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Project Evaluation of Improving Child Rights and Enhancing Education for Children Project (ICREEC) in Samlout District, Battambang Province February – March 2018

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- Ms. An Kimsan: Program Support Coordinator
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- Mr. Hoem Nak: Project Coordinator
- Mr. Hem Roth: Project Staff

From ChildFund:

- Mr. Oum Vongnarith: Head of Operations
- Mr. Chan Narin: Programme Manager
- Mr. San Sothearo: Education Specialist
- Ms. Dy Many: Battambang Provincial Manager
- Ms. Lun Sorphea: Education Project Coordinator
- Mr. Pheng Sokheap: Sponsorship Coordinator
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ii. Project Summary

Project Name	Project Evaluation of Improving Child Rights and Enhancing Education for Children Project (ICREEC) in Samlout District, Battambang Province
Start Date	October 2014
Completion Date	September 2017 (+3-month costed-extension until December 2017)
Total Funding	USD 294,989.50
Funding Sources	Educo
Delivery Organisation	KHEN
Implementing Partner(s)	Ministry of Education and Sports (MoES) – POE, DOE, and 25 individual state and community schools
Country/Region	Cambodia
Primary Sector	Education

Project Goal	<i>That “remote/rural children and their communities in the outreach areas of Samlout, to value, participate in and actively support & advocate for education and other Child Rights.”</i>
Number of Project Objectives	5
Objectives Achieved (as defined by the project’s results framework)	4 Objectives 2, 3, 4 & 5
Objectives Unachieved	Objective 1 could not be correctly measured and was classified as ‘undetermined’
Number of Project Outputs/ Key Results	12
Project Outputs/Key Results achieved (as defined by the project’s results framework)	8 Results: 1.2,2.1, 2.2, 2.3, 3.2, 4.1, 5.1, 5.2
Project Outputs/Key Results Unachieved	3 Results 1.1, 3.1 & 4.3 were evaluated as not achieved relative to planned targets Result 4.3 was evaluated as ‘undetermined’

*Further details can be found in the main report

iii. List of acronyms and abbreviations

BwD	Boy with a disability
CC	Commune Council
CCWC	Commune Committee for Women and Children
CFEC	ChildFund-Educo Cambodia
CFS	Child-friendly school framework
CRV	Child Rights Convention
DFAT	Department of Foreign Affairs and Trade
DoE	District Office of Education
DTMT	District Training and Monitoring Team
FGD	Focus Group Discussions
GwD	Girl with a disability
ICREEC II	Improving Child Rights & Enhancing Education for Children Project (ICREEC) Phase I
KHEN	Khmer NGO for Education
KII	Key Informant Interviews
MoEYS	Ministry of Education, Youth and Sports
POE	Provincial Office of Education
PTR	Pupil-Teacher Ratios
RoGC	Royal Government of Cambodia
SSC	School Support Committee
SDP/SIP	School development plan/school improvement plan
UNICEF	United Nations International Children's Emergency Fund
UXO	Landmine/UXOs (Unexploded Ordnance)

iv. Executive Summary

The Education Ministry's 2016 Mid-term review states that "even though access to primary school is relatively high, children are not learning sufficiently", and this is a good reflection of the state of the schools in Samlout District and those supported through this project. The project has benefitted schools and children in multiple ways, most noticeably improved access and children are attending school. When KHEN's started working in Samlout when there were either no schools in existence, or very basic community-run schools and the starting level of education quality was very low. The project model targets those areas that are remote, isolated and un-serviced, and in this context, the achievements of easier access to schooling and better resources are commendable. There are also many examples of good educator performance in schools, or appropriate and child-friendly learning environments. However, the overall education quality available in the target schools (materials, teaching competency, management quality, and durability) is weak. The links between schools and communities could be stronger and more meaningful, especially in the state schools. And the evidence suggests a child will not receive an education of the standard desired by RoGC standards, and their learning outcomes will be weak.

Major Achievements of the Project	Key Strengths of the Project
5% increase in students in state schools	Enrolment campaign activities are strong and increasing school access, especially for girls
20% increase in students in community schools	Good example of WASH hardware in schools
10% increase in the number of girls in state schools	Child rights awareness raising has been effective in strengthening child protection in schools/communities
27% increase in the number of girls in community schools	Relationships between parents/communities and 'Community schools' is positive example
7 of 11 'Community schools formally transferred to POE/DOE – very big achievement	Relationship with government that translate into government taking ownership of community schools
Enrolment campaigns completed every year	Project model targets those areas that are remote, isolated and un-serviced - very commendable
100% of Kids feel safe in their schools	

The project was analysed in five major areas - **impact, sustainability relevance, effectiveness, and efficiency** - using a simple traffic light system, the results are summarised below:

Effectiveness - Satisfactory performance (<i>borderline</i>)	Efficiency - Acceptable performance
Impact - Acceptable performance	Sustainability - Acceptable Performance (<i>borderline</i>)
Relevance - Satisfactory performance	

ICREEC II has continued investment in 25 rural schools and has been able to gradually improve the material conditions, whilst also undertaking attempts at strengthening and reforming teaching, school management and community relations. During this period, there has been significant reform and advancement in the education sectors, which highlight some of the deficiencies in the KHEN model, but also the opportunities for them explore in order to grow as an education-focused NGO. These advancements make up the bulk of the evaluation's recommendations for future education-focused project work, and are as follows:

1. For education projects, shift the focus on learning outcomes for kids, rather than materials gains
2. KHEN to gain more education technical expertise if it wants to grow as an education-focused NGO (look at orgs such as See Beyond Borders successful for technical help)
3. Increase and target investment in pre-primary and Grades 1-3.
4. Avoid cascade training models and shift to a model built around regular support, mentoring, progressive and intervalled, and in-service.
5. Increase engagement and support from project stakeholders, and management and maintenance of results, in order to improve sustainability.
6. Invest in quality solutions/activities, even if means fewer target schools/beneficiaries - **Quality over Quantity!**
7. Try to narrow that gap between strong, durable results and weak, fragile results – improve the consistency of results between location and contexts

1. Background

ChildFund Cambodia is the representative office of ChildFund Australia – an independent and non-religious international development organization that works to reduce poverty for children in the developing world. ChildFund Cambodia's community development programs are in the areas of child protection and resilience, quality education, sustainable livelihoods, improved local governance, and youth empowerment. ChildFund in Cambodia implements a range of programs in collaboration with local civil society organizations, and in partnership with the relevant ministries and government departments, in the rural provinces of Svay Rieng, Kratié and Battambang, as well as Phnom Penh, and focuses on working with the vulnerable, excluded or marginalized sections of society.

Spanish NGO EDUCO is a global development agency with over 25 years' experience in child rights, particularly the right to equitable and quality education. Educo delivers projects that social justice and development projects in Spain, Africa, America and Asia, with a reach of more than 550,000 children and 150,000 adults in promoting just and equitable societies that guarantee their rights and wellbeing. Educo envisages a world where all children fully enjoy their rights and lead a life of dignity. Educo is a member of the ChildFund Alliance, one of the foremost international networks of NGOS working in favour of child protection on five continents.

A management transfer occurred in July 2017 in which EDUCO and ChildFund Cambodia merged and in July 2017 and became a joint entity known as ChildFund-Educo Cambodia.

The Improving Child Rights and Enhancing Education for Children Project (ICREEC) Phase II, implemented by local partner KHEN (Khmer NGO for Education), was an existing project originally started by Educo whilst it was working in Battambang Province as an individual development entity.

KHEN is a local NGO and certified Child Safe Organisation based in Battambang Province. They have a focus on child rights, accessible, inclusive & quality education and child protection. Their education projects focus on rural and remote areas where significant barriers to child education exist.

ICREEC II operated across 4 communes in Samlout District, which is approximately 100km from Battambang Town. Samlout was a former Khmer Rouge stronghold and still has large areas of land contaminated by landmine/UXOs (Unexploded Ordnance). Access to basic (let alone quality) education is limited in Samlout, with distances to schools, resource shortages, and weak educator training and capacity, all negatively impacting the education system. Samlout District Department of Education (DoE) has experienced resources and skills shortages over the years, which has further isolated the schools in the area. Adult literacy in Samlout is low, especially amongst older parents (whose own education was impacted the length of Khmer Rouge control in the area) and this has added another barrier to improved schooling in the area.

ICREEC II commenced in 2014, and aimed to continue supporting and build upon the gains made in a Phase 1¹, in 25 schools (state' schools and community/ annex'² schools). The project's goal was that *"remote/rural children and their communities in the outreach areas of Samlout, to value, participate in and actively support & advocate for education and other Child Rights."* Its objectives focused on increasing school access and attendance, improving teacher quality and school management, and strengthening the understanding and application of child rights within schools and communities. It was due to conclude in September 2017 but undertook a three-month no-cost-extension, in large part due to implementation delays resulting from the Educo-ChildFund merger and the support uncertainty this created for a time.

¹ ICREEC II is an extension of a Phase 1 Project, which finished sometime in 2014. This earlier version had similar focus areas infrastructure, teacher quality, school-community relations, and child rights. Phase I commenced in 1st October 2012 and finished September 2014 (two years).

² Schools not yet recognized and in the government system and under the management of a nearby state school

2. Evaluation Objectives, Scope and Timeframe

2.1 Objectives

The evaluation's aim was to conduct a post evaluation of the ICREEC Phase II and to produce a report reflecting on the impact and results that were achieved in the project, as well as identifying the effectiveness of its implementation, risks and challenges, potential lessons learned, and finally to put forth recommendations and suggested solutions for similar future interventions. The Terms of Reference are included as **Annex 5** in this report, but in short, the main areas of investigation were as follows:

Impact

- Identify and analyse any significant change the project has brought to disadvantaged children.
- Assess the extent of overall progress towards the intended impact of the project (as set out in the project objectives)
- Provide evidence of change and impact at a personal level through success stories (short case studies) about individuals involved in the project.

Effectiveness

- Identify for each expected outcome and output (result) what has been accomplished in relation to what has been stated in the project document, logical framework and KHEN programme plan.
- Has the monitoring and results based management system (including M&E and MEAL Framework) contributed to the effectiveness of the project? Have project staff learned from their experiences and improved the project and their practice as a result?
- Determine the increase in the number of disadvantaged children getting access to inclusive education because of the project.
- Describe the quality of learning environments and whether they reach MoEYS standards.
- Identify any strategies that have proven particularly effective for achieving the outcomes.
- Describe how the views of children were taken into account at the different levels of the project cycle and note any specific examples of useful input

Sustainability

- Assess the sustainability of the results of the inclusive education work, including:
 - which results are most likely to be sustained?
 - which results are the most fragile?
 - Which major factors (if any) are contributing to, or hindering, sustainability?
- Describe in what ways and to what extent the inclusive education project has increased the accountability and capacity of parents, government bodies and the school community.
- Describe and provide examples as evidence of the levels of ownership and involvement of different government bodies at different levels, and other key stake holders.

Relevance

- Assess to what extent the project has reached disadvantaged children and the most useful strategies,
- Assess the relevance of the project to the context and child rights situation in Cambodia.
- Assess the relevance of the project to the KHEN strategies.

Efficiency

- Assess how efficiently project resources have been used.
- The cooperation and learning among partners and within KHEN.

2.2 Location and scope of the Evaluation

The analysis will focus on the geographic location of 4 communes in Samlout District, Battambang Province, Cambodia. The project area covers a grouping of 20 villages, with a population of just over 18,000 people (see Table 1 below)

Table 1. Target Communes and associated villages

Communes	Villages	Total Population	Female Population %
Sanh	3 villages	5,054	2,556
Kampong L'pov	8 villages	7,296	3,735
Ta Toak	6 villages	3,013	1,456
Sung	3 villages	2,830	1,401
	20 villages³	18,193	9,148

The focus target group was the 25 schools supported in the project, including 14 official 'state' schools and 11 'community/annex' schools, which are defined as schools not yet recognized by government as a formal state school, but which are under the supervision of a nearby state school. These community/ annex schools are semi-formal, remote and operate in isolated, rural areas, and where the local children have reduced access to state schools due to the distances and difficulty of travel. They were either initiated by communities, and/or by KHEN. They operate with minimal government financial or material support, but do receive oversight and some support from a state school that they are 'annexed' too. With the support of organisations like KHEN, the community schools aim to strengthen and improve to a point where their level of infrastructure and teaching quality is good enough to be officially recognised as a state school.

Table 2. Target School student data as of 2014 Baseline.

State Schools			
Total Student Numbers	Total Females	Total girls with a disability	Total boys with a disability
2,088 (1101 M - 53%)	987 (47%)	31 (1%)	41 (2%)
Community Schools			
Total Student Numbers	Total Females	Total girls with a disability	Total boys with a disability
444 (247M - 56%)	197 (44%)	5 (1%)	18 (4%)

Table 3. Target School student data as of 2017 Endline.⁴

State Schools			
Total Student Numbers	Total Females	Total girls with a disability	Total boys with a disability
2,157 (1060M - 49%)	1,097 (51%)	76 (4%)	86 (4%)
Community Schools			
Total Student Numbers	Total Females	Total girls with a disability	Total boys with a disability
557(286M - 51%)	271 (49%)	11 (2%)	24 (4%)

2.3 Timeframe

The evaluation research, data consolidation and reporting occurred over a period of 13 days commencing on February 16th and finishing on March 1, 2018. The Implementation Plan was as follows:

³ The district has 31 registered villages, 20 of which are reached via this project.

⁴ A summary of the changes in student numbers of the duration of the project is included in the findings section.

Table 4. Assignment Implementation Plan

#	Deliverables / Outputs	Days	February/March											
			16	17-18	19	20	21	22	23	24-25	26	27	28	1
1.	Desk review and developing the framework for the evaluation	2												
2.	District visit to gather to conduct field research with schools, POE/DOE, parents, CCs and KHEN partner organisation	5												
	Data consolidation and analysis	1												
3.	Initial draft reporting at Provincial Level	1												
4.	Final Report submission, including presentation of findings in Phnom Penh	3												
		12												

3. Methodology

3.1 Desk review of project data and relevant, external education data

KHEN Project data was collected and reviewed prior to the field research, including all available design documents, baseline and endline data, regular monitoring reports, and other reporting mechanisms such as PowerPoint results summaries, and individual case studies. This helped provide a broad overview of the project's intent and reported results, and it also allowed the consultant to create a consolidated data summary that will be used and referenced throughout this report (the summary sheet is an accompanying document to this report, titled 'Evaluation Master'). It should be noted that a number of KHEN's data collection tools were, understandably, only in Khmer and there was insufficient time within the consultancy or within KHEN to have these translated for review.

And important point to note, it was not possible to conduct any data review of student test scores in the schools as this information was a: not available in any meaningful way in schools (this will be discussed more in the findings section, and b: not being collected by KHEN. Although, test scores in themselves were not part of the project's evaluation/results framework, it would have been a very valuable piece of data to have for this review in order to try and correlate the project's investment with an increase in student performance.

Other pertinent information reviewed in order to inform this analysis include:

- Ministry of Education Youth and Sport Mid-Term Review Report in 2016 of the Education Strategic Plan 2014- 2018 and Projection to 2020 (2016).
- The See Beyond Border "An Assessment of Early Grade Teaching Quality in Cambodia" Report (2016).
- RoGC & UNICEF's Joint Evaluation of Child-Friendly School Policy Implementation in Cambodia (2016)

3.2 Data gathering

A mix of qualitative and quantitative research methods were used to collect data, but all of which involved interviewing six key groups:

1. Students 2. Teachers 3. Directors 4. SSC members 5. Parents 6. POE/DOE staff

A desired interview schedule was agreed in advance between the consultant, KHEN and ChildFund Cambodia (included as Annex 2), but ultimately, the final arrangements were left up to ChildFund and KHEN. The plan in place was to alternate between community school in the morning and state school in the afternoon, and conduct interviews/group discussions with as many of groups 1-5 as possible. Separate individual sessions were organised with POE/DOE at their respective offices. A full schedule of interviewees as per the plan was not possible in the end due to a mix of interviews running over time, certain groups representative not showing up, and the need to prioritise certain groups over others due to the tone of the research. A summary of the interviews in the tables bellows:

Table 5. Evaluation Schedule by day and type

	Total	M	F
Director	6	4	2
Teachers	16	3	13
Students	37	18	19
SSC members	3	2	1
Parents	5	0	5
POE/DOE	3	2	1

Table 6. Evaluation Participant Number by School⁵

School	Director		Teachers		Students		SSC Members		Parents		POE/DOE		Class Observation
	M	F	M	F	M	F	M	F	M	F	M	F	
Doun Troet State School	1		1	2	4	7							
Phnom Russy Community/Annex School	1			3	11	7							x
Aksor Te State School	1		1		2	4	1						x
Phum Kandal Community/Annex School		1	1	1						3			x
Ou NoNorng State School		1		3									
Ou Dermchiek Community/Annex School	1			1			1	1		2			
SungII State School				3	1	1							x
MoEYS											2	1	
Total											70		

* classroom observation involved informal discussion as well as observation

Table 7. Evaluation Schedule by day and type

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	KHEN Offices	Phnom Russy Community/ Annex School	Phum Kandal Community/ Annex School	KHEN offices	Ou Dermchiek Community/Annex School
	KHEN Staff Meeting	Children (18 pax) - Games	Teachers (2 pax - 1 x state, 1x contract) - FGD	KHEN M&E Office, Program Support staff, and Director	SSC members (2 x pax) - FGD
		Teachers (3 pax - 1 x state, 2 x contract) - FGD	Parents (3 pax) - FGD		Parents (2 pax - FGD
		Director - KII	Director - KII		Director - KII
		Classroom observation (1hr)	Classroom observation (30min)		Teacher (1 pax) - KII
	PM	Doun Troet State School	Aksor Te State School	POE Office	Ou NoNorng State School
Director - KII	Children (6 pax) - Games	POE - Director and Deputy - KII	Contract Teacher -(1 pax) - KII	Children (2 pax) - FGD	
	Children (11 pax) - Games	- Classroom observation (1hr)		Director - KII	Teachers (3 pax) - FGD
	Teachers (3 pax - 1 x state, 2 x contract) - FGD	SSC Member (1 pax) -KII	DOE - Director Samlout District - KII	State teachers (2 pax) - FGD	Library and classroom observation
		Director - KII			

⁵ Note that as this document may end up in the public sphere, interviewee names have been withheld for confidentiality reasons.

Interviews and Questionnaires: For adult interviewees, individual Key Informant Interviews (KII) and Focus Group Discussions (FGD), methods were used, but based on broad, individualised questionnaires that was prepared for each group and administered by the by the consultant team⁶ The questionnaires were developed for each group and consisted of multiple choice answers with free-response section for further detail; this allowed for useful information not captured in the question set, or perhaps not necessarily a project focus and useful in other areas such as cross-cutting issues, to be gathered.

The questionnaires were developed based on the project's design and the reported involvement of each group in certain activities; meaning certain questions were included to check if, and to what degree, people were involved in project activities as described by the project documents. Numerous questions were replicated across groupings in order to triangulate information and also explore different perspectives.

The questionnaires were designed with a maximum number of questions but also with flexibility to go off script and follow the interview line of enquiry, if the situation demanded. So, multiple questions in the end were not used, but other useful information was gathered regardless.

Games and creative activities: For children interviewees, game- and drawing-based exercises were primarily used (based on the principals and foundations of child- and youth-participation theory)⁷ for younger grades and larger groups of children. Group discussion were also used with smaller groups of three children or less (this only happened one time). A series of questions were asked using games, drawing and group work tools, for example this question designed to investigate issues of school access and attendance:

Question: The last time you missed school, what was the reason?

Activity: Children asked to place a sticker on a corresponding picture that illustrates a variety of common issues children would face with school accessibility.

The tools were created designed to check the voracity of project claims as well as give insights into critical issues that ChildFund and KHEN would need to be aware of, for example, issues of safety, or poor teacher performance.⁸ For the most part these games and activities worked well and yielded very useful information, but the consultant did note that, especially in the community schools, children are not that familiar with being asked to express themselves directly in a creative way and there were obvious examples of children deferring their answer to another child's answer as the children got up and engaged with the activity. For the most part this was visible and manageable, but it an area for improvement with these techniques. Due to time constraints, the tools were not properly field tested before use and this is noted below in 'limitations'.

Direct Observation: this was used to assess the state of the schools, student-teacher relationship, and to some extent, community-school relationship. The Consultancy team conducted 3 classroom observations, ranging in duration from 30 minutes to over one hours, and with grades 1, 4 and 5, as well as general observation of the school grounds, director's offices, unused/empty classrooms, playground and WASH facilities.

The basis of the observation was MoEYS' 'Monitoring and Evaluation Checklist Classroom Observation (for Basic Education)'. This four-page checklist covers off 58 key indicators that assess alignment with the National Child-friendly Schools Framework. The checklist was used as rough guide for reviewing the dynamics and behaviours within the classroom, as well as the general state of the school. However, the checklists were not 'completed' in full, as certain indicators could not be tested within the time, and the tool itself requires full completion before a 'score' can be produced. Hence, the checklists are not incorporated in the data collection of this report, but the insights from the classroom observations are referred to later on.

⁶ Note that an external, independent translator was on hand to perform translation. In addition, ChildFund staff member, Mr. Pheng Sokheap (Sponsorship Coordinator), who was assigned to manage logistics for the evaluation, also conducted interviews and administered the questionnaire, after having been inducted in its use.

⁷ Based on 'Understanding and Enabling Child and Youth Participation', ChildFund Australia and University of Melbourne, 2016

⁸ A sample of the tools is included in this report as Annex 2 – the full list is available with the final report package handed over to ChildFund.

3.3 Limitations to the evaluation

The following limitations need to be considered in interpreting the findings of the evaluation. The evaluation was restricted to visiting a limited number of schools – 7 or 25 (28%) – and a fraction of the teachers involved – 16 of 119 (13%). Also, only five parents were consulted due to time and non-appearance, which impacted the ability of the consultancy to assess and analyse school-community relations.

In addition, there were time constraints across every session meaning that answers often had to be accepted at face value, rather than verified further through secondary questions in order to ensure no confusion or misinterpretation.

The game-based research with children noted an area of weakness in that some children, especially in the community schools, seemed a little unsure how to respond to being asked to express themselves so directly in a creative way. For the most part this was visible and manageable, but is an area for improvement with these techniques. Due to time constraints, a testing process was not undertaken to assess the workability of the tools within the Cambodian context.

Similarly, no time was available for field testing the questionnaires and the interview team needed to be flexible with the data gathering as a result.

3.4 Evaluation Framework⁹

The evaluation framework has multiple parts, but at its core is the need to address the key evaluation question posed by ChildFund (as per the ToR), as well as investigating and documenting to what extent the project has *increased participation in schooling by children, increased community support for education, and finally, improved learning outcomes for students*.

The basic evaluation matrix will be to consolidate and group the data gathered through the five key evaluation areas as defined earlier (Impact, sustainability relevance, effectiveness, and efficiency), and then provide a broad analysis for each of these sections, as well as answering the different questions posed in each area. The broad analysis will be in the form of an overall ‘quality’ assessment, with a description of the analysis (for example highlighting key opportunities and challenges), as well as a clear ‘measurement’. For ease of use, to CFEC, KHEN and any other reader, a simple traffic light system will be employed to provide as assessment ‘measurement’. An example of how this will look is provided below.

Green for satisfactory performance - (with strengths highlighted as well any areas for refinement)	Yellow for acceptable performance - but needing improvement in highlighted areas	Red for concerning performance - in need of significant improvement in highlighted areas
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Evidence will be provided for each assessment, and the sub-questions posed within, will be answered.

Furthermore, the following areas will also be reviewed and a short analysis for each provided:

- Quality of the project design
- Quality of the project data
- Verify reported results against planned results - through field research check and test the veracity of the results reported
- Evidence of the project’s impact on people/children - captures the human dimension and particularly the viewpoint and experience of children involved – to tell their story and use that as a point of reflection on the overall success, or not, of the project.
- The project’s results and success measured against the Cambodian Government’s Child-friendly school framework (CFS).

⁹ A summary of the evaluation ‘steps’ is included as Annex 4

4. Field Work Findings

The Education Ministry's 2016 Mid-term review of its strategic plan states that "even though access to primary school is relatively high, children are not learning sufficiently"¹⁰, and this is a good reflection of the state of the schools in Samlout District and those supported through this project. The project has benefitted schools and children in multiple ways, most noticeably improved access; that is children are attending school, which is undoubtedly beneficial in multiple ways. It is very possible that many children would simply not go to school at all if these facilities were not there.

Furthermore, KHEN as a grassroots NGO, is operating in remote, trying conditions, in communities where education is not provided or ignored by government, and with a relatively small pool of financial and human resources. The logic of their project model aims for gradual improvements in education quality – step by step – and KHEN's started working in Samlout when there were either no schools in existence, or very basic community-run schools (e.g. run out of a private home), and hence the starting level of education quality was very low. In this context, the achievements of easier access to schooling and better resources are commendable. There are many individual examples of educator good performance or attitudes in schools, or appropriate learning environments, and thus there exists a foundation upon which future activities can be undertaken to further improve the education prospects of children.

However, as an independent review of the education quality available in the target schools, this assessment finds the quality to be at an unsatisfactory level. Key areas such as materials, teaching competency, management quality, and overall durability of the schools, are weak and in need to strengthening. And ultimately, the evidence suggests a child will not receive an education of the standard desired by RoGC standards, and their learning outcomes will be weak.

A quick summary of the project's major strengths and weakness is listed below, and will be further discussed in the findings section.

Table 8. ICREEC Major strengths and weaknesses summary

Strengths	Weaknesses
Kids feel safe in schools – and strong awareness of child rights in communities	The durability of results (e.g. material maintenance, applying training) is questionable
Community schools are benefitting kids and better ownership in those – SSC seem more active	Inconsistent state between schools, and between community and state schools
Schools are being accessed – kids are enrolled and attending schools	The technical approach to improving education in schools – project is reliant on PoE cascade training with little follow up to improve educator competency in basics such as classroom practice, curriculum implementation, student assessment, etc.
Evidence of all project activities having been implemented	Basic child safety in schools – preventing child injuries at school
Many individual examples of good educator behaviours	Overall quality of teaching is low, highlighted in particular by the dysfunctional student assessment practices
Good examples of WASH in schools – primarily hardware but a of good handwashing behaviours too	Educator motivation/discipline (cause and effect of other issues)
KHEN has good presence in schools and strong relationships	Student participation in schools is submissive and student-teacher relationships very hierarchical
7 of 11 Community schools transferred to state management - great achievement	High risk of unsustainability/ ongoing weakness with community schools given quality of DOE in the District

¹⁰ MoEYS Mid-Term Review Report in 2016 of the Education Strategic Plan 2014- 2018 and Projection to 2020 (2016), pp.7.

A key objective of the projects (Objective 1) was to improve access to schools for rural children. Through a combination of direct observation, reviewing the official attendance lists (which are admittedly, not reliably or correctly used), and through speaking to children as well, the consultancy can verify that access and attendance, for the most part, seem to be strong in the target group of schools. Very simply, there are more children in school now than at the start of the project, particularly in the community annex schools.¹¹

Stat Box. 1

5% increase in students in state schools

20% increase in students in community schools

10% in the number of girls in state schools

27% increase in the number of girls in community schools

Enrolment campaigns done each year

Impressively, there has been a significant increase in the number of girls enrolled in both schools (see Stat Box.1). The figures also reveal more children with a disability are enrolled, but it can't be determined if this is an actual increase or more identification of children with a disability. Either way improved understanding of the issue is helpful. 75% of teachers and 100% of directors interviewed stated they were involved in the enrolment campaigns at the start of the year, and so there is a solid system for enrolling rural children in school, and good commitment from educators (directors and teachers) to that process. It should also be noted that KHEN's support for community schools commenced in the Phase 1/pilot of this

project and this included targeted enrolment of rural children out of school.

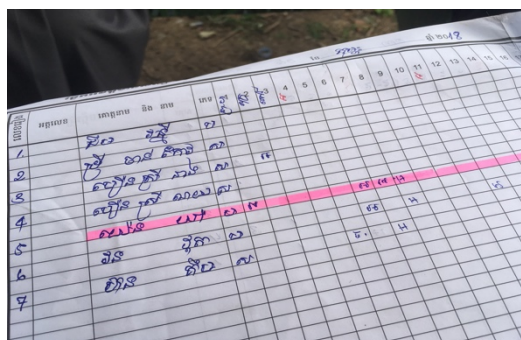


Photo 1: Only absent students are marked down - an incorrect process - but positively they are following up on students missing repeatedly, as indicated by the highlighted line.

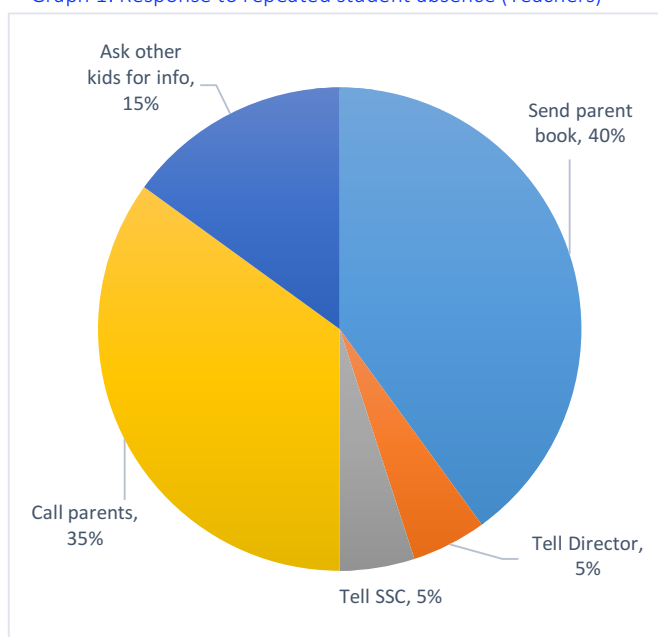
On the downside, 83% of teachers stated that the enrolment activities DO NOT specifically target children that are more vulnerable to missing school, such as the very remote or very poor, and that enrolment processes only focus on 'eligible' children, defined as those reaching the right age brackets.¹² Regular attendance is another issue. This was also part of the project's results framework but the evaluation identified an obvious gap between 'official' reported results, and a visible reality. Teachers are keeping records, albeit incorrectly (see photo 1). They follow up on students that repeatedly miss school but the most common response to this is to either to send a letter to the parents, or record the absenteeism in the

student's 'Record Book' and again send this to the parents (see Graph 1).

The teacher's attendance lists generally present a positive picture of attendance, and indeed the children interviewed indicated that as students they don't want to miss school and do so only for valid reasons such as being sick (48%) or having to help family (24%). But 47% of children also know a child in their village NOT coming to school, meaning that there are still issues of access for some children, and that school staff are rather passive in their response to this, which is an area for future improvement.

Positively, there is little evidence of significant out-of-pocket expenses being incurred by

Graph 1: Response to repeated student absence (Teachers)



¹¹ The enrolment data presented earlier in section 2.2

¹² 3-5 for pre-primary, and 6+ for primary

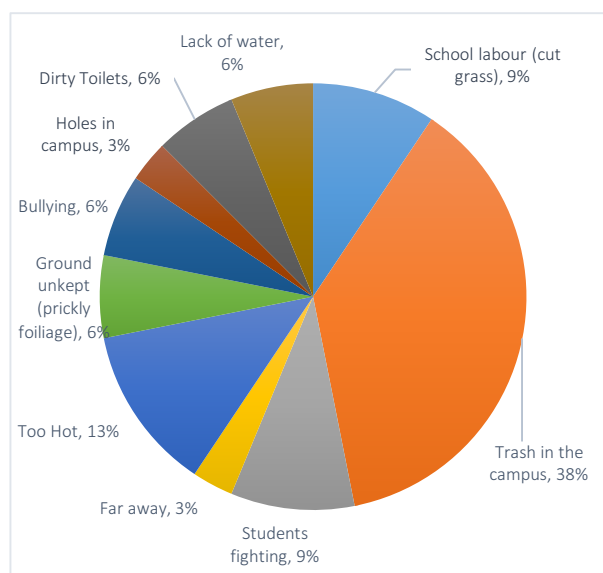
families, or teachers conducting excessive private lessons, and most schools¹³ are open for both AM/PM shifts; meaning that some common access barriers are not major concerns in the project area.

Pre-primary was only available in one state school visited (and also in a community-run pre-school), likely indicating that kindergarten-aged children are more disadvantaged in terms of access. It was not possible to obtain data on the actual number of kindergarten-aged children in the district, but undoubtedly the lack of pre-primary education opportunities is a concern, but also an opportunity for future activities.

Classroom observations by the consultancy revealed that both the state and community schools operate in a very traditional way in that teachers are the dominant force in the room and there is very little, meaningful engagement from students. Teaching mostly consisted (as per observations) of following the curriculum guides, a lot of content repetition either on the boards or in student books, and asking students to read the sections from their textbooks. There appeared to be very little opportunity for independent, self-learning, for student's questions and subsequent discussion, nor for students input into the classes.

Only 2 out of 6 (pre-primary not included), had an active children's council or children's club (there was confusion about the difference between the two). Two schools stated that the children's council had not been renewed in the new school year as they had consisted fully of grade 6 students, who had all graduated and left the school. Another school mentioned that they relied on KHEN to facilitate this and with the project's end the council stopped being active. As to what the children's council do, teachers and directors could only name three things: discuss child rights, learn about hygiene, organise clean-up activities in school. There was very little evidence that the council's themselves play a meaningful role in decisions about the school management, or provide a child's perspective into school management. Children's thoughts and feelings about their school are not only important to acknowledge and respect, but also extremely insightful and thus useful for school management. Graph 2 illustrates the wide range of insights they have about the school experience. The general dismissal of student participation in school management is a missed opportunity by the schools. For KHEN, it would be beneficial to review their approach to children's clubs and adopt a more child-centred model that values children's input and a model that has clear links to harnessing their knowledge for school management.

Graph 2: Least favorite part of school (per children)



Pupil-Teacher Ratio (PTR) was a positive element in all the schools visited. No class observed looked to be surpassing a 1:25 (official policy) figure. The community schools, which are by nature smaller, generally had a PTR ranging from 1:4/5 up to 1:15. The state schools that are larger and service significantly more children, did have classes with PTRs of around the 1:25, but on the whole, this did not seem an area of concern, and if anything. Most schools were able to spread a full set of grades across AM/PM shifts, and not have double up, even in the community schools where individual class sizes were very small. And only on school was utilising multi-grade teaching – a combined grade 4 and 5 class – which according to the teacher was due to there being a very small number of G4 students enrolled in the school. Some very small PTRs of 1:5 and 1:6 were noticed in state schools, and, if those are the genuine number of eligible students for that grade, then it is possible that having a dedicated teacher for such small groups is not the most efficient use of resources.

Community support for and participation in the target schools appears good, but primarily with regards to financial and material support. Every school has a school-support committee, and 100% of school had

¹³ Only one community pre-primary school was not open both shifts.

received some form ‘contribution’ from the community and student parents, be it money, or building materials, or in-kind labour. The support from the local Commune Councils – 80% of the schools have not received anything from the CC, according to directors - is in stark relief to that of the community. Both teachers and directors, described the SSCs in the community schools in terms that indicate they are more pro-active and engaged, which is logical considering they often sprang up as a community initiative. But the SSCs seem to as a resource mobilization body. When asked what was the last activity the SSC was involved with at the school, only three responses came back: *wood collection, general labour and school repairs, and evening the ground*. Again, this appears to be a missed opportunity to get more people involved with aspects of the schools that are under-resourced, such as teacher support or kid’s clubs.

The engagement with parents, initiated from schools is a mixed result; no teacher indicated organising any **formal** one-on-one meetings with parents at school, rather there are lots of informal meetings in which the general topics were either “student progress” or “contributions”. There are also group meetings/parent forums held once or twice a year in which student progress might be discussed. Similar to the SSCs, parents seem to be overwhelmingly viewed by school staff as there to help with two things, homework, and helping to pay for school repairs or upgrades. This not unexpected but a weakness and missed opportunity in school management approaches. An interesting contradiction in the findings is that 80% of directors believe that parents are “generally happy” with the school, but they also all claim parents complain too much about the school; clearly, the bonds between parents and school management can be improved.

The evaluation was unfortunately not able to speak to as many parents as would have been ideal. However, the small sample interviewed showed an interesting but (anecdotal) division – the younger parents who could read demonstrated more enthusiasm for school matters and more knowledge about their children in school, than the older parents, who also happened to be illiterate. Again, this is not unexpected but important to point out - for future activities - as the younger parents could be given meaningful roles with schools, and the older parents could be supported more directly so that they can form a stronger understanding and then connection with what happens in the schools, and their children’s education.

Overall school management appears inconsistent, weak at times, and in need of more structure. For example, the director at Doun Troet State School demonstrated a real enthusiasm for his job, was able to produce records and materials quickly, those materials were secure and kept in an orderly manner, and the general state of the schools’ grounds and classroom indicated good internal attitudes and practices (see photo 2). On the other hand, two of the community schools, which have been transferred and are officially now state schools, share their director with another state school; the director only visits for a monthly meeting with teachers, or on special occasions (like the evaluation).



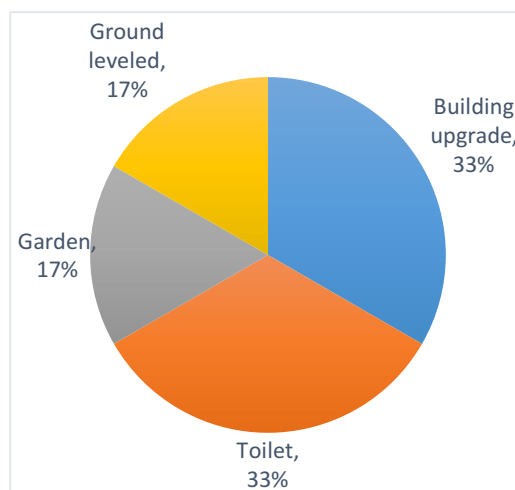
Photo 2: Doun Troet State School – originally an annex school the material investment has been maintained and steadily expanded - a positive example of valuing and taking advantage of external support rather than letting it degrade.

Most schools could demonstrate a process of monthly meetings between the director and teachers, but this was concerned with urgent issues and some training – it was not structured ‘school management committee’ per se. As such, teachers seemed to have little influence in school management other than passing on feedback via informal meetings with the directors. There was a clear hierarchy between state teachers and contract teachers and school directors did utilise this as a layer of middle management/ support: state teachers were expected to help and mentor contract teachers, particularly in the community schools.

Only 20%¹⁴ of schools had a current school development (SDP) plan, or school improvement plan (SIP). One director stated he was “waiting for KHEN to help with it”. Furthermore, prioritisation of resources by school management was very narrow and focused on the hardware needs of a school only (see Graph 3). It is unclear if this is an inability to differentiate between materials and software needs (with all schools needing more soft support); a belief in investing in materials leads to improved student performance; a lack of confidence in their own ideas, or something else. What is clear is that support for educators on how to identify (and then address) critical needs versus non-critical needs would be beneficial for future activities.

Encouragingly, 100% of school directors are familiar with the CFS framework, can remember going to training on CFS (provided by POE and KHEN), and 80% have seen a DTMT CFS checklist. But a strong and detailed understanding of the policy and then how to apply it meaningfully and successfully seems lacking, with only 40% of being able to name a specific example of using the CFS in daily school work.

Graph 3: The last SDP/SIP item achieved in school



Directors conduct teacher performance management via formal processes only 50% of the time, and 60% of directors stated there is no system for following up areas of weakness identified, other than something like “verbally pointing out weak areas and discussing ways to improve.”



Photo 3: Down Troet State School – integrated model, well maintained



Photo 4: Sung Il State School – handwashing station inherited from another NGO – poorly managed – the station is ‘padlocked’ from being used



Photo 5: Ou Dermchiek Annex School – good access and latrine structure, with a closable door and water, good distance from the main school structure



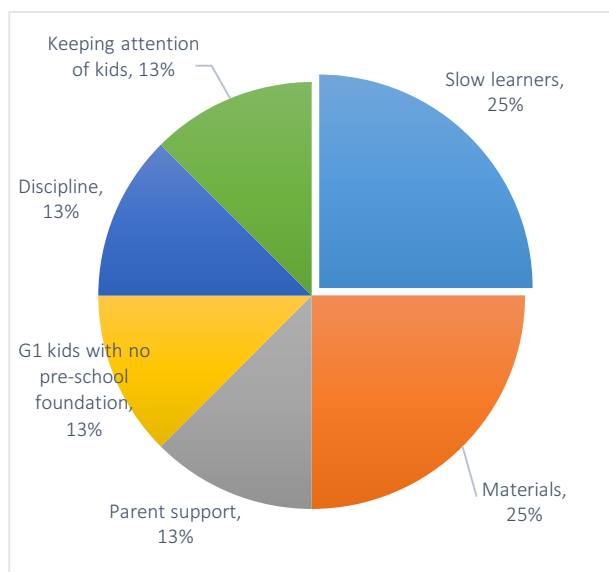
Photo 6: Phum Kandal Annex School – poor structures and poorly managed

¹⁴ 20% had a plan; 20% claimed it being prepared: 60% has no plan as yet.

WASH in schools is generally an area that was very positive from school to school. The rural community schools have access to basics toilets and some form of water collection and storage. Water filtration devices were available in some classrooms and there were functioning handwashing stations, as well as hygiene promotion materials visible. The system in Doun Troet State School is a very effective, integrated model, with water collection capacity sufficient to last the dry season, according to the director. But as with a number of aspects of the project, inconsistency and poor maintenance blight other schools. Multiple latrines were seen with no flushing water available on hand, despite there being water at the school, and their general cleanliness and maintenance was quite poor in 4 out of 7 schools. See selected photos 3-6 above to illustrate the inconsistency. Students were seen washing hands in schools and interviewed teachers spoke of encouraging this during breaks time.

Teacher performance in the schools is also a mixed set of results. The project sponsored approximately 15 contract teachers to be involved in the project, but only 50% of the contract teachers interviewed had participated in the project, the others had left or been removed.¹⁵ The new contract teachers had received none of the level of support as the originals placing them at a significant disadvantage to the both the field research questions, but more importantly their work in the classroom. Only 44% of teachers could properly name one of the six key dimension of the CFS framework, and only 25% were able to remember any CFS training over the last year. 83% had not seen the G1-G3 national reading benchmark guides. 92% said they had no mentor to go to for help/or were not helping any other teacher with issues, and 54% said they only prepare their lessons for the next class, the day before, and they usually only plan for Khmer and maths. Finally, 60% of teachers keep their materials in an untidy and insecure manner, primarily in a laptop bag, and the prevailing approach is for teachers to keep student records at their home, with no duplicates; raising the question what would happen to a child if those records were lost?

Graph 4: Biggest challenge in the classroom (teachers)



There was quite a wide range of response to the question of what is the biggest challenge in the classroom (see Graph 4), indicating that there are weaknesses across all the basics of teaching and classroom management; but 'slow learner' was recorded as the largest challenge, indicating teachers don't feel knowledgeable on how to deal with learning variability, but also just how tough the whole system is as they are not getting the additional support, especially in-service, support they need. 54% stated that the DTMT had not visited in the last three months.

The skills gap in the classrooms is also reflected in responses by children – 95% students named their favourite subject as either Khmer or maths, indicating just how dominant these subjects are, and how little, and how poorly, other subjects are delivered. Another

very interesting observation from the evaluation was the behaviour of most students when involved with one of the research tools; in a drawing exercise, when given the choice of many, many different coloured pencils, and a small number of grey, lead pencils, the children always chose the lead pencils first; possibly indicating a discomfort or unfamiliarity with creative expression, but a noticeable pattern of behaviour.

As gloomy as that sounds, the evaluation actually found cause for hope and positivity. Despite most of the teachers being ill-trained and under-supported, there were many examples of really good teaching instincts, or application of something learned at a training, including:

- the making of additional classroom learning materials outside of school;
- preparing lesson well in advance (one week before) and for a full week;

¹⁵ An RoGC law requiring contract teachers to have finished at least year 12 was one of the major drivers of this and out of the hands of the project

- realising that students are bored they stop using the textbook and switch to another activity;
- mixing the lessons with physical activity too to keep kid energised; and,
- 36% of teachers, including contract teachers, knowing that slow learners need more support (see Graph 5)
- schools complying with ministry regulations by not putting contract teachers in the important G1-3 (for state teachers are significantly more skilled).

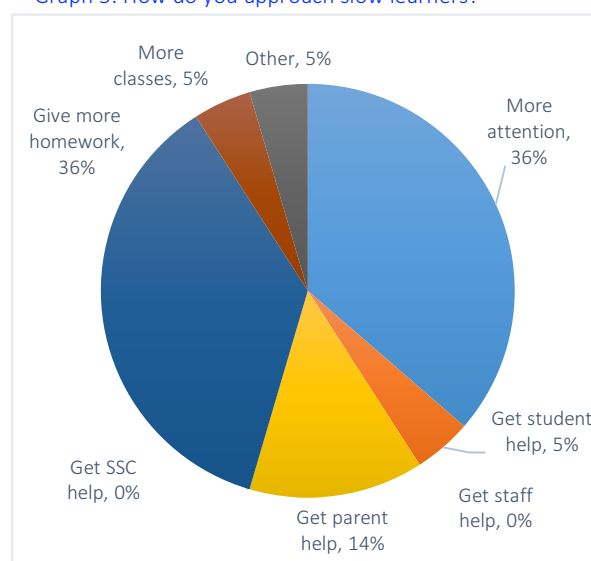
Mini Case Study

A contract teacher at OuNoNorn State school, who has been there for less than three months, who received only 2 days training with the director, and has yet not been paid, was the only teacher to say that she was instructing a full range of subjects through the week (not just Khmer and maths) and was using fun games in class to help the children when she can see they are getting bored/inattentive. Her natural instincts for teaching were good and she has the potential to be a good community teacher.

All told, there were many example of good practices and instincts within teachers, they are just not seen consistently enough from school to school, or as a complete set of skills from teacher to teacher. But the fact they exist means they can be further developed and utilised to create peer-to-peer learning.

Testing in the schools is poor and a major area of concern for the school groups. 100% of teachers are developing their own test templates at the school, rather than using formal materials or even informal material known to work. One teacher described the process of assigning results to a reading exam as 'the best scores go the children who retell the story exactly as I told it'. The lack of awareness of the G1-3 reading benchmarks is an immediate opportunity for future work in these schools; introduce these to the schools, train the teachers and directors on them, and support them in-situ to be use them correctly and effectively.

Graph 5: How do you approach slow learners?



With regards to if project's activities have had any impact on learning outcomes for students, the evaluation cannot make any determination about this for the reasons: it was not possible to conduct any data review of student test scores on account of the information is not available in any meaningful way in schools or with POE. Testing methods of teachers are weak and very variable to the point that the scores themselves likely have very little relevance to a student's actual ability. And secondly, the project did not have the resources to try and collect the data independently from the school system.

The promotion of child rights is an integral part of KHEN's identity and along with a strong child protection approach (that can be utilised in schools), has been a success of the project. Teachers, students, and directors alike demonstrated good knowledge about the concepts of child rights and child protection. 100% of students feel safe at school, and 76% feel safe in their village – the other 24% identified local hazards as the road or river as dangers. The majority of schools has a child-protection response poster, provided by KHEN, readily available and visible. As positive as this is, the research also showed there is significant inconsistency in the responses by teachers and directors as to how they would handle a possible child protection case. Only 20% of directors indicated they would use KHEN's referral system, and 25% of teachers stated they would contact the parents first, if in the case of the parent being the perpetrator, is concerning. These results are a slightly skewed as the new contract teachers have not had the same training as others and its likely their responses are weaker. These results are also at odds with the apparent hollowness of the children's clubs and any lack of input from them into school-decision-making. However, the knowledge or

one's rights is an important starting point, and foundation from which children can more confidently demand better service from their schools and leaders.

A key finding from the evaluation is the need for improved child safeguarding practices in the school with regards to common risks, or in other words, the ability to spot things in and around the schools that children could injure themselves on. The evaluation saw a number of ways children could have been injured, which school staff don't seem to be able to identify (see photos 7, 8 and 9). This is a recommendation for the future, especially for two child-focused organisations.



Photo 8: Heavy cement bags left in classroom



Photo 9: Child playing with bricks left in schoolyard



Photo 7: Rusty and sharp old school swing – also very hot in the glaring heat of the day

Finally, a key objective of this project was to have approximately 60% of the 11 community schools connected to the project, transferred over to management by the DOE/Commune Council and recognised as official state schools. The table below summarises that result. The community school model is very good conceptually for local ownership and sustainability, and the transfer of 7 of 11 schools to the state is very impressive. The evaluation does want to acknowledge this achievement, as the schools are kept going through a mix of DOE/commune council and community inputs. In particular, the land used for the community pre-primary schools has been donated by commune councils, and this is a very significant contribution and basis for an enduring school.

Table 9. Summary of community-school transfers to POE/DOE/CC

Primary Schools	Pre-primary/Community Kindergarten
3 schools fully and formally transferred to DOE management 2 schools in the process of transfer. 2 not ready for transfer	All 4 have been successful transferred over to management by the Commune Council

5. Evaluation Analysis

As per the term of reference for this evaluation, there are five major areas of analysis, as outlined below. A simple traffic model will be used to evaluate the performance in each area, using a three-category scoring range:

- **Green** for satisfactory performance - with strengths highlighted as well any areas for refinement
- **Yellow** for acceptable performance - acceptable but needing improvement in highlighted areas
- **Red** for concerning performance - in need of significant improvement in identified areas

Evidence and data will be included to support each assessment, and to help answer the sub-questions.

(5.1) Impact

- Change for disadvantaged children
- Progress towards intended impact
- Change and impact at a personal level

✓ Acceptable Performance

Summary Analysis: Overall the evaluation assesses this as ‘Acceptable Performance’. There is clear evidence that more children, and children who live in remote areas, are in school as a result of this project’s collaboration with the target schools and DOE. This improved access is of significant benefit to children, even if a quality learning environment and experience cannot always be guaranteed. The opportunities they get to socialise, play, learn at school are still very valuable. Class observations revealed that basic language and maths skills are being taught, and even if the quality is not strong, this is helping to prevent the possibility of growing up illiterate. The observations also show that children are generally active in the class and with the teacher, as much as the teacher’s model of instruction allows, but they are attending, and by their own account enjoy coming to school and try not to miss school if possible. So, the children themselves value the opportunity to come to school and this is a positive impact on a personal level.

There has also been an impressive increase in the number of girls enrolled in both state and community schools, and also the number of children classified as ‘with a disability’¹⁶ enrolled – so in this regard the project has done a solid job of positively impacting vulnerable children.

The project has had less impact are with regards to learning outcomes, and community-school relations. Learning outcomes could not be tested in any meaningful way, as mentioned earlier, so no assessment can be made of the project’s impact on student education progress. However, classroom observations of teaching approaches and teacher’s self-descriptions of how they prepare and deliver content, would lead the evaluation to believe that children would likely not score well when tested against national standards. And although communities’ schools do have strong links with parents and the communities they exist in, their input is really limited to financial and material contribution, attending school ‘public forum’ once or twice a year, and possibly helping with homework. There were few examples of parents involved in classes, helping teachers, helping in the schoolyard, or being involved in any school management decisions. In so much as they “value, participate in and actively support & advocate for education and other Child Rights” the evaluation can’t say with confidence this has been achieved to high level or consistent level.

(5.2) Effectiveness

- Outcome and output (result) accomplished in relation to the project design
- Effective M&E system/evidence of staff learning and improved project practice
- The quality of the learning environment in inclusive classrooms/ reached MoEYS standards.
- Effective strategies that have proven particularly effective for achieving the outcomes.
- How the views of children were captured in project cycle

✓ Satisfactory Performance
(borderline)

Summary Analysis: Overall the evaluation assesses this as ‘Satisfactory Performance’ but bordering on only ‘Acceptable’ due to the results achieved for *‘quality of the learning environment/reaching MoEYS standards’*. Generally, KHEN’s systems and project cycle management are solid and are being applied. They used technical approaches that were standard for Cambodia (and are still used widely), for example cascade

¹⁶ Enrolled student data: State school Baseline - 31 GwD & 41 BwD
State school Endline - 76 GwD & 86 BwD

Community school Baseline – 5 GwD & 18 BwD
Community school Baseline - 11 GwD & 24 BwD

training, but do need help in this area to improve and catch up to advancements made over the last few years in education project work.

Table 9: The project's achievements as per its logframe (planned versus actual)

Planned Objectives (#)	Objectives Achieved (defined as meeting indicators set out in the logframe)	Objectives not Achieved/Undetermined	Comments
5	4	1	Objective 1 could not be correctly measured and was classified as 'undetermined'
Planned Outputs/ Results (#)	Outputs Achieved (defined as meeting the indicators set out in the logframe)	Outputs not Achieved/ Undetermined	Comments
12	8 - Results: 1.2,2.1, 2.2, 2.3, 3.2, 4.1, 5.1, 5.2	4 - Results 1.1, 3.1, 4.2 & 4.3	Result 4.2 & 4.3 was evaluated as 'undetermined'

The information above represents a satisfactory result and is useful for an organisation such as ChildFund, which is funding local NGOs, to have an overview of planned results versus achievements. However, 'achievement' here is simply defined as realising the success indicators set out in the logframe, without a deeper review of the quality of the results, and so it offers only a little analytical value. In addition, an analysis of the logic within the logframe, the relevant indicators, and the data collection behind the indicators, shows that structurally the logframe design could have been stronger and that some indicators, in and of themselves, did not really provide a proper measure of success. Two examples include:

- *Objective 3: To facilitate collaboration with P/DOE and SSCs to achieve sustainable improvement in the standard of school management in accordance with CFS standards*
- *Indicator 1: 63% of community schools are managed by DOE by 2017.*

This indicator does not really tell us anything about 'achieving sustainable improvement' in school management – it's simply a counting of schools that have been reclassified from community to state school.

- *Output 2.1: Teaching practices have improved and incorporate a child-centred approach as measured by the MoEYS CFS dimensions*
- *Indicator: 75% of CFS/DOE teaching standards are consistently met in 14 state schools and 11 community (primary & pre-) by 2017.*

This indicator was measured using self-assessment forms answered by teachers and directors, and although 'self-assessments' are common in Cambodia, they are not the best tool due to obvious conflicts of interest in saying what an interviewer wants to hear. Will teachers actually admit to not '**consistently**' meeting standards? In addition, some of the questions could have been better crafted. For example, in the interview forms with children, it was asked "Do you think your teacher gives you enough attention?" Will a child know what "enough" is if they only have one experienced one style of teaching?

KHEN's commitment to data collection though and their core systems for data gathering are very good and effective, especially for a local NGO operating on a relatively small budget. They have accessible data and data collection tools, and a clear overarching M&E framework. This seems like an area they have really invested in and are uncompromising in their M&E commitment, and KHEN is to be commended for this. In this project, their baseline and endline surveys were significant pieces of work and very impressive. There are however a few ways in which their M&E system, and specifically data analysis, could be improved (see section 5.2/5.3 for more details).

The quality of the learning environments is inconsistent from school to school and that, resulting in part from teacher capacity, is an overall weakness of the project's effectiveness. The evaluation team used the MoEYS CFS checklist as part of their field visits and all schools failed multiple sections; really Doun Troet State was the only one that came close to meeting MoEYS standards. The data is too much to include here, but the key point is that school directors, teachers and community member all have a general sense that the

CFS framework exists and that it includes these requirements of inclusive, safe, friendly, and nurturing school environments, yet they are not skilled enough, or resourced well enough, to be able to create them. The CFS framework is an ambitious agenda and in the community schools, in particular, it is unrealistic to expect them to fully comply. But it is also true that the fundamentals like good record keeping, lesson preparation, neat and tidy classrooms, and child-safe environments are not being met. The delivery and application of training via the cascade training approach seems to have been ineffective as there appears to be little evidence of the training influencing the daily situation in schools. In future projects, training activities need to be structured to include opportunities for regular application, and follow up support to engrain learning.

The two most effective strategies in the project were the annual enrolment campaigns, supported by communes and DOE staff, and the community school model. Both have contributed to increasing enrolments for rural children. The community school model in theory is a very good one – it reaches children in the very isolated pockets who otherwise might be tempted to skip school because of the distances, and aims to transfer the schools to state management at some point, which is a strong concept of local ownership and sustainability. And this project has seen 9 out of 11 community schools ‘transfer’ to the state, which is great success. However, continued, sufficient resourcing of the schools by government can’t be guaranteed (obviously), which is a clear risk. As is the fact that the community schools are not able to provide the same teaching standard as state schools – they are just not resourced well enough – and there is a danger of creating a group of students who will move into other state schools in later grades and be significantly behind the other students. This is why a focus on teaching quality and in-service support for all schools, community or state, is really important.

Lastly, regarding children’s input into the project. KHEN was very thorough and sensitive when collecting baseline and endline data from children and is to be commended for this. However, the example of the children’s council/child clubs – either not functioning or acting solely as a place to learn about ‘child rights’ and ‘hygiene’ - indicates that more regular and meaningful input from children during the project cycle is something to aim for in future activities.

(5.3) Sustainability

- | | |
|--|---|
| <ul style="list-style-type: none"> • Sustainability of the results (those most likely to be sustained, most fragile, factors contributing to, or hindering, sustainability) | <ul style="list-style-type: none"> • Accountability and capacity of parents, government bodies and school community • Ownership by project stakeholders |
|--|---|

✓ Acceptable Performance
(borderline)

Summary Analysis: Overall the evaluation assesses this as ‘Acceptable Performance’ but bordering on ‘Concerning Performance’. This is the most challenging area for the project and KHEN. The major issues include:

- Inconsistency of results from school to school and teacher to teacher: It’s hard to have lasting impact in a community if results are so variable from one group of stakeholders to another.
- Maintenance of material inputs: linked to inconsistency, and there is a wide range of how well things like library corners, school textbooks, and WASH infrastructure, are or are not managed and maintained in schools. This gap needs to be narrowed.
- The delivery and application of training: the cascade training model seems to have somewhat been ineffective in the project as there was very little specific recall by those involved, meaning there has been little benefit from the training to the daily situation in schools. It appears much of the training topics would have to be delivered again, which is essentially a result that has not been sustained. Future training needs opportunities for regular application, and follow up support to engrain learning.

As mentioned above, the community school model is conceptually very good for local ownership and sustainability, and the transfer of 7 of 11 schools to the state is very impressive. The evaluation does want to acknowledge this achievement, as the schools are kept going through a mix of DOE/commune council and community inputs. However, these schools are a long way behind other state schools in terms of infrastructure, materials, teacher quality and school management – for example they have no permanent school director and the teachers receive a monthly visit from the director at the nearby state school they are annexed to. This seems like a fragile model that could collapse, or create a school that does not have a proper management capacity and thus leading weaker learning environments and outcomes.

The agreements with DOE/POE that govern the transfer are very loose, as described by POE/DOE directly, and do not contain specific provisions of material or teacher support. There is no formal ‘community school’ policy or framework to apply, rather, they now fall under the CFS framework, but are significantly short of meeting minimum standards in this regard. So as much as the transfer itself is a good example of sustainable development and government/community collaboration, the long-term viability of the community schools, without external help, is questionable.

The enrolment activities are a sustainable approach and effective. There was high commitment to the these occurring annually, with good involvement by teachers, parents and existing students. These are delivered by locally-conceived public announcement activities, which seem effective, and easily implemented by different people.

On the downside, the local management of key project inputs, for example the library corners or latrines, was inconsistent from school to school. In those weaker schools, the obvious drivers of the poorer quality included:

- the absence of a management system – for example, the schools with dirty and run-down latrines had no clear process and no system of sharing responsibility, such as a roster, for cleaning the latrines daily and providing flush water, leading to their neglect.
- And a lack of leadership and ownership by teachers and directors. Graph 2 – least favourite part of school as per children interviewees, reveals that easily manageable issue such as trash collection and disposal, is not being done well. Multiple teachers also complained that children are too ‘naughty and break things too much’, which is a common and convenient excuse for inactivity. This is not across every school but this lack of positive and accountable leadership at some schools is an area needing address in future activities.

As reflected in the comment above about the inconsistency between schools, there is inconsistency in ownership by project stakeholders. Active and engaged teachers, directors, SSC members and parents do exist, but not across each group and for each school. KHEN knows the value of harnessing natural leaders or ‘models’ ‘for software-focused work,¹⁷ and that is what its missing with cohort of teachers, directors and community members in Samlout; a dedicated effort to give such people opportunities to be involved more, support and help them when the encounter challenges, and help them share their development with others.¹⁸

Contract teachers were also one of project’s most fragile elements. The high turnover of those contract teachers who participated in the three-year project means the investment in that area was not successful and unsustained (due in large part to the government’s law change regarding eligibility). The idea of the contract teacher is sound and has demonstrated success in other projects, and should continue to be pursued. However, the fact that the DOE/schools in this project are not able to adequately replace, train and support new contract teacher, indicates the need for a revised approach in future KHEN activities

¹⁷ There is a model parents group in the project based on that concept

¹⁸ See ChildFund/KAPE’s work on the Easy2Learn Model, or See Beyond Borders Mentoring programme in its work, for successful examples of this.

(5.4) Relevance

- Project relevance to the context and child rights situation in Cambodia.
- Project relevance to KHEN strategies.

✓ Satisfactory performance

Summary Analysis: Overall the evaluation assesses this as ‘Satisfactory Performance’. By RoGC’s own admission, education and learning progress in Cambodia is still very challenged and the right to quality education not realised for most children. Hence, this project is very relevant for Cambodia. It is also completely in alignment with KHEN’s own strategic priorities. Its first objective under its current strategic plan (2015-2017) is to “contribute to a continuing improvement in the education and well-being of all Children.”

There are two important insights related to relevance. Firstly, the technical education approaches used in this project were pretty standard for when this project was designed and started three years ago. Some very promising development work in education has since taken place, partly driven by strong performance by NGOs¹⁹ and partly by a genuine reform agenda from the Ministry. That context is important to understand that KHEN’s approach in this project was acceptable for that time, but looking forward, it would have to technically shift toward adopting these successful interventions (as suggested in ‘Recommendations’).

Secondly, part of KHEN’s identity as an organisation is commitment to child rights and its successful promotion of this in its projects and with project stakeholders. There is clear evidence in this project also of child right awareness raising being conducted and good recognition of child rights. However, what is not so clear is the tangible, personal benefit this brings children in rural Samlout District. Good schools, good teachers, and safe communities are of more direct benefit for those children. The right to a quality education is an important message to send through an education project and that can be then backed up and demonstrated through high quality education support in schools and communities. But education projects should focus on that, and as happened in this project, activities focused on learning the full set of child rights are not the wisest use of resources in the opinion of this evaluation.

(5.5) Efficiency

- Efficient use of project resources.
- Cooperation and learning among partners and within KHEN

✓ Acceptable performance

Summary Analysis: Overall the evaluation assesses this as ‘Acceptable Performance’. Linked to issues raised earlier about sustainability and technical approaches, the project can only be assessed as ‘acceptable’, with regards to efficient use of resources. There is no doubt some activities in this project will survive the test of time, but some will not, and so in that sense they were not an effective use of resources.

KHEN’s internal budgeting also has some unusual line items and possibly and perhaps a more efficient budget could have been developed, but this is not a serious concern.

Roughly 25% of the budget and 15% were spent on hardware and software respectively. These are not bad ratios, but in order to move towards better sustainability and more quality over quantity, KHEN should look to invest as much as possible in training, support and mentoring for those education duty-bearers who ultimately need to manage and maintain any future materials investment.

¹⁹ As above

KHEN has good relationship with the schools and DOE/POE and this was a strength of the project. The evidence also suggests that reporting to both EDUCO and ChildFund was timely and in full. As mentioned in other areas, there are some areas for improved reporting by KHEN, particularly with regard to tracking and reporting on outputs in a clear way.

5.6 Quality of the project design

The technical approaches in the project are basically sound, as at the time of design, and all of the major stakeholders in any good education project (schools, communities, students, government) are included in project activities. It has a good balance between material investment and software activities – defined here as any of the training, awareness raising or promotion work. It also uses the national systems as a basis for its design, including activities on CFS framework, with teachers, directors and school cluster groups, and SSC members, and planning to utilise the DTMT body for technical support a follow up.

The major flaws in the design are:

- Too heavy reliance on POE/DOE for training via a cascade model that only had the DTMT body as its way of providing follow up support after training. DTMTs across Cambodia are weak and this is not exception in Samlout.
- It's busy and crowded design that spreads too many activities across too many stakeholders (see Annex 6 – Beneficiary Map) – the quantity of activities has likely been a large workload and burden for staff just to coordinate, let alone delve into the quality of each.
- There was no attempt to understand and track learning outcomes. This is a prospect much easier now with the development of things like the G1-3 Khmer reading benchmarks, so this understandable, but should be mentioned as a priority for future activities.
- And too many token events that are not valuable use of resource, such as 'exposure visits' or 'promoting of education workshops'.

From a logframe perspective, the planned activities in the project do flow well, sequentially and logically. However, there are two areas for improvement. Firstly, ensure that there are clear links between each layer of the logframe. For example,

- o objective,
 - o x number of outputs that combine to achieve the objective, and;
 - x number of activities that combine to achieve the output

There was some disorder in the logframe with outputs grouped under the wrong objective (for example result 2.8, was actually more naturally connected to objective 3).

Secondly, and very simply, the template they used for the logframe grouped all objectives together, outputs together, and activities together, rather than allowing a flow from objective, to output, to activity. It's very easy to get lost with this template as seem to be the case, but this is easily remedied.

5.7 Integrity of the project data

KHEN did an outstanding job collecting information from all the school stakeholders, and possibly too good; that is perhaps they had too big a sample size and collected too much information. A similar or future project could be more targeted with the information sought, and then rely on a smaller sample size. In this case KHEN has admitted that they would have liked to collect student test scores, but it was just too much with everything else being collected. So, ensuring they are collecting the right data should be a priority for the future.

In addition, focus on the individual unit of analysis and not just the aggregate score. For example, in this project, a school's compliance against CFS standards was measured using a series of questions based on the CFS framework. The 'result' of this was then reported as an average percentage for all 25 schools, rather than giving a school-by-school score breakdown and analysis. Measuring and reviewing the core unit, in this case the school, is more appropriate in order to look for ways to target activities, for example give more support to weaker schools or leverage stronger schools for learning about how they do so things so well. This is just a refinement of their data analysis.

Finally, KHEN should learn to adapt their data as needed. For objective 2, the planned indicator target was revealed to be already achieved through the baseline information. A new indicator target was not established after this, which was missed opportunity to collect another type of useful data.

5.8 Verified reported results

There is clear evidence of all activities planned for the project, being undertaken. The only exception being Activity 4.5 – a literacy pilot program for adults, which did not go ahead because of the lack of government support for it.

KHEN's reporting of results was at times somewhat confused and then misleading, primarily due to a misunderstanding or inconsistency between the data collected and the data requested in their logframe. For example, the indicator for Output 1.1 was:

- 11 community schools & 14 state can be counted and assessed as meeting 80% of CFS standards by 2017

KHEN Reported this as 72% achieved – on further investigation the evaluation found this was the average score achieved for all 25 schools, which is interesting, but not what the indicator asked for; it asked to measure how many **schools reached 80%** or more of the CFS targets. This was in fact only 8 schools, or 32% of the schools. These were not deliberate attempts to mislead or distort data but rather some misunderstanding on how to process the data they collected, and some errors in setting up of data tools. These are small, very fixable issues but worth noting in this report so that KHEN can continue to improve its organisational capacity.

5.9 Human impact

The most obvious human dimension and benefit in this project is children in school. For the most part, children in the schools visited seemed happy and engaged in the classroom, attentive and responsive to exercises and teacher requests, even in spite the often-one-way rote teaching style being used. Children were not overly distracted by the consultancy team arriving at schools, and quickly switched their attention back to the class, which was both surprising and pleasing. Similarly, whilst the consultancy teams were undertaking in-classroom observations, the children were not noticeably distracted by the foreign presence and were able to maintain focus in class. Children demonstrated good discipline in class, and during break periods, and 100% of interviewed children responded positively to questions about liking school. These findings were very pleasing, and, putting aside all other issues about teaching and school quality, they are evidence that the project's focus on increasing access to a school, is really valuable for an individual child. This is important to highlight in the evaluation, that simply put, children were happy to be the schools being supported by KHEN.

The other interesting human element experienced in the research was that of 'Contract Teachers'. As mentioned earlier, their experience in the project is one of the more fragile parts. However, some of the new contract teachers interviewed were the most impressive teachers (please see mini-case study on page 20 for more info). The contract teacher model can be really impactful at a human level, if it finds those people with a passion for teaching, or natural instinct for it, and if they are supported properly can be a tremendous win-win – for both the kids in classes who get a motivated teacher, and the teachers who are looking for ways to use their potential and energy.

5.10 Alignment with the CFS framework²⁰

In general, the project model is attempting to address all six-major dimension of the RoGC and sub-points in each dimension, but has invested more in certain areas than others, and had greater success in certain area than others. The stronger areas applied in the project as noted by the evaluation are:

²⁰ Dimension 1 (access); Dimension 2 (effective learning); Dimension 3 (healthy safety protection); Dimension 4 (gender); Dimension 5 (community participation); Dimension 6 (school management)

Stronger areas of compliance with CFS		Weaker areas/ areas for more focus	
Dimension 1	School mapping, data collection and enrollment	Dimension 2	Child-centred education, support for slow learners, and school libraries
Dimension 2	Attractive classroom environments, and lifeskills classes (the commitment to lifeskills is good, content needs improving)	Dimension 3	School environments and basic child safety in school
Dimension 3	Child protection, WASH in schools	Dimension 5	Community socialising with school, student councils, community outreach by schools
Dimension 4	Gender mainstreaming (via enrollment and good Boy/girl ratios)	Dimension 6	Links between schools, school development plans, school assessment, director training – all these areas are very important and needs strengthening, despite investment in most of them
Dimension 5	Exhibiting children's work (good examples in some schools but not consistent), community support		

6. Recommendations

A full detailed list of detailed recommendations is tabled below, and categorised into key areas for ease of review. However, some fundamental, broad recommendation need to be raised initially and should be taken into account with any future education projects being considered.

8. For education projects, focus on learning outcomes for kids – this is first thing any education project should aim to do. The evaluation acknowledges that KHEN might not have been ready for this in the past, but going forwards this should be the centrepiece of all education work.
9. if KHEN wants to grow as an education-focused NGO, it should gain more technical expertise and any future education activities should be technically stronger, specifically in activities such G1-3 reading tools, reading kits and training, teacher mentoring and in-service support. Look to leverage existing opportunities and relationships, such as See Beyond Borders successful mentoring approach in Battambang, or KHEN's links with foreign universities, to try and get professional teachers or social worker to come and support KHEN.
10. For future education project, increase and target investment in pre-primary and Grades 1-3. This is because it aligns with MoEYS reform agenda, where significant success has been achieved recently, but most importantly, these are the crucial years for child's educational prospects; a solid foundation here lead to positive long-term learning results.
11. Revise the training model from cascade, infrequent training, to regular support and mentoring, progressive and intervalled, and if possible, in-service. This will be a big shift for an organization such as KHEN, so possibly its only piloted in the near future - say in a small number of schools within a bigger group – this might be the most practical way considering KHEN's staff size and their current level of educational expertise right now.
12. Look to appropriately budget and resource the software side of projects.
13. Improve the prospect of project activities and outputs flourishing after project's end by focusing more strongly on management and maintenance of results, and engaging the support of stakeholders – at the community level and in official positions.
14. Invest in quality solutions/activities, even if means fewer target schools/beneficiaries, and at a higher cost for each beneficiary - **Quality over Quantity!**
15. Be attentive as an organisation to the gap between strong, durable results and weak, fragile results and try to narrow that gap.

Categorised and specific recommendations

Logframe & Design	1. More practical logframe that flows 'logically' - objective, output, activity –with outputs that combine to achieve an objective, and improved indicators that measure the most important part of a project, in the case of an education project - learning outcomes. External support possibly needed to help KHEN skill up in this regard
	2. Link activities to outputs in the logframe - the template used for the logframe grouped all objectives together, outputs together, and activities together, rather than allowing a flow from objective, to output, to activity; It's easy to get lost with this type of template and it's recommended to use an alternative that groups activities and outputs in order to enhance project design and management
	3. Remove M&E from logframe to simplify – just include as separate budget line – no need to 'monitor' and report on M&E
	4. Data analysis needs to focus on the key target groups such as schools and children and organise data to be able to review the results of those groups – so that groups who need extra support can be identified. For example, it's not useful to average the results of all schools, without looking at each individual to assess any poor performers.
	5. Adaptation – don't be afraid to alter a logframe if needed – for example, objective 2 – the graduation data as a baseline already exceeded the target indicator. In this case, it would have been better to alter that indicator and look for some other issue measure
Budgeting	6. Explore unit-based budgeting - impressions are that some items over-budgeted and some under - e.g. exposure visit 5.5k versus school renovation 11k
	7. Utilise a single M&E budget rather than adding to each objective – this is clearer and more efficient
	8. Clearly budget for per diems and have a clear policy on this to avoid issues with government and to avoid over spend on this, at the expense of other more important activities.
	9. Review proportional spending in an overall budget level and maximize the proportion spent on program activities.
Child Protection & safeguarding	10. CP activities are good and quite sophisticated, but perhaps overly so, for schools at their current stage of development – it may be better to focus on improved understanding of safety and basic referral in schools, rather than complex legal training.
	11. Focus on child safety in schools – child protection is important but basic concepts of safety in schools are lacking and child safety is the first step to be achieved. Kalyan/Sreyta could provide input into KHEN's approaches and ongoing technical support.
	12. Review teacher and director training and knowledge – contract teachers have not been trained on child protection and there is big variation in responses on how to address potential case of CP – refresher training and further follow up support looks needed
Training	13. Link exposure visits to follow up tasks or in-school applications – if there are no obligations afterwards people easily forget. This could be possibly linked to incentives, for example some small reward or bonus for achieving improving lesson plan preparation for 3 months in a row.
	14. Consider using Doun Tret School as the site for an exposure visit for other schools

	15. More focus on support for teacher development and learning - in-service support, individualised, mentoring. Look at SBB for advice/input based on their successful mentoring program.
	16. It would be beneficial to provide CFS training again/refresher, but with a different training approach and trainer. The theory needs to be linked to use in classroom - clear teachers don't fully understand the concepts therein and how to apply them
	17. Use local technical knowledge and/or external knowledge to increase internal technical capabilities – Khen could leverage its links with Australian universities to gain more technical strength – for example, an experienced teacher/professor to help with teacher training, or a social worker to come and help with strengthening CP services (not advisable to get education students as they won't have the experience to deal with the situations in rural Cambodia).
Education approaches	18. More investment and project focus on pre-primary school readiness and G1-3 – this could become a technical core or focus for KHEN (with more training and support from a third party)
	19. KHEN to learn about use G1-3 reading benchmarks and library management approach, and possibly pilot this in a next project - KHEN to try in small number of schools as a pilot (to learn and success at technique) and to also be able to compare differences in schools
	20. Look to influence Thursday lifeskills courses - introducing 'problem solving activities into lifeskills classes or into kids' clubs - introduce fun activities – get directors involved to strengthen adult/student relations
	21. Look to encourage and harness enthusiasm from contract teachers the hat and develop them – KAPE/ChildFund E2L approach could be reviewed as that has demonstrated good results so far.
	22. Revise the approach to the children's clubs and: <ul style="list-style-type: none"> - enhance its child-centeredness; - alter the aim of the clubs to be safe, comfortable, informative and also fun spaces for children; - improve the structure so that membership is spread across multiple years in order to avoid the issues of entire groups dissolving at graduation, and; - train KHEN staff with the necessary skills to be able to do this
	23. Training for school staff on how to prioritise school issues. KAPE's 'School Menu' concept is an option for use in future activities as it has demonstrated good results. It is advisable to try and avoid examples like at OuNoNong School where a ramp was built but there no children with mobility issues - a disability ramp is important, but should not be prioritised when other more urgent issues face a school).
	24. Possibly set aside a 'material fund' in any new project and rather than committing in a project design to providing/building certain hardware/material, conduct school by school assessments, determine their key needs, get schools to prioritise what they want funding for, and then help with solutions - very similar to school menu idea in E2L - help underachievers, leverage overachievers
	25. Review all schools in the project to determine if they are suitable for more help – or if those resources could be used elsewhere (for example Sung Il school – too few students and too many resources)
	26. Consistently invest more in the durable, high capacity water storage/integrated WASH option - worth investing more for the long-term durability and water security
	27. General school management and discipline needs to improve and be more of a focus in future interventions – for example, meetings between staff and director, punctuality etc.

	28. Commit more years if possible - make the next project a flagship project but invest correctly - gives time for KHEN and education system to work together and improve
	29. Genuine peer-to-peer learning - cluster groups are not working – look at alternative to cluster – weekend meetings, telecommunications, different approach at cluster group meetings (if we can influence DOE). Also look at better performing schools like Doun Trouet to play a leadership role in this.
	30. Revisit approach to libraries – look at reading kits and library management training from E2L (only 1 school visited was using the library corners from ICREEC)
	31. Work with school to integrate some creative activities in schools – possibly art lessons in Thursday ‘lifeskills’ - help teachers prepare these
	32. Rewards good performance - strong school, committed staff – acknowledge good performance through form such as: private or public recognition, ask individual/schools to become leaders in acknowledgment of their success; financial, training or other incentive (such as extra time off, subsidised learning or exposure trip etc.)
	33. Need to build stronger involvement of parents and SSCs at community schools, until they mature into stronger state schools
	34. Reduce token events like ‘child right days’, and promotion workshops, and invest those resources more into ongoing support for educators, students and communities – in-service, in-school support
	35. Teacher training needs to help teachers understand the strategies for differentiated learning and how to meet the individual learning needs of students and support students to become independent learners.
DOE/POE	36. SSC membership is 75% male - need help from DOE to shift this and reinvigorate SSC with younger members/more women
	37. Establish clear per diem policy and only work with POE/DOE/Teachers that are motivated to improve (I know this is easier said than done)
ChildFund Support	38. ChildFund to focus on implementation support – more time in the field than at a desk – for example, time spent commenting on errors in reports is not overly valuable
	39. Look at hosting an internal education summit within the ChildFund family, i.e. NGO partners also ²¹
	40. More technical help either from CFC or from another organisation such as See Beyond Borders - this includes visiting schools and using existing tools to assess, provide constructive feedback and bring in support if needed
Strategic Choices	41. Shift KHEN towards some E2L activities - benchmark testing, EGRA use and school development plans are choices - peer-to-peer activities - in-service support – but how far? And how quickly? Look at piloting these in a small number of schools after proper technical training an experience gained by KHEN
	42. More investment in kindergarten, G1-3 – building the educational skills in these generations is a wise and effective use of resources (if done well).
M&E	43. Data collection system is good - but the data collected needs improvement – for example the questions. It may be smarter to reduce sample size, so it’s less burdensome, but data is done impartially (instead of relying on self-assessments). All surveys/tools should be tested and revised fully before use
	44. Simplify and standardise reporting formats, particularly the narrative reports –

²¹ Tentatively planned for May 2018

	look to ChildFund's forms that are simpler
	45. ChildFund to provide training to KHEN on its reporting formats – that means siting with people who will use them and helping them understand
	46. KHEN should develop an output-focused tracking system - excel based so that data can be tallied easily and is reliable
Disability	47. Be practical about this and not slavish to development dogma – e.g. if there are genuinely no children with a mobility issue in a school then no need for an 'inclusive ramp'.

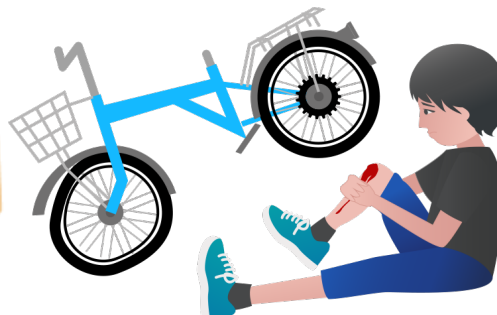
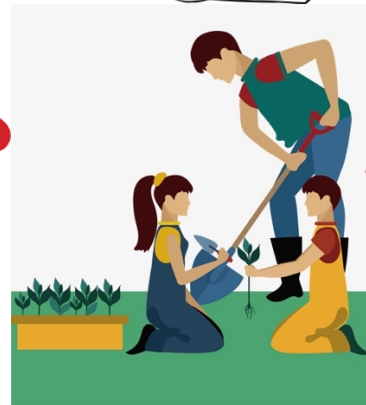
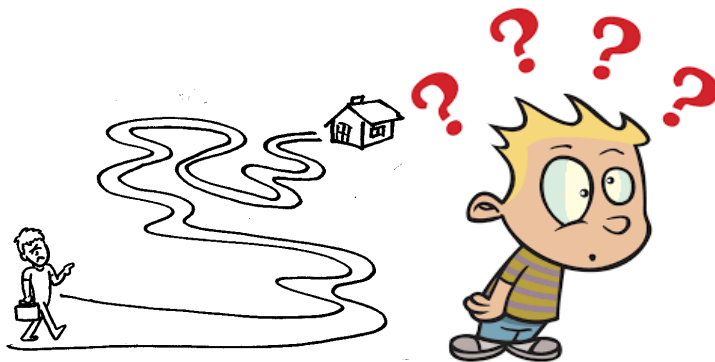
7. Annexes

Annex 1 - Draft Fieldwork Schedule

Annex 1 - Draft Fieldwork Schedule							
	Monday - February 19th	Tuesday - February 20th	Wednesday - February 21st	Thursday - February 22nd	Friday - February 23rd	Weekend	Monday - 26th
7am			Breakfast & necessary travel				
8am	Meet KHEN - discuss project management, review results,	Tasanh Commune (1) - Phnom Russey Community/Annex School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD - 30 mins with principal - Interview - 30 mins classroom observations - 30 mins with 'Active Parents Group' or individual Parent	Kampong Lpou Commune (2) - Phum Kandal Community/Annex School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD - 30 mins with principal - Interview - 30 mins classroom observations - 30 mins with 'Active Parents Group' or individual Parent	Ta Toak Commune (3) - Tatoak Community/Annex School - 30-60 mins teacher discussion - FGD - 30 mins with principal - Interview - 30 mins classroom observations - 30 mins with 'Active Parents Group' or individual Parent	Kampong Lpou Commune (2) - Ou Dermchiek Community/Annex School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD - 30 mins with principal - Interview - 30 mins classroom observations - 30 mins with 'Active Parents Group' or individual Parent		Presentation of preliminary findings to KHEN and BTB office
9am							
10am							
11am							
12pm			Lunch & necessary travel				
1.30pm							
2-3pm	Tasanh Commune (1) - Doun Troet State School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD or KII - 30 mins with principal - KII - 30 mins with SSC, Parents group, or individual parents - 30 classroom observations	Kampong Lpou Commune (2) - Aksor Te State School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD or KII - 30 mins with principal - KII - 30 mins with SSC, Parents group, or individual parents - 30 classroom observations	Meet POE - discuss project, POE role in project Meet with DOE/DTMT to discuss project, results, their role in project	Ta Toak Commune (3) - Ou NoNong State School - 30-60 mins teacher discussion - FGD or KII - 30 mins with principal - KII - 30 mins with SSC, Parents group, or individual parents - 30 classroom observations	Sung Commune (4) - Sungll State School - 30 mins with children/youth group - informal meeting (using drawing/games) - 30-60 mins teacher discussion - FGD or KII - 30 mins with principal - KII - 30 mins with SSC, Parents group, or individual parents - 30 classroom observations		Continuation of debrief Or Return to PP
3-5:30pm							
FGD - field group discussion					Alloted spare time to catch up with groups missed due to schedule squeeze		
KII - Key informant Interview							

Annex 2 - Example Tool for Child consultations

What was the reason for missing school the last time you were absent?



Each picture is individually printed and laminated and ask the children to place stickers on the corresponding reason they last missed school:

- Sick/unwell
- Must help on farm/help family
- Didn't want to come/bored
- Don't understand teacher/lesson
- School too far
- Rainy season
- No money for school
- Bullies in school
- Accident

Annex 3 – Evaluation Steps

The analysis will include the review of key documents, consultation with ChildFund Cambodia, a district visit and the preparation of a final report responding to the objectives of the terms of reference. The steps will include:

1. Gather and review project related-documentation.
2. Gather and review education assessment information to understand student performance within the context of the project's investments in the these schools.
3. Meet with the ChildFund Program Manager and Education Specialist to discuss the planning and preparation for the district visit and confirm the objectives and deliverables.
4. Meet with the Battambang Provincial Manager and relevant project team to discuss the planning and preparation for the district visit and confirm the objectives and deliverables
5. Conduct field research in Samlout District. A Draft schedule is included below, but the main groups of stakeholders to be engaged with are:
 - a. Students in the supported schools
 - b. Teachers and school directors
 - c. Provincial & District government representatives (particularly DoE/DTMT members)
 - d. SSC Members
 - e. Commune Councils
 - f. Parents in the community (especially those involved in activities such model parent groups)
 - g. community representatives (children, youth, women, people with disability)
 - h. KHEN and ChildFund staff in Battambang
6. Consolidate and clean the data collected.
7. Present initial findings to KHEN and ChildFund Battambang field office upon conclusion of field work.
8. Present final insights and findings to the ChildFund Cambodia Head office.
9. Deliver a final report to ChildFund Cambodia.

Annex 4 – Sample questionnaire

Teacher		# _____ teachers in FGD
1.	School info <input type="checkbox"/> Community School <input type="checkbox"/> State School 1. How many years/months at school? 2. Multigrade teaching: 3. If not, grades you are teaching? 4. Have you seen school SIP/SDP? 5. Last SIP items achieved? 6. Hours school open? 7. Hours you work? 8. Different grades if working AM/PM? 9. Did you finish uni/PTTC? Education background? 10. Do you give private classes?	<input type="checkbox"/> Primary Teacher <input type="checkbox"/> Pre-primary <input type="checkbox"/> Community teacher <input type="checkbox"/> State teacher Time _____ <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Kindy <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 <input type="checkbox"/> G4 <input type="checkbox"/> G5 <input type="checkbox"/> G6 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> Both _____ <input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> Both _____ AM/PM shifts used? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____ <input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____
2.	Attendance 11. How do you keep attendance? 12. What are major reasons for missed attendance? 13. Do you pay special attention to attendance of vulnerable children (poorest, those with a disability)? 14. What you do if there is regular/repeated non-attendance? 15. Any cases like this last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> List exists - no implementation <input type="checkbox"/> List exists/used <input type="checkbox"/> No system List viewed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Track vulnerable kids <input type="checkbox"/> system exists - no implementation <input type="checkbox"/> No system <input type="checkbox"/> Send parent book <input type="checkbox"/> Inform Director <input type="checkbox"/> Inform SSC <input type="checkbox"/> Contact/call parents <input type="checkbox"/> Ask other children <input type="checkbox"/> Contact DTMT <input type="checkbox"/> Contact neighbours <input type="checkbox"/> No response <input type="checkbox"/> Yes <input type="checkbox"/> No # _____ Response: _____
3.	Enrollment 16. Were you involved in enrollment campaign at start of school year? 17. Who else helped? 18. School fees required? 19. How do kids normally travel to school?	<input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____ <input type="checkbox"/> Director <input type="checkbox"/> SSC <input type="checkbox"/> Parents <input type="checkbox"/> Kids Clubs/students <input type="checkbox"/> DTMT <input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____
4.	CFS, in-class situ + 20. Can you name some dimensions of child-friendly school policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Dimension 1 (access)

	materials	<p>21. If yes, what is the dimension you find most difficult to use? Why</p> <p>22. Did you attend any training on CFS in the last year?</p> <p>23. Can you tell me something from the training that you have used in school?</p> <p>24. Can you give an example of child-centred teaching?</p> <p>25. Do you test students?</p> <p>26. What subjects?</p> <p>27. When was the last exam?</p> <p>28. Do you use MoEYS guidelines or school-based?</p> <p>29. Do you know national 1-3 reading benchmarks (show book)?</p> <p>30. Do you track progress of students?</p> <p>31. What do you do with weak student?</p> <p>32. Biggest challenge in the classroom?</p> <p>33. Who do you go to for help?</p> <p>34. Enough textbooks for all student?</p> <p>35. Where do you keep textbook/materials?</p> <p>36. What do you do if you need new materials in school (books, chairs etc.)?</p> <p>37. Have you received any training on pre-primary/early childhood education?</p>	<div> <input type="checkbox"/> Dimension 2 (effective learning) <input type="checkbox"/> Dimension 3 (heathy safety protection) <input type="checkbox"/> Dimension 4 (gender) <input type="checkbox"/> Dimension 5 (community participation) <input type="checkbox"/> Dimension 6 (school management) </div> <hr/> <hr/> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No Trainer: _____ </div> <div> <input type="checkbox"/> One off <input type="checkbox"/> Multiple sessions </div> <hr/> <hr/> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No Details _____ </div> <hr/> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____ </div> <hr/> <hr/> <div> <input type="checkbox"/> < month <input type="checkbox"/> 1-2 months <input type="checkbox"/> +3 months Subject: _____ </div> <hr/> <div> How often: _____ </div> <div> <input type="checkbox"/> MOEYS <input type="checkbox"/> School <input type="checkbox"/> Don't know </div> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not seen before: </div> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Records clear & accurate <input type="checkbox"/> 4 core subjects <input type="checkbox"/> Single subject </div> <div> Records seen <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <hr/> <div> <input type="checkbox"/> Give more attention </div> <div> <input type="checkbox"/> Get student to help </div> <div> <input type="checkbox"/> Get teacher/director help </div> <div> <input type="checkbox"/> Get parent to help <input type="checkbox"/> More homework </div> <div> <input type="checkbox"/> Get SSC to help <input type="checkbox"/> No action </div> <div> <input type="checkbox"/> _Other: _____ </div> <hr/> <hr/> <div> <input type="checkbox"/> Director <input type="checkbox"/> Another teacher <input type="checkbox"/> SSC </div> <div> <input type="checkbox"/> DTMT <input type="checkbox"/> Friend <input type="checkbox"/> C member </div> <div> <input type="checkbox"/> Village elder <input type="checkbox"/> Other <input type="checkbox"/> No on </div> <div> Details: _____ </div> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <hr/> <div> <input type="checkbox"/> Secure and looked after <input type="checkbox"/> Ill-maintained </div> <hr/> <hr/> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure: _____ </div>
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		<p>38. When was the last technical meeting/cluster meeting you attended</p> <p>39. Has DTMT visited in the last three months??</p> <p>40. Does the school have a library?</p> <p>41. Role with library</p> <p>42. Last class in lifeskills?</p> <p>43. How did you prepare lessons?</p> <p>44. Process for checking homework?</p>	<p>Trainer: _____</p> <p><input type="checkbox"/> One off <input type="checkbox"/> Multiple sessions _____</p> <p><input type="checkbox"/> < month <input type="checkbox"/> 1-2 months <input type="checkbox"/> +3 months</p> <p><input type="checkbox"/> Don't remember Topics: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> POE/DOE <input type="checkbox"/> Not sure</p> <p><input type="checkbox"/> Training <input type="checkbox"/> class observation</p> <p><input type="checkbox"/> Meeting <input type="checkbox"/> Just visit <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A <input type="checkbox"/> Details _____</p> <hr/> <p><input type="checkbox"/> In-class <input type="checkbox"/> Out-of class <input type="checkbox"/> peer-to-peer</p> <p><input type="checkbox"/> Don't know <input type="checkbox"/> No homework _____</p>
5.	SSC and parents	<p>45. How often do you meet (formally) SSC</p> <p>45. What were the key items discussed in the last meeting?</p> <p>46. Do you meet with parents?</p> <p>47. Are parents happy with the school?</p>	<p><input type="checkbox"/> weekly <input type="checkbox"/> Monthly <input type="checkbox"/> More than monthly</p> <p><input type="checkbox"/> Never <input type="checkbox"/> Other _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Major concern: _____</p>
6.	Performance	<p>48. Have any kind of performance assessment/annual appraisal?</p> <p>49. know your result?</p> <p>50 If yes, any Follow up</p> <p>51. Have you ever been rewarded for good work?</p> <p>52. Have you ever been told about poor performance?</p> <p>53. Does another teacher mentor you/you mentor?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Facilitator: _____</p> <p>Details: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p><input type="checkbox"/> Formal assessment (from MoEYS)</p> <p><input type="checkbox"/> Informal (school-based)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure: _____</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____</p> <hr/>

7.	Child protection	<p>54. Have you gone through CP training</p> <p>55. Can you remember something from the training that has helped at school?</p> <p>56. Any CP cases reported in last year? (physical, sexual, abuse at home, other?)</p> <p>57. What would be the first thing you do if a child told you about CP issue?</p> <p>58. Do you help the child clubs/ councils?</p> <p>59. What was the last issue Kids council raise to the school?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____</p> <p>Trainer: _____</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know Details: _____</p> <p>_____</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know</p> <p># cases _____ Details: _____</p> <p>_____</p> <p><input type="checkbox"/> Call CC <input type="checkbox"/> Call Police <input type="checkbox"/> Call parent</p> <p><input type="checkbox"/> Send child for medical help <input type="checkbox"/> Call SSC</p> <p><input type="checkbox"/> See school director <input type="checkbox"/> Don't know</p> <p><input type="checkbox"/> No Cases at school <input type="checkbox"/> Other _____</p> <p>_____</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
8.	KHEN	<p>60. How often do KHEN staff visit</p> <p>61. Main reasons for KHEN staff visit?</p> <p>62. During the project, how hard was it to manage that work with teaching?</p>	<p><input type="checkbox"/> weekly <input type="checkbox"/> Two weeks <input type="checkbox"/> Monthly <input type="checkbox"/> Monthly+</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Very Difficult <input type="checkbox"/> Difficult</p> <p><input type="checkbox"/> Somewhat Difficult <input type="checkbox"/> Not Difficult</p> <p><input type="checkbox"/> Not an issue</p> <p>_____</p> <p>_____</p> <p>_____</p>

Annex 5 – Original Term of Reference (abridged version)

Term of Reference

Final Project Evaluation of Improving Child Rights and Enhancing Education for Children Project (ICREEC) in Samlout District, Battambang Province (October 2014-December 2017)

1. INTRODUCTION

ChildFund Cambodia is the representative office of ChildFund Australia – an independent and non-religious international development organisation that works to reduce poverty for children in developing communities.

ChildFund Australia is a member of the ChildFund Alliance – a global network of 11 organisations which assists more than 9 million children and families in over 50 countries. ChildFund Australia is a registered charity, a member of the Australian Council for International Development, and is 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. Working in children communities and with 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. Such projects focus 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 reading performance through technology interventions, and strengthen national community-based child protection mechanisms. ChildFund Cambodia implements its programs in collaboration with local civil society organisations, and in partnership with the relevant ministries and government departments.

2. RATIONALE

Under the management transfer from EDUCO to ChildFund Cambodia in July 2017, ChildFund -Educo Cambodia continues its support to all existing programs to ensure good quality project implementation till the end of those projects. One among those project are the Improving Child Rights and Enhancing Education for Children Project (ICREEC) Phase II²².

The phase II project was implemented with 9 community schools and 16 state schools in Samlout District, Battambang Province. It is a partnership between Educo, the Provincial Office of Education (POE) and also: the District Office of Education (DOE), the District office of Agriculture, the Commune Councils, and Health Centers as well as local authorities. It aligns with the national policies and MoEYS' Education Strategic Plan (ESP) 2014-2018 objective of guaranteeing inclusive and equitable quality education and lifelong learning for all.

It involves 2,531 children (1,245 females) of the community pre and annex children, 82 state teachers, 12 community teachers, and the team management of 25 schools, representatives from POE and DOE and parents from 20 villages, 4 communes, Samlout Districts of Battambang province. To achieve this overall objective, specific objectives and building on the previous phase lessons-learned, the project is expected to influence outcomes below:

- a) Increased accessibility of Child Friendly Schools (= CFS)
- b) A sustainable improvement in the quality of teaching
- c) A sustainable improvement in the standard of school management
- d) Increased child enrolment, attendance & grade progression in school
- e) Increased parents, teachers and children's capacity to ensure Child Rights (CR)
- f) Child Friendly (CFS) schools and communities
- g) KHEN able to effectively apply a Rights Based Approach to community development practice.

Goal/General Objective of the Project:

Remote/rural children and their communities in the outreach areas of Samlout, to value, participate in and actively support & advocate for education and other Child Rights.

Specific Objectives/Key Objectives of the Project:

1. To increase accessibility of Child Friendly Schools in collaboration with Communities so that all eligible children can enroll and attend school.
2. To facilitate collaboration with the DOE to achieve sustainable improvement in the quality of teaching as measured by the MoEYS/CFS dimensions.

²² Phase I commenced in 1st October 2012-31st September 2014 (two years) and Phase II commenced in October 2014-September 2017 but extended 3 more months ended up in December 2017. This was funded by Educo that aims to improve child friendly school in increasing for access to quality of children education with community participation.

3. To facilitate collaboration with P/DOE and SSCs to achieve sustainable improvement in the standard of school management in accordance with CFS standards.
4. To increase parents, teachers and children's capacity to ensure Child Rights through the provision of training and other support.
5. To build KHEN's capacity in applying a Rights based approach to project activities.

The outcomes, indicators and outputs of this project could be accessed in the (LINK).

3. PURPOSE OF THE EVALUATION

The consultancy will conduct a post evaluation of the Improving Child Rights and Enhancing Education for Children Project (ICREEC) Phase II in Samlout District, Battambang Province. The consultant is expected to produce a high quality report, reflecting on the impacts, changes and findings. In addition, the consultant will help to identify the effectiveness of the project implementation, highlight potential lessons learnt, notes challenges and solutions, and recommendations. The consultant will be able to further advice management in this project area and during continuing interventions.

The following areas must be investigated:

3.1 Impact

- Identify and analyse the significant changes that the project has brought in the lives of disadvantaged children.
- Assess the extent of overall progress towards the intended impact of the project (as set out in the project objectives)
- Provide evidence of change and impact at a personal level through success stories (short case studies) about individuals involved in the project.

3.2 Effectiveness

- Identify for each expected outcome and output (result) what has been accomplished in relation to what has been stated in the project document, logical framework and KHEN programme plan.
- Has the monitoring and results based management system (including M&E and MEAL Framework) contributed to the effectiveness of the project? Have project staff learned from their experiences and improved the project and their practice as a result? Provide examples/evidence to support conclusions.

In particular

- Determine the increase in the number of disadvantaged children getting access to inclusive education because of the project.
- Describe the quality of the learning environment in the inclusive classrooms and whether it has reached MoEYS standards.
- Identify any strategies that have proven particularly effective for achieving the outcomes.
- Describe how the views of children were taken into account at the different levels of the project cycle and note any specific examples of useful input.

3.3 Sustainability

- Assess the sustainability of the results of the inclusive education work
 - which results are most likely to be sustained ?
 - which results are the most fragile ?
 - describe the major factors contributing to, or hindering, sustainability – e.g. capacity building of partners, teachers, children, etc. ?).
- Describe in what ways and to what extent the inclusive education project has increased the accountability and capacity of parents, government bodies and the school community.
- Describe and provide examples as evidence of the levels of ownership and involvement of different government bodies at different levels, and other key stake holders.

3.4 Relevance

- Assess to what extent the project has reached disadvantaged children and which strategies have been most useful.
- Assess the relevance of the project to the context and child rights situation in Cambodia.
- Assess the relevance of the project to the KHEN strategies.

3.5 Efficiency

- Assess how efficiently project resources have been used.
- The cooperation and learning among partners and within KHEN?

The external consultant will utilize the end line study data; ensuring that data has been collated for each indicator and analysing it in respect to baseline data.

4. EVALUATION DESIGN AND METHODOLOGY

The external consultant should use both qualitative (focus group discussions, case stories, interviews, observation) and quantitative methods (structured questionnaires, collection and analysis of school or other statistics etc.). It is highly recommended that reference has to be made to the following documents:

- Relevant literature from local and international experiences on Early Childhood Care and Education (ECCE) and Basic Education;
- Relevant policies and strategies both at national and regional level regarding education and child protection [e.g. ECCE policy framework and implementation guidelines];
- KHEN Strategy documents;

The evaluation approach should provide adequate room for consultation and involvement of relevant stakeholders at project level (including teachers, children and parents/community members), project field offices and KHEN management team. Child Rights Programming tools may assist in facilitating child participation assessing and presenting the results.

The first output of the external consultant will be an inception report, which includes a thorough desk review and field work plan (tools, sample and schedule). Only after the approval of the inception report can field work can begin.

5. THE PROFILE OF CONSULTANCY

The project evaluation will be conducted by an external, independent consultant as a team leader and his/her team members.

This evaluation is open for all legally registered consultants with appropriate and relevant technical skills.

The Evaluator(s) shall have the following expertise and qualifications:

- A minimum of post-graduate degree in Education or Social work, with sound knowledge of inclusive education.
- Excellent understanding and experience of ECCE/basic education program and child protection.
- High quality writing and reporting skills
- Proven experience in conducting quality evaluations and assessing development programmes/projects
- Thorough knowledge on the relevant thematic/sectoral area and Cambodian context
- Experience in conducting both quantitative and qualitative research
- Strong child rights programming skills (child participation skills an asset)
- High level of fluency in spoken and written English essential; local language skills desirable

6. PLAN FOR DISSEMINATION AND LEARNING

The consultancy will present the preliminary findings to key stakeholders (ChildFund-Educo, KHEN, relevant government stakeholders, CSOs, community leaders etc.) during one validation workshop in BTB provincial level. The project implementers are responsible for ensuring feedback to all stakeholders, particularly children who were involved in the evaluation. The final evaluation will be approved by ChildFund and Educo after checking that all comments are addressed. The evaluation report will be an open document that can be widely shared in e.g. KHEN websites.

Annex 6 – Beneficiary Activity Map

