng province from 2008 -2018.

Second, the study discussed the concepts and development of primary education in various countries in the world as well as in Cambodia. There were many development programs in different countries dealing with the primary education program. The purposes of the programs were to increase equitable access to quality of education, construction and renovation of school facilities included school building and libraries, increasing enrolment rate, strengthening quality of leadership and management at all levels, and to equip information, communication and technology as well as providing enough teaching materials and reading books. Enormous amounts of funding have been spent and invested by the governments of each country as well as funding donors to improve the quality of education in these countries. However, the impact was still limited and there were still some challenges and problems incurred in low and middle income countries (L&MIC's). These included systemic and structural improvement, school curriculums, dropout rates, school leadership and management at all levels, monitoring, transparency and accountability and teaching quality. The quality of teachers needed to be strengthened in term of competencies and skills as well as their salaries and benefits. Poverty was the main obstacle to improving the quality of education. Poor and vulnerable children could not access good quality education due to school fees, no transportation, lack of school

uniforms, and lack of books and stationery. Discrimination was a root cause that separated children from school too. Each country needs to address all these challenges if they are willing to improve the quality of primary education and all children could access to school, especially girls. The impact of developmental primary education program from various countries showed that some programs were successful and others required for strengthening and enhancement.

Third, the types of analysis carried out in the study were both descriptive and quantitative approaches to answer the research questionnaires met the objectives of the study and tested the hypotheses. Using descriptive approach, the study relied on relevant literature, whereas, in quantitative approach, the study has used tables, graphs and statistical models for the analysis of the data. Finally, both qualitative and quantitative analysis have been done to analyze the impact of ChildFund Cambodia education programs on the development of primary education in the target area in Svay Chrum and Romeas Haek districts, Svay Rieng province from 2008-2018. Thus, the study has used both qualitative and quantitative methods of analysis as per its set objectives.

Fourth, from secondary information it has been revealed that ChildFund Cambodia primary education programs have been implemented in many other locations now, included the initiated study areas of two districts Svay Chrum and Romeas Haek in Svay Rieng province. From 2008 -2018 ChildFund Cambodia has invested 4 million USD in its primary education program in the study areas. Most of its primary education programs were focused on accessibility to good quality education, strengthening the quality of teaching and learning, improving school leadership and management, school environment, and encouraging the participation of parents and communities. However, there are still issues and challenges that ChildFund Cambodia needs to support and

address in the coming years included equal access to schools for all students especially poor and marginalized students and girls in order to meet target set by Ministry of Education, Youth and Sports like net enrollment rate 98.5 percent, dropout rate 2.5 percent, and repetition rate 4.5 percent (MOYES, 2018). Quality of education included teaching and learning by improving STEM (Science, Technology, Engineering and Mathematics) teaching and learning, school leadership and management, school environment included school buildings, classroom enhancement, libraries, bio-gardens, playgrounds, toilets and washing hand stations need to be addressed. Last but not least, the relationship between schools and community and parents of students must be strengthened and improved in term of school management and fund raising and contribution.

Fifth, the field study was focused on the change and improvement before and after the intervention of ChildFund Cambodia education program in the study areas from 2008–2018. The study looked at the accessibility of students to schools included enrolment rate, dropout rate, school development and scholarships for poor and vulnerable student. It also focused on the quality of teaching and learning and environment in primary schools. School leadership and management were considered in the areas of the accountabilities, transparency, and performances of school teachers and principals. Last but not least, the study reviewed the level relationship between schools and communities and parents of students. The study did show the improvement of development of primary education in the study areas since ChildFund Cambodia education program intervened since 2008. The study used primary data analysis collected from various sample respondents to address the research questions, objectives of the study as well as to test the null-hypotheses of the study. It presented both qualitative and quantitative data with tabular and graphical

tools for the analysis. The chi-square test was used to test the four null-hypotheses results and all were rejected. These results showed ChildFund Cambodia education program really had an impact on the development of primary education in the study areas.

Sixth, the specific impacts in general of ChildFund Cambodia education programs which have been found from the analysis of primary data were focused on the accessibility to primary education, quality of teaching and learning, accountability and performance of school officials, and the relationship between schools and communities/parents. The accessibility to primary education had been improved. There were many students coming to schools than before. The enrolment rate was increased and the dropout rate was decreased. New school buildings had been constructed and old school buildings had been renovated as well as libraries. The poor and vulnerable students had received scholarship from the programs and they were happy to go to schools. The quality of teaching and learning had been significant enhanced. The capacity and knowledge of teachers were increased than before as teachers had received capacity buildings from ChildFund Cambodia education program. The communities and parents were very satisfied and happy with their teaching. The level of understanding of students were much better through the new teaching methodologies with modern libraries, and computer laps. The school environment looked good and clean that could attract more students to come to schools. The accountability and performance of school officials, especially teachers and school principals had been noticeably changed in term of attitude and behavior, records and documentation, and leadership and management. Teachers came to schools regularly and taught and actively support students. They had good filings for records and documents. School principals made any decision with participation from teachers and

school support committee members. The school principals had clear plans and their budgets and expenditures were transparency. The level of relationship between schools and communities/parents were much enhanced. The communities/parents were active in school development activities such as school enrolment campaign, mobilization and contribution of fund. They always participated in school meetings for any decision. They provided constructive feedbacks to teachers and school principals.

In general there were significant impacts of ChildFund Cambodia education programs to primary education in the study area as mentioned above since its intervention 2008. The impacts were well recognized and appreciated by communities/parents, teachers, school principals as well as the education officials in the study area, provincial authorities and Ministry of Education, Youth and Sports.

Seventh, there were still some challenges and problems to be addressed for future improvement so that the students and teachers could access to better quality of primary education.

Problems and challenges faced by parents of students

- Lack of community engagement, some community people did not involve with school activities and they did not allow children to go to school.
- Parents migrated for jobs and left children with grandparents. Some parents migrated with their children and their children did not go to school.
- Parents did not support children to study at home. They forced their children to work as factory workers.
- Students were playing games. They were seasonal absent from school for cow feeding or doing some labors. Some students did not regularly go to schools.

- There were lack of teaching material, no computer labs for students to learn.
- Some teachers were not properly trained, others still came to school late and were often absent. There were shortage of teachers in schools.
- Quality of primary education was not quite good.

Problems and challenges faced by school support committee members

- Some parent did not involve nor participate with school activities, they were old.
- Some SSC members did not understood their roles and responsibilities.
- It was difficult to mobilize the resources from the community members.
- It was hard to encourage vulnerable students to go to school.
- Parents and communities did not understand the importance of education for children.
- There was no budget to support nor motivate SSC members.
- There were no effective feedback to school teachers and school principals.
- Some school and library buildings were old and need to be renovated.

Problems and challenges faced by school principals

- Classrooms, libraries, and school buildings were old.
- Teacher salaries and benefits were low.
- Capacity of teachers and school principals need to be strengthened on leadership, management, and new teaching methodologies.

- Lack of support materials, teaching games, books, new teaching methodologies.
- Hand washing station / sanitation and school environment were not quite good. Toilets were not enough for students.
- Lack of active participation from parents and communities.
- Child Friendly School policy was fully implemented in all schools.

Problems and challenges faced by school librarians

- Student accessed to library, they did not help to keep reading books clean, and they kept reading books to wrong places.
- Many reading books were too old and out of date and there were new books to replace the old ones. The learning games were broken and no replacement.
- Numbers of tablets were less than the numbers of students using the tablets.
- There were different documents to be recorded and it was hard to manually record the books for borrowing and returning back.

Problems and challenges faced by DTMT members and PE official

- The methodologies of teaching were not satisfied nor quite good.
- Monitoring and teaching to teachers and school principals were not adequate.
- The teaching material for students were not enough and not update.

- Parts of Child Friendly School policy were implemented, not full package of Child Friendly Policy.
- Infrastructures including school and library buildings were not adequate nor met 100% standard of Child Friendly School policy.
- Lack of teaching material and equipment. Computer laps were not adequate to the needs of students.
- Child Friendly School Policy was not fully implemented to meet the standard set by Ministry of Education, Youth, and Sports. ChildFund Cambodia education program “Easy to Learn Project” was partially implemented the Child Friendly School policy due to lack of enough budget and teachers `commitment.
- The New Generation School Policy (NGS) was not fully implemented to meet the standard set by Ministry of Education, Youth, and Sports. ChildFund Cambodia education program “NGS Project” was partially implemented the New Generation School policy due to lack of enough budget and teachers `commitment. Its NGS project did not pass the accreditation of New Generation School standard.

Problems and challenges faced by ChildFund Cambodia staff

- Participation from parents and communities were not active.
- Teachers always rotated from one school to another school.
- Some school principals did not fully participate in the program implementation.
- Monitoring and supports to teachers were not done regularly.

- School environments were not improved yet. Numbers of toilets were not enough.
- Child Friendly School policy were not fully implemented.

Eighth, both primary data and secondary data reveals the impact the implementation of ChildFund Cambodia education program on the development of primary education in the study areas of 26 primary schools in Svay Chrum and Romeas Haek districts in Svay Rieng province. The study presents the key findings, recommendations and suggestions for improvement in the future. The following are the key recommendations for future intervention of ChildFund Cambodia education program and Provincial Department of Education.

- i. Construct or renovate school buildings needed in some schools as well as construct new libraries. School and library buildings could help to enhance accessibility to primary education.
- ii. Develop an education project that could provide support and scholarship to poor and vulnerable children so that they could access to good quality of primary education like other children.
- iii. Develop an education project that support communities to encourage children to go to schools and organize annual awareness campaign with engagement from education stakeholders to motivate children to go to schools before the school year start.
- iv. Develop an education project that focus on improving the quality of teaching and learning in 21st century education. STEM (Science, Technology, Engineering and Mathematics), Early Grade Reading Assessment (EGRA) and

Early Grade Mathematic Assessment (EGMA) should be added in the primary education program.

- v. Set up an innovative education project that could provide capacity building to teachers on new technologies and new teaching methodologies, especially through professional learning communities (PLC) and provide good teaching materials and tool kits so that teachers could provide quality of teaching to students in the schools.
- vi. Provide good books, tablets, computers to all libraries for students to read and meet the 21st century library standard. Libraries are part to improve the quality of reading performance of students.
- vii. Support bio-gardens in all schools so that students could learn team spirit, life skills, decision making and problem solving. Bio gardens are part of school development and improvement.
- viii. Develop an initiative project linked to child protection in schools, sanitation and hygiene so that students could be protected from abuse and they could access to good sanitation facilities included clean water, handwashing stations and toilets as well as their behavior change.
- ix. Initiate an education project to provide capacity building to teachers and principals on school leadership and management as well as effective methods for positive behavior change. There should be a close monitoring mechanism to follow up the accountability and performance of teachers and principals by the district and provincial education officials.

- x. Provide capacity building to communities and parents so that they know and understand their roles and responsibilities and their engagement in school activities included school development plan, decision-making and feedback to teachers and principals. Help communities and parents work together and learn from each other. Educate them in methods to help their children learning and understanding the literacy toolkits and modern technology available at the schools.

In conclusion, the present study is an attempt to analyze the impact of ChildFund Cambodia education programs on the development of primary education and shows great impact and changes of primary education in the study areas. The ChildFund Cambodia education program has contributed to the primary education program in Cambodia and is aligned with Cambodia Sustainable Development Goals 2030 goal number 4 about quality of education and follows Cambodia education strategic plan 2019-2023 defining five policy priorities: 1) All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes; 2) All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youth have increased access to affordable and quality technical and vocational education; 3) Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary

education, including university; 4) All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities; and 5) Governance and management of education improves at all levels (MOEYS, 2018). This study serves as blue print for ChildFund Cambodia to develop its education programs in Cambodia for the benefits of poor, marginalized and vulnerable children so that they could access better and inclusive quality education for all in 21st century education context.

CHAPTER I

INTRODUCTION

1.1 Statement of the Problem

More than half of the world population are living in poor condition and around 70 percent of them are living in the rural areas where hungry, poor health, literacy, and low school achievements are the common issues. Rapid change in technology and increasing globalization suggest that better education and training for the vulnerable groups such as children, youth, and adult people have become essential for sustainable livelihood and rural economy competitiveness (UNESCO, 2003)¹. Education and training are the two most powerful tools in fighting rural poverty and enhancing rural development. However, these tools are the most neglected aspects of rural development interventions by national governments and donors since the decades of seventies (ibid).

To address these issues, rural development is a tool to support poor people living in the rural areas. Rural development is a process based on different conditions. It is a participatory set of activities that involves local people, natural environment, outside development practitioners and other stakeholders included development agencies (Chambers & Conway, 1991)². In the process, these sets of development practices generate different forms of knowledge in rural areas, including indigenous

¹ UNESCO (2003). *Education for Rural Development in Asia: Experiences and Policy Lessons*. Paris, France.

² Chambers, S, & Conway, R. (1991). *Rural Development: Principles and Practice*. London: Sage Publications.

knowledge and outside world knowledge that come through the development actors (Hess, 2006)³.

Education is key in helping children in poverty. Across Cambodia, during the past decade, children living in poverty face many obstacles to attend school. Finishing primary school is one of the most important solutions to poverty, and this can help a child to improve his or her chances of reaching destination. Despite the progress in the past 10 years, this goal remains out of reach for too many Cambodian children in rural areas (ChildFund International, 2013)⁴.

The Royal Government of Cambodia envisages that Cambodia will step into lower-middle income country status by 2030 and attain developed country status by 2050. In working towards this goal, the education sector continues to give priority to the improvement of education quality and relevance to the needs of the labor market. To achieve this, Cambodia first needs to focus on strengthening the quality of and access to a comprehensive nine-year program of basic education for all school age children within the Education for All framework. The long-term education vision of Cambodia recognizes access to Early Childhood Education (ECE) as a strong foundation for all further levels of students in the early grades of primary education. Basic education graduates should have the opportunity for further learning through participation in secondary education followed by higher or technical and vocational education (MOEYS, 2013)⁵.

³ Hess, L.J. (2006). *Outcome Evaluation Criteria used in Public Participation Evaluation Studies*. Canadian Policy Research Network. *Journal of Asia Development*, 2 (2), 23-24.

⁴ ChildFund International (2013). *Annual Report (2012-2013)*. Washington D.C, USA.

⁵ MOEYS (2013). *Cambodia Education Strategic Plan (2014-2018)*. Phnom Penh, Cambodia.

In the MOEYS Strategic Plan 2014-2018, the Government is focusing on Early Childhood Education (ECE), and this is provided to children who are unable to access formal education. The objectives of education policies in the Strategic Education Plan 2014-2018 are: (i) ensuring equitable access for all to education services; (ii) enhancing the quality and relevance of learning; and (iii) ensuring effective leadership and management of education staff at all levels (ibid).

In 2013, 59 million children of primary school age were out of school and there were still 757 million adults (aged 15 and over) unable to read and write, of whom two-thirds were women (United Nation, 2016)⁶.

Cambodia lacks quality education in schools, leading to high rates of repetition, also contributes to high dropout rates, particularly at the primary school level. The Millennium Development Goal target was to ensure that by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary schooling. The country aimed to achieve this target by providing compulsory primary education for all children and reducing illiteracy by 2015. Enrolment in early childhood education program increased from 10.8 percent in the 2004/2005 school year to 26 percent in the 2010/2011 school year. Through the expansion and improvement of child friendly school, children are getting a better education and making optimal use of their time in class. Child friendly school has been adopted as a national education policy, working to ensure that all children across the country receive quality education. Children who have been neglected in the school system are now receiving much support through

⁶ United Nation (2016). *The sustainable development goal report 2016*. Retrieved from <https://unstats.un.org/sdgs/report/2016/The%20Sustainable%20Development%20Goals%20Report%202016.pdf>

policy measures and ongoing trainings for teachers and education administrators (UNICEF, 2015)⁷.

Despite this progress, multiple factors, including inadequate teacher salaries and training, lack of participatory teaching methods and poor learning environments, continue to lead to high dropout rates and weak learning outcomes for children. Cambodian children also experience widespread violence in and out of school, and deep inequalities based on gender, socio-economic status, geographic remoteness and disability. The Cambodian government estimates that only 42 percent of children reached Grade 9 in the school year 2015 – 2016 (Save Children Cambodia, 2017)⁸.

In the country, there are 55 INGOs and 89 Local NGOs (NEP, 2016) working on education sector. ChildFund Cambodia is one among these NGOs working on education sector. It is the representative office of ChildFund Australia – an independent and non-religious international development organization that works to reduce poverty among children in the developing world. ChildFund Australia is a member of the ChildFund Alliance – a global network of 12 organizations which assists more than 14 million children and families in 63 countries. It is a registered charity and is fully accredited by the Department of Foreign Affairs and Trade which manages the Australian Government's overseas aid program. In 2008, ChildFund Cambodia started its program implementation in Cambodia, focusing on the rural area of Svay Reing province in two districts, i.e., Svay Chrum and Romeas Heak with six and seven communes respectively. Its vision is a global community, free from poverty, where children are protected and have the opportunity to reach their full potential and its

⁷ UNICEF (2015). *Education in Cambodia Report 2015*. Phnom Penh, Cambodia.

⁸ Save the Children Cambodia (2017). *Save Children Cambodia annual report 2017*. Phnom Penh, Cambodia.

mission is to work in partnership with children and their communities to create lasting and meaningful change by supporting long-term community development and promoting children's right (ChildFund Cambodia, 2009)⁹. To achieve its vision and mission, ChildFund Cambodia has set up three key programs focusing on education, child protection, health, disaster risk reduction and social emotional learning. Around 5M USD had been spent to implement these programs in Svay Rieng province from 2012 -2016 (ChildFund Cambodia, 2016)¹⁰.

The Education Program is a unique program of ChildFund Cambodia, which aims to improve access to quality education, especially for primary education (Grade one to Grade six) for all children with specific emphasis on vulnerable groups such as the very poor, girls, children with a disability, and ethnic minorities. The program also focuses on improving the quality of teaching, learning, and school management; increasing the accountability and performance of teachers, principals, schools and education authorities; strengthening the relationships between schools and the community/parents; empowering schools and communities to bring about and sustain change at the local level; and encouraging schools to adopt innovative approaches to education. As the program has been implemented in Svay Rieng province since 2008, by now a lot of developmental activities for primary education development have been undertaken by ChildFund Cambodia. So, it becomes very much necessary to know the impact of education program of ChildFund Cambodia on the target groups such as students, parents, teachers, school authorities, and the problems and challenges faced in the implementation of the program in the target areas. It is in this context, the present study has been undertaken (ibid).

⁹ ChildFund Cambodia (2009). *Annual report 2009*. Phnom Penh, Cambodia.

¹⁰ ChildFund Cambodia (2016). *Annual report 2016*. Phnom Penh, Cambodia.

1.2 Research Questions

The study seeks to answer the following six research questions:

- i. What are the activities under ChildFund Cambodia education program undertaken in the study area?
- ii. Has the ChildFund Cambodia education program improved accessibility to primary education by children in the study area?
- iii. Has the ChildFund Cambodia education program improved the quality of teaching, and learning?
- iv. Has the ChildFund Cambodia education program enhanced accountability and performance of school administrators, i.e., teachers, principals, and education authorities?
- v. Has the ChildFund Cambodia education program strengthened relationships between schools and the community/parents to bring about sustainable change at the local level and to adopt innovative approaches to education?
- vi. What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?

1.3 Objectives of the Study

The objectives of the study are as follows:

- i. To review the related literatures of the study.
- ii. To discuss about the activities under ChildFund Cambodia education program undertaken in the study area.
- iii. To examine the improvement in accessibility to primary education by children due to ChildFund Cambodia education program.

- iv. To assess the impact of ChildFund Cambodia education program on the quality of teaching, and learning in the study area.
- v. To examine the change in the accountability and performance of school administrators, including teachers, school principals, school and education authorities due to ChildFund Cambodia education program in the study area.
- vi. To examine the strengthening of relationship between the schools and the communities/parents due to ChildFund Cambodia education program.
- vii. To identify the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development in the study area.
- viii. To provide recommendations for the improvement of ChildFund Cambodia education program.

1.4 Hypotheses of the Study

The hypotheses of the study are as follows:

Ho1: There is no significant change in accessibility to primary education by beneficiary children after the implementation of ChildFund Cambodia education program in the study area.

Ho2: There is no significant change in the quality of teaching, and learning after the implementation of ChildFund Cambodia education program in the study area.

Ho3: There is no significant change in the accountability and performance of teachers, principals, and school education authorities after the implementation of ChildFund Cambodia education program in the study area.

Ho4: There is no significant change in the strengthening of relationships between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area.

1.5 Significance of the Study

The present study has assessed the ChildFund Cambodia education program implemented in 13 communes of Svay Chrum and Romeas Haek districts of Svay Rieng province. The key findings of the study would be important tools for ChildFund Cambodia to improve its current education program focusing on primary education towards achieving its vision and mission and for the benefits of its target groups: children and youth with particular emphasis on vulnerable groups such as the very poor, girls and children with disability. The study would benefit to different organizations such as: Kampuchean Action For Primary Education (KAPE), Khmer Association For Development of Countryside Cambodia (KAFDOC), Santi Sena Organization (SSO), NGO Education Partnership (NEP), which are undertaking and will undertake similar projects in the country. Students and researchers who will do similar researches in future would be immensely benefitted from this study.

1.6 Scope and Limitations of the Study

The study is confined to education program of ChildFund Cambodia. The views of only 458 respondents of key stakeholders including 385 parents of students, 26 school officials and teachers, 26 school support committee members, 13 school librarians, four district training and monitoring team, one provincial education official and three ChildFund Cambodia program staff are taken into account. The study has not discussed about other developmental programs, i.e., child protection, health, disaster risk reduction, and social emotional learning of ChildFund Cambodia. Further,

in the country, there are many local and International NGOs such as: KAPE, KAFDOC, NEP, SSO, Action Aid, Caritas Cambodia, Save the Children, UNESCO, UNICEF and World Vision Cambodia, which are working on the development of primary education. The views of the stakeholders of education program of ChildFund Cambodia are solicited in the present study. In future, similar studies can be conducted on the impact of education programs of these NGOs for the development of primary education in Cambodia.

1.7 Layout of the Study

The present study consists of six chapters.

Chapter I: The first chapter contains a brief introduction of the topic along with research questions, objectives, significance, hypotheses, research methodology, scope and limitations of the study.

Chapter II: The second chapter is Review of Literature. It has reviewed both conceptual and empirical literatures.

Chapter III: In the third chapter, a detailed discussion on the research methodology has been carried out.

Chapter IV: The fourth chapter discusses on the overview of ChildFund Cambodia education program in the study area.

Chapter V: The chapter five is data presentation and analysis, which has analyzed the impact of ChildFund Cambodia education program on the development of primary education in the study area. The chapter also has expressed the problems and challenges experienced in the implementation of ChildFund Cambodia education program.

Chapter VI: The last chapter summarizes the main finding of the study, draws conclusion, and provides specific recommendations.

CHAPTER II

LITERATURE REVIEW

The present chapter has reviewed the related literatures of the developmental primary education study. This includes three parts. In the first part, the conceptual review of primary education has been discussed. The development of primary education has been discussed in the second part. In the last part the impact of developmental programs on primary education of some developed and developing countries in the world has been mentioned.

2.1 Conceptual Review

2.1.1 Concept of Primary Education

This section presents the discussion on the concept and objectives of primary education in different countries in the world from the past till the present in general including countries in Europe, Africa and Asia continents.

(Amposah et al., 2015)¹¹ concluded that generally primary education is the first stage of compulsory education and it comes between kindergarten and secondary education in most countries. Characteristics of primary education are the formal teaching of reading, writing and mathematics and aims to offer equal opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. Primary education provides pupils with fundamental and learning skills that will be the foundation for the rest of their academic careers. Primary schools offer pupils their first opportunities to relate

¹¹ Amposah, A. B. et al. (2015). achieving quality education in Ghana: The spotlight on primary education within the Kumasi Metropolis. *Journal of Education and Practice*, Retrieved from www.iiste.org

with people from different religions, races and socioeconomic backgrounds and disabilities. Thus, in primary school, pupils have a unique chance to be taught basic lifetime skills like reading, writing, spelling, interpersonal communication, tolerance, respect, time management and self-discipline. Before pupils can achieve these basic characteristics at the primary school, quality must be at the heart of primary education.

In most parts of the world, primary education is the first stage of compulsory education, and is normally available without charge, but may be offered in a fee-paying independent school. The term primary school is derived from the French *école primaire*, which was first used in 1802. Primary school is the preferred term in the United Kingdom, Ireland and many Commonwealth nations, and in most publications of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Elementary school is preferred in some countries, especially in the United States and Canada. In the United States, "primary school" may refer to a school with grades Kindergarten through second grade or third grade. In some places, primary schooling has historically further been divided between lower primary schools (LP schools), which were the elementary schools, and higher primary schools (HP schools), which were established to provide a more practical instruction to poorer classes than what was provided in the secondary schools (Wikipedia, 2017)¹².

Primary education is the fundamental education focus in Thailand. It is also compulsory education that requires every citizen to acquire. It is the education that aims at enriching children's multi-faceted development, with an emphasis on reading and writing ability, cultivating morality, thinking ability, life skill, and problem-solving

¹² Wikipedia (2017). *Concept of primary education in different countries*. Retrieved from https://en.wikipedia.org/wiki/Primary_education

ability accordingly to their personal needs. The curriculum in 1970 brought about the change of duration of the primary level from seven years to six years. The 1980 national primary education act provided that all villages should be equipped with schools. The development of primary education entered the completion stage of universalization in 1990s (Yonemura, 2007)¹³.

In Kenya, the prominence of basic education in the life of an individual can hardly be overstated. Basic education helps the individual to develop his or her own abilities and to comprehend and communicate with the world in which he or she lives. It is not only important for the state to ensure that everyone gets right to basic education regardless of circumstances, but also ensure this by creating proper educational facilities and by removing all obstacles that might impede the accessibility of the available educational facilities. For Kenya, as in most countries globally, the state has ensured that decisions taken by individual parents and guardians on behalf of the children do not stand in the way of realization of this right. Since economic choice might hinder the choice between food for subsistence on the one hand and education on the other, the government justified to make education not only compulsory but also free. Although the declaration of basic education as a human right led to the subsequent implementation of primary education as free and compulsory, a declaration does not automate its achievement. The right to education and domestic labor in Kenya mentioned that child labor was both poverty induced and adult initiated. Children especially in domestic labor therefore, often skip school and hence their participation in school is low. Other studies have also confirmed that child labor, and

¹³ Yonemura, A. D. (2007). *Universalization of primary education in historical and developmental perspective*. Research report (Chousakenkyu-Houkoksho), Institution of Development Economic, Bangkok, Thailand.

poverty levels among the households are a major contribution to school dropouts (MOE Kenya, 2008)¹⁴.

The Federal Republic of Nigeria (FRN) states that primary education refers to education given to children aged six to eleven plus in primary schools and that the primary level is the key to the success or failure of the whole system since the rest of the education system is built upon it. This statement confirms the fact that the primary level of education is most crucial to the success of other levels, hence the need for the stakeholders to do everything possible to lay a solid foundation for its sustainability. For primary education to be the bedrock of educational system, it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels. In order to give the primary school (education) the focus FRN enumerated the goals of this level as to: inculcate permanent literacy and numeracy, and communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation in and contribution to the life of the society; mold the character and develop sound attitude and morals in the child; develop in the child ability to adapt to the child's changing environment; give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity; provide the child with basic tools for further

¹⁴ MOE Kenya (2008). *Inclusive education: The way of the future*. The International Conference on Education, Geneva, 25-28 November.

educational advancement, including preparation for trades and craft of the locality (Etor, Mbon & Ekanem, 2013)¹⁵.

In Ghana, primary education is part of the basic education system, which consists of six years primary education and three years junior high school education (JHS). Primary education is free and compulsory and courses taught including maths, integrated science, language, information communication and technology (ICT), religious and moral education (RME) and creative art every two years. Samples of primary school pupil performance are assessed through a national education assessment (NEA) test in literacy and numeracy nationwide. Pupils are not awarded any certificate of completion at the end of primary school and automatically move on to junior high school (Amposah et al., 2015)¹⁶.

Malaysia primary education consists of six years and covers the age-group 6+ to 11+ years old. Secondary education comprises lower secondary (three years) and upper secondary education (two years). There are two types of public primary schools in Malaysia catering for all Malaysian children: the national schools and the National-type schools. The language of instruction in the national schools is Bahasa Malaysia (Malay language) and Chinese or Tamil languages are used in the national-type schools. There are also government supported religious schools as well as private schools. The Ministry of Education (MoE) oversees the provision of primary and secondary education in public and government-aided schools. The language of instruction in government secondary schools is Bahasa Malaysia. A one-year catch-up

¹⁵ Etor, C. R., Mbon U. F., & Ekanem E.E. (2013). Primary education as a foundation for qualitative higher education in Nigeria. *Journal of Education and Learning*, 3(2), 158-160.

¹⁶ Amposah, A. B. et al. (2015). achieving quality education in Ghana: The spotlight on primary education within the Kumasi Metropolis. *Journal of Education and Practice*, Retrieved from www.iiste.org.

program, called remove class, is offered to students from the national-type schools who did not obtain the grade required for Bahasa Malaysia in the primary school achievement test. Roughly 25 percent of students attending these national-type schools need to spend one extra year to improve their mastery of Bahasa Malaysia in order to help them cope at secondary level (MOE Malaysia, 2015)¹⁷.

Elementary schools (primary education) in England and Wales are publicly funded schools which provide a basic standard of education for children aged from six to 14 between. These are set up to enable children to receive manual training and elementary instruction and provide a restricted curriculum with the emphasis on reading, writing and arithmetic (the three Rs). The schools operate on a 'monitorial' system, whereby one teacher supervise a large class with the assistance of a team of monitors, who are quite often older pupils. Elementary school teachers are paid by results. Their pupils are expected to achieve precise standards in reading, writing and arithmetic such as reading a short paragraph in a newspaper, writing from dictation, and working out sums and fractions. The school system was changed with the introduction of the Education Act 1944. Education was restructured into three progressive stages which were known as primary education, secondary education and further education (Wikipedia, 2017)¹⁸.

In Somalia, pupils start primary school when they are seven and finish it at the age of 11 starting from form one to form four. Pupils must firstly have attended casual school known as dugsi and learnt the Muslim holy book Qur'an, and the meaning of

¹⁷ MOE Malaysia (2015). *Malaysia education for all for 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0022/002297/229719E.pdf>

¹⁸ Wikipedia (2017). *Concept of primary education in different countries*. Retrieved from https://en.wikipedia.org/wiki/Primary_education

the Arabic language. Pupils who had not done this are not permitted to start primary school as they will be examined before starting. Pupils' age may sometimes vary seeing that some pupils achieve higher than their predicted grade and may skip the year while some require to repeat the year if they had not achieved the grade required from them. After finishing primary, students move to intermediate school (MOE Somalia, 2017)¹⁹.

Primary education is free and mandatory by the Government of Pakistan in the provincial government and federal government public schools. The government obliged parents to enroll their children in the schools. The student age should be five to six years when admitted in grade one. Besides government schools there are many private schools that provide primary, secondary and higher secondary education at a higher cost. The primary education in Pakistan is five years of education program starting from class one to five (UNESCO, 2013)²⁰.

In the Philippines, the Department of Education mandates that elementary school lasts for seven years in the public school system starting with kindergarten and grade one and culminating with grade six. After successful completion of the seven-year program a student shall graduate, be awarded an elementary diploma and can move-on to a four-year junior high school program (most private schools will require an entrance examination). However, most private schools (which usually call the elementary level as "grade school"), especially exclusive schools and those accredited to have a high degree of autonomy from the department of education usually extend

¹⁹ MOE Somalia (2017). *Education sector strategic plan 2018-2020*. Retrieved from http://globalpartnership.org/federal_government_of_Somalia_essp.pdf

²⁰ UNESCO (2013). *Pakistan Education for all 2013: achievements and challenges*. Retrieved from <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

their programs to grade seven and can also include levels such as nursery, kindergarten or preparatory as entry levels prior to grade one. Students in the grade six, whether studying in a public or private school are required to undergo a national achievement test (NAT) even if grade six isn't the terminal level in that school. The NAT is similar to certain schemes like primary school leaving examination of Singapore (PSLE) except that that NAT score isn't used as a basis to admit students to a high school. Kindergarten and grade one to grade six are affected with the K-12 education (MOE Philippines 2015)²¹.

Primary education in Singapore, normally starting at age seven, is a four-year foundation stage (primary one to four) and a two-year orientation stage (primary five to six). Primary education is compulsory and fees are low at public schools, there are also other fees per student to help cover miscellaneous costs. During the foundation stage, all students are taught English Language as a first language, a mother tongue as a second language and mathematics. Science is introduced from primary three onwards. In addition to these examinable subjects, lessons in civics and moral education, arts and crafts, music, health education, social studies and physical education are conducted at various levels. Students are also introduced to project work, receive pastoral care and career guidance, and are to participate in co-curricular activities and community involvement programs. In the orientation stage, weaker students are banded based on their abilities in the four examinable subjects. Known as "subject-based banding", they take individual subjects either at the standard or

²¹ MOE Philippines (2015). *Philippines education for all 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0023/002303/230331e.pdf>

foundation level. Conversely, higher mother tongue is offered for students with higher ability (Wikipedia, 2017)²².

In South Korea, students attend elementary school from kindergarten to the 6th grade. Students study a wide range of subjects, including: Korean, English, Chinese characters, math, social studies, science, computers, art, physical education, music, health, ethics, and home economics. English instruction generally begins in the third grade. After finishing elementary school, students attend middle school (middle school first-third grade). The Korean term for elementary school is Chodeung Hakgyo (ibid).

In Vietnam, children normally start primary education at the age of six. Education at this level lasts for five years and is compulsory for all children. The country's literacy rate is over 90 percent According to the Multiple Indicators Cluster Survey 2006 of Vietnam's General Statistics Office, 96 percent of six to 11-year-old children enrolled in primary school (ibid).

In Cambodia children's access to primary school (grade 1-6) has improved, with the net enrollment rate improving from 94.8 percent to 97 percent with no gender disparity. Repetition rates have fallen and student dropout has declined. A number of incomplete primary schools have been completed. Disability screening and out of school children studies have been conducted. Thousands of schools in 12 provinces implement school feeding programs. Most primary schools operate using the child friendly school policy. Tools to assess learning achievement have been developed and show that student learning has improved, especially for Khmer language in the early grades. Bilingual education is being expanded as are accelerated learning classes and

²² Wikipedia (2017). *Concept of primary education in different countries*. Retrieved from https://en.wikipedia.org/wiki/Primary_education

the multi-grade teaching approach. 15,000 scholarships have been provided to poor children. The development of six hundred schools has been supported using school improvement grants (a program that will be expanded nationwide in school year 2013/2014) and thousands of teachers have been trained in effective teaching and learning (MOEYS, 2015)²³.

In summary, the concept of primary education or basic education in different countries is similar and it is compulsory for all children set by the government with free of charge enrolment. Children normally start primary education at the age of six or seven and complete at the age of twelve or thirteen years old. School children are taught in their own language plus second one like French, English, Chinese, or Spanish etc. They also are taught about mathematics and lessons in civics and moral education, arts and crafts, music, health education, social studies. The primary education is also aimed at enriching children's multi-faceted development, with an emphasis on reading and writing ability, cultivating morality, thinking ability, life skill, and problem-solving ability accordingly to their personal needs. After completing the primary education, they will enter the secondary education program.

2.2 Empirical Review

2.2.1 Development of Primary Education

This section looks at the development of primary education in different perspectives in developing countries in the world. The Millennium Development Goals

²³ MOEYS (2015). *Primary education profile in Cambodia*. Retrieved from <http://www.moeys.gov.kh/en/primary-education.html#.XQ2PyIgzM8>

(MDG) report²⁴ mentioned goal number four “achieve universal primary education” that:

- The primary school net enrolment rate in the developing regions has reached 91 percent in 2015, up from 83 percent in 2000.
- The number of out-of-school children of primary school age worldwide has fallen by almost half, to an estimated 57 million in 2015, down from 100 million in 2000.
- Sub-Sahara Africa has had the best record of improvement in primary education of any region since the MDGs were established. The region achieved a 20-percentage point increase in the net enrolment rate from 2000 to 2015, compared to a gain of 8 percentage points between 1990 and 2000.
- The literacy rate among youth aged 15 to 24 has increased globally from 83 percent to 91 percent between 1990 and 2015. This gap between women and men has narrowed.

Quality primary education for all children has been identified by the United Nations, as the best way to enable children to learn, realize their full potential and to contribute meaningfully to society. Preparing children for better life through quality primary education requires the provision of suitable teaching and learning environment, content and processes. UNICEF has outlined at least five key elements that affect quality education: what learners bring, environments, content, processes, and outcomes. Quality education begins with an adequate number of schools, books, pencils and trained teachers. It looks at the number of children who complete course of study in school. It moves beyond this to consider what goes on within and outside

²⁴ United Nation (2016). *The sustainable development goal report 2016*. Retrieved from <https://unstats.un.org/sdgs/report/2016/The%20Sustainable%20Development%20Goals%20Report%202016.pdf>

of school, noting that good programming, whether in education or any other sectors, is gender sensitive. It is therefore essential to ensure the improvement of all aspects of education to ensure excellence, so that recognized and measurable outcomes are achieved by all, especially, in literacy, numeracy and essential life skills (UNICEF, 2000)²⁵.

Sri Lanka, following the participation in the Jomtien Conference in 1990, had confirmed herself to adopt the principles of Education for All (EFA) goals and to take necessary measures with a view to achieving them. Many of the steps for the achievement of these goals were taken after the participants in the mid-decade review in 1996. The provision of equal opportunities for primary education had become the sole responsibility of the government and it had fulfilled its responsibility to a great extent. The following were some of the important measures taken in Sri Lanka to broaden the opportunities for primary education: enhancement of compulsory education regulations in 1997 and relaxation of admission regulation; establishment of special committees at village level to identify and motivate non-school goers; Transformation of learning into an interesting and pleasant experience by introducing a series of change in the infrastructure of primary classes, curriculum materials and teaching methodologies; introduction of school based assessment program as an intervention strategy for the improvement of the learning-teaching process; and emphasis on learner centered education and student activities (UNESCO, 2014)²⁶.

The participation of Sri Lanka in the monitoring learning achievement project launched with the assistance of the UNESCO and the UNICEF was an example to show

²⁵ UNICEF (2000). *Quality primary education for all children 2000*. Retrieved from <https://www.unicef.org/education/files/QualityEducation.PDF>

²⁶ UNESCO (2014). *Global education monitoring report: the Jomtien conference in 1990 was a game changer for education*. Retrieved from <https://gemreportunesco.wordpress.com/2014/08/22/the-jomtien-conference-in-1990-was-a-game-changer-for-education/>

the government's concern on the improvement of learning achievement. The National Institute of Education (NIE) had already completed three surveys to identify the levels and problems in learning achievement of primary children. The format of scholarship examination held annually at the end of grade five was changed in the year 1996 in order to motivate students to achieve objectives of the primary education, more effectively. Changes in primary curriculum and teaching approaches were implemented island wide in 1999 with the objective of enhancing the level of learning achievement. The school-based assessment program which was to be gradually extended to grade five in the year 2003 was another intervention effected to improve learning-teaching process that would lead to the improvement of students' learning achievement. Despite these measures, Sri Lanka still had experienced difficulties in achieving EFA goals, because there were school related and non-school related factors which compelled children to be away from schools (Angela, 2000)²⁷.

Education as a development agent, is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. Education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Education at this level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment if a good foundation is laid. The federal government of Nigeria launched the universal basic education (UBE) program to salvage the primary education system which is the foundation stone of other

²⁷ Angela W. Little (2000). Primary education reform in Sri Lanka. *The national library services board of Sri Lanka, Ministry of Education, Battaramulla Sri Lanka*, February 2000.

educational levels and in fact, the corner stone of national development. Primary education is the foundation for qualitative higher education in Nigeria. It is the primary education graduated that gain admission into secondary education and later proceed to higher education. In this regard, the quality of output from primary education will definitely produce future professionals, such as technologists, engineers, educationists, and lawyers. Some of whom will become lecturers in higher education to teach students whose educational foundation is from the same primary education system. The term "qualitative" is used to portray the expected better output from higher education based on the desired good foundation laid at the primary education level (Etor, Mbon & Ekanem, 2007)²⁸.

Thailand, the education system was traditionally provided by three main institutions of the Thai society: home, palaces, and temples, prior to the introduction of the school system from western countries. While occupational and life skills were transmitted from generation to generation at home, boys were taught with knowledge about reading, writing, Buddhist preaching, and morality at temples. Royal and noble family members were trained with high level classic art and literature in palaces. Such education could be categorized as informal education, which did not require any curriculum, evaluation, building, policy, plans and purposes. Parents and monks automatically played significant roles as teachers. Primary education was the first formal system of education established in the reign of King Chulalongkon, who ruled Thailand during the same period as Emperor Meiji of Japan. Through the one hundred-year of history, primary education in Thailand has developed, according to the changing situations and governments' policies, from quantity-oriented to quality-

²⁸ Etor, C. R., Mbon U. F., & Ekanem E.E. (2007). Primary education as a foundation for qualitative higher education in Nigeria. *Journal of Education and Learning*, 3(2), 155-156.

oriented. And now the heart of all concerns for primary education is not only the matter of improvement of quality, but also the effective and efficient management. Education was regarded by the King as an important means of modernization. Realizing the value of investing in human resources, the King provided scholarship and sent capable young men to study abroad. The main purpose of training people with the education system was to have them serve in civil service as active agents for education reform (Yonemura, 2007)²⁹.

The recent policy documents and programs of Kenya government have focused on the importance of education in eliminating poverty, disease and ignorance. These included: economic recovery strategy for wealth and employment creation (ERSWC) 2003-2007; the sessional paper 2005 on education training and research; policies on HIV/AIDS and gender in education (2007); the non-formal education sub-sector and the nomadic education sub-sector policies and the most recent Kenya's vision 2030, which aims at making Kenya a "globally competitive and prosperous nation where every citizen enjoys high quality life". In line with MDGs and EFA goals, the Kenya government has implemented free primary education in 2003 and 2008 respectively. It has also undertaken an education sector review and developed the Kenya education sector support program (KESSP). Through KESSP the government, development partners and other stakeholders continue to make substantial investments to support programs within the education sector. The government committed itself to the recommendations made by the delegates attending the national conference on education and training in November 2003. It has since then developed sector specific policies and implementation strategies that will ensure the provision of relevant and

²⁹ Yonemura, A. D. (2007). *Universalization of primary education in historical and developmental perspective*. Research report 2007 (Chousakenkyu-Houkoksho), Institution of Development Economic, Bangkok, Thailand.

quality education and training, sensitive to the needs of all learners from early childhood through university, including technical, industrial vocational and entrepreneurship training (MOE Kenya, 2008)³⁰.

Amposah et al. (2015)³¹ presented a recent assessments of learning achievement in Ghana. The assessment has shown that a good number of children are acquiring only a small part of the knowledge and skills they are expected to attain. The committee therefore called on member countries and governments and all other education for all (EFA) partners to work together to ensure quality basic education for all, regardless of gender, wealth, location, language or ethnic origin. There has also been urgent calls and directives from the United Nations, school management, teachers and parents for improvement in quality primary education through the provision of adequate textbooks and supplementary readers, in an attempt to address the challenges facing the Ghana education service in achieving quality in primary education. Amposah mentioned a number of reports and articles which have highlighted the importance of improving the quality of primary education to provide pupils with strong reading, writing and spelling skills for future education and career.

To promote the quality of primary education in Uganda, the structural dynamics constitute elements such as school administration and management structures, class size, teaching-learning resources, staff development and motivation as well as community involvement, among others, are key factors to influence the likelihood of the education reform processes. The head teacher is a key factor to the success of

³⁰ MOE Kenya (2008). *Inclusive education: The way of the future*. The International Conference on Education, Geneva, 25-28 November.

³¹ Amposah, A. B. et al. (2015). achieving quality education in Ghana: The spotlight on primary education within the Kumasi Metropolis. *Journal of Education and Practice*, Retrieved from www.iiste.org.

school improvement efforts. Head teacher's awareness of the change process, the strengths of the teaching staff, and the necessity of allowing teachers to develop ownership of the reform are key factors for the successful implementation of reforms in the primary education development in Uganda. Teachers in Uganda value principals who communicate clearly about expectations, supported and encouraged staff, obtain resources for the school, enforce student conduct rules, and talk with teachers about teaching practices and show confidence in teacher expertise. In the same breath, they identify a range of principal behaviors that contribute to the successful institutionalization of a particular whole-school reform model. These behaviors include supporting the staff, promoting communication, demonstrating skill in human relations, enhancing parental involvement and interacting with the broader community. Continuity of leadership has been given in the study as a key constituent of reform longevity (Nyenje, 2016)³².

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Under various articles of the Indian constitution, free and compulsory education is provided as a fundamental right to children between the ages of six and 14. The ratio of public schools to private schools in India is seven: five. India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the seven-ten age group, by 2011. India's improved education system is often cited as one of the main contributors to its economic development (Wikipedia, 2018)³³.

³² Nyenje, A. (2016). Structural dynamics of education reforms and quality of primary education in Uganda. *Journal of Education and Practice*, 7 (15), 84-85.

³³ Wikipedia (25.07.2018). *Education in India*. Retrieved from https://en.wikipedia.org/wiki/Education_in_India

In recent decades India has made significant progress on access to schooling and enrollment rates in primary education but dropout rates and low levels of learning remain challenges for the state and central government. Primary school enrollment in India has been a success story, largely due to various programs and drives to increase enrollment even in remote areas. With enrollment reaching at least 96 percent since 2009, and girls making up 56 percent of new students between 2007 and 2013. It is clear that many problems of access to schooling have been addressed. Improvements to infrastructure have been a priority to achieve this and India now has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a primary school (class I – V) within one kilometer and 92 percent have an upper primary school (class VI-VIII) within a three-kilometer walking distance. Despite these improvements, keeping children in school through graduation is still an issue and dropout rates continue to be high. Nationally 29 percent of children had dropout before completing five years of primary school, and 43 percent before finishing upper primary school. In many ways schools are not equipped to handle the full population – there is a teacher shortage of 689,000 teachers in primary schools, only 53 percent of schools have functional girls’ toilets and 74 percent have access to drinking water. Additionally, the quality of learning is a major issue and reports show that children are not achieving class-appropriate learning levels. Improving learning will require attention to many things, including increasing teacher accountability. Overall, the public-school system also needs a better general management system. India also faces many challenges that could be talked through the education system. For one, gender issue has come to the fore because of the spate of recent cases of violence against girls. Changing

gender mindsets seems to be imperative and gender studies education is one way of doing so (Sahni, 2015)³⁴.

Aside from endowing Filipinos with their human rights, the Philippines value education as the instrument to achieve national development. Education produces an economically empowered citizenry and an economically developed nation. Their constitution mandates the establishment, maintenance and support of a complete, adequate and integrated system of education relevant to the needs of the people and society. Moreover, the governance of basic education act of 2001 confirmed the constitutional right to free basic education among the school-age population and young adults to provide them with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens. The kindergarten act widened the scope of education as it makes preschool for five-year-old Filipinos free, mandatory and compulsory. In line with this development it is the curricular and education cycle reform that has been legally instituted through the enhanced basic education act of 2013 or the K to 12 law that mandates the government to create a functional primary (basic) education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. The enactment of the kindergarten act in 2012 and the enhanced basic education act of 2013 showed the sincerity of the current administration to reform the education sector and its political will to implement education reforms that will propel the country towards high growth (MOE Philippines, 2015)³⁵.

³⁴ Sahni, U. (20.12.2015). *Primary Education in India: Progress and Challenges*. Retrieved from <https://www.brookings.edu/research/primary-education-in-india-progress-and-challenges/>

³⁵ MOE Philippines (2015). *Philippines education for all 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0023/002303/230331e.pdf>

Fauzi (2016)³⁶ studied the primary education program in Indonesia. As the science and technology are getting developed, the government always do various efforts to restructure and refine the curriculum or material of education program in order to move faster all along with the world's and society's needs which always change. One of the efforts is by changing 1968 curriculum into 1975/1976 curriculum. Furthermore, this 1975/1976 curriculum was improved in 1984 and 1994. The Indonesian government has revised the curriculum as the effort to answer the demand of the era that emphasizes the competence and skill. After the revision, the competency-based curriculum appeared in 2004. The appearance of this curriculum has been warmly welcomed by many people, especially educators. This is because the new curriculum described various competencies that must be mastered by the students. In addition to that, teachers are also given freedom to develop more humanizing learners teaching methods, which is the learning process that focuses on the needs of the students (student-centered). However, when schools began to adjust to competency-based curriculum in early 2006, the government, again, made a surprise in the world of education by formulating a new curriculum called education unit level curriculum. Education unit level curriculum is an operational educational curriculum developed by and implemented in each unit of education in Indonesia. The intention of education unit level curriculum is to develop the potencies of schools/areas, characteristics of schools/areas, the cultures of social community, and the characteristics of learners. The goal of student-based centered is to empower and make the unit of education become independent through the provision of authority

³⁶ Fauzi Anis (2016). Pre-eminent curriculum in Islamic Basic School Integrated Comparative Studies in Indonesia. *International Education Studies*, 9 (4); 124-126.

(autonomy) to educational institutions, and encourages schools to refund participatory decision in curriculum development. The improvement of Islamic education's quality from year to year becomes an attempt in every level of education from level of elementary, secondary and college. The renovation was carried out in all fields including: curriculum, facilities/amenities, educator or teacher. The changes in curriculum happened for several times. These changes have major impact for ongoing learning process. In general, the scopes of cultural education are: roles, functions, and the same goal. All of them live in an effort to lift and uphold human dignity, through its transmission, especially in the form of transfer of knowledge and the transfer of value.

World Bank and Indonesia education report (World Bank, 2014)³⁷ stated that the Indonesian school system is immense and diverse. With over 50 million students and 2.6 million teachers in more than 250,000 schools, it is the third largest education system in the Asia region and the fourth largest in the world (behind only China, India and the United States). Private schools play an important role. While only seven percent of primary schools are private, the shares increase to 56 percent in junior secondary and 67 percent in senior secondary. Primary school net enrollment rates are below 60 percent in poor districts compared to more well-off districts that have universal enrollment. Indonesia is trailing behind its neighbors in early childhood education, with gross enrollment rates of 21 percent. Education spending has increased significantly in the years since the economic crisis. In real terms, education spending doubled between 2000 and 2006. In 2007, spending on education was more than for any other sector, reaching and equivalent US\$14 billion equivalent, or more

³⁷ World Bank (2014). *World Bank and Education in Indonesia 1 September 2014*. Retrieved from World Bank link <https://www.worldbank.org/en/country/indonesia/brief/world-bank-and-education-in-indonesia.print>

than 16 percent of total government expenditure. As a share of GDP (3.4 percent) this is comparable to other similar countries. In 2005, the Government launched a massive program called BOS (Biaya Operational Sekolah, or School Operation Fund), as a way of injecting funds directly into schools in order to keep children in school and give schools some flexibility in managing their own funds. Supporting this and the decentralization effort in general, the government has moved to anchor the principles of School-Based Management (SBM) in the national education system and also to provide a framework of National Standards for Education.

Afghanistan had a very young population. The demographic composition was 50 percent under the age of 15, and 36 percent of the population were at school age. National risk and vulnerability assessment (NRVA) 2008 reported that 21 percent of Afghan children aged 6-17 (about 1.9 million) were working. Of these, at least 13 percent (1.2 million) could be classified as child laborers, e.g., only working. Child labor was a key reason for children being out of school. With regard to education, the Government aimed at having a well-educated nation. Since 2002, the Government had invested heavily in the education sector and had attained progress toward the ultimate goals of educating all of Afghanistan's children, reducing illiteracy, and creating a skilled labor force. The Constitution of Afghanistan (Article 22) proclaimed that 'education is the right of all citizens of Afghanistan'. It echoed the Universal Declaration of Human Rights 1948³⁸ that declared education as a human right. There had been considerable progress over the past ten years in terms of access to education in Afghanistan. Enrolment had increased from just about 1 million children, almost all boys, in 2001 to over nine million in 2013 of which 39 percent were girls. All education-

³⁸ *Universal declaration of human rights*. Retrieved from United Nations link <https://www.un.org/en/universal-declaration-human-rights/>

related indicators– including gender equality – showed improvement since NRVA 2007-2008, even though at the same time it was observed that the pace of improvement has slowed down. Despite major achievements in the last decade, education performance in Afghanistan was still among the poorest in the world, and the current rate of improvement would fail to achieve the Afghan National Development Strategy (ANDS) targeted by 2020. The net enrolment rates (NER) in primary education for girls and boys were 64 percent in 2013, while NER in General Education (grade one to twelve) were 71 percent for girls and boys respectively. The downside of these figures were that 3.3 million children were still out of school according to MOE Planning Department estimations. Opportunities to attend education were inadequate, especially for girls and women, and rural and Kuchi (nomadic tribe) populations in general, even though the gender gap in education and literacy showed continuous improvement, in both absolute and relative terms. Insecurity often included attacks on schools resulting in closure of schools for long periods of time, shortage of school results in long walking distance to schools, – all these factors negatively affect enrolment and retention rates and ultimately students’ learning. (UNESCO, 2015)³⁹.

Barriers to access to education included: insecurity, poverty, and child work, lack of schools in remote areas, long walking distance to schools, and harassment of children on their way to school. Attacks against students and schools were still common. The most frequent types of attack according to the UNICEF school security database were arson, where school buildings, tents or inventory were burned. Explosions in or near school buildings (including throwing of grenades, mines and

³⁹ UNESCO (2015). *Afghanistan Education for all 2015: achievements and challenges*. Retrieved from <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

rocket attacks) and direct attacks against students or education personnel were also common. For girls, cultural barriers were dominant among the reasons for not attending school. Specific barriers to girls' education included shortage of female teachers, especially in higher grades, cultural beliefs about girls' education, lack of necessary facilities in schools such as toilets, drinking water, and surrounding walls, and early marriages (child marriage). For boys, one of the main reasons was the need to contribute to family income, and also lack of access and quality of access to school. The importance of these reasons increased with age. Insecurity and distance to schools were important reasons for non-attendance in rural areas. No more than around two in five rural households lived within two kilometers of a primary school. Overall net primary school attendance in rural areas was 54 percent while in urban areas it was 78 percent. Primary school attendance varied significantly between children living in the poorest households (40 percent attendance) and those living in the wealthiest households (79 percent attendance). Disparity in attendance also varied across regions with central region having the highest (77 percent attendance) and lowest in Southern region (22 percent). It was not possible to disaggregate data by province due to unavailability of data. The Ministry of Education's vision was to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all in order to enable them to actively participate in sustainable development, economic growth, stability and security of Afghanistan. To achieve this, the Ministry of Education (MoE) had to evolve to a modern, effective, fully funded and accountable public institution that facilitates equal education opportunities for children and adults, without any kind of discrimination across Afghanistan (ibid).

The popular movement for democracy overthrew the absolute Rana oligarchy from Nepal in 1951, contributing to school education being open for general public. The schools developed since then followed the structure and pattern of schooling prevailing in the region, mainly in the Indian subcontinent. In 1952, the Ministry of Education was established for the development of education in the country, mainly school education. In 1954, a National Education Commission was formed to review the situation of education in the country. The Commission suggested policies and strategies for the overall development of education in the country. It was realized at that time that the country lagged far behind in respect to development of education. It was the first time to take responsibility for financing of education in order to make primary education available for all children. This was the first ever commission to recommend the strong role of the government for meeting the educational expenses. The government realized the diversities in the country in terms of social and educational status. Female education, education for the rural people, education of people with different vocational needs was realized. Some girl schools were opened; special schools for people with disabilities, mainly blind and deaf, were started. The National Education System Plan (NESP) was initiated in 1971 to reform school curriculum with vocational education as the focus. Education system with an extensive structural provision was developed with District Education Office (DEO) and supervision system in all the districts. Gender focused educational programs were started in late 1970s and early 1980s. Educational development needs of disadvantaged communities came under the purview of policies and programs since late 1980s and early 1990s. Male-female gender gap though decreasing was still noticeable and prevailed across almost all castes and ethnic groups, rural and urban areas, eco-zones, development regions, and income groups. Huge gaps existed in

educational access in terms of gender, social groups, location, disabilities and level of income. Quality of education and students' learning achievements at all levels of education (from kindergarten to higher education) remained one of the foremost challenges of the education sector in Nepal. Almost 39 percent people in the age group six years and above and 43 percent people in the age group 15 years and above were still deprived of opportunity to be literate. Nearly 55 percent females compared to 28 percent males lack knowledge and skills to read and write a simple sentence. Although the current situation was a vast improvement upon the situation that existed over six decades ago when the schooling of children was rare and limited to the children of elite class, and literacy was confined to certain sections of the society, the situation still posed challenges. The development trends showed a rapid growth of school enrolment of school age children in the past few decades and then the growth had become stable despite intensive efforts. It was presumed now that this related to the challenge of taking school education to the unreached sections of the people who were the poorest and seriously disadvantaged. Education commissions constituted at different times ever since 1954 emphasized that there was a need for providing basic and primary education for all citizens and that school curriculum design and practice should be linked to the social and economic contexts to bring about effective development. The basic policy regarding education in Nepal had remained the same: universal quality basic and primary education, work oriented technical and vocational secondary education, and academically competent and economic development-oriented tertiary education (MOE Nepal, 2015)⁴⁰.

⁴⁰ MOE Nepal (2015). *Education for all national review report 2011-2015*. Received from <https://www.unesco.org/kathamandu>

This Education for All (EFA) review outlines the progress that Papua New Guinea had made towards meeting its commitment to the six goals of the Education for All movement of 2000, which was led by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The six EFA goals that Papua New Guinea were: (1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (2) ensuring that by 2015 all children had access to free and compulsory primary education of good quality; (3) the learning needs of all young people and adults met through equitable access to appropriate learning and life skills programs; (4) achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (5) eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and (6) improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes were achieved by all, especially in literacy, numeracy and essential life skills. This progress reviewed, by the National Department of Education (NDoE), with input from education authorities and non-governmental organizations (NGOs), to identify education priorities and strategies that would help the country achieve the EFA goals and would make EFA an integral part of the National Education Plan (NEP) 2015–19. The government's commitment to free and compulsory education for all, backed by the allocation of a large share of public resources to education, was expected to move Papua New Guinea steadily towards achievement of the EFA goals (MOE PNG, 2015)⁴¹.

⁴¹ MOE PNG (2015). *PNG Education for all national review report 2011-2015*. Received from <https://www.unesco.org/pgn>

The educational system in Timor Leste comprised of: two years of pre-school; six years of primary education; three years of pre-secondary education; three years of general or technical and vocational secondary education; two years of polytechnic education; and/or three to four years of university education. In 1994, primary school enrollment became mandatory, but there were not proper instruments to implement it. The 1990 census showed that in the 35–39 age group, the illiteracy rate was as high as 72 percent for male adults and 89 percent among female adults, and was even higher among older generations. In the first years of independence, Timor-Leste had to face several challenges: lack of school infrastructure, with proper facilities, water and sanitation; shortage of qualified teachers due to the fact that the majority of teachers were Indonesian civil servants that left Timor-Leste; needs of new national and relevant curriculum for all levels of education that reflected Timor-Leste's identity; inexistence of learning and teaching materials. The government continued to strengthen the system to provide universal access and ensured the completion of quality basic education by all children. However, many challenges remained, which included: children starting school when they were too old (over-age children); children dropping out of school; children taking too many years to complete their basic education; and girls dropping out of school at a higher rate than boys. Rapid population growth also created significant future demands for more teachers, classrooms and education spending. Language was an obstacle to learning and to success at school. These require more active participation from students and relevant

stakeholders included governments and donors to address these challenges (MOE Timor-Leste, 2015)⁴².

The Education sector strategic plan (ESSP) 2018-2020 of Somalia showed a number of targets that were not fully met including enrolment and retention targets with an overall of gross enrolment rate (GER) of 22.1 percent and a major imbalance between rural and urban enrolment (only 12 percent of enrolled children are from rural, including pastoralist, areas whereas these areas represent 58.7 percent of the population.) In addition, there are only 7.4 percent enrolled in government schools with the remainder in private or community schools. Across Somalia the gross enrolment rate is 64 percent suggesting high dropout rates. The gender ratio in schools is 44 percent of the enrolment being girls. Key priorities for the education sector are “to increase access to free primary education of improved quality and to improve the quality of the management”. In order to achieve these objectives, the plan will push for increased government expenditure on education, so that more teachers can be paid, more schools built and more teachers trained. In particular, the plan will target the disadvantaged using scholarships for the least well off and increasing teachers and facilities for those with special needs. Additional supply-side barriers to quality education will be overcome with the development, production and distribution of conflict sensitive learning materials and teachers guides based on the recently endorsed national curriculum framework for education (MOE Somalia, 2018)⁴³.

⁴² MOE Timor-Leste (2015). *Timor-Leste education for all for 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/269880E.timorliest.pdf>

⁴³ MOE Somalia (2017). *Education sector strategic plan 2018-2020*. Retrieved from http://globalpartnership.org/federal_government_of_Somalia_essp.pdf

The Cambodia national review of education for all report 2015 revealed that main challenge of primary education development in Cambodia is to create an education environment where each child is educated according to their age, aptitude and ability in order to create a highly skilled workforce. To achieve this Cambodia first needs to focus on strengthening the quality of and access to a comprehensive nine-year program of basic education for all school age children within the Education For All framework. The long-term education vision of Cambodia recognizes access to Early Childhood Education as a strong foundation for all further levels of education (MOEYS, 2015)⁴⁴.

There is also a focus on giving extra support in reading and mathematics to students in the early grades of primary education. Basic education graduates should have the opportunity for further learning through participation in secondary education followed by Higher or technical and vocational education. Education in Cambodia follows three main strategies. These are:

- 1) Enabling equitable access for all to education services.
- 2) Enhancing the quality and relevance of learning.
- 3) Ensuring effective leadership and management of education staff at all levels.

The objectives of enabling equitable access for all to education services are to ensure that all children have access to Early Childhood Education (ECE), primary and secondary education as well as opportunities to continue learning. Special attention is being paid to increase access for the most disadvantaged children and young people.

⁴⁴ MOEYS (2015). *Education for all national review*. Kingdom of Cambodia, Ministry of Education, Youth, Sports, 19-22 May 2015.

This is supported by the Early Childhood Education and Development Policy which includes a focus on training parents to understand basic health and safety of their children as well the value of education. The objectives of enhancing the quality and relevance of learning are to ensure that all children and young people have a relevant, high quality learning experience which enables them to contribute effectively to the growth of the Nation. This requires development of an effective quality framework that provides learners, parents, communities, teachers and managers with clear performance indicators which can be monitored, measured and reported. The Child Friendly School Policy encourages the enrolment of all school age children, constant improvements in teaching, learning and school management as well as community participation to strengthen demand for improved student performance. The objective of ensuring effective leadership and management of education staff at all levels aims to ensure education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and programs at both national and sub-national level. Management of public education institutions can respond efficiently to emerging needs at school level (ibid).

In conclusion, the development of primary education is focused on the accessibility to school, quality of teaching and learning and system of education. It is believed that the education could help the children to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching them new knowledge, attitudes and skills that will enable them to be useful to themselves and their society. To achieve good quality of teaching, learning and system of primary education, some countries focus on high school enrolment, improvement of

infrastructure such as school and library buildings, training to teachers, reading books, information communication and technology as well as regular updated educational curriculums. Scholarship is much attention for vulnerable children who could not access to school. The government had to allocate national budget to support the primary education program and the living standard of teachers and strengthen the competencies and skills of teachers too. However, there are many problems and challenges need to be addressed. The quality of teaching and learning is a major issue and reports showed that children are not achieving class-appropriate learning levels. Improving teaching and learning will require attention to many things, including increasing teacher accountabilities and competencies. The general management system of education needs to be improved as well as the support and collaboration from school support committees and their communities. It also requires active support and participation from parents, school support committee and other relevant stakeholders, especially the government in order to improve school management system.

2.2.2 Impact of Developmental Programs on Primary Education

This section discusses the impacts of developmental programs or projects on primary or basic education in different countries in the world, with more focus in developing countries.

Wood (2002)⁴⁵ wrote that Bangladesh set up the primary education development program (PEDP) as a framework for development of the primary sector for 1997 – 2002. It was a complex program, supported by numerous component-projects with a variety of funding modalities. PEDP was originally planned as a US\$1.6 billion program but a resource gap of US\$500 million reduced the extent and scope of the program as implemented. Its goal was to

⁴⁵ Wood, J. (2002). *Report of the assessment of the primary education development program in Bangladesh*. Retrieved from <http://www.unnayan.org/documents/Education/Primary.pdf>

increase equitable access to quality education, by interventions to increase facilities, enrolment, and quality and improve management at all levels. PEDP supported the government's commitment to education for all. The performance of PEDP had focused upon the areas of human resource policies, centralization, and education for all. PEDP's successes in increasing enrolment, and the participation of girls had been a noteworthy success. Practice and planning of the primary level seemed based on a model of primary schooling that reflected higher levels: it was overly 'academic' at the expense of children's creativity, personal expression and pleasure in learning.

PEDP had exceeded target for increasing gross enrolment ratio, and best estimated of net enrolment ratio. Facilities-development components had provided classrooms with incentives and social mobilization actions had encouraged enrolment. Teacher recruitment to meet expansion had proceeded, with an important increase in the number of female teachers with above minimum qualifications. Teacher-education programs for government primary schools, registered-non government primary schools and satellite schools had increased the overall qualification of teachers. Both food for education and stipends had been instrumental in encouraging poorer children and girl-children to attend primary schooling. Key agencies, including primary and mass education division, directorate of primary education and national academy for primary education had benefited from management training and review of management processes. IT was being used much more in management and administration tasks, including in pilot district primary education officers. Primary education development program had taken major initiatives to improve field and institutional management, with training, management guidelines and support for district primary education officers, commune education officers, assistant commune education officers, head teachers and school management committees. Significant success had been achieved in increasing the management skills and practices of the head teachers and school management committees. School planning, consultation, record keeping and monitoring had increased. Community involvement in school monitoring provided important routes for accountability. However, the

government of Bangladesh had faced numbers of challenges to be addressed such as: systemic and structural improvement included the government support to the sub-systems not addressed the basic education centers; access and equity including increasing enrolment, direct poverty-related activities, inclusive provision for disabled children, and physical facility development; quality improvement on the impact of the current teaching curriculum, local and institutional responsibilities for a quality assurance system integrated at local level; the accountability structures for financial probity, performance and impact, the delegation of responsibility to develop practical and meaningful procedures for monitoring and reporting. Management scope at school and field-level, and the potential benefit of these gains were limited by the system and the limited authority particularly financial authority. There remained groups of children who were poorly served or not served, including the most poor, working children, disabled children and minorities (ibid).

The universal primary education (UPE) project was implemented in Punjab, Pakistan from 1999-2001 by UNICEF with the objectives: (1) to achieve 100 percent enrolment for children in the age group five-seven years; (2) to retain these children in school for at least five years; and (3) to bring about attitudinal change among the communities in support of UPE. It was a unique initiative project that required collaborative efforts of all possible partners on long-term basis that required change of attitudes of the partners. Extensive social mobilization was required to change attitude. The strategies to follow the implementation of this project included: community-based planning target setting and monitoring; focus on enrolment and completion for five-seven age out of school children; partnership building among government department/organizations, community and civil society; launching district level mobilization to support micro planning in project area; and capacity building for improved district education system and sustainability. Based on the evaluation report, it stated that three years period was not considered adequate to establish attitudinal change and the project should continue. However, there were some challenges that needed to be addressed in the future. These included: 97 percent of the enrolment rate; 88 percent of parents's decision for

sending children to schools; common corporal punishment schools; and less participation from the operational staff of the education department. Partnership building, social mobilization, monitoring system and capacity building needed to be strengthened (UNICEF, 2002)⁴⁶.

The new horizons for primary schools (NHP) were implemented in 72 government schools in Jamaica, from 1998-2005. The program provided support to schools on the basis of needs identified through the preparation of a school development plan or school improvement plan. Support for literacy and numeracy was greater in NHP schools as compared with a group of statistically matched non-NHP schools. In October and November 2005, researchers visited 71 NHP and 67 statistically matched comparisons schools and carried out group interviews with the principal and experienced teachers. The survey asked about innovative mathematics and literacy programs at the school, in-service teacher training, governance and leadership training, parent education and training, supplementary reading and math materials, computer use in schools and training teachers about computers, training resource teachers, integrating statistical data bases, and linking project schools with national education management information system (EMIS). National school-level performance data on the grade three diagnostic test and the grade four literacy test and individual student performance data on the grade six achievement test (GSAT) were obtained and analyzed. No differences were observed in seven of the ten tests analyzed. From the test results, it found that in all areas NHP schools were more advantaged than matched non-NHP schools (AED, 2006)⁴⁷.

The Myanmar government launched the implementation of long-term basic education development plan "Education for All (EFA): access to and quality education in Myanmar" to respond to the millennium development goals two and three "Achieve universal primary

⁴⁶ UNICEF (2002). *Universal primary education project Siakot*. Final evaluation report, Punjab Lahore Pakistan 2002.

⁴⁷ AED (2006). New horizon for primary school in Jamaica for input, output and impact. *Academy for Educational Development, Education Policy and Data Center*, Washington, DC.

education". EFA national action plan (2003-2015) and Myanmar EFA goals were in line with the long-term basic education development plan and based on the framework of the Dakar EFA Goals and also adopting the millennium development goals (MDGs). Myanmar's general education system was based on the co-education system. Boys and girls had equal chances to pursue any education, either general education or professional, at their will. It was expected that the number of girl students would be on increase in the years to come. At a glance at the above-mentioned trend, the ratios of girls to boys were steadily going upward. In all learning centers, every chance of pursuing education or admission to any institutes was opened to the girl students. Apparently, the government's education policy "Education for All" occupies greater area for girl students and had wider scope for promotion of educational standard of girl students. There had never been any significant gender disparity in respect of girls' enrolment in the Myanmar education system. Enrolment of girls was equal to or sometimes surpasses that of boys in the primary and secondary levels. In the tertiary level, more girls enrolled than boys. This was due to the fact that Myanmar families gave emphasis on education as assurance of a good livelihood for their daughters. It also indicated that there was no gender disparity issue regarding enrolment of girls and the gender ratio in literacy. In the EFA national action plan, the targets were set to ensure the access to and quality of basic education. There were some challenges to be addressed: legislation, policy and education expenditure in basic education Sector. However, with the strong commitment of the government of the Republic of the Union of Myanmar, as well as in line with the long-term basic education development plan and EFA national action plan, the Ministry of Education tried its best to achieve the prime objective of "all school aged children in school and ensuring opportunity to raise the quality of basic education". The Ministry of Education had to take the main responsibility not only for formal education but also for non-formal education. It was

believed that the goals of long-term education development plan, EFA goals and MDGs would be achieved in the near future (MOET Myanmar, 2012)⁴⁸.

Primary education was universally accepted as the foundation laying level of education in all nations of the world. It provided the mini-structural framework on which the quality of other levels of education was anchored. Primary education was the foundation on which all other levels of education were laid. Such foundation should be strong, reliable and capable of withstanding all forms of pressure (atmospheric, socio-cultural, ethnic and economic pressures). The government and private sector should provide the solid foundation expected at the primary school level of education in Nigeria. There were some issues included: a deliberate and conscious effort at achieving the goals of primary education in Nigeria; addressing the problems of teachers and teaching in primary schools and the management of primary education in general; dealing with the virus of examination malpractices at the level of primary education and its effect on higher education. In the light of these and other issues adversely affecting the quality of products of education, the implementation of national policy in primary education by states and private institutions should be closely monitored to ensure uniformity in quality output from the national primary schools. All primary schools in Nigeria, irrespective of where they were located, should be given a face lift with modern infrastructure in terms of buildings for administration, classrooms, introductory technology workshops, library; equipment and all relevant instructional materials to ensure effective teaching and learning (Etor, Mbon & Ekanem, 2013)⁴⁹.

Although the government of Lesotho introduced Free Primary Education in 2000 and enacted Education Act 2010, which made primary education free and compulsory, many children still did not attend school. There were many factors hampered access, quality and completion of primary education: grinding poverty facing many families especially in the rural

⁴⁸ MOET Myanmar (2012). *Education for all: Access to and quality of education in Myanmar*. The Government of the Republic of the Union of Myanmar, Ministry of Education, 13-16 February, Nay Pyi Taw, Myanmar.

⁴⁹ Etor, C. R., Mbon U. F., & Ekanem E.E. (2013). Primary education as a foundation for qualitative higher education in Nigeria. *Journal of Education and Learning*, 3(2), 158-160.

areas, and the herd boy phenomenon, where young boys of school-going age looking after livestock or engaging in other forms of child labor. The anti-school practices such as the initiation school, a rite of passage for boys, also reduced their participation since it clashed with the school calendar year and school ethos. Due to poverty many parents were unable to pay for the additional educational costs such as school uniforms and transport. Poverty also resulted in many parents withdrawing their children, mostly boys from school, forcing them to herd livestock in order to meet the pressing family demands. There were also some in-school factors that forced many learners to drop out of school or to repeat classes. This indicated that the education system was inefficient, since the government and individual families took longer than the official seven years of investment to educate one child to complete primary education. The uneven distribution of teachers and resources between schools in the urban/lowland areas and those in the rural/mountain schools also caused inefficiency and inequalities within the primary education sector. Generally, the urban/lowland schools had adequate resources, including qualified teachers, while those in the remote mountain areas operated in dilapidated buildings or substandard classrooms. This scenario raised the question of whether Lesotho would achieve the millennium development goal of universal access to and completion of primary education by all children in 2015. To increase access the collaboration among different multi-level stakeholders is very much essential to enhance primary education in Lesotho (Mapheleba, 2013)⁵⁰.

A study on the impact of the Lifelong Learning Program (LLP) on participating schools, teachers and pupils with respect to the national priorities for the development of education was conducted in Slovenia. The aims of the study were threefold: (1) to determine the impact of the Lifelong Learning Program on participating schools, teachers and pupils and its compatibility with the priorities laid down by the national educational reform; (2) to determine

⁵⁰ Mapheleba, L. (2013). *The impact of free primary education on access and quality of primary education in Lesotho*. International Journal of Education and Sciences, 5(4): 397-405.

the intensity and sustainability of the identified impact; and (3) to identify the factors that have positively contributed to the intensity and sustainability of the identified impact. The results of the present mixed study have confirmed that participation in Lifelong Program activities had a positive impact on the majority of variables at the levels of schools, teachers and pupils, which were identified by comparing the national strategic goals for the development of education with the main aims of the Lifelong Learning Program. Among the most significant factors with respect to schools for which a high percentage of headmasters and teachers surveyed assessed that they had a long term positive impact and which were the most important from the aspect of this study are primarily those, which contributed to the building of a learning community and thus a more successful introduction of reforms; i.e., the school headmaster's support to teachers, cooperation between teachers and the headmaster, the headmaster's interest in teachers' work, teachers' commitment to common goals, and the development of a culture of collegiality among the staff. When assessing the impact of project participation on the work and competencies of teachers a high share of the surveyed headmasters and teacher coordinators assessed that the participation in the LLP program also had a high long-term impact on the variables which contributed to the readiness of teachers to adopt innovations (e.g., knowledge and understanding of education systems in partner countries; cooperation and coordination among teachers and implementation of inter-curricular links). In relation to the impact on pupils a high share of respondents assessed that the participation in the LLP activities had a high long-term impact on the non-cognitive aspects of learning, including self-confidence when using or speaking a foreign language, motivation, wish and interest in foreign language learning and acquisition of new knowledge, respect for diversity, as well as the awareness of different cultures. The interviews indicated that the intensity and duration of the observed impact depended on a number of key factors, such as the role of school headmasters whether they actively incorporated the project work into school

activities and school life, set up a climate of cooperation and mutual professional support, and developed commitment from teachers to common goals (Sentočnik, 2014)⁵¹.

Since 2000 Indonesia has made huge efforts to improve educational outcomes, as measured by increased literacy, progress in international assessment results, and completion of primary and lower-secondary education in line with the government's policy on nine years of compulsory education. As in many other developing countries, Indonesia had proved to be a great challenge to move beyond improving access to education and towards achieving meaningful gains in the quality and equity of education, but there had been some positive trends in this regard. The government of Indonesia (GoI) had enacted a series of reforms to improve the quality of education, motivated and enabled by the transition to democracy following the East Asian crisis (IMF, 1998)⁵² and the fall of Suharto in 1998, which saw a new emphasis on the need for a skilled workforce and also a shift in power towards the lower and middle classes. The reforms and key drivers of progress included strengthening the teaching force, reforming the curriculum and pedagogy, progress in decentralization and school-based management, and increased expenditure alongside targeted support intended to address inequities. Gains achieved in terms of enhancing the quality of education remained work in progress – improvements in educational outcomes had not overcome persistent regional and socio-economic inequities-although maths and reading scores improved across all socio-economic deciles between 2003 and 2009 (Tobias et al., 2014)⁵³.

Vietnam achieved universal primary education in 2000 and had been promoting the universalization of early childhood care and education (ECCE) for children at the age of five

⁵¹ Sentočnik, S. (2014). *Impact of the Lifelong Learning Programme on primary and secondary education with respect to national priorities*. Ljubljana: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes.

⁵² IMF (1998). *The East Asian crisis: Microeconomic developments and policy lessons*. IMF working paper retrieved from <https://www.imf.org/external/pubs/ft/wp/wp98128.pdf>

⁵³ Tobias, J. et al. (2014). *Towards better education quality Indonesia's promising path*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1095798.pdf>

and universal primary education at the right age. Progress had been made towards increasing the quality of education at all education and training levels, and the level of knowledge and access to knowledge capacity of students has gradually improved. Development of education and training had shifted towards better meeting the needs of economic, social, scientific and technological development, step-by-step to meet the needs of the labor market. During the period 2001-2010, the net enrolment rates increased significantly to 98 percent. The network of education institutions across the country expanded, thereby increasing learning opportunities for everyone, supporting efforts towards achieving a learning society. The number of communes without ECCE was decreased. A strong network of continuing education centers and community learning centers was developed. Vocational and specialized training institutions under the Ministry of Education and Training's control were established in most of the highly populated localities, regions, cities and even in the difficult-to-reach areas such as the North West, central highlands and Mekong delta. State budget investment for education increased from 15 percent to 20 percent of total budget in 2007. However, there were some difficulties and challenges remained. The education development and investment in education policies were not completely taken up and practiced; some local areas had not fully understood the party guidelines for the development of education and had not been sufficiently concerned with the direction and implementation of education development strategy during the period 2001-2010. The education system had not been modernized. Strategic planning had not been fully recognized and human resource development had been insufficient at the national, ministerial and local levels. In society, the focus on examinations, degrees and achievements still dominated teaching and assessment. The downside of the market mechanism had had many negative impacts on education. The learning needs and demands of people require that there were increasing improvements in the quality of education and human resources, but the

education sector's ability to respond and socio-economic level of development of the country were limited (MoE Vietnam, 2015)⁵⁴.

Bangladesh was at a critical juncture in the development of its education system, when in 2013 the government decided to nationalize more than 26,000 non-government schools (about 25 percent of all primary schools) in an attempt to fulfill the vision laid out in its National Education Plan to "create unhindered and equal opportunities of education for all." This included "access of all sections of children to primary education irrespective of ethnicity, socioeconomic conditions, physical or mental challenges and geographical differences." Bangladesh had made impressive progress in such key development areas as improving the provision of services, lowering the rate of child mortality and reducing the number of people living in impoverished conditions. Bangladesh had seen unprecedented expansion in access to primary education during the past two decades, spurred on by strong national policies and effective education programs. In 1990 just over two-thirds of its primary-age children were enrolled in primary school, while today there was near-universal education. Particularly striking had been gains in girls' education. Today, there were more girls in primary schools than boys. Progress had also been made in access to schooling in marginalized areas. In the 1990s and 2000s this expansion was led by non-state providers, and more recently by the government. Today the education system included more than 100,000 schools run by a large variety of public, private, NGO and religious providers, overseen by a complex bureaucracy involving multiple ministries. The management of the education system was highly centralized, and education delivery is overseen by numerous deconcentrated administrative units, with local sub-districts playing a major role in the education administration. Bangladesh needed to expand and deepen its pro-poor policies for providing a high-quality primary education to all children, in particular to those in poor sub-districts. This would eventually require actions on multiple fronts, including the effective rollout of high-quality preprimary education, further

⁵⁴ MOE Vietnam (2015). *Vietnam education for all for 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0023/002327/232770e.pdf>

professionalization of the teaching force, reducing overcrowded classrooms and improving school infrastructure. Many of these actions had been discussed elsewhere, especially in the sector program assessments and reviews (Adam, Fazle & Liesbet, 2014)⁵⁵.

India had introduced poor affordability and low access to primary education with special reference to Eastern Uttar Pradesh for the school year 2013-2014. The Indian government considered 'Access to basic education' continues to be a matter of serious concern in India. While the quantitative expansion of the system appeared to be very impressive, the achievement of the goal of universalization of primary education had still remained elusive. This was because the government continued its celebration through reflecting on increased access to the basic facilities, based on apparent increase in enrolment-ratios, literacy rate and other infrastructural facilities; a deeper look revealed the progress to be grossly unsatisfactory. Availability of education facilities and attainment reflected in the form of increase in literacy rate, enrolment ratio, availability of educational infrastructure etc. could not ensure access, as these facilities were beyond reach of the vulnerable section still fighting a grim battle to make their both ends meet. Although the government had provided free education to the children making the direct cost of education minimal, yet there was high indirect cost, i.e., cost on books, stationery, examination fee, transportation, uniform, bags, etc. as well as opportunity cost, i.e., the loss of wages to parents when the child was sent for schooling, which had not been taken into consideration by the government while subsidizing education. Therefore, instead of relying on availability alone, the issue of affordability needed to be equally stressed upon. Education in India faced some challenges. Discrimination had emerged as a source of problem as well as the quality of infrastructure, number and qualification of teachers, mode of education between the government and private schools. The poor were not able to access the quality education being offered by private schools. This was because there was no effective control exercised by the government on fees charged by private schools. Fee

⁵⁵ Adam P., Fazle, R., & Liesbet, S. (2014). Primary education finance for equity and quality. *Global Economic and Development at Brooking*, Bangladesh, working paper 3/September.

structure of private schools should be kept low so that poor children could also have a right to have qualitative education. Government should subsidize the private school education at least for those poor students who were doing well in their studies. This would give encouragement for others also to perform well. The description given above was sufficient to highlight that along with availability of facilities, affordability was also a key factor. The best infrastructure in the world would not ensure access, if the infrastructure was not affordable to the majority of the population (Sulochana, 2015)⁵⁶.

The government of Laos (GoL) had developed Education for All – National Plan of Action (EFA–NPA, 2003–15) to drive the educational development activities enabling to reach the commitments and goals committed by the GoL. The (EFA–NPA) laid down three major goals: equitable access, improved quality and relevance, and strengthened education management for formal and non-formal education at all levels. It sought to accomplish these goals through: implementing universal basic and primary education; reaching disadvantaged population groups in rural and urban areas; promoting community participation of basic education and literacy at the grassroots level; and improving relevance and quality of basic education through learning opportunities for children, youth and adults. The EFA-NPA covered: Early Childhood Care and Education, Primary Education, Lower Secondary Education, and Non-Formal Education and Skills Training. The EFA-NPA (2003–2015) set the overarching goals and actions to be taken to meet EFA commitments. The state permitted private schools that followed the state curriculum”. In response, the Prime Minister issued the Decree of Order on Compulsory Primary Education in Lao PDR in 1996, which identified the five main principles of compulsory primary education including five years of schooling, all citizens at age six received primary education without any discrimination, all enrolled children had to complete primary education, allow public and private education, and the services in the public schools were free of charge. Due to some infrastructure constraints, some primary schools did not

⁵⁶ Sulochana, R. (2015). Poor affordability and low access to primary education with special reference to Eastern Uttar Pradesh. *Journal of Education and Practice*, 6 (28), 97-99

provide a complete primary cycle (up to grade five), then it was labelled as incomplete primary school. The majority of incomplete primary schools resided in rural and remote areas. As some students were not comfortable to pursue their education in other place, they dropped the schools before their primary education was completed. The repeaters of primary education in Lao PDR was an issue to achieve some EFA and national strategies targets such as survival rate and completion rate of primary education. The biggest portion of repetition occurred at grade one of primary level. Although absolute number of repeaters of the first graders was going down (85,598 in 2006-07 to 35,479 in 2013-14), but the repetition rates in grade one was still higher to date. The primary education dropout rate was also a downward trend. The dropout rate in grade one, however, was still the highest one compared to other grades in primary level. The early and late starters in grade one, lack of readiness for primary level, and poverty were the possible reasons of the higher dropout rate at grade one of primary level (UNESCO, 2015a)⁵⁷.

The government of Malaysia launched a national policies and legislation regarding provision of primary education to ensure that all children could access to and complete primary education regardless of gender, ethnicity, socio-economic background, location and abilities. In line with the vision of becoming a developed country by 2020, the government of Malaysia had taken several steps and was continuously striving to transform the system to ensure that high quality education was accessible and affordable for all. The Education Act 1996 (Act 550) had been amended under the education (Compulsory Education) regulations 2002, which came into effect in 2003, to make primary education compulsory. Since 2012 the government had adopted the policy of free education. The education system in Malaysia had progressed considerably when it came to providing access to education for the majority of the school age population. Therefore, most of the efforts in recent years had been directed towards dealing

⁵⁷ UNESCO (2015a). *Lao People's Republic of Education for all 2015: achievements and challenges*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000231489>

with the challenges of how to reach the marginalized or remaining children who were not enrolled or were lagging behind scholastically. The priority of the Ministry of Education now was to reach out to children with special education needs, children from minority groups, from poor families and those residing in remote areas. Affordability and access had been pointed out to be major barriers for these children. Besides that, the government had, in partnership with NGOs and development partners, especially UNICEF, initiated several programs to address the needs of the marginalized children. Main target groups and key strategies implemented were outlined: children from poor families in urban and rural areas; children living in remote areas; children with special education needs; the indigenous population; undocumented children; and children living in plantation estates and refugees. To alleviate the financial burden and encourage students from poor families to attend school, the Ministry of Education had been providing a range of different types of financial support to children from low special economic status backgrounds or for children who were not in school due to poverty. The high dropout rates and poor scholastic performance among the children from the indigenous population, the Ministry of Education had recently developed and implemented an all-inclusive set of strategies to address the barriers for the Orang Asli and the Penan included increasing accessibility, strengthening service delivery, and improving the quality of education. In order to accelerate access to education for all, the Ministry of Education had allowed other organizations or government agencies to implement alternative education programs for children who could not be reached with conventional measures of schooling. The emerging challenges for Malaysia were, to a large extent, those related to the barriers to achieve VISION 2020 and the structural transformation required for Malaysia to emerge as a high-income country that was both inclusive and sustainable. Some of these national challenges, which could also be opportunities, while bearing on the future educational

development, but not necessarily limited to, migration patterns, technological change, and the issue of national unity and cultural diversity (MOE Malaysia, 2015)⁵⁸.

To help the Philippines attain its Education for All (EFA) goals and targets, the department of education formulated the basic education sector reform agenda (BESRA) in 2005. BESRA was a policy reform package that sought to improve the regulatory, institutional, structural, financial, informational, cultural, and physical conditions that affected the provision of access to, and delivery of basic education, particularly in the field. BESRA policy actions were grouped into the following key reform thrusts (KRTs). The component of BESRA included school-based management (SBM), teacher education development (TED), national learning strategies (NLS), quality assurance and accountability (QAA) and monitoring and evaluation (ME). SBM encouraged the schools, communities, and stakeholders to active participate and be responsible for all students' continuous learning improvement. The TED pushed for a competency-based system for hiring, deploying, evaluating, promoting, and continuously developing teachers. NLS included multi-sector national strategies to improve enrolment, participation, and completion rates, as well as reduce the dropout rate. This involved the use of alternative delivery modes informal education, and then institutionalization of the alternative learning system (ALS). Quality assurance and accountability (QAA) and monitoring and evaluation (M&E) covered the formulation of QAA framework (QAAF) that served as a roadmap in instilling the quality and accountability in the sector's operation. It also established the quality management system that systematically put into action the QAAF. However, there were emerging and persistent issues and challenges such as poverty, climate change, devastating disasters, armed conflict, and threats to the safety and security of school children that made universal education attainment a challenge. Poverty was being addressed in the

⁵⁸ MOE Malaysia (2015). *Malaysia education for all for 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0022/002297/229719E.pdf>

Philippine Development Plan 2011-2016 promoting poverty reduction and inclusive growth (MOE Philippines, 2015)⁵⁹.

In Kenya, the primary education cycle was the most critical stage in comparison to other phases of learning in its education system. It took the longest time and lasted for eight years. Children enrolled at the age of six years and by the end of the cycle they were adolescents. This period marked great milestones in a person's growth and development and therefore necessitates not only ensuring that children of school going age attend school, but also stay on through to the end of the cycle. The move to universalize primary education (UPE) was not only important as a basic human right, but also critical for survival in his interaction with the environment. The government of Kenya had persistently been committed to universalize primary education since independence. The first move towards this direction was the introduction of free primary education (FPE) in the 1970s. The core objective of FPE was aimed at achieving UPE. However, this was never attained. This saw several decades later, FPE being reintroduced in 2003 with aim of actualizing the provision of basic education as a right to every citizen of Kenya. The Children Act (2001) substantially domesticated the rights of the child and provided for the right to free and compulsory education, without any specified measures to be undertaken by the government to ensure that the right to primary education was realized. The most heralded policy in education sector in the world had been Free Primary Education (FPE) reintroduced in 2003. Whereas pupils and parents had been responsible for costs of primary education, the logic for such a change was clear. If the cost of schooling was high, children from poor households would not attend school. Therefore, abolition of compulsory charges would lower the cost of education and increased the number of children accessing school. The relationship between policy and practice and between school fees waiver and access to primary education was big challenge for the government to consider as well as some of the issues that needed to be addressed like quality of primary teaching In

⁵⁹ MOE Philippines (2015). *Philippines education for all 2015 national review report*. Retrieved from <http://unesdoc.unesco.org/images/0023/002303/230331e.pdf>

spite of this, there had been massive quantitative growth of education sector at all levels from primary through secondary to tertiary level over the years (Ngugi et al., 2015)⁶⁰.

Universal Primary Education (UPE) was one of the Government of Uganda's main policy tools for achieving poverty reduction and human development. Broadly speaking, its main objectives were: (1) providing the facilities and resources to enable every child to enter and remain in school until the primary cycle of education was complete; (2) making education equitable in order to eliminate disparities and inequalities; (3) ensuring that education was affordable by the majority of Ugandans; (4) reducing poverty by equipping every individual with basic skills. UPE was introduced in January 1997, following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so. Under the UPE program, the Government of Uganda abolished all tuition fees and parents and teachers association charges for primary education. Following its introduction, gross enrolment in primary school increased from 3.1 million in 1996 to 7.6 million in 2003. This was despite the fact that primary education was not made compulsory, nor entirely free, since parents were still expected to contribute pens, exercise books, clothing, and even bricks and labor for classroom construction. The UPE program in Uganda demonstrated that a poor country with a committed government and donor support could fight poverty through ensuring universal access to education for its citizens. The significant increase in primary school enrolment was also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families. Nevertheless, there were still ways in which the program could be improved. These included tackling institutional constraints to the delivery of quality education services, taking advantage of opportunities offered by the liberalization of the education sector, and reducing inequity in

⁶⁰ Ngugi, A., Mumiukha, C., Fedha, E., & Ndige, B. (2015). Universal primary education in Kenya: advancement and challenges. *Journal of Education and Practice*, 6 (14), 87-90.

access to education and the quality of education across districts and between rural and urban areas. There were still some problems and challenges. Pupils abandoned school for different reasons, but the most common included lack of interest (46 percent), family responsibilities (15 percent) and sickness (12 percent). Under the school facilities grants, the government had devoted a lot of resources to procure textbooks, construct classrooms and teachers' houses, and purchase furniture for pupils. The high drop-out rate was the first major threat, particularly the main reason advanced for dropping out (lack of interest). Some parents of the beneficiary pupils of UPE appeared not to have seen benefits of the program (Uganda, 2006)⁶¹.

Education for All (EFA) had been a goal of Sri Lankan society for well over fifty years. In recent years, Sri Lanka had embarked on a major reform of education. At the primary education stage the focus was on educational quality. The outcomes of learning and teaching in grades one-five created the foundation for learning in the higher grades. The quality of the processes of learning in grades one-five determined the quality of the child's learning throughout life. This did not mean however that the reform neglects questions of access and retention. Issues of access, dropout, low attendance and repetition remained, and needed to be addressed. The work of teachers, students and their families lay at the heart of the reform, the end goal of which was change in the learning processes and outcomes of the younger generation. Change in the classroom was guided and supported by the work of many, including policy formulators, curriculum developers, teacher educators and resource planners and funders. These people designed the reform and made changes to critical components of the system of education. Reforms in nineteen areas were proposed, covering the entire span of general education, from Grade 1 to Grade13. There were still some challenges during the primary education reform. The net enrollment still declined; the management system did not

⁶¹ Uganda (2006). *Universal primary education*.
Retrieved from https://www.odi.org.uk/inter_regional_inequality

seem to have received due recognition in the education system. The planning was to be used as an effective means of proper management and development of education had to be undertaken as a regular serious exercise at all levels. Monitoring was part and parcel of planning and could not be separated from it. One of the major problems in the present education management information system (EMIS) was the inaccuracy of data. This was the result of using untrained and uninterested school principals as enumerators (Angela W.L, 2000)⁶².

The government of Republic of Niger had put the heavy financial and human investments in education (basic education strengthening project) and the net progress recorded, the sector performance had remained weak. The gross enrolment rate, estimated at about 41 percent in 2002, was one of the lowest in the continent which averaged 80 percent over the period. Moreover, the repeater rate was extremely high especially in grade six, while the illiteracy rate (80 percent in 2000) was one of the world's highest rates. This poor performance of the education system was attributable, among other things, to the very high population growth rate (four percent from 1988 to 2001 compared with three percent for the 1977-1988 period), which had created several needs in various areas, including education, Niger's population having practically doubled since 1997. Other reasons for the poor performance included the low domestic human resources mobilization and the declining trend in official development assistance. To rectify the situation, the government initiated several actions, of which the recent education orientation law passed on May 1998 and the ten-year (2003-2013) education development program (EDP) stemming therefrom. Following an August 2002 request, the Bank planned to support the EDP through the project with UNESCO's assistance in June 2003. The project took into account the Millennium Development Goals, the global strategy and other donors' commitments. The project was also in line with the Bank

⁶² Angela W. Little (2000). *Primary education reform in Sri Lanka*. The national library services board of Sri Lanka, Ministry of Education, Battarmulla Sri Lanka, February 2000.

Group's 2002-2004 operating strategy in Niger which mainly consists in supporting rural development, human resources development, reforms and good governance. The project sector goal was to contribute to the implementation of the PDDE. Specifically, the project was help to widen access and strengthen equity and quality at the Basic Education Cycles one and two level, even as it would strengthen the institutional capacity of basic education. The project provided considerable support to the implementation of the Government's new education policy through the strategic orientations of the ten-year education development program (2003-2013). It strengthened the enrolment capacity at the basic education level (3,560 additional pupils in basic cycle one and 1,280 pupils in basic cycle two) while improving quality, equity and efficiency. All project components contributed to the fight against poverty. Therefore, the project played a role in helping to reach the goals set out in that policy document, notably by increasing access to social services and improving their quality. The project's contribution to girls' educational development was reflected not only in terms of increasing access but also in quality improvement, a higher success rate, continued schooling and a higher capacity to integrate harmoniously into various spheres of social existence. (ADF, 2003)⁶³.

Though the government of Papua New Guinea (PNG) had numerous policies relevant to improving access to and quality of education and had clear structure of roles and responsibilities for planning and delivering educational services, the benefits and practical implementation of good quality primary education often did not reach beyond urban areas to remote, rural communities. For example, in Obura Wonenara district Eastern Highlands province, access to formal and non-formal educational opportunities was severely limited and literacy rates were extremely low, particularly for girls. While boys might be permitted to make the often difficult, multi-day walk to reach a classroom in serviced area, cultural norms and

⁶³ ADF (2003). *Basic education strengthening project Education II in Republic of Niger*. Retrieved from [https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Niger - Basic Education Strengthening Project Education II - Appraisal Report.pdf](https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Niger_-_Basic_Education_Strengthening_Project_Education_II_-_Appraisal_Report.pdf)

serious safety and security issues prevented girls from accessing these same opportunities. Further, although there were numerous school-age children in the district, there were serious shortages of schools and teachers. In late 2009, CARE PNG began to pilot the integrated community development project (ICDP), which sought to make lasting and measurable impacts on the lives of remote, rural communities, in close partnership with government, communities, and local organizations. It aimed to strengthen communities and built a more enabling environment for rural service delivery. However, there were some challenges and impact to be addressed like strengthened existing systems, increased engagement and community empowerment through community-identified development (CARE, 2009)⁶⁴.

Kenya's government had launched Free Primary Education (FPE) program in 2003. The program was explored and implemented at primary schools in Nairobi. These varied widely from school to school. At two high-impact schools, acute shortages of teachers, physical facilities and learning materials had led to severe 'quality shock', from which neither school had recovered at the time of the initial visit in 2007. Both schools were located in Nairobi, and both drew their pupils almost entirely from low-income families. By contrast two low-impact schools had employed barriers which protected them from the effects of FPE; one through the levying of charges for additional facilities; the other by requiring grade one recruited to have completed a pre-primary course at the school's own, fee-charging, facility. The high impact primary schools, remedial measures were introduced to counter the effects of the 'quality shock' they experienced following FPE in 2003. The fundamental issue was quality; and no quota system could help to resolve it. Without sustained measures to strengthen teaching and learning in the classroom, it was likely that the performance gap between the public and private primary schools would continue to widen (Moses O. & Anthony S., 2010)⁶⁵.

⁶⁴ CARE (2009). *Papua New Guinea Improving access to education in remote, rural communities through ward development planning*. Retrieved from https://www.care.org.au/wp-content/uploads/2014/12/ICDP_-_Improving_Access_to_Education.pdf

⁶⁵ Moses O. & Antony S. (2010). *Free primary education and after in Kenya: enrollment, impact, quality, effect and transition to secondary school*. Retrieved from http://www.create-rpc.org/pdf_documents/PTA37.pdf

The government of Tanzania had set up a decentralization of primary school management and it had mainly been implemented by the primary education development program (PEDP). This program had shown some successes in enrolment expansion and some improvements in classrooms, teachers' houses and pupils' latrines construction. The increase in enrolment, however, had resulted into crowded classrooms that made teaching a big challenge. The primary schools in Dar es Salaam and Mbeya in the East of Africa faced a massive shortage of desks and classrooms and teaching and learning materials that affected the whole process of teaching and learning. Data indicated that there had been some improvements of pupils' performance in primary school leaving examination (PSLE) in the beginning of the PEDP implementation (2002-2006). Recently, the available evidence suggested a declining trend of the pass rate in this examination for three years consecutively from 2007-2009. While involvement of the community in the school development plans might be important, there was a need for the government to intervene where it was some problems in order to safeguard the pupils. The free education for all in primary schools was likely to create more harm than what was expected. For Tanzania to achieve its vision of 2025 that stressed on the learned society and preparation of people who were conscious about their own environment and be able to solve their problems encountered in their daily life class size had to be controlled and the provision of teaching and learning materials was vital (Rose M., 2016)⁶⁶.

Improved access to education had failed to translate into improved learning in many low- and middle-income countries. Nearly 250 million children in those countries could not read, write nor do basic mathematics. A range of different education intervention programs had been implemented to resolve what was being seen as a learning crisis. To find out what evidence existed about improving learning, a systematic review that synthesized qualitative

⁶⁶ Rose Matele (2016). Challenges facing primary education under decentralization of primary school in Tanzania. *International journal of Humanities and Social Science*, 6(1).

and quantitative evidence from 238 impact evaluations of 216 education programs in 52 those countries were carried out. These programs typically aimed to address the constraints that children faced due to poor health and malnutrition, by providing material incentives for schooling for children and/or parents or by reducing the cost of schooling. Some programs were designed to address multiple barriers to education, such as school-feeding, which aimed to both improve nutrition and reduce the cost of schooling. The results, based on evidence from 107 studies, showed that programs that addressed child and household constrained to children's education might be particularly effective at improving participation outcomes. Cash transfers were most effective in improving school participation, while merit-based scholarships had been more successful in improving learning outcomes. School-feeding was a promising intervention for improving both school participation and test scores (Snilstveit et al., 2016)⁶⁷.

There were many education projects funded by different NGOs in Cambodia. One of the education projects was improved basic education in Cambodia (IBEC). It was a five-year project funded by USAID through World Education piloting innovative interventions that promote access and quality. School assistance was provided over a three-year development cycle to help ensure sustainability. It began in 2009. The project assists local authorities to provide improved services to schools including access to computer and science facilities, renovated libraries, health screening and referral, counseling networks, child help networks (e.g., peer tutoring), scholarships, and infrastructure upgrading, to name a few. The IBEC's Technical Components were:

- Capacity-building for NGOs and Local Government
- More Equitable School Access
- Improved School Management and Community Engagement

⁶⁷ Snilstveit, B. et al. (2016). *The impact of education programmes on learning and school participation in low- and middle-income countries: A systematic review summary report, 3ie Systematic Review Summary 7*. London: International Initiative for Impact Evaluation (3ie).

- Improved Educational Relevance

The IBEC project provided holistic development support to many schools including scholarships for poor children, remedial assistance for children with special learning needs, library development, teacher training, life skills education, child-to-child help networks, children's councils, girls' counselors, and infrastructure support. Through a combination of inputs across many dimensions, school efficiency in terms of dropout and repetition had been greatly reduced. The project had increased educational relevance through a combination of life skills programming, computer and science lab establishment, scholarship support, and infrastructure upgrading. The number of children supported was around 100,000 children at primary and lower secondary school levels (World Education Cambodia, 2014)⁶⁸.

To conclude, the study had made both conceptual and empirical reviews of relevant literature. In the first part along with the several definitions, the review focuses on primary education. From the review the definition of primary education was determined from grade one to grade six. Primary education was a basic foundation to build human resources at the early stage. Through review of relevant literature, the study attempted to show the importance of primary education in development programs of different countries in the world as well as the primary education program and policies and education strategic plan of Ministry of Education, Youth and Sports in the Kingdom of Cambodia. From the review, it revealed that the governments of each country, bilateral agencies, international NGOs, UNICEF, and UNESCO had invested huge fund to improve and develop primary education program in each country. Many education projects were developed in order to improve accessibility to schools, quality of teaching and learning, school management and performance as well as the participation of communities in all school activities. The review showed the progress of primary education, but there were still gaps and challenges needed to be addressed and solved in the

⁶⁸ World Education (2014). *Improved based education in Cambodia (IBEC) (2009-2014)*. Retrieved from <https://cambodia.worlded.org/projects/improved-based-education-in-cambodia-ibec-2009-2014/>

future such as updated policies at national level, school infrastructure, reading tool kits and material/equipment, enrollment rate, dropout school, quality of teaching and learning, participation from communities. These gaps required the joint efforts and budget from all stakeholders included governments, relevant agencies and NGOs, UNICEF and UNESCO to address together and to be aligned with the UN Sustainable Development Goals (UN, 2016)⁶⁹. The UN General Assembly adopted the new 2030 Agenda for Sustainable Development. Sustainable Development Goal four – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – focuses on education as a fundamental human right that is necessary for the achievement of all the SDGs. Education supports the achievement of gender equality by empowering women and is crucial to creating environmental resilience in an inclusive society.

⁶⁹ United Nation (2016). *The sustainable development goal report 2016*. New York. Retrieved from <https://unstats.un.org/sdgs/report/2016/The%20Sustainable%20Development%20Goals%20Report%202016.pdf>

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study in detail. It includes an explanation of type analysis carried out in the study, type and source of data, sampling and sample size, statistical tools, coverage, scope and limitations of the study.

3.1 Type of Analysis

The type of analysis carried out in the study was both descriptive and quantitative approaches to answer the research questions, meet the objectives of the study and test the hypotheses. In descriptive approach, the study has relied on relevant literatures, whereas, in quantitative approach, the study has used tables, graphs and statistical models for the analysis of the data. Finally, both qualitative and quantitative analysis have been done to analyze the impact of ChildFund Cambodia education program on the development of primary education in the target area, Svay Chrum and Romeas Haek districts, Svay Rieng province from 2008-2018. Thus, the study has employed both qualitative and quantitative methods of analysis as per its set objectives.

3.2 Type and Source of Data

The present study is based on both primary and secondary data over period 2008-2018. Primary data have been collected from selected respondents including parents of students, school support committee members, teachers, school principals, school librarians, district training and monitoring team, provincial department of education officials, and ChildFund Cambodia program staff which included head of programs, provincial manger, and project officer.

Secondary data have been collected from internal sources and external sources. Internal sources of collecting the data were in-house publications, databases, website, annual reports, assessment, and evaluation of ChildFund Cambodia. External sources of secondary data were Ministry of Education, Youth and Sport, Ministry of Planning and websites of international professional organizations such as: Action Aid, Caritas Cambodia, Save the Children, UNESCO, UNICEF and World Vision Cambodia.

3.3 Sample Size and Sampling

ChildFund Cambodia is working in 26 primary schools of Romeas Haek and Svay Chrum districts Svay Rieng province. There were 10,304 students including 4,982 girls, and 357 teachers, including 161 women teachers in the schools during the time of survey. As the students were not able to answer the questions properly because of their age factor (lower age), the parents of the students were taken into account as the respondents instead of the students. To determine the sample size for a study, Yamane (1967)⁷⁰ sample calculation is the most ideal method to use. Assuming number of students is equal to numbers of parents, Yamane 1967 formula was used to decide the total of the number of parents of the students to be surveyed. The formula is given below:

$$n = \frac{N}{1 + Ne^2}$$

Where,

n = Sample number of parents

⁷⁰ Yamane, Taro (1967). *An Introductory Analysis*. New York: Hasper and Row. Retrieved from <https://www.quora.com/What-is-Yamane-sample-calculation>

N = Total number of parents, which is assumed to be equal to total number of students (10,304)

e = Margin of error, which is assumed to be 5% or 0.05

Hence,

$$n = \frac{10,304}{1+10,304*(0.05)^2} = 385$$

If a parent had more than one child studying in the school, then another parent of a student studying in the same school and living in the same village was substituted. So, in total, the number of parents surveyed was 385. Considering the school as stratum, proportional stratified random sampling was used to select the number of parents for each school. From each school (stratum), sample random sampling was used to select the parents of students. A sample random sampling is a random sample selected by a method which ensures that all possible samples, of a given size, are equally likely to be chosen (ESA, 2013)⁷¹. The details of the number of parents of students for each school surveyed were shown in the below table.

Table 3.3. 1: School wise Total and Sample Number of Parents

Name of the District	School Name	Total Number of Students	Sample Number of Parents
Svay Chrum	Chambork Korng	626	23
	Svay Thum	476	18
	Svay Pha'em	624	23
	Char	401	15
	Toul Theat	316	12
	Wath Svay Year	144	5
	Chhouk Meas	585	22
	Kday Slar	307	11
	Tasuos	353	13

⁷¹ Education Service Australia (2013). *Random sampling, a guide for teacher for 11-12. Probabilities and statistics*. Carlton South Vic 3053 Australia

	Dok Pour	234	9
	Svay Chm Rouv	200	7
	San Daot	342	13
	Ror Kar	253	9
	Phum Koul	188	7
	Ang Kabas	222	8
	Samrong Pich	526	20
Romeas Haek	Toul Sokram	515	19
	Trapeang Pring	569	21
	Andoung Por	336	13
	Chik Dei	322	12
	Toultathoun	374	14
	Svay Tontim	446	17
	Chantrie	597	22
	Wat Mokh Da	316	12
	Kom Raeng	259	10
	Hun Sen Mokh Da	773	29
Total		10,304	385

Source: Data from Easy To Learn Project 2016-2017, ChildFund Cambodia, and Own Estimation.

Other relevant stakeholders were also interviewed for each school and those were: one school support committee member, one teacher or one school principal, one school librarian for each thirteen school libraries, two district training and monitoring team members from each district, one provincial education official and three ChildFund Cambodia program staff. Purposive Sampling Method was used to select these respondents for interview to collect primary data. Purposive Sampling implies that researchers sample must be tied to their objectives (Palys, 2008)⁷². The details of the total numbers of respondents of different kinds to be surveyed were as follows:

⁷² Palys, T. (2008). Purposive Sampling. The Sage Encyclopedia of Qualitative Research Methods. Sage: Los Angeles, pp.697-8

Table 3.3. 2: Type and Number of Respondents Surveyed

Sl. No.	Type of Respondent	Number of Respondents	Methods
1	Parents of students	385	Interview
2	School officials (teachers / school principals)	26	In depth interview
3	School support committee members	26	Interview
4	School librarians	13	In depth interview
5	District Training and Monitoring Team members and Provincial Education Official	5	In depth interview
6	ChildFund Cambodia staff	3	In depth interview
Total Respondents		458	

Source: Own Estimation.

3.4 Statistical Tools

The study used different statistical tools such as: percentage, average, graph, and table. Further, to determine whether the association between two qualitative variables is statistically significant, researchers must conduct a test of significance called the Chi-Square Test (Moore, Notz, & Flinger, 2013)⁷³. Chi-square (χ^2) test, was used to test the hypotheses of the study. The formula is given below:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where,

i = Number of classes in the distribution

O_i = Observed frequencies in class i

⁷³ Moore, D. S., Notz, W. I., & Flinger, M. A., (2013). *The basic practice of statistics (6th ed.)*. New York, NY: W.H. Freeman and Company

E_i = Expected frequencies in class i

C = Number of categories

df = Degree of freedom = C - 1

3.5 Data Gathering Procedure

For collecting primary data, direct personal interview method through well-structured questionnaires was used. The questionnaires included questions on several aspects related to the theme of research such as the profile of respondents (gender, age, occupation, income, etc.). Before finalizing the questionnaires for collecting the primary data from the sample respondents, the draft questionnaires were tested and necessary modifications were made. A detailed list of necessary secondary data was prepared by the candidate, and these data were collected personally by the candidate from the concerned officials, the government and local institutions, and ChildFund Cambodia.

3.6 Coverage of the Study

The present study took into account all the 26 primary schools of the projects implemented by ChildFund Cambodia in Romeas Haek and Svay Chrum districts of Svay Rieng province. The study surveyed 458 respondents which including 385 parents of students, and 73 respondents included teachers, principals, school support committee members, school librarians, district training and monitoring team members, provincial education official and ChildFund Cambodia program staff.

3.7 Procedure of Analyzing Data

For the purpose of analyzing the data, both tabular and graphical analysis have been carried out in the present study. Data collected from various sources were further compiled, processed and tabulated keeping the objectives of the study in mind. The

"Statistical Package for the Social Sciences" (SPSS) is a package of programs for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences (Chapman & Hall, 2004)⁷⁴. The Statistical Package for the Social Sciences (SPSS) and MS Excel have been used to process the data. For analyzing the both qualitative and quantitative primary data collected from the study, and to measure the impact of ChildFund Cambodia education program on the development of primary education in the study areas, Chi Square Test has been used to test the null hypotheses of the study.

3.8 Conclusion Remark

Thus, the above discussions clearly explain about the methodology adopted in the present study. To conclude, the study has used both primary and secondary data, and besides qualitative analysis, it has employed quantitative analysis by using Chi Square Test. Finally, results of the study have been presented through tables and graphs in the next chapter.

⁷⁴ Chapman & Hall/CRC Press LLC (2004). *A handbook of statistical analyses using SPSS*. 2004 by Chapman & Hall/CRC Press LLC. Boca Raton London New York Washington D.C.

CHAPTER IV

CHILDFUND CAMBODIA EDUCATION PROGRAM

This chapter reviews the ChildFund Cambodia primary education projects implemented in the target area of Svay Chrum and Romeas Haek districts in Svay Rieng province. It presents all projects with goals, objectives, activities and achievements to support the primary education in those two districts, target area of ChildFund Cambodia, in Svay Rieng province.

4.1 About ChildFund Cambodia

ChildFund Cambodia is the representative office of ChildFund Australia – an independent and non-religious international development organization that works to reduce child poverty in developing communities. ChildFund Australia is a member of the ChildFund Alliance – a global network of 12 organizations which assists more than 16 million children and their families in over 60 countries. ChildFund Australia is a registered charity, a member of the Australian Council for International Development, and fully accredited by the Department of Foreign Affairs and Trade which manages the Australian Government’s overseas aid program. ChildFund began working in Cambodia in 2007, and works in partnership with children, their communities and local institutions to create lasting change, respond to humanitarian emergencies and promote children’s rights. Projects are implemented in the rural provinces of Svay Rieng, Kratie, Battambang, as well as urban Phnom Penh, focused on improving living standards for excluded or marginalized communities. With a focus on child protection and resilience, quality education, sustainable livelihoods, improved local governance, child nutrition, water and sanitation, and youth empowerment, ChildFund Cambodia is also working to improve early grade reading performance through technology

interventions, and strengthen national community-based child protection mechanisms. ChildFund Cambodia implements its programs in collaboration with local civil society organizations, and in partnership with the relevant ministries and government departments (ChildFund Cambodia, 2009)⁷⁵.

4.2 Study Area

The present study is focused only on primary education development program of ChildFund Cambodia in two districts Svay Chrum and Romeas Haek in Svay Rieng province. Svay Rieng with the provincial code of 20 is one of the 24 provinces of the Kingdom of Cambodia, and it is located in the south eastern part of the country. It borders to the north and west with Prey Veng, and to the south and east with Viet Nam. The area of the province is 2,966 square kilometers. The average temperature is about 30 degrees Celsius; and the minimum temperature is about 16 degrees. December and January are the coolest months, whereas, the hottest is April. There are six districts and two cities; i.e., Svay Chrum, Romeas Haek, Chantrea, Romdoul, Kompong Rou, and Svay Teab districts and Svay Rieng and Bavet cities. The population in this province is about 550,466 people included 289,248 females. The population density is therefore 185.6 people per square kilometer with the adult literacy rate is 82.9 percent. Of the 550,466 population 40.64 percent are under 17 years and annual primary school new enrolments exceed the number of primary school graduates, reflecting national trends, as 39 percent of Cambodia's population are children under 15 years of age (Ministry of Planning, 2008)⁷⁶.

⁷⁵ ChildFund Cambodia (2009). *Annual report 2009*. Phnom Penh, Cambodia.

⁷⁶ Ministry of Planning (2008). *Economic census of Cambodia 2008*. National Institute of Statistics, Phnom Penh, Cambodia.

The number of establishments in Svay Rieng province was 15,245 while the total number of persons engaged was 53,202 persons. It accounts for three percent of the total number of establishments (505,134 establishments), and for three percent of the total number of persons engaged in the Kingdom of Cambodia (1,673,390 persons). The total value of annual sales in the province was 208 million US dollars, while the annual expenses amounted to 165 million US dollars. Most households in Svay Rieng are paddy rice farmers (92 percent), one percent are service providers and seven percent have no specific occupation. Of those households with wage earners, 49 percent have members employed by the government and nine percent are employed by the private sector. The local economy in Svay Rieng was characterized by a strong reliance on subsistence agriculture, mainly rice cultivation, and the area was subject to frequent droughts and floods during the year. Most families using local assisted schools were generally rice farmers who are very poor (ibid).

4.3 ChildFund Cambodia's Education Projects

The current section discusses the overviews of different educational projects implemented by ChildFund Cambodia for the development of primary education in the study area, i.e., Svay Chrum and Romeas Haek districts of Svay Rieng province. Since the program started in 2008 in Cambodia, ChildFund Cambodia implemented its pilot primary education program while developing its first Country Strategic Paper for five years. Initially, the focus was more around on hardware aspects rather than software both in Svay Chrum and Romeas Haek districts. Its purpose was to encourage children to have equitable access to school with good quality of basic education. From 2010, ChildFund Cambodia was focusing on hard and software projects to support students, teachers, school support committees and other stakeholders to ensure the good

quality of basic education aligned with the Ministry of Education, Youth and Sports 5-year plan strategies 2009-2013 (ChildFund Cambodia, 2010)⁷⁷.

4.3.1 Universal Access for Primary School Children Project

ChildFund Cambodia implemented the project “Universal Access for Primary School Project (KH01-003)” with the total capital budget of 189,000 USD supported by ChildFund Australia from July 2010 to June 2011 in order to increase access of deprived and vulnerable children to education for primary school children at Chantrei and Kamraeng Primary Schools in Chantrei and Andoung Trabaek communes in Romeas Haek district by strengthening facilities such as constructing primary school buildings, playgrounds, kindergartens and providing notebooks, school uniforms and bicycles. Its three main objectives were: 1) increased education resources available to children in target communities of Chantrei primary school; 2) increased education resources available to children in target communities of Kamreng primary school; and 3) support activities for Kamreng and Chantrei schools as relevant.

The project stated that many children, youth and families in Cambodia’s population of 13.39 million remained marginalized and required increased attention (Ministry of Planning, 2008)⁷⁸. Lessons learned from program activities could be incorporated into dialogue from community to national level with the potential for positively influencing Royal Government of Cambodia (RGC) policy development and implementation strategies. Program activities were to be continued to develop and build active partnerships with all stakeholders – children, communities, sector

⁷⁷ MOEYS (2009). *Education strategic plan 2009-2013*. Phnom Penh, Cambodia.

⁷⁸ ChildFund Cambodia (2010). *Annual Report 2010*. Phnom Penh, Cambodia.

collaborators, government, and give children and youth a voice. Remarkable strides had been achieved to improve general participation rates, primary net enrolment rates (NER), reduced the proportion of out-of-school 6-14 year olds, approach gender parity and lessen regional inequalities in primary education since the 1990's. Despite significant progress and achievements, the challenges included irregular attendance patterns, low survival rates in primary school (less than 60 percent), and there was still very large gap between urban and rural areas.

ChildFund Cambodia used methodologies in consultations with the provincial education office (PEO) to identify key education sites that needed immediate support for primary school children. Schools selected by ChildFund Cambodia had children with limited or inadequate access to primary school education. Communities were supportive and might even have funded through their own fundraising opportunities in the past (Chantrei school) to support the construction of classrooms for children from the catchment area. ChildFund Cambodia was providing children with access to safe and secure school facilities, which had been identified through commune and district planning. The construction of one five-classroom primary school provided significant benefits to the communities, particularly children and youth: safe learning environment for all children from catchment villages; 100 percent enrolment opportunities from the catchment area villages; reduced daily travel time for students from the catchment villages enrolled at other schools; increased number of females who remain in school and graduate from grade six; establishment of a kindergarten facility to provide positive learning opportunities, equipping them for entry into grade one, promoting 100 percent enrolment; long-term community asset promoted as a model school for learning. Direct beneficiaries included all primary-age schoolchildren (boys and girls) living in the communes where the primary schools located. There

were 5,001 children (2,550 girls) as well as 72 school teachers and six school managers who were directly benefited from the inputs made during the project implementation (ChildFund Cambodia, 2010a)⁷⁹.

4.3.2 School Management and Leadership Project

To increase primary school students' completion rates, increase skill levels of primary school students, and increase number of children motivated to attend secondary school, ChildFund Cambodia implemented the project "School Management and Leadership Project (KH01-019)" in Svay Chrum district with the capital budget of 503,000 USD supported by ChildFund Australia from November 2012 to June 2015. In order to achieve these purposes, the project had five strategic objectives ensuring that the project would provide positive impacts for the benefits of teachers and students. These objectives were: 1) improved primary school teaching quality through development and appropriate use of training materials and implementation of child-centred learning; 2) improved primary school leadership and management to enable effective leadership and management of primary schools by school principals who understand and endorse child-friendly policy; and a functioning school maintenance committee (SMC); 3) improved support from parents/caregivers of primary school children who understand the value of education and support functional parents teachers association (PTA); 4) increased child participation in primary school and community non-formal learning opportunities by strengthening and supporting child councils to function effectively in primary school, pilot and support community-based child clubs to operate effectively; and 5) monitored and evaluated activities throughout

⁷⁹ ChildFund Cambodia (2010a). *Project proposal on universal access for primary school children*. Romeas Haek district, Svay Rieng province, Cambodia.

the project to provide evidence for future planning through baseline data, end of project evaluations, best practice sharing.

Primary school enrolment rates nationwide had improved significantly to 94.8 percent in 2010-2011 school year, with equal participation of girls and boys and in urban and rural areas. The national primary school completion rate was still low at 83.2 percent. Particularly when combined with a national repetition rate of 9.1 percent (MOYES, 2009)⁸⁰. ChildFund Cambodia survey in 2011 showed that the situation in Svay Rieng appeared even more challenging with data showing approximately 50 percent of children above the age of 12 years in target communities having not completed their primary school education. Svay Rieng had high rates of primary school children dropping out every year (6.96 percent of students/year overall and a concerning 20 percent of grade six students/year leaving their village to seek employment in and out of Cambodia) according to the 2012 Svay Rieng department of education record. The Svay Rieng department of labor reported that more than 21,000 children and young people above the age of 12 years were working in casinos, factories and business in Svay Rieng alone.

In order to respond to the above challenges, school management and leadership project was developed with a focus to address management and leadership issues impacting upon the education sector in the target area, and its implementing activities were capacity strengthening to target beneficiaries: increased knowledge, and capacity of teachers and school principals through training needs and support; built better relationships between parents, community people and teachers to promote values of education and continue supporting their children to complete primary school;

⁸⁰ MOEYS (2009). *Education strategic plan 2009-2013*. Phnom Penh, Cambodia.

promoted equal participation of boys and girls in school activities, learning, sharing, and equal access to resources and studying materials; reduced student dropout through improved quality of education and community reinforcement to parents and guardians of primary-age children of the importance of an education; provided teachers with strategies to improve teaching standards and living conditions; and promoted quality of leadership and management at primary school through the identification of individual needs and capacity building support required. At the end of the project in 2015, there were 4,213 boys under 14 years old and another 4,113 boys over 14 years old students at primary schools as well as 3,866 girls under 14 years old and another 3,796 girls over 14 years old students at the primary school level directly benefited from this project. There were also 339 female teachers and education officers in 22 target primary schools directly benefited from this project. There were education officers and other 3,201 children, youth and community people across the 22 target primary schools also indirectly benefited from the school leadership and management project (ChildFund Cambodia, 2012a)⁸¹.

4.3.3 Pilot School Management and Leadership Project

The project "Pilot School Management and Leadership (KH01-020)" was developed and implemented by ChildFund Cambodia with the capital budget of 42,000 USD supported by ChildFund Australia during January 2013 to June 2013. The main purpose was: "more children completing primary school and children willing to continue their study into the secondary schools". To achieve this purpose the project developed two strategic objectives ensuring that the project would provide positive

⁸¹ ChildFund Cambodia (2012a). *Project proposal on school management and leadership*. Svay Chrum district, Svay Rieng province, Cambodia.

impact for the benefits of teachers and students. The objectives of the project were: 1) to improve learning and teaching quality of primary school teachers in twenty (20) target schools; and 2) to improve school leadership, management, and child's participation in schooling activity. To achieve these objectives key indicators were set to measure this project's achievement such as key training on leadership and management was provided to school principals and vice principals to ensure they were able to lead and manage effectively.

There were number of steps undertaken to ensure that the project was responding to the issues faced by the local community people and the royal government of Cambodia (RGC) in the education sector. A commune snapshot survey was conducted in 2012 followed by community engagements in which children, parents, youth, and local authorities participated. Consultations with district and provincial education officers were also conducted to explore ways and strengthen the cooperation within this project framework. Technical officers from the provincial department of education (POE) were also invited to give their comments and feedback on the project design at different times. Through a number of meetings and consultations with local authorities, children, education officers, and local authorities, it was learnt that the quality of education at the primary school level was poor, and teacher absence was high due to a low income. It found that children in grade four to six were unable to write properly even in Khmer language. To enhance children participation in schooling activities, ChildFund Cambodia worked closely with district education and provincial department of education (POE) to expand its support to the effective functioning of existing child clubs; expanded club activities, roles, responsibilities and membership; increased cooperation between schools and parents to ensure that children get good support in their schooling activities. Pilot school

management and leadership project (PSML) addressed management and leadership issues impacting upon the education sector within the primary education, which linked to: increased knowledge and capacity of teachers in teaching and learning skills including child centre approach and teaching curriculum, leadership and management skills of school principals through training needs and support; built better relationships between parents, community people and teachers to promote values of education and continue supporting their children to participating school regularly, promoting equal participation of boys and girls in school activities, learning, sharing, and equal access to resources and studying materials, reduce student dropout through improved quality of education and community reinforcement to parents and guardians of primary-age children of the importance of an education.

The project beneficiaries included 9,721 students and teachers (with 3,145 females) directly benefited from this project over the six months. They were benefits through, trainings, capacity building supports, dissemination, training materials, and resource allocation to the primary schools. There were also 4,842 indirectly benefited from this project with children and adults as well as community people and children and adults who were out of schools and learnt from their friends and families (ChildFund Cambodia, 2013a)⁸².

4.3.4 School Kindergarten Project

With support from ChildFund Australia, ChildFund Cambodia developed and implemented the project “School Kindergarten Project (KH01-021)” with the capital budget of 43,000 USD from November 2012 to June 2013 with the main purpose:

⁸² ChildFund Cambodia (2013a). *Project proposal on school management and leadership*. Romeas Haek district, Svay Rieng province, Cambodia.

"Pre-school children have full opportunity to attend kindergarten classes and development in a safe, child-friendly, nurturing kindergarten environment". To achieve this purpose, the school kindergarten project was developed with three strategic objectives ensuring that the project provided positive impacts for the benefits of teachers and students: 1) kindergarten teachers in 18 schools (with 25 kindergarten teachers) in Svay Chrum district improved knowledge and skills and able to provide quality teaching to pre-school children; 2) 25 kindergarten classes in 18 schools in Svay Chrum district had more training and learning resources materials; and 3) community in 18 schools enhanced their understanding and relationship and two-way communication about the importance of early childhood education (ECE).

ECE was a fundamental indicator set out in the education strategic plan (ESP) 2009-2013, child friendly school policy 2005, education for all (EFA), Royal Government of Cambodia's (RGC) poverty reduction strategy, rectangular strategy (Phase I and Phase II); it contributed towards Cambodia's millennium development goals. Indicators set by MoEYS in the education strategy plan (ESP) was that by 2015 at least 75 percent of children five years old have attended school; whereas 50 percent for children aged three to four years old attended school. Based on the ESP, Svay Rieng POE set a target of 65 percent for five years old children to attend schools in 2012-2013 school year and 45 percent for children aged three to four to attend school. Literature reviews showed that ECE impacted on a child's transition to primary school and improved rates of primary school retention and completion. ECE decreased the chance of children repeating classes and dropping out of school early. In communities where ChildFund Cambodia was working, school principals and authorities had observed that the repetition rate at primary school level would be decreased if ECE opportunities were easily available and children attended kindergarten regularly, prior

to being enrolled in primary school. As part of a larger positive parenting approach to messaging in communities, ChildFund Cambodia was working through the strategy to conduct a number of dissemination meetings at the commune level to promote and enhance people, parents, and local authorities, their understanding on the importance of ECE. Building social accountability was enhanced through household monitoring visits by teachers in out-of-school hours, to ensure children were attending classes and improving relationships with households. Training and capacity building were provided to all kindergarten teachers. Trainings were conducted through close cooperation with POE and MoEYS officers based on the child friendly school policy. Existing government monitoring system was supported to improve to meet the standards and ensured that every kindergarten teacher in school received support from school management in their teaching and learning. Numbers of resources and training materials were provided to schools and teachers to ensure they were fully access to the utilisation of teaching and learning resource material and enhancement the quality of their teaching and being more interactive with students – utilising resources effectively and following suggestions arising from POE monitoring to improve quality of teaching.

School kindergarten project addressed a number of issues related to teaching skills, inadequate knowledge, learning, and quality of early childhood including enhancement and building good relationship among school teachers, local authorities and community particularly parents. It promoted two-way communications and value of education among parents in the community. While behaviour and attitudinal change required time, the project continued ChildFund Cambodia's promotion of equal participation of boys and girls in education; it ensured all children under six years were enrolled and attended established kindergarten facilities in each community where

ChildFund Cambodia had been working. Children participated in school activities had been learning, sharing, and equal access to resources and studying materials. The project continued its focus on building champions amongst the ECE sector itself, parents and caregivers, community members and all authorities. ChildFund Cambodia continued to provide long-term support to the RGC by increasing the importance of ECE in community planning, future commune investment plans (CIP) included ECE as a priority for direct funding if national budget was insufficient.

There were 832 pre-school children (395 are females) in 18 targeted pre-schools benefited directly from this project. All teachers, school principals and education officers were also be directly benefit from this project. Others local authorities and village chief and village development committee members (VDCs) including some relevant youth members were also indirectly benefited from this project – in dissemination between schools and communities, youth members worked closely with authorities to plan the dissemination meeting which enabled them to demonstrate to the communities their leadership skills and commitment to development of all persons across the communities. In reality, large number of indirect beneficiaries had a positive impact made upon their lives by a successful kindergarten project. Older siblings were able to go to school if their younger brothers and sisters had a kindergarten class to attend; the older siblings were not required to stay home and look after the children while their parents went outside the household to work (ChildFund Cambodia, 2013b)⁸³.

⁸³ ChildFund Cambodia (2013b). *Project proposal on school kindergarten*. Svay Chrum district, Svay Rieng province, Cambodia.

4.3.5 School Leadership and Management Project

To contribute to ChildFund Cambodia's education program goal: "Children as rights holders have equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government that builds local capacity and increases child well-being", ChildFund Cambodia developed and implemented the project "School Leadership and Management Project (KH01-027)" with the capital budget of USD 198,000 supported by ChildFund Australia from July 2014 to June 2017 to respond the needs of children, teachers, school support committees (SSC) and school principals to improve quality of teaching standards, leadership and management standards at 19 established primary schools in Romeas Haek, Svay Rieng province. It contributed to a positive change at primary school and community levels in terms of school leadership and management, quality of teacher training on teaching methodology, support from the community to primary school and increasing the value placed on education by community members. This project promoted long-term change as: 1) it built a very strong foundation in responding to the government policies and strategic planning (child friendly school policy (CFS), education strategic plan (ESP) 2008-2013, education for all (EFA) of MoEYS, Cambodia millennium development goals (CMDG) and key issues identified through project implementation and learnings; and 2) it promoted partnership and empowerment of the existing RGC structures to implement and monitor the project over time.

A study conducted by NGO Education Partnership with ActionAid in December 2012 (NEP, 2012)⁸⁴ through a promoting rights in school project had found that the lack of school infrastructure, facilities and education materials had strong impact on both quality of school leadership and management. Poor leadership and management of primary schools had been identified as one of the key issues contributing to low primary school completion rates and literacy standards. In Romeas Haek district, 19 percent of children had not completed primary school and 66 percent of Svay Rieng's children aged 6-14 years perform below the national literacy standards and repetition rates. There were 12 percent of total populations in Romeas Haek district migrated for employment reported by the department of migration in Svay Rieng in 2012. The majority was without high education attainment, limited migration preparation and unrealistic expectations which increased their vulnerability to abuse and exploit during migration cycles as they left behind family, social and community networks. Poor school leadership and management leading to dropout of children was likely to increase their vulnerability to migration for work or when accompanying parents who were migrating.

It was important to support primary school Principals to provide leadership and management training, to introduce leadership and management principles as a new approaches or to provide refresher training to those who were originally included, to increase support from the community for schools, to mobilize resources, to increase the value by which communities perceive education, and to mentor and support teacher's pedagogy strategies and commitments. Teachers were trained in positive discipline and work plan development as part of design of leadership and management curriculum of MoEYS which was covered in the child friendly school policy. District

⁸⁴ NEP (2012). *NGO education partnership annual report 2012*. Phnom Penh, Cambodia.

training monitoring team (DTMT) members were responsible for this training with support from the ChildFund Cambodia education specialist who continued to conduct regular monitoring visits to schools to support teachers. DTMT conducted regular monitoring visit in order to provide ongoing support to school principals and technical grade leaders (TGL). Cooperation with Ministry of Education, Youth and Sports (MoEYS), Provincial Department of Education (POE) and DTMT members increased capacity to observe classes, provided constructive feedback and motivated teachers. These skills enabled TGL and school principals to be more effective in providing quality feedbacks during class observation. School Support Committee (SSC) members understood on their role and responsibility in school development. The training curriculum were developed and designed by the ChildFund Cambodia Education Specialist in close collaboration with national core trainers from MoEYS.

There were 6,920 primary school students who were studying in the established target 19 primary schools. All primary school teachers, school principals, SSC members, DTMT members including chief of school clusters, DOE and POE were also benefit through this projects and its capacity building. At least another 11,177 other people were indirectly benefit from this project in the next ten years (especially children) who continuously come to attend schools in the future and might be encourage by their parents and peers to attend schools (ChildFund Cambodia, 2014a)⁸⁵.

⁸⁵ ChildFund Cambodia (2014a). *Project proposal on school management and leadership*. Romeas Haek district, Svay Rieng province, Cambodia.

4.3.6 School Library Construction Project

To respond to the immediate needs of 918 (484 females) students, youth and teachers at Svay Pha'em primary school in Svay Angk commune, Svay Chrum district, to have increased opportunities to access reading and research materials, the project "School Library Construction Project (KH01-028)" was developed by ChildFund Cambodia with the capital budget of 48,000 USD supported by ChildFund Korea from January 2014 to December 2014. The objectives of this project were to construct one library building for primary school children in Svay Ph'aem primary school, Svay Angk commune, Svay Chrum district, Svay Rieng province; to equip the furniture and library materials, equipment, and reading resources for primary school students; and to build capacity of librarian, teachers and increase accessibility of students to reading resources for doing research and improve their reading skills. The project promoted long-term change and sustainability in five ways by: 1) working with existing community-based structures in planning, monitoring and evaluation of activities to embed ideas about good library management and optimum utilization in a key institution; 2) close involvement of provincial department of education (POE) technical staff and district office of education (DOE) personnel also deepened their ongoing relationship between provincial authorities and communities, including with the school principal; and help to sustain links to technical advice on education issues; 3) involvement of village development committee (VDC) from ground-breaking to monitoring construction on a daily basis increased community accountability and ownership and promote long-term maintenance of the library building; 4) consultation with children and youth promoted resourcing more appropriate for the intended age-group; and 5) involvement of youth alongside VDC personnel in quality assurance activities (monitoring during construction) provided evidence to the community of the

interest and ability to actively participate in the development of their communities. ChildFund Cambodia's primary operational partners were village development committee (VDC) members, DOE and POE personnel as well as school management and leadership, teacher/ librarians and children and youth. The experience showed that it was important to avoid creating new community mechanisms for oversight and management of the project construction, thus the strong roles of VDC, DOE and POE personnel agreed upon in line with established RGC policy. Children also were participated in on-going assessments of usage and access at the completion of construction to identify challenges they were experiencing in accessing library facilities as well as providing a platform for the community to have an increased awareness and understanding of the demand by children for a quality education.

There were 918 students (484 females) teachers, youth and community members in Svay Pha'em directly benefited from this project in the first year; over the next five years at least an additional 1,200 children, teachers, school principal, youth and community members would be benefited from the provision of this library. Therefore, over 5 years, a minimum of 2,118 children, youth, teachers and community members directly would be benefited from the project annually. Indirectly all community members benefited from this project. It was clear from data collected from other dedicated library constructions, that community members visited regularly and consulted with information texts, particularly on livestock management and cropping techniques (ChildFund Cambodia, 2014b)⁸⁶.

⁸⁶ ChildFund Cambodia (2014b). *Project proposal on school library construction*. Svay Chrum district, Svay Rieng province, Cambodia.

4.3.7 Child Literacy Project

With support from ChildFund Korea, the project “Child Literacy Project (KH01-029)” was developed by ChildFund Cambodia with the capital budget of 62,000 USD from March 2014 to December 2014. The goal of this project was children in 15 schools in Svay Chrum district improved reading skills. This project had two objectives: 1) strengthened capacity of teachers, including librarians to implement reading activities in 15 schools and effectively used resource materials provided to 22 primary schools; and 2) increased children’s reading performance by strengthening education support provided by School Support committee (SSC), commune councils, commune council for women and children (CCWC), school leadership, teachers and parents. To achieve these outputs, the project facilitated trainings for primary school teachers, including librarians, on how to facilitate reading approaches to assist students with additional learning needs in schools. This project promoted long-term change through ChildFund Cambodia’s mobilization of relevant duty bearers to increase support to children in need. Communities, sub-national education authorities, school management and leadership, school librarians confirmed support for this project and committed to providing students with learning opportunities outside of normal school hours.

ChildFund Cambodia conducted considerable discussions with provincial and district authorities, school leadership, communities and children over the past five years and reflected on education project learnings and assessments to identify activities that would increase child literacy standards in communities where ChildFund Cambodia was working. Provincial and district department of education (POE and DOE), school principals and teachers consulted by ChildFund Cambodia believed that low literacy standards, resulted from a change in teaching approach where students were taught how to memorise using pictures representing objects, but without

showing how they were spelt using vowels and consonants. Whether this was a significant reason or not, it was true that low literacy attainment would encourage children to dropout of school. It was becoming more difficult in Cambodia to enter higher education without a solid educational foundation. National survey results showed that although Cambodia's educational attainment standards were improving over time, more needs to be done. In Svay Rieng, overall 21% of females and 11% of males over the age of six years had not attended primary school. 48% of adult females and 46% of adult males in the population had some primary schooling but did not graduate (MOEYS, 2013)⁸⁷. Providing children with literacy and life skills improved their future by promoting income generation, enhancing safe migration knowledge and strategies, reducing the likelihood of unskilled or exploitative work, in turn supporting their children to succeed at school. It was also known that the better the literacy standards of mothers the more positive the family health status (NIS, 2014)⁸⁸. Literacy promoted the development of active citizens who could contribute to the development of their country. ChildFund Cambodia worked closely with schools, teachers, SSC members including students to identify reading materials to be provided to schools. The reading resources were provided to all 22 schools in the target areas. Children's interest in reading and library attendance increased through the provision of interactive literacy materials. Teachers were sent to visit a project of World Education, an international NGO in Kompong Cham on an exposure visit to learn how to engage students interest in reading, how to provide additional support and library

⁸⁷ MOEYS (2013). *Cambodia Education Strategic Plan (2014-2018)*. Phnom Penh, Cambodia.

⁸⁸ NIS (2014). *Cambodia demographic and health survey 2014*. National Institute of Statistics, Ministry of Planning, November 2015.

management. They conducted coaching for parents about their role to support their child's education and increase their engagement with schools; and they facilitated local education activities to assist children's reading performance in schools and libraries.

The project capitalised on the reading and research materials available in the 15 primary school small classroom libraries selected by ChildFund Cambodia and a further seven primary schools in Svay Chrum district that were provided with additional resources. Teachers who were in charge of the other 13 small classroom libraries resourced by ChildFund Cambodia since 2007 had received library management training; all 15 focus primary school teachers/librarians and relevant teachers received further training and support throughout this project to enable literacy activities to be enhanced. At this time, the logbooks of the four Svay Rieng provincial dedicated libraries showed that approximately 200 children visited every day. ChildFund Cambodia built on the curiosity and enthusiasm of children about reading and research materials available in the libraries and ensured that all children in need of literacy improvements would be encouraged to be involved in extra-curricular and out-of-classroom activities.

There were 12,064 direct beneficiaries as children and youth directly involved in the project, as well as teachers, school principals, SSC, and parents living in the catchment area of each primary school involved in this project. Those children and youth involved in this project were prompted to have a stronger initial focus on reading performance. Parents/caregivers who participated in the consultative meetings were able to learn about ways how to assist their children in reading activities at home. Indirect beneficiaries were community people who lived in Svay Chrum district, Svay Rieng province. Training and awareness raising programs were organised at the community level on education (key message of education). Teachers, school principals

and librarians were organised on an annual basis per primary school (15 in total) per year on during child enrolment sessions at school (ChildFund Cambodia, 2014c)⁸⁹.

4.3.8 Bicycles and Helmets for School Children Project

To achieve the goal of the primary education program "Children as rights holders have equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government that builds local capacity and increases child well-being", ChildFund Cambodia implemented the project "Bicycles and Helmets for School Children Project (KH01-034)" with total capital budget of 152,000 USD funded by ChildFund Korea from July 2013 to March 2014. The project goal was "children motivated to attend school regularly". Its objective was "to provide 1,500 bicycles and helmets to 1,500 school children in Svay Chrum (750) and Romeas Haek (750) districts, Svay Rieng province". ChildFund Cambodia's primary operational partners for this project were provincial department of education, and district office of education. ChildFund Cambodia worked closely with school principals and teachers in 13 communes of Svay Chrum and Romeas Haek districts, Svay Rieng province, commune council and VDC members, village chiefs and community leaders including disability focal persons. The cooperation included: 1) support in monitoring quality of bicycles; 2) finalisation of selection criteria; 3) assistance to organise a ceremony 4) assistance with community messaging about helmet use during the distributions; 5) distribution planning and; and 6) assess the impact of bicycle distribution of previous distributions, maintenance and motivation of children to attend school regularly.

⁸⁹ ChildFund Cambodia (2014c). *Project proposal on child literacy*. Svay Chrum district, Svay Rieng province, Cambodia.

There were 1,500 direct beneficiaries as children who were in greatest needs received bicycles and helmets in order to increase their school participation on a regular basis. Children were accessed to a safety travel to and from schools. The project conducted an assessment on previous bicycle distributions to identify whether children were correctly maintaining the bicycles and helmets. In addition, the assessment included analysis of impact of bicycles upon children's motivation to attend school and regular attendance at school. (ChildFund Cambodia, 2014d)⁹⁰.

4.3.9 School Library Construction Project

ChildFund Cambodia developed and implemented the project “School Library Construction Project (KH01-035)” with the total capital budget of USD 36,600 supported by ChildFund Korea during January 2014 to December 2014. The project aimed to contribute to ChildFund Cambodia's education program goal “children as rights holders had equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government”. The project built local capacity and increased child well-being by contributing to access to a dedicated library at Chik Dei primary school, increased knowledge of the teacher/librarian and increased the value that education. The objectives of this project were: 1) constructing one school library for primary school children in Chik Dei primary school, Andoung Trabaek commune, Romeas Haek district, Svay Rieng province; and 2) equipping the furniture and library materials, equipment, and reading resources for primary school students.

⁹⁰ ChildFund Cambodia (2014d). *Project proposal on bicycles and helmets*. Svay Chrum district, Svay Rieng province, Cambodia.

To build capacity of librarian, teachers, increase accessibility of students to reading resources and improve their reading skills, the project promoted long-term change and promoted sustainability in five ways by: 1) working with existing community-based structures in planning, monitoring and evaluation of activities to embed ideas about good library management and optimum utilization in a key institution; 2) close involvement of POE technical staff and DOE personnel would also deepen their ongoing relationship between provincial authorities and communities, including with the school principal; and technical advice on education issues; 3) involvement of VDC from ground-breaking to monitoring construction on a daily basis would increase community accountability and ownership and promote long-term maintenance of the library building; 4) consultations with children and youth would promote resourcing more appropriate for the intended age-group; and 5) involvement of youth alongside VDC personnel in quality assurance activities (monitoring during construction) would provide evidence to the community of the interest and ability to actively participate in the development of their communities.

There was a minimum of 678 (303 females) persons who directly benefited from this project including children, teachers, school principal and youth members; over the next five years annually >2,450 children, teachers, school principal and youth members would directly benefit through the provision of this library. Indirectly the project benefited additionally > 2,692 children and community people in the first year, increasing the number of beneficiaries dependent upon the growth of the school population from the catchment area. (ChildFund Cambodia, 2014e)⁹¹.

⁹¹ ChildFund Cambodia (2014e). *Project proposal on school library construction*. Romeas Haek district, Svay Rieng province, Cambodia.

4.3.10 Bicycles and Helmets for School Children Project

ChildFund Cambodia set up and implemented the project “Bicycles and Helmets for School Children Project (KH01-039)” with the total capital budget of 230,000 USD funded by ChildFund Korea from September 2014 to June 2015. The project contributed to achieving the goal of the education program “children as rights holders had equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government that built local capacity and increased child well-being by supporting children to travel to and from school safely, to arrive on time and get home in time to help with basic household tasks”. Its objectives were: 1) to help children increase their access to schools regularly through the provision of bicycles and helmets; and 2) to increase children awareness on road safety and traffic law through engagement of duties bearers and advocacy.

Based on its experiences and lessons learnt related to school leadership project in the two target districts, school leadership and management were enhanced and the school principals were able to provide full support and good coordination with all relevant stakeholders. They helped mobilize and coordinate and support their staff, teachers and school support committee as well as district training and monitoring team (DTMT) and local authorities to identify and include a number of children in need of bicycles for travelling to their schools. The DTMT members also assisted in arrangement and distributions of bicycles with good coordination and support from district office of education. The project contributed to the increase in school participation rates and motivate parents/caregivers to give greater value to all children being enrolled at school and attending school regularly. Children accessed schools

safely, arrived on time and return home to continue to help with household chores as requested or required by parents/caregivers.

There were 1,500 primary school students as direct beneficiaries receiving 1,500 bicycles and 1,500 helmets and they were in greatest needs in Svay Chrum and Romeas Haek districts. Direct beneficiaries were those girls and boys who received a bicycle and helmet. Indirect beneficiaries were those children who are transported on the bicycle of a neighbour, sibling or friends. Sometimes, parents rode their children to school every morning and afternoon classes (ChildFund Cambodia, 2014f)⁹².

4.3.11 Easy to Learn Project in Svay Chrum District

To develop child friendly school models that were truly excellent in several dimensions including educational quality, inclusiveness, and local stakeholders (i.e., parents, community-SSCs, and local government) engagement, ChildFund Cambodia set up and implemented the project named “Easy to Learn Project (KH01-042)” in Svay Chrum district, Svay Rieng province, with the capital budget of 395,000 USD supported by ChildFund Australia from July 2015 to June 2016. The project further envisioned four supporting objectives: 1) access to education (especially for girls and vulnerable eligible children) improved in target locations; 2) school effectiveness (i.e. quality of education) improved through the development and practice of child friendly school approaches in and out of the classroom in a way that was relevant to the needs of vulnerable children, especially girls; 3) children's reading abilities improved from a baseline in the early grades (grades one to three); and 4) the management capacity of local partners to administer development assistance

⁹² ChildFund Cambodia (2014f). *Project proposal on bicycles and helmets*. Romeas Haek district, Svay Rieng province, Cambodia.

increased in a way that enhances educational access and quality as well as community outreach.

The project planning was based on lengthy discussions between Kampuchean Action for Primary Education (KAPE) – an NGO supporting ChildFund Cambodia for the implementation of the project, and ChildFund Cambodia. KAPE had a project team working in the district and its staff had been closely involved in the development of the proposal extension. At the beginning of the year, KAPE staff members worked closely with colleagues from ChildFund Cambodia in Svay Rieng to undertake a rapid school assessment using a standardized and previously tested tool that KAPE often used as part of its project design process. This assessment involved visits to schools under consideration for selection and extensive meetings with local stakeholders including POE/DOE officials, school directors, teachers, children, and community members. The assessment focused on leadership ability among school directors, professionalism among teachers, views of children, and the commitment of the local community to education.

The project had posited numerous indicators as part of the log frame plan. The six key measures of performance had been singled out as having particular importance in determining the project's success. These included the following: 1) dropout levels in total and for girls decreased from baseline values by the end of the project; 2) gender parity index (GPI) values increased from baseline and fall into a parity range (0.96-1.04); 3) teacher background and school environment scores improved from baseline scores that were administered before the start of the project; 4) at least 80 percent of assisted schools demonstration reduced rates of student repetition in relation to a baseline by the end of the school year; 5) children's reading ability in the early grades improved significantly from a baseline (currently only seven

percent at grade one and nine percent at grade two); and 6) school management and outreach improved from baseline scores that were administered before the start of the project.

The target population of the easy to learn project were the children, teachers, education managers, and community members. These stakeholders were mainly located in 17 primary schools in six communes of Svay Chrum district, Svay Rieng province. There were 51 disability children. There were 6,418 children (2,952 girls) as well as 111 teachers, and 17 to 20 school managers who were directly benefited from the inputs made during the implementation. In addition, other direct adult beneficiaries included some number of local officials both in the education system (e.g., provincial and district office of education staff) and at commune level (e.g., commune councils, commune education for all Committees). National level officials also participated in the project as implementers and benefited directly by working with a strong technical team that were fielded by KAPE. Local and ministry level officials participated in the project's oversight and management through a Project Working Group that was set up by KAPE as part of the operational structure of the project. While children, teachers, school managers, community members, and local officials were the primary direct beneficiaries of the project, there were also be a significant number of indirect beneficiaries including approximately 12,200 parents of the assisted children who benefited from project interventions, particularly those where the poorest of the poor receive subsidies to help their children stay in school (e.g., scholarships) as well as prevocational life skills that could have applications for enhancing family income. Most parents in target areas were primarily engaged in

subsistence agriculture and are generally very poor farmers (ChildFund Cambodia, 2014g)⁹³.

4.3.12 Easy to Learn Project in Romeas Haek District

ChildFund Cambodia set up and implemented the project “Easy to Learn Project (KH01-043)” in Romeas Haek district, Svay Rieng province, with the total capital budget of 98,000 USD supported by ChildFund Australia from July 2015 to June 2016. The purpose was to develop child friendly school models that were truly excellent in several dimensions including educational quality, inclusiveness, and local stakeholder (i.e., parents, community-SSCs, and local government) engagement. The project further envisioned four supporting objectives such as: 1) access to education (especially for girls and vulnerable children) improved in target locations; 2) school effectiveness (i.e. quality of education) improved through the development and practice of Child Friendly School approaches in and out of the classroom in a way that is relevant to the needs of vulnerable children, especially girls; 3) children’s reading abilities improved from a baseline in the early grades; and 4) the management capacity of local partners to administer development assistance increases in a way that enhances educational access and quality as well as community outreach.

The present proposal built on lengthy discussions between the two agencies as well as several site visits to KAPE’s programming areas (by ChildFund Cambodia staff) in Kampong Cham and ChildFund Cambodia program sites in Svay Rieng. KAPE had a project team working in the district and these staff had been closely involved in the development of this extension proposal. KAPE staff members worked closely with

⁹³ ChildFund Cambodia (2014g). *Project proposal on easy to learn*. Svay Chrum district, Svay Rieng province, Cambodia.

colleagues from ChildFund Cambodia in Svay Rieng to undertake a rapid school assessment using a standardized and previously tested tool that KAPE often used as part of its project design process. This assessment involved visits to schools under consideration for selection and extensive meetings with local stakeholders including POE/DOE officials, school directors, teachers, children, and community members. The assessment focused on leadership ability among school directors, professionalism among teachers, views of children, and the commitment of the local community to education. The assessment scores generated by the survey mentioned above establishing appropriate baseline values with which to compare future progress. These reviews demonstrated a strong need for institution-building in target schools to activate moribund children's councils, commune education for all (EFA) committees, and other institutional structures set up by the Ministry (e.g., DTMTs) but which did not appear to be functioning. KAPE had reviewed educational data provided by the POE to determine the extent of grade repetition, student dropout, pupil-teacher ratios, and most importantly, teacher shortages of which there were about 30 teachers who were needed to eliminate practices such as double shift teaching, which undermined educational quality. While dropout and repetition levels appeared to be low with few schools exceeding a rate of five percent, it was likely that these rates had been falsified due to quotas imposed by the provincial department of education, which damaged veracity in reporting. Indeed, KAPE also administered an early grade reading assessment (EGRA) and listening comprehension test to a random sample of 190 children grades one and two and found very low performance scores overall with a majority of children demonstrating few literacy skills. Additional EGRA baseline testing had been undertaken in phase II implementation. KAPE found that only one school among eight schools had achieved a gender parity index (GPI) level within the parity

range (i.e., 0.94-1.04) requiring interventions to improve gender balance. Finally, KAPE had done a desk review of ChildFund Cambodia funded research in its program areas for purposes of this submission including a recent report entitled, Education in Cambodia: exploring children's work involvement and school attendance in 2014 (KAPE, 2014)⁹⁴. The Easy to Learn Project had posited numerous indicators as part of the log frame plan. Six key measures of performance had been singled out as having particular importance in determining the project's success. These included: 1) dropout levels in total and for girls decreased from baseline values by the end of the project; 2) gender parity index (GPI) values increased from baseline and fall into a parity range (0.96-1.04); 3) teacher background and school environment scores improved from baseline scores that were administered before the start of the project; 4) at least 80 percent of assisted schools demonstrated reduced rates of student repetition in relation to a baseline by the end of the school year; 5) children's reading ability in the early grades improved significantly from a baseline (seven percent at grade one and nine percent at grade two); and 6) school management and outreach improved from baseline scores that were administered before the start of the project.

The target population of the easy to learn project were the children, teachers, education managers, and community members in four primary schools in rural areas of Romeas Hek district, Svay Rieng province. There were 1,737 children (772 girls) included 15 disability children as well as 30 teachers, and 4 to 6 school managers directly benefited from the inputs made during phase II implementation. These numbers were based on enrolment and staffing figures provided by schools during preparatory site surveys. In addition, other direct adult beneficiaries included some

⁹⁴ KAPE (2014). *A research on exploring children's work involvement and school attendance in 2014*. Kompong Cham, Cambodia.

number of local officials both in the education system (e.g., provincial and district office of education staff) and at commune level (e.g., commune councils, commune EFA committees). A small number of national level officials also participated in the project as implementers and benefited directly by working with a strong technical team that were fielded by KAPE. Local and ministry level officials participated in the project's oversight and management through a project working group that were set up by KAPE as part of the operational structure of the project (ChildFund Cambodia, 2014h)⁹⁵.

4.3.13 New Generation School Project

ChildFund Cambodia set up and implemented the project "New Generation School Project (KH01-044)" with the total capital budget of 420,000 USD supported by ChildFund Australia and ChildFund Korea from October 2015 to June 2018. The purpose of the project was to provide a description of how to replicate a recent initiative to enhance educational quality and governance in the state school system. The initiative in question was called the Beacon School Initiative or BSI and had been implemented by ChildFund Cambodia's local partner, Kampuchean Action for Primary Education or KAPE. The goal of three-year project was: "To create educational development models that lead to the emergence of a new generation of Cambodian public schools, which exemplify good governance, high professional standards, and high quality learning standards". This goal was achieved through the implementation of the objectives: 1) new oversight structures ensured high levels of internal school governance that in turn promote measurable improvements in educational quality and efficiency; 2) learning environments met high standards for child friendliness and

⁹⁵ ChildFund Cambodia (2014h). *Project proposal on easy to learn*. Romeas Haek district, Svay Rieng province, Cambodia.

responsiveness to children's needs; 3) new learning approaches effectively used technology to create relevant education for the 21st century as well as increased efficiencies in learning; and 4) teachers demonstrate higher levels of competence and professionalism as a result of new incentive structures commonly used in the private sector.

The new generation school project (NGS) built on the experience of BSI. Earlier efforts to improve educational quality in Cambodia had all promoted a development model known as the child friendly school (CFS), which was currently a key MoEYS policy. NGS also worked within the policy framework of MoEYS' child friendly school policy but in a way where the private sector (i.e., KAPE as a Non-state Actor) had more influence on management and accountability. This was in contrast to past efforts that had worked entirely within the public school system where accountability provisions had generally been weak. Within such contexts, it had been very difficult for development agents to influence management to achieve high performance standards, because ultimately school principals had traditionally not been held accountable for their performance. Such patterns were now deeply engrained in the education system along with dysfunctional behaviours involving 'unofficial' fees by teachers, which impacted particularly severely on the poorest classes. Since these payments did not go into a rationalized regulatory framework (as they did in a private school), they had very little impact on a school's educational quality. While earlier CFS-focused projects had achieved some level of success with respect to certain issues such as improving access and infrastructure, most had reached a 'glass ceiling' in terms of education. This project increased the quality of education through creating a transparent learning environment led by a management oversight board, recruiting motivated and qualified teachers, providing adequate learning and teaching materials,

improving the management structure through capacity building trainings, and creating a more positive learning environment through an improved physical infrastructure.

The target population of the NGS were the children, teachers, education managers, and community members in a primary and a secondary school called Svay Prahut primary school and Kork Pring lower secondary school in a rural community of Svay Rieng province. Key delivery outputs were: A school oversight board established and functioning; equitable school access for all children; high community engagement in school governance; effective school improvements using small grants; students improved academic performance, especially critical thinking; decreasing dropout rates; improved school environments particularly libraries classrooms and play areas; training, professional development and performance-based rewards for teachers; a learning environment that is responsive to the needs of physically or learning disabled students; life skills training for all students; strong information communication and technology (ICT) familiarity among students and staff; increased school capacity to respond to recommendations from the oversight board; and the creation of numerous trainings and activities for students (scholarship support, remediation, learning clubs, life skills training).

There were 25 physically challenged children. There were 732 children (346 girls) as well as 26 teachers (seven female), and four principals directly benefited from the inputs made during phase 1 implementation. These numbers were based on enrolment and staffing figures provided by schools during preparatory site surveys. Other direct adult beneficiaries included some number of local officials both in the education system (e.g., provincial and district office of education staff) and at commune level (e.g., commune councils, commune EFA committees). While children, teachers, school principals, community members, and local officials were the primary

direct beneficiaries of the project, there was also a significant number of indirect beneficiaries including approximately 1,396+ parents of the assisted children who benefited from project interventions, particularly those where the poorest of the poor receive subsidies to help their children stayed in school (e.g., scholarships) as well as prevocational life skills education that might have applications for enhancing family income. Most parents in the target schools were primarily engaged in subsistence agriculture and are generally very poor farmers (ChildFund Cambodia, 2015a)⁹⁶.

4.3.14 Char Primary School Renovation Project

To contribute to a positive change in three primary schools, ensuring students' accessibility to safe and comfortable classrooms that adhere to a child friendly environment, ChildFund Cambodia developed and implemented the project "Char primary school renovation Project (KH01-047)" with total capital budget of 97,000 USD supported by ChildFund Korea from January 2015 to June 2016. This project aimed to contribute to ChildFund Cambodia's education program goal: children as rights holders have equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government that builds local capacity and increases child well-being. The project linked strongly with the existing project of ChildFund Cambodia that was being implementing in those schools such as, Easy to Learn in Svay Chrum (KH01-042) which enhanced capacity and effectiveness of school principals, promoted local participation, community engagement and government support. Renovation of classrooms in three primary school buildings enhanced the child friendly learning environment among students.

⁹⁶ ChildFund Cambodia (2015a). *Project proposal on new generation school*. Svay Chrum district, Svay Rieng province, Cambodia.

There were 2,560 direct beneficiaries to this project included children, teachers, school principals who currently enrolled in the three school locations. Children's access to schooling, child friendly learning and safer classroom building including child protection were part of this project intervention. An indirect beneficiaries of the project were those parents and community who were living around three schools location. Parents continued to engage closely with their children education, through local authorities, teachers, and SSC members continued to encourage parents to send their children to school (ChildFund Cambodia 2015b)⁹⁷.

4.3.15 School Toilet and Handwashing Construction Project

ChildFund Cambodia implemented the project "School Toilet and Handwashing Construction Project (KH01-048)" with total capital budget of 50,000 USD supported by ChildFund Australia from March 2016 to June 2016. This project aimed to contribute to ChildFund Cambodia's Education Program goal: children as rights holders have equitable access to quality formal and informal learning opportunities through the engagement and partnering with communities and government that builds local capacity and increases child well-being. The project contributed to a positive change at primary school levels in terms of increasing children access to toilets and handwashing facilities along with promoting knowledge based practices on positive hygiene and sanitation. Two strategic objectives which were designed in response to this project's goal were: 1) to increase access to improved school hygiene and sanitation facilities for students in nine target primary schools in Romeas Haek district; and 2) to promote positive hygiene and sanitation practices for students in nine target primary schools in Romeas Haek district.

⁹⁷ ChildFund Cambodia (2015b). *Project proposal on school renovation*. Svay Chrum district, Svay Rieng province, Cambodia.

Access to hygiene and sanitation facilities for primary school had been a major problems for Cambodian children, with only 43.2 percent accessed to some sorts of water sources and 19.1 percent accessed to toilets usage nationally at primary school level. Svay Rieng, children only 30.6 percent could access to water sources and only 25.9 percent to toilets at the primary school level. Among 56 primary schools in Romeas Haek district, only 21 schools had accessed to basic handwashing facilities which was around 36 percent (UNESCO, 2015b)⁹⁸. Most primary schools had inadequate accessed to toilets facilities, with poor maintenance, low quality which required additional technical and financial supports in order to promote basic hygiene and sanitation among primary school students. Large number of students had little or low knowledge related to sanitation and hygiene promoting such as: handwashing techniques, eating food and healthy living practices and behaviours. In addition, there had been a cultural barrier where girls were being shy to defecate outside of the protected and safe toilets on day times while girls were studying in schools. Reflecting on household's knowledge and skills on sanitation, there were only 48 percent of households representing in Romeas Haek. Primary school attainment had been the prime target of education strategic plan under the Cambodia education reform, reaching only 66 percent over the past decade for rural poor households (ibid)⁹⁹. With all above constraining factors, it had greatly impacted to school children in Romeas Haek, deprivation and exclusion of their basic rights to water, sanitation facilities which necessarily improving their health and physical development. Inadequate access to water and sanitation had posted high risks to children, contacting with diseases and

⁹⁸ UNESCO (2015b). *Cambodia national launch of EFA global monitoring report 2015. Cambodia EFA achievements*. Retrieved from <http://119.82.251.165:8080/xmlui/handle/123456789/800>

⁹⁹ UNESCO (2015b). *Cambodia national launch of EFA global monitoring report 2015. Cambodia EFA achievements*. Retrieved from <http://119.82.251.165:8080/xmlui/handle/123456789/800>

other health related problems. This project was promoting quality of learning and literacy of primary school students, linkage them through this project, by promoting hygiene and sanitation practices and positive behaviour changes and communications; and promoting child protection, child rights and child participation. The project also contributed to community-based child protection mechanism responding to the protection of children from abuses and exploitation, and built children resilience and knowledge-based development for mitigating and coping with health related issues caused by practicing poor hygiene and sanitation at school.

The schools were selected based on the real needs informed by school principals, information collected related to facilitate and direct observation by field staff, community development officers (CDO), who were responsible in each commune and also consultation with teachers and school principals, provincial department of education (POE) and district office of education (DOE). There were 2,560 direct beneficiaries included primary school students who were studying in the established target nine primary schools. All primary school teachers, school principals, SSC members including DOE, POE and provincial department of rural development (PDRD) technical personnel also benefited through partnership, collaboration, capacity building and physical infrastructures. Indirect beneficiaries were those children, youth and community from the selected nine target schools indirectly benefited from this project intervention. Parents and local authorities would continuously to promote positive practices toward hygiene, sanitation and healthy living in the future (ChildFund Cambodia, 2015c)¹⁰⁰.

¹⁰⁰ ChildFund Cambodia (2015c). *Project proposal on toilet / handwashing construction*. Romeas Haek districts, Svay Rieng province, Cambodia.

4.3.16 Easy to Learn (E2L) Project-Phase 2 Svay Chrum district

In response to the lessons learned from E2L project phase I implemented in Svay Chrum district Svay Rieng province, ChildFund Cambodia set up and implemented the project “Easy to Learn-Phase II Project (KH01-051)” with total capital budget of 723,000 USD supported by ChildFund Australia and the Australian Government from July 2016 to June 2019. The program’s purpose-level goal was to develop child friendly school models that were truly excellent across several dimensions including educational quality, inclusiveness, and local stakeholder engagement, i.e., parents, community, and local government. The project also strived to achieve these five supporting objectives: 1) access to education (especially for girls and vulnerable children) improved in target locations; 2) school effectiveness (i.e. quality of education) improved through the development and practice of child friendly school approaches at primary and also lower secondary levels in and out of the classroom in a way that was relevant to needs of vulnerable children, especially girls; 3) children’s reading abilities improved from a baseline in the early grades (grades one-three); 4) the management capacity of local partners to administer development assistance increased in a way that enhances educational access and quality as well as community outreach; and 5) increased the capacity of ChildFund Cambodia staff to effectively partner within the community and implement.

This project was the third iteration of the E2L concept, following a six-month pilot, followed by a one-year extension/Phase I. This proposal was considered a Phase II and designed for a three-year period and importantly built on a formal program review of the project that took place in March 2016. The current proposal responded to the recommendations of the review including the need to increase the depth and sophistication of program interventions focusing particularly on improving child-led

activities (e.g., student council). The new extension also built upon KAPE's ground breaking work in early grade reading, child friendly school methodology, youth outreach, new generation schools and ICT applications, in collaboration with MoEYS departments, ensured that young children acquired the basic tool skills, mainly in reading, that were the key to all future academic success. The commitment to innovation was demonstrated through the use of m-learning, e-library services in selected schools, literacy and math toolkits, and life skills education and counselling. As mentioned earlier, KAPE's continuing close cooperation with the Ministry of Education in key policy areas enabled ChildFund Cambodia programming to impact policy development and design. KAPE's problem analysis of educational need in the target province remained relevant for the extended program. Both earlier and more recent analyses of the current state of the education system provided the rationale for sustaining the project's holistic and integrated design, while strengthening the areas of school leadership, ICT interventions, ChildFund Cambodia capacity building and community engagement. Although the right to a basic education was guaranteed to every Cambodian child in the country's constitution, a considerable gap remains between rhetoric and reality.

In spite of significant donor investment, major access impediments to a quality basic education existed throughout the country, but were particularly pervasive in rural and remote areas such as Svay Rieng Province. Svay Rieng continued to be greatly impacted by cross-border migration to Vietnam, a subsistence economy with widespread poverty, teacher shortages, and high rates of alcoholism. The root cause of the gap between educational policy and the reality in schools involved a complex interaction between supply and demand-side factors. Prominent supply-side factors that had impeded quality and participation rates in Cambodia's educational system

included: low educational relevance, teacher shortages, and rudimentary educational facilities, e.g., rudimentary libraries, poorly equipped classrooms, etc.), which depressed enrolment; low teacher qualifications and motivation due to low salaries as well as poor leadership; and low sensitivity of schools to children with special needs. The latter referred in particular to low sensitivity to student needs among the poor, girls, and disabled children (MOEYS, 2015)¹⁰¹. Important demand-side factors included: opportunity costs associated with education, which impacted on attendance; (direct educational costs (e.g., uniforms, stationery, etc.); migratory factors that impacted attendance; and exclusionary "pull-out factors" due to low perceived value of education in communities. In combination, supply and demand-side factors highlighted above produced numerous negative effects that impeded educational quality and access. The Easy to Learn Project continued to create child friendly school environments that were consistent with government policy and which addressed supply and demand side factors that depressed educational access and quality. This called for modulated approaches based on specific local needs and a flexible project design. This proposal for 2016 – 2019 extended ChildFund Cambodia project's reached scope and capacity-building value through: the addition of 16 target primary schools in Svay Chrum district, including one lower secondary school; child friendly secondary school implementation; a structured approach to leadership development for school management and district team of monitoring and training (DTMT); differentiated instruction; information communications technology (ICT) interventions, e.g., computer labs, laptops and training; ChildFund Cambodia staff capacity building; and

¹⁰¹ MOEYS (2015). *Education for all national review*. Kingdom of Cambodia, Ministry of Education, Youth, Sports, 19-22 May 2015.

enhanced community engagement, e.g., more participatory school support committee (SSC) involvement with education quality.

In coordination with provincial department of education (PoE) and provincial teacher training college, that ChildFund Cambodia staff could contribute to pre-service teacher education. The Easy to Learn Project had posited numerous indicators as part of the log frame plan. However, eight key measures of performance had been singled out as having particular importance in determining the project's success. These performances included: 1) at least 80 percent of primary schools reported a decrease in dropout rates by the end of the project; 2) 75 percent of supported schools demonstrated improved gender parity index (GPI) from baseline each year; teacher background score improved from baseline of 69 percent to 75 percent in year one, 80 percent in year two and 85 percent in year three; 3) school environment scores improved from baseline of 78 percent to 80 percent in year one, 85 percent in year two and 90 percent in year three; 4) at least 80 percent of primary schools reported a decrease in repetition rates by the end of the project; children's reading ability in the early grades improved significantly from current baseline; 5) school management and community outreach improved from a baseline score of 66 percent to 70 percent in year one, 75 percent in year two and 80 percent in year three.

The target population of the E2L Project were the children, teachers, education managers, and community members in 26 primary schools (Svay Chrum: 16; Romeas Haek:10) and two lower secondary schools (one per district) in rural areas of Svay Rieng Province. There were 60 disable children, about 5,828 children (2,845 girls) as well as 126 teachers, and 15 to 30 school managers directly benefited from the inputs made during phase II implementation. These numbers were based on enrolment and staffing figures provided by schools during preparatory site surveys. In addition, other

direct adult beneficiaries included some number of local officials both in the education system (e.g., provincial and district office of education staff) and at commune level (e.g., commune councils, commune education for all Committees). A small number of national level officials also participated in the project as implementers and benefited directly by working with a strong technical team that were fielded by KAPE. Local and ministry level officials participated in the project's oversight and management through a project working group that set up by KAPE as part of the operational structure of the project. There was also a significant number of indirect beneficiaries including approximately 11,656 parents of the assisted children who benefited from project interventions, particularly those where the poorest of the poor received subsidies to help their children stay in school (e.g., scholarships) as well as prevocational life skills education that had applications for enhancing family income. As noted above, most parents in target areas were primarily engaged in subsistence agriculture and were generally very poor farmers (ChildFund Cambodia, 2016a)¹⁰².

4.3.17 Easy to Learn Project-Phase 2 Romeas Haek district

Following the Easy to Learn-Phase II project in Svay Chrum district, ChildFund Cambodia set up and implemented another "Easy to Learn-Phase II Project (KH01-052)" in Romeas Haek district with total capital budget of 629,000 USD supported by ChildFund Australia and the Australian Government during July 2016 to June 2019. The program's purpose-level goal was to develop Child Friendly School models that were truly excellent across several dimensions, including educational quality, inclusiveness, and local stakeholder engagement, i.e., parents, community and local

¹⁰² ChildFund Cambodia (2016a). *Project proposal on easy to learn*. Svay Chrum district, Svay Rieng province, Cambodia.

government. The project strived to achieve these five supporting objectives: 1) access to education (especially for girls and vulnerable children) improved in target locations; 2) the effectiveness of education improved through the development and practice of child friendly school approaches that were relevant to the needs of all children, especially vulnerable children and girls; 3) children's reading abilities improved from a baseline in the early grades (grades one - three); 4) the management capacity of local partners to administer development assistance increased in a way that enhances educational access and quality as well as community outreach; and 5) ChildFund Cambodia staff demonstrated their increasing capacity, at individual levels and as a team, to plan, implement, monitor and evaluate all activities during the project and to have taken the lead role in the partnership by year three.

ChildFund Cambodia-funded interventions continued to be well-supported and that key stakeholders were meaningfully engaged. The depth of the experience and close collaboration with key stakeholders had enabled successful interventions and innovative educational ideas. The introduction of innovative ICT software and M-learning tools, literacy and math toolkits, and life skills education supported greater student engagement and improved learning outcomes. KAPE's ongoing close cooperation with the Ministry of Education, Youth and Sports in key policy areas such as reading continued to ensure that ChildFund Cambodia programming had an impact on policy development and design. This proposal for the period 2016 – 2019 extended the project's reach and capacity building value through the following: the addition of four target primary schools and six new target primary schools in Romeas Haek district, including one lower secondary school; child friendly secondary school implementation; a structured approach to leadership development for school management and district-based training and monitoring teams (DTMT); differentiated

instruction; information and communication technology (ICT) interventions, e.g., computer labs, laptops for teachers and training; ChildFund Cambodia staff capacity building; and enhanced community engagement, e.g., more participatory school support committee involvement (SSC) with education quality. KAPE's ground breaking work in early grade reading, child friendly school methodology, new generation schools and ICT applications, in collaboration with MoEYS departments, ensured that young children acquired the basic tool skills, mainly in reading, that were the key to all future academic success. This proposal for 2016 – 2019 extended the ChildFund Cambodia project's reach, scope and capacity-building value through: the addition of four target primary schools and six new target primary schools in Romeas Haek District, including one lower secondary school; child friendly secondary school implementation; a structured approach to leadership development for school management and DTMT; differentiated instruction; information & Communication Technology (ICT) interventions, e.g., electronic EGRA administration, computer labs, laptops and training; ChildFund Cambodia staff capacity building; and enhanced community engagement, e.g., more participatory SSC involvement with education quality.

Based on strong collaboration involving KAPE, ChildFund Cambodia, Ministry and community stakeholders, KAPE sought to extend the program's scope and reached in Svay Rieng province through: 1) the addition of 16 target primary schools in Svay Chrum District, including one lower secondary school; 2) the addition of four target primary schools and six new target primary schools in Romeas Haek District, including one lower secondary school; 3) child friendly secondary school implementation; 4) a structured approach to leadership development for school management and DTMT; 5) differentiated instruction; 6) information Communications Technology (ICT)

interventions, e.g. Computer labs, laptops and training; 7) ChildFund Cambodia staff capacity building; and 8) enhanced community engagement, e.g., more participatory SSC involvement with education quality. It was estimated that about 4,661 children (2,235 girls) as well as 119 teachers, and 10 to 20 school managers would directly benefit from the inputs made during phase II implementation. Other direct adult beneficiaries included some number of local officials both in the education system (e.g., POE and DOE staff) and at commune level (e.g., commune councils, commune EFA committees). A small number of national level officials also participated in the project as implementers and benefited directly by working with a strong technical team that were fielded by KAPE. Local and ministry level officials participated in the project's oversight and management through a project working group that set up by KAPE as part of the operational structure of the project. While children, teachers, school managers, community members, and local officials were the primary direct beneficiaries of the project, there was a significant number of indirect beneficiaries including approximately 8,922 parents of the assisted children who benefited from project interventions, particularly those where the poorest of the poor received subsidies to help their children stay in school (e.g., scholarships) as well as prevocational life skills education that might have applications for enhancing family income. As noted above, most parents in target areas were primarily engaged in subsistence agriculture and are generally very poor farmers (ChildFund Cambodia, 2016b)¹⁰³.

¹⁰³ ChildFund Cambodia (2016b). *Project proposal on easy to learn*. Romeas Haek district, Svay Rieng province, Cambodia.

4.3.18 Char Primary School Building Construction Project

To follow ChildFund Cambodia's education program goal: "for all children to have equitable access to quality education in schools, which are well managed and accountable to local communities, or through non-formal programs, in order for them to achieve their full potential" and to respond to the need of school infrastructure in that target area, ChildFund Cambodia developed and implemented the project named "Char Primary School Building Construction Project (KH01-053)" with total capital budget of 135,000 USD supported by ChildFund Korea from January 2017 to December 2017. The project created positive change for the lives of children by increasing accessibility to safe and comfortable classrooms and learning environments. The goal of this project was: "increase access to a safe, comfortable and child friendly learning environment". The project had one key objective, which was "construct a six-classroom school building that follows the child friendly model".

This project linked with the existing education project of E2L (KH01-051), which aimed to promote local school ownership, school good governance, and management capacity of teachers and school principals. The project helped to build stronger resilience of students by increasing their access to reading materials, books, and tablets. Additionally, components of this project focused on building the capacity of teachers on teaching and learning skills. In line with this project, ChildFund Cambodia worked closely with all stakeholders such as: district training and monitoring team (DTMT), school support committee (SSC), DoE and PoE during the course of the project implementation.

All 4,660 direct beneficiaries to this project were children, teachers, and school principals who came from Char primary school. All students in Char primary school

benefited directly through this project after the construction of six classroom building was completed. Indirect beneficiaries of this project were those students, adults, parents and community members who lived around Char primary school. Though they did not directly use the school, there were potential benefits such as: youth might require to use the classroom for life skills learning programme, or commune council members might request the school to hold commune meetings or other meetings with community members or local authorities (ChildFund Cambodia, 2016c)¹⁰⁴.

4.4 ChildFund Cambodia Primary Education Program

Achievements

From 2008-2018 ChildFund Cambodia education programs contributed its significant achievements in the study areas both school infrastructure and capacity buildings to its beneficiaries. All achievements are well recognized and appreciated by the communities, local authorities, and the government officials both at national and sub-national level, especially by Ministry of Education, Youth, and Sports.

4.4.1 Program Expenditure

From the started date of ChildFund Cambodia education program in 2008 till 2018, ChildFund Cambodia had spent 4.076 million USD included 1,276,000 USD and 2,700,000 USD for school infrastructure and capacity building projects respectively in 26 primary schools of the study areas Svay Chrum and Romeas Haek districts, Svay Rieng province. The school infrastructure activities included school and library renovation and construction, bio-gardens, teaching material, reading tool kits,

¹⁰⁴ ChildFund Cambodia (2016c). *Project proposal on Char primary school construction*. Svay Chrum district, Svay Rieng province, Cambodia.

computer laps, bicycles and capacity building activities focused on capacity building to teachers, school principals, school support committee, librarians and provincial and district education officials . The detailed spending data by year was showed Table 4.4.1.

Table 4.4. 1: ChildFund Cambodia Education Program Spending from 2010 -2018 in the Study Areas of Svay Chrum and Romeas Haek District, Svay Rieng Province

Project names	Project codes	Project Period	Costs USD	School Infrastructure	Capacity Building	Bicycles
Universal access for primary school children	KH01-003	2010	189,000	189,000		
School management and leadership	KH01-019	2010	503,000		503,000	
Pilot school management and leadership	KH01-020	2011	42,000		42,000	
School kindergarten	KH01-021	2011	43,000	43,000		
School management and leadership	KH01-027	2011	198,000		198,000	
School library construction	KH01-028	2012	48,000	48,000		
Child literacy	KH01-029	2012	62,000		62,000	
Bicycle and helmet for school children	KH01-034	2012	76,000			152,000
School library construction	KH01-035	2014	62,000	62,000		
Bicycle and helmet for school children	KH01-039	2104	115,000			230,000
Easy to learn (E2L), Phase I	KH01-042	2015	395,000	100,000	295,000	
Easy to learn (E2L), Phase I	KH01-043	2105	98,000		98,000	
New generation school (NGS)	KH01-044	2015	420,000	100,000	320,000	
Char primary school renovation	KH01-047	2016	97,000	97,000		
School toilet and handwashing	KH01-048	2016	50,000	50,000		
Easy to learn (E2L), Phase II	KH01-051	2017	723,000	90,000	633,000	
Easy to learn (E2L), Phase II	KH01-052	2018	629,000	80,000	549,000	
Char primary school building construction	KH01-053	2018	135,000	135,000		
Total			4,076,000	994,000	2,700,000	382,000

Own source: ChildFund Cambodia finance department 2019.

4.4.2 Achievement in Infrastructure

From 2010-2018 ChildFund Cambodia education program had been working on construction and renovation of school infrastructures in the study areas as shown in the table 4.4.2.

Table 4.4. 2: School Infrastructure benefited from ChildFund Cambodia Education Program

No	Infrastructures	Unit	Numbers
1	School building construction with 5 rooms	Building	14
2	School building renovation	Building	9
3	School latrines with 4 rooms	Building	38
4	School libraries	Building	16
5	School wells	Set	40
6	School hand washing station	Set	5
7	School play grounds	Set	34
8	School bio-gardens	Set	16
9	School bicycles	Set	4,500
10	Reading tool kits	Set	6,500

Own source: ChildFund Cambodia finance department 2019.

4.4.3 Direct and Indirect Beneficiaries

Since the inception of ChildFund Cambodia education program, there were many beneficiaries receiving benefits from the programs included students, teachers, principals, librarians, school support committee, government education officials both at district and provincial levels (Table 4.4.3).

Table 4.4. 3: Direct and Indirect Beneficiaries of ChildFund Cambodia Education Program

No	Beneficiaries	Total	Male	Female
1	Students (grade 1-6)	10,304	5,650	4,654
2	School teachers	374	206	168
3	School principals	28	24	4
4	Librarians	34	6	28
5	School support committee members	140	129	11
6	District education officials	6	4	2
7	Provincial education officials	4	3	1
	Total	10,890	6,055	4,835

Own source: ChildFund Cambodia finance department 2019.

4.4.4 Capacity Building to Direct Beneficiaries

ChildFund Cambodia education program has provided capacity buildings to different stakeholders in the study areas since its education program existed in 2010. The detailed of capacity building as shown below.

4.4.4.1 Capacity Building to School Teachers

In coordination and collaboration with Ministry of Education, Youth and Sports and other relevant local partners, there were many trainings provided to school teachers as shown in Table 4.4.4.1.

Table 4.4.4. 1: Capacity Building to School Teachers

No	Capacity Buildings Provided to School Teachers
1	Classroom organization, enhancement, management with Differentiated Instruction (DI)
2	Child friendly school and classroom
3	School development planning
4	Information Communication and Technology, use tablet
5	Conduct consultation meeting
6	Effective teaching and learning methods
7	Technical approaches: listening, thinking and writing
8	Cooperative learning
9	Learning toolkits, games
10	Produce lesson plans, questions, study games
11	Rapid Respond System (to help students with additional learning need)
12	Reading benchmark
13	Analyze and strengthen reading performance

Own source: ChildFund Cambodia project evaluation report 2019.

4.4.4.2 Capacity Building to Principals

In coordination and collaboration with Ministry of Education, Youth and Sports and other relevant local partners, there were many training provided to school principals as shown in Table 4.4.4.2.

Table 4.4.4. 2: Capacity Building to School Principals

No	Capacity Buildings Provided to School Principals
1	Leadership and school management
2	ICT (use of technology)
3	Classroom and library enhancement and management
4	Function and methods to improve capacities of SSC, children council committee, teachers, literacy coaches
5	Resource raising and financial management
6	Community mobilization
7	School development plans, child friendly school components
8	Develop life skillsets
9	Differentiated instruction classroom
10	Develop teaching material
11	Assessment methods and reading benchmark
12	School Mapping
13	Monitoring and evaluation
14	Improvement in infrastructure, renovations, sanitation, hygiene and environment
15	Use of different learning techniques and extra-curricular activities, child friendly components to improve quality of education
16	Committees and council in place
17	Improve teaching and learning techniques
18	Improve performance of students, peer tutors, adhere to school regulations
19	Increase engagement with the community
20	Reduce dropout rate

Own source: ChildFund Cambodia project evaluation report 2019.

4.4.4.3 Capacity Building to School Librarians

In coordination and collaboration with Ministry of Education, Youth and Sports and other relevant local partners, there were many trainings provided to school librarians as shown in Table 4.4.4.3.

Table 4.4.4. 3: Capacity Building to School Librarians

No	Capacity Buildings Provided to Librarians
1	Role and responsibility of literacy coach
2	Library management (maintain materials), classroom enhancement with Differentiated Instruction (DI) methods
3	ICT, use tablet
4	Conduct consultation meeting, home visit
5	Effective teaching and learning methods
6	Learning toolkits with games
7	Produce lesson plan and study material
8	Peer tutor
9	Agricultural life skills
10	Conduct interval test and upload scores
11	Rapid response system (to help students with additional learning need)
12	Reading benchmark

Own source: ChildFund Cambodia project evaluation report 2019.

4.4.4.4 Capacity Building to School Support Committee Members

In coordination and collaboration with Ministry of Education, Youth and Sports and other relevant local partners, there were many training provided to school support committee as shown in Table 4.4.4.4.

Table 4.4.4. 4: Capacity Building to School Support Committee Members

No	Capacity Buildings Provided to Community Teachers
1	Teachers code of conduct
2	Classroom decoration, management and administration
3	Child friendly school
4	School planning
5	ICT, use tablet
6	Produce lesson plan with effective teaching and studying materials and learning games
7	Reading benchmark

Own source: ChildFund Cambodia project evaluation report 2019.

4.4.4.5 Capacity Building to Provincial and District Education Officials

In coordination and collaboration with Ministry of Education, Youth and Sports and other relevant local partners, there were many training provided to provincial and district education officials as shown in Table 4.4.4.5.

Table 4.4.4. 5: Capacity Building to Provincial and District Education Officials

No	Capacity Buildings Provided to Provincial and District Education Officials
1	Technical
2	Creative learning
3	Management and leadership
4	Education management support
5	DTMT spot checks at school

Own source: ChildFund Cambodia project evaluation report 2019.

4.4.5 Application of Training Received Through ChildFund Education Program

All school teachers, community teachers, school principals, librarians, and government staff provided feedback on types of training received since the intervention of ChildFund Cambodia education program through the project implementation. Capacity building to improve their assigned roles and responsibilities were provided. New information, such as agricultural life-skills and the use of modern technology was reported by teachers, community teachers, principals, librarians, school support committee, provincial and district education officials (Table 4.4.5.1, Table 4.4.5.2, Table 4.4.5.3, Table 4.4.5.4, and Table 4.4.5.5).

Table 4.4.5.1: Application of Training Received by Principals

No	School Principals
1	Showcase leadership skills - Role model, managing schools effectively
2	Management and administration - Staff, school, library
3	Monitoring school progress, feedback and follow-up skills – Operations of school activities
4	Planning strategies
5	Communication skills among teachers, students, parents
6	Mapping technique
7	School development plan
8	Community and stakeholder engagement
9	Resource mobilization and management – involve community, SSC
10	Enhance school and classrooms – renovate, build infrastructure
11	Child friendly, effective teaching methods and development of study materials, assessments
12	SSC, CC roles established
13	Use of ICT
14	Monitoring, follow-up and feedback mechanisms

Own source: ChildFund Cambodia project evaluation report 2019.

Table 4.4.5. 2: Application of Training Received by School Teachers

No	School Teachers
1	Organize, decorate and manage classroom; divide students into groups
2	Prepare study corner
3	Manage students in teaching and learning
4	Check student attendance list before teaching
5	Using LCD projector
6	Prepare lesson plan
7	Create study material
8	Conducting interval test with tablet, using reading benchmark booklet
9	Advantages of remedial course

Own source: ChildFund Cambodia project evaluation report 2019.

Table 4.4.5. 3: Application of Training Received by Community Teachers

No	Community Teachers
1	Role and responsibility
2	School and student management
3	Classroom enhancement
4	CFS teaching technique
5	Differentiate children
6	Develop lesson plan, apply questioning skill, student center technique
7	Learning games
8	Effective teaching skills, planning
9	Reading toolkits
10	Reading benchmark
11	Interval testing

Own source: ChildFund Cambodia project evaluation report 2019.

Table 4.4.5. 4: Application of Training Received by School librarians

No	School Librarians
1	Role and responsibility
2	Classroom and school environment enhancement
3	ICT – prepare MS Word and Excel documents
4	DI classroom methods
5	Effective teaching and testing techniques – plan, develop materials, study games, divide students in groups
6	Agricultural techniques
7	Prepare peer tutoring group
8	Reading benchmark
9	Conduct interval test with paper and tablet
10	Conduct parent meeting, home visit
11	Seek solutions to challenges

Own source: ChildFund Cambodia project evaluation report 2019.

Table 4.4.5. 5: Application of Training Received by Provincial and District Education Officials

No	Provincial and District Education Officials
1	Management
2	ICT – how to use tablet,
3	How to transfer technical skills
4	Monitoring
5	Technical skills
6	How to improve environment (manage garbage collection)

Own source: ChildFund Cambodia project evaluation report 2019.

4.5 Conclusion

From the intervention of ChildFund Cambodia education program, there are great significant changes in the development of primary education in the study areas

in terms of access to good quality of education for all, quality of teachers' teaching methods and student learning, school leadership and management of school teachers and principals, school environment development, and the increased participation from communities and parents of students in school management, contribution and fund raising. The supporting figures are shown in chapter 5 (field data analysis). There are still issues and challenges that ChildFund Cambodia needs to support and address in the coming years included equal access to schools for all students especially poor and marginalized students and girls in order to meet target set by Ministry of Education, Youth and Sports like net enrollment rate 98.5 percent, dropout rate 2.5 percent, and repetition rate 4.5 percent (MOEYS, 2019)¹⁰⁵. Quality of education included teaching and learning by improving STEM (Science, Technology, Engineering and Mathematics), school leadership and management, school environment included school buildings, classroom enhancement, libraries, bio-gardens, playgrounds, toilets and washing hand stations need to be addressed. Last but not least, the relationship between schools and community and parents of students must be strengthened and improved in term of school management and fund raising and contribution. The total spending of ChildFund Cambodia education program only in the study areas of Svay Chrum and Romeas Haek districts Svay Rieng province from 2008-2018 was 4.067 million USD. There were 10,890 direct beneficiaries from ChildFund Cambodia education program, included 10,304 students and 586 teachers, principals, librarians, school support committee members and district and provincial education officials.

So far there is no study about the impact of ChildFund Cambodia primary education program to respond to the above questions. Therefore, this study would be supplementary research to find out the impact of ChildFund Cambodia primary

¹⁰⁵ MOEYS (2019). *Cambodia Education Strategic Plan (2019-2023)*. Phnom Penh, Cambodia.

education program and answer to respond the above questions. The findings from the study would be used as guidance or blueprint for future implementation to improve the primary education in Cambodia. ChildFund Cambodia will study deeply and effectively through interview to collect quantity and quality data from all relevant stakeholders involved with ChildFund Cambodia primary education program in the two district targets areas Svay Chrum and Romeas Haek in Svay Rieng province.

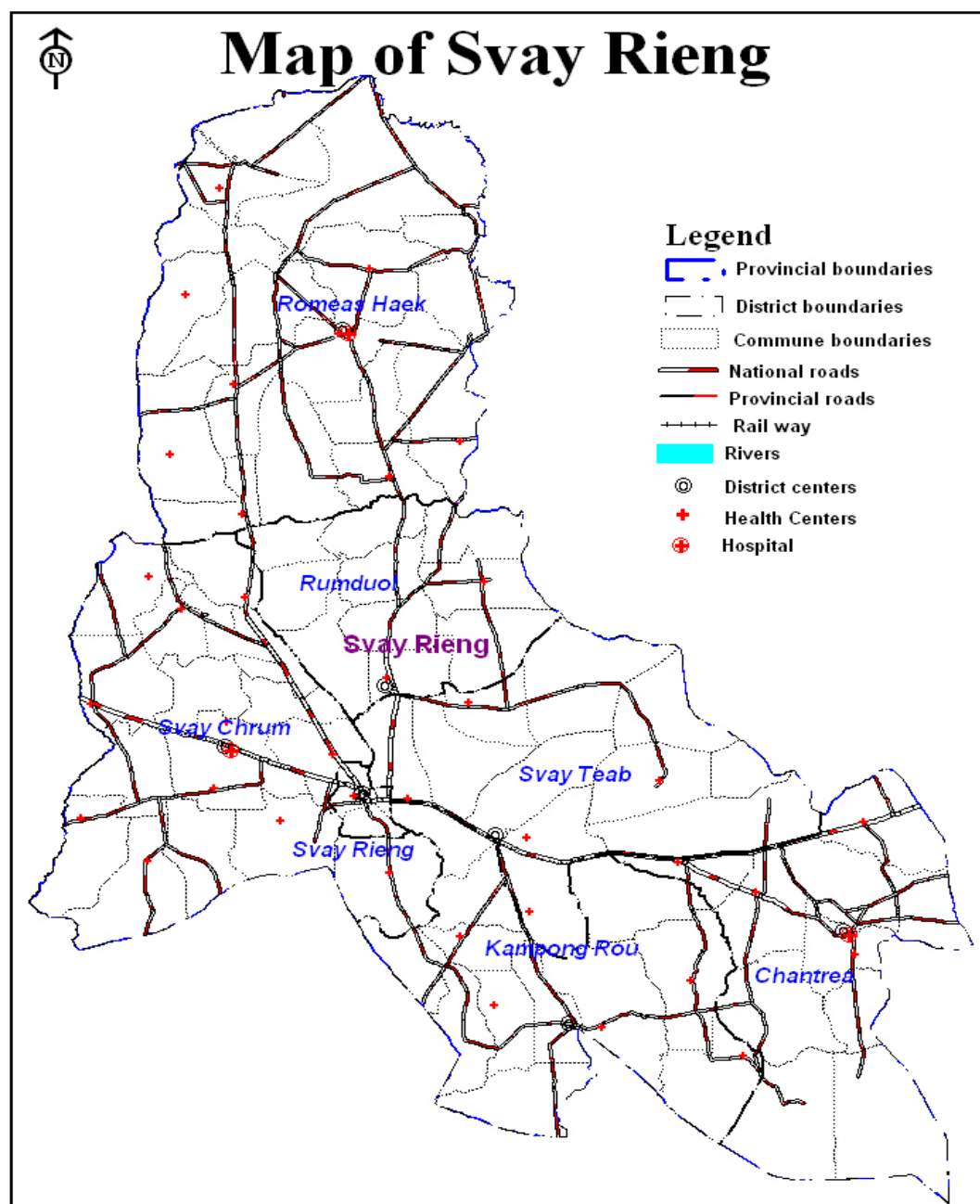
CAMBODIA

- ☉ National capital
- ⊙ Provincial capital
- Town, village
- ✈ Major airport
- - - International boundary
- - - Provincial boundary
- Mainroad
- Railroad

0 10 20 30 40 mi
0 20 40 60 km

135

Figure 4.5 (2): Map B: Svay Rieng provincial map



Source: Provincial department of planning, Svay Rieng Province

CHAPTER V

DATA PRESENTATION AND ANALYSIS

The main purpose of this chapter is to discuss the impact of ChildFund Cambodia Education Program on the development of primary education in Svay Rieng province. For this purpose, a field survey was conducted among 385 parents of students, 26 school officials including teachers and school principals, 26 school support committee members, 13 school librarians, four district training and monitoring team members and one provincial education official, and three ChildFund Cambodia staff through a field survey. To meet the study objectives, the whole chapter is divided into two parts. The first part of the chapter analyzes the findings of the field survey which contains the profile of sample respondents as well as detailed primary data analysis concerning the main objectives of the study. The data analysis includes the opinions of parents of students and other stakeholders regarding the impact of the ChildFund Cambodia education program on the development of primary education in the study area, i.e., Svay Chrum and Romeas Haek districts of Svay Rieng province. The second part notes the problems and challenges faced in the implementation of the Part I ChildFund Cambodia primary education program.

5.1 Profiles of the Respondents

5.1.1 Parents

Genders

Among 385 selected parents, the percentage of male respondents was found to be lower than female respondents, 79 percent females to only 21 percent males. Possible reasons for this may be the result of migration to urban centers or other

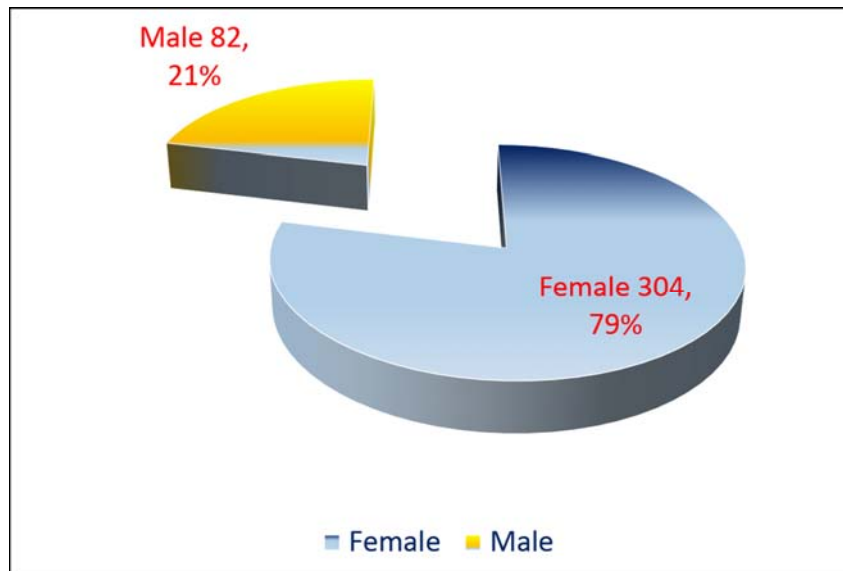
countries to seek employment whereas women often at home to take care children, do farming or run small business at home (Table 5.1.1.1 and Figure 5.1.1.1).

Table 5.1.1. 1
Distribution of Parents as per their Gender's Status

Gender	No of Parents	Percentage to Total
Female	303	79
Male	82	21
Total	385	100

Source: Own Survey.

Figure 5.1.1. 1
Distribution of Parents as per their Gender's Status



Source: Own Survey.

Age of the Parents

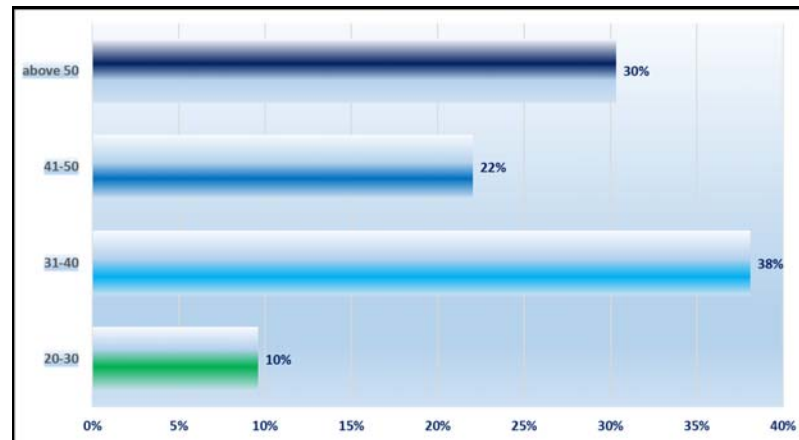
From the field study, 385 parents were interviewed. They were identified by four age-groups: 21-30 age-group, 31-40 age-group, 41-50 age-group and above 50 age-group, as expressed by 10 percent, 38 percent, 22 percent, and 30 percent respectively. They were active respondents and engaged in community activities like school engagement, and mobilization and contribution of fund (Table 5.1.1.2 and Figure 5.1.1.2).

Table 5.1.1. 2
Distribution of Parents as per their Age-group Status

Groups (In Years)	No of Parents	Percentage to Total
20-30	37	10
31-40	147	38
41-50	85	22
above 50	116	30
Total	385	100

Source: Own Survey.

Figure 5.1.1. 2
Distribution of Parents as per their Age-group Status



Source: Own Survey.

Education of the Parents

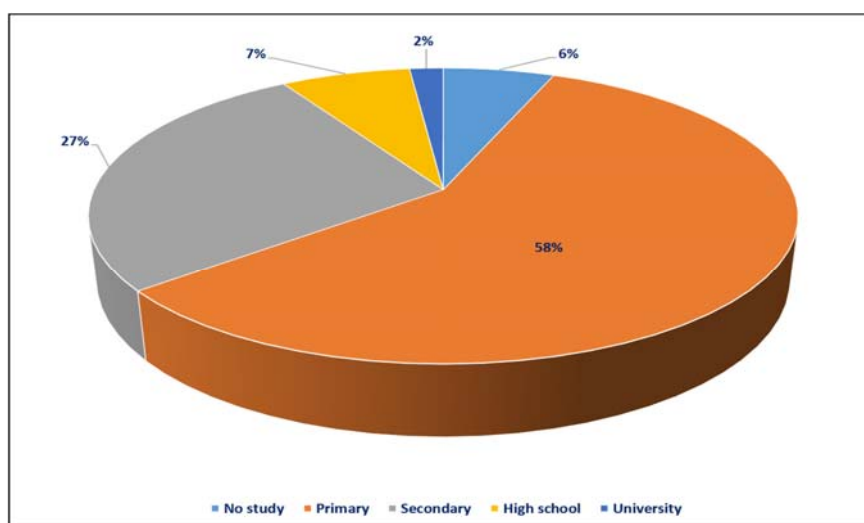
As revealed from the table below, parents had different education backgrounds. Six percent of parents had not attended schooling at any level and they were illiterate. The rest of parents attended different levels of schoolings: primary school, secondary school, high school, and university as expressed by 58 percent, 27 percent, seven percent and two percent (Table 5.1.1.3 and Figure 5.1.1.3).

Table 5.1.1. 3
Distribution of Parents as per their Educational Status

Types of Education	No of Parents	Percentage to Total
No study	25	6
Primary	222	58
Secondary	103	27
High school	28	7
University	7	2
Total	385	100

Source: Own Survey.

Figure 5.1.1. 3
Distribution of Parents as per their Educational Status



Source: Own Survey.

Occupation of the Parents

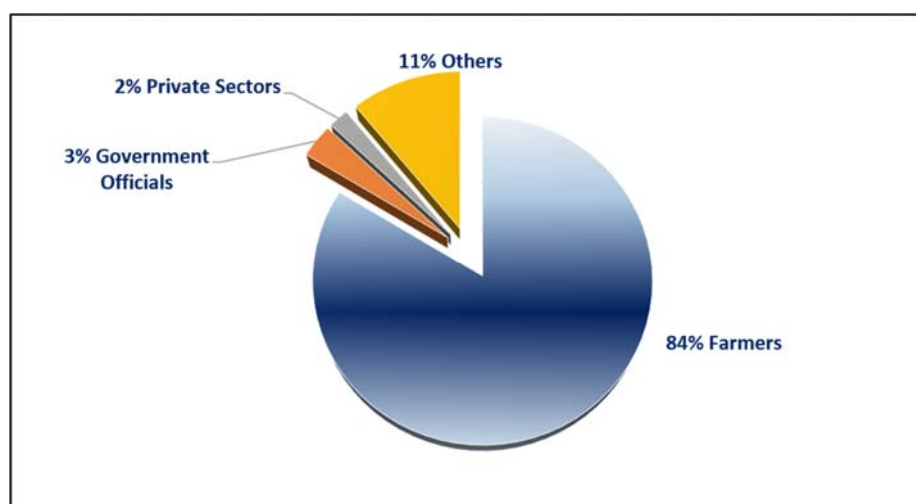
From the field survey, the parents' occupations were farmers, government officials and private employees, as mentioned by 84 percent, three percent and two percent. The other 11 percent were construction workers, and casino workers. The primary occupation of people in the field study was farming (Table 5.1.1.4 and Figure 5.1.1.4).

Table 5.1.1. 4
Distribution of Parents as per their Occupational Status

Types of Occupation	No of Parents	Percentage to Total
Farmer	323	84
Government	13	3
Private	8	2
Others (Please specify)	41	11
Total	385	100

Source: Own Survey.

Figure 5.1.1. 4
Distribution of Parents as per their Occupational Status



Source: Own Survey.

Annual Income of the Parents

It is clear from the data that there is a direct correlation between parents' annual income and the education of their children. From the field study, the annual income of the parents of students were different. 71 percent showed the annual income less than USD 1,000, 13 percent showed the annual income USD 1,000 – USD 2,000, 9 percent showed the annual income USD 2,000 – USD 3,000, and 5 percent expressed the annual income USD 3,000 – USD 4,000. 2 percent of the group mentioned the

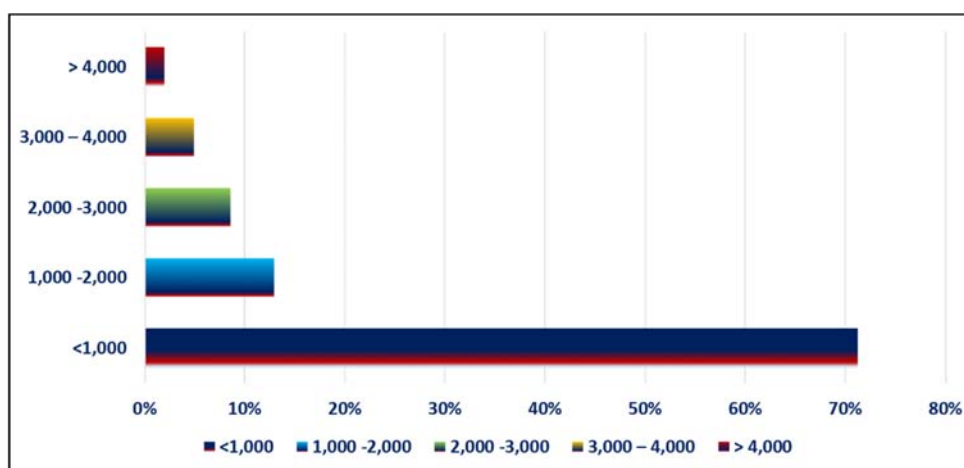
annual income over USD 4,000. The study revealed the majority of parents of students were farmers (84 percent in the study areas) with an annual income lower than USD 1,000. This was a reason that their family members migrated to urban centres to seek additional income to support their families' living standard (Table 5.1.1.5 and Figure 5.1.1.5).

Table 5.1.1. 5
Distribution of Parents as per their Annual Income's Status

Annual Income (In USD)	No of Parents	Percentage to Total
<1,000	274	71
1,000 -2,000	50	13
2,000 -3,000	33	9
3,000 – 4,000	19	5
>4,000	9	2
Total	385	100

Source: Own Survey.

Figure 5.1.1. 5
Distribution of Parents as per their Annual Income's Status



Source: Own Survey.

5.1.2 School Officials

Genders

The school officials were school principals. There were 26 school principals including five female school principals and 21 male school principals (Table 5.1.2.1).

Table 5.1.2.1
Distribution of School Principals as Gender

Gender	No of School Principals	Percentage to Total
Female	5	19
Male	21	81
Total	26	100

Source: Own Survey.

Age of School Principals

As revealed from the table below, school principals categorized into four groups: 21-30 ages had 15 percent, 31-40 ages had 15 percent, 41-50 ages had 42 percent, and the group of above 50 ages had 28 percent (Table 5.1.2.2).

Table 5.1.2. 2
Distribution of School Principals as per their Age-groups

Groups (In Years)	No of School Principals	Percentage to Total
21-30	4	15
31-40	4	15
41-50	11	42
above 50	7	28
Total	26	100

Source: Own Survey.

Education of School Principals

The 26 school principals from the field study had different education backgrounds. 11 percent attended secondary school, 54 percent attended had high school, and 35 percent attended university (Table 5.1.2.3).

Table 5.1.2. 3
Distribution of School Principals as their Education

Types of Education	No of School Principals	Percentage to Total
Secondary	3	11
High school	14	54
University	9	35
Total	26	100

Source: Own Survey.

Experiences of School Principals

The table below illustrates the varying years of school principal experience: 38 percent had experience 1-10 years, 27 percent had experience 11-20 years, 12 percent had experience 21-30 years, and 23 percent had above 30 year experience (Table 5.1.2.4).

Table 5.1.2. 4
Distribution of School Principals as their Years of Experiences

Experiences (In Years)	No of School Principals	Percentage to Total
1-10	10	38
11-20	7	27
21-30	3	12
Above 30	6	23
Total	26	100

Source: Own Survey.

5.1.3 School Support Committee Members

Gender

There were 26 school support committee members from 26 primary schools where ChildFund Cambodia was implementing its primary education program. There was one female and 25 male school support committee members (Table 5.1.3.1).

Table 5.1.3. 1
Distribution of School Support Committee Members as per Genders

Gender	No of School Support Committee	Percentage to Total
Female	1	4
Male	25	96
Total	26	100

Source: Own Survey.

Ages of School Support Committee Members

From the table, the school support committee members had two age groups. Group one from 41-50 ages had eight percent and above 50 ages had 92 percent (Table 5.1.3.2).

Table 5.1.3. 2
Distribution of School Support Committee Members as per their Age Group

Groups (In Years)	No of School Support Committee	Percentage to Total
41-50	2	8
above 50	24	92
Total	26	100

Source: Own Survey

Education of School Support Committee Members

The table below indicates the different levels of education of school support committee members: 42 percent had attended primary school, 50 percent had attended secondary school, and eight percent had attended high school (Table 5.1.3.3).

Table 5.1.3. 3
Distribution of School Support Committee Members as per their Education

Types of Education	No of School Support Committee	Percentage to Total
Primary	11	42
Secondary	13	50
High school	2	8
Total	26	100

Source: Own Survey.

Occupation of School Support Committee Members

From the field survey, among the 26 school support committee members, 88 percent were farmers and 12 percent were government officials (Table 5.1.3.4).

Table 5.1.3. 4
Distribution of School Support Committee Members as per their Occupation

Types of Occupation	No of School Support Committee	Percentage to Total
Farmer	23	88
Government	3	12
Total	26	100

Source: Own Survey.

5.1.4 School Librarians

Gender

From the field survey, there were 13 school librarians selected from 13 libraries in the 13 primary schools in ChildFund Cambodia target area in Svay Rieng province. There were eight female school librarians and five male school librarians interviewed during the field survey (Table 5.1.4.1).

Table 5.1.4. 1
Distribution of School Librarians as per Gender

Gender	No of Librarians	Percentage to Total
Female	8	62
Male	5	28
Total	13	100

Source: Own Survey.

Ages of School Librarians

The below table reveals the percentages break down of librarians according to the four age groups (Table 5.1.4.2). Age group from 21-30 had 8 percent, 31-40 had 23 percent, 41-50 had 46 percent and above 50 age group had 23 percent.

Table 5.1.4. 2
Distribution of School Librarians as per their Age-Groups

Groups (In Years)	No of Librarians	Percentage to Total
21-30	1	8
31-40	3	23
41-50	6	46
above 50	3	23
Total	13	100

Source: Own Survey

Education of School Librarians

Among the 13 school librarians interviewed during the field survey, 11 percent had attended secondary school, 54 percent had attended high school, and 35 percent had attended university (Table 5.1.4.3).

Table 5.1.4. 3
Distribution of School Librarians as per their Level of Education

Types of Education	No of Librarians	Percentage to Total
Secondary	3	11
High school	7	54
University	3	35
Total	13	100

Source: Own Survey.

5.1.5 DTMT Members and PE Officials

There were four DTMT members selected two from each district Svay Chrum and Romeas Haek in Svay Rieng province for field survey interview. The DTMT members included one female and three male members and two of them were in the

41-50 years age bracket and the other two were above 50 years old. Two DTMT members had attended high school and the other two attended university. The PE official was male and was above 41 years old. He had attended high school.

5.1.6 ChildFund Cambodia Staff

Three male ChildFund Cambodia staff were interviewed for this field survey. Two of them were working in Svay Rieng province as Project Officer and Provincial Manager. The Head of Programs was based in Phnom Penh office. All of them had attended university.

5.2 Activities Undertaken in the ChildFund Cambodia

Education Program

From the field study, the 385 parents revealed that the activities implemented by ChildFund Cambodia education program from 2010 – 2018 in its study area, Svay Chrum and Romeas Haek districts Svay Rieng province, were focused both school infrastructures and capacity building to relevant stakeholders. The school infrastructures included school building, school renovation, library construction and library renovation. The capacity building trainings were provided to teachers, school principals, school support committee, district and provincial education officials in order to improve the accessibility to schools, quality of teaching and learning, school leadership and management and the level of relationship between schools and parents/communities. Moreover, reading and teaching material, tablets, and computers were equipped in schools and libraries as well as bio-gardens for life skill training and playgrounds for pleasure.

Teachers, school principals, school support committee, district training and monitoring team members (DTMT) and provincial education officials had the same

opinions as the parents about the ChildFund Cambodia education program from its inception in 2008 focused on four main components: accessibility to schools, quality of teaching and learning, school leadership and management, and relationship between schools and parents/communities through implementing different activities.

Key activities implemented were as follows:

- Construction and renovation of school buildings, libraries, toilets, washing facilities, and school playgrounds.
- Provision of reading tool kits, reading books, tablets and school and library furniture including computer laps, and solar panels.
- Distribution of bicycles, school material, school uniforms, and scholarships to poor and vulnerable students.
- Provision of school grants to all schools for school development and improvement as well as bio-gardens.
- Provision of life skills training to teachers, school principals, and school support committees.
- Provision of teacher trainings on reading benchmarks, rapid response system, school leadership management, and early grade reading test.
- Strengthening the capacity building to school support committee members through life skills training and exposure visits to other schools in country.
- Meetings with parents about children's education.
- Dissemination about education awareness to children.
- Sending children with health issues for treatment at health centers.

From the interviews with parents, teachers and school principals, and other relevant stakeholders, they were familiar with the activities of the ChildFund Cambodia education program and they all cooperated and engaged in all activities for the benefit

of their children. For more detailed activities undertaken by ChildFund Cambodia education program are fully reviewed in chapter four through secondary data of ChildFund Cambodia education program.

5.3 Accessibility to Primary Education

To measure the accessibility to primary education through the ChildFund Cambodia education program, there were aspects to assess such as accessibility to primary education, enrollment rate, dropout rate, and scholarship to students. These areas supported the improvement of accessibility to primary education implemented by ChildFund Cambodia in the study area.

5.3.1 Accessibility to Primary Education Improved

5.3.1.1 Views of Parents on Accessibility to Primary Education

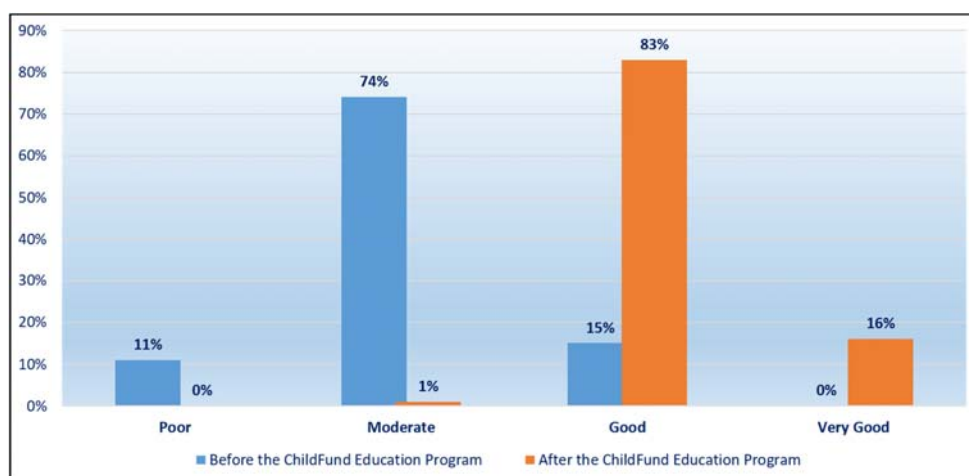
Evidence from the field study with the 385 parents prior to ChildFund Cambodia intervention revealed that 11 percent expressed poor access to primary education, moderate and good as expressed by 74 percent and 15 percent. After the implementation of ChildFund Cambodia education program, accessibility to primary education increased as categorized as good and very good shown by 83 percent and 16 percent respectively. The change of accessibility to primary education was the result of ChildFund Cambodia education program (Table 5.3.1.1 and Figure 5.3.1.1).

Table 5.3.1. 1
Distribution of Parents as per their Views on Accessibility to Primary Education Before and After the ChildFund Cambodia Education Program

Extent of Accessibility	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Poor	41	11	0	0
Moderate	285	74	4	1
Good	59	15	321	83
Very good	0	0	60	16
Total	385	100	385	100

Source: Own Survey

Figure 5.3.1. 1
Distribution of Parents as per their Views on Accessibility to Primary Education Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.3.1.2 Chi-Square Test on Accessibility to Primary Education

From the field study with 385 parents, they expressed their own opinions that there were changes and improvement to the accessibility of primary education before and after ChildFund Cambodia education program existed in the study area as stated in the chi square test (Table 5.3.1.2).

Table 5.3.1. 2
Accessibility to Primary Education by Students Before and After ChildFund
Cambodia Education Program (Chi Square Test Result)

Before the ChildFund Cambodia Education Program	After the ChildFund Cambodia Education Program			Total
	Moderate	Good	Very good	
Poor	1	39	1	41 (11%)
Moderate	3	268	14	285 (74%)
Good	0	14	45	59 (15%)
Total	4 [1%]	321 [83%]	60 [16%]	385 100%
Pearson Chi Square	195.928	df = 4	Asymptotic Significance (2-sided) = 0.000	

Note (1) Figures in the parentheses indicate percentage to the correspondents row total

Note (2) Figures in the square bracket indicate percentage to the correspondents column total

Source: Own Estimate.

$\chi^2 = 195.928$, $df = 4$, the asymptotic significance (2-sided) is 0.000, Critical value $\alpha = 19.998$

The results reveal the value of chi square was 195.928, the degree of freedom was four, and the asymptotic significance (2-sided) was 0.000, and the critical value $\alpha = 19.998$. Since ($\chi^2 > \alpha$) the null hypothesis "Ho1: There is no significant change in access to primary education by beneficiary children after the implementation of ChildFund Cambodia education programs in the study area" was rejected. In other words, it could be concluded that there was a significant change in accessibility to primary education after the implementation of ChildFund Cambodia education program in the study area.

5.3.1.3 Views of School Principals on Accessibility to Primary Education

Evidence from the field study with the 26 school principals prior to ChildFund Cambodia intervention revealed that 10 percent expressed poor access to primary education, moderate and good as expressed by 70 percent and 20 percent. After the implementation of ChildFund Cambodia education program, accessibility to primary education improved as good and very good showed by 84 percent and 16 percent. The improvement of accessibility to primary education was the result of ChildFund Cambodia education program implemented in the study area (Table 5.3.1.3).

Table 5.3.1. 3
Distribution of School Principals as per their Views on Accessibility to Primary Education Before and After the ChildFund Cambodia Education Program

Extent of Accessibility	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Poor	3	10	0	0
Moderate	18	70	0	0
Good	5	20	22	84
Very good	0	0	4	16
Total	26	100	26	100

Source: Own Survey.

5.3.1.4 Views of School Librarians on Accessibility to Primary Education

Evidence from the field study with 13 school librarians prior to ChildFund Cambodia intervention revealed that 23 percent expressed poor access to primary education, moderate and good as expressed by 62 percent and 15 percent. After the implementation of ChildFund Cambodia education program, they mentioned that the accessibility to primary education enhanced as good and very good shown by 85 percent and 15 percent respectively. The result of ChildFund Cambodia education

program impacted the accessibility to primary education by children in the study area (Table 5.3.1.4).

Table 5.3.1. 4
Distribution of School Librarians as per their Views on Accessibility to
Primary Education Before and After the ChildFund Cambodia Education
Program

Extent of Accessibility	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Poor	3	23	0	0
Moderate	8	62	0	0
Good	2	15	11	85
Very good	0	0	2	15
Total	13	100	13	100

Source: Own Survey.

5.3.1.5 Views of DTMT Members and PE Official on Accessibility to Primary Education

Based on the interviews with DTMT members and PE official, prior to the intervention of ChildFund Cambodia education program, they viewed that accessibility to primary education in the study area were moderate and good as expressed by 60 percent and 40 percent. After the implementation of ChildFund Cambodia education program, they added that the accessibility to primary education were good and very good as showed by 80 percent and 20 percent. DTMT members stressed that the change of accessibility to primary education was part of the result of ChildFund Cambodia education program intervened in the study area (Table 5.3.1.5).

Table 5.3.1. 5
Distribution of DTMT members and PE official as per their Views on
Accessibility to Primary Education Before and After the ChildFund
Cambodia Education Program

Extent of Accessibility	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Poor	0	0	0	0
Moderate	4	60	0	0
Good	2	40	4	80
Very good	0	0	1	20
Total	6	100	5	100

Source: Own Survey.

5.3.1.6 Views of ChildFund Cambodia Staff on Accessibility to Primary Education

From the interviews with three ChildFund Cambodia staff prior to the intervention of ChildFund Cambodia education program, 100 percent expressed moderate. After the implementation of ChildFund Cambodia education program, they expressed that accessibility to primary education increased as good and very good shown by 67 percent and 23 percent. ChildFund Cambodia staff mentioned that its education programs contributed to the change of accessibility to primary education in the study area (Table 5.3.1.6).

Table 5.3.1. 6
Distribution of ChildFund Cambodia Staff as per their Views on
Accessibility to Primary Education Before and After the ChildFund
Cambodia Education Program

Extent of Accessibility	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	2	67
Very good	0	0	1	23
Total	3	100	3	100

Source: Own Survey.

5.3.2 Enrolment Rate

5.3.2.1 Views of Parents on Enrolment Rate of Students

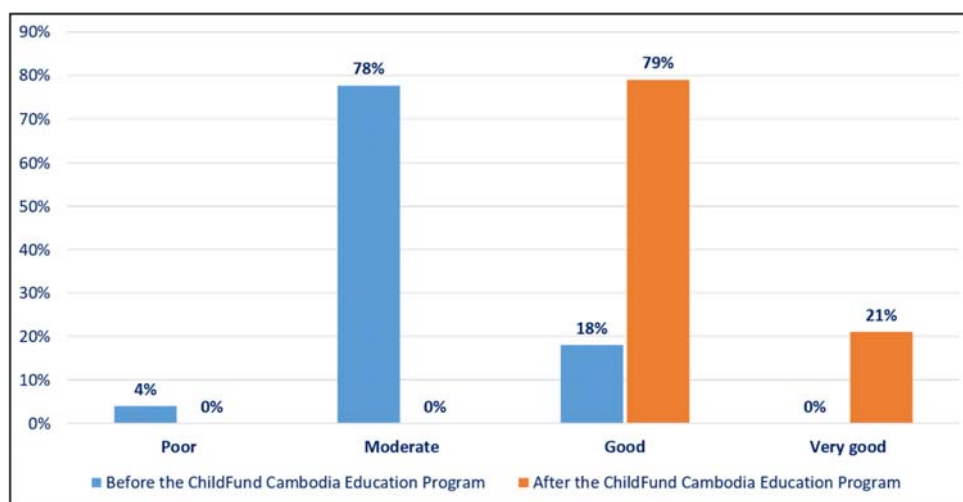
Related to the enrolment rate of students to primary schools in the study area, before the implementation of ChildFund Cambodia education program, the parents mentioned that the enrolment rate were poor, moderate, and good as expressed by four percent, 78 percent and 18 percent. After the implementation, the parents expressed that the enrolment rate of students become good and very good as figured by 79 percent and 21 percent. This showed that the enrolment rate of student to primary education increased due to the impact of ChildFund Cambodia education program aligned with the MOEYS reports from 95 percent in 2013 to 98 percent in 2018 (Table 5.3.2.1 and Figure 5.3.2.1).

Table 5.3.2. 1
Distribution of Parents of their Views on the Extent of Enrolment Rate of Students Before and After the Implementation of ChildFund Cambodia Education Program

Types of References	Before ChildFund Cambodia Education Program		After ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Poor	17	4	0	0
Moderate	299	78	2	0
Good	69	18	303	79
Very good	0	0	80	21
Total	385	100	385	100

Source: Own Survey

Figure 5.3.2. 1
Distribution of Parents of their Views on the Extent of Enrolment Rate of
Students Before and After the Implementation of ChildFund Cambodia
Education Program



Source: Own Survey.

5.3.2.2 Views of School Principals on Enrolment Rate

The 26 school principals mentioned in the field study that the enrolment rate of students to primary schools in the study areas before the implementation of ChildFund Cambodia education program were moderate and good as expressed by 42 percent and 58 percent. After the implementation the school principals expressed that the enrolment rate of students were good and very good as showed by 85 percent and 15 percent. The school principals agreed that enrolment rate increased due to the contribution of ChildFund Cambodia education program in the study area (Table 5.3.2.2).

Table 5.3.2. 2
Distribution of School Principals of their Views on the Extent of Enrolment Rate of Students Before and After the Implementation of ChildFund Cambodia Education Program

Extent of Enrolment Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Poor	0	0	0	0
Moderate	11	42	0	0
Good	15	58	22	85
Very good	0	0	4	15
Total	26	100	26	100

Source: Own Survey.

5.3.2.3 Views of School Librarians on Enrolment Rate

The 13 school librarians mentioned in the field study that the enrolment rate of students to primary schools in the study areas, before the implementation of ChildFund Cambodia education program were moderate and good as showed by 30 percent and 70 percent. After the implementation, the school librarians expressed that the enrolment rate of students became good and very good as figured by 76 percent and 24 percent. School librarians confirmed that ChildFund Cambodia education program contributed to the enrolment rate through the enrolment awareness campaign, village events before each school year started (Table 5.3.2.3).

Table 5.3.2. 3
Distribution of School Librarians of their Views on the Extent of Enrolment Rate of Students Before and After the Implementation of ChildFund Cambodia Education Program

Extent of Enrolment Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Poor	0	0	0	0
Moderate	4	30	0	0
Good	9	70	10	76
Very good	0	0	3	24
Total	13	100	13	100

Source: Own Survey.

5.3.2.4 Views of DTMT Members and PE Official on Enrolment Rate

The DTMT members and PE official mentioned in the field study that the enrolment rate of students to primary schools in the study areas before the implementation of ChildFund Cambodia education program were moderate by 100 percent. After the implementation, the DTMT members and PE official expressed that the enrolment rate of students were good and very good as expressed by 80 percent and 20 percent. DTMT members accepted the increase of enrolment rate was part of the enrolment awareness campaign, village events and school mapping organized by ChildFund Cambodia education program in the study area (Table 5.3.2.4).

Table 5.3.2. 4
Distribution of DTMT Members and PE Official of their Views on the Extent of Enrolment Rate of Students Before and After the Implementation of ChildFund Cambodia Education Program

Extent of Enrolment Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Poor	0	0	0	0
Moderate	5	100	0	0
Good	0	0	4	80
Very good	0	0	1	20
Total	5	100	5	100

Source: Own Survey.

5.3.2.5 Views of ChildFund Cambodia Staff on Enrolment Rate

The three ChildFund Cambodia staff mentioned in the field study that the enrolment rate of students to primary schools in the study areas before the implementation of ChildFund Cambodia education program were moderate by 100 percent. After the implementation, the ChildFund Cambodia staff expressed that the enrolment rate of students were good and very good as expressed by 67 percent and 23 percent. The increase of enrolment rate was the result of participation from all relevant stakeholders in ChildFund Cambodia education program in the study area (Table 5.3.2.5).

Table 5.3.2. 5
Distribution of ChildFund Cambodia Staff of their Views on the Extent of Enrolment Rate of Students Before and After the Implementation of ChildFund Cambodia Education Program

Extent of Enrolment Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	2	67
Very good	0	0	1	23
Total	3	100	3	100

Source: Own Survey.

Ministry of Education, Youth and Sports announced in its annual report 2019 that the enrolment rate of students in primary school increased also from 95 percent in 2013 to 98 percent in 2018 (MOEYS, 2019)¹⁰⁶. The increased enrolment rate of students in primary school was a good sign that the ChildFund Cambodia education program was implemented along with the national strategy of Ministry of Education, Youth, and Sports and it impacted the development of primary education in the study area.

5.3.3 Dropout Rate

5.3.3.1 Views of Parents on Dropout Rate

From the field study parents responses regarding dropout rate of students in primary schools before the implementation of ChildFund Cambodia education program were poor, moderate and good as expressed by 56 percent, 36 percent and seven percent. After the implementation, the parents expressed that the dropout rate of students became poor, good, and very good as stated by 18 percent, four percent and 78 percent. The decrease of dropout rate was impacted by ChildFund Cambodia education program in the study area (Table 5.3.3.1 and Figure 5.3.3.1).

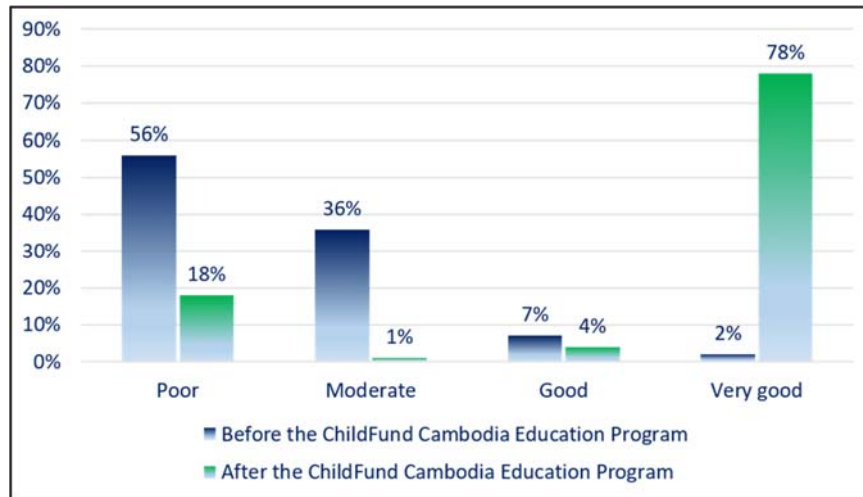
Table 5.3.3. 1
Distribution of Parents as per their Views on the Extend of Dropout Rate of Students Before and After the ChildFund Cambodia Education Program

Extend of Dropout Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	5	1	-	-
Poor	215	56	68	18
Moderate	138	36	2	1
Good	26	7	14	4
Very good	1	0	301	78
Total	385	100	385	100

¹⁰⁶ MOEYS (2019). *Cambodia education strategic plan 2019-2023*. Phnom Penh, Cambodia.

Source: Own Source.

Figure 5.3.3. 1
Distribution of Parents as per their Views on the Extend Dropout Rate of Students Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.3.3.2 Views of School Principals on Dropout Rate

The 26 school principals from the field study said that the dropout rate of students in primary schools before the implementation of ChildFund Cambodia education program were poor and moderate as expressed by 35 percent and 65 percent. After the implementation, the school principals expressed that the dropout rate of students were good and very good as stated by 65 percent and 35 percent. This showed that the dropout rate was decreased by the implementation of ChildFund Cambodia education program in the study area (Table 5.3.3.2).

Table 5.3.3. 2
Distribution of School Principals as per their Views on the Extend of Dropout Rate of Students Before and After the ChildFund Cambodia Education Program

Extent of Dropout Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Poor	9	35	0	0
Moderate	17	65	0	0
Good	0	0	17	65
Very good	0	0	9	35
Total	26	100	26	100

Source: Own Survey.

5.3.3.3 Views of School Librarians on Dropout Rate

Responses from 13 school librarians regarding dropout rate of students in primary schools prior to the implementation of ChildFund Cambodia education program, 77 percent expressed poor and moderate 23 percent. After the implementation, the school librarians expressed that the dropout rate of students improved as categorized good and very good shown by 85 percent and 15 percent. The decrease of dropout rate meant that it was impacted by ChildFund Cambodia education program implemented in the study area (Table 5.3.3.3).

Table 5.3.3. 3
Distribution of School Librarians as per their Views on the Extend of Dropout Rate of Students Before and After the ChildFund Cambodia Education Program

Extent of Dropout Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Poor	10	77	0	0
Moderate	3	23	0	0
Good	0	0	11	85
Very good	0	0	2	15
Total	13	100	13	100

Source: Own Survey.

5.3.3.4 Views of DTMT Members and PE Official on Dropout Rate

Responses from the DTMT members and PE official from the field study indicate that the dropout rate of students in primary schools before the implementation of ChildFund Cambodia education program was moderate by 100 percent. After the implementation, the DTMT members and PE official shared that the dropout rate of students were good and very good by expressed by 80 percent and 20 percent. DTMT members added the implementation of ChildFund Cambodia education program affected the decrease of dropout rate in the study area since its implementation (Table 5.3.3.4).

Table 5.3.3. 4
Distribution of DTMT Members and PE Official as per their Views on the
Extend of Dropout Rate of Students Before and After the ChildFund
Cambodia Education Program

Extent of Dropout Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Poor	0	0	0	0
Moderate	5	100	0	0
Good	0	0	4	80
Very good	0	0	1	20
Total	5	100	5	100

Source: Own Survey

5.3.3.5 Views of ChildFund Cambodia Staff on Dropout Rate

The ChildFund Cambodia staff from the field study answered that the dropout rate of students in primary schools before the implementation of ChildFund Cambodia education program was moderate by 100 percent. After the implementation, the ChildFund Cambodia staff reported an increase in retention rate as good by 100 percent. ChildFund Cambodia staff confirmed that the decrease of dropout rate in the study area was affected by ChildFund Cambodia education program implementation since its inception (Table 5.3.3.5).

Table 5.3.3. 5
Distribution of ChildFund Cambodia Staff as per their Views on the Extend of Dropout Rate of Students Before and After the ChildFund Cambodia Education Program

Extent of Dropout Rate	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

Ministry of Education, Youth and Sports revealed in its Education Strategic Plan 2019-2023 that the dropout rate decreased from 10.5 percent in 2013 down to 4.1 percent in 2018 (MOEYS, 2019)¹⁰⁷. Teachers and school principals added the reasons for a decrease in dropout rate was based on different factors: good school environment, good libraries, and good quality of teaching and learning equipped with teaching material, computer labs and tablets. Poor students received school scholarship supported by ChildFund Cambodia education program. School awareness campaigns were organized each year by teachers, school principals with support from school support committee members and communities of each school before the school year started to encourage parents to send their children to schools.

5.3.4 Scholarship

Among the 385 parents interviewed, 44 percent of parents said the students in the study field received scholarships from ChildFund Cambodia education program and 56 percent of them mentioned that students did not receive scholarships from the program. The scholarship was part of student motivation incentive to encourage

¹⁰⁷ MOEYS (2019). *Cambodia education strategic plan 2019-2023*. Phnom Penh, Cambodia.

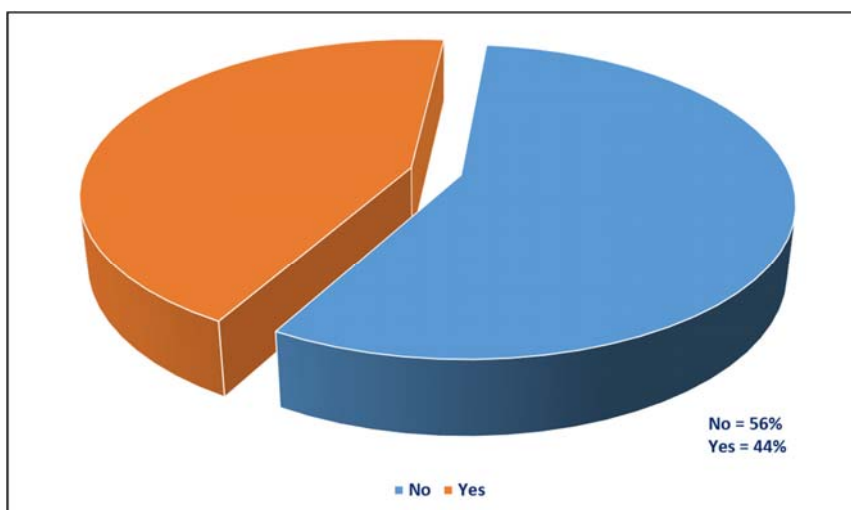
students to go to school and it positive influenced the increase in enrolment rate and decrease of dropout rate in the study area. Teachers and school principals mentioned in the depth interview that the scholarship helped and supported students in poor and vulnerable families to attend school regularly. Scholarships could reduce the students' absence from schools and could decrease the dropout rate too. Besides receiving a scholarship, vulnerable and poor students received school materials, uniforms and bicycles. The scholarship motivated students to study hard and reduced their family expenditures. Scholarship for poor and vulnerable student in the study area was part of ChildFund Cambodia education program implementation (Table 5.3.4 and Figure 5.3.4).

Table 5.3.4 (1)
Distribution of Parents as per their Opinion on the Receipt of Scholarship

Type of Opinion	No of Parents	Percentage to Total
Yes (received scholarship)	168	44
No (not received scholarship)	217	56
Total	385	100

Source: Own Source.

**Figure 5.3.4 (1):
Distribution of Parents as per their Opinion on the Receipt of Scholarship**



Source: Own Survey.

5.4 Teaching and Learning

To support and back up the statement of quality of teaching and learning improved in the study area after the implementation of ChildFund Cambodia education program, there were four areas to be looked at such as quality of school environment, student understanding, knowledge and capacity of teachers, and improvement of primary schools.

5.4.1 Quality of Teaching and Learning

5.4.1.1 Views of Parents on Quality of Teaching and Learning

Through the field study with parents, they found that quality of teaching and learning in the study area before the intervention of ChildFund Cambodia education program was poor, moderate, and good as expressed by four percent, 75 percent and 21 percent. After the implementation of ChildFund Cambodia education program, the parents added that the quality of teaching and learning became good and very good as figured by 80 percent and 19 percent. The improvement of quality of teaching and

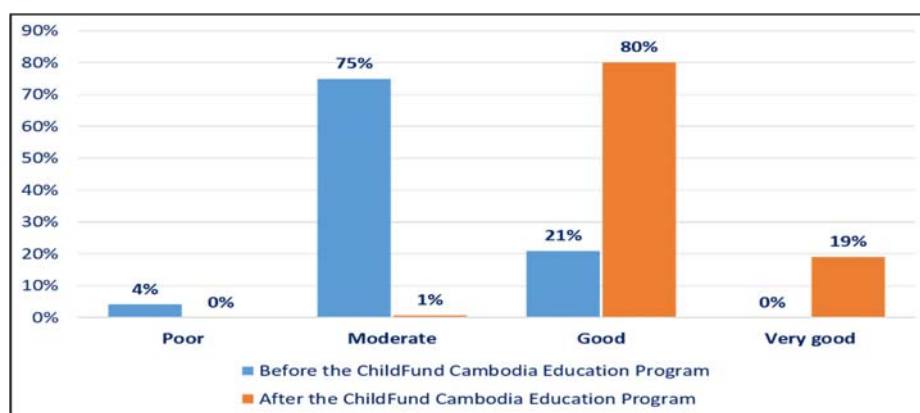
learning was the result of ChildFund Cambodia education program implemented in the study area. New teaching methodology training and ICT and teaching material were provided to teachers in order to improve the competencies and skills of teachers (Table 5.4.1.1 and Figure 5.4.1.1)

Table 5.4.1. 1
Distribution of Parents as per Quality of Teaching and Learning Before and After the ChildFund Cambodia Education Program

Type of Quality	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	16	4	-	-
Moderate	288	75	3	0
Good	81	21	308	80
Very good	-	-	74	19
Total	385	100	385	100

Source: Own Source.

Figure 5.4.1. 1
Distribution of Parents as per Quality of Teaching and Learning Before and After ChildFund Cambodia Education Program



Source: Own Survey.

5.4.1.2 Views of School Principals on Quality of Teaching and Learning

Evidence from interviews with the school principals during the field study indicated that the quality of teaching and learning in the study area before the intervention of ChildFund Cambodia education program were moderate by 100

percent. After the implementation of ChildFund Cambodia education program, the school principals added that the quality of teaching and learning were good by 100 percent. The quality of teaching and learning was improved due to the impact of ChildFund Cambodia education program implemented in the study area. Teachers received new methodology trainings, mentoring, coaching as well as teaching material from ChildFund Cambodia education program (Table 5.4.1.2).

Table 5.4.1. 2
Distribution of School Principals as per Quality of Teaching and Learning
Before and After the ChildFund Cambodia Education Program

Type of Quality	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	26	100	0	0
Good	0	0	26	100
Very good	0	0	0	0
Total	26	100	26	100

Source: Own Survey.

5.4.1.3 Views of School Librarians on Quality of Teaching and Learning

Data from the interviews with the school librarians during the field study indicated that the quality of teaching and learning in the study area was poor prior to project the intervention by 100 percent. After the implementation of ChildFund Cambodia education program, the school librarians added that the quality of teaching and learning was good by 100 percent. The librarians added that ChildFund Cambodia education program improved the quality of teaching and learning by provided training, mentoring, and coaching. Moreover, DTMT regularly conducted monitoring to ensure teachers provided training based on teaching standard set by MOEYS (Table 5.4.1.3).

Table 5.4.1. 3
Distribution of School Librarians as per Quality of Teaching and Learning
Before and After the ChildFund Cambodia Education Program

Type of Quality	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	13	100	0	0
Moderate	0	0	0	0
Good	0	0	13	100
Very good	0	0	0	0
Total	13	100	13	100

Source: Own Survey.

5.4.1.4 Views of DTMT Members and PE Official on Quality of Teaching and Learning

Through the interview with the DTMT members and PE official during the field study, they responded that quality of teaching and learning in the study areas before the intervention of ChildFund Cambodia education program was poor by 100 percent. After the implementation of ChildFund Cambodia education program, the school librarians added that the quality of teaching and learning increased as good by 100 percent. The quality of teaching and learning was enhanced through ChildFund Cambodia education program. DTMT team was invited to provide education support such as training, mentoring, and coaching to teachers in the study area to ensure that they were confident to provide teaching to students based on MOEYS teaching standard (Table 5.4.1.4).

Table 5.4.1. 4
Distribution of DTMP Members and PE Official as per Quality of Teaching and Learning Before and After the ChildFund Cambodia Education Program

Type of Quality	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	5	100	0	0
Moderate	0	0	0	0
Good	0	0	5	100
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.4.1.5 Views of ChildFund Cambodia Staff on Quality of Teaching and Learning

The ChildFund Cambodia staff responded during the field study that quality of teaching and learning in the study area prior to the intervention of ChildFund Cambodia education program was poor by 100 percent. After the implementation of ChildFund Cambodia education program, they added that the quality of teaching and learning was good by 100 percent. ChildFund Cambodia staff informed that one objective of ChildFund Cambodia education program was to improve the quality of teaching and learning through providing capacity building to teachers via training on new methodologies, mentoring, coaching, and exposure visit (Table 5.4.1.5).

Table 5.4.1. 5
Distribution of ChildFund Cambodia Staff as per Quality of Teaching and Learning Before and After the ChildFund Cambodia Education Program

Type of Quality	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	3	100	0	0
Moderate	0	0	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.4.2 Quality of School Environment

5.4.2.1 Views of Parents on Quality of School Environment

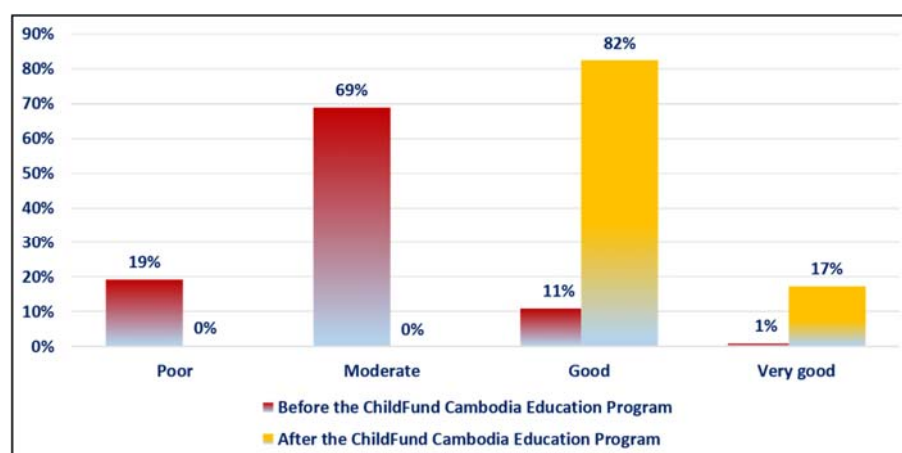
Quality of school environment was one of big concerns for teachers, students, and communities. The field study from parents revealed that before the implementation of ChildFund Cambodia education program the quality of school environment were poor, moderate, and good as expressed by 19 percent, 69 percent and 11 percent. After the intervention of the ChildFund Cambodia education program, the parents stated that the quality of school environment significant improved. The school environment was improved due to ChildFund Cambodia education program. School compound and classroom were good, clean and decorated as well as play ground, hand washing station and toilets (Table 5.4.2.1 and Figure 5.4.2.1).

Table 5.4.2. 1
Distribution of Parents as per their Views on the Quality of School Environment Before and After the ChildFund Cambodia Education Program

Type of Quality of School Environment	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	2	1	-	-
Poor	74	19	1	0
Moderate	265	69	-	-
Good	42	11	317	82
Very good	2	1	67	17
Total	385	100	385	100

Source: Own Source.

Figure 5.4.2. 1
Distribution of Parents as per their Views on the Quality of School Environment Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.4.2.2 Views of School Principals on Quality of School Environment

Through the field study the school principals revealed that before the implementation of ChildFund Cambodia education program the quality of school environment were poor and moderate as expressed by 15 percent and 85 percent. After the intervention of the ChildFund Cambodia education program, the school principals added that the quality of school environment became moderate and good as showed by 23 percent and 77 percent. School principals expressed that the school

environment was enhanced due to the implementation of ChildFund Cambodia education program. School compounds, classrooms, playgrounds, hand washing stations and toilets were constructed and renovated to meet standard set in Child Friendly School policy (Table 5.4.2.2).

Table 5.4.2. 2
Distribution of School Principals as per their Views on the Quality of School Environment Before and After the ChildFund Cambodia Education Program

Type of Quality of School Environment	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	4	15	0	0
Moderate	22	85	6	23
Good	0	0	20	77
Very good	0	0	0	0
Total	26	100	26	100

Source: Own Survey.

5.4.2.3 Views of School Librarians on Quality of School Environment

Evidence from the interviews with school librarians revealed that prior to the intervention of ChildFund Cambodia education program the quality of school environment were poor and moderate as expressed by 77 percent and 23 percent. After the intervention of the ChildFund Cambodia education program, the school principals reported that the quality of school environment was significantly enhanced as stated moderate and good by 30 percent and 70 percent respectively. School librarians concluded that ChildFund Cambodia education program constructed and renovated school compounds, classrooms, as well as school facilities for students' safety and wellbeing aligned with Child Friendly School standard set by MOEYS (Table 5.4.2.3).

Table 5.4.2. 3
Distribution of School Librarians as per their Views on the Quality of School Environment Before and After the ChildFund Cambodia Education Program

Type of Quality of School Environment	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	10	77	0	0
Moderate	3	23	4	30
Good	0	0	9	70
Very good	0	0	0	0
Total	13	100	13	100

Source: Own Survey.

5.4.2.4 Views of DTMT Members and PE Official on Quality of School Environment

Data from the interviews with DTMT members and PE official showed that the quality of school environment before the implementation of ChildFund Cambodia education program were poor and moderate as expressed by 60 percent and 40 percent. After the intervention of the ChildFund Cambodia education program, they noted that the quality of school environment was good by 100 percent. DTMT team added that ChildFund Cambodia education program improved school environment and school facilities in the study area in consultation with all stakeholders included POE and DOE (Table 5.4.2.4).

Table 5.4.2. 4
Distribution of DTMT Members and PE Official as per their Views on the
Quality of School Environment Before and After the ChildFund Cambodia
Education Program

Type of Quality of School Environment	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	3	60	0	0
Moderate	2	40	0	0
Good	0	0	5	100
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.4.2.5 Views of ChildFund Cambodia Staff on Quality of School Environment

Through the obervation of ChildFund Cambodia staff the quality of school environment before the implementation of ChildFund Cambodia education program was poor. After the intervention of the ChildFund Cambodia education program, they reported that the quality of school environment was significant improved as good. ChildFund Cambodia staff mentioned that the education program of ChildFund Cambodia improved school environment through constructed and renovated all school facilities to meet Child Friendly School standard. They included school compounds, classrooms, playgrounds, hand washing stations, pumping wells and toilets (Table 5.4.2.5).

Table 5.4.2. 5
Distribution of ChildFund Cambodia Staff as per their Views on the Quality of School Environment Before and After the ChildFund Cambodia Education Program

Type of Quality of School Environment	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	3	100	0	0
Moderate	0	0	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.4.3 Understanding Levels of Students

5.4.3.1 Views of Parents on the Levels of Understanding of Students

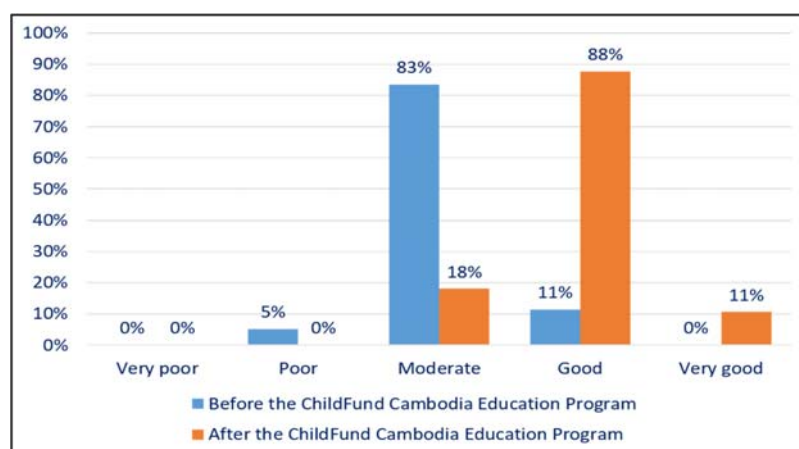
The field study with parents revealed that the levels of understanding of students before ChildFund Cambodia education program implemented in the study area was classified as poor, moderate, and good by five percent, 83 percent and 11 percent. After the implementation of ChildFund Cambodia education program, the levels of understanding of student were significant improved as categorized by moderate, good and very good stated by two percent, 88 percent and 10 percent. Parents were happy because their children could read and write better than in the past due to the implementation of ChildFund Cambodia education program in the study area (Table 5.4.3.1 and Figure 5.4.3.1).

Table 5.4.3. 1
Distribution of Parents as per their Views on the Levels of Understanding of Student Before and After the ChildFund Cambodia Education Program

Understanding Levels of Students	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	20	5	-	-
Moderate	321	83	7	2
Good	44	11	337	88
Very good	-	-	41	10
Total	385	100	385	100

Source: Own Source

Figure 5.4.3. 1
Distribution of Parents as per their Views on the Levels of Understanding of Student Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.4.3.2 Views of School Principals on the Levels of Understanding of Students

The school principals mentioned during the field study that the levels of understanding of students before ChildFund Cambodia education program implemented in the study area were poor, moderate, and good as expressed by 27 percent, 54 percent and 19 percent. After the implementation of ChildFund Cambodia education program, they added that the levels of understanding of student were

improved, moderate, good and very good as figured by 27 percent, 57 percent and 16 percent. Reading assessment and Mathematic assessment were used to test the level of understanding of students before and after school years and the result were good. This showed that the education program of ChildFund Cambodia had impact on the levels of understanding of students since its inception in the study area (Table 5.4.3.2).

Table 5.4.3. 2
Distribution of School Principals as per their Views on the Levels of Understanding of Student Before and After the ChildFund Cambodia Education Program

Understanding Level of Students	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	7	27	0	0
Moderate	14	54	7	27
Good	5	19	15	57
Very good	0	0	4	16
Total	26	100	26	100

Source: Own Survey.

5.4.3.3 Views of School Librarians on the Levels of Understanding of Students

The school librarians responded during the field study that the levels of understanding of students before ChildFund Cambodia education program implemented in the study area were poor, and moderate as expressed by 23 percent and 77 percent. After the implementation of ChildFund Cambodia education program, they confirmed that the levels of understanding of students were improved, moderate, good and very good as stated by 27 percent, 62 percent and 11 percent. The levels of understanding of students had improved due to the implementation of ChildFund Cambodia education program in the study area. Students could read and discussed in

libraries and they received good quality of teaching from their teachers through new teaching methodologies and teaching material (Table 5.4.3.3).

Table 5.4.3. 3
Distribution of School Librarians as per their Views on the Levels of Understanding of Student Before and After the ChildFund Cambodia Education Program

Understanding Level of Students	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	3	23	0	0
Moderate	10	77	3	27
Good	0	0	8	62
Very good	0	0	2	11
Total	13	100	13	100

Source: Own Survey.

5.4.3.4 Views of DTMT Members and PE Official on the Levels of Understanding of Students

The views of DTMT members and PE official during the field study about the levels of understanding of students prior to the intervention of ChildFund Cambodia education program in the study area were poor and moderate as expressed by 60 percent and 40 percent. After the implementation of ChildFund Cambodia education program, they confirmed that the levels of understanding of students were improved, good and very good as figured by 80 percent and 20 percent. DTMT added that after receiving training, mentoring, and coaching, teachers could provide good quality of teaching that caused the levels of understanding of students improved. Slow learners had received teaching supports from their friends or parents at home through peer to peer teaching (Table 5.4.3.4).

Table 5.4.3. 4
Distribution of DTMT Members and PE Official as per their Views on the
Levels of Understanding of Student Before and After the ChildFund
Cambodia Education Program

Understanding Level of Students	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	3	60	0	0
Moderate	2	40	0	0
Good	0	0	4	80
Very good	0	0	1	20
Total	5	100	5	100

Source: Own Survey.

5.4.3.5 Views of ChildFund Cambodia Staff on the Levels of Understanding of Students

In the field study ChildFund Cambodia staff provided their views about the levels of understanding of students before ChildFund Cambodia education program implemented in the study area was poor as expressed by 100 percent. After the implementation of ChildFund Cambodia education program, they noted that the levels of understanding of students was significant improved, good by 100 percent. ChildFund Cambodia staff stressed that the levels of understanding of students improved through good quality of teaching, peer to peer teaching and they could access to libraries for reading and team discussion and learning (Table 5.4.3.5).

Table 5.4.3. 5
Distribution of ChildFund Cambodia Staff as per their Views on the Levels of Understanding of Student Before and After the ChildFund Cambodia Education Program

Understanding Level of Students	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	3	100	0	0
Moderate	0	0	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.4.4 Knowledge and Capacity of Teachers

5.4.4.1 Views of Parents on the Knowledge and Capacity Levels of Teachers

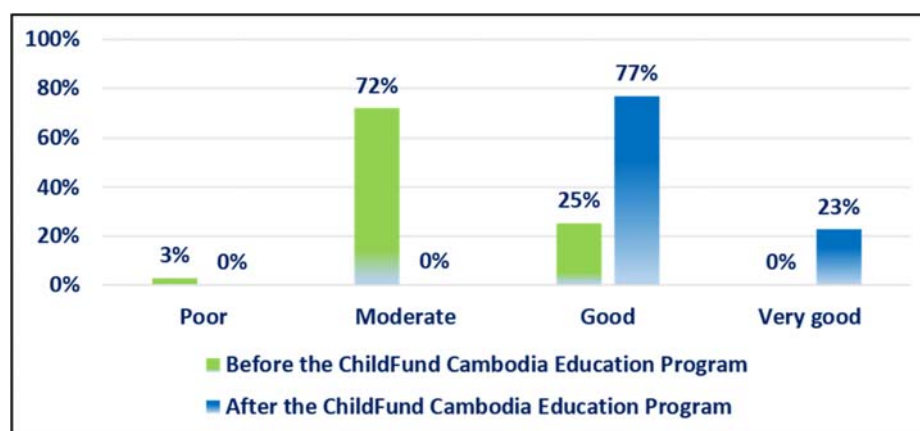
The opinions from parents through the field study showed that before the implementation of ChildFund Cambodia education program, the knowledge and capacity levels of teachers were poor, moderate, and good as expressed by three percent, 72 percent and 25 percent. After the implementation of education program, the parents said that the knowledge and capacity levels of teachers increased, good and very good as showed by 77 percent and 23 percent. Through the education program of ChildFund Cambodia, teachers received new teaching methodology training, mentoring and coaching as well as teaching material and ICT equipment. Teachers could provide good quality of teaching to students as their knowledge and capacity levels were improved (Table 5.4.4.1 and Figure 5.4.4.1).

Table 5.4.4. 1
Distribution of Parents as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program

Knowledge and Capacity Levels	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	11	3	-	-
Moderate	276	72	1	0
Good	98	25	296	77
Very good	-	-	88	23
Total	385	100	385	100

Source: Own Source

Figure 5.4.4. 1
Distribution of Parents as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.4.4.2 Views of School Principals on the Knowledge and Capacity Levels of Teachers

The school principals' views through the field study showed that before the implementation of ChildFund Cambodia education program, the knowledge and capacity levels of teachers were poor, moderate, and good as expressed by 23 percent, 46 percent and 31 percent. After the implementation of the education

program, they added that the knowledge and capacity levels of teachers were improved, good and very good as mentioned by 77 percent and 23 percent. School principals confirmed the knowledge and capacity level of teachers were improved due to the intervention of ChildFund Cambodia education program in the study area. Teachers had received capacity building from the education program so that they could provide good quality of teaching to students (Table 5.4.4.2).

Table 5.4.4. 2
Distribution of School Principals as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program

Knowledge and Capacity Level	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	6	23	0	0
Moderate	12	46	0	0
Good	8	31	21	77
Very good	0	0	5	23
Total	26	100	26	100

Source: Own Survey.

5.4.4.3 Views of School Librarians on the Knowledge and Capacity Levels of Teachers

The school librarians' views through the field study showed that before the implementation of ChildFund Cambodia education program, the knowledge and capacity levels of teachers were poor and moderate as expressed by 38 percent and 62 percent. After the implementation of the education program, they added that the knowledge and capacity levels of teachers became moderate and good as stated by 23 percent and 77 percent. School librarians had same thoughts as school principals that the knowledge and capacity of teachers had been improved through the capacity

building plan of ChildFund Cambodia education program in the study area (Table 5.4.4.3).

Table 5.4.4. 3
Distribution of School Librarians as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program

Knowledge and Capacity Level	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	5	38	0	0
Moderate	8	62	3	23
Good	0	0	10	77
Very good	0	0	0	0
Total	13	100	13	100

Source: Own Survey.

5.4.4.4 Views of DTMT Members and PE Official on the Knowledge and Capacity Levels of Teachers

Evidence from the interviews with DTMT members and PE official revealed that before the implementation of ChildFund Cambodia education program, the knowledge and capacity levels of teachers was moderate as expressed by 100 percent. After the implementation of education program, they reported that the knowledge and capacity levels of teachers was remarkably improved, good by 100 percent. DTMT team confirmed that the knowledge and capacity of teachers had been improved through the implementation of ChildFund Cambodia education program in the study area. They provided capacity building to teachers such as training, coaching, mentoring as well as regular monitoring. Teachers were equipped with new teaching and ICT material. (Table 5.4.4.4).

Table 5.4.4. 4
Distribution of DTMT Members and PE Official as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program

Knowledge and Capacity Level	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	5	100	0	0
Good	0	0	5	100
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.4.4.5 Views of ChildFund Cambodia Staff on the Knowledge and Capacity Levels of Teachers

ChildFund Cambodia staff expressed their views in the field study that before the implementation of ChildFund Cambodia education program, the knowledge and capacity levels of teachers was completely moderate as stated by 100 percent. After the implementation of education program, they noted that the knowledge and capacity levels of teachers was good as showed by 100 percent. ChildFund Cambodia staff clarified that the knowledge and capacity of teachers had been improved through the intervention of ChildFund Cambodia education program in the study area. Many capacity building plan was provided to all teachers in the target schools by the education officials from POE and DOE (Table 5.4.4.5).

Table 5.4.4. 5
Distribution of ChildFund Cambodia Staff as per their Views on the Knowledge and Capacity Levels of Teachers Before and After the ChildFund Cambodia Education Program

Knowledge and Capacity Level	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.4.5 Overall Quality of Teaching and Learning by Chi-Square Test

From the opinions collected from 385 parents during the field study, they mentioned that there were changes and improvements in the quality of teaching and learning in the study area before and after ChildFund Cambodia education program implemented. The results are shown in the chi square test table below (Table 5.4.5.1).

Table 5.4.5. 1: Quality of Teaching and Learning Before and After the ChildFund Cambodia Education Program

Before the ChildFund Cambodia Education Program	After the ChildFund Cambodia Education Program			Total
	Moderate	Good	Very good	
Poor	0	16	0	16
				(4%)
Moderate	3	270	16	289
				(75%)
Good	0	23	57	80
				(21%)
	3	309	73	385
Total	[1%]	[80%]	[19%]	100%
χ^2	180.323	df = 4	Asymptotic Significance (2-sided) = 0.000	

Note (1) Figures in the parentheses indicate percentage to the correspondents row total
Note (2) Figures in the square bracket indicate percentage to the correspondents column total

Source: Own Estimate.

$\chi^2 = 180.323$, $df = 4$, the asymptotic significance (2-sided) is 0.000, Critical value $\alpha = 19.998$

The results reveal the value of chi square was 180.323, the degree of freedom was four, and the asymptotic significance (2-sided) was 0.000, and the critical value $\alpha = 19.998$. Since ($\chi^2 > \alpha$) the null hypothesis "Ho2: There is no significant change in the quality of teaching, and learning after the implementation of ChildFund Cambodia education programs in the study area" was rejected. In other words, it could be concluded that there were significant changes in the quality of teaching, and learning after the implementation of ChildFund Cambodia education program in the study area. The field study presented the key findings of improvement such as school environment, understanding of students, knowledge and capacity of teachers and improvement of schools. Parents of students, teachers, school principals, district and provincial education officials recognized and accepted the significant changes of quality of teaching and learning in the study area since the inception of ChildFund Cambodia education program since 2008.

5.5 Accountabilities and Performances of Teachers, School Principals and Education Authorities

The field study in this section focused accountabilities and performances of teachers, school principals and education authorities in primary schools in the study area related to accountabilities and transparency, quality of teaching, behaviors and attitudes, records and documentation, school leadership and management. Its purposes were to show the improvement of accountabilities and performances of teachers, school principals and education authorities in the study area after the implementation of ChildFund Cambodia education program.

5.5.1 Accountabilities of Teachers

5.5.1.1 Views of Parents on the Levels of Accountabilities of Teachers

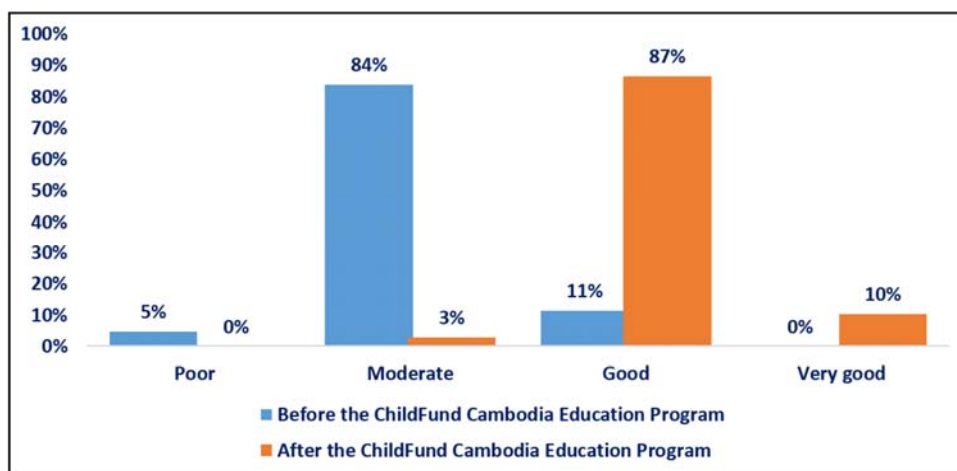
The accountabilities of teachers was an indicator to show the impact of ChildFund Cambodia education program on primary education in the study area. The field study with parents showed that before the implementation of ChildFund Cambodia education program the levels of accountability of teachers were poor, moderate and good as expressed by five percent, 84 percent and 11 percent. After the implementation of ChildFund Cambodia education program the levels of accountability of teachers were improved, moderate, good and very good as stated by three percent, 87 percent and 11 percent. The improvement of the levels of accountabilities of teachers showed the impact of ChildFund Cambodia education program implemented in the study area such as teaching performance, classroom enhancement, school mapping, school awareness and students' attendance (Table 5.5.1.1 and Figure 5.5.1.1).

Table 5.5.1. 1
Distribution of Parents as per their Views on Accountabilities of Teachers
Before and After the ChildFund Cambodia Education Program

Level of Accountability	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	18	5	-	-
Moderate	323	84	11	3
Good	44	11	333	87
Very good	-	-	41	11
Total	385	100	385	100

Source: Own Source.

Figure 5.5.1. 1
Distribution of Parents as per their Views on Accountabilities of Teachers
Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.5.1.2 Views of School Principals on the Levels of Accountabilities of Teachers

The field study with school principals presented that before the implementation of ChildFund Cambodia education program the levels of accountability of teachers were poor, moderate, and good as expressed by 16 percent, 61 percent and 23 percent. After the implementation of ChildFund Cambodia education program, the school principals mentioned that the levels of accountability of teachers were improved, moderate, good and very good as showed by seven percent, 77 percent and 16 percent. The levels of accountabilities of teachers were improved due to the implementation of ChildFund Cambodia education program in the study area. Teachers received trainings, mentoring, and coached from the program and they committed to perform good quality of teaching to follow the teaching standard set by MOEYS. They were accountable to school principals, school support committee, and communities. They informed parents when students absent from schools and closely followed up the student study (Table 5.5.1.2).

Table 5.5.1. 2
Distribution of School Principals as per their Views on Accountabilities of Teachers Before and After the ChildFund Cambodia Education Program

Level of Accountability	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	4	16	0	0
Moderate	16	61	2	7
Good	6	23	20	77
Very good	0	0	4	16
Total	26	100	26	100

Source: Own Survey.

5.5.1.3 Views of School Librarians on the Levels of Accountabilities of Teachers

Responses from field study with school librarians indicated that before the implementation of ChildFund Cambodia education program the levels of accountability of teachers were poor, moderate, and good as expressed by 31 percent, 54 percent and 15 percent. After the implementation of ChildFund Cambodia education program, the school librarians added that the levels of accountability of teachers were improved, moderate, good and very good as showed by 15 percent, 77 percent and eight percent. School librarians concluded that the levels of accountabilities of teachers were better than the past performance since the education program of ChildFund Cambodia implemented in the study area. Teachers received trainings on new technologies and methodologies as well as teaching and reading material (Table 5.5.1.3).

Table 5.5.1. 3
Distribution of School Librarians as per their Views on Accountabilities of Teachers Before and After the ChildFund Cambodia Education Program

Level of Accountability	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	4	31	0	0
Moderate	7	54	2	15
Good	2	15	10	77
Very good	0	0	1	8
Total	13	100	13	100

Source: Own Survey.

5.5.1.4 Views of DTMT Members and PE Official on the Levels of Accountabilities of Teachers

The DTMT members and PE official reported during the field study that before the implementation of ChildFund Cambodia education program the levels of accountability of teachers were moderate and good as expressed by 60 percent and 40 percent. After the implementation of ChildFund Cambodia education program, they added that the levels of accountability of teachers were moderate and good as noted by 20 percent and 80 percent. DMTM team said that since they provided capacity building to teachers, they observed the levels of accountabilities of teachers were improved compared to the past performance. The improvement was the result of ChildFund Cambodia education program implemented in the study area (Table 5.5.1.4).

Table 5.5.1. 4
Distribution of DTMT Members and PE Official as per their Views on
Accountabilities of Teachers Before and After the ChildFund Cambodia
Education Program

Level of Accountability	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	60	1	20
Good	2	40	4	80
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.5.1.5 Views of ChildFund Cambodia Staff on the Levels of Accountabilities of Teachers

The ChildFund Cambodia staff expressed during the field study that before the implementation of ChildFund Cambodia education program the levels of accountability of teachers were moderate by 100 percent. After the implementation of ChildFund Cambodia education program, they added that the levels of accountability of teachers were good as shown by 100 percent after the implementation of ChildFund Cambodia education program in the study area (Table 5.5.1.5).

Table 5.5.1. 5
Distribution of ChildFund Cambodia Staff as per their Views on
Accountabilities of Teachers Before and After the ChildFund Cambodia
Education Program

Level of Accountability	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

The field study results showed the big significant changes in the accountability of teachers after the implementation of ChildFund Cambodia education program in the study area.

5.5.2 Teaching Performance

5.5.2.1 Views of Parents on the Teaching Performance

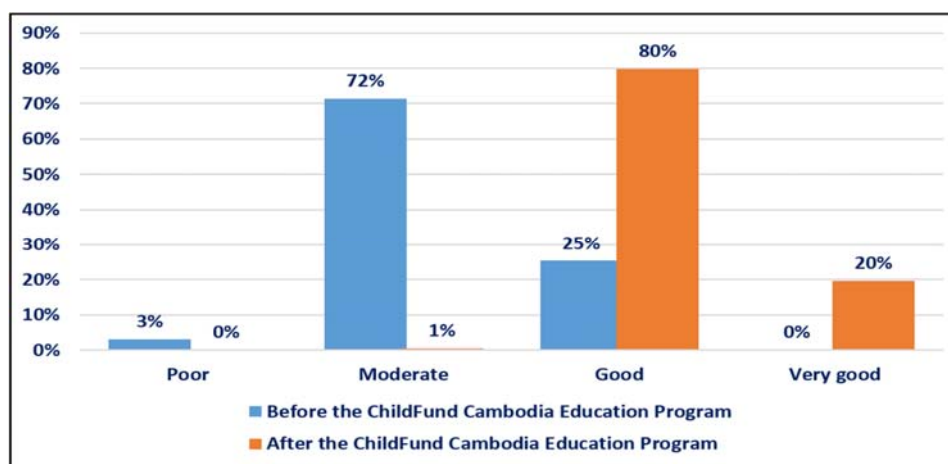
The opinions of parents collected from the field study showed the teaching performance of teachers in the study area before the implementation of ChildFund Cambodia education program were poor, moderate, and good as expressed by three percent, 72 percent and 25 percent. After the engagement of ChildFund Cambodia education program, the parents added that the performance of teachers increased, as good and very good shown by 80 percent and 20 percent. The teaching performance of teachers were much better than the past performance since there were an education program of ChildFund Cambodia engaged in the study area. Parents said that their children received good quality of teaching from their teachers. During the weekend, the teachers provided additional classes to support slow learners (Table 5.5.2.1 and Figure 5.5.2.1).

Table 5.5.2. 1
Distribution of Parents as per their Views on the Teaching Performance of Teachers Before and After the ChildFund Cambodia Education Program

Teaching Performance	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	12	3	-	-
Moderate	275	72	2	0
Good	98	25	307	80
Very good	-	-	76	20
Total	385	100	385	100

Source: Own Source.

Figure 5.5.2. 1
Distribution of Parents as per their Views on the Teaching Performance of Teachers Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.5.2.2 Views of School Principals on the Teaching Performance

The opinions of school principals gathered from the field study showed the teaching performance of teachers in the study area prior to the implementation of ChildFund Cambodia education program was moderate and good as expressed by 70 percent and 30 percent. After the inception of ChildFund Cambodia education program, the school principals added that the teaching performance of teachers improved as good and very good shown by 77 percent and 23 percent. School principals added the teaching performance of teachers had been changed and improved since the implementation of ChildFund Cambodia education in the study area. Teachers came to classes regularly and were never absent without notice. They provided good quality of teaching and improved classrooms to meet Child Friendly School Policy standard (Table 5.5.2.2).

Table 5.5.2. 2
Distribution of School Principals as per their Views on the Teaching Performance of Teachers Before and After the ChildFund Cambodia Education Program

Teaching Performance	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	18	70	0	0
Good	8	30	20	77
Very good	0	0	6	23
Total	26	100	26	100

Source: Own Survey.

5.5.2.3 Views of School Librarians on the Teaching Performance

Evidence from the interview with school librarians indicated that before the implementation of ChildFund Cambodia education program, 69 percent expressed the teaching performance of teachers in the study area was moderate and good by 31 percent. After the engagement of ChildFund Cambodia education program, they continued that the teaching performance of teachers improved as good and very good shown by 77 percent and 23 percent. Librarians stressed that they observed the teaching performance of teachers had been improved since the intervention of ChildFund Cambodia education program implemented in the study area. Their attitude and behaviours had been improved. They paid much attention to their teaching and well communicated to school principals, school support committee, communities and parents (Table 5.5.2.3).

Table 5.5.2. 3
Distribution of School Librarians as per their Views on the Teaching Performance of Teachers Before and After the ChildFund Cambodia Education Program

Teaching Performance	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	9	69	0	0
Good	4	31	10	77
Very good	0	0	3	23
Total	13	100	13	100

Source: Own Survey.

5.5.2.4 Views of DTMT Members and PE Official on the Teaching Performance of Teachers

The DTMT members and PD official shared their views in the field study that the teaching performance of teachers in the study area before the implementation of ChildFund Cambodia education program was moderate and good as expressed by 80 percent and 20 percent. After the implementation of ChildFund Cambodia education program, they expressed that the performance of teachers was good as expressed by 100 percent. Through the regular monitoring, DTMT team told that the teacher performance had been improved in term of teaching, classroom enhance, school attendance, and communication to relevant stakeholders in the communities. This showed the results from the implementation of ChildFund Cambodia education program in the study area (Table 5.5.2.4).

Table 5.5.2. 4
Distribution of DTMT Members and PE Official as per their Views on the
Teaching Performance of Teachers Before and After the ChildFund
Cambodia Education Program

Teaching Performance	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	4	80	0	0
Good	1	20	5	100
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.5.2.5 Views of ChildFund Cambodia Staff on the Teaching Performance of Teachers

In the field study the ChildFund Cambodia staff shared their views that the performance of teachers in the study area before the implementation of ChildFund Cambodia education program was moderate by 100 percent. After the implementation of ChildFund Cambodia education program, they concluded that the performance of teachers was good as stated by 100 percent. ChildFund Cambodia staff added the improved of teaching performance was the impact of ChildFund Cambodia education program in the study area (Table 5.5.2.5).

Table 5.5.2. 5
Distribution of ChildFund Cambodia Staff as per their Views on the
Teaching Performance of Teachers Before and After the ChildFund
Cambodia Education Program

Teaching Performance	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.5.3 Behavior and Attitude of Teachers

5.5.3.1 Views of Parents on the Levels of Behavior and Attitude of Teachers

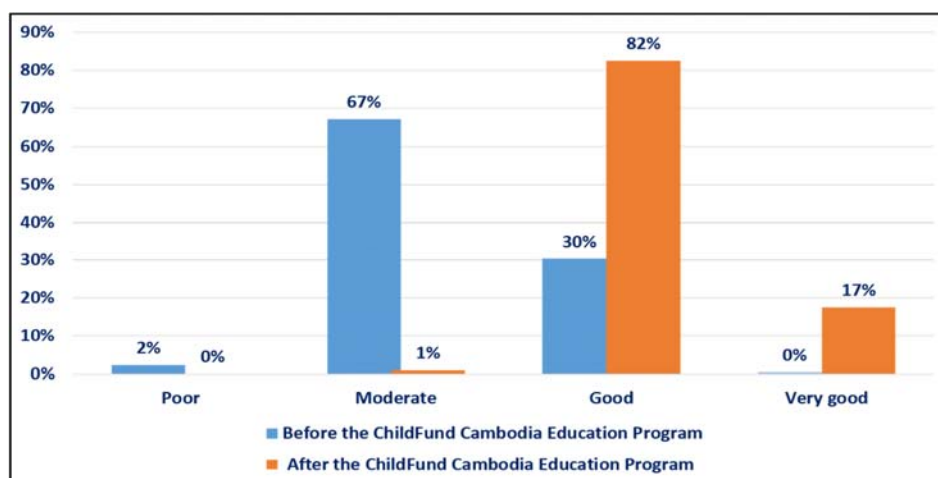
The behavior and attitudes of teachers were a big concern for all relevant stakeholders as they affected the quality of teaching and performance of teachers. Among parents interviewed in the field study, they mentioned that the behavior and attitude levels of teachers were poor, moderate and good as expressed by three percent, 67 percent and 30 percent prior to ChildFund Cambodia education program implementation in the study area. After the implementation of ChildFund Cambodia education program, they mentioned that the levels of behavior and attitude of teachers were enhanced, good and very good as stated by 82 percent and 18 percent. The parents observed changes and improvement of the levels of behavior and attitude of teachers due to the impact of ChildFund Cambodia education program implemented in the study area (Table 5.5.3.1 and Figure 5.5.3.1).

Table 5.5.3. 1
Distribution of Parents as per their Views on the Levels of Behavior and Attitude of Teachers Before and After the ChildFund Cambodia Education Program

Level of Behavior and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	9	3	-	-
Moderate	258	67	1	0
Good	117	30	317	82
Very good	1	0	67	18
Total	385	100	385	100

Source: Own Source

Figure 5.5.3. 1
Distribution of Parents as per their Views on the Levels of Behavior and Attitude of Teachers Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.5.3.2 Views of School Principals on the Levels of Behavior and Attitude of Teachers

The school principals shared their views in the field study that the levels of behavior and attitudes of teachers were poor, moderate, and good as stated by eight percent, 65 percent and 27 percent before ChildFund Cambodia education program intervention in the study area. After the implementation of ChildFund Cambodia

education program, they noted levels of behavior and attitudes of teachers became moderate, good and very good as figured by four percent, 81 percent and 15 percent. The school principals mentioned that the levels of behaviour and attitude of teachers had been changed and improved since the implementation of ChildFund Cambodia education program in the study area. Teachers came to school regularly and wore good uniforms as teachers. They informed and sought any supports from school principals, school support committee and communities when they had issues or problem. They shared concerns and suggestion during the school meetings with all relevant stakeholders. They provided support to school principals if needed and joined all school activities and events (Table 5.5.3.2).

Table 5.5.3. 2
Distribution of School Principals as per their Views on the Levels of Behavior and Attitude of Teachers Before and After tshe ChildFund Cambodia Education Program

Level of Behavior and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Principals	Percentage to Total	No of School Principals	Percentage to Total
Very poor	0	0	0	0
Poor	2	8	0	0
Moderate	17	65	1	4
Good	7	27	22	81
Very good	0	0	3	15
Total	26	100	26	100

Source: Own Survey.

5.5.3.3 Views of School Librarians on the Levels of Behavior and Attitude of Teachers

The views of school librarians shared in the field study reveal that the levels of behavior and attitude of teachers were poor, moderate, and good as expressed by 15 percent, 62 percent and 23 percent before ChildFund Cambodia education program existed in the study area. After the implementation of ChildFund Cambodia education

program, they concluded that the levels of behavior and attitude of teachers were good and very good as stated by 85 percent and 15 percent. Their behavior and attitude had been changed and improved. Teachers were polite and communicated well to all relevant stakeholders in the communities. They supported and engaged all school and community activities and events such as enrolment campaign, school mapping, fund mobilization, school compound cleaning and school meeting with communities and parents. The school librarians also appreciated the behavior and attitude of teachers since the intervention of ChildFund Cambodia education program in the study area (Table 5.5.3.3).

Table 5.5.3. 3
Distribution of School Librarians as per their Views on the Levels of Behavior and Attitude of Teachers Before and After the ChildFund Cambodia Education Program

Level of Behavior and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Librarians	Percentage to Total	No of Librarians	Percentage to Total
Very poor	0	0	0	0
Poor	2	15	0	0
Moderate	8	62	0	0
Good	3	23	10	85
Very good	0	0	3	15
Total	13	100	13	100

Source: Own Survey.

5.5.3.4 Views of DTMT Members and PE Official on the Levels of Behavior and Attitude of Teachers

The DTMT members and PE official shared their views that the levels of behavior and attitudes of teachers were poor, moderate, and good as stated by 20 percent, 60 percent and 20 percent before ChildFund Cambodia education program existed in the study area. After the implementation of the education program, they noted that the levels of behavior and attitudes of teachers increase as good and very good shown by 80 percent and 20 percent. The changes of behavior and attitude of

teachers were the results of ChildFund Cambodia education program implemented in the study area (Table 5.5.3.4).

Table 5.5.3. 4
Distribution of DTMT Members and PE Official as per their Views on the Levels of Behavior and Attitudes of Teachers Before and After the ChildFund Cambodia Education Program

Level of Behavior and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	1	20	0	0
Moderate	3	60	0	0
Good	1	20	4	80
Very good	0	0	1	20
Total	5	100	5	100

Source: Own Survey.

5.5.3.5 Views of ChildFund Cambodia Staff on the Levels of Behavior and Attitude of Teachers

The ChildFund Cambodia staff mentioned their views in the field study that before running the ChildFund Cambodia education program the levels of behavior and attitudes of teachers were moderate as stated by 100 percent. After the implementation of ChildFund Cambodia education program, they added that the levels of behavior and attitudes of teachers were good as expressed by 100 percent. ChildFund Cambodia staff confirmed the changes of behavior and attitude of teachers resulted from the implementing ChildFund Cambodia education program in the study area (Table 5.5.3.5).

Table 5.5.3. 5
Distribution of ChildFund Cambodia Staff as per their Views on the Levels of Behavior and Attitude of Teachers Before and After the ChildFund Cambodia Education Program

Levels of Behavior and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

The school principals, DTMT members and PE official added that the levels of attitude and behavior of teachers improved in term of teaching delivery, participatory planning, decision making, budget and expenditure management, sharing information, assessment and learning outcome. Teachers were punctual, nice, and a positive disposition towards students. No corporal punishment was used on students. Students were satisfied and happy with the performance and teaching of teachers and the parents and communities were happy with the school management and improvement. There was an impact on the level of behavior and attitude of teachers because of ChildFund Cambodia education program implementation in the study area.

5.5.4 Quality of Records and Documentations by Teachers

Evidence from the interviews with parents indicated that prior to the implementation of ChildFund Cambodia education program, the quality of records and documentation maintained by teachers was poor, moderate and good shown by nine percent, 29 percent and five percent. After the implementation of the ChildFund Cambodia education program, they expressed the quality of records and documents

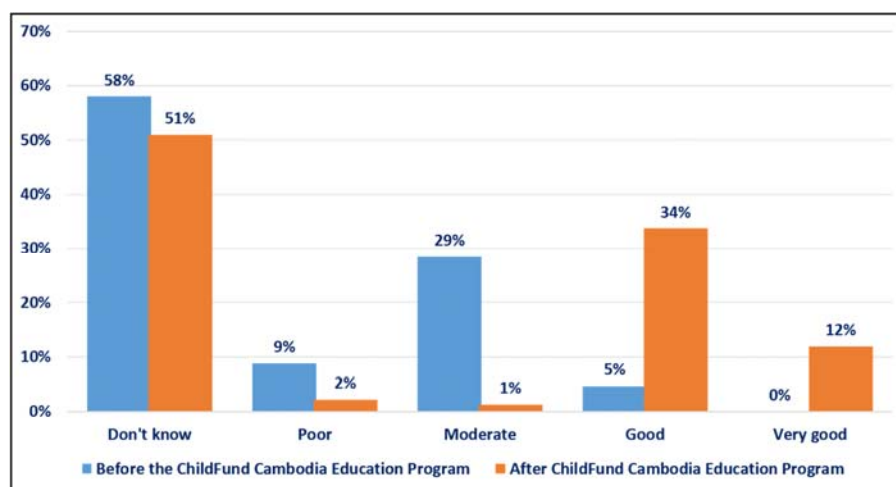
maintained by teachers improved as good and very good shown by 34 percent and 12 percent. This meant that the records and documentations maintained by teachers were kept and filed properly in safe places and it was easy to find these records and documents. Teachers received capacity building on records and documentation as well as classroom furnitures, filing cabinets through ChildFund Cambodia education program. The results from the field study showed the impact of ChildFund Cambodia education program on primary education in term of quality of records and documentation maintained by teachers in the study area (Table 5.5.4 and Figure 5.5.4).

Table 5.5.4 (1)
Distribution of Parents as per their Views on the Quality of Records and Documentations Maintained by Teachers Before and After the ChildFund Cambodia Education Program

Level of Quality of Records and Documentations	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Don't know	223	58	196	51
Poor	34	9	8	2
Moderate	110	29	5	1
Good	18	5	130	34
Very good	-	-	46	12
Total	385	100	385	100

Source: Own Source

Figure 5.5.4 (1)
Distribution of Parents as per their Views on the Quality of Records and Documentations Maintained by Teachers Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

5.5.5 Attitude and Behavior of School Principals

5.5.5.1 Views of Parents on the Attitude and Behavior of School Principals

From the field study interview with parents, they answered that before ChildFund Cambodia education program was implemented, the attitude and behavior of school principals was poor, moderate and good as showed by two percent, 54 percent and 44 percent. After the intervention of ChildFund Cambodia education program in the study area, they added that the attitude and behavior of school principals was good and very good as demonstrated by 72 percent and 28 percent. The school principals also received capacity building plan from the education program of ChildFund Cambodia. They communicated well to all relevant stakeholders included teachers, school support committee and parent. They shared any concern or problem in school meeting for decision making and solution (Table 5.5.5.1).

Table 5.5.5. 1
Distribution of Parents as per their Views on the Attitude and Behavior of
School Principals Before and After the ChildFund Cambodia Education
Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	9	2	-	-
Moderate	206	54	1	0
Good	170	44	278	72
Very good	-	-	106	28
Total	385	100	385	100

Source: Own Source

5.5.5.2 Views of SSC Members on the Attitude and Behavior of School Principals

From the field study interview with the school support committee members in each school, they answered that before ChildFund Cambodia education program was implemented the attitude and behavior of school principals were poor, moderate, and good as demonstrated by 23 percent, 46 percent and 31 percent. After the intervention of ChildFund Cambodia education program in the study area, they continued that the attitude and behavior of school principals was moderate, good and very good as showed by four percent, 77 percent and 19 percent. SSC members accepted the behavior and attitude of school principals had been improved resulted from the implementation of ChildFund Cambodia education program in the study area (Table 5.5.5.2).

Table 5.5.5. 2
Distribution of SSC Members as per their Views on the Attitude and Behavior of School Principals Before and After the ChildFund Cambodia Education Program

Behaviors and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Support Committee	Percentage to Total	No of School Support Committee	Percentage to Total
Very poor	0	0	0	0
Poor	6	23	0	0
Moderate	12	46	1	4
Good	8	31	20	77
Very good	0	0	5	19
Total	26	100	26	100

Source: Own Survey.

5.5.5.3 Views of DTMT Members and PE Official on the Attitude and Behavior of School Principals

DTMT members and PE officials shared their views during the interviews that before ChildFund Cambodia education program was implemented, the attitude and behavior of school principals was moderate and good as stated by 60 percent and 40 percent. After the intervention of ChildFund Cambodia education program in the study area, they continued that the attitude and behavior of school principals significantly improved as moderate and good shown by 20 percent and 80 percent. DTMT members accepted that the attitude and behavior of school principals had been improved due to the implementation of ChildFund Cambodia education program through capacity building plan invested (Table 5.5.5.3).

Table 5.5.5. 3
Distribution of DTMT Members and PE Official as per their Views on the
Attitude and Behavior of School Principals Before and After the ChildFund
Cambodia Education Program

Behaviors and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	60	1	20
Good	2	40	4	80
Very good	0	0	0	0
Total	5	100	5	100

Source: Own Survey.

5.5.5.4 Views of ChildFund Cambodia Staff on the Behavior and Attitude of School Principals

ChildFund Cambodia staff shared their views during the field study that prior to the implementation of ChildFund Cambodia education program, the attitude and behavior of school principals was moderate as expressed by 100 percent and after the intervention of ChildFund Cambodia education program, the attitude and behavior of school principals increased as good showed by 100 percent good. ChildFund Cambodia staff added the capacity building plan of ChildFund Cambodia education program had impacted to the improvement of attitude and behavior of school principals (Table 5.5.5.4).

Table 5.5.5. 4

Distribution of ChildFund Cambodia Staff as per their Views on the Attitude and Behavior of School Principals Before and After the ChildFund Cambodia Education Program

Behaviors and Attitude	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

5.5.6 Leadership and Management Skills of School Principals

5.5.6.1 Views of Parents on the Leadership and Management Skills of School Principals

From the field study interviews with parents, they responded that before ChildFund Cambodia education program was implemented, the leadership and management skills of school principals were poor, moderate, and good as expressed by one percent, 64 percent and 35 percent. After the intervention of ChildFund Cambodia education program in the study area, they added that the leadership and management skills of school principals were moderate, good and very good as shown by one percent, 73 percent and 27 percent. Parents observed that the leadership and management skills of school principals had been strengthened and improved through ChildFund Cambodia education program. They provided supports to teachers when there were issues or problems. They discussed and shared the financial reports of school expenditures to school support committee during the school meeting to show transparency and accoutabilities (Table 5.5.6.1).

Table 5.5.6. 1
Distribution of Parents as per their Views on the Leadership and Management Skills of School Principals Before and After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	5	1	-	-
Moderate	245	64	2	1
Good	135	35	280	73
Very good	-	-	103	27
Total	385	100	385	100

Source: Own Source

5.5.6.2 Views of SSC Members on the Leadership and Management Skills of School Principals

Evidence from the interviews with the school support committee members indicated that before ChildFund Cambodia education program was implemented, the leadership and management skills of school principals was poor, moderate, and good as expressed by 20 percent, 57 percent and 23 percent. After the intervention of ChildFund Cambodia education program, they noted that the leadership and management skills of school principals increased as moderate, good and very good figured by eight percent, 73 percent and 19 percent. Through leadership and management training invested by ChildFund Cambodia education program, school principals showed their role model as leaders and provided mentoring, coaching, and support to teachers. They took lead in improvement of school environment, problem solving and joint decision making with teachers, school support communities and parents, SSC added (Table 5.5.6.2).

Table 5.5.6. 2
Distribution of SSC Members as per their Views on the Leadership and Management Skills of School Principals Before and After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Support Committee	Percentage to Total	No of School Support Committee	Percentage to Total
Very poor	0	0	0	0
Poor	5	20	0	0
Moderate	15	57	2	8
Good	6	23	19	73
Very good	0	0	5	19
Total	26	100	26	100

Source: Own Survey.

5.5.6.3 Views of DTMT Members and PE Official on the Leadership and Management Skills of School Principals

The DTMT members and PE official gave their views on the leadership and management skills of school principals. They said before the ChildFund Cambodia education program intervention, the leadership and management of school principals was moderate and good as expressed by 80 percent and 20 percent. After the implementation of ChildFund Cambodia education program in the study area, they added that the leadership and management skills of school principals increased, as good and very good stated by 60 percent and 40 percent. DTMT members added the leadership and management skills of school principals had been improved since they received capacity building plan from ChildFund Cambodia education program (Table 5.5.6.3).

Table 5.5.6. 3
Distribution of DTMT Members and PE Official as per their Views on the Leadership and Management Skills of School Principals Before and After the ChildFund Cambodia Education Program

Leadership and Management	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	4	80	0	0
Good	1	20	3	60
Very good	0	0	2	40
Total	5	100	5	100

Source: Own Survey.

5.5.6.4 Views of ChildFund Cambodia Staff on the Leadership and Management Skills of School Principals

The ChildFund Cambodia staff expressed their views on the leadership and management skills of school principals. They expressed that prior to the ChildFund Cambodia education program intervention, the leadership and management of school principals was moderate as stated by 100 percent. After the implementation of ChildFund Cambodia education program, they noted that the leadership and management skills of school principals increased, as good and very good shown by 80 percent and 20 percent. The improvement of leadership and management skills of school principals were result from the capacity bulding plan of ChildFund Cambodia educatin program implemented in the study area (Table 5.5.5.4).

Table 5.5.6. 4
Distribution of ChildFund Cambodia Staff as per their Views on the Leadership Skills and Management of School Principals Before and After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	2	80
Very good	0	0	1	20
Total	3	100	3	100

Source: Own Survey.

5.5.7 Accountability and Transparency of School Principals

5.5.7.1 Views of Parents on the Quality of Accountability and Transparency of School Principals

The parents expressed their views during the interviews that before ChildFund Cambodia education program implemented, the quality of accountability and transparency of school principals was two percent poor, moderate and good as expressed by 79 percent and 19 percent. After the intervention of ChildFund Cambodia education program in the study area, they added that the quality of accountability and transparency of school principals increased as moderate, good and very good shown by two percent, 83 percent and 15 percent. The parents concluded that the quality of accountability and transparency of school principals were improved since the intervention of ChildFund Cambodia education implemented in the study area. School principals showed school incomes and expenditure reports in the annual school meetings with communities and parents (Table 5.5.7.1).

Table 5.5.7. 1
Distribution of Parents as per their Views on the Quality of Accountability
and Transparency of School Principals Before and After the ChildFund
Cambodia Education Program

Type	Before ChildFund Cambodia Education Program		After ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	6	2	1	0
Moderate	304	79	5	2
Good	74	19	321	83
Very good	1	0	58	15
Total	385	100	385	100

Source: Own Source

5.5.7.2 Views of SSC Members on the Quality of Accountability and Transparency of School Principals

The SSC members expressed their views during the field study that before ChildFund Cambodia education program was implemented, the quality of accountability and transparency of school principals was poor, moderate, and good as expressed by 35 percent, 42 percent and 23 percent. After the intervention of ChildFund Cambodia education program, they expressed that the quality of accountability and transparency of school principals improved as moderate, good and very good as shown by eight percent, 80 percent and 12 percent. SSC members added that school principals showed fund mobilization and school expenditures very often in the annual school meeting with communities and parents (Table 5.5.7.2).

Table 5.5.7. 2
Distribution of SSC Members as per their Views on the Quality of Accountability and Transparency of School Principals Before and After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of School Support Committee	Percentage to Total	No of School Support Committee	Percentage to Total
Very poor	0	0	0	0
Poor	9	35	0	0
Moderate	11	42	2	8
Good	6	23	21	80
Very good	0	0	3	12
Total	26	100	26	100

Source: Own Survey.

5.5.7.3 Views of DTMT Members and PE Official on the Quality of Accountability and Transparency of School Principals

The DTMT members and PE officials expressed their views during the field study interview that before ChildFund Cambodia education program was implemented, the quality of accountability and transparency of school principals was moderate as expressed by 100 percent and after the intervention of ChildFund Cambodia education program, the quality of accountability and transparency of school principals increased as good and very good as shown by 80 percent and 20 percent. DTMT members added that since school principals attended capacity building plan from ChildFund Cambodia education program, they started to improve their accountability and transparency through meeting and discussion with all relevant stakeholders (Table 5.5.7.3).

Table 5.5.7. 3
Distribution of DTMT Members and PE Official as per their Views on the
Quality of Leadership and Management of School Principals Before and
After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of DTMT/PEO	Percentage to Total	No of DTMT/PEO	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	5	100	0	0
Good	0	0	4	80
Very good	0	0	1	20
Total	5	100	5	100

Source: Own Survey.

5.5.7.4 Views of ChildFund Cambodia Staff on the Quality of Accountability and Transparency of School Principals

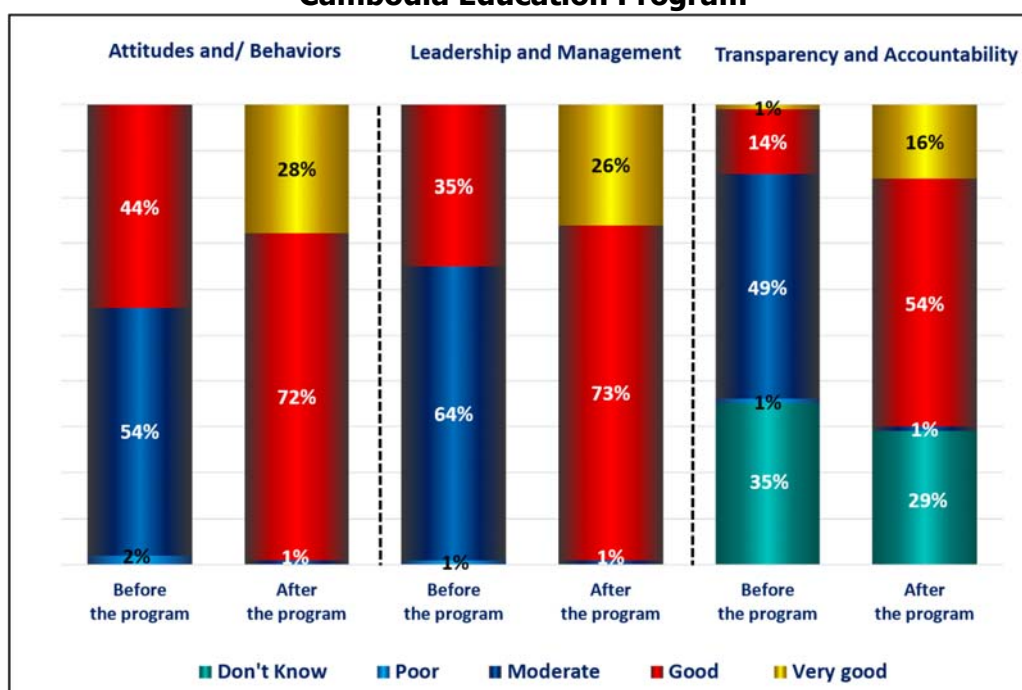
The ChildFund Cambodia staff observed during the interviews that prior to the implementation of ChildFund Cambodia education program, the quality of accountability and transparency of school principals was moderate as expressed by 100 percent and after the intervention of ChildFund Cambodia education program in the study area, the quality of accountability and transparency of school principals was good as stated by 100 percent. ChildFund Cambodia staff observed the quality of accountability and transparency of school principals improved since the intervention of ChildFund Cambodia education implemented in the study area (Table 5.5.7.4).

Table 5.5.7. 4
Distribution of ChildFund Cambodia Staff as per their Views on the Quality of Leadership and Management of School Principals Before and After the ChildFund Cambodia Education Program

Accountability and Transparency	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of ChildFund Cambodia Staff	Percentage to Total	No of ChildFund Cambodia Staff	Percentage to Total
Very poor	0	0	0	0
Poor	0	0	0	0
Moderate	3	100	0	0
Good	0	0	3	100
Very good	0	0	0	0
Total	3	100	3	100

Source: Own Survey.

Figure 5.5.7.4 (1)
Distribution of Parents as per their Views on Attitude, Behavior, Leadership and Management, Transparency and Accountability Performance of School Principals Before and After the ChildFund Cambodia Education Program



Source: Own Survey.

Based on the study results, the quality of these indicators reveals the improvement of school principals' performance in terms of attitude and behavior, leadership and management skills, and quality of accountability and transparency. After receiving support from ChildFund Cambodia education program on capacity building, the school principals changed the ways of working such as planning, decision making, budget and expenditure management, sharing information. Communities were happy with the school management and improvement. All budget expenditures were transparent and school management committee made themselves accountable to all school stakeholders. This evidence demonstrated significant impact ChildFund Cambodia education program has had since its inception 2008 in terms of quality of attitudes/behaviors, leadership and management, accountability and transparency of principals in all schools in the study area.

5.5.8 Attitude and Behavior of School Librarians

From observation during the indepth interview with 13 librarians from 13 primary schools in the study area, it revealed that students went to libraries more than before. New libraries were constructed and old libraries were renovated and updated, decorated and equipped with good books, tablets, and smart TV for students to read and enjoy. Good and modern libraries also contributed to improve student reading performance as many students coming to libraries for reading very often during free time. Librarians received training from ChildFund Cambodia education program on library management. There were significant changes in library management since the intervention of ChildFund Cambodia education program in the study area in term of management, facilities, reading materials, tablets, and smart TV and the numbers of students coming to libraries for reading was increasing. The school librarians demonstrated good attitude and behavior with their jobs and provided good and warm

supports to students while they were reading in the libraries or when they borrowed books from libraries. This was the impact of ChildFund Cambodia education program.

5.5.9 Attitude and Behavior of School Support Committee Members

From observation during the field study, the attitude and behavior of school support committee members had improved compared to the past few years. The school support committee were active and familiar with their roles and responsibilities. They engaged in all school activities, such as school enrollment campaign, encouraging children to go to schools, school development plans, mobilizing resources and contribution of their own fund for school improvement and maintenance. They received training on leadership and management and some undertook exchange visits to other schools. The school support committee members mentioned that they were active and engaged in school activities. The changes in attitude and behavior of school support committee members are example of the impact of ChildFund Cambodia education program on the development of primary education in the study area.

5.5.10 Attitude and Behavior of Education Authorities

During the field study and meeting with DTMT members and PE official, it was observed that they actively engaged with ChildFund Cambodia education program in the study area. They received trainings from the program and they provided capacity building to teachers, school principals and school support committee members. They were active and supported ChildFund Cambodia education program implementation smoothly and effectively. DTMT members and PE official expressed that they could see the real impact of ChildFund Cambodia education program to the development of primary education in the study area since its intervention from 2008 such as accessibility to primary education, quality of teaching and learning, school

management and performance and level of relationship between schools and communities. DTMT members and PE official showed their positive attitude and behavior to facilitate and support ChildFund Cambodia education program since its inception in 2008. This was the real impact of ChildFund Cambodia education program.

5.5.11 Accountability and Performance of Teachers, School Principals, and Education Authorities (Chi-Square Test)

Related to accountability and performance of teacher, principals, and education authorities, 385 parents interviewed during the field study said that there were changes to the accountability and performance of teachers, principals, and education authorities before and after ChildFund Cambodia education program intervention in the study area. The results are presented in the chi square test table below (Table 5.5.11).

Table 5.5.11 (1)
Accountability and Performance of Teachers, Principals, and Education authorities Before and After ChildFund Cambodia Education Program (Chi Square Test Result)

Before ChildFund Cambodia Education Program	After ChildFund Cambodia Education Program			Total
	Moderate	Good	Very good	
Poor	3	15	0	18 (5%)
Moderate	8	307	8	323 (84%)
Good	0	11	33	44 (11%)
Total	11 [3%]	333 [86%]	41 [11%]	385 100%
χ^2	228.693	df = 4	Asymptotic Significance (2-sided) = 0.000	

Note (1) Figures in the parentheses indicate percentage to the correspondent row total

Note (2) Figures in the square bracket indicate percentage to the correspondent column total

Source: Own Estimate.

$\chi^2 = 228,693$, $df = 4$, the asymptotic significance (2-sided) is 0.000, Critical value $\alpha = 19.998$

The results reveal the value of chi square was 228.693, the degree of freedom was four, and the asymptotic significance (2-sided) was 0.000, and the critical value $\alpha = 19.998$. Since ($\chi^2 > \alpha$) the null hypothesis "Ho3: There is no significant change in the accountability and performance of teachers, school principals, and education authorities after the implementation of ChildFund Cambodia education programs in the study area" was rejected at 0.000 significant level. In other words, it could be concluded that there was a significant change in the accountability and performance of teachers, school principals, and education authorities after the implementation of ChildFund Cambodia education program in the study area.

5.6 Relationships between Schools and Parents/Communities

One component of the milestones to show the impact of ChildFund Cambodia education program to the development of primary education in the study area is the relationship between schools and parents/communities. It is also one components of child friendly school model set by the Ministry of Education, Youth and Sports (MOEYS, 2007)¹⁰⁸. There are four activities to show the active relationship including engagement in school development plans, encouragement of students to go to schools, mobilization and contribution of fund and providing comments and suggestions to school authorities.

5.6.1 Levels of Relationships between Schools and Parents/Communities

From the field study, parents' responses reveals that the level of relationship between schools and parents/communities prior to the implementation of ChildFund

¹⁰⁸ MOEYS (2007). *Child Friendly School Policy in Cambodia*. Phnom Penh, Cambodia.

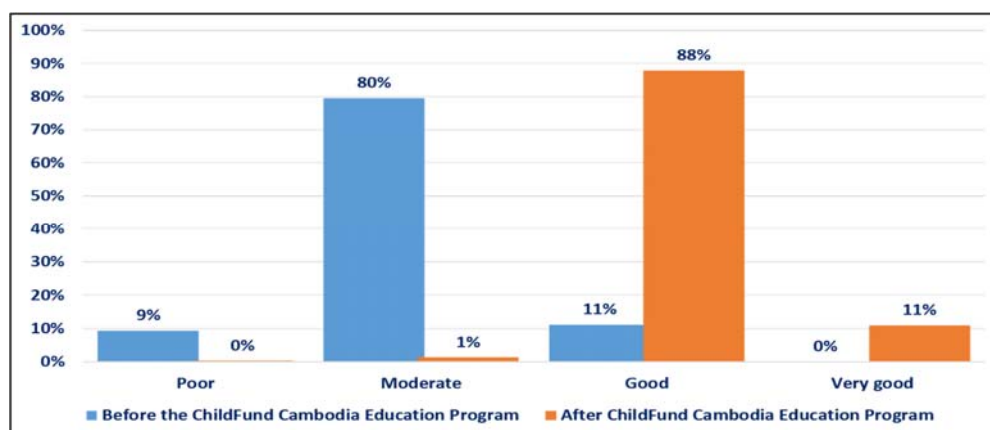
Cambodia education program was poor, moderate and good as expressed by nine percent, 80 percent and 11 percent. After ChildFund Cambodia education program implemented, the parents noted that the level of relationship improved as good and very good shown by 88 percent and 11 percent respectively. Parents observed that that the levels of relationship between schools and parents/communities had been improved since the implementation of ChildFund Cambodia education program in the study area. School principals and teachers encouraged parents/communities to engage all school events and meetings such as enrolment awareness campaign, school mapping, school resource mobilization, and school environment improvement. Parents/communities also engaged in problem solving and decision making (Table 5.6.1 and Figure 5.6.1).

Table 5.6. 1
Distribution of Parents as per their Views of the Level of Relationship
between Schools and Parents/Communities Before and After the
ChildFund Cambodia Education Program

Level of Relationship	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	36	9	1	0
Moderate	306	80	5	1
Good	43	11	337	88
Very good	-	-	42	11
Total	385	100	385	100

Source: Own Source.

Figure 5.6. 1
Distribution of Parents as per their Views of the Level of Relationship
between Schools and Parents/Communities Before and After the
ChildFund Cambodia Education Program



Source: Own Survey.

The school support committee members mentioned in the depth interview that they participated in all school management, meeting, school events, school planning, and resource management. They also joined the school enrollment campaign to encourage students to go to schools and provided positive feedback to teachers and principals for school management improvement. They received training and undertook exchange visits from ChildFund Cambodia education program. The level of relationship between schools and communities was well maintained due to the impact of ChildFund Cambodia education program in the study area.

5.6.2 Engagement of Parents and Communities in School Development Plan

Related to the engagement of parents and communities in the school development plan, before ChildFund Cambodia education program existed in this area, 39 percent of parents were not aware of the school development plan and stated that school engagement of parents and communities in developing the school development plan was poor, moderate and good as expressed by 16 percent, 40 percent and six

percent. After ChildFund Cambodia education program implemented in that area, 33 percent of parents were still unaware of the school development plan, however the other parents responded that the engagement of parents and communities in school development improved as moderate, good and very good shown by three percent, 57 percent and seven percent. The improvement of engagement of parent and communities in school development plan was resulted from ChildFund Cambodia education program implemented in the study area (Table 5.6.2 and Figure 5.6.2).

Table 5.6. 2
Distribution of Parents as per their Views on Engagement of Parents and Communities in School Development Plan Before and After the ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Don't know	150	39	127	33
Poor	61	16	-	-
Moderate	152	40	13	3
Good	22	6	220	57
Very good	-	-	25	7
Total	385	100	385	100

Source: Own Source.

The school development plan includes: child enrolment plan, development of teaching aid and administration materials, school infrastructure construction and renovation and gender responsiveness, plan to monitor slow learners, monitor child drop out, and school improvement plan. These results indicate increased improvement of engagement of parents and communities in school development plans after the intervention of ChildFund Cambodia education program.

5.6.3 Engagement of Parents and Communities in Sending Students to Schools

The field study with parents in the study areas show that before ChildFund Cambodia education program implementation the levels of engagement of parents and communities in sending and encouraging student to schools were poor, moderate and good as expressed by 14 percent, 65 percent and 21 percent. After program implementation, its levels of engagement were good and very good as shown by 78 percent 22 percent. The increase of enrolment rate was part of ChildFund Cambodia education program. The program encouraged parents to send their children to schools and supported them with school scholarship, bicycles, school uniforms for poor and vulnerable famailles (Table 5.6.3 and Figure 5.6.3).

Table 5.6. 3
Distribution of Parents as per their Views on the Levels of Engagement of Parents and Communities in Sending Students to Schools Before and After the ChildFund Cambodia Education Program

Type	Before ChildFund Cambodia Education Program		After ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	54	14	1	0
Moderate	250	65	2	0
Good	81	21	298	78
Very good	-	-	84	22
Total	385	100	385	100

Source: Own Source.

Through in-depth interviews with school support committee members, they added that communities and parents engaged in child enrollment campaigns held each year before the school year and they encouraged their children to go to schools. This shows that the increase in engagement of parents and communities in sending and encouraging students to schools after the intervention of ChildFund Cambodia education program.

5.6.4 Engagement of Parents and Communities in Mobilization of Fund

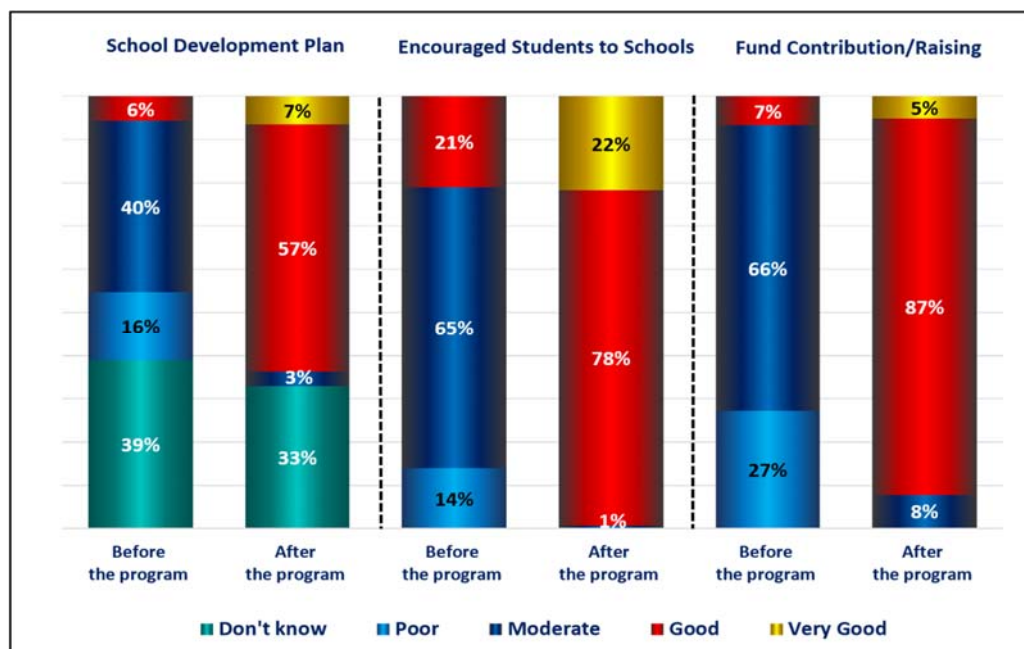
During the interviews parents noted that before ChildFund Cambodia education program implementation the levels of engagement of parents and communities in mobilization and contribution of fund were poor, moderate and good as expressed by 27 percent, 66 percent, and seven percent. After ChildFund Cambodia education program existed in the study area, the parents stated the level of engagement become moderate, good and very good as showed by eight percent, 87 good and five percent. Communities contributed fund for school improvement (Table 5.6.4 and Figure 5.6.4).

Table 5.6. 4
Distribution of Parents as per their Views on the Levels of Engagement of
Parents and Communities in Mobilization of Fund Before and After the
ChildFund Cambodia Education Program

Type	Before the ChildFund Cambodia Education Program		After the ChildFund Cambodia Education Program	
	No of Parents	Percentage to Total	No of Parents	Percentage to Total
Very poor	-	-	-	-
Poor	105	27	1	0
Moderate	254	66	29	8
Good	26	7	335	87
Very good	-	-	20	5
Total	385	100	385	100

Source: Own Source.

Figure 5.6. 2
Distribution of Parents as per their Views on the Levels of Engagement of
Parents and Communities in School Development Plans, Encouragement of
Students to Schools and Mobilization of Fund Before and After the
ChildFund Cambodia Education Program



Source: Own Survey.

The school support committee members expressed that parents and communities engaged in the mobilization and contribution of a fund in their communities for school management and improvement. They organized fund raising events to raise funds with supports from local authorities and local contributors. This showed the improved level of engagement of communities and parents in fund contribution and fund raising after the intervention of ChildFund Cambodia education program.

5.6.5 Strengthening of Relationship between Schools and Parents/Communities (Chi-Square Test)

Strengthening and enhancing the relationship between schools and parents/communities in the study area were key factors in supporting school

management and the quality of teaching and learning. Through the interview with parents, they expressed that there changes to the quality of relationship between schools and parents/communities before and after ChildFund Cambodia education program intervention in the study area. The evidences of change and impact are presented in the table of chi square test table below (Table 5.6.5).

Table 5.6. 5
Strengthening of Relationship between Schools and Community/Parents
Before and After the ChildFund Cambodia Education Program (Chi Square
Test Result)

Before the ChildFund Cambodia Education Program	After the ChildFund Cambodia Education Program				Total
	Poor	Moderate	Good	Very good	
Poor	1	1	32	2	36 (9%)
Moderate	0	3	228	15	306 (80%)
Good	0	1	17	25	43 (11%)
Total	1 [0.3%]	5 [1.7%]	337 [87%]	42 [11%]	385 100%
χ^2	122.725	df = 6	Asymptotic Significance (2-sided) = 0.000		

Note (1) Figures in the parentheses indicate percentage to the correspondent row total

Note (2) Figures in the square bracket indicate percentage to the correspondent column total

Source: Own Estimate.

$\chi^2 = 122.725$, $df = 6$, the asymptotic significance (2-sided) is 0.000, Critical value $\alpha = 24.104$

The results reveal the value of chi square was 122.725, the degree of freedom was six, and the asymptotic significance (2-sided) was 0.000, and the critical value $\alpha = 24.104$. Since ($\chi^2 > \alpha$) the null hypothesis "Ho4: There is no significant change in the strengthening of relationships between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area" was rejected at 0.000 significant level. In other words, it could be concluded that the

relationship between the schools and the community/parents has been significantly strengthened after the implementation of ChildFund Cambodia education program in the study area.

5.7 Problems and challenges faced in the Implementation

From the field study, different respondents expressed their problems and challenges faced in the implementation of ChildFund Cambodia education program in the study areas.

Problems and challenges faced by parents of students

- Lack of community engagement, some members of the community did not participate in school activities and they did not allow children to go to school.
- Parents migrated for jobs and left children with grandparents. Some parents migrated with their children and their children did not go to school.
- Parents did not support children to study at home. They forced their children to work as factory workers.
- Students were playing games at schools. They were seasonally absent from school for cow feeding or doing some labors. Some students did not regularly go to schools.
- There were a lack of teaching materials, no computer labs for students to learn.
- Some teachers were not properly trained, others still came to school late and were often absent. There was a shortage of teachers in schools.
- Quality of primary education was not quite good.

Problems and challenges faced by school support committee members

- Some parents did not involve nor participate with school activities, they were old.
- Some SSC members did not understand their roles and responsibilities.
- It was difficult to mobilize the resources from the community members.

- It was hard to encourage vulnerable students to go to school.
- Parents and communities did not understand the importance of education for children.
- There was no budget to support nor motivate SSC members.
- There were no effective feedback to school teachers and school principals.
- Some school and library buildings were old and needed to be renovated.

Problems and challenges faced by school principals

- Classrooms, libraries, and school buildings were old.
- Teacher salaries and benefits were low.
- Capacity of teachers and school principals need to be strengthened on leadership, management, and new teaching methodologies.
- Lack of support materials, teaching games, books, new teaching methodologies.
- Hand washing station / sanitation and school environment were not good. Insufficient number of toilets for students.
- Lack of active participation from parents and communities.
- Child Friendly School policy was fully implemented in all schools.

Problems and challenges faced by school librarians

- Student access to library, they did not help to keep reading books clean, and they kept reading books in wrong places.
- Many reading books were too old and out of date and there were new books to replace the old ones. The learning games were broken and not replaced.
- Numbers of tablets were less than the numbers of students using the tablets.
- There were different documents to be recorded and it was hard to manually record the books for borrowing and returning back.

Problems and challenges faced by DTMT members and PE official

- Teaching methodologies were not effective
- Monitoring and training for teachers and school principals was not adequate.
- The teaching material for students were not enough and not updated.
- Parts of the Child Friendly School policy were implemented, not full package of Child Friendly Policy.
- Infrastructure including school and library buildings were not adequate nor met 100% standard of Child Friendly School policy.
- Lack of teaching material and equipment. Computer laps were not adequate to the needs of students.

Problems and challenges faced by ChildFund Cambodia staff

- Not active participation from parents and communities.
- Teachers always rotated from one school to another school.
- Some school principals did not fully participate in the program implementation.
- Monitoring and support to teachers was not done regularly.
- School environments were not improved yet. Numbers of toilets were not enough.
- Child Friendly School policy were not fully implemented.

5.8 Conclusion

Based on the problems and challenges raised by different categories of respondents, it found that problems and challenges focused on the four key areas: accessibility to school, quality of teaching and learning, school leadership and management, and participation from communities. Accessibility to school: there were some students who did not attend school because their families were poor and they were forced to do other jobs to get income to support their families. Mostly, they dropped out of school at grade six. Some students did not go schools because the

schools were far from their houses. School and library buildings were too old that required to be renovated.

Quality of teaching and learning: the methodologies of teaching were not effective /child centred and teachers need support and training in order to improve their teaching skills. Some teachers resigned from one school and moved to teach at another school after receiving training from the program. There was a lack of teaching materials and equipment such reading books, tablets, and computers in schools. Students did not have support when they learned at home. Libraries did not have enough books nor updated books for students to read and learn. School leadership and management: Classrooms and school environment did not met the standard of Child Friendly School policy. There were not enough toilets for students, especially girls. Hand washing station had no water for students to wash their hands. Playgrounds were broken and not repaired. Community participation: there was no active participation from parents and communities in school development. Some SSC members were old and had low knowledge. They were busy working to earn daily income to support their families. Their comments and feedback to teachers and school principals were not accepted.

Through the analysis of primary data and chi square test results, it is confident to express that the ChildFund Cambodia education program really had an impact on the development of primary education in the study areas. The study did show the improvement of development of primary education since the ChildFund Cambodia education program intervened in 2008. The changes and impact were focused on accessibility to primary education, quality of teaching and learning, school accountability and performance of teachers and principals, and level of relationship between schools and parents/communities as expressed in the above sections.

CHAPTER VI

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The aim of this chapter is to summarize the main findings of the study and provide recommendations. For this purpose, the chapter is divided into three sections: the first section deals with the main findings of the field study; the conclusion is placed in the second section; and the third section includes recommendations and suggestions for changes and future implementations.

6.1 Main Findings of the Study

Most countries in the world are paying significant attention to primary education programs and have invested funds to improve the quality of primary education as it is considered to provide a basic foundation to build human resources of each country as well as in the world. The World Bank Group is the largest financier of education in the developing world. In fiscal year 2019, it provided about \$3 billion for education programs, technical assistance, and other projects designed to improve learning and provide everyone with the opportunity to get the education they need to succeed (World Bank, 2019)¹⁰⁹. In the Kingdom of Cambodia, Ministry of Education, Youth and Sports set its policies in the Education Strategic Plan 2013-2018 and 2019-2023 (MOEYS, 2019)¹¹⁰ focusing on ensuring inclusive and equitable quality education, promoting life-long learning opportunities for all, and ensuring effective leadership and management of education officials at all levels. To align with the government

¹⁰⁹ World Bank (2019). *Education overview report 2019*. Retrieved from World Bank link <https://www.worldbank.org/en/topic/education/overview>

¹¹⁰ MOEYS (2019). *Cambodia Education Strategic Plan (2019-2023)*. Phnom Penh, Cambodia.

education policies, especially the Child Friendly Schools Policy adopted by Ministry of Education, Youth and Sports in 2007, ChildFund Cambodia initiated its education programs in order to improve the development of quality of primary education in the study area Svay Chrum and Romeas Haek districts, Svay Rieng province from 2008-2018. The key purposes of this section are to present the main findings of the field study on the impact of ChildFund Cambodia Education Program on the Development of Primary Education in 26 primary schools located in two districts of Svay Rieng Province since its education program inception.

In Chapter one, the background of the study, problem statement, research questions, study objectives, hypotheses, significance of the study along with scope and limitations of the study have been presented. The study has attempted to provide answers to the following research questions:

- i. What are the activities ChildFund Cambodia education program has undertaken in the study area?
- ii. Has the ChildFund Cambodia education program improved access to primary education for children in the target area?
- iii. Has the ChildFund Cambodia education program improved the quality of teaching and learning?
- iv. Has the ChildFund Cambodia education program enhanced the accountability and performance of school administrators, i.e., teachers, principals, and education authorities?
- v. Has the ChildFund Cambodia education program strengthened relationships between school and the community/parents to bring about sustainable change at the local level and to adopt innovative approaches to education?

- vi. What are the problems and challenges faced in the implementation of ChildFund Cambodia education programs for primary education development?

The study was undertaken with the following objectives in mind:

- i. To review the related literature of the study.
- ii. To discuss the activities under the ChildFund Cambodia education program undertaken in the study area.
- iii. To examine the improvement in access to primary education by children as a result of ChildFund Cambodia education programs.
- iv. To assess the impact of ChildFund Cambodia education programs on the quality of teaching and learning in the study area.
- v. To examine the change in the accountability and performance of school administrators, including teachers, school principals, school and education authorities due to ChildFund Cambodia education programs in the study area.
- vi. To examine the strengthening of relationships between the schools and the communities/parents due to ChildFund Cambodia education programs.
- vii. To identify the problems and challenges faced in the implementation of ChildFund Cambodia education programs for primary education development in the study area.
- viii. To provide recommendations for the improvement of ChildFund Cambodia education programs.

The null hypotheses which have been tested in the study are as follows:

- Ho1: There is no significant change in access to primary education by beneficiary children after the implementation of ChildFund Cambodia education programs in the study area.

Ho2: There is no significant change in the quality of teaching and learning after the implementation of ChildFund Cambodia education programs in the study area.

Ho3: There is no significant change in the accountability and performance of teachers, principals, and school education authorities after the implementation of ChildFund Cambodia education programs in the study area.

Ho4: There is no significant change in the strengthening of relationships between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area.

Besides the testing of null hypotheses, further studies on the activities of ChildFund Cambodia education programs implemented from 2008 – 2018, focusing on the accessibility of students to schools; quality of teaching and learning and environment in primary schools; levels of accountabilities, transparency, and performances of school principals; and level of relationship between schools and parents of students and communities in the study area. The study also reviewed the problems and challenges faced during the program implementation period by different categories of respondents.

Chapter two of the study presents both conceptual and empirical reviews of relevant literature. In the first part along with the several definitions, the review focuses on primary education. The definition of primary education is determined from grade one to grade six. Primary education is a basic foundation to build human resources at the early stage. The study attempted to show the importance of primary education in development programs of different countries in the world and to look at the primary education policies and education strategic plan of Ministry of Education, Youth and Sports in the Kingdom of Cambodia. From the review, it reveals that the

governments of each countries, bilateral agencies, international NGOs, UNICEF, and UNESCO had invested huge funds in improving and developing primary education programs in each country. Many education projects were developed in order to improve accessibility to schools, quality of teaching and learning, school management and performance as well as the participation of communities in all school activities. The review indicates the progress of primary education, but there were still gaps and challenges needed to be addressed and solved in the future. These include the accessibility to school, quality of teaching and learning, school leadership and management, and community participation. These gaps required the joint efforts and budget from all stakeholders including governments, relevant agencies and NGOs, UNICEF and UNESCO to address together and to be aligned with the UN Sustainable Development Goals (UN, 2015)¹¹¹. The UN General Assembly adopted the new 2030 Agenda for Sustainable Development. Sustainable Development Goal four – ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – focusing on education as a fundamental human right that is necessary for the achievement of all the SDGs. Education supports the achievement of gender equality by empowering women and is crucial to creating environmental resilience in an inclusive society.

Chapter three, the methodology adopted in the study is presented in detail. This includes types of analysis carried out in the study, type and source of data, sample design, procedure data gathering, statistical tools, coverage of study, and procedure of analyzing the data.

¹¹¹ United Nations (2015). *The millennium development goals report 2015*. United Nations, New York, 2015.

- i. The study has used both qualitative and quantitative analysis. Both qualitative and quantitative analysis have been done to analyze the impact of ChildFund Cambodia education programs in the development of primary education in the study areas from 2008 – 2018.
- ii. The study has used primary data to analyze the improvement of primary education system in the study areas before and after the intervention of ChildFund Cambodia education program intervention in 2008.
- iii. The study area was located in 26 primary schools of Romeas Haek and Svay Chrum districts of Svay Rieng Province. There were 10,304 students, 4,982 girls, and 357 teachers, including 161 female teachers in the schools during the time of survey. There were also 26 school support committee members, 26 school principals, 13 school librarians, four DTMT members, one PE official, and three ChildFund Cambodia staff interviewed during the field study. As the students were not able to answer the questions properly because of their age factor (lower age), the parents of the students were taken into account as the respondents instead of the students. To determine the sample size for a study, Yamane (1967) sample calculation was used to decide the total of the number of parents of the students to be surveyed.
- iv. The study has carried out both tabular and graphical analysis to analyze the data. Thus, data collected from the field study as well as secondary sources have been further processed and tabulated keeping the objectives of the study in mind by using SPSS and MS Excel.
- v. Several statistical tools have been used for analysis data and hypotheses testing by using Chi-square test. The average and percentage from analysis have been used to compare the improvement and changes of primary education

implementation in the study area in terms of accessibility to school, quality of teaching and learning, school leadership and management, and level of relationship between schools and parents and communities before and after the intervention of ChildFund Cambodia education programs.

Chapter four reviews the activities (projects) implemented by ChildFund Cambodia education programs from 2008 – 2018 in the study area, 26 primary schools in Svay Chrum and Romeas Heak districts, Svay Rieng Province. There are still issues and challenges that ChildFund Cambodia needs to support and address in the coming years including equal access to schools for all students especially poor and marginalized students and girls in order to meet the target set by Ministry of Education, Youth and Sports like net enrollment rate 98.5 percent, dropout rate 2.5 percent, and repetition rate 4.5 percent (MOEYS, 2019)¹¹². Quality of education included teaching and learning by improving STEM (Science, Technology, Engineering and Mathematics) school leadership and management, school environment such as school buildings, classroom enhancement, libraries, bio-gardens, playgrounds, toilets and washing hand stations need to be addressed. Last but not least, the relationship between schools and community and parents of students must be strengthened and improved in term of school management and fund raising and contribution. The total spending of ChildFund Cambodia education program only in the study areas of Svay Chrum and Romeas Haek districts Svay Rieng Province from 2008-2018 was 4.067 million USD. There were 10,890 direct beneficiaries from the ChildFund Cambodia education

¹¹² MOEYS (2019). *Cambodia Education Strategic Plan (2019-2023)*. Phnom Penh, Cambodia.

program, including 10,304 students and 586 teachers, principals, librarians, school support committee members and district and provincial education officials.

Chapter five studies and analyzes the impact of ChildFund Cambodia education programs on the development of primary education in the study area. The main findings from this chapter are shown below:

1. Most respondents express that they were familiar with the activities of ChildFund Cambodia education program implemented in the study area. The total ChildFund Cambodia education program spent in the study areas from 2008 – 2018 were 4.076 million USD.
2. The data from the field study shows the increased accessibility of students to schools. The enrolment rate from the field study increased from 93 percent to 97 percent. The dropout rate from the field study decreased from 10 percent down to three percent while the repetition rate decreased from eight percent to six percent. The school development plans and scholarships to poor and vulnerable students had improved. The level of accessibility of students to schools increased from 69 percent moderate to good and very good as expressed by 82 percent and 17 percent. The null hypothesis "Ho1: There is no significant change in access to primary education by beneficiary children after the implementation of ChildFund Cambodia education programs in the study area" is rejected. In other words, it can be concluded that there is a significant change in the accessibility to primary education after the implementation of ChildFund Cambodia education program in the study area.
3. The field study also reviewed the quality of primary education and found that the quality of primary education had improved since the intervention of ChildFund

Cambodia education programs. The quality of teaching and learning improved as a result of trainings to teachers and schools were equipped with reading tool kits, books, computer labs. School environments were enhanced such as school compounds, classrooms, hand washing stations, and toilets. The null hypothesis “Ho2: There is no significant change in the quality of teaching, and learning after the implementation of ChildFund Cambodia education programs in the study area” is rejected. In other words, it can be concluded that the quality of teaching, and learning after the implementation of ChildFund Cambodia education program has a significant change in the study areas.

4. The field study revealed that increased accountability and transparency of school principals change in attitudes and behaviors toward students, and improved efforts in filling records and documentation indicated a positive shift in school leadership and management after the intervention of ChildFund Cambodia education program implementation. The null hypothesis “Ho3: There is no significant change in the accountability and performance of teachers, school principals, and education authorities after the implementation of ChildFund Cambodia education programs in the study area” is rejected. In other words, it indicates that there is a significant change in the accountability and performance of teachers, school principals, and education authorities after the implementation of ChildFund Cambodia education program in the study area.
5. The level of relationships (engagement) between schools and parents of students/communities is much better than before. This is evidenced through increased parent engagement and involvement in school development plans, encouragement of students to schools, school management and decision making, as well as mobilization and contribution of fund. The parents and communities

provided school feedback and suggestions to teachers and school principals on improving school leadership and management and problem solving. The null hypothesis "Ho4: There is no significant change in the strengthening of relationships between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area" is rejected. In short, it indicates that the relationship between the schools and the community/parents after the implementation of ChildFund Cambodia education program in the study area has a significantly strengthened and changed.

6. Parents, teachers, school principals, school support committee members and librarians were asked about the problems and challenges during the implementation of ChildFund Cambodia education programs in 2008. There were no major problems or challenges to be taken into consideration relating to ChildFund Cambodia education program activities. The problems and challenges and problems such as enrolment rate, dropout rate, quality of teaching and learning, school management and leadership, and community participation were raised in Chapter 5. These problems and challenges will be addressed in future with collaboration between the government education officials and ChildFund Cambodia in the study area.

6.2 Conclusion

Despite the considerable progress on education access and participation over the past years, 262 million children and youth aged 6 to 17 were still out of school in 2017, and more than half of the world's children and adolescents are not meeting minimum proficiency standards in reading and mathematics. Rapid technological changes present opportunities and challenges, but the learning environment, the capacities of teachers and the quality of education have not kept pace. Refocused

efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings (UN, 2019)¹¹³. Child Friendly School Policy was adopted by Ministry of Education, Youth and Sports in 2007. The policy focuses on the six dimensions: they ensure all children have access to schools (schools are inclusive); effective learning; health; safety and protection of children; gender responsiveness; the participation of children, families, and communities in the management of their schools; and the national education system supports and encourages schools to become more child friendly schools (MOYES, 2007)¹¹⁴. As Cambodia enters the 21st Century, its education system faces many challenges. These challenges arise from several factors including the integration of all ASEAN member states, increased economic competition, rapid penetration of Cambodian society by technology, increased urbanization, the expansion of private schools, and a large youth population who require intensive guidance in today's world of competing choices and ideas. To respond to the above challenges, the Ministry of Education, Youth and Sports has developed New Generation School Policy (NGS). This policy has been implemented as pilot projects in some schools in Cambodia (MOEYS, 2016)¹¹⁵.

The results and findings from the field study primary data and secondary data reveal that ChildFund Cambodia education program is aligned with the sustainable development goals and the education trend of the education in Cambodia set by Ministry of Education, Youth and Sports. The ChildFund Cambodia education program

¹¹³ United Nations (2019). *Progress toward the sustainable development goals*. Report of the Secretary General. 2019 session 26 July 2018–24 July 2019 Agenda items 5 (a) and 6.

¹¹⁴ MOEYS (2007). *Child Friendly School Policy in Cambodia*. Phnom Penh, Cambodia.

¹¹⁵ MOEYS (2016). *New Generation School Policy for Basic Education in Cambodia*. Phnom Penh, Cambodia.

had a great impact on the development of primary education in the study area. Its impacts focus on the accessibility to primary education, quality of teaching and learning, school leadership and performance of teachers and principals, and level of relationship between schools and parents/communities. Moreover, ChildFund Cambodia is working in collaboration with the government education officials at both national and sub-national levels. ChildFund Cambodia is also working in partnership with local NGOs who have expertise in the field of primary education. ChildFund Cambodia education program has been developed to address and support the needs and quality of primary education and are aligned with the key relevant policies of Ministry of Education, Youth and Sports.

6.3 Recommendations

Following the key findings from the study as presented above, the present section aims to provide recommendations and suggestions in order to implement future program and to conduct further research or study:

- i. Construct or renovate school buildings needed in some schools as well as construct new libraries to meet Child Friendly School Standard. School and library buildings could help to enhance accessibility to primary education.
- ii. Develop an education project that could provide support and scholarship to poor and vulnerable children so that they could access to good quality of primary education like other children.
- iii. Develop an education project that support communities to encourage children to go to schools and organize annual awareness campaign with engagement from education stakeholders to motivate children to go to schools before the school year start.

- iv. Develop an education project that focus on improving the quality of teaching and learning in 21st century education. STEM (Science, Technology, Engineering and Mathematics), Early Grade Reading Assessment (EGRA) and Early Grade Mathematic Assessment (EGMA) should be added in the primary education program.
- v. Set up an innovative education project that could provide capacity building to teachers on new technologies and new teaching methodologies, especially through professional learning communities (PLC) and provide good teaching materials and tool kits so that teachers could provide quality of teaching to students in the schools.
- vi. Provide good books, tablets, computers to all libraries for students to read and meet the 21st century library standard. Libraries are part to improve the quality of reading performance of students.
- vii. Support bio-gardens in all schools so that students could learn team spirit, life skills, decision making and problem solving. Bio gardens are part of school development and improvement.
- viii. Develop an initiative project linked to child protection in schools, sanitation and hygiene so that students could be protected from abuse and they could access to good sanitation facilities included clean water, handwashing stations and toilets as well as their behavior change.
- ix. Initiate an education project to provide capacity building to teachers and principals on school leadership and management as well as effective methods for positive behavior change. There should be a close monitoring mechanism to follow up the accountability and performance of teachers and principals by the district and provincial education officials.

- x. Provide capacity building to communities and parents so that they know and understand their roles and responsibilities and their engagement in school activities included school development plan, decision-making and feedback to teachers and principals. Help communities and parents work together and learn from each other. Educate them in methods to help their children learning and understanding the literacy toolkits and modern technology available at the schools.
- xi. Continue to conduct the further research on development of primary education in other rural areas of Cambodia to see the impact of education program implemented by the government and other developmental agencies in term of teaching and learning quality in the 21st century education.

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APPENDIX (QUESTIONNAIRES)

BUILD BRIGHT UNIVERSITY

School of Doctoral Studies

Ph.D. Topic: A Study on Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for Parents of Students			
<p>INTERVIEWER: THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?</p>			
Identification Information			
Code/ID:			
Date of Interview:	--/--/---- (DD/MM/YYYY)	Village:	
Name of respondent:		Commune:	
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	District:	
Respondent's age (in years)	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary University <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/>		
Respondent's occupation:	<input type="checkbox"/> Farmer <input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Civil society <input type="checkbox"/> Others (Please specify) _____		
Respondent's annual income in USD	<input type="checkbox"/> 1,000 -2,000 <input type="checkbox"/> 2,000 -3,000 <input type="checkbox"/> 3,000 – 4,000 <input type="checkbox"/> >4,000		
Questions		Answers	

Q1	In your experience, What are the activities under ChildFund Cambodia education program undertaken in the study area?	a) <input type="checkbox"/> The construction and renovation of school buildings, libraries, toilets, WASH facilities, schools playground b) <input type="checkbox"/> Provision of reading tool kits, books, tablets, furniture c) <input type="checkbox"/> Bicycle distribution, school materials, scholarships, d) <input type="checkbox"/> School grants, e) <input type="checkbox"/> Bio-garden and life skills f) <input type="checkbox"/> Teacher trainings (reading benchmarks, rapid response system, school leadership/management) g) <input type="checkbox"/> Computer laps, solar panels h) Strengthening SSC, children councils i) <input type="checkbox"/> Other (Specify _____)	
Q2	The accessibility to primary education in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q2a	The enrolment rate of students in primary schools in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q2b	The dropout rate of students in primary schools in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q2c	Did your children receive scholarship?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No	
Q2d	Are you willing to stop your children from school?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Not sure If yes, why? _____ _____	

		<hr/> <hr/> <hr/>	
Q2e	What do you think about the number of students go to schools after ChildFund Cambodia presented here?	1) <input type="checkbox"/> More than before 2) <input type="checkbox"/> The same before 3) <input type="checkbox"/> Less than before 4) <input type="checkbox"/> Don't know If less than before, why? <hr/> <hr/> <hr/> <hr/>	
Q2f	Are there any poor students or students who had difficulty to go school?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know	
G2g	Do they go to school regularly after the ChildFund Cambodia presented here?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know	
Q3	The quality of teaching and learning improved in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q3a	The quality of school environment improved in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q3b	The understanding of student improved in the target areas	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q3c	The knowledge and capacity of	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor

	teachers improved in the target areas	3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q3e	Are there any improvement of school after the ChildFund Cambodia presented here?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No If yes, give example a) <input type="checkbox"/> School building b) <input type="checkbox"/> Library building c) <input type="checkbox"/> The availability of teaching aids at this school (Reading tool kits, Math tool kits, Tablets, Classroom enhancement exists...) d) <input type="checkbox"/> Bio garden and Playground e) <input type="checkbox"/> Computer labs f) <input type="checkbox"/> More participation and engagement of community g) <input type="checkbox"/> Good environment h) <input type="checkbox"/> Behavior change of students i) <input type="checkbox"/> Has a School Support Committee j) <input type="checkbox"/> Have a Student Council k) <input type="checkbox"/> Other (Specify _____)	
Q4	What do you think about the accountabilities of teachers in primary schools in the target areas?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4a	What do you think about the quality of teaching of teachers?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4b	What do you think about the behaviors/attitudes of teachers?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good

Q4c	What do you think about the quality of records and documentations of teachers?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4d	What do you think about the behavior /attitude of school principals?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4e	What do you think about the leadership and management of school principals?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4f	What do you think about the transparency of school principals?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4g	What do you think about the accountabilities of school principals?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q5	What do you think about levels of relationships between schools and the community/parents ?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q5b	What would you say the level of the community/parents engagement in school development plan?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good

Q5c	What would you say the level of the community/parents engagement in encouraging children to go to schools?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q5c	What would you say the level of the community/parents engagement in contributing fund to support school improvement?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q6	What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?	a) b) c) d) e)	
Q7	What are your suggestions for the effective implementation of ChildFund Cambodia Education Program for Primary Education Development in your areas?	a) b) c) d) e)	

Thank you very much for your cooperation!!!

BUILD BRIGHT UNIVERSITY

School of Doctoral Studies

Ph.D. Topic: A Study on Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for School Support Committee Members (SSC)			
INTERVIEWER: <i>THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?</i>			
Identification Information			
Code/ID:		District:	
Date of Interview:	--/--/----	Commune:	
	(DD/MM/YYYY)		
Name of respondent:		Village:	
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Mobile number:	
Respondent's age:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/> University		
Respondent's occupation:	<input type="checkbox"/> Farmer <input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Civil society		

No	Questions	Answers
Q5	What are your key roles and responsibilities as members of the school support committee?	1) School development plan <input type="checkbox"/> Yes <input type="checkbox"/> No 2) School enrollment <input type="checkbox"/> Yes <input type="checkbox"/> No 3) Monitor student learning <input type="checkbox"/> Yes <input type="checkbox"/> No 4) Raising and managing fund to support schools <input type="checkbox"/> Yes <input type="checkbox"/> No

		5) School infrastructure development and maintenance <input type="checkbox"/> Yes <input type="checkbox"/> No 6) Experience in life skill sharing <input type="checkbox"/> Yes <input type="checkbox"/> No 7) SSC capacity building <input type="checkbox"/> Yes <input type="checkbox"/> No 8) Others (Specify)
Q5a	Do you know ChildFund Cambodia? What did ChildFund Cambodia do related to education within your community?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 1) <input type="checkbox"/> School buildings 2) <input type="checkbox"/> Libraries 3) <input type="checkbox"/> Classroom environment 4) <input type="checkbox"/> Bio gardens 5) <input type="checkbox"/> Teaching materials (toolkits, reading books) 6) <input type="checkbox"/> Computer laps 7) <input type="checkbox"/> Quality of teaching 8) <input type="checkbox"/> Children performance 9) <input type="checkbox"/> Others (Specify)
Q5b	What kind of capacity building you received as a member of SSC from ChildFund and/or its partners?	1) <input type="checkbox"/> School development plan 2) <input type="checkbox"/> Community fund raising 3) <input type="checkbox"/> Raising awareness on drugs, violence and traffic 4) <input type="checkbox"/> School construction 5) <input type="checkbox"/> Market simulation 6) <input type="checkbox"/> Student scholarship 7) <input type="checkbox"/> School dropout 8) <input type="checkbox"/> Others (Specify)
Q5c	How and what activities has the SSC been involved in with schools? Please describe (meetings, planning school events, school enrolment, resource mobilization, etc.)	1) <input type="checkbox"/> School development plan 2) <input type="checkbox"/> School enrollment 3) <input type="checkbox"/> Monitor student learning 4) <input type="checkbox"/> Raising and managing fund to support schools 5) <input type="checkbox"/> School infrastructure development and maintenance 6) <input type="checkbox"/> Experience in life skill sharing 7) <input type="checkbox"/> SSC capacity building 8) <input type="checkbox"/> Others (Specify)
Q5d	What are changes in this school for the last 3-4 years? And how	1. School building <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 2. Library building <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 3. Availability of teaching aids at this school <input type="checkbox"/> Improved <input type="checkbox"/> Not improved

	could you rate these changes?	4. Bio garden and Playground <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 5. Computer labs <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 6. Participation and engagement of community <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 7. Environment <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 8. Behavior change of students <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 9. Has a School Support Committee <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 10. Student Council <input type="checkbox"/> Improved <input type="checkbox"/> Not improved 11. Other (Specify _____)
Q5e	What some of the challenges you face to perform your role effectively? Please describe (ie own capacity, community mobilization, school management, etc.)	1) 2) 3) 4) 5) 6) 7) 8)
Q5f	What can be done differently for more improvements?	1) 2) 3) 4) 5) 6) 7) 8)

Thank you very much for your cooperation!!!

BUILD BRIGHT UNIVERSITY

School of Doctoral Studies

Ph.D. Topic: A Study on Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for School Officials (Teachers and School Principals)			
INTERVIEWER: THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?			
Identification Information			
Code/ID:		District:	
Date of Interview:	_ _ / _ _ / _ _ _ (DD/MM/YYYY)	Commune:	
Name of school:		Village:	
Name of respondent:		Position:	<input type="checkbox"/> Teacher <input type="checkbox"/> School principal
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Mobile number:	
Respondent's age:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/> University		
Respondent's experience (in year)			
Questions		Answers	
Q1	What are the activities under ChildFund Cambodia education program	a) <input type="checkbox"/> School construction, library construction b) <input type="checkbox"/> Reading tool kits c) <input type="checkbox"/> Bicycle distribution d) <input type="checkbox"/> School improvement e) <input type="checkbox"/> Bio-garden and life skills f) <input type="checkbox"/> Teacher trainings (reading benchmarks, rapid	

	undertaken in your school? <i>Record ALL responses.</i>	assessment system, leadership/management, library training) g) <input type="checkbox"/> Computer laps h) <input type="checkbox"/> Strengthening roles of SSC and Children Council i) <input type="checkbox"/> Others (Specify_____)
Q2	Has the ChildFund Cambodia education program improved/increased enrolment rate at primary education in your school in the last 3-4 years? If yes, why enrolment increased?	1) No, not increased/improved (remain unchanged) 2) Yes, increased/improved. If improved/increased, give roughly the desire percentage below: a. Increased from 0,1% to 3% b. Increased from 3.01% to 5% c. Increased from 5.01% up (considered as significantly increased) 3) I do not know Enrolment rate before intervention: Enrolment rate after intervention: Please give the reasons for changes: _____ _____ _____
Q2a	Has the ChildFund Cambodia education program decreased the dropout rate at primary education in your school in the last 3-4 years? <i>Same as above. Situation earlie before ChildFund Cambodia) and now? Why?</i>	1) No, not decreased (remain unchanged) 2) Yes, decreased. If decreased, give roughly the desire percentage below: a. decreased from 0,1% to 3% b. decreased from 3.01% to 5% c. decreased from 5.01% up (considered as significantly decreased) 3) I do not know Dropout rate before intervention: Dropout rate after intervention: Please give the reasons for changes/decrease: _____ _____ _____
Q2b	If less than before, why?	_____ _____ _____

Q2c	If increased, why?	<hr/> <hr/> <hr/>
Q2d	Are there scholarships provided to vulnerable students? If yes, do you think the scholarship help students to attend school?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know/Not sure Please tell the reasons why help: <hr/> <hr/>
Q2e	Did you join the school mapping development to identify vulnerable and eligible students or barrier for education?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know/Not sure
Q2d	Are there any community teachers recruited? Why? Who supported the process?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know/Not sure Supported the process by: <hr/>
Q3	Has the ChildFund Cambodia education program improved quality of teaching in the last 3-4 years? <i>Ask – before and after ChildFund Cambodia</i>	1) <input type="checkbox"/> No, worse than before 2) <input type="checkbox"/> No, not improved 3) <input type="checkbox"/> Yes, a bit improvement 4) <input type="checkbox"/> Yes, better improvement 5) <input type="checkbox"/> Yes, much better improvement Please give examples for improvement: <hr/> <hr/>
Q3a	Has the ChildFund Cambodia education program helped improve your	1) <input type="checkbox"/> No, worse than before 2) <input type="checkbox"/> No, not improved 3) <input type="checkbox"/> Yes, a bit improvement 4) <input type="checkbox"/> Yes, better improvement 5) <input type="checkbox"/> Yes, much better improvement

	<p>school environment in the last 3-4 years? <i>Ask – what was the situation earlier and what is current situation now? What factors and actors responsible for these changes both (+/-).</i></p>	<p>Please give examples for improvement:</p> <p>_____</p>
Q3b	<p>What have been the biggest changes you have noticed in the schools/in quality of schooling over the last few years? <i>Record ALL responses.</i></p>	<p>a) <input type="checkbox"/> Use reading benchmarks b) <input type="checkbox"/> Implement Rapid response system c) <input type="checkbox"/> More facilities d) <input type="checkbox"/> Better teaching methods and use the student-centered approach e) <input type="checkbox"/> Better school environment (clear and clean) f) <input type="checkbox"/> Others (Specify_____)</p>
Q3c	<p>What kind of supports/trainings have you received in the last 3-4 years? <i>Record ALL responses.</i></p>	<p>a) <input type="checkbox"/> School Management and Leadership training b) <input type="checkbox"/> Child Friendly Schools training c) <input type="checkbox"/> School Support Committee & Community Involvement training d) <input type="checkbox"/> Library Training e) <input type="checkbox"/> Latrine and water supply f) <input type="checkbox"/> Hand washing facility g) <input type="checkbox"/> Bio-garden and life skills h) <input type="checkbox"/> Playground i) <input type="checkbox"/> CFS Materials or Classroom environment j) <input type="checkbox"/> Teaching aids (Reading tool kits, Math tool kits, Tablets) k) <input type="checkbox"/> More reading books/resources in the library and better library service l) <input type="checkbox"/> Others (Specify_____)</p>
Q3d	<p>Have there been changes in student learning in the last few years (3-4 years)?</p>	<p>1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No</p>

Q3e	If yes, please give examples of changes	<hr/> <hr/> <hr/> <hr/>	
Q4	Has the ChildFund Cambodia education program enhanced accountability and performance of school administrators, i.e., teachers, principals, and education authorities?	Before ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good	After ChildFund Program 1) <input type="checkbox"/> Very poor 2) <input type="checkbox"/> Poor 3) <input type="checkbox"/> Moderate 4) <input type="checkbox"/> Good 5) <input type="checkbox"/> Very good
Q4a	Does the school have a school development plan?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No	
Q4b	If yes, tell me more about it (what is it? Who involves it? What is the process? And so on.)	<hr/> <hr/> <hr/> <hr/>	
Q4c	Have you received the leadership and management trainings? If yes, who provided the trainings?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No <input type="checkbox"/> Project Staff/ChildFund/KAPE <input type="checkbox"/> MoEYS/PoE <input type="checkbox"/> Others (specify _____)	
Q4d	How do you apply this training to enhance your accountability and performance? <i>Record ALL responses.</i>	a) <input type="checkbox"/> Use participatory planning and decision making b) <input type="checkbox"/> Develop school vision and mission c) <input type="checkbox"/> Generate, use and interpret school indicators d) <input type="checkbox"/> Develop school improvement plan e) <input type="checkbox"/> Observe classroom and give constructive feedback to teachers f) <input type="checkbox"/> Others (Specify _____)	
Q4e	Are there any changes in accountability	1) <input type="checkbox"/> Yes	

	and performance in the last few years?	2) <input type="checkbox"/> No												
Q4f	If yes, what are they? <i>Record ALL responses.</i>	a) <input type="checkbox"/> Attitude b) <input type="checkbox"/> Teaching delivery c) <input type="checkbox"/> Participatory Planning and decision making d) <input type="checkbox"/> Budget and expense information sharing e) <input type="checkbox"/> Assessment and evaluation f) <input type="checkbox"/> Learning outcomes (evidence) g) <input type="checkbox"/> Student satisfaction h) <input type="checkbox"/> Others (Specify _____)												
Q5	Has the ChildFund Cambodia education program strengthened relationships between schools and the community/parents?	<table border="0"> <thead> <tr> <th>Before ChildFund Program</th> <th>After ChildFund Program</th> </tr> </thead> <tbody> <tr> <td>1) <input type="checkbox"/> Very poor</td> <td>1) <input type="checkbox"/> Very poor</td> </tr> <tr> <td>2) <input type="checkbox"/> Poor</td> <td>2) <input type="checkbox"/> Poor</td> </tr> <tr> <td>3) <input type="checkbox"/> Moderate</td> <td>3) <input type="checkbox"/> Moderate</td> </tr> <tr> <td>4) <input type="checkbox"/> Good</td> <td>4) <input type="checkbox"/> Good</td> </tr> <tr> <td>5) <input type="checkbox"/> Very good</td> <td>5) <input type="checkbox"/> Very good</td> </tr> </tbody> </table>	Before ChildFund Program	After ChildFund Program	1) <input type="checkbox"/> Very poor	1) <input type="checkbox"/> Very poor	2) <input type="checkbox"/> Poor	2) <input type="checkbox"/> Poor	3) <input type="checkbox"/> Moderate	3) <input type="checkbox"/> Moderate	4) <input type="checkbox"/> Good	4) <input type="checkbox"/> Good	5) <input type="checkbox"/> Very good	5) <input type="checkbox"/> Very good
Before ChildFund Program	After ChildFund Program													
1) <input type="checkbox"/> Very poor	1) <input type="checkbox"/> Very poor													
2) <input type="checkbox"/> Poor	2) <input type="checkbox"/> Poor													
3) <input type="checkbox"/> Moderate	3) <input type="checkbox"/> Moderate													
4) <input type="checkbox"/> Good	4) <input type="checkbox"/> Good													
5) <input type="checkbox"/> Very good	5) <input type="checkbox"/> Very good													
Q5a	What are the roles played by the school support committee after the implementation of ChildFund Cambodia program? <i>Record ALL responses.</i>	a) <input type="checkbox"/> Participate in school development plan process. b) <input type="checkbox"/> Monitor the learning and teaching process of teachers and students. c) <input type="checkbox"/> Involve with school leadership and management activities. d) <input type="checkbox"/> Raise funds or mobilize resources from the community to support the school. e) <input type="checkbox"/> Provide positive feedback during monthly meetings. f) <input type="checkbox"/> Give advice and make decision for the purpose of helping students and community, especially poor families to have equal opportunity to attend the school. g) <input type="checkbox"/> Others (Specify _____)												
Q5b	Do families and communities support the school and student learning?	1) <input type="checkbox"/> Very much 2) <input type="checkbox"/> Somewhat 3) <input type="checkbox"/> Not at all												

Q5c	Do families and communities involve in school development plan?	1) <input type="checkbox"/> Very much 2) <input type="checkbox"/> Somewhat 3) <input type="checkbox"/> Not at all
Q5d	Have you ever talked with communities/parents about any issues?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No
Q6	What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?	a) b) c) d) e)
Q7	What can be done differently for better improvements?	a) b) c) d)

Thank you very much for your cooperation!!!

BUILD BRIGHT UNIVERSITY

School of Doctoral Studies

Ph.D. Topic: A Study on Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for School Librarians			
INTERVIEWER: <i>THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?</i>			
Identification Information			
Code/ID:		District:	
Date of Interview:	--/--/---- (DD/MM/YYYY)	Commune:	
Name of respondent:		Village:	
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Mobile number:	
Name of school:			
Respondent's age:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary University <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/>		
Questions		Answers	
Q3	How would you compare the numbers of students go to the library in the 3-4 years?	1) <input type="checkbox"/> More than before 2) <input type="checkbox"/> The same before 3) <input type="checkbox"/> Less than before 4) <input type="checkbox"/> Don't know	
Q3a	If less than before, why? If more why?	<hr/> <hr/> <hr/> <hr/>	

		<hr/> <hr/>
Q3b	Did you receive library management training? If not, why?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No (Please tell the reason why could not receive the training _____ _)
Q3c	If yes, how did you apply? <i>Record ALL responses.</i>	a) <input type="checkbox"/> b) <input type="checkbox"/> c) <input type="checkbox"/> d) <input type="checkbox"/> e) <input type="checkbox"/> Other f) (Specify _____)
Q3d	How would you compare the reading resources and library services in the last few years?	1) <input type="checkbox"/> No improvement 2) <input type="checkbox"/> No idea 3) <input type="checkbox"/> Less reading resources and worse services 4) <input type="checkbox"/> Better reading resources and services
Q3e	If yes, please explain why better improvement.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Q3d	Is there any improvement in student reading performance? Ask before and after	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No
Q3f	If yes, please explain.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Q3g	What are your key duties as librarian?	a) Organize and manage the library <input type="checkbox"/> Improved <input type="checkbox"/> Not improved b) Record of number of students who come to library using record tools and book <input type="checkbox"/> Improved <input type="checkbox"/> Not improved c) Record number of books borrowed and returned <input type="checkbox"/> Improved <input type="checkbox"/> Not improved d) Support students who come to the library, especially the early grade <input type="checkbox"/> Improved <input type="checkbox"/> Not improved e) Coordinate and work with classroom teachers to provide special support early grade students who have additional reading need (slow learners) <input type="checkbox"/> Improved <input type="checkbox"/> Not improved f) Monthly report about the library service to school director; and so on <input type="checkbox"/> Improved <input type="checkbox"/> Not improved g) Others (Specify)
Q5	Have parents/community people come to the library to support their children's reading in the library? If so, why?	1) <input type="checkbox"/> Very much 2) <input type="checkbox"/> Somewhat 3) <input type="checkbox"/> Not at all
Q6	What are your problems and challenges faced that you need more support to fulfil your duties properly?	a) b) c) d) e)
Q7	What can be done differently for more improvements?	a) b) c) d) e)

Thank you very much for your cooperation!!!

BUILD BRIGHT UNIVERSITY

School of Doctoral Studies

Ph.D. Topic: A Study on Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for District Training and Monitoring Members and Provincial Education Official			
INTERVIEWER: <i>THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?</i>			
Identification Information			
Code/ID:		District:	
Date of Interview:	--/--/----	Commune:	
	(DD/MM/YYYY)		
Name of school:		Village:	
Name of respondent:		Position:	<input type="checkbox"/> DTMT <input type="checkbox"/> POE
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Mobile number:	
Respondent's age:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary University <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/>		
Questions		Answers	
Q1	What are the activities under ChildFund Cambodia education program undertaken in the study area? <i>Record ALL responses.</i>	a) <input type="checkbox"/> School construction, library construction b) <input type="checkbox"/> Reading tool kits c) <input type="checkbox"/> Bicycle distribution d) <input type="checkbox"/> School improvement e) <input type="checkbox"/> Bio-garden and life skills f) <input type="checkbox"/> Teacher trainings (reading benchmarks, rapid assessment system, leadership & management, library training, effective teaching and learning) g) <input type="checkbox"/> Computer laps	

		h) <input type="checkbox"/> Strengthening roles of SSC and children council i) <input type="checkbox"/> Other (Specify _____)
Q2	Has the ChildFund Cambodia education program improved/increased enrolment rate at primary education in your district/province in the last 3-4 years? If yes, why enrolment increased?	a) No, not increased/improved (remain unchanged) b) Yes, increased/improved. If improved/increased, give roughly the desire percentage below: <ul style="list-style-type: none"> - Increased from 0,1% to 3% - Increased from 3.01% to 5% - Increased from 5.01% up (considered as significantly increased) c) I do not know d) Enrolment rate before intervention: e) Enrolment rate after intervention: Please give example: _____ _____
Q2a	Has the ChildFund Cambodia education program decreased the dropout rate at primary education in your school in the last 3-4 years?	a) No, not decreased (remain unchanged) b) Yes, decreased. If decreased, give roughly the desire percentage below: <ul style="list-style-type: none"> - decreased from 0,1% to 3% - decreased from 3.01% to 5% - decreased from 5.01% up (considered as significantly decreased) c) I do not know d) Dropout rate before intervention: e) Dropout rate after intervention: Please give example: _____ _____ _____
Q2b	Do you know there are scholarships provided to vulnerable students? If yes, do you think the scholarship help students to attend school?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know

Q2c	As DTMT members, have you ever been invited to join in school mapping development to identify vulnerable students?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know/Not sure
Q2d	Do you know there are community teachers recruited? Have you joined the recruitment process? Do you think the community teacher recruitment are helpful?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know/Not sure 1) No, not helpful 2) Yes, helpful to address teacher shortage 3) No idea
Q3	Has the ChildFund Cambodia education program improved quality of teaching in the last 3-4 years?	1) <input type="checkbox"/> No, worse than before 2) <input type="checkbox"/> No, not improved 3) <input type="checkbox"/> Yes, a bit improvement 4) <input type="checkbox"/> Yes, better improvement 5) <input type="checkbox"/> Yes, much better improvement Please give examples for improvement: _____
Q3a	Has the ChildFund Cambodia education program improved the school environment?	1) <input type="checkbox"/> No, worse than before 2) <input type="checkbox"/> No, not improved 3) <input type="checkbox"/> Yes, a bit improvement 4) <input type="checkbox"/> Yes, better improvement 5) <input type="checkbox"/> Yes, much better improvement Please give examples for improvement: _____
Q3b	What have been the biggest changes you have noticed in the schools/in quality of schooling over the last few years? <i>Record ALL responses.</i>	g) <input type="checkbox"/> Use reading benchmarks h) <input type="checkbox"/> Implement Rapid response system i) <input type="checkbox"/> More facilities j) <input type="checkbox"/> Better teaching methods and use the student-centered approach k) <input type="checkbox"/> Better school environment (clear and clean)

		a) <input type="checkbox"/> Other (Specify_____)
Q3c	Have there been changes in student learning in the last few years?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No
Q3c	If yes, please give examples	_____ _____ _____ _____ _____
Q3d	How do you involve with ChildFund Cambodia education program? <i>Record ALL responses.</i>	a) <input type="checkbox"/> Co-facilitate trainings b) <input type="checkbox"/> Co-facilitate school improvement plans c) <input type="checkbox"/> Conduct monitoring d) <input type="checkbox"/> Conduct classroom observations e) <input type="checkbox"/> Learn and share with schools which are not in ChildFund target schools f) <input type="checkbox"/> Other (Specify_____)
Q3e	What kind of supports/trainings have you received in the last 3-4 years from ChildFund Education Program (eg: E2L ..?)	a) <input type="checkbox"/> School Management and Leadership training b) <input type="checkbox"/> Child Friendly Schools training c) <input type="checkbox"/> School Support Committee & Community Involvement training d) <input type="checkbox"/> Library Training e) <input type="checkbox"/> Latrine and water supply f) <input type="checkbox"/> Hand washing facility g) <input type="checkbox"/> Bio-garden and life skills h) <input type="checkbox"/> Playground i) <input type="checkbox"/> CFS Materials or Classroom environment j) <input type="checkbox"/> Teaching aids (Reading tool kits, Math tool kits, Tablets) k) <input type="checkbox"/> More reading books/resources in the library and better library service l) <input type="checkbox"/> Other (Specify_____)
Q4	As DTMT members, are there any improvement in accountability and performance in all target schools under ChildFund Education Program you have noticed in the last few years?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No

Q4a	<p>If yes, what are they?</p> <p><i>Record ALL responses.</i></p>	<p>a) <input type="checkbox"/> Attitude</p> <p>b) <input type="checkbox"/> Teaching delivery</p> <p>c) <input type="checkbox"/> Planning</p> <p>d) <input type="checkbox"/> Assessment and evaluation</p> <p>e) <input type="checkbox"/> Learning outcomes (evidence)</p> <p>f) <input type="checkbox"/> Student satisfaction</p> <p>g) <input type="checkbox"/> Other (Specify _____)</p>
Q5	<p>Has the ChildFund Cambodia education program strengthened relationships between schools and the community/parents?</p>	<p>1) <input type="checkbox"/> Very poor</p> <p>2) <input type="checkbox"/> Poor</p> <p>3) <input type="checkbox"/> Moderate</p> <p>4) <input type="checkbox"/> Good</p> <p>5) <input type="checkbox"/> Very good</p> <p>Please give example:</p> <p>_____</p> <p>_____</p>
Q5a	<p>What are the roles played by the school support committee before and after the implementation of ChildFund Cambodia program?</p>	<p>a) Participate in school development plan process <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>b) Monitor the learning and teaching process of teachers and students <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>c) Involve with school leadership and management activities <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>d) Raise funds from the community to support the school <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>e) Provide positive feedback during monthly meetings <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>f) Give advice and make decision for the purpose of helping students and community, especially poor families to have equal opportunity to attend the school <input type="checkbox"/> Before <input type="checkbox"/> After</p> <p>g) Other (Specify _____)</p>
Q6	<p>What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p>
Q7	<p>What can be done differently for more improvements?</p>	<p>a)</p> <p>b)</p> <p>c)</p>

		d) e)
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Thank you very much for your cooperation!!!

School of Doctoral Studies

Ph.D. Topic: A Study on the Impact of ChildFund Cambodia Education Program on the Development of Primary Education in Svay Rieng Province, Cambodia

Questionnaires for ChildFund Cambodia Staff			
INTERVIEWER: <i>THANK YOU FOR MEETING WITH ME TODAY AND PARTICIPATING IN THIS STUDY. WE ARE HERE TO LEARN FROM YOU SO WE CAN MAKE IT BETTER IN THE FUTURE. THERE ARE NO RIGHT OR WRONG ANSWERS TO THE QUESTIONS AND IF YOU CANNOT, OR DO NOT WANT TO ANSWER ANY OF THE QUESTIONS, LET ME KNOW AND WE WILL MOVE ON TO THE NEXT QUESTION. WE VERY MUCH APPRECIATE YOUR TIME AND YOUR PARTICIPATION. THE INTERVIEW WILL TAKE AROUND HALF HOUR. ALL OF THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS. MAY I START NOW?</i>			
Identification Information			
Code/ID:		District:	
Date of Interview:	--/--/----	Commune:	
Name of school:		Village:	
Name of respondent:		Position:	<input type="checkbox"/> PO <input type="checkbox"/> PRM <input type="checkbox"/> HOP
Respondent's sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Mobile number:	
Respondent's age:	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> above 50		
Respondent's education:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> High school <input type="checkbox"/> University		
Questions		Answers	
Q1	What are the activities under ChildFund Cambodia education program undertaken in the study area?	a) <input type="checkbox"/> School construction, library construction b) <input type="checkbox"/> Reading tool kits c) <input type="checkbox"/> Bicycle distribution d) <input type="checkbox"/> School improvement e) <input type="checkbox"/> Bio-garden and life skills f) <input type="checkbox"/> Teacher trainings (reading benchmarks, rapid assessment system, leadership & management,	

		library training, effective teaching and learning) g) <input type="checkbox"/> Computer laps h) <input type="checkbox"/> Strengthening roles of SSC and children council i) <input type="checkbox"/> Other (Specify _____)
Q2	Has the ChildFund Cambodia education program improved/increased enrolment rate at primary education in your district/province in the last 3-4 years? If yes, why enrolment increased?	a) No, not increased/improved (remain unchanged) b) Yes, increased/improved. If improved/increased, give roughly the desire percentage below: <ul style="list-style-type: none"> - Increased from 0,1% to 3% - Increased from 3.01% to 5% - Increased from 5.01% up (considered as significantly increased) c) I do not know Enrolment rate before intervention: Enrolment rate after intervention: Please give example: _____
Q2a	Has the ChildFund Cambodia education program decreased the dropout rate at primary education in your school in the last 3-4 years?	a) No, not decreased (remain unchanged) b) Yes, decreased. If decreased, give roughly the desire percentage below: <ul style="list-style-type: none"> - decreased from 0,1% to 3% - decreased from 3.01% to 5% - decreased from 5.01% up (considered as significantly decreased) c) I do not know Dropout rate before intervention: Dropout rate after intervention: Please give example: _____ _____
Q2b	Do you know there are scholarships provided to vulnerable students? If yes, do you think the scholarship help students to attend school?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Don't know
Q2c	Has the ChildFund Cambodia education program improved quality of teaching in the last 3-4 years?	1) <input type="checkbox"/> No, worse than before 2) <input type="checkbox"/> No, not improved 3) <input type="checkbox"/> Yes, a bit improvement 4) <input type="checkbox"/> Yes, better improvement 5) <input type="checkbox"/> Yes, much better improvement

		<p>Please give examples for improvement:</p> <p>_____</p>
Q2d	Has the ChildFund Cambodia education program improved the school environment?	<p>1) <input type="checkbox"/> No, worse than before</p> <p>2) <input type="checkbox"/> No, not improved</p> <p>3) <input type="checkbox"/> Yes, a bit improvement</p> <p>4) <input type="checkbox"/> Yes, better improvement</p> <p>5) <input type="checkbox"/> Yes, much better improvement</p> <p>Please give examples for improvement:</p> <p>_____</p>
Q2e	What have been the biggest changes you have noticed in the schools/in quality of schooling over the last few years?	<p>a) <input type="checkbox"/> Use reading benchmarks</p> <p>b) <input type="checkbox"/> Implement Rapid response system</p> <p>c) <input type="checkbox"/> More facilities</p> <p>d) <input type="checkbox"/> Better teaching methods and use the student-centered approach</p> <p>e) <input type="checkbox"/> Better school environment (clear and clean)</p> <p>f) <input type="checkbox"/> Other (Specify _____)</p>
Q3	How do you involve with ChildFund Cambodia education program?	<p>a) <input type="checkbox"/> Co-facilitate trainings</p> <p>b) <input type="checkbox"/> Co-facilitate school improvement plans</p> <p>c) <input type="checkbox"/> Conduct monitoring</p> <p>d) <input type="checkbox"/> Conduct classroom observations</p> <p>e) <input type="checkbox"/> Learn and share with schools which are not in ChildFund target schools</p> <p>f) <input type="checkbox"/> Other (Specify _____)</p>
Q5	Has the ChildFund Cambodia education program strengthened relationships between schools and the community/parents to bring about sustainable change at the local level and to adopt innovative approaches to education?	<p>1) <input type="checkbox"/> Very poor</p> <p>2) <input type="checkbox"/> Poor</p> <p>3) <input type="checkbox"/> Moderate</p> <p>4) <input type="checkbox"/> Good</p> <p>5) <input type="checkbox"/> Very good</p> <p>Please give example: _____</p> <p>_____</p>

Q5a	What are the roles played by the school support committee before and after the implementation of ChildFund Cambodia program?	a) Participate in school development plan process <input type="checkbox"/> Before <input type="checkbox"/> After b) Monitor the learning and teaching process of teachers and students <input type="checkbox"/> Before <input type="checkbox"/> After c) Involve with school leadership and management activities <input type="checkbox"/> Before <input type="checkbox"/> After d) Raise funds from the community to support the school <input type="checkbox"/> Before <input type="checkbox"/> After e) Provide positive feedback during monthly meetings <input type="checkbox"/> Before <input type="checkbox"/> After f) Give advice and make decision for the purpose of helping students and community, especially poor families to have equal opportunity to attend the school <input type="checkbox"/> Before <input type="checkbox"/> After Other (Specify _____)
Q6	What are the problems and challenges faced in the implementation of ChildFund Cambodia education program for primary education development?	a) School buildings b) Library buildings c) The availability of teaching aids at this school (Reading tool kits, Math tool kits, Tablets, Classroom enhancement exists...) d) Bio garden and Playground e) Computer labs f) More participation and engagement of community g) Good environment h) Behavior change of students i) Has a School Support Committee j) Have a Student Council k) Behavior change of teachers and directors l) Other (Specify _____)
Q7	What can be done differently for more improvements?	a) b) c) d) e)

Thank you very much for your cooperation!!!

PHOTOS

1. Accessibility to School



School buildings were constructed and renovated to be child-friendly making sure kids are happy and comfortable in learning and to attract them to school and stay longer.



Bicycles, school uniforms, school kits and scholarship are part of the program to ensure disadvantaged children be able to access to education.

2. Quality of Teaching and Learning

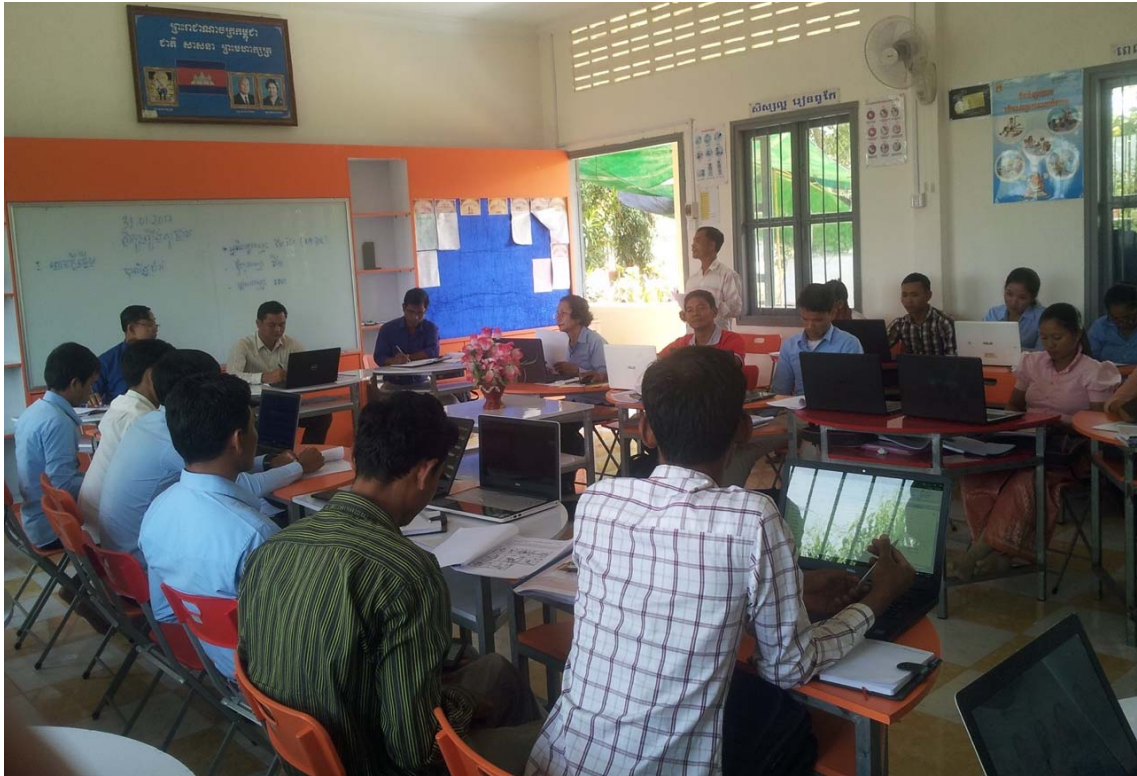


State-of-the-art technology has been used to help children learn especially on how to read and write. Khmer reading apps & games has been installed in the tablet from which children could enjoy a new learning environment and have fun at the same time.



Plenty of learning resources were equipped in the modern library so called '21st Century Library'.

3. School Leadership and Management



Strengthening school management & leadership is part of the project to ensure the self-development and sustainability and to promote accountability and transparency for the school and community.



Various trainings on management and leadership were provided to relevant teachers and school principals.

4. Relationship between Schools and Communities



Parents are encouraged and trained by librarian on how to use reading tools they borrowed from the library to help teaching their kids at home.



When the school leadership strengthen, relationship between school and community is also improved very much as local communities willing to participate in all school activities and even contribute their money for the school development. This is part of sustainability of the project to ensure the development run further without NGOs support.