OUTCOME EVALUATION OF THE EDUCATION CAPACITY DEVELOPMENT PARTNERSHIP FUND (CDPF)
PHASE I AND II
Annexes – Volume II

July 2017 – February 2018

Cambodia

EVALUATION REPORT

MARCH 2018

EVALUATION

REPORT

OUTCOME EVALUATION OF THE EDUCATION CAPACITY DEVELOPMENT PARTNERSHIP FUND (CDPF) – PHASE I AND II Annexes – Volume II

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OUTCOME EVALUATION OF THE EDUCATION CAPACITY DEVELOPMENT PARTNERSHIP FUND (CDPF) – PHASE I AND II: Annexes (Volume II)

March 2018

Title:	OUTCOME EVALUATION OF THE EDUCATION CAPACITY DEVELOPMENT PARTNERSHIP FUND (CDPF) – PHASE I AND II
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Evaluators:	Frans Van Gerwen (Team Leader), Anne Bernard, Marta Balestrini, Ok Amry, Heng Thou on behalf of Lattanzio Advisory SpA - Via Aurelia 547, Rome, Italy
Name of the Organization Commissioning the Evaluation:	The Capacity Development Partnership Fund (CDPF) Steering Committee Secretariat, comprised of the Directorate General of Planning and Policy of the Ministry of Education, Youth and Sport (MoEYS) and the United Nations Children's Fund (UNICEF) in Cambodia

ACRONYMS AND ABBREVIATIONS

ADB	Asian Development Bank
AOP	Annual Operational Plan
ASEAN	Association of South East Asian Nations
ATP	Advanced Training Programme
CARE	Cooperative for Assistance and Relief Everywhere
CBO	community-based organization
CDC	Council for the Development of Cambodia
CDPF	Capacity Development Partnership Fund
CFS	Child Friendly School
CPAP	Country Programme Action Plan (UNICEF)
CSO	civil society organization
D&D	Decentralization and De-concentration
DEMIS	Department of Education Management Information System
DGPP	Directorate General of Policy and Planning (MoEYS)
DME	Department of Monitoring and Evaluation (MoEYS)
DOE	district office of education
DoF	Department of Finance (MoEYS)
DoP	Department of Planning (MoEYS)
DP	development partner
DPer	Department of Personnel (MoEYS)
DPP	Department of Policy and Planning (MoEYS)
DTMT	District Training and Monitoring Team
EAPRO	Regional Office for East Asia and the Pacific
ECE	Early Childhood Education
EFA	Education for All
EM	Evaluation Matrix
EMA	Education Management Advisor
EMIS	Education Management Information System
EPA	Education Project Assistant
EPM	Education Planning and Management
EQ	evaluation question
EQAD	Education Quality Assurance Department
ERC	Education Research Council
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
EU	European Union
FGD	focus group discussion
FMIS	Financial Management Information System
FTI-EFA	Education Fast Track Initiative for Education for All (now GPE)
GMSP	Gender Mainstreaming Strategic Plan
GPE	Global Partnership for Education
HR	Human Resources
HRM	Human Resource Management
HRMIS	Human Resource Management Information System

ICT	Information and Communications Technology
IIEP	International Institute for Educational Planning
IP	implementing partner
ICRW	International Centre for Research on Women
JICA	Japan International Cooperation Agency
JTWG	Joint Technical Working Group
KII	key informant interview
M&E	monitoring and evaluation
MCFA	Ministry of Culture and Fine Arts
MIS	Management Information System
MDGs	Millennium Development Goals
MoEYS	Ministry of Education, Youth and Sport
MoInf	Ministry of Information
MoP	Ministry of Planning
MoCS	Ministry of Civil Service
MPCD	Master Plan for Capacity Development
MTR	Mid-term Review
NatComs	National Committees
NCDD	National Committee for Sub-National Democratic Development
NEP	NGO Education Partnership
NGO	non-governmental organization
NIE	National Institute of Education
NSDP	National Strategic Development Plan
ODA	Official Development Assistance
OECD/DAC	Organization for Economic Co-operation and Development / Development Assistance Committee
PB	programme-based budget
PBM	performance-based management
PCA	Programme Cooperation Agreement
P-ESP	provincial Education Strategic Plan
P-ESWG	provincial Education Sector Working Group
P-JWTG	provincial Joint Technical Working Group
POE	provincial office of education
QEMIS	Quality Education Management Information System
RBM	results-based management
RGC	Royal Government of Cambodia
ROM	Results Oriented Monitoring
RTTC	Regional Teacher Training Centre
RUPP	Royal University of Phnom Penh
SBM	school-based management
SC	School Cluster
SD	School Director
SDGs	Sustainable Development Goals
SDP	School Development Plan
SEM	Strengthening Education Management
Sida	Swedish International Cooperation Development Agency

SIF	School Improvement Fund
SIG	School Improvement Grant
SOB	School Operating Budget
SSC	School Support Committee
TA	Technical Assistance
TCP	Teacher Career Pathway
TD	Teacher Deployment
ToC	theory of change
ToR	terms of reference
TPAP	Teacher Policy Action Plan
TTC	Teacher Training College
TTD	Teacher Training Department
TVET	Technical and Vocational Education and Training
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VSO	Volunteer Services Overseas
WASH	water, sanitation and hygiene
WFP	World Food Programme

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Annex 1: Terms of Reference

1. INTRODUCTION

The Capacity Development Partnership Fund (CDPF) Steering Committee Secretariat, comprised of the Directorate General of Planning and Policy of the Ministry of Education, Youth and Sport (MoEYS) and the United Nations Children's Fund (UNICEF) in Cambodia, is commissioning an external *Outcome Evaluation of the Education CDPF – Phase I and II*. The CDPF is a multi-donor trust fund, supported by the European Union (EU), the Swedish International Development Cooperation Agency (SIDA) and UNICEF. The fund has been established to specifically support the capacity development objectives of the MoEYS Education Strategic Plan (ESP). A first, process-oriented, evaluation of the Education CDPF Phase I[1] was carried out in 2015 and it concluded that the CDPF is highly relevant to capacity development needs of Cambodia education system in terms of planning and monitoring to strengthen the relevance of the ESP. The evaluation recommendations pointed to the need to enhance the CDPF sustainability, increase the involvement of provincial and district offices of education in planning and decision-making, and improve school-based management.

This second evaluation seeks to focus on outcomes. It aims to assess the Education CDPF, which began in November 2011, and cover both Phase I and II over the period from November 2011 to June 2017. It should provide high quality evidence on what has been achieved and lessons learned to inform the next phase of the fund that is scheduled to begin in 2018. The evaluation is scheduled for implementation over a period of six months from July to December 2017.

This document outlines the purpose and scope of the evaluation, methodological options and operational modalities for an institutional contract of a team of four evaluation consultants (two national and two international). UNICEF Cambodia is looking for institutions with deep commitment to, and strong backgrounds in, the evaluation of capacity development, and relevant subject matter expertise in education to undertake an evaluation. The evaluation will have implications for CDPF's future plans to extend the capacity of MoEYS in the process of educational reform in Cambodia, including moves towards more decentralisation and deconcentration.

2. BACKGROUND AND RATIONALE

2.1 COUNTRY CONTEXT

Following a return to political stability in mid-2014 after a year-long political deadlock, Cambodia is continuing to pursue its transitional approach to economic and social development: gradually promoting greater decentralisation, moving the focus of planning from rehabilitation to inclusive growth, shifting from establishing systems and developing capacity to more of a focus on the efficient performance of systems and use of capacity. With annual average Gross Domestic Production (GDP) growth of more than 7 per cent since 2011, Cambodia is moving towards middle-income country status and full economic integration into the Association of South East Asian Nations (ASEAN). This brings a related challenge of reduced dependence on external resources and the need to raise more domestic resources and forge stronger partnerships within the region and with other developing nations. Cambodia has a large, very young dependent population of children and adolescents; 45 per cent of the population is aged 19 years or younger. More than 11 per cent of the total population is under 5 years of age.

Economic growth has contributed to a steep decline in poverty, from 47.2 per cent in 2007 to 18.6 per cent in 2012 (World Bank, 2014), with around 3 million Cambodians living in poverty. Of these, 90 per cent live in rural areas. This recent economic growth has not benefited all, and significant geographic

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1 UNICEF Cambodia (2015), Evaluation of Education Capacity Development Partnership Fund – Phase I, UNICEF: https://www.unicef.org/evaldatabase/index_85917.html

disparities exist, with poverty rates ranging from around 15 per cent in Phnom Penh to up to 37 per cent in the mostly rural north-east provinces. Of the estimated total population of 15.3 million, around 40 per cent live just above the poverty line (World Bank, 2015) and are highly vulnerable to small economic changes, natural disasters and other shocks. While the decentralisation and de-concentration reform establishes the necessary infrastructure to effect change, implementation is slow, with a number of issues not yet clarified, including functions, roles and responsibilities, particularly in relation to line ministries at sub-national levels.

The current ESP 2014-18 emphasizes equitable access, quality and management. Access to early childhood education has more than doubled, to around 300,000 children in the last six years, more than half in state preschools and the remainder in community preschools, home-based schooling or private sector. Quality gaps between state preschools and community or home-based preschools, however, remain. Cambodia achieved also strong improvements in primary education between 2001 and 2013, with primary net enrolment increasing from 87 per cent to 98 per cent (including private school enrolment), primary completion increasing from 49 per cent to 89 per cent, and reductions in gender and geographical disparities. Remaining challenges include a large number of overage admissions; high repetition and dropout rates, leaving about 12 per cent of primary school-aged children out of school; and data inconsistencies, with discrepancies between population estimates, Education Management Information System (EMIS) enrolment figures and other databases. Children of poor families, ethnic minorities and those with disability have significantly lower primary attendance and completion rates, with barriers including the hidden financial costs of education, distance to schools in some rural areas, the ability of teachers to help children with disabilities to learn, the language of instruction and attitudes to children with disabilities. The national Millennium Development Goal (MDG) target on enrolment in lower secondary school was missed, with the gross enrolment rate at 55 per cent (including private schools) in 2014-15, far below the target of 75 per cent. This is mainly due to poor flow rates and large overage enrolment in primary school, poor transition rates and high dropout rates.

2.2 THE EDUCATION CAPACITY DEVELOPMENT PARTNERSHIP FUND

The purpose of the CDPF[2] is to support the implementation of the Master Plan on Capacity Development 2014-18, with a view to strengthening capacity in: planning, budgeting, policy implementation, auditing and monitoring and evaluation in order to ensure the effective implementation of policy interventions to improve equity, quality and the efficient management of the education sector.

The overall objective of the CDPF is enable effective leadership and management of the education sector at all levels through systematic capacity development thereby enabling the implementation of the ESP 2014-18.

The three sub-objectives of the CDPF are, as follows:

- To strengthen MoEYS capacity in planning, monitoring, public financial management, policy implementation and management of education reforms for improved sector performance;
- To strengthen capacities at provincial and district levels to plan, manage, monitor and ensure effective implementation of policies for improved education service delivery; and
- To strengthen school-level capacity and accountability in relation to planning, financing and management in order to increase participation and learning.

The expected outcomes are:

- Evidence-based policies are developed based on research and comprehensive dialogue;
- There is results-oriented planning policy, monitoring and evaluation (M&E) and EMIS practice at all levels;

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[2] The primary audiences of the CDPF are MoEYS at national and sub-national levels. The secondary audiences include line ministries in the Royal Government of Cambodia such as interior, economy and finance and health), schools, sub-national decision making bodies and other development partners.

- Government financing is based on equity and quality and ensures greater financial accountability;
- There is more efficient deployment and management of personnel (MoEYS and teachers) through systematic capacity development mechanisms; and
- There is improved equity in and quality of education service delivery sport and youth development.

Based on the learning from the first phase of the CDPF and from international literature[3], the following approaches were used in the CDPF. Capacity development approaches at the organizational and institutional level to support capacities in:

- Revision of legislation, norms and policy frameworks;
- Macro-level reforms;
- Re-structuring of certain units within MoEYS; and
- Strengthening networks within Government and beyond, regional organizations, universities and institutes. Resolving inequity issues focusing on education system analysis and planning to reduce disparities in delivery of equitable, quality inclusive education as well as differences in levels of capacity between provinces, districts and amongst technical departments within MoEYS.

Capacity development approaches at the individual level to support capacities in:

- Coaching and mentoring;
- On the job training;
- Domestic training – initial orientation trainings (on new topics) employ a training of trainers approach which is cascaded with technical support from technical departments, meanwhile refresher trainings are more focused with a view to strengthen capacity in underperforming schools, districts and provinces;
- Study visits;
- External training;
- System of accrediting in-service trainings linked to personnel professional development;
- Involvement of non-governmental organizations (NGOs), civil society organizations (CSO) partners, private sector, universities;
- Provision of equipment;
- Technical assistance; and
- Opportunities for strong sub-national staff (i.e., provincial and district offices of education – POEs/DOEs – and SDs) to gain experience in MoEYS at national level (stretch assignments).

A first, process-oriented, evaluation of CDPF – Phase I was completed in 2015 and a theory of change and results-based framework were developed as part of that evaluation. The theory of change and the results-based framework are aligned with the Master Plan for Capacity Development 2014-18 in order to ensure consistency in priorities and approaches.

The CDPF Phase I, commenced in November 2011, was worth USD 14.1 million and ended in December 2014. Phase II commenced in January 2015 and will finish in December 2017 and is worth USD 15 million[4]. The fund is administered by UNICEF and planned annually according to the Ministry's Annual Operational Plan (AOP).

Evaluation rationale: As part of the CDPF – Phase II accountability and reporting requirements to donors and MoEYS, there is a need to generate concrete evidence on the extent to which the CDPF is yielding results in terms of its programmatic objectives towards improved capacity of MoEYS, both at the

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3 Refer to: https://www.oecd.org/derec/sweden/Support-to-capacity-development.pdf
4 The total EU contribution to the CDPF will be Euro 3 million for the start of the Delegation agreement until 31 December 2017. The Swedish Embassy is expected to contribute Swedish Kroner 15 million. UNICEF's contribution between 2015 and 2017 – the duration of CDPF – Phase II – amounts to USD 750,000.

national and sub-national levels. It is equally important to promote learning and identify what can be done better, while pointing to key recommendations to further strengthen the CDPF in preparation to the next phase of the fund. To this end, an external, outcome-oriented, evaluation of the programme is required to commence in the second half of 2017. The evaluation is expected to build upon the previous process-oriented evaluation of CDPF – Phase I and other reviews[5] conducted thus far.

Evaluation use: Within the CDPF Steering Committee, key users of the findings of the outcome evaluation will be the MoEYS at the central level, the EU, SIDA and the Education Section in UNICEF; additional users will include the MoEYS sub-national offices (POEs/DOEs, NGOs and CSOs partners (i.e., VSO, CARE) and the Global Partnership for Education (GPE, formerly the Education Fast Track Initiative for Education for All (FTI-EFA)), including members of the Education Sector Working Group (ESWG), as well as the UNICEF Regional Office for East Asia and the Pacific (EAPRO).

3. PURPOSE, OBJECTIVES AND SCOPE OF WORK

3.1 PURPOSE

The primary purpose of the evaluation is to provide findings conclusions and recommendations that will inform the positioning of capacity development in the formulation of the CDPF Phase III (2018-21), as well as to ensure that lessons learned from CDPF Phase II are documented (formative/future guidance). It will also fulfil the accountability requirements for the second phase of the CDPF towards donors, MoEYS, teachers and children (summative). The evaluation is therefore intended to be summative but more formative in nature, with a focus on learning. The evaluation will cover both CDPF Phase I (2011-14) and CDPF Phase II (2015-17).

3.2 OBJECTIVES

The objectives of the evaluation include the following:

- To assess CDPF approaches to capacity development, whether outcomes and pathways to achieve results are articulated clearly and if the programming choices, relative to CDPF's position and comparative advantage, are aligned well with regional benchmarks and international good practices;
- To evaluate the extent to which CDPF has achieved intended outcomes of building capacities at national and sub-national levels and promoting evidence-based policies to reform the education sector. Key stipulated outcomes include: building capacities of decision makers at multiple levels, promoting evidence-based policies to reform the education sector, results-oriented planning, policy, M&E, equity, gender equality, and quality in school financing to ensure greater financial accountability, efficient deployment and management of personnel, equity and quality of education service delivery;
- To determine the extent to which CDPF has adequately and efficiently collaborated and coordinated internally and externally through partnerships with respective partners to advance goals and objectives in capacity development.
- To determine the extent to which UNICEF financing, management and governance arrangements coalesced around CDPF programmatic goals and accountabilities to maximize the likelihood of achieving the desired outcomes and the implementation of previous recommendations; and
- To determine the extent to which the CDPF builds on existing knowledge and evidence, and identify lessons learned that can inform the CDPF Phase III or similar programmes.

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5 With particular reference to The Situational Analysis of Capacity Development Report (2012.; UNICEF Cambodia (2015), Evaluation of Education Capacity Development Partnership Fund – Phase I, UNICEF: https://www.unicef.org/evaldatabase/index_85917.html; The EU CDPF – Phase II Results Orientated Monitoring Report (2016).

Naturally, a programme such as CDPF is expected also to be able to contribute to national education outcomes and development priorities. Hence the evaluation will also trace the CDPF's likely contribution to increased equitable access to quality education and resulting in a strengthened education system in Cambodia. CDPF employs a strategy to work through the MoEYS and bring relevant expertise from external NGOs and CSOs. The evaluation will examine the non-linear and multi-directional nature of these relationships, and determine whether the current capacity development efforts show promise of sustainability. Evaluation evidence will be judged using modified Organization for Economic Co-operation and Development (OECD)/Development Assistance Committee (DAC) criteria of relevance, efficiency, effectiveness and sustainability, as well as coherence and equity. This outcome evaluation will also assess the effectiveness of the CDPF in producing change, whilst analysing results in the context of a changing socio-political and operating environment (i.e., political economy analysis). However, the evaluation is not intended to examine impact or higher level results, this is because a six-year implementation period is not sufficient in producing higher level capacity development results. Per OECD/DAC interpretation of impact, however, the evaluation will identify and note emerging outcomes and unintended effects, both positive and negative. The evaluation consultants should have expertise in the applying outcome evaluation to capacity development programmes, with an emphasis to provide evidenced-based statements that explicitly demonstrate the scope and depth of the changes.

Table 1 below summarises the agenda of this evaluation into themes, objectives and indicates possible evaluation criteria and evaluation questions. One of the key tasks to be initiated at the proposal stage will be to interrogate these themes and determine if all key issues have been given due prominence.

Table 1: Evaluation themes, objectives, and evaluation criteria and questions (to be confirmed in the inception phase)

	Evaluation Themes	Key Components/ Evaluation Criteria	Evaluation Objectives	Evaluation Questions (to be confirmed)
1	CDPF's approach to capacity development (incl. systems strengthening)	Capacity development approaches; intended outcomes; impact pathway or theory of change *(relevance and coherence)*	To assess CDPF approaches to capacity development, whether outcomes and pathways to achieve results are articulated clearly and if the programming choices, relative to CDPF's position and comparative advantage, are aligned well with regional benchmarks and international good practices.	1. To what extent is there a shared understanding of the programming choices and approaches in capacity development among CDPF's implementing partners? How well is capacity development understood by MoEYS personnel at the national and sub-national levels? 2. To what extent are CDPF's capacity development programming choices and approaches relevant and appropriate to achieve the results stated in the Master Plan for Capacity Development in the education sector? 3. To what extent do the CDPF's programming choices and approaches exemplify the regional and international good practices and benchmarks in capacity development for education sector? 4. What relative strengths does UNICEF bring to CDPF in incorporating best approaches to capacity development for education systems strengthening in Cambodia?

2	Achievement of outcomes	Building capacities for education programming, institutional capacities at national and sub-national levels; intended and unintended effects and outcomes *(efficiency, effectiveness, sustainability and equity)*	To evaluate the extent to which CDPF has achieved intended outcomes of building capacities at national and sub-national levels and promoting evidence-based policies to reform the education sector.	5. What is the evidence, if any, that the CDPF outcomes are making significant contribution to building capacities in the education sector in Cambodia (incl. the grant to CARE and VSO)? 6. How has the CDPF supported the achievement of education outcomes in Cambodia (incl. equity of education programmes, gender equality, access and quality)? 7. How have the CDPF activities contributed to each of the five outcomes, and to building capacities? Are the training contents, manuals, methodologies, etc. appropriate to the trainees' needs? Is gender responsive training applied? 8. How did the planning and implementation of the CDPF maximize on positive unintended outcomes, if any, or to mitigate unintended negative consequences, if any?
3	CDPF-wide collaboration, learning and external partnerships	Internal collaboration and coordination within MoEYS, EU, SIDA and UNICEF, partnership strategy; credibility of CDPF as a partner *(efficiency, effectiveness, sustainability)*	To determine the extent to which CDPF has adequately and efficiently collaborated and coordinated internally and externally through partnerships with respective partners to advance goals and objectives in capacity development.	9. Does the CDPF Steering Committee collaborate and coordinate effectively with respective partners to advance the objectives of the programme, and what efficiencies, if any, were realized through the collaboration and/or coordinated strategies? 10. How has the existing management structure impacted the implementation of CDPF? 11. Has the CDPF been able to form partnerships with the right players at the national level in view of their mandate to education? 12. What capacities has the CDPF strengthened through its engagement in key partnerships? What trade-offs were made to ensure that partnerships arrangements work as intended and to what risks were involved? 13. How do partners view UNCEF's contribution to advancing CDPF goals and intended outcomes?
4	Management and governance	Managing and governing towards results; resource allocation; managing risks and positive/negative unintended consequences *(relevance, efficiency, effectiveness)*	To determine the extent to which UNICEF financing, management and governance arrangements coalesced around CDPF programmatic goals and accountabilities to maximize the likelihood of achieving the desired outcomes and the implementation of previous recommendations.	14. How did the CDPF programme management, governance, implementation and monitoring capacities match CDPF programmatic goals and accountabilities (incl. human, technical and financial resources)[6]? Have they been improved over time? 15. How well have key aspects of programme management (i.e., monitoring and evaluation, risk analysis, etc.) been harnessed and communicated to maximize the likelihood of success?
5.	Knowledge management	Implementation of recommendations from previous evaluations and reviews; lessons learned	To determine the extent to which the CDPF builds on existing knowledge and evidence, and identify lessons learned that can inform the CDPF Phase III or similar programmes.	16. How well have recommendations from previous evaluations been implemented or contributed to the evolution of the CDPF? 17. Which approaches supported by CDPF yielded stronger strategic outcomes? Which ones can be recommended for scale-up as part of the CDPF Phase III, and why?

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6 The CDPF is administered by UNICEF and managed as per UNICEF rules and regulations. UNICEF's role as Administrator of the Funds includes planning, administration, contracting, procurement of services and supplies, management of the funds, monitoring and reporting to the CDPF Steering Committee. The CDPF Steering Committee is co-chaired by the MoEYS and the EU, and is composed by members from MoEYS, the EU, SIDA and UNICEF. The CDPF Steering Committee is supported by a Secretariat, which is responsible for the management of CDPF and it is composed of representatives of the Departments of Planning, Personnel, Finance and UNICEF.

				18. What are the key lessons learned from Phase II that can inform the modification of Phase III?
				19. Does the CDPF provide any lessons for capacity development approaches to be applied to the education sector systems strengthening?
				20. What could be done to improve sustainability in the next phase of CDPF?

Table 1 proffers a mix of two types of evaluation questions. Descriptive questions are aimed to provide information and verifiable facts about the CDPF programme (e.g., the country context, CDPF programming for building capacities, selection of implementing partners and coverage of intended beneficiaries, UNICEF capacities to administer the CDPF, including M&E capacities, etc.). Normative questions will require making judgements, based on application of explicit and defensible criteria for weighting evidence (e.g., whether there is coherence in CDPF's approach to capacity development, relevance and adequacy of CDPF strategies against national goals, CDPF contribution towards stated outcomes, which aspects of CDPF are sustainable and which are not, etc.). Key cross-cutting issues include equity and gender equality as well as leveraging partnerships and leadership. **Bidders are required to propose appropriate evaluation criteria (e.g., OECD/DAC criteria for evaluating development programmes, including sub-criteria such as coherence and equity). Improvements and/or refinements to the draft questions may be offered at the proposal stage. However, the expectation is that the inception process will yield the final set of questions**.[7]

3.3 SCOPE OF WORK

CDPF is a complex programme, implemented over six years, 2011-17. The evaluation will cover the programme period from November 2011 to June 2017. Cleary any one evaluation cannot cover all the questions about programming choice and results accruing from it, or questions about other aspects of the programme. Rather the evaluation will limit itself to the themes that are outlined in table 1 of this Terms of Reference (ToR), namely: 1) CDPF's approach to capacity development and strengthening education systems relative to its positioning; 2) intended and unintended achievement of programme outcomes in education; 3) CDPF-wide collaboration, learning and external partnerships; 4) CDPF's management and governance; and knowledge management. To that end, bidders should interrogate the themes and use their knowledge and experience of capacity development for education programming and/or evaluation to identify gaps, if any. **While the evaluation methodological approach will be finalized at the inception phase, initial advice on the comprehensiveness of the evaluation approach is expected at the proposal stage.**

Thematically the evaluation will cover all five CDPF's outcomes, and key approaches used in the implementation of the capacity development activities thorough case studies.

Time and resources available do not allow for an evaluation that covers all provinces and districts in Cambodia that are benefitting from the CDPF. While there will be a comprehensive desk-based review and analysis of existing documents, site visits will also take place based on a sampling strategy that the evaluators will develop. It is expected that the sample should include at minimum six implementing provinces (representative of the different geographic, economic and cultural regions), and within each province at least 50 per cent of districts, including a mix of urban and rural areas. Site visits will include

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[7] The actual final decisions on the detailed questions will be taken in the inception phase, based on the following principles:

1. Importance and priority: the information should be of a high level of importance for the various intended audiences of the evaluation;
2. Usefulness and timeliness: the answer to the questions should not be already well known or obvious, additional evidence is needed for decision;
3. Answerability and realism: all the questions can be answered using available resources (budget, personnel) and within the appropriate timeframe; data and key informants are available and accessible, and performance standards or benchmarks exist to answer the questions; and
4. Actionability: the questions will provide information which can lead to recommendations that be acted upon to make improvements.

meetings with POEs, DOEs, SDs, VSO and Cooperative for Assistance and Relief Everywhere (CARE) representatives, school support committees and classroom observation.

The evaluation is expected to solicit the view of all CDPF partners and examine their contribution to CDPF results (possibly by implementing a survey). A subset of partners will be sampled to provide their views through in-depth interviews. CDPF has a number of implementing partners at the national and local levels that are external to UNICEF, which is administering the fund. These have been assigned various roles (e.g., remote and in-country technical assistance, programme implementation, etc.) and were brought into CDPF through a number of contracting modalities (i.e., partnerships, short-term special assignments, and consultancies).

4. EVALUATION APPROACH AND METHODOLOGY[8]

4.1 EVALUATION DESIGN AND METHOLOGICAL APPROACH

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation. **Methodological rigor will be given significant consideration in the assessment of proposals. Hence bidders are invited to interrogate the approach and methodology proffered in the ToR and improve on it, or propose an approach they deem more appropriate. Bidders are encouraged to also demonstrate methodological expertise in evaluating capacity and institutional development/sector reform and support programmes.**

This evaluation is predominantly about outcomes, hence much of the evaluation effort will focus on the five outcomes that UNICEF set out to achieve through CDPF programming. Rather than offer simple statements about CDPF results (or the lack thereof), the evaluation is expected to the extent possible to trace the contribution of CDPF and the learning that was accrued in the process, hopefully transformational learning. It is thus suggested that outcome harvesting[9] is used as an overarching methodological approach for the evaluation or in combination with other approaches; however, the bidders are invited to present different approaches in their proposal.

A desk-based document review of existing documents will be conducted to cover all CDPF programme activities. Working backwards from each of the outcomes, the evaluation will interrogate the CDPF theory of change and results framework will be used to organize the structure of the evaluation. Other design elements should include, but not be limited to: i) an analysis of comparable data on similar outcomes from secondary data sources; ii) field-based data collection guided by a well-constructed field-visit approach that employs a combination of qualitative and quantitative methods to obtain primary data from programme implementers, beneficiaries and other stakeholders, as well as to verify the results observed during the document review; iii) data analysis and formulation of preliminary findings; iv) an approach to validate preliminary findings to establish consensus and/or generalizability; and vi) approach to validate evaluation recommendations.

To be further refined during the inception phase, evaluation methods will include a sampling strategy for programme documents and primary data sources (i.e., national, provincial and district and schools); development of instruments for key informant and beneficiary interviews and their validation; and a two-stage data collection strategy involving a document review exercise and secondary data analysis and field visits a sample of provinces to be selected in the inception process; and data coding, verification and analysis. The evaluation is expected to solicit the view of all CDPF partners and examine their contribution to CDPF results (possibly by implementing a survey). A subset of partners will have to be sampled to provide their views through in-depth interviews. The evaluation will also look at the

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[8] The proposed methodology is just indicative, and based on internal experience in conducting similar evaluations. The will be a need to develop a detailed design, analytical methods and tools during the inception phase based on additional literature review and in consultation with key stakeholders.

[9] Refer to: http://betterevaluation.org/en/plan/approach/outcome_harvesting

performance of these implementing partners and also the effectiveness of the micro-level evaluations, assessments and research work that has been undertaken in relation to CDPF.

In terms of sampling, we anticipate a large volume of programme documents to be examined, hence a good sampling strategy will be required to ensure representativeness of documentary evidence. The next sampling block will be for CDPF respondents at the national, provincial and district levels. Bidders are required to proffer sampling criteria for each of the elements.

The evaluation will pay particular attention to the development of instruments to be used for outcome harvesting and primary data collection, and their validation in order to reduce conceptual and measurement error. A draft data collection toolkit will be approved as part of the inception phase.

Data collection will be conducted at two points, as follows:

- Desk-based data collection: First, desk-based review and analysis of programme documents will be conducted using outcomes harvesting as described above. While not limited to this list, documents to be reviewed include: situation analysis (SitAn), national education sector documents (incl. Education Congress Reports and Join Sector Reviews, Annual Work Plans, Description of Actions, Progress Reports and previous CDPF reviews and evaluations). Reports from TA's, and NGOs/CSOs implementing partners. Data on education will also be extracted from EMIS and potentially other systems used by NGOs partners. Evaluations on the theme of education, both UNICEF and non-UNICEF, and other similar resources should also be sampled for review and analysis. The evaluation is expected to generate clear outcome descriptions and comparators, and to harvest secondary data and apply some level of analysis at the national, provincial and district levels.

- Field-based data collection: Field-based data collection will be conducted in minimum six provinces (to be selected in consultation with the reference group) to obtain primary data from programme implementers, beneficiaries and other stakeholders, and to verify the results observed during the document review. While evaluation bidders are expected to proffer a gender, cultural and linguistic sensitive approach that will include field-based data collection and/or validation of findings from document analyses and survey findings, we propose that two types of analyses at the country level be given due consideration. These are:

  o Process tracing/implementation analysis: We expect that the theory of change will be tested to examine pathways to programme outcomes. To this end, the evaluation should offer a systematic approach (process tracing, implementation analysis, or another method) to verify the information from the documents analysis, in addition to testing the theory of change;

  o Equity- and rights-based analysis from systems-point of view: Particular emphasis should be given to issues of equity, such as the degree to current institutional arrangements of the government, the mandates, the education sector plan and capacity development master plan have promoted policy strategies to improve educational equity and inclusion. The study should analyse if (and how) CDPF capacity development approaches have contributed to the achievement of these policy strategies related to equity and inclusion at national and sub-national levels.

Informed by the desk-based review and analysis of programme documents, the evaluation methodology will articulate units of analyses and a core set of indicators and outputs, and indicate how data will be organised, classified, compared and displayed relative to the evaluation questions. The data analysis approach should also examine the feasibility of comparing understandings and perceptions of different categories of stakeholders on the relevance, demand, and utility of CDPF's approaches to capacity development in education programming, and how indeed CDPF's contribution is measured.

In examining whether, CDPF's objectives where achieved through its support to capacity development in education sector planning, systems strengthening, etc. a contribution approach will be taken, with the evaluation methodology articulating, a priori, through some of the methodologies described above, a reasonable way to estimate CDPF's contribution.

It is also important to note that it is notoriously complex to evaluate capacity development therefore for this assignment the evaluation team should have demonstrable understanding of theory of change and outcome harvesting, or similar, approaches applied to programme evaluations. Inputs and outputs may be easy to measure, however outcomes and impact as well as the effectiveness are not. Some expected methodological challenges are summarised here:

- The non-linear nature of capacity development which is focused on systems, institutions and individuals change over time, and is strongly influenced by broader evolutions in the external environment;
- Attributing the impact of strengthening national systems to specific interventions;
- Describing the qualities, strengths and challenges of relationships and interdependencies between different parts of the education system in Cambodia;
- Mapping the pathways between initiatives and outcomes and explaining the non-linear and multi-directional relationships between the initiative and the intended and unintended outcomes;
- Capturing the subtle changes related to commitment, attitude and behaviour amongst recipients of capacity development interventions; and
- There can be a long timeframe between the implementation of capacity development interventions and the realisation of expected results.

Likewise, conventional ethical guidelines are to be followed during the evaluation. Specific reference is made to the revised UNEG Norms and Standards for Evaluation in the UN System, as well as to the UNICEF's revised Evaluation Policy, and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis and UNICEF's Evaluation Reporting Standards.[10] Good practices not covered therein are also to be followed. Any sensitive issues or concerns should be raised with the evaluation management team as soon as they are identified.

5. MANAGEMENT AND CONDUCT OF THE EVALUATION

5.1 EVALUATION MANAGEMENT STRUCTURE

The evaluation will be conducted by an external evaluation team to be recruited by UNICEF Cambodia, on behalf of the CDPF Secretariat. The evaluation team will operate under the supervision of an evaluation management team comprised of an Education Specialist at MoEYS, an Education Specialist, an Evaluation Specialist and an M&E Officer at UNICEF Cambodia. The evaluation management team will be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget, assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response.

A reference group will be established, bringing together one representative from MoEYS, one from UNICEF, one from the EU, one from SIDA and two technical experts on education in Cambodia. The reference group will have the following role: contribute to the preparation and design of the evaluation, including providing feedback and comments on the inception report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; assist in identifying CDPF internal and external stakeholders to be consulted during the evaluation process; participate in review meetings organized by the evaluation management team and with the evaluation team as required; play a key

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[10] Please refer to: http://www.unicef.org/evaluation

role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

5.2 EVALUATION TEAM PROFILE

The evaluation will be conducted by engaging an institution. The proposed team consists of two (2) international consultants (team leader and one technical expert) to conduct the evaluation that will be supported by at least two (2) national research assistants.

The composition of the proposed evaluation team must include, one (1) senior-level Team Leader with the following competences:

- Having extensive evaluation experience (at least 15 years) with an excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative evaluation methods (incl. outcome harvesting or similar approaches), outcome evaluation, and UNEG norms and standards.
- Having extensive experience on education sector reforms – planning, implementing, managing or monitoring such programmes.
- Holding an advanced university degree (Masters or higher) in international development, public policy or similar, including sound knowledge of policy and systemic aspects; familiarity with education programmes.
- Bringing a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions.
- Having in-depth knowledge of the UN's human rights, gender equality and equity agendas.
- Having a strong team leadership and management track record, as well as excellent interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Specific evaluation experience in the education sector is strongly desired, but is secondary to a strong mixed-method evaluation background, so long as the education expertise of the other team members (see below) is harnessed to ensure the team's collective understanding of issues relating to systems strengthening from a UN or NGO perspective.
- Previous experience of working in an East Asian context is desirable, together with understanding of Cambodia context and cultural dynamics.
- The Team Leader must be committed and willing to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- S/he must have the ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English.

The Team Leader will be responsible for undertaking the evaluation from start to finish, for managing the evaluation team, for the bulk of data collection, analysis and consultations, as well as for report drafting in English and communication of the evaluation results.

One (1) Team Member/Technical Expert:

- Holding advanced university degrees (Masters-level) in education, public policy or similar.
- Hands-on experience in collecting and analysing quantitative and qualitative data, but this is secondary to solid expertise in education programmes related to capacity development.
- Strong expertise in equity, gender equality and human rights based approaches to evaluation and expertise in data presentation and visualisation.
- Be committed and willing to work in a complex environment and able to produce quality work under limited guidance and supervision.
- Having good communication, advocacy and people skills and the ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts in written and oral form.
- Excellent English communication and report writing skills.

The Team Member will play a major role in data collection, analysis and presentation, and preparation of the debriefings and will make significant contributions to the writing of the main evaluation report.

Two (2) Research Assistants:

- Holding an undergraduate degree or higher in Education and/or Statistics or a related field.
- Having at least 3 years of progressively responsible experience data collection and in the analysis of both qualitative and quantitative data as well as in data management.
- Having an understanding of the education system in Cambodia through previous experience or research work.
- Having a firm understanding of human rights-based approached to programming, including gender and equity considerations.
- Cambodia national with strong, working level English; fluency in another, relevant ethnic language would be an asset.

The evaluation team is expected to be balanced with respect to gender to ensure accessibility of both male and female informants during the data collection process. Back-office support assisting the team with logistics and other administrative matters is also expected. It is vital that the same individuals that develop the methodology for the RFP will be involved in conducting the evaluation. In the review of the RFP's, while adequate consideration will be given to the technical methodology, significant weighting will be given to the quality, experience (CV's and written samples of previous evaluations) and relevance of individuals who will be involved in the evaluation.

5.3 EVALUATION DELIVERABLES

Evaluation products expected for this exercise are:

- An inception report, including an evaluation briefing note for external communication;
- A report of the desk review analysis containing preliminary evaluation findings, including a Power Point presentation to facilitate a stakeholder consultation exercise;
- The final report of the evaluation with up to two revisions (complete first draft be reviewed by the evaluation management team; second draft to be reviewed by the reference group and Regional Evaluation Adviser within UNICEF EAPRO, and a penultimate draft);
- Infographics to be used for publication;
- A four-page executive summary (in both English and Khmer) that is distinct from the executive summary in the evaluation report and it is intended for a broader, non-education and non-UNICEF audience; and
- A PowerPoint presentation resulting from the data collection, and a final PowerPoint presentation used to share findings with the reference group and for use in subsequent dissemination events.

Other interim products are:

- Minutes of key meetings with the evaluation management team and the reference group; and
- Presentation materials for the meetings with the evaluation management team and the reference group. These may include PowerPoint summaries of work progress and conclusions to that point.

Outlines and descriptions of each evaluation products are meant to be indicatives, and include:

- Inception report: The inception report (in English) will be key in confirming a common understanding of what is to be evaluated, including additional insights into executing the evaluation. At this stage evaluators will refine and confirm evaluation questions, confirm the scope of the evaluation, further improve on the methodology proposed in this ToR and their own evaluation proposal to improve its rigor, as well as develop and validate evaluation instruments. The report will include, among other elements: i) evaluation purpose and scope, confirmation of objectives and the main themes of the evaluation; ii) evaluation criteria and

questions, final set of evaluation questions, and evaluation criteria for assessing performance; iii) evaluation methodology (i.e., sampling criteria), a description of data collection methods and data sources (incl. a rationale for their selection), draft data collection instruments (with a data collection toolkit as an annex), an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, the field visit approach, a description of the quality review process[11] and a discussion on the limitations of the methodology; iv) proposed structure of the final report; v) evaluation work plan and timeline, including a revised work and travel plan; vi) resources requirements (i.e., detailed budget allocations, tied to evaluation activities, work plan) deliverables; v) annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework); and vi) an evaluation briefing note for external communication purposes. The inception report will be 20-25 pages in length (excluding annexes), or approximately 20,000 words, and will be presented at a formal meeting of the reference group.

- Desk-review and analysis report: This report (in English) will present preliminary findings from the desk-based document review and analysis of the situation analysis (SitAn), national education sector documents, CDPF documents and other sources. The report should be 10-15 pages, or about 15,000 words in length (excluding annexes, if any), and should be accompanied by a PowerPoint presentation that can be used in stakeholder consultations.

- Final evaluation report: The report (in English) will not exceed 50 pages, or 35,000 words, excluding the executive summary and annexes. A complete draft report will include: i) an analysis of key issues in capacity building for education sector programming, and the lessons emanating from those experiences (also excerpted from the desk review report); an assessment of CDPF's strengths and weaknesses relating to ESP strategic results, and CDPF's programming choices, against agreed evaluation criteria; statements of findings for each of the five CDPF outcomes, and key findings on the other evaluation themes, well substantiated by the data and evidence, and judged against evaluation criteria; a parsimonious set of actionable recommendations, and a description of how they were validated; list of background materials used; and annexes (i.e., evaluation terms of reference; annotated description of methodology; data analysis framework, list of people interviewed, bibliography, etc.).

- PowerPoint presentation: Initially prepared and used by the evaluation team in their presentation to the reference group after the data collection, a standalone PowerPoint will be submitted to the evaluation management team as part of the evaluation deliverables.

- An evaluation briefing note, data, infographics, and a four-page executive summary for external users (both in English and Khmer) will be submitted to the evaluation management team as part of the evaluation deliverables.

- Reports will be prepared according to the UNICEF Style Guide and UNICEF Brand Toolkit (to be shared with the winning bidder) and UNICEF standards for evaluation reports as per GEROS guidelines (referenced before).

- The first draft of the final report will be received by the evaluation management team who will work with the team leader on necessary revisions. The second draft will be sent to the reference group for comments. The evaluation management team will consolidate all comments on a response matrix, and request the evaluation team to indicate actions taken against each comment in the production of the penultimate draft.

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[11] UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality assessed by an external independent company against UNICEF/UNEG standards for evaluation reports. The evaluation team is expected to reflect on and conform to these standards as they write their report. The team may choose to share a self-assessment based on the GEROS with the evaluation manager.

Bidders are invited to reflect on each outline and effect the necessary modification to enhance their coverage and clarity. Having said so, products are expected to conform to the stipulated number of pages where that applies.

An estimated budget has been allocated for this evaluation. The implementation of the evaluation is expected to be in three phases that follow the time schedule below.

Table 2: Proposed evaluation timeline[12]

ACTIVITY	DELIVERABLE	TIME ESTIMATE	RESPONSIBLE PARTY
PHASE 1. INCEPTION, DOCUMENT REVIEW AND ANALYSIS		10 weeks, concurrent (Jul – Sep, 2017)	
1. Inception meeting by Skype with evaluation management team	Meeting minutes	Week 1	Evaluation team, evaluation management team
2. Inception visit (incl. initial data collection and desk review; development of evaluation matrix, methodology and work plan, data collection material, drafting of the inception report)	Draft inception report	Weeks 2-3	Evaluation team
3. Present draft inception report to the reference group	PowerPoint presentation	Week 4	Evaluation team, evaluation management team, reference group
4. Receive inception report and feedback to evaluation team	-	Week 5	Evaluation management team, reference group
5. Complete desk review, conduct survey and analysis	Draft desk review	Weeks 6-8	Evaluation team
6. Present desk review and finalize inception report and desk review report, confirm planning for field visit	Final inception report	Weeks 8-10	Evaluation team, evaluation management team, reference group
2. DATA COLLECTION		10 weeks, consecutive (Sep – Nov, 2017)	
1. Pilot data collection tools and conduct field-based data collection	-	Weeks 11-19	Evaluation team
2. Validation workshop to validate data collection results	PowerPoint presentation, meeting minutes	Week 20	Evaluation team, evaluation management team, reference group

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[12] Please note that the timing of the data collection may change depending on the availability of interviewees and other contextual factors (i.e., commune elections planned for June 2017).

3. REPORTING AND COMMUNICATION OF RESULTS		8 weeks, consecutive (Nov – Dec, 2017)	
1. Prepare and submit first draft of evaluation report	Draft report	Weeks 21-22	Evaluation team
2. Receive first draft and feedback to evaluation team	-	Week 23	Evaluation management team
3. Prepare and submit second draft of evaluation report	Draft report	Week 24	Evaluation team
4. Receive second draft and feedback to evaluation team	-	Weeks 25-26	Evaluation management team, reference group
5. Prepare and submit penultimate draft of evaluation report	Draft report	Week 27	Evaluation team
6. Submit and present final report to reference group and CDPF Steering Committee	Final report, infographics, executive summary, PowerPoint presentation, meeting minutes	Week 28	Evaluation team, evaluation management team, reference group

As reflected in table 2, the evaluation has a timeline of six months from July to December, 2017. Adequate effort should be allocated to the evaluation to ensure timely submission of all deliverables, approximately 24 weeks on the part of the evaluation team. It is also expected that the evaluation team will travel three times in and out of Cambodia and that sufficient amount of time will be allocated for the inception visit in Phnom Penh and in two nearby provinces (two weeks), piloting of data collection tools and data collection in at least six provinces (nine weeks) and interim and final presentations in Phnom Penh (two weeks).

Annex 2: Evaluation Matrix

Evaluation Criteria/ Evaluation Questions	Sub-questions	Measures or indicators	Data sources	Data Collection instruments	Evaluation Themes
1. Effectiveness					
EQ 1.1. To what extent has the CDPF achieved the expected outcomes in contributing to building capacities in the education sector in Cambodia as identified in the core documents?	To what extent have individual, organizational and institutional capacity development approaches and actions achieved complementarity and synergy in producing outcomes?	Descriptive qualitative analysis measured against plans	Initial CDPF planning documents, M&E reports, implicated DP and IP, MoEYS officers, survey	KII/FGD; desk-study	Achievement of outcomes; CDPF approach to capacity development, especially systems strengthening
	What outcomes have been achieved at national and subnational and how are these outcomes related?	Descriptive qualitative analysis measured against plans; analysis of cascading relations and actions in CD	Initial CDPF planning documents, M&E reports, implicated DP and IP, MoEYS officers,	KII/FGD; desk-study	
	To what extent are beneficiaries and stakeholders satisfied with the outcomes?	Measured against plans	CDPF Steering Committee, DPs, MoEYS officers and schools (SD, SSC)	KII/FGD; survey; desk-study	
	Has the CDPF had any unexpected outcomes, positive or negative?	Comments based on expectations	Initial CDPF planning documents, M&E reports, implicated DP and IP, MoEYS officers, survey	KII/FGD; survey; desk-study	
	Have other actors and factors influenced and/or co-contributed to CDPF outcomes?	Judgments based on related experience	Implementing and supporting actors at national and sub-national level	KII/FGD; desk-study	

	What are the key lessons learned from the CDPF in terms, enabling systems-level capacity and competency development, organizational learning?	Judgments based on related experience	CDPF Steering Committee, implicated DP and IP, MoEYS officers and schools (SD, SSC)	KII/FGD; desk-study	
	What modifications to the CDPF objectives and activities, if any, are implied from the data for the next phase with respect to key indicators?	Indications against initial expectations	CDPF Steering Committee, implicated DP and IP, MoEYS officers	KII/FGD; desk-study	
EQ.1.2. To what extent the CDPF has collaborated and coordinated internally and externally with strategic partners?	Does the CDPF Steering Committee collaborate and coordinate effectively with respective partners to advance the objectives of the programme?	Descriptive qualitative and quantitative analyses measured against need and expectations	Planning & progress reporting documents, DP and IP, national MoEYS officers	KII/FGD, desk-study	CDPF-wide collaboration, learning, external partnerships; Management and governance
	Is there evidence of sufficiently coordinated strategic planning within the sector on where and for what professional development is required to enable organizational and systems learning, moving beyond isolated individuals?	Descriptive qualitative analysis measured against current provision & expectations	Steering Committee, planning and progress reporting documents, DP and IP, national MoEYS officers	KII/FGD, desk-study	
	What is perceived quality and intensity of ESWGs and JTWGs at the national and sub-national level by the different participating institutions?	Descriptive qualitative analysis of actions against commitments	ESWG and JTWG members, agenda's and minutes of meetings	KII, desk-study	
2. Relevance					
EQ.2.1. To what extent CDPF approaches to capacity development are clearly spelled out and reflect the needs	To what extent are CDPF programming choices and approaches relevant and appropriate to achieve priorities of core MoEYS policy; how well aligned has the Fund stayed over its phases?	Assessed alignment of CDPF with ESP, MPCD and related policy statements, directives.	ESP, MPCD & Relevant policy & planning documents, previous evaluations, MoEYS & Partner perceptions.	KII/FGD, survey, desk-study	CDPF approach to capacity development, especially systems

and the priorities of the main parties involved?	Has the way in which CDPF has been implemented reflected the needs and priorities of stakeholders (implementers, beneficiaries)?	Descriptive qualitative analysis measured against expectation	Relevant policy & planning documents, previous evaluations, MoEYS, DP, IP and beneficiary perceptions.	KII/FGD, survey, desk-study	strength ening
	Does the MoEYS have "systemic" ownership of the CDPF i.e., at national, provincial and local levels?	Descriptive qualitative analysis measured against initial status	Steering Committee, implicated DP and IP, MoEYS officers	KII/FGD, desk-study	
	To what extent is there a shared understanding of the programming choices and approaches in capacity development among CDPF's implementing partners? How is capacity development understood by MoEYS personnel at national and sub-national levels?	Descriptive qualitative analysis of clarity & agreement in operational definitions of "capacity" and "capacity development".	Steering Committee, implicated DP and IP, MoEYS officers and schools (SD, SSC)	KII/FGD, survey, desk-study	
	To what extent have duty-bearers and right-holders' approaches been applied and matched with each other under the different outcome areas of the CDPF?	Descriptive qualitative analysis measured against expectations of different stakeholder groups	Relevant policy & planning documents, previous evaluations, MoEYS, DP, IP and beneficiary perceptions.	KII/FGD, survey, desk-study	
	To what extent is the CDPF complementary and/or aligned with other support of EU, Sida and UNICEF to the education sector in Cambodia?	Assessment of alignment and match CDPF in education portfolios	Country strategies and action plans of DPs, Interviews with staff DPs	KII, desk-study	
EQ.2.2. To what extent is the CDPF strategy aligned with national priorities and international	To what extent has the CDPF reflected international & regional "good capacity development practice" experience? To what degree is there congruence between means & ends of CDPF design, management?	Conceptual and descriptive qualitative analysis applied against CDPF practice	Steering Committee, DP and IP (especially VSO, CARE), national MoEYS &	KII/FGD, desk-study	Knowledge manage ment; Manage ment and

good practices?			related offices (NIE, ERC)		governance
	Is the CDPF design consistent with MoEYS and DP/IP priorities, policies and guidelines?	Descriptive qualitative analysis measured against standards	Steering Committee, DP and IP (especially VSO, CARE), national MoEYS, NIE, ERC	KII/FGD, desk-study	
	Have gender and capacity baselines been done at different programming points in CDPF implementation e.g., at the start of EMA/EPA placements? Are they sufficiently robust and used to guide practice?	Descriptive qualitative analysis measured against initial situation	Planning & progress reporting documents, DP and IP (especially VSO, CARE), national & sub-national MoEYS	KII/FGD, desk-study	
3. Efficiency					
EQ 3. To what extent have resources been used as planned and was implementation on-time and has monitoring and reporting been up to standards?	From the perspective of core stakeholders (those expected to engage with CDPF and change), have activities been "worth" the time, energy invested and risks involved?	Descriptive qualitative analysis measured against stakeholder expectations	DP and IP (especially VSO, CARE), national & sub-national MoEYS implementing officers and beneficiaries	KII/FGD, survey, desk-study	CDPF-wide collaboration, learning, external partnerships Management and governance Knowledge management
	Are the financial, human and material resources provided through CDPF suited to and sufficient for beneficiary needs and its own expected results? Are they effectively monitored and used?	Descriptive qualitative and quantitative analyses measured against need and expectations	Financial programme planning & reporting documents; Steering Committee, DP and IP, MoEYS	KII, survey, desk-study	
	Does the CDPF fund-allocation according to outcome areas and activity categories match the strategy and approach of CDPF, as specified in planning documents?	Descriptive qualitative and quantitative analyses measured against need	Financial programme planning & reporting documents; Steering Committee,	KII, desk-study	

			DP and IP, MoEYS		
	Is the internal organization of the financial, HR & data management, monitoring systems of the implicated MoEYS units, UNICEF and IP fit-for-use in administering the various dimensions of the CDPF?	Descriptive qualitative and quantitative analyses measured against need and expectations	Financial programme planning & reporting documents; DP (especially UNICEF) and IP (especially VSO, CARE), MoEYS	KII/FGD, desk-study	
	To what extent has CDPF been managed within an RBM framework and used its TOC to guide practice? Has it set realistic and clear benchmarks/indicators in capacity development given the context of education in Cambodia?	Descriptive qualitative analysis measured against initial planning/design documents	CDPF planning/design documents; reporting and perceptions of DP, IP, MoEYS officials	KII/FGD, survey, desk-study	
	Have the implementation and results of the CDPF as a whole, and its specific activities, been regularly monitored using clearly defined, consistent indicators? Have there been gaps in coverage?	Descriptive qualitative analysis measured against initial planning/design documents	CDPF planning/design documents; reporting and perceptions of DP, IP, MoEYS officials	KII/FGD, survey, desk-study	
	How well have recommendations from previous evaluations been implemented or contributed to the evolution of the CDPF?	Descriptive qualitative analysis measured against initial status	CDPF planning/design documents; previous evaluations, perceptions of DP, IP, MoEYS officials	KII/FGD, desk-study	
4. Equity and Gender Equality					
EQ 4. To what extent	How explicit, sustained and monitored have gender	Descriptive qualitative	Steering Committee,	KII/FGD;	Achieve ment of

have CDPF actions mainstreamed gender and equity in all its actions and have there been sufficient gender and equity target actions to ensure progress and result in achieving equity and gender equality?	equality actions been that were mainstreamed in all CDPF interventions?	analysis measured against plans and actions	implicated DP and IP, MoEYS officers and schools (SD, SSC)	survey; desk-study	Outcomes CDPF approach to capacity development, especially systems strengthening
	How explicit, sustained and monitored have gender equality actions been that were targeted to specific target-groups and locations under outcome area 5 of the CDPF?	Descriptive qualitative analysis measured against plans and actions	Steering Committee, implicated DP and IP, MoEYS officers and schools (SD, SSC)	KII/FGD; survey; desk-study	
	Has the equal and equitable representation of women at all levels changed over the time of CDPF implementation? If so, can link be made to CDPF action?	Descriptive & quantitative analysis measured against initial situation	Steering Committee, implicated DP and IP, MoEYS officers and schools (SD, SSC)	KII/FGD; survey; desk-study	
	How effective has the mix of capacity development strategies and mechanisms used by CDPF been to promote and enable inclusion been?	Descriptive & quantitative analysis measured against initial situation	Implicated DP and IP, MoEYS officers and schools (SD, SSC)	KII/FGD; survey; desk-study	
5. Sustainability of Outcomes					
EQ 5. To what extent has the CDPF enabled and prepared MoEYS, IPs and other stakeholders to continue capacity development actions in there approaches and activities beyond the CDPF duration?	Have CDPF actions been sufficient in reach, depth and duration to allow consolidation of capacity development inputs? Is there evidence of any "institutionalisation"?	Descriptive qualitative analysis of expectations measured against standards and current action	CDPF Steering Committee, DP and IP, national & sub-national MoEYS officers, monitoring reports	KII/FGD, survey, desk-study	CDPF approach to capacity development, especially systems strengthening Knowledge management Management and governance
	What evidence is there that CDPF has supported knowledge, attitudinal and competency changes that are being sustained, especially from a sub-national and organizational perspective?	Descriptive qualitative analysis measured against initial status	Steering Committee, implicated DP and IP, national & sub-national MoEYS, schools (SD, SSC)	KII/FGD, d desk-study	
	What evidence is there that CDPF implementers and beneficiaries have been able to incorporate new thinking	Descriptive qualitative analysis of persistent	Steering Committee, implicated DP and IP,	KII/FGD, survey, desk-	

and practices sufficiently to maintain them? What have been the precipitates/barriers to this degree of learning?	change measured against initial status	national & sub-national MoEYS, schools (SD, SSC)	study planning/reporting documents	CDPF-wide collaboration, learning, external partnerships
Does the MoEYS show evidence of sufficient commitment, resources and capacity to continue CDPF action, including adapting it to changing needs, circumstance?	Descriptive qualitative analysis of practice measured against expressed plans.	CDPF Steering Committee, implicated DP and IP, national & sub-national MoEYS officers	KII/FGD, desk-study	
Given the expected CDPF "final phase", what options and actions are being considered to ensure sustainability? Are projections being done of the range of potential impacts on stakeholders (implementers and beneficiaries) of CDPF ending: as a whole, and its specific sub-elements e.g., VSO?	Descriptive qualitative analysis of expectations measured against standards and current action	CDPF forward-planning documents, Steering Committee, implicated DP and IP (especially VSO, CARE), national & sub-national MoEYS officers	KII/FGD, survey, desk-study	

Annex 3: Data Collection Tools

This annex contains all the formatted tools, formats, and checklists that were used in the data collection phase.

These tools have been tested and fine-tuned during and at the end of the first week of data collection at the district level (11-16 September 2017).

All research activities, tools and formats applied throughout the evaluation exercise will ensure full confidentiality of respondents and the evaluators will also make clear in each interview or other research activity that participation of respondents is voluntary.

1. EXAMPLE BRIEFING NOTE FOR INSTITUTIONS/PROVINCES (POEs)/DISTRICTS (DOEs) TO BE VISITED (DOEs WILL HAVE TO INFORM SCHOOL DIRECTORS) (MONDULKIRI ADMINISTRATIVE CAPITAL LEVEL).

MoEYS/UNICEF Capacity Development Partnership Fund province and district evaluation visits

Briefing note for POE/DOE/SDs/teachers and other participants in Krong Saen Monourom/Mondulkiri

Dear Sir/Madam,

We hope that you have been informed by MoEYS about the upcoming evaluation of the Capacity Development Partnership Fund of MoEYS, supported by EU, Sweden and UNICEF. This fund has provided financial assistance to a variety of capacity development activities in the period 2011-2017. Your province and districts have participated at least one activity and probably more activities supported with CDPF funds. This could have been in the area of; a) research; b) planning and monitoring (including EMIS and QEMIS); c) budget and financial planning and monitoring; d) human resource management and e) quality and equity of education. In some cases, the NGOs VSO and/or CARE have also been providing capacity development assistance.

We are pleased to inform you that your province and district was selected for a field visit in the framework of this evaluation. The purpose of this field visit is to learn about your experience with CDPF funded activities and (if applicable) VSO and/or CARE support in one or more the areas mentioned above.

During our short evaluation visit, the evaluators will look at activities that have been realized at your location and in your office/department with the support of CDPF funds.

This briefing note gives you more details on the upcoming visit to your province and district, planned for 11 and 12 September 2017.

Programme for the district visit

The evaluation visit to will take two full days and during this period the evaluators want to realize the following activities. You are requested to assist the evaluators in preparing for this programme and inform and invite all organizations/people that the evaluators wish to meet so that they are available at the right time and the right place. Further requests for your support are presented after the program-table.

Table 3: Programme for the district visit

Date	Duration	Activity	Persons/groups to be involved
10/09/ 2017		Arrival to Krong Saen Monourum Arrival time:	

11/09/ 2017 Monday	30 minutes	**Briefing meeting on evaluation visit 8.00 – 8.30**	Key POE and/or DOE staff (and if possible director and/or deputy)
	1 hour (only DOE) 1.5 hour (POE and DOE)	Desk-review of the following planning and reporting documents: For POE: - AOP 2017 - Annual Report 2016 - EMIS data on province 2016 - QEMIS data on province 2016 For DOE: - AOP 2017 - Reports 2016 - EMIS data on district 2016 - QEMIS data on district 2016 - 1 ECE inspection report - 1 primary school inspection report - 1 secondary school inspection report	Please ensure that both POE and DOE have all documents available at the arrival of the consultants:
	1 hour	Focus Group Discussion with POE staff (in other districts this FGD will be cancelled and a 1.5 hour FGD will be organized instead)	Maximum of 10 persons, if possible 50 per cent women
	1 hour/1.5 hour	Focus Group Discussion with DOE staff	Maximum of 10 persons, if possible 50 per cent women
	30 Minutes each (total max 3 hours)	Interviews with key informants in the Province/District to be selected from the following possibilities (maximum six interviews): - POE director and/or vice-director - POE person in charge of PP or Finance or HRM - DOE director and/or vice-director - DOE person in charge of PP, or Finance or HRM - Provincial Governor - Deputy provincial governor in charge of education sector and JTWG - District Governor (if available) - NGOs (in case of VSO/CARE include EMA/EPA/local staff member) - Possibly: other NGO active in education	Please discuss with the national evaluator, which key informants to select (this will depend on case-study focus of the province/district visit). **Maximum 6 interviews**
12/09/ 2017 Tuesday	1.5 hour	Focus Group Discussion with SDs DOE level: - 5 Pre-school/primary SDs - 5 Secondary SDs (if available) Selection can be done by DOE	Maximum of 10 persons, if possible 50 per cent women. If possible to be invited at DOE
	3 hours (including travel)	Visit to one school, with active SSC (to be selected by DOE): - Observation (30 minutes) - Focus Group Discussion with teachers (1 hour) - Focus Group Discussion with SSC members (of 3-5 different SSCs, including of school visited)	Maximum of 10 persons, if possible 50 per cent women, if possible at school location
	1 hour	Focus Group Discussion with DTMT (district level) or JTWG (provincial level)	Maximum of 10 persons, if possible 50 per cent women. If

			possible to be invited at POE or DOE
	1 hour	If relevant and/or needed: Focus Group Discussion with other relevant stakeholder group (to be identified by evaluators, depending on case study focus (e.g., girls' council, students' council)	if possible 50 per cent women. If possible to be invited at POE or DOE
	30 minutes	**Debriefing Meeting (16.30-17.00)**	POE and/or DOE staff (the same participants as in the briefing meeting)
13/09/ 2017 Wednesday	05.00	Travel Onwards Departure time:	

N.B. Please note, if people prefer, that elements of the programme can be shifted ensuring that the duration of the specific activity remains the same. This is with the exception of the activities printed in bold (at the start and end of program).

Specific requests for your support

In order of sequence:

- Please contact as soon as possible all persons and groups that are mentioned in the programme above and inform them about this evaluation visit to the province/district. Arrange a specific timeslot (with duration as specified in the programme above) and a place (this can be POE/DOE office or a school or any other location) where the meeting (interview or focus-group discussion) can be organized;
- Make sure that the persons/groups remain available and please reconfirm all meetings a few days or at least one day prior to the arrival of the evaluators;
- Make sure that all documents for the desk-review (as specified in the programme above) are available in hard copy or electronic copy for the evaluation **before** the arrival of the evaluators and make sure to remain available until they are reviewed by the evaluators. These documents will only be reviewed and not taken by the evaluators, so there is no need to make extra copies;
- In case there are people/groups to be interviewed that don't speak Khmer, advise of whom should be the translator/volunteer for translation;
- For focus-group meetings, please ensure that each organization/group invites approximately 10 persons to the meeting and please make sure that 50 per cent are men and 50 per cent are women (unless this is not possible because the group are only men or only women);

The evaluation team

The external evaluation team of the CDPF consists of five persons; three international consultants and two national consultants. Some field visits will be conducted by more team members but most visits will be conducted by only one national consultant. This is to ensure that all local level research activities can be conducted in Khmer.

The evaluation team member(s) that will visit your province/district is/are:

- Frans van Gerwen (international expert)
- Anne Bernard (international expert)
- Amry Ok (national expert)
- Heng Thou (national expert)

One of the national consultants will get in touch with by phone to assist you in the further preparation of the field visit to your province/district. The consultant that will contact you is Amry OK/Heng Thou.

Please don't hesitate to contact the consultant in case you have any doubt or need any further assistance in preparing for the district visit.

The external evaluation team of the CDPF
Lattanzio Monitoring & Evaluation

2.A. CHECKLIST FOR DOCUMENT ANALYSIS (POE LEVEL)

Document	Verification of existence	Completeness of information	Quality of information
Provincial Annual Operating Plan 2017	Yes/no	1/2/3	1/2/3
Provincial Annual report (on AOP) 2016	Yes/no	1/2/3	1/2/3
EMIS data at provincial level 2016	Yes/no	1/2/3	1/2/3
QEMIS data at provincial level 2016	Yes/no	1/2/3	1/2/3

N.B. A three-point scale is used for the evaluator's assessment: 1 = not sufficient; 2 = sufficient; 3 = good

2.B. CHECKLIST FOR DOCUMENT ANALYSIS (DOE LEVEL)

Document	Verification of existence	Completeness of information	Quality of information
District Annual Operating Plan 2017	Yes/no	1/2/3	1/2/3
District Annual report (on AOP) 2016	Yes/no	1/2/3	1/2/3
EMIS data at district level 2016	Yes/no	1/2/3	1/2/3
QEMIS data at district level 2016	Yes/no	1/2/3	1/2/3
ECE/pre-school inspection report (one example	Yes/no	1/2/3	1/2/3
Primary school inspection report (one example)	Yes/no	1/2/3	1/2/3
Secondary school inspection report (one example)	Yes/no	1/2/3	1/2/3

N.B. A three-point scale is used for the evaluator's assessment: 1 = not sufficient; 2 = sufficient; 3 = good.

3. EXAMPLE FGD-FORMAT AND PROGRAMME FOR SCHOOL SUPPORT COMMITTEE (TO BE SLIGHTLY REVISED ACCORDING TO SPECIFIC FGD GROUPS)

General characteristics of FGD

Participants for the focus group discussion will be invited by POE/DOE/SDs (who-ever is most appropriate for the audience of the FGD).

Members of approximately 3-5 SCCs will be invited (in case of other FGDs this can be other composition), provided that the maximum number of participants is approximately 10 persons.

If possible 50 per cent women and 50 per cent men will be invited. According to the situation and composition of the FGD audience, the meeting can be split into two separate shorter meeting to discuss elements with man and women separately.

Participation is on a voluntary basis, and so no attempt at random sampling will be made and it will be left for discussion between the POE/DOE and national evaluator to discuss who best can be invited. No at-random sampling will be done.

In the case of a focus group discussion with SSC in VSO and CARE covered districts, members from schools involved with the VSO or CARE programme will be especially encouraged to participate. While in an FGD no one's comments can be fully confidential, it will be made clear that no names will be attached to comments in the evaluation report.

Programme FGD

Total duration (1 to 1.5 hour). In case split into men and women group 2 times 45 minutes

Time	Activity	Remarks
10 minutes	Introduction: short summary of CDPF outcomes, ToR CDPF evaluation and process	By facilitator
5 minutes	Round of introduction participants	Also, make sure that data is recorded (or in case people are literate pass around an attendance
40 – 65 minutes	Walking through lists of questions (selecting most urgent/appropriate questions if time is limited)	Facilitated group discussion
10 Minutes	Some main conclusions Explanation what will be done with the results of the FGD	By facilitator
5 Minutes	If applicable: time for filling out survey forms	Individual by individual participants

FGD questions (SSC example)

In a Focus Group Discussion, a maximum of 5-7 issues will be discussed with participants. In case FGDs are split in women's' and men's' group, the number of questions will be reduced to the most relevant for each group.
Questions will be addressed to the group as a whole, leaving participants to respond if/as they choose while encouraging those who are quiet. In all cases, it will be critical that ambiguous or partial comments are followed up: to clarify terms used; to ask why or why not; to request fuller elaboration and/or examples. From time to time, and as appropriate for specific themes or issues – especially where there are evident differences of opinion – it will be important that the evaluator/facilitator try to summarize the sense of the discussion to confirm his/her understanding.

1. How long have you been living in the community of the school? What is your occupation? Do you have children in the school? How would you describe your school in a few words: as a welcoming or less welcoming place for children? How does it compare with others you know?

2. How long have you been a member of the SSC? How were you selected? How often does the SSC meet? What are its major responsibilities? What have been the most significant challenges and successes of the SSC over the past 1-2 years? Have there been any major changes in membership or responsibilities?

3. Why did you agree to become a member: was there a particular type of support you wanted to give the school or a particular improvement you wanted to see? Have you received any training to perform your role as an SSC member - on your own or as a group? If yes, who provided it? Can you describe the details? Were you satisfied with your experience, with what you learned? If no, do you feel you need support to do your work as an SSC member more effectively? Have you or the SSC asked for training?

4. Specifically: does the SSC have responsibilities for ensuring children are enrolled – especially girls, those with disabilities, from at-risk families? For monitoring absenteeism and drop out – and taking action? Ensuring the school is safe and healthy; that there is clean water and good sanitation – and taking action? For monitoring teacher attendance, their management of the classroom and if children in specific classes are learning or struggling? Have you had any training or support for any of these responsibilities that you have in the SSC?

5. How many women are in your SSC overall? Is this usual or have there normally been more or fewer? Are women assigned particular tasks? Do women face particular challenges in becoming members? In actively participating in meetings e.g., giving ideas, taking decisions, requesting information? How many are Chairs?

<u>Where VSO and/or CARE is in the school</u>

6. Can you describe the activities that the VSO/CARE programme has in your school? Was the SSC asked to approve these or to guide or monitor how they were conducted?

7. In what ways are they affecting the school? Are you happy, satisfied with what they are doing? Are there any other capacity development activities being provided to the school staff or teachers; or to students outside their regular classroom work? If yes, are you happy, satisfied?

Data of participants to be recorded on FGD report sheet

Date:

Names (will be kept confidential to the evaluation team):

School:

District:

Province:

Occupations of members:

# of M/F:

N.B. for other FGD, specific sets of questions will be prepared (based also on interview formats for POEs, DOEs and SDs).

4. Reporting format on FGDs

FGDs will be reported in a bullet-point format and will be a maximum of 3 pages

Item	Subject
1	Standard data: Date: Names (will be kept confidential to the evaluation team): School: District: Province: Occupations of members: # of M/F:
2	Inputs of participants on FGD questions, organized in bullets under the questions
3	Observations of the facilitator/consultant on the FGD process and participation
4	Any other observation

5. SURVEY FOR POE-STAFF (TO BE SUBMITTED BY MAIL/ON-LINE)

<u>Survey protocol for POE directors and staff members</u>

Thank you for agreeing to fill in this survey. We hope it will not take too much of your time and that the questions are clear and easy to answer. The survey is an important part of the field research in the Capacity Development Partnership Fund (CDPF) evaluation.

In partnership with the MoEYS and funded by UNICEF, the European Union and the Swedish Government, the CDPF supports capacity development activities at national and provincial, district and

school levels to strengthen effectiveness of policy implementation, financial and human resource management and planning, monitoring and evaluation. This is expected to contribute to the achievement of equity and quality of education delivery in the Cambodia education system.

This survey is to capture your opinions and experience in improving the quality of education service delivery. We ask you to answer as many questions as you can. For each question, please tick the box that best describes your personal opinion or assessment. If you do not know the answer, or if the question is not relevant, please tick the N/A (no answer) box to fill.

Please return the completed form by email to the evaluation team or to the POE director and he/she will make sure it will send to the Department of Planning (DOP) of MOEYES. (in case your province has a VSO EMA and/or EPA s you can also hand in your survey form to the VSO EMA or EPA as soon as possible (maximum 1 week) in a closed and sealed envelope addressed to the evaluation team).

In case you have access to email you can also send in the survey form by email please and send it to Amry Ok national team member of the evaluation team, email: okamryycc@yahoo.com

You can also fill in the survey on line by clicking the following link: (still to be made)

Please be assured that your information will be confidential; your name will be removed from the survey form before it is analysed and will not be used in the evaluation.

Thank you again, very much.

Identification questions

Name of Province:

Gender: Male ☐   Female ☐   Prefer not to say ☐

Age: Below 18 ☐   19-24 ☐   25-34☐   35-44 ☐   45-54 ☐   Above 55 ☐

Ethnic group:

Khmer	Khmer Loeu	Vietnamese	Cham	Mountain Cham	Lao	Prefer not to say
☐	☐	☐	☐	☐	☐	☐

Position: Director ☐   Head of Technical Department ☐   Other staff☐

Other questions

How did you become Director/Staff: Applied ☐   Appointed☐   Promoted☐

How many years have you been in your current position:

0-1 year ☐   1-3 years ☐   3-5years ☐   5-10 years ☐   More than 10 years ☐

Level of education completed:

Lower Secondary ☐   Upper Secondary ☐   Bachelor ☐   Masters ☐   Other ☐

On training and technical assistance

Did you receive special training to be Director/Staff?   Yes ☐ No ☐   N/A ☐

Do you usually request training in specific areas or is it offered to you by MoEYS?

        I request it ☐   MoEYS unit provides it ☐   N/A ☐

If you received training in the following areas since you are in your current position, how useful was it to your work?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- EMIS/QEMIS	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐

What are your priorities for further professional development in these areas?

	Not a priority	Low priority	Medium priority	High priority	Essential	N/A
- Technical knowledge	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- EMIS/QEMIS	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐

On monitoring/guidance

How often do you receive technical monitoring/guidance?	Never	Rarely	2-5 times per year	6+ times per year	Only on request	N/A
	☐	☐	☐	☐	☐ ☐	

From whom? (check all appropriate):
MoEYS ☐   NIE ☐   UNICEF ☐   NGO ☐   International organization ☐   N/A ☐

How helpful is it?	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Essential	N/A
	☐	☐	☐	☐	☐	☐

Do you need more?	No need	Some need	Considerable need	High need	Very high need	N/A
	☐	☐	☐	☐	☐	☐

On working and communication relations in the education system

How often do you relate with other levels in Education system?
For what purpose? (check all that apply)

Ministry (central level Departments):	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

DOE:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

School Directors:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

School Cluster:

		Never	Rarely		Sometimes	Often	Always
		☐	☐		☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

DTMT:

		Never	Rarely		Sometimes	Often	Always
		☐	☐		☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

SSC:

		Never	Rarely		Sometimes	Often	Always
		☐	☐		☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

On the Capacity Development Partnership Fund

	Not at all	A little bit	Somewhat	Much	Very much	N/A
How well do you know about the CDPF?	☐	☐	☐	☐	☐	☐
If yes, has your POE received support from it?	☐	☐	☐	☐	☐	☐

In what areas? (Tick all that apply):

Technical knowledge	☐
Management	☐
Planning	☐
M&E	☐
EMIS/QEMIS	☐
Budgeting and Finance	☐
Human Resource Management	☐
Gender equality	☐
N/A	☐

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
How useful was this support?:	☐	☐	☐	☐	☐	☐

On developments in quality and equity of education provision in your province

Please provide your personal assessment/opinion on the following questions:

To what extent has completion rates of girls in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation of ethnic minorities in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation of disabled children in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary :	☐	☐	☐	☐	☐	☐

To what extent has performance of SDs in school management improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Primary:	☐	☐	☐	☐	☐	☐
Secondary:	☐	☐	☐	☐	☐	☐

To what extent has performance of teachers in the classroom improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation and support of communities in school management (SSCs) improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Primary:	☐	☐	☐	☐	☐	☐
Secondary:	☐	☐	☐	☐	☐	☐

6. SURVEY FOR DOE-DIRECTOR AND STAFF MEMBERS

Thank you for agreeing to fill in this survey. We hope it will not take too much of your time and that the questions are clear and easy to answer. The survey is an important part of the field research in the Capacity Development Partnership Fund (CDPF) external evaluation.

In partnership with the MoEYS and funded by UNICEF, the European Union and the Swedish Government, the CDPF supports capacity development activities at national and provincial, district and school levels to strengthen effectiveness of policy implementation, financial and human resource management and planning, monitoring and evaluation. This is expected to contribute to the achievement of equity and quality of education delivery in the Cambodia education system.

This survey is to capture your opinions and experience in improving the quality of education service delivery. We ask you to answer as many questions as you can. For each question, please tick the box that best describes your personal opinion or assessment. If you do not know the answer, or if the question is not relevant, please tick the N/A (no answer) box to fill.
Please return the completed form to the POE-director (in case of VSO districts to the VSO EMA or EPA) as soon as possible (maximum 1 week) in a closed and sealed envelope addressed to the evaluation team.

In case you have access to email you can also send in the survey form by email please and send it to Amry Ok national team member of the evaluation team, email: okamryycc@yahoo.com

You can also fill in the survey on line by clicking the following link: (still to be made)

Please be assured that your information will be confidential; your name will be removed from the survey form before it is analysed and will not be used in the evaluation.

Thank you again, very much.

Identification questions

Name of Province:
Name of District:

Gender:　　　　Male ☐　　　　Female ☐　　　　Prefer not to say ☐

Age:　　Below 18 ☐　　19-24 ☐　　　25-34☐　　　　35-44 ☐　　　　45-54 ☐　　　　Above 55 ☐

Ethnic group:

Khmer say	Khmer Loeu	Vietnamese	Cham	Mountain Cham	Lao	Prefer not to
☐	☐	☐	☐	☐	☐	☐

Position:　　　Director ☐　　　Head of Technical Department ☐　　　　　Other staff☐

Other questions

How did you become Director/Staff:　　　　Applied ☐　　　Appointed☐　　Promoted☐
How many years have you been in your current position:
0-1 year ☐　　　1-3 years ☐　　　　3-5years ☐　　　　5-10 years ☐　　　More than 10 years ☐

Level of education completed:
Lower Secondary ☐　　　Upper Secondary ☐　　Bachelor ☐　　　Masters ☐　　　Other ☐

On training and technical assistance

Did you receive special training to be Director/Staff?　　Yes ☐　No ☐　　N/A ☐
Do you usually request training in specific areas or is it offered to you by MoEYS?
　　　I request it☐　　MoEYS unit provides it☐　　　N/A ☐

If you received training in the following areas since you are in your current position, how useful was it to your work?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- EMIS/QEMIS	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐

What are your priorities for further professional development in these areas?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- EMIS/QEMIS	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐

- Gender mainstreaming	☐	☐	☐	☐	☐	☐

On monitoring/guidance

How often do you receive technical monitoring/guidance?	Never	Rarely	2-5 times per year	6+ times per year	Only on request	N/A
	☐	☐	☐	☐	☐	☐

From whom? (check all appropriate):
MoEYS ☐   NIE ☐   UNICEF ☐   NGO ☐   International organization ☐   N/A☐

How helpful is it?	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Essential	n/a
	☐	☐	☐	☐	☐	☐

Do you need more?	No need	Some need	Considerable need	High need	Very high need	N/A
	☐	☐	☐	☐	☐	☐

On working and communication relations in the education system

How often do you relate with other levels in Education system?
For what purpose? (check all that apply)

Ministry (central level Departments):	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

POE:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

School Directors:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

School Cluster:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

DTMT:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

SSC:	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

On the Capacity Development Partnership Fund

How well do you know about the CDPF?	Not at all	A little bit	Somewhat	Much	Very much	N/A
	☐	☐	☐	☐	☐	☐

If yes, has your DOE received support from it?	Not at all	A little bit	Somewhat	Much	Very much	N/A
	☐	☐	☐	☐	☐	☐

In what areas? (Tick all that apply):
Technical knowledge   ☐
Management   ☐
Planning   ☐

M&E ☐
EMIS/QEMIS ☐
Budgeting and Finance ☐
Human Resource Management ☐
Gender equality ☐
N/A ☐

How useful was this support?:	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
	☐	☐	☐	☐	☐	☐

On developments in quality and equity of education provision in your district

Please provide your personal assessment/opinion on the following questions:

To what extent has completion rates of girls in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation of ethnic minorities in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation of disabled children in education improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has performance of School Directors in school management improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Primary:	☐	☐	☐	☐	☐	☐
Secondary:	☐	☐	☐	☐	☐	☐

To what extent has performance of teachers in the classroom improved in the past five years (2012-2017)

	Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
Pre-School:	☐	☐	☐	☐	☐	☐
Primary:	☐	☐	☐	☐	☐	☐
Lower Secondary:	☐	☐	☐	☐	☐	☐
Higher Secondary:	☐	☐	☐	☐	☐	☐

To what extent has participation and support of communities in school management (SSCs) improved in the past five years (2012-2017)

	Deteriorated	Somewhat	Remained	Improved	Improved	N/A

	a lot	deteriorated	the same		a lot	
Primary:	☐	☐	☐	☐	☐	☐
Secondary:	☐	☐	☐	☐	☐	☐

7. SURVEY FOR SCHOOL DIRECTORS /TEACHERS

Thank you for agreeing to fill in this survey. We hope it will not take too much of your time and that the questions are clear and easy to answer. The survey is an important part of the field research in the Capacity Development Partnership Fund (CDPF) evaluation.

In partnership with the MoEYS and funded by UNICEF, the European Union and the Swedish Government, the CDPF supports capacity development activities at national and provincial, district and school levels to strengthen effectiveness of policy implementation, financial and human resource management and planning, monitoring and evaluation. This is expected to contribute to the achievement of equity and quality of education delivery in the Cambodia education system.

This survey is to capture your opinions and experience in improving the quality of education service delivery. We ask you to answer as many questions as you can. For each question, please tick the box that best describes your personal opinion or assessment. If you do not know the answer, or if the question is not relevant, please tick the N/A (no answer) box to fill.

Please return the completed form to the DOE-Diretcor (in case of VSO districts to the VSO EMA or EPA) as soon as possible (maximum 1 week) in a closed and sealed envelope addressed to the evaluation team.

In case you have access to email you can also send in the survey form by email please and send it to Amry Ok national team member of the evaluation team, email: okamryycc@yahoo.com

You can also fill in the survey on line by clicking the following link: (still to be made)

Please be assured that your information will be confidential; your name will be removed from the survey form before it is analysed and will not be used in the evaluation.
Thank you again, very much.

Identification questions

Name of Province:
Name of District:
Name of School:
Level of School: Pre-school and/or primary ☐   Lower Secondary ☐   Upper Secondary ☐
Gender: Male ☐   Female ☐   Prefer not to say ☐
Age: Below 18 ☐   19-24 ☐   25-34☐   35-44 ☐   45-54 ☐   Above 55 ☐

Ethnic group:

Khmer	Khmer Loeu	Vietnamese	Cham	Mountain Cham	Lao	Prefer not to say
☐	☐	☐	☐	☐	☐	☐

Position: Director ☐   Head of Technical Department ☐   Other staff☐

Other questions

How did you become Director/Teacher: Applied ☐   Appointed☐   Promoted☐
How many years have you been in your current position:
0-1 year ☐   1-3 years ☐   3-5years ☐   5-10 years ☐   More than 10 years ☐

Level of education completed:
Lower Secondary ☐ Upper Secondary ☐ Bachelor ☐ Masters ☐ Teacher Training ☐ Other ☐

On training and technical assistance

Did you receive special training to be Director/Teacher? Yes ☐ No ☐   N/A ☐
Do you usually request training in specific areas or is it offered to you by MoEYS/POE/DOE?
I request it ☐   DOE/POE provides it ☐   N/A ☐

If you received training in the following areas since you are in your current position, how useful was it to your work?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐
- Pedagogy	☐	☐	☐	☐	☐	☐

If you received training in the following areas since you are in your current position, how useful was it to your work?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Very useful	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐
- Pedagogy	☐	☐	☐	☐	☐	☐

What are your priorities for further professional development in these areas?

	Not a priority	Low priority	Medium priority	High priority	Essential	N/A
- Technical knowledge:	☐	☐	☐	☐	☐	☐
- Management	☐	☐	☐	☐	☐	☐
- Planning	☐	☐	☐	☐	☐	☐
- Budgeting and Finance	☐	☐	☐	☐	☐	☐
- Human Resource Management	☐	☐	☐	☐	☐	☐
- M&E	☐	☐	☐	☐	☐	☐
- Gender mainstreaming	☐	☐	☐	☐	☐	☐
- Pedagogy	☐	☐	☐	☐	☐	☐

On monitoring/guidance

How often do you receive technical monitoring/guidance?	Never	Rarely	2-5 times per year	6+ times per year	Only on request	N/A
	☐	☐	☐	☐	☐	☐

From whom? (check all appropriate):
MoEYS ☐   NIE ☐   UNICEF ☐   NGO ☐   International organization ☐   N/A ☐

How helpful is it?	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Essential	N/A
	☐	☐	☐	☐	☐	☐

Do you need more?	No need	Some need	Considerable need	High need	Very high need	N/A
	☐	☐	☐	☐	☐	☐

On working and communication relations in the education system

How often do you relate with other levels in Education system?
For what purpose? (check all that apply)

Ministry (central level Departments):

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

POE:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

DOE:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

SD Peers:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

School cluster:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

DTMT:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

SSC:

	Never	Rarely	Sometimes	Often	Always
	☐	☐	☐	☐	☐

To: Share ideas ☐   Monitor ☐   Instruct/explain ☐   Plan ☐   Collect data ☐

On the Capacity Development Partnership Fund

	Not at all	A little bit	Somewhat	Much	Very much	N/A
How well do you know about the CDPF?	☐	☐	☐	☐	☐	☐
If yes, has your School received support from it?	☐	☐	☐	☐	☐	☐

In what areas? (Tick all that apply):
Technical knowledge   ☐
Management   ☐
Planning   ☐
M&E   ☐
Budgeting and Finance   ☐
Human Resource Management   ☐
Gender equality   ☐
Pedagogy   ☐
N/A   ☐

How useful was this support?:   Not at all   Slightly   Moderately Quite   Very   N/A

useful	useful	useful	useful	useful	
☐	☐	☐	☐	☐	☐

On developments in quality and equity of education provision in your School

Please provide your personal assessment/opinion on the following questions:

To what extent has completion rates of girls in education improved in the past five years (2012-2017)

Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
☐	☐	☐	☐	☐	☐

To what extent has participation of ethnic minorities in education improved in the past five years (2012-2017)

Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
☐	☐	☐	☐	☐	☐

To what extent has participation of disabled children in education improved in the past five years (2012-2017)

Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
☐	☐	☐	☐	☐	☐

To what extent has participation and support of communities in school management (SSCs) improved.

Deteriorated a lot	Somewhat deteriorated	Remained the same	Improved	Improved a lot	N/A
☐	☐	☐	☐	☐	☐

8, 9 and 10. Interview checklists

The evaluators will use key informant interviews (KII) and focus group discussions (FGD) protocols to guide data collection at central (MoEYS, Development partners, DP, and Implementing Pratners, IP), provincial (POE, VSO, CARE), district (DOE/DTMT) and school (SD, SSC members) levels. These protocols are presented below but are subjected to refinement during the first data collection pilots (September 10-15) by the full team.

These KII and FGD themselves are semi-structured, follow-up questions and requests for elaboration and explanation important in enabling fuller understanding and reduce ambiguity or misinterpretation – especially important for the initial sessions done through translation. While the majority of the fieldwork will be done in Khmer, team members will be working independently and so the protocols (with translation agreed beforehand) will help ensure validity and reliability i.e., that, to a reasonable degree, the same meanings are attached to the terminology by each team member, and the same core information is collected across all cases.

8. INTERVIEW PROTOCOL NATIONAL LEVEL: MoEYS, DPS AND IMPLEMENTING PARTNERS

Date:

Name/s (m/f):

Position/s:

1. From your own perspective, what progress do you see being made toward achievement of CDPF results at the level of outcomes i.e., evidence of actual change in thinking, policy or practice overall. In terms of each of the five SOs:
- Are they happening at both sub-national and national levels?
- Are they apparent in organizational and systems terms, beyond simply the individual? To a sufficient degree to be sustained?

- In terms of both the type and degree of results being realized, how well do they satisfy your priorities?
- Have there been any unexpected outcomes – negative and/or positive? Have appropriate actions been taken to address them?

2. Where results have realized expectations, what have been the main facilitators?
- Where they have fallen short, what have been the main impediments?
- Within a rights framework: are you aware of any evidence of changes in inclusion, school quality and learning outcomes in terms of children as rights-holders? Is it realistic to consider them outcomes within the purview of the CDPF at all, or do they fall beyond it as longer-term impacts once capacities of the duty-bearers are established?
- Officially, or more informally, have any benchmarks or indicators been set for assessing capacities for POE, DOE and schools (SD, SSC) to take on more authority?
- Have sufficient and appropriate human, financial and physical resources been provided – and sustained – realistically to achieve the changes anticipated by the CDPF?

3. How are "capacity" and "capacity development" in general currently being defined in the education sector? To what extent do these conform to what is happening in other countries of the region – given the aim of the Rectangle Strategy to be in line with them?
- Does the design and approach of the CDPF make sense in this context?
- What are your own assumptions as to how the CDPF should function? Do you have a "logic model" or "theory of change" for understanding it?
- Is it your sense that there is a common understanding among major partners: MoEYS, UNICEF, EU, VSO, CARE?
- Do you have experience of how these terms are understood at sub-national levels – not necessarily in terms of CDPF assuming many will not know the term?
- To what extent might differences in understanding be influencing implementation of activities and progress on results?
- Have any/enough efforts been made to build a common and agreed set of concepts, operational strategies?

4. Has the CDPF maintained sufficient alignment with the priorities of the MPCD and ESP as it and they have evolved during the time you have been involved in the sector? How has this affected progress on the Plans and the CDPF?
- Equity and gender equality are core criteria for the education sector, and so for the CDPF: have enough of the right actions and targeting been taken specifically to address them in terms of capacity at the different levels of the sector e.g., organizational at the sub-national? Is there any evidence that the CDPF interventions are making a difference for girls in school or women working in the education sector; for children with disabilities; for those marginalized by poverty-related factors?
- Decentralization and De-concentration (D&D) has been a core, but seriously challenged, policy over the whole of the CDPF phases. Some of the issues are political, but much of its success will ultimately concern developing capacity and allowing it to be used: what more can/should the CD emphases and approaches be doing to move the D&D forward?

5. What have been the major strengths and challenges of the partnership and management arrangements of the CDPF in setting its directions and approaches, administering its implementation and overseeing/acting on its progress?
- Have responsibilities been effectively and efficiently shared toward enabling increased ownership to the MoEYS, especially transitioning more initiative to the sub-national bodies: POE, DOE and mechanisms like DTMT, SSC?
- Have prudence and probity been adequate: have problems, bottlenecks been anticipated and responded based on adequate information? Have the conclusions and recommendations of the various monitoring reports and evaluations been taken into account, especially for CDPF I?
- Has responsibility for identifying and taking corrective actions been appropriately shared by the MoEYS, among partners, by the Steering Committee, by UNICEF as administrator?
- What have been the major risks anticipated through the CDPF and have appropriate (right, adequate) actions been taken to manage them? Has any/enough responsibility for this been transferred to the sub-national levels?

6. Has the CDPF through its two phases been producing effective change, making a sustainable difference, with respect to systemic and organizational capacities, as distinct from simply many individuals who are somewhat more capable, competent?

- What are the principal lessons that need to be applied to CDPF III to enable its doing more?

9. INTERVIEW PROTOCOL SUB-NATIONAL LEVEL: POE, DOE

Date:
Name (m/f):
Position:
District:
Province:

1. Are you familiar with the programme called CDPF? [If no, skip to #2] If yes, go to next bullet

- Has the CDPF supported any capacity-related activities in the Province/your District? Please describe what was supported and for whom. Did you request the specific support or was it offered/invited?
- Did the activity complement/add value to other CD activities in the POE/DOE in some ways?
- Was it effective in improving knowledge or practice? If yes, in what way? Have the changes been sustained? Shared among staff? Would you recommend other POE/DOE to request it for themselves?
- If no, what was the problem?

2. What have been the most significant changes in the quality and effectiveness of actions in the province/district over the last 1-2 years in terms of planning, management, monitoring of the sector?

- What were the causes of these changes: Technical? Infrastructure? Financial resources? Human resources?
- Were any of the inputs and ideas initiated locally e.g., from the POE, DOE, school (versus all from the national level)? If yes, how were they supported? Were they effective? If no, why not?

3. When you and your officers use the terms "capacity" or "capacity development" in talking about the work of the POE/DOE, what kinds of things do you mean? Please describe the most important CD activities that have happened over the past 1-2 years: what happened; who participated; who initiated, designed, managed the activity?

- How effective were they in changing what people know and do? For example: producing new learning: of knowledge, broad competencies e.g., planning, specific technical skills e.g., completing reports?
- Did the activity complement/add value to other CD activities in the POE/DOE in some ways? Would you recommend other POE/DOE to request it for themselves?
- Has there been any follow-up? For example: has the learning been shared among your staff or other DOE/POE that did not participate? Did the organizer e.g., MoEYS in PP, come back to monitor or provide further support as people tried to apply their new skills?

4. What are the main primary responsibilities you have: up to the national level? Down to the DOE and/or school?

- Specifically, what are the main challenges you face in terms of your responsibilities for collecting and managing data for planning, implementing and monitoring, reporting?
- Do you regularly visit school? If yes, for what purpose? Are your interventions usually successful? If yes, what makes them effective? If no, what are the challenges?
- If not regularly, what are the impediments?
- Have you received training in the past 1-2 years to support your gaining stronger capacities in any of these? If yes, has it been effective? Why or why not?

5. What are your responsibilities with respect to assessing, conducting or requesting training for the professional development needs of your staff?

- What challenges, if any, do you face in doing it? Have you had training or other support to help you do this? Have you asked?

6. From your perspective, do you think the MoEYS has adequately and equitably allocated financial, technical resources or other kinds of support to your school/district/province for supporting more decentralized action e.g., in developing and implementing the Annual Operational Plan, School Development Plan, the PB and SIG proposals?
- What have been the main successes/strengths of the support you have received?
- What have been the gaps – what are the capacity gaps you and your staff and those in other offices are facing? In the schools?

7. What do you think should be the main functions of the following school support mechanisms? Do you think they have adequate capacity (knowledge and skills) to perform these functions well? Have those in your district or province received capacity development training in these or other areas in the past 1-2 years? If yes, has it been effective? Why or why not?
- DTMT:
- SSC:
- School Clusters:

Where VSO is in the Province/District:
8. How did the VSO/EMA come to be assigned in your province, district? What were the principal conditions of the arrangement from your perspective? For example, what were your responsibilities and those of the EMA for directing/managing the placement?
- What were the major activities – the ways in which you and the EMA interacted?
- Was language a problem in the POE? In the DOE? At the school? If yes, how were they managed?
- If the EMA was a woman, did she face any special difficulty serving as a mentor to male staff?
- What was the role of the EPA?
- What were your main expectations in terms of how the arrangement would be implemented? How did you expect it would change what you and/or your staff do or how you do it? Have your expectations been met? If yes, what were the reasons why it worked? If no, what were the barriers? Would you do it again?

9. In your view, what "value added" have the EMA/EPA volunteers contributed to the operations of the province? the district? the schools?
- What have been the main challenges, if any, of having the arrangement in the POE, the DOE, the school?
- Do you think that the arrangement should be applied in all Districts or is there enough capacity now in the province, through the POE, to "cascade" the knowledge and skills yourselves?
- Overall, how successful in your opinion have the EMA/EPA been in terms of cost-effectiveness? Could the same amount of financial resources have supported internal MoEYS CD action with a larger, more sustainable, impact? In what ways?

Where CARE is in the Province/District (Mondulkiri)

10. How did the CARE come to be working in your province, district? What were the principal conditions of the arrangement from your perspective: what are the respective responsibilities of the POE /DOE, the school and CARE officers for directing/managing the overall programme of DTMT and SSC training?
- In what ways are the DMTM/SSC TOT and Multilingual Education programme interventions associated? If they are not, should they be?
- What have been the main activities of the CARE programme since it started? Were you as POE/DOE involved in the design, scheduling, implementation of the program? For its monitoring? Are there specific links between POE/DOE responsibilities for DTMT and SSC performance and capacity development and those of CARE e.g., where they complement one another? If yes, how well are they working? If not, what are the main barriers?

11. In your view, what "value added" has the CARE programme contributed to the operations of the DTMT and SSC? And to the schools?
- What have been the main challenges, if any, of having the arrangement in the province?
- Do you think that the initiative should be applied in all Districts or is there enough capacity now in the province, through the POE, to "cascade" the knowledge and skills yourselves?

- Overall, how successful in your opinion has the programme been in terms of cost-effectiveness? Could the same amount of financial resources have supported internal system action with a larger, more sustainable, impact? In what ways?

10. INTERVIEW PROTOCOL SCHOOL DIRECTORS AND TEACHERS LEVEL

The format for discussion/interview could also be an FGD. In that case a list of participant key data is made and the responses of participants will be handled collectively

Date:
Name:
School:
District:
Province:
 # m/f:
 # qualification level

Because the schools will be closed during the fieldwork period, it is planned that between 3-8 SDs will be invited to meet at the DOE for a FGD. It will be emphasized that participation is on a voluntary basis, and so no attempt at random sampling will be made. At the same time, any SD involved with the VSO or CARE programme will be especially encouraged; so, too, any female Directors. While in a FGD no one's comments can be fully confidential, it will be made clear that no names will be attached to comments in the evaluation report.

The evaluator facilitating the FGD will ensure tombstone data are filled in for each person, noting # of women and men; introduce the purpose of the FGD; and explain how their data will be used and protected. Questions will be addressed to the group as a whole, leaving participants to respond if/as they choose while encouraging those who are quiet. In all cases, it will be critical that ambiguous or partial comments are followed up: to clarify terms used; to ask why or why not; to request fuller elaboration and/or examples. From time to time, and as appropriate for specific themes or issues – especially where there are evident differences of opinion – it will be important that the evaluator/facilitator try to summarize the sense of the discussion to confirm his/her understanding.

1. How long have you been Directors of your schools? What were your positions before this?

2. What are your major responsibilities as Directors? Have you had any specific training for these? What other professional development experiences have you had? Do you feel there are particular gaps in the knowledge or skills you have to perform in the way you want? From where do you receive your capacity support?

3. Are you familiar with the programme called CDPF? [If no, skip to #4; If even one says yes, go to next bullets]
- Has the CDPF supported any capacity-related activities in your school? Please describe what was supported and for whom. Did you request the support or was it offered/invited?
- Did the activity complement/add value to other CD activities in the school in some ways?
- Was it effective in improving knowledge or practice? If yes, in what way? Have the changes been sustained e.g., have they been shared among your staff or between you and other SD colleagues? Would you recommend other Directors to request it for their school – why/why not?

4. How would you describe your schools in a few words: think of infrastructure, teachers, students, SSC, parents/community? What are their main strengths and challenges? How do your schools compare to one another – and to other schools you know well? What is needed to enable your schools to become stronger; address their challenges: think of various resources, CD inputs, supervision?

5. What are the responsibilities you have for collecting and recording different kinds of data related to the school, personnel, students? For planning and budgeting? For staff development?
6. Over the time you have been in your positions, can you describe any major changes in the types and/or number of these kinds of management tasks for which you are responsible? How successful do you feel

you have been in doing these -- to your own satisfaction? What kinds of training support have you had? Are there particular gaps in your knowledge, skills that are hindering you?

7. What difference have the PB and SIG made to your schools? In what ways could these funds be more effective, useful for you?

8. What is the role of the School Support Committee in your schools? How effective are they in performing this role? What are the main facilitators and barriers of SSC effectiveness? What are the male/female ratios? How are members selected and how long do they tend to in place?

9. Do you all share the same DTMT, with the same officers? What kinds of support do your schools get from the DTMT – what kinds of actions does it take?

10. Are your schools in a cluster arrangement? What kind of support do the schools get through the arrangement? How effective are they as monitoring or mentoring mechanisms for the teachers? For you? As arrangements made up of school personnel, do they have the right in-house capacities to improve practice?

11. Who is responsible for ensuring all right-age children are enrolled in your schools? For example, how often and by whom is child-seeking action undertaken e.g., looking for girls, children with disabilities or living in particular poverty? Has there been any training in child-seeking actions? Are these outreach actions effective e.g., have your schools seen changes in rates of m/f enrolment, drop-outs or absenteeism, children with disabilities in the class? Have other factors played a more important role?

In case VSO and/or CARE are active in the District:

12. Has the VSO/CARE programme had any activities in your school? If yes, did you request them and can you describe them? Were they delivered directly from the VSO or CARE officer, or through the DOE?

13. How satisfied are you with the support they provided? Would you work with the programme again, or recommend it to colleagues?

11. REPORTING FORMAT FOR INTERVIEW RESULTS IN EVALUATION MATRIX QUESTIONS AND CRITERIA

Interview reports will be prepared in short bullets (maximum 2 pages), organized as follows;

Tombstone data of respondent

Date interview	
Location interview	
Name (confidential)	
Gender	
Age	
Function	
Organization	

Aspects (not all items need to be filled, only those that were covered during the interview)

Relevance	
Coordination and cooperation	
Effectiveness	

Outcomes	
Efficiency	
Equity	
Quality	
Sustainability	
MoEYS performance	
VSO performance (if applicable	
CARE performance (if applicable)	
Other remarks (not fitting under the above	

Annex 4: Education Statistics

Table 4: Comparison basic educational statistics for 2011/2012 and 2016/2017

Indicator	2011/2012	% of Girls	2016/2017	% of Girls	Variation	Variation % Girls
Total # of schools	11,046		12,889		17%	
# of pre-schools	2,575		4,014		56%	
# of primary schools	6,849		7,144		4%	
# of lower secondary schools	1,597		1,699		6%	
# of higher secondary schools	426		486		14%	
# teaching staff in all schools	86,404	45%	92,444	51%	7%	6%
# teaching staff in pre-schools	3,881	95%	4,888	96%	26%	0%
# teaching staff in primary schools	45,296	48%	46,930	55%	4%	7%
# teaching staff in lower secondary schools	27,067	40%	28,782	45%	6%	5%
# teaching staff in upper secondary schools	10,160	30%	12,625	31%	24%	2%
# students enrolled in all schools	3,123,082	48%	3,077,660	49%	-1%	2%
# students enrolled in pre-schools	121,306	50%	190,148	50%	57%	0%
# students enrolled in primary schools	2,142,464	48%	2,022,061	48%	-6%	0%
# students enrolled in lower secondary schools	541,147	49%	585,971	52%	8%	3%
# students enrolled in upper secondary schools	318,165	46%	279,480	51%	-12%	6%
Education Performance	**2010/2011**		**2015/2016**			
# pupils vs. teacher ratio in primary education	47.3		43.8		-7%	
# pupils vs. teacher ratio in lower secondary schools	20.0		20.4		2%	
# pupils vs. teacher ratio in upper secondary schools	31.3		22.1		-29%	
Gross enrolment rate in primary schools	123.3	120.3	108.9	108.0	-12%	-10%
Gross enrolment rate in lower secondary schools	55.0	55.0	55,7	59.6	1%	8%
Gross enrolment rate in upper secondary schools	30.6	28.9	25,1	26.7	-18%	-8%
Net enrolment rate in primary schools	96.4	96.1	93,5	93.9	-3%	-2%
Successful candidates Grade 6	245,770	49%	246,402	51%	0%	5%
Successful candidates Grade 9	117,021	48%	110,269	53%	-6%	4%
Successful candidates Grade 12	81,131	46%	42,340	52%	-48%	-41%

Boxes in green show positive development in indicators; blue, intermediate development; orange, negative development.
Source: MoEYS-DEMIS. 2012 and 2017. Public Education Statistics and Indicators 2011-2012 and 2016-2017.

Annex 5: Key Challenges in the Education Sector in Cambodia

Delays in the ongoing decentralization and de-concentration (D&D) reform process: The delays in the D&D reform process are challenging the progress that can be made by MoEYS, as one of the line ministries involved in this process. In 2015, MoEYS developed a policy on D&D Reform in the Education Sector as a contribution to the national D&D process, but implementation of this policy is currently slowed down by delays in the overall process and bottlenecks faced in the Battambang pilot D&D process[13].

Access and quality challenges in education: The size of potential demand for better access and quality is daunting: In 2015, statistics showed that 42 per cent of the population in Cambodia is less than 20 years old; 11 per cent is under five.[14] Poor efficiency and effectiveness indicators are differentially spread within and across the regions of the country. Over-age admissions, high repetition rates and dropout rates persist. There is an overall out-of-school population of 12 per cent in primary and secondary education, due both to the push from under-performing schools and the pull of employment that is strong for many impoverished families, affecting both girls and boys. The quality of student learning outcomes is generally low and transition rates of student in lower secondary education are generally low in the country.

Enrolment of children in lower and higher secondary education remains a challenge, even while improvements have been made. According to the World Bank, net enrolment rate in secondary education went up from 17 per cent in 2001 to 38 per cent in 2008 and was slightly higher for boys than for girls.[15] More recent figures produced by the Education Management Information System (EMIS)[16] of the MoEYS show that net primary enrolment rates went up further in 2016/2017 to 93.5 per cent in general and 93.9 per cent for girls. Gross enrolment rates for 2016/2017 show significant differences for primary and lower and higher education and for rural and urban areas; gross enrolment rate in general is 108.9 at national level, while it is 113.2 in rural areas and 91.0 in urban areas. These figures are similar for boys and girls. Gross enrolment in lower secondary education drops quickly and shows more significant differences between boys and girls. Overall gross lower secondary enrolment rate is 55.7 and 59.6 for girls. At the higher secondary education level, gross enrolment rate is 25.1 overall and 26.7 for girls. Both rates show that more girls enrol in education at the higher level. At the higher secondary level, rates in urban and rural suddenly show a steep difference with 38.6 in urban areas (39.3 for girls) and 21.4 in rural areas (23.2 for girls). These most recent available enrolment rates clearly show challenges for secondary enrolment in general for both boys and girls, particularly in rural areas.

Schools as insecure environments: Another challenge is the violence that persists in schools, as identified in a 2015 global study by UNICEF on violence against children[17] and in a study of the International Centre for Research on Women (ICRW) and Plan International in the same year.[18] The ICRW/Plan study, which focuses on Asia but not specifically on Cambodia, indicated that specifically emotional violence is common in schools and is estimated at 61 per cent, followed by physical violence at 22 per cent and sexual violence at 2 per cent. Although no specific data are presented on Cambodia, these general Asian figures are based on similar contexts (including Cambodia itself) and therefore relevant for the Cambodian context. In interviews conducted for this evaluation, respondents confirmed that different forms of violence are still happening in schools.

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[13] MoEYS, 2016, Education Congress Report 2015-16.

[14] World Population Prospects – Population Division, UN. 2017 revision.

[15] Refer to: https://data.worldbank.org/indicator/SE.SEC.NENR?locations=KH,

[16] MoEYS, Public Education Statistics, 2016/2017).

[17] UNICEF, August 2015, Protecting Children from Violence: A comprehensive evaluation of UNICEF's strategies and programme performance.

[18] Plan, ICRW; Summary Report: Are schools safe and equal places for boys and girls in Asia? Research Findings on School-Related Gender-Based Violence. 2015.

Gender inequality: Despite the existence and implementation of the Gender Mainstreaming Strategic Plan (GMSP), gender balance is still far from a reality. Women have a significant presence in the education sector. In 2015, MoEYS had a total of 115,305 staff of which 43.5 per cent were women; of 89,151 teaching staff, 49 per cent were women; and 27 per cent of the 3,051 education service staff at national level were women. Sub-nationally, of 112,255 education service staff members, 43.9 per cent were women[19]. Participation of women in decision making and policy development remains marginal. There is a clear tendency for women to disappear in higher positions, despite the attention MoEYS has paid to giving priority to advancing women in leadership and encouraging them to take up senior level posts. The GMSP acknowledges that women in management positions at the national level are seriously under-represented in comparison with their participation in the overall education sector labour force. This is also true at the sub-national level and school level. At primary school level, women's participation as teachers is significantly higher, but they are underrepresented at management level. Only at the pre-school level women are in the majority as teachers and managers.

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[19] Gender Mainstreaming Strategic Plan, 2015.

Annex 6: CDPF in Context of UNICEF's Activities in Education

Conceptually and programmatically, directly and indirectly, CDPF has continued as a core feature of UNICEF's support to Cambodian education since 2011. CDPF has been aligned with UNICEF commitment from the outset to "*strengthen service delivery primarily through leveraging policy and partnerships focused on achievement of agreed results, demonstrating the ways in which systems work for children, facilitating participation and empowerment, and nurturing national ownership and mutual accountability"*[20]. Specifically, as programme component result (or intermediate result 3.3) of the Royal Government of Cambodia (RGC)/UNICEF Country Programme 2011-2015, CDPF Phase I was intended to enhance capacities at national and sub-national levels *"to plan and manage implementation of the Education Strategic Plan (ESP)"* through a focus on *"strengthening decentralisation and de-concentration processes in education, implementing the Gender Mainstreaming Strategy Plan and improving accurate data collection, analysis and use"* and contribute to *"improving planning processes, information systems, including EMIS, quality and efficient implementation of the Annual Operation Plans at the national and sub-national levels"*[21]. CDPF Phase II continues to be central to the overall RGC/UNICEF Country Programme Action Plan (CPAP) 2016-2018 programming agenda. Like the overall Country Programme, CDPF II "*operates nationwide*" through the strategies of MoEYS and POEs and DOEs, while at the same time focusing on "*the provinces, districts and communes with the highest disparities and worst child development indicators*". It is aligned with the CPAP "*programmatic principles*"[22] with respect to *improving sectoral programme integration and coordination, a shift of focus from coverage to quality of services* and *better targeting of the most disadvantaged population* through *strengthened support for local-level planning, budgeting, management and monitoring capacities.* More specifically, it is core to outputs 1 and 2: enabling a "*strengthened government capacity for policy development, planning and financing of quality education" and "increased government and non-government capacities to provide access to inclusive basic education particularly among indigenous minorities"*[23].

Important is the consistency of CDPF with the five "mutually reinforcing strategies" of UNICEF's current CPAP. These strategies are the following: (I) "generating data and evidence to inform policy change for children; (ii) strengthening technical skills and systems for delivery of quality social services; (iii) enhancing the institutional capacities within national and subnational government authorities for planning, budgeting, coordinating and monitoring social development; (iv) using innovation and communication for development to strengthen community resilience, demand for quality social services and safe family practices; and (v) expanding partnerships with civil society organizations (CSOs), the private sector and academia to create a strong alliance for child rights"[24].

With respect to the status of CDPF, building effective partnerships with the local EU and SIDA missions in implementing CDPF, and reinforcing the centrality of the Fund to UNICEF's overall CPAP, have enabled both DPs to commit to "*continue supporting*" the Fund for a third phase (2018–2021). Collaterally, UNICEF has also "*positioned itself within the Education Sector Working Group to become the grant agent for the variable tranche of the third phase of Global Partnership for Education funding, totalling US$6.2 million for 2019-2021*" and, critically – though, for some, not without risk to the Fund's flexibility – "*GPE results-based financing will be added to CDPF*" with a total expected budget of US$23 million. UNESCO will serve as the fixed tranche grant agent.[25]

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[20] The Royal Government of Cambodia-UNICEF Country Programme Action Plan 2011-2015: 5.
[21] The Royal Government of Cambodia-UNICEF Country Programme Action Plan 2011-2015: 11.
[22] The Royal Government of Cambodia – UNICEF Country Programme Action Plan 2016-2018: 10.
[23] The Royal Government of Cambodia - UNICEF Country Programme Action Plan 2016-2018: 15.
[24] The Royal Government of Cambodia - UNICEF Country Programme Action Plan 2016-2018: 10.
[25] Country Office Annual Report (COAR) 2016 for: Cambodia, EAPRO: 1, 7.

Annex 7: CDPF Stakeholder Analysis

The stakeholders in the Capacity Development Partnership Fund (CDPF) are briefly described in this section, focusing on their interests in the CDPF and their participation and involvement in the CDPF and this evaluation process.

MoEYS central level technical departments, POEs, DOEs and School Directors (SDs)

The stakeholders that benefited directly from the CDPF mainly include officials, officers and staff of the Ministry of Education Youth and Sports (MoEYS) as a system, from senior policy-makers, through programme managers of technical departments, to sub-national provincial and district offices of education (POE and DOE) heads and staff and finally to SDs. As the staff of MoEYS, the CDPF has reached out to them with capacity development support at the individual, organizational and institutional level. This reach has been very diverse because there are different levels of involvement of stakeholders and beneficiary groups, ranging from quite intense experiences of a relatively small number of POE directors engaged in training and technical assistance. For example, 52 staff members of MoEYS at the national level have benefitted from scholarships for a two-year master's degree-level training. National Institute of Education (NIE) and Department of Planning (DoP) staff have had similar intensive immersion in international training at the International Institute for Education Planning of UNESCO (UNESCO-IIEP). On the other hand, most, if not all, MoEYS staff down to the school level has been exposed to more superficial awareness raising exposure to nation-wide radio roundtable discussions on how CDPF has contributed to improved access to education and by receiving formats and instructions for Education (EMIS), Financial (FMIS) and Human Resource (HRMIS) Management Information Systems that were developed and rolled out with support of the CDPF. The CDPF in these terms has been inclusive for the entire education delivery staff down to the SDs level. Except for some activities under outcome area 5 (quality and equity of education service delivery), CDPF has not reached out to teachers and community members. Children and their families are primary rights holders affected by CDPF, but they are not direct beneficiaries from CDPF, insofar as CDPF-funded interventions do not require them to engage in activities supported by the CDPF. Rather, these stakeholders benefit indirectly to the extent the duty-bearers perform their functions better in education service delivery.

These exceptions, under outcome area 5, though are very relevant and refer to the involvement and stakes of communities, children and their families in school management issues. There are two important structures that have been supported under this outcome area 5. School Support Committees (SSCs) that are composed of SDs, teachers, community leaders and family members of students have an important role in ensuring support of communities to schools, support for enrolment of children in schools and as an accountability and quality assurance mechanism in education. Students are also sometimes involved as members of students' councils and specific girls' councils that have received some support as a pilot project under outcome area five in the CDPF.

MoEYS senior management at the central level has also been involved in this evaluation as a member of the Evaluation Management Team and the Evaluation Reference Group.

VSO and CARE as implementing contract partners of CDPF

UNICEF has had Project Cooperation Agreements (PCAs) with Volunteer Services Oversees (VSO) and the Cooperative for Assistance and Relief Everywhere (CARE) to implement actions under the CDPF. These actions have been focusing on strengthening district level school management and community participation in school management. The interventions of VSO have been focused on disadvantaged districts in selected provinces and CARE has historically focused its support on equity and access to education (including bilingual education) in two north-eastern provinces of Cambodia and with CDPF funds has worked to complement this work with accountability and community engagement in education.

Both VSO and CARE have been active for longer periods of time in the education sector and particularly CARE has established a long-term presence in Mondulkiri and Ratanakiri that goes back to the 1990s. VSO and CARE have built longer-term relations with POEs and DOEs as well as with schools, and CARE also includes rights holders in its activities by involving them in school support and management committees.

VSO and CARE staff were also involved in all phases of this evaluation and additionally VSO has volunteered support in eight provinces to distribute and collect survey forms to POE and DOE-level staff and SDs.

National Institute of Education and supporting capacity development partners

In both CDPF phases, a twinning relation was established between the National Institute of Education and the Department of Policy and Planning with UNESCO's International Institution for Education Planning (IIEP) in Paris. In this twinning, different capacity development approaches were applied, combining classroom training and long-term, on-the-job support of international IIEP advisors. Furthermore, master's degree training courses were provided by the Royal University of Phnom Penh (RUPP).

In specific occasions, technical experts and organizations were contracted on an incidental basis, but these were not long-term partners in the CDPF. As their involvement was only occasional and specific these stakeholders were not included in the evaluation process.

CDPF supporting Development Partners

The supporting development partners, European Union (EU) and the Swedish International Cooperation Development Agency (Sida) have an important stake in CDPF, as earlier illustrated in a specific section on their interest in the CDPF. These supporting partners were involved in all phases of the evaluation and as members of the Evaluation Reference Group.

UNICEF and particularly the UNICEF Education Section

The UNICEF education sector staff is a final direct stakeholder in the CDPF, because the CDPF is managed and implemented as an important element of the education sector support provided by UNICEF and in the framework of the Country Programme Action Plan.

Annex 8: Analysis of Budget Implementation and Expenditures during CDPF Phase I and II

Budget implementation of the CDPF (as shown in the table below) has been largely according to plan, after a slow start in 2011. In that first year, the CDPF Phase I effectively started only in the final quarter of 2011 with limited expenses incurred in that first year. In 2012, expenditures were still modest and only in 2013 and 2014 did CDPF implementation gather full steam, as indicated in the table below.

Table 5: Expenditures of CDPF Phase I and II 2011-2017 (in US$) per category

Expenditure Category	CDPF Phase I				CDPF Phase II			
	2011	2012	2013	2014	2015	2016	2017	Total
1. Direct Cash Transfers to MoEYS	230,096	1,369,153	2,645,327	1,705,406	1,824,959	2,282,007	2,846,790	12,903,738 (47%)
2. International and national Technical Advisers	33,197	84,183	443,529	976,795	567,864	248,361	583,006	2,936,935 (11%)
3. Contracts with NGOs and Institutions	-	-	112,026	459,154	451,358	939,139	620,357	2,582,035 (9%)
4. Institutional twinning, training &study visits	-	286,346	760,832	777,338	790,439	471,515	326,000	3,412,470 (12%)
5. Supplies	139,099	587,546	630,035	202,952	70,202	63,841	133,224	1,826,899 (7%)
6. Visibility, communication & translation	-	8,559	22,360	32,623	4,514	71,818	37,500	177,373 (1%)
7. UNICEF management & administration	41,271	632,028	785,280	769,626	575,971	559,821	511,235	3,875,232 (14%)
Total CDPF 2011-2017	**443,663**	**2,967,815**	**5,399,389**	**4,923,894**	**4,285,307**	**4,636,503**	**5,058,112**	**27,714,683**

Note 1: Data 2017 are budgeted amounts.
Note 2: Expenditures are excluding UNICEF seven per cent recovery fee.

During Phase II, expenditures in CDPF remained roughly at the level of the final years of Phase I (2013 and 2014), suggesting that the Fund has operated with a consistent speed throughout, even though its objectives and outcome areas were changed in the second phase.

As the table above shows, almost half of the budget of the CDPF has been transferred to MoEYS at national and sub-national levels. Also, most of the international and national Technical Assistance (TA) services have been provided directly to MoEYS to contribute directly to its ESP and MPCD priorities. The supplies budget item has also been benefiting MoEYS directly as these resources entail mainly educational and office material (Information and Communication Technologies (ICT)) investments. These three budget categories roughly correspond to 65 per cent of the overall expenditures of CDPF.

An additional category of expenditures, Project Cooperation Agreements (PCAs) with NGOs, was allocated mainly to Voluntary Service Overseas (VSO) and CARE, organizations that have provided their support in direct cooperation and coordination with MoEYS particularly at the sub-national level of Provincial Offices of Education (POEs) and District Offices of Education (DOEs).

The institutional twinning expenditures mainly refer to contracting of the International Institute for Education Planning (IIEP) of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to provide training and TA to MoEYS and the NIE.

The overall allocations of funds to VSO, CARE and the NIE-IIEP partnership are presented in the table below.

Table 6: CDPF allocations to VSO, CARE and NIE-IIEP partnership 2012-2017 (in USD)

Partner/Project	Phase I (24 months)	Phase II (36 months)	Total	% of CDPF budget
VSO/SEM Project	463,562	1,051,857	1,515,419	6%
CARE/SGP Project	265,000	776,143	1,041,143	4%
IIEP/Twining Programe	1,182,755	1,022,128	2,204,883	9%
Total	**1,911,317**	**2,850,128**	**4,761,445**	**19%**

Communication and visibility costs have remained modest throughout the programme. UNICEF has used in total 15 per cent for management and administration of the CDPF (approximately 8 per cent) and it applied a fixed recovery fee of 7 per cent (not included in the table of expenditures presented above).

The expenditures over the different outcome areas of the CDPF have not been monitored consistently throughout the full period of implementation. In the first year and two months, (2011, only November-December) and 2012, of CDPF Phase I the different outcome areas were not yet specified in the financial monitoring data. In those years, expenditures were quite limited. The table below shows the expenditures over the different outcomes (excluding M&E and management and administration costs) for 2013 and 2014 and it provides the total amounts for the first year and two months.

Table 7: Expenditures of CDPF Phase I 2013-2014 (in US$) per outcome area

Strategic Outcome	2012 (including Nov-Dec 2011)	2013	2014	Total (and % of total in 2013-2014)
1. Leaders, senior managers and directors at national and sub-national levels demonstrate effective leadership of sector with robust and coherent policy priorities	*	218,161	310,393	528,554 (6)
2. Strong systems and human capacity for analysis, planning, monitoring, review and evaluation at all levels	*	941,340	1,300,423	2,241,763 (26)
3. Systems to manage, develop and decentralization human resources effectively, efficiently and equitably; for effective administration, ICT and information management	*	742,558	311,278	1,053,836 (12)
4. Public financial management and audit systems function efficiently	*	159,182	350,.419	509,601 (6)
5. Formal and non-formal education service delivery managed effectively with clear quality assurance	*	1,983,465	1,367,282	3,350,747 (38)
6. NIE and relevant higher education institutions conduct education management training and provide relevant, high quality research and learning across education sector	*	564,463	506,292	1,070,755 (12)
Amounts not allocated to strategic outcomes	**2,753,484**			**2,753,484**
Total	**2,753,484**	**4,609,169**	**4,146,087**	**11,508,740**

*: The 2011-2012 financial reports did not yet provide disaggregated information for the specific outcome areas of CDPF.

During Phase I, there was a clear focus on Formal and Non-Formal Education (NFE) service delivery as a strategic outcome, followed by the second outcome area of planning, monitoring, review and evaluation at the national and sub-national level. Two other outcome areas also received significant attention: the NIE and higher education institutions support to education management training and research and human

resource management. Smaller areas were leadership development in the Ministry at the national and sub-national level and financial management.

The design of the CDPF Phase II was different from Phase I, with five strategic outcome areas, as it is illustrated in the table below:

Table 8: Expenditures of CDPF 2015-2016 (in US$) per outcome area

Strategic Outcome	2015	2016	2017 (forecast)	Grand Total and (%)
1. Evidence-based policies based on research and dialogue	20,399	130,510	308,957	459,866 (3)
2. Results-oriented planning, policy and M&E at all levels	1,324,957	1,604,527	1,796,047	4,725,531 (34)
3. Government financing based on equity and quality and greater financial accountability	889,374	714,711	659,477	2,263,562 (16)
4. Deployment and management HR through capacity development	684,295	554,771	454,992	1,694,058 (12)
5. Equity in and quality of education service delivery	712,759	974,609	932,332	2,619,700 (19)
Monitoring, evaluation and management of CDPF (UNICEF)	653,524	657,375	703,176	2,014,075 (15)
Total	4,285,307	4,636,503	4,854,981	13,776,791

It is noted, however, that there has been reasonable consistency between the two phases. Outcome area 2 of results-oriented planning, policy and Monitoring and Evaluation (M&E), and Education Management Information System (EMIS) and Quality Education Management Information System (QEMIS) has clearly received most attention in Phase II, with a third of the total expenses, and follows up on earlier interventions in Phase I focused on planning and M&E. Equity and quality in education service delivery were also important in Phase II and this outcome area can be considered as a follow-up of the NFE and Formal Education outcome area in Phase I.

The third outcome area in Phase II represents a clear shift of attention compared with Phase I in its greater attention to financial management and accountability, which in Phase I was a relatively small area. The initial focus on leadership development and on human resource development (outcome area 1 and 3) in CDPF Phase I, has been translated into a more comprehensive attention to Human Resource Management (HRM) and Human Resource Management Information System (HRMIS) in general in Phase II. The attention for development of research capacity in Phase II is relatively small and is partially following up on previous activities in Phase I with NIE – the NIE focus was not continued as a separate outcome area but included under outcome area 2.

During Phase II, cooperation with VSO in Strengthening Education Management (SEM) was included under outcome area two, and support to School Management Strengthening with CARE in outcome area 5.

The research component (outcome area 1) in Phase II has remained very small and received only three per cent of the total budget. This outcome area has suffered some delays and only towards the end of the project was gathering steam as the Education Research Council (ERC) became more active and, in 2017, VSO started action research activities. This has led to an increase of expenditures under this outcome area in the final year of the project, though it remained a small component of the overall project.

CDPF has now reached the end of Phase II, and in 2018 a new third and final phase of the CDPF has started. Implementation of activities within the CDPF and budget use was largely as planned at the end of 2017.

Annex 9: Reconstructed Theory of Change

Figure 1: Reconstructed theory of change (ToC) for the Master Plan for Capacity Development (MPCD) 2014-2018 and CDPF funded interventions to support MPCD implementation
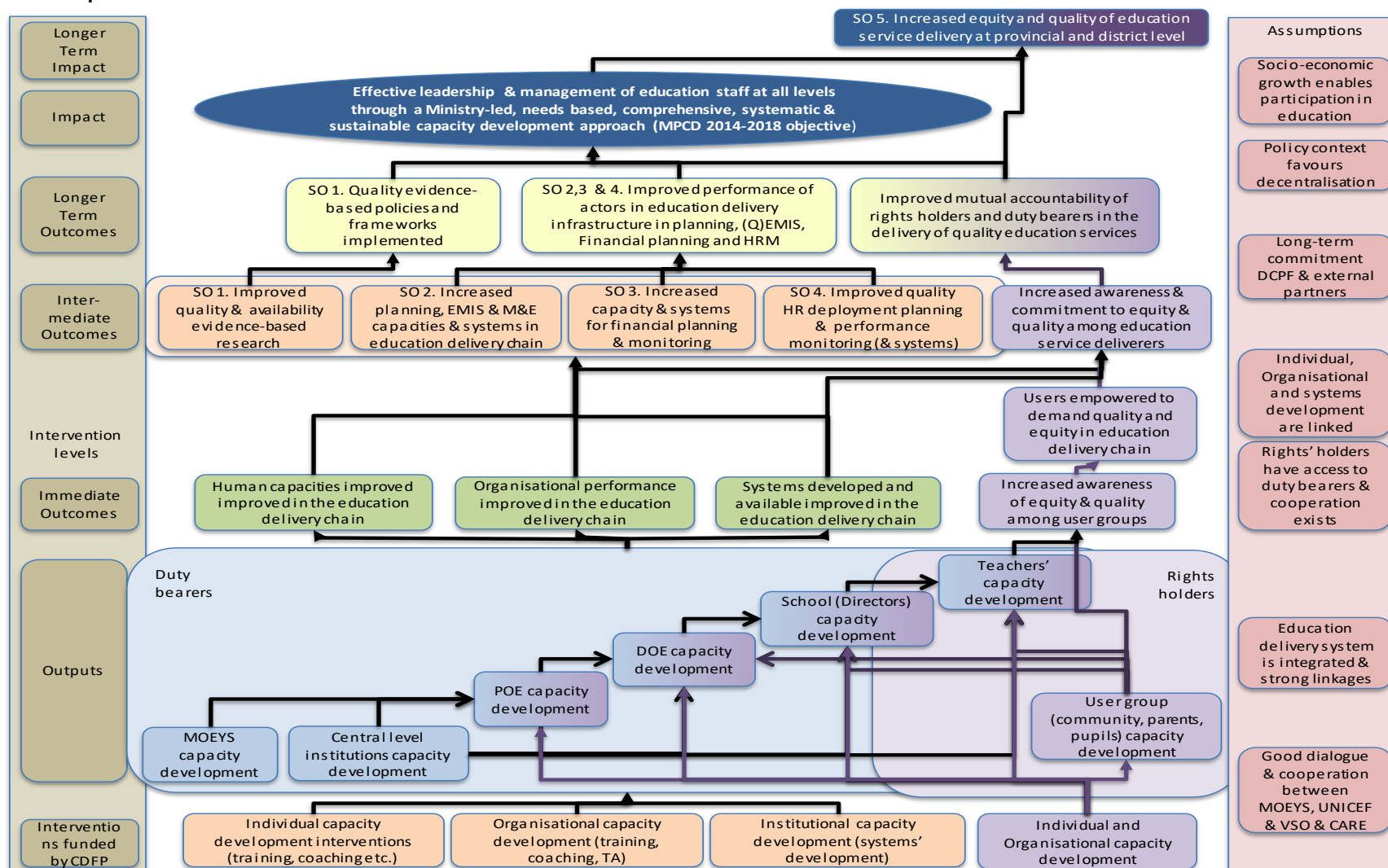
In the brown column at the left-hand side of the figure, the intervention levels are described. These intervention levels include longer-term impact and impact of MPCD 2014-2018 that are outside the direct sphere of influence and reach of the MPCD as well as the CDPF. The pink column at the right-hand side presents a range of basic assumptions that need to be met to allow following the pathways of changes as presented in the central part of the picture.

At the bottom part of the ToC diagram, the core intervention strategies of the MPCD, supported by the CDPF, are presented in three orange boxes and one purple box. The orange boxes include individual, organizational and institutional (systems and policy level) interventions funded from CDPF funds but possibly also by other supporting organizations and funds (though these remain outside the scope of this evaluation).

Most of the interventions are targeting departments and institutions of MoEYS at the national and sub-national level, from the National Ministry to POEs, DOEs and schools (directors and teachers). These are presented in the blue boxes in the blue area of duty bearers. In several interventions, a cascading capacity development process has been quite important, indicating that national organizations and technical departments of MoEYS have played a central role in providing support, training, planning, and monitoring sub-national level institutions and actors. The cascading approach over the long-term will enable capacity development interventions to ultimately reach out to all schools (pre-school, primary, lower and higher secondary) at the local level. The cascading approach though in practice has not yet been implemented as most of the training is still provided by central level MoEYS departments and NIE or by NGO's providing direct assistance on the ground.

On the bottom row in the central part of the picture, there is also a purple box that contains (mostly) individual and organizational capacity development interventions that are implemented through cooperation agreements with VSO and CARE. These NGOs do not only reach out to POEs, DOEs and schools (directors and teachers) in the educational delivery structure, but they also work on empowerment of user-groups of the educational services, particularly at the community level. The rights holders' empowerment approach that is primarily implemented by the NGOs is subsequently presented in a purple change pathway at the right-hand side to the top of the figure and this approach is complementary to the capacity development interventions in the education delivery structure in the left-hand side and the bigger part of the diagram.

The capacity development interventions are assumed to lead to improved performance at national and sub-national levels in three dimensions: individual (specific people), organizational and institutional (systemic) capacities and performance, presented in the green boxes (immediate outcomes) in the middle of the picture.

The capacity development results (intermediate outcomes in the orange boxes) are different, as many specific actions and target groups are reached by the CDPF. Over a longer period, the combination and sequencing of specific capacity development results are expected to lead to improved awareness and capacity, mainly focusing at the individual level, organized under four out of the five Strategic Outcomes of the CDPF/MPCD: 1) increased research capacity, 2) increased planning and M&E capacity, 3) increase financial management capacity and 4) increased Human Resource Management (HRM) capacity. At the same level, the VSO and CARE interventions lead to increased awareness of education service delivery in terms of equity and quality. These capacities should be evident at the national, provincial, district and school levels.

Towards the end of the CDPF implementation period, improved capacities and increased awareness and behavioural changes (gender and equity awareness, accountability) of actors in the education delivery change, lead to improved performance, quality and usability of the services provided by organizations in the education service delivery system. In the purple pathway, increased accountability of service providers towards user groups is also presented as a longer-term outcome at the level of the yellow boxes.

Outcome area 5 in the CDPF/MPCD appears to be a higher level and longer-term impact-level change and therefore is proposed at the highest level in the ToC in the blue-purple box at the top of the diagram.

Although there are specific and targeted actions funded by CDPF under equity and quality of education services that have led to observable changes in specific locations and organizations, the initial impression of the evaluators is that equity and quality of education likely take more time to materialize as an impact of the overall CDPF/CDPM. This impact is also influenced by other factors and actors, not in the least by contextual changes related to users of education services, and in the country more broadly.

The longer-term impact is stated as the overall objective of the MPCD for 2014-2018 and reads as follows: "Effective leadership and management of education staff at all levels through a Ministry-led, needs-based, comprehensive, systematic and sustainable capacity development approach". Although the first four outcome areas in the ToC contribute to this overall objective to a certain extent, this overall objective is also conditional for the implementation of the MPCD, and in a way, serves as a link to the bottom of the ToC for a new planning period.

It is important to note that the reconstructed ToC in this section was first developed as a ToC for the CDPF, but because CDPF is fully aligned with the Master Plan for Capacity Development 2014-2018, in fact it serves better as a reconstruction of the ToC for this Master Plan, as the CDPF has the characteristics of a flexible fund, without an explicit intervention logic on its own but contributing to the intervention strategy of the MPCD 2014-2018. This reconstructed ToC could consequently be used as a source of inspiration for the development of the next generation of the MPCD for the period 2019-2021.

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Annex 11: List of Interviewees

21/07/2017	ERG Member	MoEYS	M	MoEYS central level	EMT/ERG
21/07/2017	ERG Member	EU	M	EU Delegation	EMT/ERG
21/07/2017	ERG Member	UNICEF	W	UNICEF Office, Phnom Penh	EMT/ERG
21/07/2017	ERG Member	UNICEF	W	UNICEF Office, Phnom Penh	EMT/ERG
21/07/2017	ERG Member	UNICEF	W	UNICEF Office, Phnom Penh	EMT/ERG
21/07/2017	ERG Member	UNICEF	W	UNICEF Office, Phnom Penh	EMT/ERG
21/07/2017	ERG Member	UNICEF EAPRO	M	UNICEF EAPRO	EMT/ERG
21/07/2017	ERG Member	MoEYS	M	MoEYS central level	FGD
21/07/2017	Director General	General Directorate of Policy and Planning	M	MoEYS	KII
24/07/2017	School Support Committee	School Support Committee	M	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	M	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	M	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	M	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	M	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	W	Takeo Province, Bati District	FGD
24/07/2017	School Support Committee	School Support Committee	W	Takeo Province, Bati District	FGD
24/07/2017	School Director	Bati district School	M	Takeo Province, Bati District	KII
24/07/2017	DOE Chief	DOE	M	Takeo Province, Bati District	KII
24/07/2017	Deputy Director	POE	M	Takeo Province, Bati District	KII
24/07/2017	Chief Primary Education	POE	M	Takeo Province, Bati District	KII

25/07/2017	Director	Early Childhood Education	M	Phnom Penh	KII
25/07/2017	Director	General Secondary Education	M	Phnom Penh	KII
25/07/2017	Chief of Administration	Primary Education	M	Phnom Penh	KII
25/07/2017	Director	Primary Education	M	Phnom Penh	KII
25/07/2017	Director	Teacher Training	M	Phnom Penh	KII
25/07/2017	Chief of Education	UNICEF	W	UNICEF	KII
25/07/2017	Education Specialist	UNICEF	W	UNICEF	KII
25/07/2017	Deputy Director for Planning	Early Childhood Education	W	Phnom Penh	KII
25/07/2017	Country Representative	UNICEF	W	UNICEF	KII
26/07/2017	Assistant Country Director Programmes	CARE	M	CARE	KII
26/07/2017	Programme Officer, Education, Health and Social Development	Delegation of the EU to the Kingdom of Cambodia	M	EU Delegation	KII
26/07/2017	Executive Director	NGO Education Partnership NEP	M	NEP	KII
26/07/2017	Education Programme Manager	VSO	M	VSO	KII
26/07/2017	Senior Education Specialist	World Bank, Cambodia Office	M	World Bank	KII
26/07/2017	Education Project Manager	VSO	W	VSO	KII
27/07/2017	Director	DOE Sen Sok	M	Sen Sok District	KII
27/07/2017	Director	POE	M	Chroy Changva	KII
27/07/2017	Deputy Director Quality Assurance Dept.	POE	M	Chroy Changva	KII
27/07/2017	School Director	Secondary School Sen Sok	M	Sen Sok District	KII
27/07/2017	Deputy Director	Secondary School Sen Sok	M	Sen Sok District	KII
27/07/2017	Community Leader	Sen Sok community	M	Sen Sok District	KII
27/07/2017	Deputy Director	Secondary School Sen Sok	W	Sen Sok District	KII
27/07/2017	Deputy Director	POE	W	Chroy Changva	KII
28/07/2017	Director General of DGPP	MoEYS	M	MoEYS central level	FGD
28/07/2017	Education Officer	UNICEF	M	UNICEF Office, Phnom Penh	FGD
28/07/2017	Evaluation Specialist	UNICEF	W	UNICEF Office, Phnom Penh	FGD

28/07/2017	Education Specialist	UNICEF	W	UNICEF Office, Phnom Penh	FGD
28/07/2017	Ex RUPP officer	RUPP	M	RUPP	KII
28/07/2017	National EFA/SDG Coordinator	Secretary of State	M	MoEYS central level	KII
28/07/2017	Chief Education Unit	UNESCO	M	UNESCO	KII
28/07/2017	Chief of DOE	Banteay Meas DOE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Vice Chief of Department	Department of Personnel	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of Department	Department of Planning	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of Department	Department of Teacher Training	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Deputy Director General	General Department of Education	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	School Director	High School / Secondary School	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	School Director	High School / Secondary School	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	School Director	High School / Secondary School	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	School Director	High School / Secondary School	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	School Director	High School / Secondary School	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of DOE	Koh Sotin DOE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Deputy Chief of POE	Kompong Cham POE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of DOE	Kompot DOE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Deputy Chief of DOE	Kompot POE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Deputy Chief	M&E Department	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of POE	Muldulkiri POE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop

28/07/2017	Vice Chief of Office of Russey Keo District	Russey Keo District DOE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Vice Chief of DOE	Sen Monorom DOE	M	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Vice Chief of POE	Phnom Penh DOE	W	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
28/07/2017	Chief of DOE	Komphong Cham DOE	W	UNICEF Office, Phnom Penh	Multi-stakeholder workshop
31/07/2017	School Director	Baray High School	M	Kampong Thomm, Baray District	KII
31/07/2017	Deputy Director	Baray High School	M	Kampong Thomm, Baray District	KII
31/07/2017	Accountant	Baray High School	M	Kampong Thomm, Baray District	KII
31/07/2017	Director	DOE Baray	M	Kampong Thomm, Baray District	KII
31/07/2017	Director	POE Kampong Thom	M	Kampong Thomm, Baray District	KII
31/07/2017	Dept. Chief Accounting	POE Kampong Thom	M	Kampong Thomm, Baray District	KII
31/07/2017	Vice Director	POE Kampong Thom	M	Kampong Thomm, Baray District	KII
31/07/2017	Chief Planning	POE Kampong Thom	M	Kampong Thomm, Baray District	KII
31/07/2017	Member	PTTC Kampong Thom	M	Kampong Thomm, Baray District	Observation/ Informal talks
01/08/2017	Education Officer	UNICEF	M	Phnom Penh	KII
01/08/2017	Director	National Institute of Education	M	Phnom Penh	KII
01/08/2017	Director General	General Directorate of Policy and Planning	M	Phnom Penh	KII
01/08/2017	Director	Open Institute	M	Phnom Penh	KII
01/08/2017	First Secretary Education	SIDA	M	Phnom Penh	KII
01/08/2017	Dept. Head of Education Planning and Management	National Institute of Education	M	Phnom Penh	KII
01/08/2017	Director EMIS Department	MoEYS	M	Phnom Penh	KII
01/08/2017	Deputy head of Office EMIS Dept.	MoEYS	M	Phnom Penh	KII
01/08/2017	Head of Management and	MoEYS	M	Phnom Penh	KII

	Planning Department				
01/08/2017	Senior Social Sector Officer Cambodia Resident Mission	ADB	M	Phnom Penh	KII
01/08/2017	Vice Chief Governance Office	MoEYS	M	Phnom Penh	KII
01/08/2017	Vice Chief Governance Office	MoEYS	M	Phnom Penh	KII
01/08/2017	Officer in Charge of D&D, Governance Office	MoEYS	M	Phnom Penh	KII
02/08/2017	EPA	VSO	M	Phnom Penh	FGD
02/08/2017	EMA	VSO	W	Phnom Penh	FGD
02/08/2017	EMA	VSO	W	Phnom Penh	FGD
02/08/2017	EMA	VSO	W	Phnom Penh	FGD
02/08/2017	EPA	VSO	W	Phnom Penh	FGD
02/08/2017	EPA	VSO	W	Phnom Penh	FGD
02/08/2017	EPA	VSO	W	Phnom Penh	FGD
02/08/2017	EMA	VSO	M	Phnom Penh	FGD
02/08/2017	EPA	VSO	M	Phnom Penh	FGD
02/08/2017	EMA	VSO	M	Phnom Penh	FGD
02/08/2017	EPA	VSO	M	Phnom Penh	FGD
02/08/2017	EPA	VSO	M	Phnom Penh	FGD
02/08/2017	EMA	VSO	M	Phnom Penh	FGD
02/08/2017	EMA	VSO	M	Phnom Penh	FGD
02/08/2017	Education Project Manager	VSO	W	Phnom Penh	KII
02/08/2017	Policy & Research Specialist	VSO	W	Phnom Penh	KII
02/08/2017	Programme Development and Impact Manager	VSO	W	Phnom Penh	KII
02/08/2017	Education Specialist and Officer in Charge Education (until July 2017)	UNICEF	M	Phnom Penh	KII
02/08/2017	Planning & Monitoring Specialist Programme Coordination Section	UNICEF	M	Phnom Penh	KII
03/08/2017	Education Officer	CDPF EMT	M	Phnom Penh	Multi-stakeholder workshop
03/08/2017	Evaluation Specialist	CDPF EMT	W	Phnom Penh	EMT/ERG
03/08/2017	Education Specialist	CDPF EMT	W	Phnom Penh	EMT/ERG
03/08/2017	Director of M&E department	CDPF EMT	M	Phnom Penh	EMT/ERG
07/08/2017	Former UNICEF Education	UNICEF	M	Phnom Penh	KII

	Specialist/CDPF Manager (2014-2016)				
08/08/2017	Former UNICEF Chief of Education (2009-2013)	UNICEF	M	Phnom Penh	KII
30/08/2017	Former UNICEF Education Specialist/CDPF Manager (2011-2014)	UNICEF	W	Skype	KII
04/09/2017	Evaluation Specialist	UNICEF	W	Skype	EMT/ERG
04/09/2017	Assistant Country Director Programmes	CARE	M	CARE	KII
04/09/2017	Director of Department of Policy	Directorate General of Policy and Planning	M	Phnom Penh	KII
05/09/2017	Director of EQAD	Directorate General of Policy and Planning	M	Phnom Penh	KII
05/09/2017	EMIS Director	Directorate General of Policy and Planning	M	Phnom Penh	KII
05/09/2017	First Secretary Education	SIDA	M	Skype	KII
06/09/2017	Director of Department of Planning	Department of Planning	M	Phnom Penh	KII
06/09/2017	Director of M&E Department	Directorate General of Policy and Planning	M	Phnom Penh	KII
06/09/2017	Education Officer	UNICEF	M	Phnom Penh	KII
06/09/2017	Education Programme Manager	VSO	M	Phnom Penh	KII
06/09/2017	CDPF Steering Committee member and Deputy Director of Planning Department	Directorate General of Policy and Planning	W	Phnom Penh	KII
07/09/2017	Deputy Director General	Directorate of General Education	M	MoEYS central level	KII
07/09/2017	Director of NIE	NIE	M	Phnom Penh	KII
08/09/2017	Evaluation Specialist	UNICEF	W	UNICEF	KII
11/09/2017	Official	DOE	W	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Official	DOE	W	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Office Vice Chief	DOE	M	Mondulkiri POE	Multi-stakeholder workshop

11/09/2017	Office Official	POE	M	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Vice Chief of Inspection	POE	M	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Vice Chief of Office of Primary Education	POE	M	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Chief of Office of Planning	POE	M	Mondulkiri POE	Multi-stakeholder workshop
11/09/2017	Official of POE	POE	M	Mondulkiri POE	FGD
11/09/2017	Vice Chief of Inspection	POE	M	Mondulkiri POE	FGD
11/09/2017	Vice Chief of Office of Primary Education	POE	M	Mondulkiri POE	FGD
11/09/2017	Office Official	POE	M	Mondulkiri POE	FGD
11/09/2017	Official of POE	POE	W	Mondulkiri POE	FGD
11/09/2017	Chief of Planning Office	POE	M	Mondulkiri POE	KII
11/09/2017	Chief of POE	POE	M	Mondulkiri POE	KII
11/09/2017	Vice Chief of Sen Monorom DOE	Sen Monorom DOE	M	Mondulkiri POE	KII
11/09/2017	Officer of Sen Monorom DOE	Sen Monorom DOE	W	Mondulkiri POE	KII
11/09/2017	Education Management Advisor	VSO	W	Sem Monoroum and Pichreada	KII
12/09/2017	Director of School Cluster	H.S Sen Monorom School	M	Sen Monorom Primary School	FGD
12/09/2017	SSC	Pou Lung	M	Sen Monorom Primary School	FGD
12/09/2017	SSC	Pou Trom	M	Sen Monorom Primary School	FGD
12/09/2017	School Director	Pou Trom group 3	M	Sen Monorom Primary School	FGD
12/09/2017	School Director	Pou Trom Thmey School	M	Sen Monorom Primary School	FGD
12/09/2017	DTMT	Pou Trom Thmey School	M	Sen Monorom DOE	FGD
12/09/2017	Teacher	Primary School	M	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Primary School	M	Sen Monorom Primary School	FGD

12/09/2017	School Deputy Director	Sen Monorom	M	Sen Monorom Primary School	FGD
12/09/2017	SSC	Sen Monorom Primary School	M	Sen Monorom Primary School	FGD
12/09/2017	SSC	Sen Monorom Primary School	M	Sen Monorom Primary School	FGD
12/09/2017	School Office Staff	Sen Monorom School	M	Sen Monorom Primary School	FGD
12/09/2017	DTMT	Sen Monorom School	M	Sen Monorom DOE	FGD
12/09/2017	School Director	Pou Taing School	W	Sen Monorom Primary School	FGD
12/09/2017	School Director	Lao Ka School	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Lao Ka School	W	Sen Monorom Primary School	FGD
12/09/2017	School Director	Monorom Secondary School	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Social Fund	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Pou Loung School	W	Sen Monorom Primary School	FGD
12/09/2017	SSC	Leavka	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Hun Sen Monorom School	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Hun Sen Monorom School	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Hun Sen Primary School	W	Sen Monorom Primary School	FGD
12/09/2017	Teacher	Primary School	W	Sen Monorom Primary School	FGD
12/09/2017	DTMT	DOE	W	Sen Monorom DOE	FGD
12/09/2017	Director General of DGPP	General Department of Policy and Planning	M	MoEYS central level	KII
12/09/2017	Director of NIE	NIE	M	Phnom Penh	KII
13/09/2017	Senor Program Officer	CARE International	M	Krong Sen Monorom	KII
13/09/2017	Chief of DOE	Pichreada DOE	M	Pichreada DOE	KII

13/09/2017	Education Specialist	UNICEF	W	UNICEF Office, Phnom Penh	KII
13/09/2017	Official of DOE	Pichreada DOE	W	Pichreada DOE	KII
14/09/2017	School Deputy Director	Au Balay Secondary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Au Balay Secondary School	M	Pichreada DOE	FGD
14/09/2017	School Director	Bousra Secondary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Bousra Secondary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Bousra Secondary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Bousra Secondary School	M	Pichreada DOE	FGD
14/09/2017	DOE Vice Director	DOE	M	Sen Sok DOE Office	FGD
14/09/2017	Officer	DOE	M	Sen Sok DOE Office	FGD
14/09/2017	Officer	DOE	M	Sen Sok DOE Office	FGD
14/09/2017	Officer	DOE	M	Sen Sok DOE Office	FGD
14/09/2017	Officer	DOE	M	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	M	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	M	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	M	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	M	Sen Sok DOE Office	FGD
14/09/2017	School Director	Lammes School	M	Pichreada DOE	FGD
14/09/2017	School Director	Pou Kreng School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	M	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	M	Pichreada DOE	FGD
14/09/2017	School Director	Sre Kleng School	M	Pichreada DOE	FGD
14/09/2017	School Director	Sre Ampum School	W	Pichreada DOE	FGD
14/09/2017	Teacher	Pou Til School	W	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	W	Pichreada DOE	FGD

14/09/2017	Teacher	Sre Kleng Primary School	W	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	W	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	W	Pichreada DOE	FGD
14/09/2017	Teacher	Sre Kleng Primary School	W	Pichreada DOE	FGD
14/09/2017	School Vice Director	DTMT2	W	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	W	Sen Sok DOE Office	FGD
14/09/2017	School Vice Director	DTMT2	W	Sen Sok DOE Office	FGD
14/09/2017	DOE Director	DOE	M	Sen Sok DOE Office	KII
14/09/2017	DOE Vice Director	DOE	M	Sen Sok DOE Office	KII
14/09/2017	School Director	MOEYS	M	Leng Chung Primary School Pichreada	KII
14/09/2017	Field Coordinator	WeWorld	M	Pichreada DOE	KII
14/09/2017	SSC	SSC	W	Pichreada DOE	KII
14/09/2017	DOWA Chief	District Office of Women Affair	W	Sen Sok DOE Office	KII
15/09/2017	SSC	100 Khnong Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Anlung kangan Pre-school	M	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Hun Sen 100 Khnong USS	M	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Hun Sen 100 Khnong USS	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Hun Sen 100 Khnong USS	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Hun Sen Phnom Penh Thmey USS	M	Sen Sok DOE Office	FGD
15/09/2017	SSC	Khmuonh	M	Sen Sok DOE Office	FGD
15/09/2017	SSC	Kork Khleang	M	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Phnom Penh Tmey Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Phnom Penh Tmey Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Phnom Penh Tmey Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Santepheap Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	School Director	Sen Sok Preschool	M	Sen Sok DOE Office	FGD
15/09/2017	School Vice Director	DTMT2	W	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Hun Sen 100 Khnong USS	W	Sen Sok DOE Office	FGD

15/09/2017	Teacher	Hun Sen 100 Khnong USS	W	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Hun Sen 100 Khnong USS	W	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Phnom Penh Tmey Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Phnom Penh Tmey Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Teacher	Hun Sen Samaki Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Student Council Leader	Santepheap Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Student Council Deputy Leader	Santepheap Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Student Council Deputy Leader	Santepheap Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Member	Santepheap Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	Member	Santepheap Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	School Director	Trapeang Svay Preschool	W	Sen Sok DOE Office	FGD
15/09/2017	School Director	Borie 100 Khnong Pre-school	W	Sen Sok DOE Office	FGD
15/09/2017	Student Council's Counsellor	Santepheap Pre-school	W	Sen Sok DOE Office	KII
25/09/2017	Vice Chief	POE	W	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Vice Chief	POE	W	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Office Chief	POE	W	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Chief of Office of Planning	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Vice Chief of DOE	DOE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Chief of POE	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Vice Chief of Office of Planning	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Chief of Office of Primary Education	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Vice Chief of Office of Youth and Sport	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Chief of Office of Secondary Education	POE	M	Koh Kong POE	Multi-stakeholder workshop

25/09/2017	Chief of Accounting	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Office Chief	POE	M	Koh Kong POE	Multi-stakeholder workshop
25/09/2017	Planning Office Chief	POE	M	BMC POE Office	FGD
25/09/2017	Primary Office Chief	POE	M	BMC POE Office	FGD
25/09/2017	Inspection Office Vice Chief	POE	M	BMC POE Office	FGD
25/09/2017	Budget Office Vice Chief	POE	M	BMC POE Office	FGD
25/09/2017	HR Office Chief	POE	M	BMC POE Office	FGD
25/09/2017	Planning Office Vice Chief	POE	M	BMC POE Office	FGD
25/09/2017	POE Officer	POE	M	BMC POE Office	FGD
25/09/2017	Chief of Office of Primary Education	POE	M	Koh Kong POE	FGD
25/09/2017	Vice Chief of Office of Youth and Sport	POE	M	Koh Kong POE	FGD
25/09/2017	Chief of Office of Secondary Education	POE	M	Koh Kong POE	FGD
25/09/2017	Office Chief	POE	W	Koh Kong POE	FGD
25/09/2017	Preschool Office vice chief	POE	W	BMC POE Office	FGD
25/09/2017	Primary Office Vice Chief	POE	W	BMC POE Office	FGD
25/09/2017	NFE Office Vice Chief	POE	W	BMC POE Office	FGD
25/09/2017	Planning Office Vice Chief	POE	W	BMC POE Office	FGD
25/09/2017	POE Director	POE	M	BMC POE Office	KII
25/09/2017	Planning Office Chief	POE	M	BMC POE Office	KII
25/09/2017	Chief of POE	POE	M	Koh Kong POE	KII
25/09/2017	Chief of Accounting Office	POE	M	Koh Kong POE	KII
25/09/2017	Chief of Personnel Office	POE	M	Koh Kong POE	KII
25/09/2017	Chief of Planning Office	POE	M	Koh Kong POE	KII
25/09/2017	P-ESWG President	South East Institution	M	BMC POE Office	KII
25/09/2017	EMA	VSO	M	BMC POE Office	KII
25/09/2017	P-ESWG Secretariat	World Vision	M	BMC POE Office	KII
26/09/2017	School Director	Ankea Bos Pre-School	M	Serie SaoPhoan DOE Office	FGD

26/09/2017	School Director	Boeung Khun Chang School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	Chea Sim Secondary School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	DTMT	DOE	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	DTMT	DOE	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	DTMT	DOE	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	DOE Officer	DOE	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	Officer	DOE	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	Officer	DOE	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Deputy Director	Dorngtung Secondary School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	Hun Sen Kla Kaun USS	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Deputy Director	Hun Sen Sophie Pre-school	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	Kampong Svay Pre-School	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	Kort High School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	OU Omboel Preschool	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	OU Omboel USS	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	Poy Sophie Preschool	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	Prek Svay School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	Raksmey Samaky Primary School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	Smach Meanchey School	M	Krong Khemarak Phumin DOE	FGD

26/09/2017	School Secretary/Teacher	Smach Meanchey School	M	Tiroum Khet Primary School	FGD
26/09/2017	Teacher	Smach Meanchey School	M	Tiroum Khet Primary School	FGD
26/09/2017	School Director	Ti Roum Khet Primary School	M	Krong Khemarak Phumin DOE	FGD
26/09/2017	Teacher	Ti Roum Khet Primary School	M	Tiroum Khet Primary School	FGD
26/09/2017	School Director	Toekthla LSS	M	Serie SaoPhoan DOE Office	FGD
26/09/2017	DTMT	DOE	W	Krong Khemarak Phumin DOE	FGD
26/09/2017	DTMT	DOE	W	Krong Khemarak Phumin DOE	FGD
26/09/2017	DTMT	DOE	W	Krong Khemarak Phumin DOE	FGD
26/09/2017	School Director	Samdach Chea Sim School	W	Krong Khemarak Phumin DOE	FGD
26/09/2017	SSC	Dorngtung Commune Council	W	Tiroum Khet Primary School	FGD
26/09/2017	SSC	Smach Meanchey Commune	W	Tiroum Khet Primary School	FGD
26/09/2017	SSC	Smach Meanchey Village	W	Tiroum Khet Primary School	FGD
26/09/2017	Teacher	Smach Meanchey School	W	Tiroum Khet Primary School	FGD
26/09/2017	Teacher	Samdach Chea Sim Primary School	W	Tiroum Khet Primary School	FGD
26/09/2017	DOE Officer	DOE	W	Serie SaoPhoan DOE Office	FGD
26/09/2017	Personnel Officer	DOE	W	Serie SaoPhoan DOE Office	FGD
26/09/2017	Officer	DOE	W	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Director	Hun Sen Sophie Preschool	W	Serie SaoPhoan DOE Office	FGD
26/09/2017	School Vice Director	Bandos Bandal Komar Preschool	W	Serie SaoPhoan DOE Office	FGD

26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	FGD
26/09/2017	DOE Vice Director	DOE	M	Serie SaoPhoan DOE Office	KII
26/09/2017	Planning Officer	DOE	M	Serie SaoPhoan DOE Office	KII
26/09/2017	DOE Official	DOE	M	Krong Khemarak Phumin DOE	KII
26/09/2017	DOE Vice Chief	DOE	M	Krong Khemarak Phumin DOE	KII
26/09/2017	Provincial Deputy Governor	Provincial Administration	M	BMC POE Office	KII
26/09/2017	DOE Official	DOE	W	Krong Khemarak Phumin DOE	KII
26/09/2017	Girl Counselling Programme Member	OU Omboel Preschool	W	OU Omboel Preschool	KII
27/09/2017	SSC Member	Kampong Svay Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	SSC Member	Kampong Svay Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	SSC Member	Kampong Svay Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	SSC Member	Hun Sen Sophie Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	DTMT 1	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD

27/09/2017	DTMT 1	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
27/09/2017	DTMT 2	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
27/09/2017	DTMT 1	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
27/09/2017	Teacher	Kompong Svay Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	M	Kompong Svay Preschool	FGD
27/09/2017	DTMT 1	Prek Smach Primary School	M	Kiri Sakor DOE	FGD
27/09/2017	DTMT 1	Prek Smach Secondary School	M	Kiri Sakor DOE	FGD
27/09/2017	DTMT 1	Koh Sdach Primary School	W	Kiri Sakor DOE	FGD
27/09/2017	SSC Member	Kampong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Teacher	Kompong Svay Preschool	W	Kompong Svay Preschool	FGD
27/09/2017	Provincial Coordinator	Save the Children	M	Krong Khemarak Phumin	KII
27/09/2017	EMA	VSO	W	Krong Khemarak Phumin	KII
28/09/2017	School Vice Director	Hun Sen Mongkol Borie USS	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Vice Chief	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
28/09/2017	DOE Official	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD

28/09/2017	DOE Official	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
28/09/2017	DOE Official	Kiri Sakor DOE	M	Kiri Sakor DOE	FGD
28/09/2017	Planning Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Monkol Borie USS	M	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Reursey Krauk Preschool	M	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Rohat Toek LSS	M	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Sovann Kiri LSS	M	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	W	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	W	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	W	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Officer	Mongkol Borie DOE	W	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Komro Srok Preschool	W	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Komro Pi-Thnou Preschool	W	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Bat Trong LSS	W	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Komro Reusey Krauk Preschool	W	Bongkol Borie DOE Office	FGD
28/09/2017	School Director	Rohat Toek Preschool	W	Bongkol Borie DOE Office	FGD
28/09/2017	DOE Vice Chief	Kiri Sakor DOE	M	Kiri Sakor DOE	KII
28/09/2017	DOE Official	Kiri Sakor DOE	M	Kiri Sakor DOE	KII
28/09/2017	DOE Director	Mongkol Borie DOE	M	Bongkol Borie DOE Office	KII
28/09/2017	DOE Vice Director	Mongkol Borie DOE	M	Bongkol Borie DOE Office	KII
28/09/2017	Planning Officer	Mongkol Borie DOE	M	Bongkol Borie DOE Office	KII
29/09/2017	Secretary	Koh Sdach High School	M	Kiri Sakor DOE	FGD
29/09/2017	Teacher	Koh Sdach Primary School	M	Koh Sdach Primary School	FGD

29/09/2017	SSC	Koh Sdach Village	M	Koh Sdach Primary School	FGD
29/09/2017	School Director	Peam Kay Primary School	M	Kiri Sakor DOE	FGD
29/09/2017	School Director	Prek Smach Primary School	M	Kiri Sakor DOE	FGD
29/09/2017	School Director	Prek Smach Secondary School	M	Kiri Sakor DOE	FGD
29/09/2017	Teacher	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	SSC Leader	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	SSC Member	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	SSC Member	Rohat Toek Preschool	M	Rohat Toek Preschool	FGD
29/09/2017	School Director	Saun Kok Primary School	M	Kiri Sakor DOE	FGD
29/09/2017	School Director	Koh Sdach Primary School	W	Kiri Sakor DOE	FGD
29/09/2017	SSC	Koh Sdach Commune	W	Koh Sdach Primary School	FGD
29/09/2017	SSC	Koh Sdach Village	W	Koh Sdach Primary School	FGD
29/09/2017	Teacher	Koh Sdach Primary School	W	Koh Sdach Primary School	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
29/09/2017	Teacher	Rohat Toek Preschool	W	Rohat Toek Preschool	FGD
02/10/2017	Vice Chief of POE	Kompong Thom POE	M	Kompong Thom POE	Multi-stakeholder workshop
02/10/2017	Chief of Personnel Office	Kompong Thom POE	M	Kompong Thom POE	Multi-stakeholder workshop
02/10/2017	Official of Office of Planning	Kompong Thom POE	M	Kompong Thom POE	Multi-stakeholder workshop

02/10/2017	Official of Office of Planning	Kompong Thom POE	M	Kompong Thom POE	Multi-stakeholder workshop
02/10/2017	P-ESWG Member	CIDO	M	ODM POE Office	FGD
02/10/2017	P-ESWG President	CTO	M	ODM POE Office	FGD
02/10/2017	P-ESWG Member	Greenway	M	ODM POE Office	FGD
02/10/2017	Chief of Youth Office	Kampong Thom POE	M	Kompong Thom POE	FGD
02/10/2017	Vice Chief of Office of State Property Management	Kampong Thom POE	M	Kompong Thom POE	FGD
02/10/2017	Chief of Office of Secondary Education	Kampong Thom POE	M	Kompong Thom POE	FGD
02/10/2017	Chief of Office of Personnel	Kampong Thom POE	M	Kompong Thom POE	FGD
02/10/2017	Planning Office Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Budget Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Admin Office Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Preschool Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Inspection Office Chief	POE	M	ODM POE Office	FGD
02/10/2017	Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Secondary School Office Chief	POE	M	ODM POE Office	FGD
02/10/2017	Secondary School Office Vice Chief	POE	M	ODM POE Office	FGD
02/10/2017	Chief of Small Children Office	Kampong Thom POE	W	Kompong Thom POE	FGD
02/10/2017	Official of Office of Primary Education	Kampong Thom POE	W	Kompong Thom POE	FGD
02/10/2017	Chief of Office of Inspection	Kampong Thom POE	W	Kompong Thom POE	FGD
02/10/2017	Preschool Officer	POE	W	ODM POE Office	FGD
02/10/2017	Vice Chief of POE	Kompong Thom POE	M	Kompong Thom POE	KII
02/10/2017	Official of Office of Planning	Kompong Thom POE	M	Kompong Thom POE	KII
02/10/2017	POE Vice Director	POE	M	ODM POE Office	KII
02/10/2017	Planning Office Vice Chief	POE	M	ODM POE Office	KII
02/10/2017	Budget Vice Chief	POE	M	ODM POE Office	KII
02/10/2017	Budget Vice Chief	POE	M	ODM POE Office	KII
02/10/2017	Office Chief	Provincial Dept of Women Affairs	W	Kompong Thom POE	KII

03/10/2017	Representative for School Director	Bansay Rak LSS	M	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	M	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	M	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	M	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	M	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	M	Krong Samraong Office	FGD
03/10/2017	School Director	Hun Sen Chhouk Preschool	M	Krong Samraong Office	FGD
03/10/2017	School Director	Koun Kreal LSS	M	Krong Samraong Office	FGD
03/10/2017	Chief	Krong Steung Sen DOE	M	Krong Steung Sen	FGD
03/10/2017	Official	Krong Steung Sen DOE	M	Krong Steung Sen	FGD
03/10/2017	Vice Chief	Krong Steung Sen DOE	M	Krong Steung Sen	FGD
03/10/2017	Official	Krong Steung Sen DOE	M	Krong Steung Sen	FGD
03/10/2017	Official	Krong Steung Sen DOE	M	Krong Steung Sen	FGD
03/10/2017	Official of Office of Planning	Planning Office, Kompong Thom POE	M	Kompong Thom POE	FGD
03/10/2017	Official of Office of Planning	Planning Office, Kompong Thom POE	M	Kompong Thom POE	FGD
03/10/2017	Official of Office of Planning	Planning Office, Kompong Thom POE	M	Kompong Thom POE	FGD
03/10/2017	School Director	Reur Sbov LSS	M	Krong Samraong Office	FGD
03/10/2017	Chief of Provincial Operation	RTR	M	Krong Steung Sen	FGD
03/10/2017	Technical Officer	RTR	M	Krong Steung Sen	FGD
03/10/2017	School Director	Samraong LSS	M	Krong Samraong Office	FGD
03/10/2017	School Director	Samraong Preschool	M	Krong Samraong Office	FGD
03/10/2017	Administrator	Samraong Preschool	M	Krong Samraong Office	FGD

03/10/2017	Official	Krong Steung Sen DOE	W	Krong Steung Sen	FGD
03/10/2017	Programme Officer	RTR	W	Krong Steung Sen	FGD
03/10/2017	Officer	DOE	W	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	W	Krong Samraong Office	FGD
03/10/2017	Officer	DOE	W	Krong Samraong Office	FGD
03/10/2017	Administrator	Doun Keo Preschool	W	Krong Samraong Office	FGD
03/10/2017	School Vice Director	Apiwat Preschool	W	Krong Samraong Office	FGD
03/10/2017	School Vice Director	Hun Sen Oddar Meanchey USS	W	Krong Samraong Office	FGD
03/10/2017	School Director	Kork Kor	W	Krong Samraong Office	FGD
03/10/2017	DOE Director	DOE	M	Krong Samraong Office	KII
03/10/2017	Officer	DOE	M	Krong Samraong Office	KII
03/10/2017	Officer	DOE	M	Krong Samraong Office	KII
03/10/2017	Chief	Krong Steung Sen DOE	M	Krong Steung Sen	KII
03/10/2017	Official in Charge of Planning	Krong Steung Sen DOE	M	Krong Steung Sen	KII
04/10/2017	School Deputy Director	Balang Primary School	M	Krong Steung Sen	FGD
04/10/2017	School Secretary	Chambok Primary School	M	Krong Steung Sen	FGD
04/10/2017	School Director	Chambok Primary School	M	Krong Steung Sen	FGD
04/10/2017	Teacher	Chambok Primary School	M	Krong Steung Sen	FGD
04/10/2017	Teacher	Daun Ken Preschool	M	Samraong Preschool	FGD
04/10/2017	School Deputy Director	Hun Sen Balang High School	M	Krong Steung Sen	FGD
04/10/2017	School Accountant	Hun Sen Balang High School	M	Krong Steung Sen	FGD
04/10/2017	School Director	Kompong Krobao Secondary School	M	Krong Steung Sen	FGD
04/10/2017	SSC	Komreng	M	Krong Steung Sen	FGD
04/10/2017	School Secretary	Komreng Primary School	M	Krong Steung Sen	FGD

04/10/2017	School Director	Komreng Primary School	M	Krong Steung Sen	FGD
04/10/2017	Teacher	Komreng Primary School	M	Krong Steung Sen	FGD
04/10/2017	Deputy Director of Prey Tahou Secondary School	Prey Tahou Secondary School	M	Krong Steung Sen	FGD
04/10/2017	School Director	Pur Bakkor Primary School	M	Krong Steung Sen	FGD
04/10/2017	Teacher	Samraong Preschool	M	Samraong Preschool	FGD
04/10/2017	SSC Member	Samraong Preschool	M	Samraong Preschool	FGD
04/10/2017	SSC Member	Samraong Preschool	M	Samraong Preschool	FGD
04/10/2017	SSC Member	Samraong Preschool	M	Samraong Preschool	FGD
04/10/2017	SSC	Slaket	M	Krong Steung Sen	FGD
04/10/2017	School Secretary	Slaket Primary School	M	Krong Steung Sen	FGD
04/10/2017	School Director	Slaket Primary School	M	Krong Steung Sen	FGD
04/10/2017	School Deputy Director	Steung Sen High School	M	Krong Steung Sen	FGD
04/10/2017	SSC	Pur Bakkor Village	W	Krong Steung Sen	FGD
04/10/2017	SSC	Chambok VIllage	W	Krong Steung Sen	FGD
04/10/2017	SSC	Balang Lech Village	W	Krong Steung Sen	FGD
04/10/2017	School Accountant	Balang Primary School	W	Krong Steung Sen	FGD
04/10/2017	Teacher	Balang Primary School	W	Krong Steung Sen	FGD
04/10/2017	Teacher	Samraong Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Apiwat Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Kork Kor Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Kork Kor Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Daun Ken Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Hun Sen Chhouk Preschool	W	Samraong Preschool	FGD
04/10/2017	Teacher	Hun Sen Chhouk Pre-School	W	Samraong Preschool	FGD
04/10/2017	Executive Director	COFAP	M	Krong Steung Sen	KII
04/10/2017	EMA	VSO	M	Krong Steung Sen	KII
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	FGD
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	FGD

05/10/2017	DOE Vice Director	DOE	M	Trpeang Prasat DOE Office	FGD
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	FGD
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Hun Sen Tropos USS	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Paart LSS	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	PoPel Preschool	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Preysaart Preschool	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Srea laar Preschool	M	Trpeang Prasat DOE Office	FGD
05/10/2017	Office Chief	Stong DOE	M	Stong DOE	FGD
05/10/2017	Office Vice Chief	Stong DOE	M	Stong DOE	FGD
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	FGD
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	FGD
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	FGD
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	FGD
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	FGD
05/10/2017	School Director	Tomnup Darch LSS	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Tomnup Knor Preschool	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Vice Director	Toultasek LSS	M	Trpeang Prasat DOE Office	FGD
05/10/2017	School Director	Trapeang Prasat Preschool	M	Trpeang Prasat DOE Office	FGD
05/10/2017	Official of DOE	Stong DOE	W	Stong DOE	FGD
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	KII
05/10/2017	Officer	DOE	M	Trpeang Prasat DOE Office	KII
05/10/2017	DOE Vice Director	DOE	M	Trpeang Prasat DOE Office	KII
05/10/2017	Official of DOE	Stong DOE	M	Stong DOE	KII
05/10/2017	DOE Chief	Stong DOE	M	Stong DOE	KII
05/10/2017	Education Coordinator	World Vision	M	World Vision Stong Office	KII
06/10/2017	SSC	Ampil Primary School	M	Stong DOE	FGD

06/10/2017	SSC	Beng School	M	Stong DOE	FGD
06/10/2017	SSC	Botum Primary School	M	Stong DOE	FGD
06/10/2017	School Director	Botum Primary School	M	Stong DOE	FGD
06/10/2017	School Director	Chhouk Chipreah Primary School	M	Stong DOE	FGD
06/10/2017	SSC	Hun Sen Chhouk Chipreah	M	Stong DOE	FGD
06/10/2017	SSC	Komrong Somprauch	M	Stong DOE	FGD
06/10/2017	School Director	Msakrorng Secondary School	M	Stong DOE	FGD
06/10/2017	SSC	Phum Trach School	M	Stong DOE	FGD
06/10/2017	School Director	Pongror Secondary School	M	Stong DOE	FGD
06/10/2017	Teacher	Pongror Secondary School	M	Stong DOE	FGD
06/10/2017	School Director	Primary School	M	Stong DOE	FGD
06/10/2017	School Director	Pteah Veal Primary School	M	Stong DOE	FGD
06/10/2017	Teacher	Pteah Veal Primary School	M	Stong DOE	FGD
06/10/2017	School Director	Somprauch Secondary School	M	Stong DOE	FGD
06/10/2017	School Director	Somprauch Secondary School	M	Stong DOE	FGD
06/10/2017	Teacher	Somprauch Secondary School	M	Stong DOE	FGD
06/10/2017	SSC	Speu Primary School	M	Stong DOE	FGD
06/10/2017	SSC Member	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	SSC Member	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	SSC Member	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD

06/10/2017	Teacher	Trapeang Prasat Preschool	M	Trapeang Prasat Preschool	FGD
06/10/2017	School Director	Trach Primary School	W	Stong DOE	FGD
06/10/2017	School Director	Beng Primary School	W	Stong DOE	FGD
06/10/2017	School Director	Ampil Primary School	W	Stong DOE	FGD
06/10/2017	Teacher	Beng Primary School	W	Stong DOE	FGD
06/10/2017	Teacher	Chhouk Chipreah Primary School	W	Stong DOE	FGD
06/10/2017	Teacher	Ampil Primary School	W	Stong DOE	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
06/10/2017	Teacher	Trapeang Prasat Preschool	W	Trapeang Prasat Preschool	FGD
09/10/2017	Personnel Office Vice Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	Planning Office Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	Secondary School Office Vice Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	Preschool Vice Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	Budget Office Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	NFE Office Chief	POE	M	Phnom Penh POE Office	FGD
09/10/2017	Preschool Officer	POE	W	Phnom Penh POE Office	FGD
09/10/2017	Preschool Office Chief	POE	W	Phnom Penh POE Office	FGD
09/10/2017	Preschool Office vice Chief	POE	W	Phnom Penh POE Office	FGD
09/10/2017	Inspection Office Chief	POE	W	Phnom Penh POE Office	FGD
09/10/2017	P-ESWG President	Enfants Development	M	Phnom Penh POE Office	KII
09/10/2017	POE Vice Director	POE	M	Phnom Penh POE Office	KII
09/10/2017	Personnel Office Vice Chief	POE	M	Phnom Penh POE Office	KII

09/10/2017	Planning Office Chief	POE	M	Phnom Penh POE Office	KII
10/10/2017	School Director	Bak Khaeng LSS	M	Chroy Changva DOE Office	FGD
10/10/2017	School Vice Director	Bak Khaeng Preschool	M	Chroy Changva DOE Office	FGD
10/10/2017	School Vice Director	Chroy Changva Preschool	M	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Chroy Changva USS	M	Chroy Changva DOE Office	FGD
10/10/2017	DOE Vice Director	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Hun Sen Chambokmeas LSS	M	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Koh Darch USS	M	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Prekleap Preschool	M	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Prekleap USS	M	Chroy Changva DOE Office	FGD
10/10/2017	DOE Vice Director	DOE	W	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Prek Taroth Preschool	W	Chroy Changva DOE Office	FGD
10/10/2017	School Vice Director	Prek Leap Preschool	W	Chroy Changva DOE Office	FGD
10/10/2017	School Director	Sakoura Preschool	W	Chroy Changva DOE Office	FGD

10/10/2017	DOE Director	DOE	M	Chroy Changva DOE Office	KII
10/10/2017	DOE Vice Director	DOE	M	Chroy Changva DOE Office	KII
10/10/2017	Officer	DOE	M	Chroy Changva DOE Office	KII
11/10/2017	Teacher	Bak Khaeng Preschool	M	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	M	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	M	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	M	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	Teacher	Bak Khaeng Preschool	W	Bak Khaeng Preschool	FGD
11/10/2017	SSC Leader	Bak Khaeng Preschool	M	Bak Khaeng Preschool	KII
13/10/2017	Cooperation Desk Officer (student of RUPP Master Course)	MOEYS	M	RUPP	KII
13/10/2017	Dean Faculty of Education	RUPP	M	RUPP	KII
14/10/2017	Director	CARE Cambodia	M	Phonm Penh	KII
14/10/2017	Primary Education Officer (Student of RUPP Master course)	POE Batambang	W	DoP-MoEYS	KII
16/10/2017	Vice Director	DOE Chroy Changvang	M	Chroy Changva POE Office	KII
16/10/2017	Deputy Director DOP	MoEYS	M	DoP-MoEYS	KII
16/10/2017	Chief of Operational Planning Office	MoEYS	M	DoP-MoEYS	KII
16/10/2017	Director	POE Phnom Penh	M	Chroy Changva POE Office	KII
16/10/2017	Officer Planning Office	POE Phnom Penh	M	Chroy Changva POE Office	KII
17/10/2017	Preparation for Debriefing and	EMT	W	UNICEF	EMT/ERG

	validation workshop				
17/10/2017	Preparation for Debriefing and validation workshop	EMT	W	UNICEF	EMT/ERG
17/10/2017	Preparation for Debriefing and validation workshop	EMT	M	UNICEF	FGD
17/10/2017	Preparation for Debriefing and validation workshop	EMT	M	UNICEF	FGD
17/10/2017	Preparation for Debriefing and validation workshop	EMT	M	UNICEF	FGD
18/10/2017	Director General	General Department of Policy and Planning	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Head of Secretariat	General Department of Education	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of Office	Department of Primary Education	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of Office	Department of Personnel	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Director	NIE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of Department	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Department	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of Office	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Office	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop

18/10/2017	Chief of Office	Department of M&E	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of POE	Udormeanchey POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Office Chief	Udormeanchey POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	School Director	Udormeanchey POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of POE	Mundulkiri POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Office Chief	Mundulkiri POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	School Director	Mundulkiri POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Office Chief	Banteay Meanchey POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Office Chief	Banteay Meanchey POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of POE	Kompong Thom POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official of Office of Planning	Kompong Thom POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Secondary School Director	Kompong Thom POE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Office	Department of Primary Education	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official	M&E Department	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official of Office of Finance	Office of Higher Education	M	MoEYS Conference	Multi-stakeholder workshop

				Room, Phnom Penh	
18/10/2017	M&E Official	M&E Department	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Chief of Education	UNICEF	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Country Director	VSO	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Education Specialist	SIDA	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Programme Officer	EU	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	UNICEF Education	UNICEF	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Education Intern	UNICEF	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	P.M.	EU	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Officer of Planning Office	NIE	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Office	Department of Secondary Education	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Department	Department of Planning	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Program	CARE Cambodia	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Officer of CARE	CARE Cambodia	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official	Department of Teacher Training	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop

18/10/2017	Official	Department of Finance	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Vice Chief of Office	Department of M&E	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Official	Department of M&E	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	School Director	Banteay Meanchey POE	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Education Specialist	UNICEF	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	EMA Koh Kong Province	VSO	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	M&E Officer	UNICEF	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Communication and Visibility Officer	EU	W	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
18/10/2017	Secretary of State	MoEYS	M	MoEYS Conference Room, Phnom Penh	Multi-stakeholder workshop
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD

19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	M	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	M	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	M	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	M	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	M	NIE	FGD
19/10/2017	Teachers NIE that had participated in IIEP training and that provided training on AOP development	NIE/MoEYS	W	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	W	NIE	FGD

19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	W	NIE	FGD
19/10/2017	NIE students of NIE training on AOP development. Group interview with 7 NIE staff	NIE/MoEYS	W	NIE	FGD
19/10/2017	Director EMIS Dept.	MoEYS	M	DEMIS-MoEYS	KII
19/10/2017	Officer EMIS Dept	MoEYS	M	DEMIS-MoEYS	KII
19/10/2017	Head of Management and Planning Department	NIE/MoEYS	M	NIE	KII
20/10/2017	Lecturer RUPP/ Member of ERC/ Consultant PISA-D	RUPP/PISA-D	M	RUPP	KII
20/10/2017	Education Officer (on CFS)	UNICEF	M	Skype	KII

Annex 12: Analysis of 16 Case Studies

1. Selection of districts and case studies

One of key research activities that was conducted in the framework of this evaluation of the CDPF was the realisation of a series of sixteen case studies on the different outcome areas and more specific result areas of the CDPF.

The selection of case studies and the provinces and districts to conduct these cases studies were done based on the following criteria:

- Ensure good spread over the different outcome areas of the CDPF considering the amount of budget that was allocated to the different outcome areas. Therefore, more case studies (seven) were done on outcome area 2 (the one to which largest budget was allocated), and only one case study was done on outcome area 1 (the area with the smallest portion of budget allocated). On outcome areas 3 and 5, three case studies were done and on outcome 4 two case studies were done;
- Ensure good spread over different CDPF levels of intervention. As the focus of the CDPF Phase II was at the sub-national level, this is reflected by the case studies: twelve were conducted at the Provincial Office of Education (POE) and District Office of Education (DOE) level, while four were conducted at the central level;
- Give visibility to the level of duplication of CDPF actions at lower level: many of the actions in the CDPF replicate and disseminate actions at lower levels in the education delivery chain. This is reflected by four cascading case studies that involved research at both the POE and DOE level.
- Guarantee a balance representativeness over all CDPF areas: to enable sufficient spread over all areas, four stand-alone case studies at the POE or DOE level were conducted on specific aspects of the CDPF.
- Ensure a cost-effective realisation of overall evaluation matrix questions related research in combination with more in-depth qualitative analysis: with the exception of the national level (four) case studies, the studies were linked with the (at-random) selection of provinces and districts to conduct fieldwork in this evaluation.
- Guarantee a fair representativeness of 'best practices': the matching of the subjects for the case studies with the districts and provinces (POE and DOE level) was first done at-random, but later discussed with the DOP at MoEYS in order to discuss feasibility of research on specific subjects in specific locations. It was recognised by both MoEYS and the evaluation team that this methodology of selection and matching did not enable to do research on situations and actions, where most results or 'best practices' could be observed and that results of the cases-studies could in some cases not be very substantial. This is defendable in the light of the core evaluation purpose of CDPF (see ToR in Annex 1) to assess the outcomes of the CDPF at the national and sub-national level, within the national context of Cambodia.

The list of case studies and the distribution among provinces and districts is presented in the table below:

Table 9: Allocated of case studies to districts and institutions

Case study #	Province/ District/ Organization or Dept.	Org./partners involved	Case study focus on: action and outcome areas of CDPF (subject to change after initial scoping interview by national consultants)	CDPF Outcome	Geographic Level	Focus level CD
1	Education Research Council	MoEYS	1.1 Support Policy-Based Research Activities – Evidence-Based Research to Support Implementation of TPAP	1	National	Inst.

2	NIE/DGPP/MoEYS	MoEYS	**2.3 Institutional Twinning Programme between International Institute of Education Planning and Directorate General of Policy and Planning –** Strengthening Training Capacity of NIE on Educational Planning and on Teacher Deployment and Distribution for POE Staff	2	National	Org.
3	DGPP/MoEYS	MoEYS	**2.2 Capacity Development of Planning Staff at National and Sub-National Levels –** Capacity Development by the Department of Planning on Sub-national Planning		National	Inst. & Org.
4	EMIS Dept. /MoEYS	MoEYS	**2.5 Strengthening Education Information Management –** Technical Assistance to Continue the Development of the Capacity of the EMIS Department at National and Sub-National Levels for Management		National	Inst. & Org.
5	**Banteay Meanchey:** - Krong Serei Saophoan	**POE/ VSO EPA**	**2.1 Development of Educational Planning System at all Levels –** VSO Education Management Adviser Support to POEs to Support Planning and Management in 20 Districts	2	Provincial	Org. & Indiv.
6	**Banteay Meanchey:** - Mongkol Borei	**DOE/ VSO EMA**			District	Org. & Indiv.
7	**Kampong Thom:** Krong Stueng Saen	**POE (VSO EPA)**	**2.5 Strengthening Education Management Information Management –** Development Capacity of EMIS Department at Sub-national Levels for Management, Use and Development of EMIS:		Provincial	Org. & Indiv
8	**Kampong Thom:** – Stoung	**DOE (VSO EMA)**	- Capacity development of EMIS staff at provincial and district levels		District	Org. & Indiv

			- Capacity development on EMIS data analysis at all levels			
9	**Oddar Meanchey**: Krong Samraong (POE)	**POE & DOE**	**3.2 Support to Pilot the Financial Information Management System –** Capacity Development on Roll-out of FMIS to All Budget Entities	3	Provincial	Inst. & Org.
10	**Oddar Meanchey**: Trapeang Prasat (DOE)	**DOE**			District	Org.
11	**Mondulkiri** AC: Krong Saen Monourom	**POE/ CARE VSO**	**5.3 Strengthening School Management and Local Accountability –** Primary SSCs in 14 Districts Ratanakiri & Mondulkiri Trained and Supported	5	Provincial	Org. & Indiv
12	**Mondulkiri** Pechr Chenda	**DOE/ CARE VSO**			District	Org. & Indiv
13	**Koh Kong**: Krong Khemara Phoumin (POE)	**POE & DOE**	**3.3 Strengthening School Planning and Financing –** Mid-term and Annual Review Workshop on Result Implementation of PB Financial Management and SIG Management	3	District (school to select)	Org. & Indiv.
14	**Koh Kong**: Kiri Sakor (DOE)	**DOE**	**4.1 Strengthening Personnel Management and Performance –** Capacity Building Workshops to support implementation and monitoring of HR Policy related activities	4	District	Org. & Indiv.
15	**Phnom Penh**: Chroy Changva (DOE and POE for PP)	**POE & DOE**	**4.2 Strengthening accuracy of the Human Resource Information Management System –** Capacity Development Initiatives Related to HRMIS		Provincial	Inst. & Org.
16	**Phnom Penh**: Sen Sok (DOE)	**DOE**	**5.1 Strengthening Systems for Equitable Service Delivery –** Development and Dissemination of Gender Mainstreaming Strategic Plan and Implementation and Monitoring of Girl Counselling Programme	5	District & School level	Org.

In blue: Central level case studies. In light blue: case studies cascading from Provincial to District Level. In white: specific (standalone) case studies.

2. Bottlenecks encountered in the realisation of the case studies

Given the scope and complexity of the field research in this evaluation it is not surprising that some bottlenecks and limitations occurred in the realisation of the case studies. Where these are specific, they are presented in the specific case study report. At the overall implementation level, the following bottlenecks need to be highlighted:

- The at-random matching of case studies with at-random selection of provinces and districts, even with a feasibility check, has not been beneficial for the realisation of case studies according to the originally anticipated outcome harvesting methodology. In the inception phase, it was assumed that the CDPF under its different pillars has had national coverage and, therefore, outcomes could be verified at all levels, regardless of location, with a few exceptions where interventions were specific to particular locations (such as in Mondulkiri where the CARE project was central to the analysis and Beantey Meanchey and Kampong Thom, where the SEM project of VSO was conducted). This was much less than anticipated, because several interventions in the CDPF were only piloted and tested in a limited number of locations and rolling out and replication of capacity development actions at the district level where also not equally covering the country. While it is a finding in itself that in some of the case studies little to no outcomes at all could be verified, particularly at the district level, it has made the outcome harvesting methodology application difficult. Therefore, this methodology has still served as a source of inspiration for the realisation of case studies and as outcomes are in all cases central to the analysis, the case studies cannot be called outcome harvesting case studies;

- The CDPF is not well known at the local level and as a result it has been difficult to disentangle which activities were in fact CDPF-funded and which ones were not. This entanglement is further complicated because many of the CDPF interventions were intertwined with other actions of MoEYS and projects in the area of Child Friendly School (CFS) and School Improvement Fund (SIF). This has been tackled in the case study descriptions by also analysing the actions of the most relevant parallel interventions in specific thematic areas and in the districts; and

- Despite a thorough preparation, planning and briefing of districts to be visited, at the time of visits, the evaluators often found that some of the most relevant staff members were not available for interviews and sometimes the most knowledgeable persons on specific subject-items were not present. Because evaluators could not stay longer than 2.5 days in each location, these limitations could not be fully compensated.

3. Meta-analysis of the case studies

The 16 different case studies (eight cascading studies are combined in four reports) presented in the next section have generated a wealth of specific findings and conclusions, which are presented in the relevant reports. After finalising all case study reports, a meta-analysis of the findings and conclusions shows a series of findings and conclusions that are more commonly applicable and representative for the CDPF implementation as a whole. These main overall findings and conclusions are presented below:

- In all visits and interviews, the evaluators encountered generally motivated persons that showed interest in the CDPF and its evaluation. The sub-national level staff showed a high appreciation of the support that has been provided them in the past years by the CDPF in different areas. This high appreciation is sometimes remarkable, because at the same time evaluators observed still clear capacity constraints that have not been addressed by the CDPF, and key informants themselves generally expressed high needs for further training, particularly at the district level partners (DOE, DTMT, SC, SSC, SDs);

- The knowledge and awareness of the existence of CDPF at the sub-national, particularly district-level, is limited and this illustrates well that CDPF is not a separate project or programme funding mechanism. It is functioning more as oil in the education delivery machine of MoEYS, and its support is often linked or intertwined with other actions of MoEYS;

- Many case studies confirm that the predominant way of capacity transfer has been training and instructional workshops, mostly targeting individual participants as representatives of their organizations. Many people that the evaluators have met have undergone training, but when looking at organizational capacities the effects of training are not always very clearly visible;

- The focus on training of individuals has led to certain amount of 'leaking away' of capacity development effects because people move. In many districts, the most knowledgeable key informants were not available anymore because they had moved on to other regions and other positions. This effect is equally notable at the POE and DOE level;

- Many key informants do not show a clear understanding of what is capacity development in its broader sense (individual, organizational and institutional level) and also do not always value capacity development and technical assistance highly, particularly when compared with material support (equipment, buildings, means of transportation, school feeding). While the concept of training and workshop is quite well-known, other instruments are less referred to and not always positively;

- Much of the capacity development support has been linked with the rolling out of management information systems for planning and reporting (AOPs), EMIS and QEMIS, FMIS and HRMIS and with the need of higher level MoEYS entities to ensure MIS-systems are populated with better quality and more timely data. While this has generally been quite successful, the results in generating local capacities for making use of data and translating them into policy and action has been limited. Many actors, through regular and intensive instruction now know how to generate and process data, but do not yet know how to use them. In this respect, the CDPF capacity development actions have increased performance and capacities, but not necessarily empowered lower level actors in following their own planning and implementation priorities;

- While most of the actions under the different outcome areas at the central and the provincial level have had clear effects and outcomes can be verified in the form of improved AOPs, ESPs, functioning working groups and functioning management information systems (although sometimes with technical constraints), these outcomes are much less visible at the district and school level. While many capacity development actions directly or indirectly have reached the districts, they have often been limited in time and content and therefore limited in capacity transfer;

- An important second reason for the more limited effects of capacity development interventions is the fact that there are clear capacity constraints at the district level that limit the absorption capacity at the local level. This is seen among all district-level organizations, (DOE, DTMT, SC, SDs and SSCs). There are significant staffing and budget constraints that limit performance of these entities let alone absorb more capacities;

- At both POE and DOE level, there are clear capacity challenges related with interpreting data and translate them into policy and action (as observed above). In fact, the evaluators have noted that DOE and SDs, in particular, regularly copy elements of other plans and documents in their own AOPs and SDPs, without a proper consultation of the stakeholders in their own environment and without a proper context and data analysis. Local stakeholders regularly identify this capacity as one of their core capacity development needs;

- The use of cascading training and capacity development has been limited in the case studies. When cascading approaches are used, this is more generally related with the provision of instructions and rolling out of formats. As a result, instructions reach the DOE and SD level and have produced changes in performance of specific tasks related with the CDPF pillars, but transfer of capacities (skills and competencies) has remained limited; and

- The participation of women in interviews and focus group meetings, despite explicit actions to ask their participation and sometimes even separating male and female groups, remained low. During the interviews and focus group meetings in the districts and at POE level, women were always in the minority, except when meeting with pre-school or primary school teachers. This reflects the participation

of women in the educational systems and the interview lists largely reproduce the figures of the female workforce in MoEYS. At Early Childhood Education (ECE) level and primary schools, women are a majority, although at primary SD level they are already bypassed by men. At higher education level, their participation decreases rapidly. At MoEYS, POE and DOE levels, the same situation applies. Women are in the minority particularly at management positions. The awareness and capacity to analyse gender equality at all levels is still low, although generally the provision of gender-disaggregated information has become standard.

4. Presentation of the 16 case study reports

Case Study 1:   Support Policy-Based Research Activities – Evidence-Based Research to Support Implementation of TPAP (5.1.1.)

4.1.1 Context and background

4.1.1.1 Partners and stakeholders involved

Based on the wide spectrum of the Teacher Policy Action Plan (TPAP) research agenda, the Education Research Council (ERC) collaborates most immediately with senior MoEYS policy bodies, Technical Departments and PTTC/RTTC. Insofar as its research results are expected to have an impact on the TPAP agenda at both national and sub-national level, it counts as stakeholders all actors in the education sector, including schools and particularly teachers.

4.1.1.2 Outcomes selected for the outcome analysis

The CDPF 2015-2016 report presents the following (preliminary) outputs under this specific result area:

- Study on the PRESET system and its approval by the TPAP steering committee. The study is made available to the Japan International Cooperation Agency (JICA) in its support to the Teachers' Education Centre (TEC) and it has also provided inputs for the development of Teacher Education Provider Standards (TEPS);

- Development of the School Director's handbook;

- Formulation of the Teacher Career Pathway strategy;

- Study to promote the professional value of teachers; and

- Study to increase responsibility of all stakeholders in school development.

Built on the assumption that equitable access to quality education requires research-informed, evidence-based policies, the most significant outcome of this case study is not the research per se that CDPF has supported, but the fact of that funding enabling a more established anchoring of the ERC itself as a semi-independent policy research entity within the MoEYS. It is becoming a means through which a sustained programme of applied research directly relevant to furthering implementation of Education Reform policy can be made available to senior levels of the Ministry and Technical Departments. Authorized by the Minister in 2014 "*to promote education research and use in forming evidence based policy*"[26] as a think tank to support the Reform Agenda, the ERC has now (2017) been recognised legally as an MoEYS entity, although its position seems less independent than initially envisioned by its early champions.

The TPAP was formulated by the ERC as a central pillar of its programme, in collaboration with the TTD and core members of the ESWG, aimed at providing "clearer direction" for the systematic and coherent implementation of the 2013 Teacher Policy on recruitment and training. Described as "*one of the most significant ongoing reforms in education*", justification for the plan was strong: the crucial need to rationalize recruitment, deployment and conditions of service; and professionalize the role of teachers through better preparation and in-service technical support, continuous professional learning opportunities, recognition of service and established career paths.

In addressing all of this, TPAP is a highly ambitious programme of work, between 2015 and 2020 expected to undertake strategic and punctual research, analysis and facilitated technical and learning-for-change intervention to establish and operationalize "*a new vision for the teaching profession in Cambodia*". CDPF support falls broadly within the TPAP matrix of 9 strategies[27] and 34 sub-strategies, but focused primarily on research relevant to closing capacity-related gaps. Research proposals are reviewed and approved in

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[26] UNICEF. 2015. "CDPF1: Preliminary Final Report", p. 70.
[27] Covering matters of legislative instruments/mechanisms; attracting/retaining competence; teaching and delivery standards; pre/in-service training provision; personnel management; school leadership, planning and oversight; M&E systems.

accordance with the Operational Manual developed for this purpose. CDPF (Secretariat/Steering Committee) oversees in a general way the probity of the research activities, but not its relevance and quality - according to the ERC coordinator, these are factors *"we control within the ERC"*. Since 2015, five research studies have been completed: on an awards system for teachers, RTTC/PTTC human resources capacity, school management requirements of SDs, teacher careers pathways and strengthening SSCs.

4.1.1.3 Limitations of the case study

The funding and conduct of a research study is relatively straightforward; tracing through the dissemination and application of its results into policy and programmes is not. Trajectories are typically diffuse in the different ways they influence various stakeholders and actions, often long-term in their interpretation, resourcing and application - perhaps even long after the recommendations are initially determined to be unrealistic.

In this case, while the CDPF support to evidence-based TPAP research can be reported as an important output, the application of those studies as an outcome is less readily confirmed. This is also related to the fact that the ERC's establishment is still quite recent and its first studies are now published, but implementation of recommendations of studies often take considerable time. Therefore, the timeframe of this case study is rather short to verify outcomes of the ERC in terms of application and implementation.

4.1.2 Outcome analysis

4.1.2.1 Verification of the existence of the outcomes

The intended result of policy research in support of selected elements of TPAP is in process of being achieved and in the future other studies will continue to be conducted to support TPAP implementation. As of 2016, studies on PTTC capacity assessment and SSC functioning, and on development of a Teacher Career Pathway Matrix and School Director Leadership Handbook had been completed, but it is yet to be determined the extent to which the desired outcome of systems change with respect to teachers and teaching consequent to the application of these research findings and generated materials has been realized. There was no system in place to move results into application, or to track its use.

In the long run, a more fundamental outcome of CDPF support has been its contribution to furthering the fuller establishment of the ERC. It is notable that this was done through a decision taken by UNICEF Education officers (presumably with the agreement of the wider Secretariat and Steering Committee) to allow a tailoring of the budget in ways specifically geared to the requirements of a viable research entity e.g., adequate compensation to researchers; organised on a case-by-case basis of the needs of the research and "packaged" with lump sum payments by deliverables; flexible reporting and oversight, recognizing that while the CDPF can monitor and assess research activities and reporting, it cannot necessarily assess the quality or rigor of the research itself. Through more direct capacity support initiatives, CDPF has furthered the development of the ERC team, among others by supporting participation at international research and development conferences and study visits to similar policy research bodies like KEDI in Korea.

4.1.3 Contributing factors and actors to the outcome

4.1.3.1 Factors and actors that can be linked to CDPF funded actions

The ERC has been successful as an <u>emerging outcome:</u> the operationalization of in-house capacity for, and commitment to, policy research of high standards is a significant change. Further, by producing research study outputs, it is laying these out as the basis for eventually wider outcomes in the form of changed policy and practice in the sector.[28]

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[28] It is noted, however, that the indicator for SO1 of the MPCD is simply: "by the end of 2018, good quality research conducted by ERC with relevant policy recommendations", not necessarily it appears the application of that research in some form or function. This is essentially an indicator of an output, so a shortcoming in terms of meaningful expectation.

This has been in large measure a consequence of the <u>strength and commitment of the individuals involved</u> as education, research and policy professionals recognizing the need for change in the teacher/teaching sector and being flexible in applying/tailoring CDPF regulations to suit the nature of research and needs of researchers. In this case, the initial strategy was taken to create a TPAP Steering Committee and developing a concept note, both of which gave the idea credibility beyond the scope of a single person's interest. CDPF - chiefly through UNICEF auspices - was responsive in tailoring "seed money" for moving the concept of ERC into reality "*when, despite the directive from the Minister*" to take action to move the TPAP forward, '*there was no funding within the system. Departments were not interested in providing funds from their Programme Budgets*."

Critically, there was also the <u>expectation of significance</u>, that "*the rigorous application of TPAP... in the next phase (of the ESP)",* would be bolstered by the *analytical base* provided by ERC research*,* and through that *"will strongly improve the performance of the ... education system".*[29] One of the strategic objectives of the MPCD further expects the ERC research to "*link domestic research to policy formulation*".

<u>Placement of the ERC</u> has also been important, with each foot both inside and, at least virtually, outside the system. Housed within the Directorate General of Policy and Planning (DGPP) "*ensuring close links between operational research and policy development*"[30], placement within the Ministry is also considered something of a risk to diminishing the Council's ability to "think outside the box", though the DGPP described this as a core function of ERC. This independence to some extent, even in house, has been secured by its access to a more reliable source of income (i.e., CDPF) and by the fact that external research teams can be contracted to do the work and also because staff of other departments can be mobilised by it.

Irrespective of where the ERC sits in the MoEYS structure, it is also considered functionally enhanced by the fact the Head of the Secretariat is at the same time Deputy-Director General of Education, giving him the <u>dual perspective</u> of both theory and practice: of "*thinking the task, and then doing it*". It is a situation further strengthened through creation of an application-oriented *TPAP Implementation Team* made up of Directors of Technical Departments able (at least in part since stove-pipe thinking remains a systemic problem) to facilitate linkages, e.g., SDs standards reflecting research with TTCs on teacher education standards.

It is at the same time possible that <u>other factors may diminish the achievement of both the ERC itself as an outcome and the results of its TPAP research agenda</u>. The nature of research itself is a factor: it is an inherently uncertain undertaking with respect to time and resources required, the nature and relevance of the findings or conclusions it generates and the status accorded its recommendations by prospective users and funders.

There is a <u>tension inherent in the requirements or standards of "good" research</u>: research *as research* should provide an accurate, yet comprehensive, and therefore complex and nuanced analysis of the situation under investigation; while research *as guide to policy or programme action* should provide a reasonably uncomplicated picture of that situation, with relatively few variables, straightforward presentation of the underlying logic of the cause-effect relationships, and recommendations that are feasible over the short-medium term. For the ERC to be sustained, it needs to find a space that is comfortable between these two poles, something more difficult to do with professional researchers from outside the system.[31]

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[29] CDPF ll. 2017. AWP 2017: 10.
[30] CDPF ll. 2014. Contribution Agreement: EU, Sweden, UNICEF: Annex 1: 23.
[31] A case in point, perhaps, being the <u>Capacity and Standards for Teacher Education in Cambodia</u> (2016), a quite complex presentation of the situation, with ambitious recommendations. According to one of the authors, the "*recommendations were intended to improve the quality of the PTTC before the status change*", making it doubtful the policy could have moved forward very quickly given their comprehensive and not surprisingly complex implications for structural and functional change. In the end, however, political exigencies prevailed over research ideals and "*the decision (to upgrade) has now been made by decree, with quality to come."*

An underlying frustration expressed in the following CDPF review captures another example of tension inherent in a research-policy relationship supported by DP grant funding, conducted by external research professionals and where fieldwork is not manageable in the way training might be: *" Although the ERC Operational Manual is now in place and the process for approving proposals established, it was expected that future work will be much more efficient. However, there have been significant delays in ERC submitting research proposals resulting in delayed or incomplete completion of research activities. This has an implication on policy decisions, as the evidence from the ERC studies is not always available to promote timely evidence-based decisions. CDPF recommends that all research activities are planned well in advance and implemented in the year that it is planned for"*[32] .

This quote suggests that there may be challenges for ERC if its current <u>research, policy and funding 'champions' leave and are replaced by less enthusiastic actors</u> before the Council has time to become firmly institutionalized. As noted by one, despite the emerging recognition in the Ministry of the importance of looking at the realities on the ground, and that this takes time, policies such as that recently formulated on Continuing Professional Development continue to be written <u>without reference</u> to research-generated evidence -- according to the ERC because of 'old school' thinking still in the Ministry hierarchy which assumes experience is sufficient to know what the problems and solutions are -- and that pressures of time necessitate the direct approach of getting it done without going through a research process.

Related to this last point, there is <u>competition in the MoEYS for influence over the policy and programme research agenda and the financial, human resources, and status that go with that</u>. The Department of Policy is developing an explicit and apparently robust, targeted research programme, including a documentation centre; the Department of M&E intends eventually to do evaluation research; the NIE is expected to do research/analysis in its substantive training areas. In going forward, none of these should necessarily have a negative impact on the ERC, but given the limited attention to research, financial and human resources available, lack of an overarching research and development perspective and an apparent tendency away from collaboration, the risk is clearly there.

4.1.4 Assessment of the outcomes by partners and beneficiaries

From outside the parameters of the ERC itself, its strength is more often questioned, especially with respect to forward movement on TPAP. The perspective of several MoEYS officers, though working under CDPF funding, shows that the ERC is not yet well-known and not all staff members are aware of any of the studies the ERC has conducted. A more common reference point for research results and action is the NEP, as the ERC is still new. Overall, interviews show consistently that the ERC has an overly low profile in the education community. According to some, the TPAP Task Force is also not evident at the provincial level.

From the perspective of other departments and stakeholders, the issue was less one of profile than of value; that while the research of ERC is relevant insofar as it is generating evidence addressing TPAP reforms, it could be more timely, tied to use and focused: "*TPAP is a huge undertaking, but without an actual plan. It wants to do a whole lot of things, but what do you need to do first to get from here to there*". The problem lies in part with the CDPF itself in supporting the ERC: "*it is hard for a Fund*", supporting many disparate activities "*to be strategic*" - and thus to help its stakeholders like the ERC to be so.

On a more practical level, consultant researchers are typically involved with other responsibilities, for example as RUPP faculty or programme directors and as such sometimes find themselves in situations of competing interests or more simply unable to complete the research within the deadline. It is further challenged by the potential of competing mandates with those elsewhere in the Ministry claiming a research function, e.g., with DoP, M&E and NIE, and producing, if not competition, then the risk of duplication or gaps in meeting policy guidance needs. The differentiation being made by the DGPP between the roles of the DoP and ERC is a reasonable one, but it is also quite subtle and will be clearly subject to interpretation when it comes to CDPF deciding where and how to invest in policy research:

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[32] CDPF 11. 2017. 2015-16 Final Report, p. 110.

...the main responsibility of the DoP is to review all policy documents and work to update them, so that there is evidence-based support for their implementation. This means that for the next ESP the policies will be the same or different; the planning cannot happen without this DoP input to tell the DoP where Cambodian education should be and then the DoP can tell us how to get there. For example, why can Cambodia not have compulsory education when other countries in the region do. DoP needs to do research on what is happening elsewhere; what the challenges are, what the needed supports are and if we should do it. Then DoP makes the strategy to do it.

The ERC is a think tank; it does more research on the big picture, on innovative ideas. But we all need to work together….

4.1.5 Conclusions

Based on a reading of the several reports of the CDPF dealing with the ERC, it is clearly a unique component of the suite of activities the Fund has been supporting. While the nature and scope of the ERC mandate appears to shift over each subsequent iteration, a most recent expression would appear to be setting the Council up to fall short of expectations, its "mission" now comprised of five major tasks to be realized through seven "key objectives" that will be "actively supported" by CDPF:

- To build a high-calibre think tank that produces relevant education policy analysis, reform strategies and realistic recommendations with the targeted end goal to promote insightful thinking and innovative ideas for improvement;

- To create an innovation lab driven by research and policy data that accelerates the pace and direction for education reform in Cambodia by building partnerships with all stakeholders;

- To be a partner in connecting Cambodia to high-calibre education resources across the region and the globe;

- To produce and disseminate key findings from research done by the ERC team;

- To increase high-calibre research and policy papers;

- To serve as the bridge and catalyst for education improvement for all stakeholders; and

- To build local capacity by innovating ideas and raising standards of excellence.

None of these is of the kind of short-term, one-off or cascaded capacity development support characteristic of the CDPF, and it will clearly be a challenge for both the ERC and CDPF to find an accommodation with respect to issues of mandate, definitions of research and feasibility. The longer-term timeframe of the next and final CDPF phase, though, might facilitate applying a longer-term horizon to planning and implementation of research.

Critical, too, will be the satisfaction of senior MoEYS leadership with the results and timeliness of the research products. "*The ERC has played a critical role in supporting policy research, but it will need to know more about how to close the gap between policy research and policy implementation",* reinforcing this perhaps by going on to encourage "*sub-national level action research*", involving the community through SSC and teachers through action research to improve teaching methods.

<u>Case Study 2:</u> Institutional Twinning Programme between International Institute of Education Planning and Directorate General of Policy and Planning – Strengthening Training Capacity of NIE on Educational Planning and on Teacher Deployment and Distribution for POE Staff (5.2.3)

4.2.1. Context and background

4.2.1.1 Partners and stakeholders involved

The principal partners in this outcome area are the NIE and IIEP, in close association with the DGPP, most specifically the Department of Planning and the TTD. Crucial stakeholders, however, are the POE and DOE with which the NIE is engaged in strengthening sub-national capacity for planning and for aligning plans -- especially the AOP -- within the wider policy context e.g., with the ESP and MPCD.

The institutional twinning relation between DGPP, NIE and IIEP is long-term and also existed during CDPF Phase I. An important characteristic of this twinning relation is that DGPP and NIE staff has been exposed to both international long- (master's degree) and short-term training courses and to blended training both at the IIEP and in Cambodia. Furthermore, IIEP trainers have provided coaching support and technical assistance on the ground at DGPP and NIE.

4.2.1.2 Outcome selected for the outcome analysis

The CDPF 2015-2016 report mentions the following activities and related outputs and preliminary outcomes:

Staff members of DGPP and of NIE have gained advanced knowledge and skills in educational planning and management so that they have become autonomous actors, either as trainers or as national planners or in the design and the monitoring of a strategic plan in education;

Outcomes to be verified:

- DGPP and NIE staff members have conducted planning and training events on EMP to the satisfaction of participants and with increased knowledge and competencies among the participants; and
- Existence of the ESP (and its review and updating).

Training courses on educational planning and on teacher management for provincial staff have been effectively realized:

Outcome to be verified:

- DGPP and NIE staff members have conducted planning and training events on EMP to the satisfaction of participants and with increased knowledge and competencies among the participants (as above).

Members of staff of DGPP and NIE have gained the necessary skills to participate effectively in the development of a simulation model for educational planning, with a focus on equity.

Outcomes to be verified:

- Simulation models are systematically used in planning; and
- Equity is systematically included in planning.

The NIE documentation centre (library) provides staff with useful information on educational planning and management on demand:

This specific activity area was not subject of this case study, though in general the existence of a library and its operations could be verified in a visit and interview with its manager. The ambition of a digital documentation centre, however, is not yet realised at the time of this evaluation.

In this case study, there are two specific focal concerns: the planning and training capacity of NIE with support of IIEP; and the professionalization of the DGPP/DoP as a locus of planning in the MoEYS. Action by the CDPF in both of these areas was based on the recognized lack of planning capacity at all levels in the MoEYS, which was increasingly challenging as it was taking on ownership of the country's education agenda and seeking to decentralize responsibility for education service delivery and management.

A principal mandate of the NIE[33] is to train POE Directors and technical bureau officers to undertake comprehensive education planning on an annual basis (AOP), ensuring these are aligned with the national agenda and the ESP. On the longer-term, this will include support to produce and implement 3-year rolling cycle plans. In addition, POE are to be trained in the procedures of teacher deployment: projecting teacher numbers so as to hire and appoint them effectively and efficiently.

CDPF has addressed these concerns though two main actions: a) enabling NIE to build its own internal strength as a training institution of the MoEYS through twinning with the IIEP Training of Trainers (ToT) and the Education Planning and Management (EPM) programme; and b) piloting and implementation of a tailored EPM training programme for POEs in two batches of 10 POEs and then 15 POEs. The first batch was funded by CDPF and the second batch was funded by the MoEYS own budget. However, EPM training is a permanent function of the MoEYS and it will never be completed as new staff is constantly entering the education structure. Therefore, further follow-up of this activity is needed within the next phase of CDPF and beyond the CDPF by MoEYS. To what extent in the future, the IIEP partnership support can continue to support this function depends on the availability of new CDPF funds or a structural PB allocation by MoEYS, within the new MPCD framework for 2018-2021.

The second aspect of this outcome concerns the training of DGPP/DoP staff by both NIE and IIEP. The objective here is not that DGPP will be training others, because that is included in the task description of NIE. But on the longer term it is expected that they will do their own work with greater knowledge, skills and competencies. This will then reflect in the planning documents and guidance they provide to other MoEYS units. In this respect, the Director of Planning considers himself an evident "outcome" insofar as obtaining his master's degree through the CDPF-supported IIEP programme has "*let me perform my role as Director*" with the requisite level of knowledge of planning principles and practice; with the capability to "vision" what the policy requires going forward. He did not have these before the programme, but was now "*in a position to pass on that learning*" to staff through guidance and mentoring.

At a more practical level, his master's thesis under the IIEP programme dealt expressly with an identified need of the system: how to enable sub-national planning to align with national policy and plans. Lessons learned in that research, and from the IIEP programme more generally, he considers he has now been able to reflect in much of the Department's work, including with the POE/DOE in their AOP and soon to be 3-year plans; and used with schools and their requirements for SDP under their SBM responsibilities.

A second major support provided by the NIE-IIEP twinning, concerned training of staff on the complex and sometimes contentious matter of secondary school teacher deployment and distribution, and their follow-on training of POE staff who have major decision-making role in this and require expertise in issues like staffing projections and personnel assessment. A workshop in 2016 and subsequent support from IIEP developed training materials, but these have not yet been completed and so no training of POE has yet been done on this subject and as a result no impact on a more rationalized approach to deployment has been achieved.

4.2.1.3 Limitations of the case study

As the focus of this case study was at the national level, it was not possible to confirm the national level claim of DGPP and NIE, also mentioned in the CDPF reporting, that they were having a strong influence on the commitment to, and capacities for, effective planning by POEs, DOEs and schools. The evaluators were able to verify that EMP training was provided to all provinces and is now being rolled out to the district

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[33] NIE also trains Upper Secondary Teachers, but that is not of concern here.

level as well. Thus far no cascading approach was used and reaching out to all districts by the NIE training modules will still take considerable time.

Due to the focus of the case study, the research included neither interviews with subnational participants in courses nor interviews with IIEP because at the time of this evaluation they were not available. The subjects of the research were mostly staff (teachers and trainees) and managers of DGPP and IIEP. During the province and district visits in other case studies, references were made to the EMP training, sufficient to verify its existence but not sufficient to verify its quality.

4.2.2 Outcome analysis

4.2.2.1 Verification of existence of outcomes

According to one NIE senior officer, "*earlier there was almost no capacity for planning at any level; getting financial resources through CDPF and human resources through IIEP has led to a major outcome - from almost no capacity to capacity that is evident...*". Most immediately, not surprisingly, this evidence was based on the competency of the 20 NIE training staff in terms of their knowledge of planning and their ability to deliver training to POE. The extent to which they facilitate POE learning is another matter for which the NIE does not collect "competencies in-use" data. According to the NIE, competency of trainees is confirmed through follow-up done by the IIEP in their annual missions, though it seems they observe training delivery, not actual POE post-training practice. That said, the NIE and others report improved AOP produced by the POE, including better alignment with national ESP and provincial investment plans (indicators remained unclear), and one DoP officer noted that more provinces were now completing 3-year rolling P-ESP where before they could only manage one year at a time. Further, according to the NIE, "*our trainers are highly respected in the provinces, their capacities are recognized and this a major change from before*".

In general, however, outcome level change is recognized as "*difficult to see,*" but probably limited: "*most activity is through workshops and they give weak results*" (Officer in Department of Planning). As noted above, much of the change has been at the level of individuals now able to perform their roles with more competence and confidence: the 6 DoP officers who received IIEP training "*were teachers before, with no planning knowledge or skills and now we have them; we can visualize, make projections...*" (senior DoP officer). Improvement at the level of organizations and systems appears limited, with less evidence of interactive or iterative planning; and, according to what local levels officers say they do not see, with few feedback loops to the providers of planning data and users of completed plans.

Verification of specific outcomes:

- *DGPP and NIE staff members have conducted planning and training events on EMP to the satisfaction of participants and with increased knowledge and competencies among the participants*

EMP training was implemented in all provinces and the evaluators have seen some (but no systematic) results of pre-and post-tests. The NIE reports to CDPF the comparison between pre- and post- tests show a clear increase from 8.5 to 14.7 (on a 20 point scale) of knowledge of participants. Evaluation results also showed satisfaction: 71 per cent of the participants indicated they gained very good experience and another 28 per cent indicated they gained good experience. Even when considering a likely positive bias in the evaluation scores, these scores are very high.

- *Existence of the ESP (and its review and update)*

The ESP 2014-2018 exists and has been subject to review. Preparations for the next planning phase have already started. The ESP has become very important input for national and sub-national operational planning and in some provinces also Provincial ESP's are prepared.

- *Simulation models (focusing on equity) are systematically used in planning*

The reference to training in simulation models was only encountered in reports. The evaluators have not heard or seen any reference to use of simulation methods in planning documents, and there have not been references to a focus on equity in these models used for planning. The ESP and AOPs at provincial level

have no systematic inclusion of equity and gender analysis and specific equity actions in these plans are not common, though sometimes exist (e.g., on bilingual education in Mondulkiri and Ratanakiri).

4.2.3 Contributing factors and actors to the main outcomes of CDPF

4.2.3.1 Factors and actors that can be linked to CDPF funded actions

There is a general consensus on the regularity, consistency and quality of the IIEP programme itself that has been the major contributor to the success of this outcome area. In no other sector of education service delivery does there appear to have been this level of exposure to sophisticated international content tailored, it appears, to the realities and needs of the education sector in Cambodia. The fact of reasonably consistent follow-up to monitor application is both providing support to implementation and, it appears from the enthusiasm with which recipients describe the experience, moral encouragement.

Though there were no specific data to support this, it seems logical to assume that the type of reinforcement that derives from the same principles of practice being provided in different settings (NIE, DGPP, JTWG retreats, on-line courses, etc.) is serving to consolidate the messages in ways one-off or cascade training cannot do. In this same vein, however, there is a risk of too much reliance being put on the IIEP as the font of all conceptions of and approaches to planning in a somewhat top-down, outside-in arrangement. Consideration has not yet been given, for example, to creating any kind of professional network of all education planners in the system, IIEP trained and not, to generate a more locally-based understanding of what the needs, constraints, opportunities and lessons are and who has what capacities and expertise to share -- along the lines of a "community of practice" being proposed by ERC for teacher educators and teachers.

One key and obvious issue with respect to factors influencing successful realisation of this case as an outcome area concerns the matter of coordination. The challenge was already identified in the 2015 Progress Report: "*While NIE and DGPP staff have participated in IIEP courses and have enhanced their capacity, if education management and planning training is to be delivered in a systematic manner to the sub-national level, there must be clarification on the role of the DGPP and the NIE and enhanced coordination between the two institutions*" (p. 38). The interviews conducted at the level of DGPP, DoP and NIE confirm that there is coordination between the two in planning and composing the participant groups of POEs and now DOEs for training modules on EMP. However, as is the case with most of technical departments at the Ministry, the primary attention of these departments is complying with their own mandate and tasks and therefore coordination is not a specific challenge between DGPP and NIE; it is much more general challenge in MoEYS.

4.2.4 Understanding and assessment of the outcomes by beneficiaries and stakeholders

There is broad agreement that the IIEP EMP training has been valuable, relevant and effective for those who did take the programme, for learning both the concepts and techniques of education planning. From the perspective of one Department Director, while he did not know if the quality of the IIEP programme had been assessed in terms of content or andragogy[34], "*I can say it is important to be done...it is relevant as a DGPP strategy*" based on the improvements he had seen in the work of three of his staff who had taken it and "*come back with new knowledge*".

This same generally positive view of the quality of the programme was noted from outside the Ministry as well, according to one IP, while there continued to be too much attention to the supply side of the planning process and insufficient consultation and feedback to the recipient/demand side, there did appear to be "*more consistency*" among the different provider levels of the system in terms both of planning procedures

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[34] It is notable that the IIEP is also designing and delivering the inspector training course, funded by Sweden. Irrespective of the different contents of its training, the extent of IIEP involvement in MoEYS professional development activities, and given the point made in the AWP 2017 as to the importance of applying adult learning principles to all such education interventions, it would seem appropriate for CDPF to fund a thorough analysis of the nature, quality and effectiveness of the IIEP approach to the design and delivery of its various funded courses.

and the plans themselves, especially the AOP. How much of this is down to the IIEP training itself or to a more generalized strengthening of the guidance and support given to schools and offices in the planning process is a question: he had "*also seen improvement in the planning being done by DGE officers we work with and they have had no IIEP training*".

From another perspective, several MoEYS respondents expressed concern that the opportunities for undertaking the programme were overly restricted to the NIE and Department of Planning. Several key informants stated that "*all departments need to be better at planning; we all need the opportunity*".

At the same time, the IIEP programme *per-se* may be too narrow: EMP learning opportunities should be extended to areas beyond the IIEP approach to planning and beyond planning itself: for example, "*to policy competency in broad terms, for making and implementing and assessing it. We need to know how to 'do' policy in all the sub-sectors*", not just DGPP. From the DoP perspective, not surprisingly, the assessment is different: other departments have a much more limited demand for planning, only within their responsibility area, while the DoP has the full-time responsibilty for quality, effectiveness and completeness of planning in the Ministry as a whole and for this, more sophisticated professional competencies are required.

While in some cases the interest was in the more technical aspects of the training, more significantly for others the concern was with the lack of broadly cast professionalization within the CD opportunities: that too few chances were being given especially to lower level officers to "*see the wider picture*" with respect not just to planning as such, but to how in a more global way education policy, practice and delivery are understood through exposure to this kind of international experience.

4.2.5 Conclusions

As of 2016, the objectives of the NIE-IIEP twinning included a range of activities aimed at gaining and extending planning and management competencies in-house and with sub-national offices, all consistent with what has been of concern for the past five years. There seems little question that the relationship has been a good one.

At the same time, a number of challenges have been raised by the CDPF as to the overall strength of the arrangement particularly from the perspective of the NIE: how to maintain the quality of the trainers as new people come into the core group, typically secondary school teachers without a background in EPM and, importantly, without a knowledge of adult learning principles of practice; and how to keep the group as a whole current and engaged given the sometimes long breaks between cycles, while at the same time addressing the sometimes competing NIE mandate of secondary teacher pre-service and EMP.

From the subnational perspective there are also challenges. At the moment, training focuses chiefly on outputs, such as information, instructions and practical skills and not so much on the development of professional competencies. Sustainable competency development, though, is what should be the focus of long-term and systematic capacity development. This feeling was also expressed at the district level: workshop training and passing down of information to staff does not really have an impact because they do not have the base of knowledge needed to absorb it as would come from a higher degree or longer term professional development, e.g., the EPM from IIEP from NIE and DGPP. This CD and not more workshop-level training is what is really needed.

A further issue must concern that of the broader trajectory of the IIEP relationship: at what point, if at all, does this shift from one of an annual training of trainers, to one of sustainable institutional development of the NIE as a national centre of excellence in EPM research and development for policy and programming and Continuing Professional Development for the sector. EPM capacity development now is still too 'fragmented' between NIE and DGPP/DoP, and much of the training is still too ad-hoc, neither followed through nor consolidated.

<u>Case Study 3:</u> Capacity Development of Planning Staff at National and Sub-National Levels (5.2.2)

4.3.1 Context and background

4.3.1.1 Partners/stakeholders involved

This case study is focusing on capacity development activities by the Department of Planning (DoP) (activity 5.2.2. in the CDPF 2015-2016 annual report). Therefore, the study has focused on staff of the DoP and staff of RUPP and NIE that has been involved in providing capacity development services. Furthermore, at the participant-level, some participants at the national and sub-national level were interviewed. This case study is complementary to other case studies under outcome area 2 of the CDPF, most notably the case study on NIE-IIEP twinning (activity 5.2.3) and the case studies on development of educational planning systems at all levels (5.2.1), focusing on the POE and DOE level in Banteay Meanchey.

4.3.1.2 Outcome selected for the outcome analysis

The specific outcomes that were selected are related to the main activities and outputs that were reported in the CDPF 2015-2016 annual report.

A. Upgrading of Education Qualifications of Planning Staff
Scholarships provision to 51 (11 women) participants in three cohorts (7, 8 and 9) for enrolment and completion of a two-year master's degree programme in education management and administration at RUPP. In this case study, the evaluators have focused on the third batch (19, of which 6 were women) only. From the final cohort (9), 12 participants were from POEs of 8 provinces. DGPP's monitoring and evaluation of this master's programme indicates that all 19 officials gained relevant knowledge and skills and upgraded their knowledge on education planning and administration. They said they found the course extremely useful and are applying what they have learned in their day-to-day work.

Outcomes to be verified:

- Improved capacities of staff members as a result of master's degree training and further career advancement; and
- Strategic use of knowledge and competencies at the organizational level of lessons learned by participants in these master's degree courses.

B. Capacity development by the Department of Planning on sub-national planning
Throughout CDPF Phase I and II, MoEYS has taken various initiatives to improve the quality of the AOP. In this case study, we focus on activities that were conducted during CDPF Phase II. In this period, workshops were organised for education planning officers from 25 provinces to improve provincial AOP by using the quality AOP tool and the APO assessment, both developed by DoP. In addition to the workshop, mentoring visits were conducted to seven provinces (Kratie, Siem Reap, Koh Kong, Banteay Meanchey, Pursat, Tbong Khmum and Preah Sihanouk) as a follow-up to monitor progress and provide further support to under-performing provinces in the area of AOP.

Outcomes to be verified:

- Improved quality of AOP's at the provincial level (and variance of quality depending on support that was provided by DOP). And also support of VSO in this area was considered, though this support was realized under a different result areas of the project (5.2.1); and
- Increased interest in AOP assessment tool as a performance or results-based management tool.

C. Continuous Professional Development courses for technical staff on planning
The capacities built among the NIE staff in the twinning relation with IIEP (see case study on 5.2.3) have been used to conduct research on key education issues in 2015 and also used the research findings to develop training materials in three modules: introduction to education planning, education sector analysis, and strategies to improve the education sector at the sub-national level. In 2015, training courses were provided to ten provinces, and in 2016 the other fifteen provinces were included. In 2016, NIE core trainers

and DGPP staff provided training to around 60 education administrators from 15 more provinces. The participants were POE directors, deputy-directors and chiefs of planning and personnel offices. According to the CDPF report, this training has resulted in an increased knowledge and capacity of sub-national education planners and in their capacity to prepare P-ESP and P-AOPs.

Outcome to be verified:

- Improved quality of Provincial AOPs (as under the previous outcome area); and
- Other outcomes, more directly linked with the NIE-IIEP twinning are analysed in case study 2. Some additional activities were planned under this outcome area, but these were implemented only in 2017, too late to be able to verify any outcome.

4.3.1.3 Limitations of this case study

The activities under this outcome area are closely interrelated with some other outcome areas (see also other case-studies referred to above). Also different actors, both from MoEYS as well as VSO volunteers, have provided assistance in planning, and in those locations were both conducting activities in parallel, so it is not possible to relate specific capacity development to a specific provider of services.

The recently introduced AOP assessment tool is an interesting tool to look at changes at the (intermediate) outcome level, but it is important to realise that it is a proxy-indicator. The quality of the AOP as such is clearly related with planning capacity of the respective POE or DOE, but this quality also depends on other factors and in the application of the AOP assessment tool focus was more on formal compliance with formats than actual contents and particularly relevance of that content in the specific local or regional context.

4.3.2 Outcome analysis

4.3.2.1 Verification of the existence of the outcome at local level

The interviews and document analysis in this case study lead to the verification of the following outcomes:

- *Improved capacities of staff members as a result of master's degree training and further career advancement*

Individual participants of master's degree training courses sponsored by CDPF that were interviewed in this case study confirmed that these courses were important to improve their knowledge and understanding. In some cases, students have completed these master's degree courses in addition to their own earlier investments in training, and some also indicate that they wish to continue with further professional education. This means that participants see their participation as strategic in their personal and career development.

The participants interviewed form cohort 9 indicated that their career development perspectives have improved after the course. A female graduate indicated that she first wishes to wait for applying to a management position, because she first needs to plan this step within her family. Another (female) graduate indicated that she had applied to two different jobs, one in-line with her current work in inspection, but the other in a high position at a teacher training college, which was a clearly different area of work.

- *Strategic use of knowledge and competencies acquired by participants in master's degree courses at organizational level*

According to teachers, students and staff of DoP, the invitations to participate were open and selection was done through an entry exam (filtering out roughly one-third of the candidates). There has not been an active process of identification and recruitment of candidates. Because of their own initiative, the students were generally very motivated to pursue their education and to further plan for their careers. However, this was done individually and not embedded in an HRM strategy at the level of their home institutions. In this respect the final use of competencies is not always made by those departments or organizations that had enabled the students to embark on their master's degree courses.

All master's degree students conduct research around their final theses. However, although the research subjects are linked with personal interests of students, they are not necessarily linked with research need at the organizational level. And furthermore, there has not been a systematic attempt to disseminate and share results of this research at the organizational level, to enable a better use of possible interesting research finding from master's degree courses. Teachers also indicate that in order to do be able to do so, the quality and intensity of supervision would have to be increased. But linking such research efforts with needs of departments and/or planning in the ERC is generally considered useful.

- *Improved quality of AOPs at the provincial level (and variance of quality depending on support that was provided by DOP and other actors (VSO)*

The analysis in this section is based on an analysis of the AOP assessments of 2015/16 and 2016/17 and document review by the evaluation team during field visits (see also Annex 15).

The latest AOP assessment on 2016/17 showed that all provinces succeeded in improving the quality of their plans. All provinces received higher (and sometimes significantly higher) scores than in the previous assessment round. The scoring in 2016/17, however, was much more uniform and all AOPs were ranked in only three different outcome ratings, while the assessment of 2015/2016 was very specific for each province.

The analysis of changes in scoring and in ranking of provinces show that there were two provinces that showed consistent high quality of their AOPs in both years: Kandal and Pursat. Two provinces showed a significant increase in scoring: Mondulkiri, followed by Phnom Penh in 2017, were among the top four provinces. Four other provinces also showed significant improvement of their AOP performance: Pailin, Kampong Speu, Siem Reap and Takeo. Four other provinces, although their absolute scores went up, showed relative slow improvements: Kampong Chnang, Beantey Manchey, Ratanikiri and Preah Sihanouk.

The provinces that received extra coaching by MoEYS did not show a significant better performance than others, except for Siem Reap that got a significantly higher score on its AOP in 2017. On the other hand, two provinces that received similar coaching did show only limited change: Beantey Manchey and Preah Sihanouk.

Also, the effects of VSO EMA assistance to AOP planning did not produce a consistently higher performance of these provinces, with the exception of Mondulkiri that from the 23rd rank moved to the top four. Conversely, two other provinces only showed very limited change: Beantey Manchey and Ratanikiri

In two provinces the extra coaching of MoEYS and VSO EMA support was combined. In Kratie this did not result in a significantly higher performance of the province, while in Beantey Mandchey the performance even stagnated despite the combined support provided.

For the provinces visited by the evaluation team the above findings are also confirmed in the document analysis by the evaluation team, ranking the Mondulkiri AOP as sufficient and Beantey Manchey as insufficient in terms of quality.

Also in interviews, key informants confirm that there is improvement but at the same time also show concern with the fact that AOPs, particularly at the district level, show a considerable degree of copying from other model plans and not so much a process of consultation and analysis. This has also been picked up by the DoP that is now working on adding a dimension to the AOP assessment tool, to also measure the quality of process consultation and preparation and implementation of the AOP.

- *Increased interest in AOP assessment tool as a performance or results-based management tool*

The AOP assessment tool has triggered an interest of provinces and also within the MoEYS in more performance and results-based management principles. The AOP assessments create a healthy process of competition between provinces to improve their performance in planning.

Key informants also indicate that it would be interesting to link performance assessment with reward systems and to create a link between the quality of plan and the budget allocation to it: Good quality plans also deserve good budgets.

The DoP and other departments have been exposed to RBM workshops in the recent years, and at this level there is an emerging interest in applying RBM principles in planning and implementation of projects and programmes.

4.3.3 Contributing factors and actors to the outcomes

4.3.3.1 Factors and actors related to CDPF funded actions

The outcome level changes that can be attributed to a certain extent to CDPF are listed below:

- The investments in providing long-term master's degree training at RUPP to guarantee academic training quality has paid off to participants who give high value to such training. Academic qualifications provide better career perspectives;

- The scholarships provided to the students have covered all costs related to the training, and this has been important for these students to enable them to participate. However, some students also indicate that they have invested in academic training with their own resources and that they might do future training using their own funds;

- For the development of ESP and AOPs at the provincial level, formats and instructions were developed and training was provided by NIE for all provinces with CDPF funding. The clarity and uniformity of the formats and instructions has helped to roll out this planning, though to a certain extent it has also caused that sometimes actors copy and paste from other plans to develop their own plans; and

- The extra coaching support of MoEYS and VSO have had no specific effects, with the exception of Mondulkiri (VSO and CARE assistance on the ground provided) and Siem Reap (MoEYS coaching provided). The fact that technical assistance and coaching on the ground does not systematically contribute to higher performance of POEs is related to the fact that this support might have been insufficient or not well catered to the local needs, as was sometimes indicated by respondents. It was sometimes also attributed to weak absorption capacity by the POE because VSO selects more disadvantaged and challenging provinces and districts to support and in other cases lack of interest and commitment on behalf of POE staff was detected.

4.3.3.2 Other factors and actors

The remarkable improvement of the AOP in Mondulkiri is not only a result of VSO and CARE support to the DOE. Stakeholders have commented that also the recruitment of a new director of the POE in Mondulkiri was relevant. His background was in planning and his previous position was in NIE in the planning department. With this experience, the POE was able to guide capacity development and the preparation of the provincial AOP.

As was mentioned before, the policy of VSO to select more disadvantaged provinces to provide SEM support also initially limits the possible impact of capacity development because the local level absorption capacity is limited.

While it was not an explicit and planned feature of the AOP assessment tool it has served as a performance based management instrument because it creates a healthy competition between provinces (and maybe in the future also districts) to produce the best outcome. Expectations are raised that good quality planning should also be rewarded with not only recognition but also budget.

The long-term training investments in RUPP and IIEP master's degree training have not been done systematically with HR development policies and strategies, and this has meant that in spite of high individuality of these master's degree titles, the organizational value has not always been optimal. There have also not been policies or regulations and mechanisms to ensure that sufficient women participate in these longer-term training trajectories and thus enable more women to continue their careers in higher professional and management positions, where they are still highly underrepresented.

In CDPF Phase I a considerable investment in English language training was made and this has proved to be crucial for students to access master's degree training that is provided only in English. While this was

not an explicit link, in practice this English training of staff has increased the number of people to apply for master's degree courses. If such English training would be applied more strategically, it could be an instrument to target specific groups (women, ethnic minorities, disabled people) to benefit more from academic education and advance in their careers.

4.3.4 Appreciation of outcomes by key stakeholders

The appreciation of students of master's degree courses at RUPP and also of other academic training (IIEP) has been valued highly not only by students but also by the teachers of such training. Senior staff sees that the instrument is useful for upgrading of staff in the ministry at the national and provincial level, although less at the local level, at which level academic and language gaps are still too big to overcome. There is a clear demand for continuation of such courses in the next phase of the CDPF.

With respect to the AOP development and assessment, staff at national and provincial level have been appreciative of their increased capacity to produce such plans and also districts are increasingly involved in the development of AOPs, but still need significant support to develop good quality plans. At the national and provincial level, staff might now be ready for a next challenge, and that is improving the planning and implementation process and possibly the introduction of RBM principles.

Women beneficiaries and stakeholders regularly indicate that their access to training and capacity development has not been the same as for men and that their perspectives for career development are not equal to those of men. They nevertheless also indicate that with specific and targeted support, more women should be able to advance in their careers.

4.3.5 Conclusions

The scholarships provided for academic training have been important to upgrade MoEYS staff at the national and provincial level. Training is of high quality and well-appreciated, though women do not access such training sufficiently;

The academic training activities were not embedded in HRM policies and strategies in organizational strategies for staff development. Not all investments in specific individuals have always sufficiently resulted in strategic use of these competencies at the organizational level, and this is also true for enabling women to advance in management positions;

The AOP training and development of the AOP assessment tool have brought significant improvement in the quality of AOPs, although specific coaching and on-the-ground support have had a less notable influence;

Now that quality of AOPs has improved, it has become more important to also analyse the process of implementation and the participation and consultation of target groups. This is recognised by the DoP and the AOP assessment tool is enriched with this element;

The AOP assessment tool has had some influence on changing mind-sets of MoEYS staff towards more interest in results and performance based management approaches and instruments. This interest could be further investigated in Phase III of the CDPF and possibly a pilot in RBM around ESP and AOP formulation and implementation could be started to see if MoEYS is ready to further explore and introduce RBM approaches in its capacity development strategy.

Case Study 4: **Strengthening Education Management Information Systems – Technical Assistance to Continue the Development of the Capacity of the EMIS Department at National and Sub-national Levels for Management (5.2.5)**

4.4.1 Context and background

4.4.1.1 Partners and stakeholders involved

The primary beneficiary of this activity has been the EMIS department at MoEYS (DEMIS), but the indirect beneficiaries are many because EMIS and QEMIS data are used widely in the system. It includes all MoEYS senior policy levels, technical departments and sub-national levels, POEs, DOEs and schools. These actors are all involved in the development and application of the data on the database and the database as a whole.

4.4.1.2 Outcome selected for the outcome analysis

The CDPF 2015-2016 report presents the following (preliminary) outcomes and outputs:

A. Development and implementation of the EMIS Master Plan 2014-2018
This plan was to ensure quality and reliable EMIS data for use in education strategic planning, monitoring, evaluation and reporting progress in the implementation of the ESP, the ESP MTR, as well as education reform priorities.

Outcome to be verified:

- Awareness and knowledge and active use and application of the EMIS Master Plan at all levels;

B. Technical assistance to the EMIS Department at national and sub-national levels for management, use and development of EMIS
This assistance was particularly provided on the development of the 2016 Congress Report and the EMIS Annual Review and Reports and further improvement of systems and formats (including training).

Outcomes to be verified:

- Quality of the Public Education Statistics and Indicators 2016-2017 and Education Congress reporting at national level
- Appreciation of sub-national performance in providing data

C. Capacity development on EMIS data analysis, quality assurance and annual review of EMIS data at all levels
Outcomes to be verified:

- Existence of clear analysis of EMIS and use of this analysis in policy development and planning
- Existence of quality assurance and review mechanisms at the decentralized level

D. Procurement of IT equipment for EMIS and Capacity development of EMIS staff on Network and IT infrastructure, server administration, network security and on web-based database of EMIS and QEMIS
Outcomes to be verified:

- Active use of IT equipment in data processing
- Increased independence of central IT support at subnational levels

E. Capacity development of public and private school leaders on EMIS data collection, specifically the Annual School Census Form (ASCF)
As this is a district and school level activity it could not be included in this national level case-study.

4.4.1.3 Limitations of the case study

This study has focused on outcomes at the national level and mainly at the level of the Department of EMIS. Outcomes and results at the sub-national level were subject to EMIS related studies at the POE and DOE level in Kampong Thom. However, many of the outcomes mentioned under this outcome area refer to the national and sub-national level. In this case study, the evaluators mainly look at the perceived quality of

information and performance of POEs, DOEs and SDs by national level actors, mainly in the department of EMIS.

This focus therefore looks more at the digital and paper trail of EMIS information and less at capacity and practice at the sub-national level (because that is subject to the other case-studies mentioned above). And it also looks at capacity changes at the level of the national EMIS data management.

4.4.2 Outcome analysis

4.4.2.1 Verification of the existence of the outcome at local level

- *Awareness, knowledge, active use and application of the EMIS Master Plan at all levels*

The Master Plan on EMIS 2014-2018 is described as a "roadmap for major upgrade to current system, delegating responsibility for data inputting to the district level through an integrated, web-based platform".[35] For DEMIS, the development of the plan is a significant outcome indicating that the Department has moved beyond simply the collation of data to their wider dissemination and use. This has also happened at the subnational level: School Data Sheets were developed and they have enhanced the ability of SDs to generate data for EMIS. While from the perspective of the DEMIS, SDs and DOEs are empowered to use these Data Sheets as tools to improve quality and to see where there might be problems and formulate corresponding action. This vision is rather optimistic and could not be verified at the local level. At the local level, EMIS (including the Master Plan and the tools and formats) is known to a large extent, but it is mostly seen as a reporting and data-provision requirement for higher MoEYS levels and not as tool for further analysis and development of plans.

In different CDPF progress reports it is stated that "*in all the activities under sub-outcome 2.2 there has been an increasing move towards building the capacity of the MoEYS staff at the sub-national level. This signifies the realization that the <u>effective use of EMIS data to inform effective planning techniques</u> is vital at the sub-national level as well as at the national level in order to support education service delivery which is focused on improved quality and equitable delivery. Enhancing the capacity of DOE staff to analyse EMIS data at the district level will lead to better quality and informed DOE AOPs in the future.... Future activities need to focus on effective development of the remain planning and EMIS staff at POE and DOE levels both through provision of scholarships for degree courses and through accredited continuous professional development linked to career progression. The focus of such capacity development training should be on increasing the quality of P-AOP, P-ESP, District AOPs and ensuring the planning processes address local issues relating to the quality and equity of education delivery*".[36]

As already said above, there is little evidence at the sub-national level that actions are based on a sound analysis of data. The evaluator's fieldwork and interviews indicate that the CDPF did not have a dramatic impact on capacity at the outcome level. It is more a careful incremental step-wise process that will first need to build capacity and compliance in good quality data provisions and only then can they work on capacity development in processing and interpreting data and translate them into relevant actions.

The EMIS function in the Ministry has moved over time from a small unit within the Department of Planning, to a Department with in the DGPP, and from simply making sure schools filled in forms and sent them to the central data base, to (from its perspective) developing strategies for what data to collect, from where and why and different ways of using them. Typically, nothing used to go back to the schools about the data they sent and this is now only changing gradually, first reaching the POE level and subsequently will still have to happen at the DOE and school level.

Interviews show that there is more ownership in the Department for the EMIS work, more control over what might be collected and what might be done with the data, e.g., different ways of displaying and using it. Thus, the application of the School Data Sheets (above) and plans to create annual Provincial and District Yearbooks can be used to show progress and compare across provinces. These are based on summaries

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[35] CDPF. 2014. Annex 1: Description of the Action - EU-Sweden-UNICEF Contribution Agreement.
[36] CDPF II. 2016. 2015 Progress Report Final Version: 35.

of the data they collect both for the EMIS core database and for QEMIS (the student test score data, which will eventually also include the narrative reports the inspectors do once they are in place). While they still need to have support from TA, e.g., they had training in Bangkok recently, the Director feels the Department is now in a position to make subsequent changes or corrections. The evaluators can confirm the existence of EMIS year reports that are timely and contain good quality data and these annual reports are also available for the provinces. However, it should be noted that the EMIS reports contain little explanation and analysis and in fact a narrative EMIS is missing. Such explanation and narration is needed particularly to support sub-national MoEYS staff in understanding these data and interpret them in their own contexts.

Both CDPF reports as well as key informants' interviews confirm that the EMIS data quality has been improved with more reliability, accuracy and has shortened the data cleaning time. The EMIS data was broadly used by Government and partners, especially in the evidence-based policy dialogues at the JWTG Retreat between MoEYS leaders and Development Partners/NGOs representatives as well as in the Global Partnership for Education phase III preparation"[37].

- *Quality of the Public Education Statistics and Indicators 2016-2017 and Education Congress reporting at national level*

The publication of Education Statistics and Indicators 2016-2017 was timely and its contents comprehensive. Though it should be noted that this publication is not providing much narrative analysis and interpretation of data. Such narrative analysis and provision of contextual information is done in the annual national education congress reports and the report of 2017 is very informative and of high quality and it uses the statistical data from EMIS and QEMIS. This illustrates that the EMIS data are used for further reporting by MoEYS and this can be considered an intermediate outcome of the support provided to EMIS systems and data-collection because it does prove that these data are being used. However, to what extent this is also done in the preparation of action plans for following follow-up phases is less clear, and the evaluators have not seen systematic use and analysis of previous period reporting data in follow-up planning documents.

- *Appreciation DEMIS of sub-national performance in providing data*

The staff at DEMIS has perceived a significant improvement of performance of sub-national entities in providing the data that are requested and they do so in a timely manner. DEMIS staff also indicates that this has been a result of rolling out systems and formats and providing instructions at all levels.

At the same time, it is recognized by DEMIS staff that little feedback is given to those who have provided the requested data, although DEMIS prepares and systematizes all EMIS data in provincial level specific reports. Those reports though have no narrative explanation, and we have not seen or heard references that such information was systematically included in planning and reporting documents at the provincial or lower level.

- *Existence of clear analysis of EMIS and use of this analysis in policy development and planning*

This indicator was already addressed under the previous headings. EMIS data are analysed to some extent mainly in Annual Education Congress reporting at the national level, but such analysis is not systematic for lower MoEYS levels. At all levels, actors struggle in making use of statistics and EMIS data in policy development and action planning.

- *Existence of quality assurance and review mechanisms at the decentralized level*

Documents refer to quality assurance and spot checks of data collections methods and results at the district and school level, but in practice these are not referred to by stakeholders, and there are also no reports on these quality assurance and review mechanisms. While the formal mechanisms seem to be in place, implementation in practice is not systematic.

- *Active use of IT equipment in data processing*

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[37] Final Report to SIDA: Inclusive Education in Cambodia 2014-16: 40.

The investments in equipment, servers and network development have enabled DEMIS to produce timely and quality reports, based on the information that is stored in the IT systems. Although network connections and IT failures still regularly caused problems and delays, digital data processing at the national level has become the norm.

- *Increased independence of central IT support at subnational levels*

Although significant training and instructions were provided to POEs and DOEs on ICT and the use of the ICT at their level, DEMIS staff observes that this knowledge and the competencies of the sub-national level are still weak. POEs and DOEs regularly need help-desk support from DEMIS and sometimes even on-site visits are needed to solve problems. This indicates that there is still a considerable bottleneck in applying ICT knowledge and skills at lower levels.

4.4.3 Contributing factors and actors to the outcome

4.4.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

Sustainability and efficiency of EMIS training of SD and DOE to manage data at the sub-national level appears to be influenced by the structure of the training: the same training is given to the same SD and DOE every year, according to DEMIS staff and it is rather short, and as one DEMIS officer said "*and that is not enough time for consolidating the ideas and they forget"*. There appears to be no rolling curriculum or a design that would allow trainees to continue learning post-training, e.g., through use of a distance modality. It is notable that the new Leadership Training course for SDs will not include a component on EMIS, although it does have a section on the SSA checklist. Despite these limitations, CDPF funded training has contributed to increased performance of subnational entities in data collection and provision of data to the EMIS.

Limited level of monitoring of those who are trained suggests that DEMIS may be missing important aspects of what is learned, not learned, to what depth and why: "*Monitoring of training results is not usually done, except maybe in a few schools where we know there are problems. We know when they don't learn"* by looking at how they fill in the forms. The risk here is that information is being missed that could be used to improve and tailor the design and delivery of training to better effect.

4.4.3.2 Other factors that have influenced the outcome realisation

An important bottleneck in ICT systems is both internal and external. The internal challenges were already touched upon above. External factors such as challenges with internet and electricity have also influenced timely compliance with data collection needs.

Parallel requests from different MIS-systems that can also overlap in time sometimes consider overburdening of SDs and this both affects timeliness and quality of information.

The Asian Development Bank (ADB) has provided substantial hardware support to MoEYS to establish and equip the EMIS and QEMIS. Without this support, there would not have been any system and thus no ground for CDPF to support capacity development in applying the MIS systems and in using the data generated by it.

4.4.4 Appreciation of outcomes by key stakeholders

EMIS has received significant amounts of international assistance since its initial set up in the 1990s in the form of funding (hardware) and technical assistance (software). It continues to receive both and has expanded its scope and reach accordingly. Although there is a general appreciation of this support, there are concerns expressed at all levels, including from DOE and SDs, of the need to harmonize data sets within the MoEYS (EMIS, HMIS, FMIS) and with other Ministries whose actions and information have direct implications for children and their education, e.g., women's affairs, labour, social welfare, health, child protection. Separate databases, even within the MoEYS, cannot communicate with one another and offices do not share data. Schools and DOEs are being overwhelmed with demands for completing checklists and

submitting forms with little clarity of why or how it is helping them. These concerns lower the general appreciation for EMIS support and improvements to a significant extent.

During Phase I and II, attention to EMIS has been focusing on developing and strengthening the systems for MIS and starting to populate databases. Now that these databases are established at the national level, these data are interpreted and used for reporting and to a lesser extent in planning. However, the use of EMIS data in feedback loops to the provincial, local and school level is still not developed systematically and at all levels. Therefore, while DEMIS staff sees clear improvements in the extracted information from the system, this value is not seen much at the lower level. Most actors see EMIS (and other MIS-systems) as data-extraction requirements and not yet as a possible feedback instrument.

4.4.5 Conclusions

Within the outcome areas supported by CDPF, EMIS has greatly improved. The system was established (also with significant ADB support), and formats and requirements were rolled out and replicated to the local school level. Instructional training has created capacity at all levels to ensure that the bottom-up EMIS data collection process works and that quality, reliability and timeliness have greatly increased;

The attention to data analysis and interpretation is not yet a common practice. To some extent it is done at the national level, focusing on reporting more than on planning. However, at the sub-national level the understanding of statistical data and the awareness that analysis of data can have a great impact on policy development and action planning is still limited; potential impulse still largely missing;

Although EMIS as a network and digital information system is developed and set up, there are still technological challenges to link all levels in the chain and particularly to link schools with the systems. Some of the trails in MIS are still a mix of paper and digital trails;

Capacity of staff at the sub-national on ICT systems, despite training, is still too limited to solve most problems at their own level and they continue to be dependent to a significant extent from help-desk and on-site support by DEMIS.

Case studies 5 and 6: **DOP and VSO Education Management Adviser Support to POEs and DOES in Planning and Management in Banteay Meanchey**

4.5/6.1 Context and background

4.5/6.1.1 Partners and stakeholders involved

CDPF in Phase II, under outcome area 2.1 Development of Educational Planning System at all levels, has funded both VSO (EMAs/EPAs) and MoEYS (Department of Planning and Policy) to provide capacity development services. DoPP provides capacity development to POEs, DOEs and schools in Banteay Meanchey on AOP and SDP development, whereas VSO plays an important role in providing on-the-ground technical support through training and ongoing coaching to improve the sub-national level's planning and management and coordination capacity to realise MoEYS' education policies.

4.5/6.1.2 Outcome selected for the outcome analysis

Capacity development provided by CDPF on the Annual Operating Plan at sub-national level has confirmed an increasing individual capacity to develop these plans. Based on the interviews and reports, Banteay Meanhchey POE capacity on producing AOP is more advanced than at the level of DOEs and schools in Serie Sophoan and Mongkul Borie Districts. The POE officers reported that the POE AOP 2016 and 2017 is better than previous years as it is contextualised and even tailored to address some local issues. At DOE level, the quality of such planning is significantly lower.

The Provincial ESWG (P-ESWG) in Banteay Meanchey was established and functioning. It has regular (quarterly) and active meetings for coordination and exchange of information. Furthermore, the Secretariat of P-ESWG has a good relationship with the members of the P-JTWG and some of ESWG's concerns were responded to by the P-JTWG. Also, P-ESWG contribution is recognized by P-JTWG particularly in respect to a decreasing dropout rate and increasing enrolment rate (no specific indicators were given) through their interventions on improved reading skills, WASH in schools, awareness raising on importance of education, scholarships, strengthened teaching skills and food nutrition for children. These could indicate that ESWG members have not played much role in advocating to make AOP formulation more relevant to the local needs, yet they are in the process of strengthening its members' capacity.

With CDPF support, Banteay Meanchey's P-JTWG was established and has become stronger since 2016. The P-JTWG has become a platform to share and to solve problems in the education sector in the district. The members reported that they were given sufficient space to raise their concerns and that these were properly responded to. Actions were agreed and followed up during next meetings to ensure their implementation. Doing so encourages the meeting participants to be more committed, compared to the past years where the participants just attended and with no actions to implement. However, challenges still remain. One of the key challenges is limited level of participation of P-ESWG members in AOP formulation as the P-ESWG members just sent their existing activities to be included in the POE-AOP. It has been observed that fewer meetings of the P-JTWG have been organized in 2017 due to the chair of the Working Group being too busy.

4.5/6.1.3 Limitations of the case study

The evaluators of this case study were not able to reach EMAs/EPAs that supported Serie Sophoan District and Mongkul Borie District as their contracts had ended at the time of this evaluation, yet the evaluation team received data on their past activities from POE, DOE and VSO management.

4.5/6.2 Outcome analysis

4.5/6.2.1 Verification of the existence of the outcome at local level

At POE level

- *Improvement of AOP*

With capacity development from MoEYS (DOP) and VSO, some POE actors have developed AOP that comply with national guidelines. This means that the development of AOP follows the format and includes all key sub-sectors. Particularly, POE AOP activities are clear. Also, POE officers reported that the POE AOP is contextualized and even tailored to address some local issues. However, challenges still remain. POE officers reported that they face difficulties to formulate SMART[38] indicators/targets.

Further, based on the document review in this evaluation and responses from POE officers, there is an acknowledgement that indicators are not SMART and many indicators in the POE AOP in Banteay Meanchey do not measure the most important results for intended beneficiaries. For example, one objective is to strengthen early childhood education, while its indicator is: increased enrolment of children aged 5 up to 61%. If this indicator is used for measuring progress towards the objective, a lot of questions come up: does this indicator measure the most important results you want to achieve among intended beneficiary groups? Does it really measure what you think it does? Are all terms clear and can they be clearly defined? In fact, based on the provincial report, this indicator was not yet achievable.

The evaluators' critical assessment is in line with the AOP assessment tool results in which provincial AOPs in 2015/2016 and 2016/2017 were compared. Although the AOP of Banteay Meanchey complied with the guidelines, the improvement was only marginal and the performance improvement in AOP of this province was lowest of all provinces (see also case study 3 and Annex 9 (document analysis)).

The process of planning is a further challenge. Even though a number of stakeholders (NGOs, Technical Officers, DOEs) have been engaged in the process of planning, their level of participation is limited. According to ESWG members, the AOP was presented in P-JTWG, but they did not have enough time to discuss the key strategies; they were simply asked to submit their activities and budget in order to be integrated into the plan. The provincial technical officers reported that they have been involved in providing their statistics and activities with the budget given by the provincial finance team, while the head of the planning office drafted all the indicators/targets and sought endorsement from the technical offices. Similarly, the DOEs just submitted DOE AOPs (some DOEs finished DOE AOPs after finalization of POE AOP) with no questions or feedback from POE to what extend their AOPs are acceptable or considered in the POE AOP. This seems to suggest that DOE AOPs are making a limited contribution to the POE AOP development. Furthermore, the AOP has not included a context and problem analysis: only a matrix table with strategies and indicators, with indicators that are not gender responsive.

- *Improvement of management*
To enable POE in Bantaey Meanchey to develop a realistic and relevant AOP, the DOP provided training with coaching to POE officers on how to develop the Provincial Education Strategic Plan as a guide for AOP formulation. However, an ESP has not been produced. According to the Banteay Meanchey planning chief his team has wanted to develop a P-ESP but they had a too-high workload. Without a P-ESP, it has been difficult to develop the AOP in a realistic and strategic way.

With support through the NEP and VSO, the ESWG and P-JTWG are functioning, yet the P-JTWG meetings are not as regular as ESWG meetings. P-JTWG meetings have happened only twice in 2017. The P-ESWG members have worked hard on mobilising and strengthening their member's capacity to be able to bring their voice for inputting in P-JTWG. This included creating a learning agenda to build the capacity of network members including how to monitor the decisions of the meetings and how to work as team helping members see the benefits of their membership so members demonstrated their commitment to make the network more productive. 15 out of 21 members of EWSG are active, and currently they are strategizing to mobilise more members in order to be able to contribute to address local education issues more strategically. The members reported that they were given the opportunity to bring their concerns in the P-JTWG and some of their concerns have been responded to. However, there is no evidence that ESWG members had clear advocacy strategies to ensure that their concerns would be addressed strategically. Also, the P-JTWG has

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[38] Specific, Measurable, Achievable, Relevant, Time-bound

no strategic plan to address their concerns. For instance, the members of the working group acknowledged that the transition rate is a big problem in the province, yet this issue is not considered in the AOP.

The Provincial Education Congress Report is in place to ensure better formulation and implementation of the AOP. This report is a tool to measure to what extent the policy has been implemented. EMA supported the POE to develop its congress report to reflect the status of education or the result of the policy implementation and was released to the members of P-JTWG. According to the document review and interviews, the congress report was improved from insufficient information to an informative one and it was completed within the timeframe. However, the production of the provincial congress report was not satisfactory to the ESWG members as they found differences between the reports they received from schools and this education congress report with respect to the dropout rate. Despite improvements seen in the POE congress report, there is still room for improvement: better structured, more narrative explanation and more analysis and also more information on MoEYS staff capacity development. And finally, a financial report is needed with the narrative report.

- *Improvement of individual capacity on planning and management*
The improvement of individual capacity on planning and management is varied. The provincial planning officers received more training and support from both DoP and VSO compared to other technical officers as they expected the head of the provincial Planning Office to be able to provide technical support on this at the provincial level as well as at lower levels to develop their AOPs and reporting.

Formulation of indicators and reporting are still mainly done by the head of the planning office as most other technical offices have limited skills on doing these. In this respect, the value of AOP report is limited in terms of participatory inputs from different other actors involved. Therefore, it was suggested to continue the capacity support on planning and reporting skills so that POE officers can produce the AOP and congress report with more quality inputs from others.

At DOE level

The capacity of DOE directors and officers has improved from the training provided by the DoP; they are now able to develop their AOPs and congress reports. DOEs in Serei Sophoan and Mongkul Borie are more critical of the cooperation with VSO. They state that this support has focused on supporting schools, but have received less technical support on preparing the annual AOPs and congress reports in the period 2013-2015. In 2016, VSO had reviewed the SEM project in Banteay Mancheay and had selected new target districts for a new EMA and EPA placement.

Some of the capacities that were built in actions funded by CDPF in the period 2016-2017 have 'leaked away'. For example, the performance of the DOE in Monkul Borie is now poorer than before. This is because the DOE director and DOE planning officer who were trained retired and transferred. No successors have been trained and therefore the current capacities require strengthening. A factor that is contributing to this capacity development challenges is that in HRM, no staff replacement strategies are in place to avoid that trained staff moves out without being replaced by people with the appropriate skills required.

Generally, the quality of DOE AOP and reports are poorer and are elaborated with less participation than the POE AOPs and annual reports. DOE officers admitted that they do not clearly understand about these, particularly on defining indicators and expected results so they just copy and paste from other districts that have done well by changing the statistics. The DOE is not a budget entity so the POE divided budget by district and sent them to the DOE to put into the AOP.

The development of the DOE AOP is done through collecting SDPs from schools and consolidating them along with activities of DOE itself to become the DOE AOP, which is then submitted to POE. The DOE officers reported that they were not able to provide technical support to schools on their SDPs and have not received feedback from POEs on their DOE AOPs. This suggests that the realisation of DOE AOPs is depending on how realistic the SDPs are. However, the SDs report that they also are not clear on how to develop SMART indicators, expected outcomes and objectives. They are often confused between the three and in some cases the three components were almost the same.

4.5/6.3 Contributing factors and actors to the outcome

4.5/6.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

EMAs and EPAs of VSO have provided capacity development and coaching on planning and management to POEs, DOEs and schools; coaching to the Provincial Office of Planning and Cooperation to lead P-JTWG. Furthermore, the EMA supported and facilitated ESWG meetings. These contributions have contributed to the improvement of the quality of the POE AOP and the functioning of ESWG.

Similarly, the support of DOP in providing instructions and training in planning and reporting, has contributed to the improvement of such plans and reports, though compared with other provinces these improvements in Beantey Meanchey are quite modest.

4.5/6.3.2 Other factors that have influenced the outcome realisation

Individual capacity and commitment of key persons also partially contributes to these changes mentioned in section 2. For instance, the EWSG members reported that sometimes they took their weekend for ESWG's work and to find strategies to address the issues and to strengthen the network further. Also, they have created a learning agenda in their regular meetings to build capacity of members so that now the network members see the benefits of membership.

NEP partially contributes to functioning of the P-ESWG and P-JTWG as they have to provide technical assistance to these networks on how to raise concerns and advocate problems in education sector for positive changes.

DoPP has participated in long-term training on planning and management (NIE, RUPP and IIEP) so they have the ability to build the capacity of the subnational level on planning and management. They started to orient on AOP preparation to Banteay Meanchey POE and Serei Sophoan and Mongkul Borie DOEs together, yet they provided different and separate technical supports and training sessions. DoPP provided training sessions on AOP and ESP to the POE; then it formulated a team to provide technical support to POE on ESP and AOP formulation through meetings twice a year. DoPP also provided a separate training to DOEs on AOP development but with no follow up and coaching. Therefore, there is no doubt that quality of DOE AOP and report is less advanced than POEs. The different intensity and quality of training support to POE and DOE is translated in unequal quality of POE AOP and DOE AOP.

4.5/6.4 Appreciation of outcomes by key stakeholders

The level of quality and effect of planning and management at sub-national level of EMA's and EPA's support are different from 2013 to 2017. For example, the current VSO volunteer (2016-2017) is well appreciated, because of his support to the Working Group members' more active participation through creating a learning agenda providing capacity building to members. This means that the members have more commitment and are willing to contribute their resources to make the Working Group stronger.

However, previous VSO volunteers seemed to not be well recognised as their presence was at the stage of strengthening of the P-ESWG and P-JTWG and their contracts are short-term (usually 1 year but in this province also 6 months) and they had to spend most of their time for learning and understanding the local context.

According to the POE, the EMA and EPA also supported them to improve the AOP and to think critically on the reasons why AOP is needed. The Head of planning indicated "the MoEYS taught us how to do AOP by providing the sample AOP; so we tried to produce the AOP to meet the requirements. However, we learnt from VSO what the AOP means to us so that we can produce the AOP which is more relevant to our context."

Also, the EMA and EPA supported the POE to produce a road map for operationalising the plan. However, the previous EMAs and EPAs deployed by VSO that at the district level supported Serie Sophoan and Monkol Borie have merely provided support directly to schools and focused their technical assistance to

DOEs on activities with schools and less with more general capacity development support. This has improved with the new EMA and EPA provided to newly selected districts.

Capacity building interventions provided to DOEs and schools by DoPP and VSO in the selected districts have been less intensive than to POEs and respondents indicated they were not always delivered to the right people, mostly reaching leaders who were not responsible for the actual work to be done. This has ended up leaving those who were responsible without support and this results in poor work performance.

Too many forms and tasks have been passed from POE and DOE to SDs and these have limited capacity and resources to take them up. Some of the data requests overlap and in some cases requests for data are repeated further, overloading the SDs who are then unable to perform their roles effectively, spending most of their time on administration rather than leadership. It was suggested that some forms should be reviewed to reduce some forms and so that the information is shared among their offices and at the lower level.

The capacity of DOEs and many schools on computer skills is very low, particularly many schools use paper reporting and/or have no computers. It is very time consuming for them to prepare AOP and reports, and they have limited knowledge of how to analyse and write reports.

4.5/6.5 Conclusions

Planning and management support to the POE have been more systematic than those for DOEs and schools, and thus improvements at the POE level are potentially more sustainable. At the level of DOEs, capacity development effects are still fragmented and this explains the limited evidence of results beyond the output level: DOE staff and SDs were trained in a relatively ad hoc way, and their ability to implement their training has not been followed up. The DOEs and SDs express a clear need for more technical assistance and coaching, working from the bottom up to determine and support actions needed locally.

VSO SEM support does not automatically translate into more in-depth capacity development results. This case study shows that results of the on-the-ground technical assistance depend on a series of factors. At the level of the receiving POEs and DOEs, this depends on their real interest in technical assistance and the capacity to absorb this assistance. From the side of VSO this depends on ensuring a good match of styles of technical assistance and good and clear agreements on actions and priorities. While the previous EMA and EPA placements seemed to have not been particularly successful, the current placements are appreciated more.

The capacity development on planning and management for the next phase should consider the different approaches between POEs, DOEs and schools as they have different needs and levels of readiness to understand the principles and practices of planning being requested.

Also, CDPF Phase III should pay more attention to improve capacity of the DOE and school levels in this related skill. If possible, it should allow two persons to be trained per skill (a decision maker and a responsible person). It was suggested that training on basic computer skills and reporting are needed, and especially a request for computers.

Case Studies 7 and 8: **Strengthening Education Information Management Development – Capacity of EMIS Department at Sub-national Levels for Management, Use and Development of EMIS in Kampong Thom (POE and DOE level)**

4.7/8.1 Context and background

According to the latest statistics available at the POE's office, Kampong Thom has a total of 757 schools, including 188 preschools, 478 primary schools, 67 lower secondary schools and 24 high schools, as well as 168 community preschools. There is a total of 5,036 educational staff (2,468 are women). There are 18 private schools, mostly at preschool and primary levels.

Kampong Thom province has a primary education completion rate of 79% (84% for girls), and secondary school completion rates of 40% (45% for girls) for lower secondary school and only 20% (22.5% for girls) for upper secondary school. The provincial rate of grade 1-6 drop-outs is 5.6%. Kampong Thom province has a teacher-pupil ratio of 43 pupils to one teacher in primary schools and in secondary schools this ratio is 24 pupils per teacher. Transition rate from primary school to lower secondary school is 86% (87% for girls).[39]

With CDPF support, the EMIS system made it possible for POEs to collect and enter EMIS data for processing and analysis. The support of CDPF focused on capacity development and some equipment at the EMIS Department at MoEYS, while ADB has provided support to system development. EMIS data has become crucial for monitoring and evaluating the education sector performance at both national and sub-national levels, including POEs and DOEs, as input to decision making and planning, such as the preparation of provincial ESPs and AOPs and district-level AOPs. As part of capacity development inputs supported by CDPF, EMIS staff at provincial and district levels received training and instruction workshops to enhance their capacity in verifying, analysing, using and monitoring EMIS data. For instance, four regional training workshops on data analysis and diagnosis using EMIS data were held in Kampot, Pailin, Kampong Thom and Kratie provinces. The workshops tailored to the learning needs of 256 DOE staff (35 women). Training on web-based applications, server security, data security, firewall security and internet sharing through Wi-Fi and hotspots were provided to 52 planning officers (five women) from 25 POEs held in Takeo in October 2016. The Department of EMIS (DEMIS) conducted a training workshop on EMIS/QEMIS database management in Pursat in July 2016. Among the participants were 53 DOE planning staff (three women)[40].

Moreover, according to the CDPF Annual Report 2015-2016, released in June 2017, the DEMIS team provided technical support to EMIS staff at POEs, DOEs and at the school level on EMIS data verification, validation and data entry into the new EMIS database. The new EMIS data entry system has been prepared and used at the provincial level for EMIS and QEMIS data entry. DEMIS conducted the EMIS annual review workshop in Kampong Cham province in which 78 officials (nine women) participated, including provincial deputy directors responsible for planning and planning officers from 25 POEs. This forum gave them an opportunity to discuss and share experiences on EMIS and QEMIS processes, including data collection, validation and verification and preparation of reports at sub-national level. The discussions included updating EMIS questionnaires, identifying mechanisms of data collection and data entry systems and developing an annual EMIS action plan based on their previous work plan and needs analysis. DEMIS conducted two parallel regional training workshops in Koh Kong in October 2016, attended by 70 new public SDs (8 women) and Preah Vihear province, attended by 64 new public SDs (6 women), in October 2016. The new SDs improved their ability to input data collection forms (both EMIS and QEMIS) more accurately, as well as use data and information for developing their annual school improvement plans.

In selected provinces the VSO Strengthening Education Management (SEM) project was supported by CDPF. In the framework of this project VSO Education Management Advisers (EMAs) supported POEs and DOEs in strengthening their planning capacities and this support was linked with improving quality of EMIS

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[39] MoEYS Education and Statistics and Indicators 2016-2017.
[40] CDPF Annual Report 2015-16, released in June 2017.

(and QEMIS) data and its use in planning processes, as mentioned above. VSO has also provided such support in Kampong Thom province (as one of the 13 provinces throughout the CDPF Phase II).

4.7/8.1.1 Partners and stakeholders involved

The primary stakeholders of this activity have been the EMIS and Planning Offices at POE and DOE-level. EMIS and Planning Staff at both levels have benefited from training and instruction workshops and improvement of EMIS (and QEMIS) systems in the past years.

Training and instruction workshops have been provided from the national level by DEMIS. DEMIS itself was also supported in strengthening its capacities and that capacity development process is described in case study 4.

VSO was contracted as an implementing partner in the CDPF to provide technical support to the POE of Kampong Thom (as in the other SEM provinces) on planning and management, including EMIS. With this intention, an EMA was placed from 7 July 2013 to 1 January 2015. The idea of this project was that POE and EMA would engage in a long-term relation of cooperation and exchange of technical expertise, in the form of coaching.

4.7/8.1.2 Outcome selected for the outcome analysis

The results that were specified under this outcome area are not phrased as outcomes, but are more preliminary outcomes:

- POEs and DOEs generate timely and good quality EMIS data to higher MoEYS levels; and

- POEs and DOEs demonstrate capacity for improved and results-oriented planning, policy, and M&E, using EMIS data.

4.7/8.1.3 Limitations of the case study

While the realisation of training and instruction workshops and the provision of EMA coaching in Kampong Thom could be verified, at the outcome level it was difficult to observe clear results, particularly in the second outcome area and particularly at the DOE level. With respect to the first outcome (increased capacity to generate EMIS data) it was possible to verify the improvements, in the form of improved quality of data. However, stakeholders at the provincial and district level do not refer so much to capacity processes, but more to instructional processes. As a result, limited information on CDPF specific capacity development actions could be obtained.

At the level of the VSO-EMA placement in Kampong Thom, the relation of cooperation between the POE and the EMA has not been good and the placement after 2015 was discontinued. While this is a finding (see below), it limited the possibilities to collect data on the specific support provided by VSO, particularly on behalf of the POE.

4.7/8.2 Outcome analysis

4.7/8.2.1 Verification of the existence of the outcome at local level

- *Kampong Thom POE Office*

In Kampong Thom, the POE Planning office has 6 staff (1 woman). Their roles include distributing and collecting EMIS and QEMIS forms. There are 8 computers in the office, but only 5 are in good condition. Six computers are equipped with software applications and one computer is a system-server. The system has been fully in use since 2015. Every year, EMIS forms normally arrive at the DOE by 20 November and the end of data entry at POE level is 25 December. QEMIS forms normally arrive from DOE before 1 October, while they arrive from school at the DOE by 25 September and 10 October is the deadline for data entry at POE. EMIS-forms include data for ECD, primary and secondary, but QEMIS form contains no ECD data. A challenge encountered was that some SDs do not always give priority to filling out the forms as they focus more on PB budget implementation. And also, some mistakes occurred in data collection and

submission by some SDs who were newly recruited. Despite these challenges there has not been substantial delay with submission of the completed forms at all levels.

In terms of capacity development, POE staff received around 10 different trainings from national level on EMIS, according to the CDPF Annual report 2015-2016. The capacity development has been verified during the field mission of data collection. POE staff interviewed during the data collection said that they became more familiar with the server operation, data sharing and data security. They are now able to enter data and generate basic education statistics and indicators.

Direct observation at the POE office shows that integral web-based EMIS is operational, but mostly for data entry and some output processing, but not really for data analysis and interpretation. POE staff in charge of EMIS feel that the data is sufficiently reliable and important for the congress to set indicators for developing their plans. POE also performs data entry for QEMIS, but staff said they still need support from the EMIS department on analysis.

Interviews with various stakeholders and implementers found that EMIS data were useful for decision making and developing plans, such as AOP and ESP, while QEMIS data are useful to inform inspections. The feedback from inspection visits is also kept in the system. However, publication of the yearly EMIS-data (EMIS book) usually arrives at the POE late. For example, for this year (2017), the POE has not yet received copies of the EMIS book from DEMIS, even though it is almost the end of the year and planning for next cycles still has to be done. Another limitation mentioned was that there is a lack of budget for publication to disseminate EMIS data to the DOE and school levels. It is therefore still quite difficult to make effective use of EMIS in the preparation of next year's planning.

Another specific bottleneck mentioned by POE staff was the slowness of computers because most of them are too old and some programs are out-of-date and do not support the EMIS system. The evaluators interviewed staff at the POE on the contribution of VSO in strengthening EMIS system at POE level, but none of the key informants were able to share anything because the chief of Planning Office who was responsible to work directly with EMA was not available to meet during the field data collection. The deputy director of POE could not remember any activities and involvement of VSO that had contributed to strengthening planning and management systems at the POE level. A testimonial from VSO's EMA, placed from 2013 to 2015, confirms that a minimal cooperation occurred during his placement in Kampong Thom. Although the analysis of what didn't work well in the SEM-project implementation differs between the POE and VSO, it is obvious that the conditions for establishing a good working relation were not in place. Due to this difficult situation, VSO decided to discontinue the EMA and EPA placements in Kampong Thom after 2015.

- *DOE of Krong Steung Sen*
In the whole district, there are 37 schools, including 28 primary schools, 9 secondary schools, including 3 high schools. There are not enough computers for the office. There are only 5 computers for 13 staff, but only 3 are in good condition, while 2 are too old to use.

In the DOE office, there are 13 staff (5 women) and one staff is responsible for EMIS. The EMIS staff's role is to instruct SDs on how to fill out forms. He received training from POE on EMIS. The training focuses on how to comply with each point in the forms. During the training, participants also shared experience in filling out the forms and the POE-EMIS staff gave examples of form completion (examples of mistakes and good entries), to enable further improvement of the EMIS data. The DOE EMIS staff member now indicates he has enough experience in facilitating and collecting the forms, and some hands-on experience in data entry and management during the training at the POE's planning office, but he also indicates that he has not obtained experience in data analysis and interpretation.

With respect to data entry, the capacity is now clearly enough. The DOE-EMIS staff further said that there are now fewer challenges compared to 2015 and Steung Sen DOE is doing better (fewer mistakes) compared to other DOEs.

According to the results of interviews with SDs from 6 schools (4 primary schools and 2 lower secondary schools), some of them received training on school governance in 2016-2017, but none of them received

training on EMIS, except instruction from DOE staff during staff meetings or on the spot monitoring visits. The SDs, however, said the instruction was very important for them to know how to fill out EMIS forms and other school sheets/forms.

Most stakeholders mention that SDs are now more committed and pay more attention to fill out forms. However, interview with DOE responsible staff showed that there is also room for improvement:

- SDs' knowledge is still limited and only relates to filling out forms;

- Some SDs do not value statistics;

- Some SDs still submit the forms late, especially new SDs; and

- Staff turnover requires that people need to be retrained. To solve the problem, the DOE responsible staff suggested that a staff-succession plan should be prepared to overcome this challenge.

The evaluators tried to obtain and understand the DOE perspective on the contribution of VSO in strengthening planning and management (including EMIS system) at the DOE, but none of the interviewed respondents could remember activities of VSO that had contributed to strengthening of planning and management at the DOE office.

- DOE of Stong District
In the district, there are 93 schools, including 80 primary schools (12 cluster schools), 10 lower secondary schools and 3 high schools. In the DOE office, there are 13 staff working for DOE including 1 woman. Two vice chiefs are assisting the chief in overall management of the office. There are 6 computers (4 are too old), 2 printers and 1 camera. One Officer is in charge of planning and statistics. The planning staff received training on data entry at Preah Vihear in 2017 by MoEYS. Topics included how to open the system, where to enter the data, but nothing about data analysis and interpretation. The POE also provides instructions on how to fill out forms to DOE and some SDs. As a result, the EMIS staff at DOE said that he is now more confident to be able to perform data entry, but using the EMIS data for analysis and preparation of plans is not yet happening.

Results of interviews with 8 SDs (8 primary schools and 3 lower secondary schools) show that the interviewed SDs were instructed by POE/DOE on how to fill out EMIS and QEMIS forms during staff meeting or school visits, but only some SDs received proper training on EMIS. However, their knowledge has been improved on how to work/fill out EMIS forms and other school sheets/forms. As a result, there are fewer mistakes in filling out forms from school levels, but some schools still make mistakes; therefore, they have to call to find the correct data, or in serious cases, ask them to come over to the DOE office for making corrections.

The evaluators tried to obtain and understand the DOE perspective on the contribution of VSO in strengthening planning and management (including EMIS system) at the DOE, and similar to the previous district visit, none of the interviewed respondents could remember activities of VSO that had contributed to strengthening of planning and management at the DOE office. Key informants in this district claimed they had never seen any VSO people coming to visit their office.

4.7/8.3 Contributing factors and actors to the outcome

4.7/8.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

The training and instruction workshops from the MoEYS to the POE and the POE to the DOEs has been directly supporting the timeliness and increased quality and reliability EMIS data, and this has been recognised by MoEYS as a success of the EMIS activities in this province.

Attention to analysis of EMIS and QEMIS data and to use this analysis as an input for policy development and action planning at both the POE and DOE level has been limited, and this can also be observed in the outcomes identified in this case study, where EMIS and QEMIS data are not yet systematically used (and not yet timely available from DEMIS) for these purposes.

From the POE perspective, there have not been significant effects of VSO on translating EMIS into planning. This was mainly due to poor relationships between the POE and the EMA. Interviews with relevant POE staff found no results and some staff members did not even remember the VSO involvement, while the EMA that was placed in Kampong Thom until 2015 was not satisfied with the relationship he had with POE as he said that minimal cooperation with the POE was possible during his placement. For instance, the EMA was rarely able to speak with his line manager in the POE. There were only a few occasions in which he could have meetings at the management level of POE during his whole placement period. The EMA thinks this poor cooperation is caused by a poor understanding in the POE of the importance of technical support. And he also states that there was no clear agreement on the tasks and responsibilities between the POE and EMA.

The former EMA observed that he could not identify concrete results of the CDPF funded support (including the VSO-SEM project) in Kampong Thom in relation to strengthening EMIS within the POE and DOE offices, though he does observe that individual staff members have benefited from training that was provided on EMIS.

4.7/8.3.2 Other factors that have influenced the outcome realisation

The interviews with DOE level stakeholders have shown that DOEs have provided instructional inputs for SDs in filling out EMIS forms. This activity was not supported by CDPF but it was of great importance in achieving notable improvements in the EMIS performance of Kampong Thom. The support to SDs has improved the timeliness and quality and reliability of EMIS and QEMIS data at the basis of the EMIS pyramid and therefore contributed to the entire system.

4.7/8.4 Appreciation of outcomes by key stakeholders

At the level of POE and DOE staff, there is a general appreciation of the support given to strengthening EMIS performance and they indicate that their capacity to generate and process the necessary data has improved and now they feel confident in using the EMIS (and QEMIS, though to a lesser extent). They also indicate they still lack the capacity to analyse and use EMIS and QEMIS data in policy development and planning.

At the level of SDs, a similar appreciation could be observed. SDs now know what is expected from them by the POEs and DOEs, but at the same time they also show that they are not certain what to expect from the POEs and DOEs in return.

NGO partners in general, and VSO in particular, indicate that they do see that EMIS data have become more reliable and therefore useful and important for informing and planning of their activities. This remark, though, is not specific to Kampong Thom but is more general.

VSO has reported problems in the cooperation with the POE and showed disappointment with the results of the EMA and EPA placements in this province and decided to discontinue it at the end of 2015. Minimal cooperation on the ground happened during the placement of the EMA. For instance, the EMA was rarely able to speak with his line manager in the POE and experienced a clear lack of interest and ownership of the SEM support given. VSO thinks that this might be related with a lack of understanding of the importance of technical support by the POE. This could be related also to the fact that POE and DOE staff were very much focused on financial compensations or material support and were not interested to invest in capacity development. Another complicating factor was that no clear agreement on division of tasks and responsibilities was made between POE and EMA. According to the VSO-EMA, no concrete changes can be reported in relation to strengthening of EMIS and planning within the POEs and DOEs in Kampong Thom.

4.7/8.5 Conclusions

With respect to outcome 1: POEs and DOEs generate timely and good quality EMIS data to higher MoEYS levels it can be concluded that capacities of POEs to manage and maintain EMIS systems and to process

data provided by schools and DOEs have improved. The reliability and timeliness of EMIS data at the POE and central level have been strengthened through the MYSLQ. Also at the DOE level data provision and management capacities have improved and so, too, data management systems through a new generation of excel sheets, although at the school level, data collection and processing are still often paper-based. Despite remaining challenges in further rolling out EMIS, improvement is evident in the Education Statistics reports that are being produced on time, are more comprehensive and of better quality.

With respect to outcome 2: POEs and DOEs demonstrate capacity for improved and results-oriented planning, policy and M&E. Using EMIS data, it can be concluded that statistical information is usually not yet analysed and interpreted, nor is it translated into specific recommendations and action points. This is observed at the POE, but particularly at the DOE level. Most of the capacity development support has focused on producing data and populating the EMIS and QEMIS systems with data, but not much attention was given to the development of capacities to interpret, analyse and translate data into policies and actions.

An additional conclusion in relation to the cooperation between the POEs and DOEs and the VSO SEM project in Kampong Thom is that support on the ground does not automatically translate into a deeper and more comprehensive capacity development process and that this depends on securing clear interest and ownership on behalf of recipients of TA and coaching support and also on a clear and precise delineation of approach, tasks and actions of the different parties. This has not been the case and therefore the results of the VSO SEM assistance in Kampong Thom have remained limited.

<u>Case studies 9 and 10:</u> Support to Pilot the Financial Information Management System: Capacity Development on Roll-out of FMIS to All Budget Entities

4.9/10.1 Context and background

4.9/10.1.1 Partners and stakeholders involved

The primary partner involved in this case study is the Department of Finance (DoF) in MoEYS. Other stakeholders and beneficiaries that are implicated in the piloting and rolling out and application of the Financial Management Information System (FMIS) are the MoEYS senior management, national-level budget entities and technical departments and sub-national actors (POEs, DOEs and Schools). MoEYS senior management plays an important role in evaluation performance and budget implementation, while the Department of Finance at MoEYS has a role focusing on coordination and support on FMIS. This includes to develop workable and practical procedures, provide training and support, and to monitor compliance and execution, and reporting to the Ministry of Finance. The POEs prepare budgets and records expenditures at the POE level and all DOEs and schools in the province into the FMIS.

4.9/10.1.2 Outcome of FMIS pilot and rolling out in Oddar Meanchey

The CDPF 2015-2016 narrative report presented the following activities and outputs:

- Capacity development on rolling out the FMIS to all budget entities.
- Technical assistance to upgrade and refine the FMIS software.
- Technical backstopping, trouble-shooting and knowledge transfer to DoF on FMIS.
- Infrastructure/hardware to support rollout of FMIS.
- Study visit to Vietnam to learn about FMIS practices.

Of these activities only the first two activities and outputs are directly relevant for the province of Oddar Meanchey, because this province at the POE and DOE has participated in capacity development activities in rolling out the FMIS and it should also have been exposed to the improvements of the FMIS software.

To some extent also the third activity and output is relevant for Oddar Meanchey, because it could benefit by increased quality of technical assistance and trouble shooting in case FMIS soft- and hardware problems occur at the provincial level.

The hardware was only provided to DOF and the study visit to Vietnam also primarily benefited DoF (although the report also states that some provincial level also participated). The effects of these activities are in fact included in capacity of DoF to provide technical assistance, training and backstopping to lower MoEYS levels.

Oddar Meanchey Finance Officers gained knowledge on the usage of the MySQL software for the Finance Management Information System (FMIS). These officers expressed that they learned how to use MySQL for the FMIS. Unfortunately, the MySQL software did not work and as a result the finance officers could not apply this system in practice. Instead they were instructed to continue to apply the Excel-based FMIS instead. The Excel-based forms also present an improvement compared with past practices because it saves time for provincial finance officers to prepare their budgets and to record expenses. However, the MySQL-based FMIS still represents only a promise of facilitation of reporting, reduction of complexity of monitoring and a general reduction of their workload in the future. The initial exposure of the finance officers to the MySQL software has raised the awareness of these staff member and it has raised their expectations. In the future, they consider that rolling out of MySQL not only at the POE level but also lower levels is crucial for increasing effectiveness and efficiency of the FMIS. At lower levels, human and technical capacities are still considerably lower.

4.9/10.1.3 Limitations of the case study

The FMIS activities reported in the 2015-2016 only to a limited extent have benefited Oddar Meanchay at the Provincial level and to a much smaller (if at all) at the District level. Most of the support in the past period

has been focusing on developing and rolling of the FMIS MySQL-based software and now that this software is not yet operational at the provincial level the measurable effects of this are minimal up-front.

Only a limited number of participants in the province had participated in the FMIS training provided by the DoF and at the time of the evaluation a visit to the POE participant who had participated in the FMIS training was not possible because he had a mission outside the province. However, his supervisor could be interviewed and we could obtain second hand information on the training. But at the same this was useful because it also enabled the evaluators to assess to what extent training contents are further disseminated and replicated within the province and districts.

4.9/10.2 Outcome analysis

4.9/10.2.1 Verification of the existence of the outcome at provincial and district level

- *At POE level*

POE finance and budget staff have participated in the FMIS roll-out training provided by the DoF so provincial budget officers have gained Basic Financial Accounting skills and are able to use the FMIS.

Unfortunately, the FMIS software that was expected to help the POE budget entities to automate the development and implementation of budget and expenditure reporting and functions like monitoring, reporting, accounting, auditing, has not functioned at POE as a result of technical problems of the software. As a result, it had to be replaced by a non-server based tool: Excel FMIS formats. These formats were also newly developed and introduced. In this respect the Excel FMIS system represented a significant change with the past, when FMIS was still paper based. The POE budget staff in Oddar Meanchey has applied it and they indicated that the Excel formats were helpful and it is now easier for provincial budget entities to prepare budgets and financial and expenditure reports.

At the same time the training has, to a certain extent, also raised expectations of provincial level staff that further improvements will simplify procedures and workload of staff.

- *At DOE level*

The Financial Management Information System is still being rolled out. While the problems with the MySQL software already occurred at national-provincial level, the MySQL system has not yet reached the DOEs in Samrong District and Trapaing Prasat District nor the schools in these districts. At the DOE-level an older (not network based) version of Excel forms are used to prepare and consolidate expenditure reports, while many schools still use paper based financial reports.

The FMIS network-database Excel forms have not been introduced to DOEs. The main argument not to do so was the fact that DOEs still have limited computer skills. This could be confirmed in the district level visits, where DOE staff showed limited ICT skills and also ICT equipment was scarce. However, the DOE-staff in Trapaing Prasat had invested in increasing their skills through a (non CDPF funded) Non-Formal Education programme in the province that provided computer skills training to communities (DOE budget staff of Trapaing Prasat was one of the beneficiaries of this programme). The capacity of the DOE finance officer in the Trapaing Prasat district to manage budgets and financial tasks is better than the budget staff in Samrong District, which could be verified through interviews and document analysis.

The DOEs indicate that the POE has not had enough time and budget to orient DOEs to adopt and use new application such as the network based excel format and most likely also in the future the MySQL software.

Despite these limitations, budget reporting at the DOE level has improved as some of the workload of its budget reporting has been reduced through the financial policy changes (on transfers and reporting on expenditures for carrying out Programme Budget activities). This was a change that is not related to the CDPF funded actions in FMIS, but it has been influential. The new policy now enables direct transfers of operating funds (PB) and salaries to school/ and DOE bank accounts. This change now requires schools to account for preparing budget proposals and to be responsible for cash settlements, while in the past the schools were first accountable by DOE, who then reported to the POE. This policy change has been helpful

for the DOE and SDs to reduce costs and time and risks of transfer of budget from the provincial level to the DOEs and to the schools.

Rolling out network/web-based versions of FMIS at the DOE and school level is still a rather remote possibility, as many schools do not have either the hardware and security for ICT equipment or the connectivity. These are all critical obstacles for FMIS application and functioning at the DOE level.

The challenges relating to the functioning of FMIS were also found in other provinces but not in the whole of Cambodia. FMIS software is functioning in the POE of Phnom Penh, and the budget officer in this POE has had more opportunity for training than other provinces. He, for example, participated in the study visit on FMIS application in Vietnam. At the DOE level, the FMIS limitations are similar in the whole of Cambodia.

4.9/10.2.3 Steps towards reaching the outcomes reported

- *Before 2011*

The reform on the Public Financial Management (PFM) Programme on improvement of budget planning as well as budget execution processes in the public administration was started by the Ministry of Economy and Finance (MEF) from 2005-2008. This reform has affected all ministries including MoEYS. The MoEYS was one of the priority ministries to implement this reform.

- *2011-2014*

The development and introduction of the FMIS was in discussion and under construction in this period. In 2012, MoEYS-DoF, in cooperation with MOEF, worked on improving procurement systems and PB guidelines for school operating budgets. CDPF provided capacity development to POEs, DOEs and schools on PB management and liquidation and preparation of SIG programme.

In 2013, the policy on expenditure principles for carrying out Programme Budget was approved by MoEYS and came into force in 2014. Provincial entity and district budget officers at that time used a simple excel file for budget and expenditure reporting. POE finance officers were responsible for budgets for technical offices at POE level and to align these with central budget requirements by the DoF. DOE level finance officers had to prepare budget proposals and financial reports for schools to the POE. Particularly at the district level, capacity constraints were considerable because the number of schools was large and capacities limited.

- *2015-2017*

The MySQL-FMIS software was a core output of a project supported by ADB that was completed in 2015 and in that same year MoEYS started applying this software to strengthen the budget formulation process. This software was introduced to provincial budget entities in 2016.

The FMIS team in DoF at MoEYS tested and assembled the hardware, software and connectivity of FMIS at the provincial level, and then the provinces were invited to participate in a number of trainings to ensure the provincial budget officers are able to use the system. However, the system was not running well at the provincial level.

Currently, FMIS is being upgraded to strengthen its security for users and the FMIS team developed the offline Excel FMIS for Provincial Finance Office to record their finance data and send to the central FMIS team for entry into FMIS, as long as the MySQL-FMIS is not yet fully up and running.

In the period 2015-2017, the CDPF has supported the ADB systems development with capacity development interventions.

4.9/10.3 Factors and actors that contributed to the outcomes obtained in Oddar Meanchey

4.9/10.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

The FMIS team of DoF at MoEYS provided assistance to reduce the workload of provincial finance teams through a series of training events. This included training sessions to Oddar Meanchey budget staff on how

to use FMIS, basic Finance Accounting, installation of FMIS and its connectivity at POE. Also for follow-up, helpdesk and coaching services were provided on the functioning of FMIS.

Once the system faced its operational problems, the FMIS team in DoF was proactive in developing a new Excel FMIS format and it provided additional orientation to provincial budget entities to use this Excel-based system for ease of use and reduction of workload at the sub-national level, compared with the previous version of Excel and the paper-based FMIS systems.

CDPF's supported capacity development was provided to both budget and non-budget staff on budget management and liquidation and, according to the staff involved, has reduced budget staff's workload. Now that the budget staff at the POE has increased capacity on budget and expenditure management, it is better able to prepare its budget plans and liquidation reports properly. This also increases efficiency because fewer mistakes are made and less corrective measures are needed.

4.9/10.3.2 Other factors and actors that have influenced outcomes in FMIS in Oddar Meanchey

The DoF of MoEYS is working with the Ministry of Economy and Finance to revise procedures in order to further improve budget implementation levels as well as providing training on budget implementation. Training and instructions on budget implementation was also provided to DOEs and schools on PB and SIG, and this support was enabled in the framework of other projects and programmes supported by development partners. As a result of this training in Oddar Meanchey, there were a few DOEs and SDs who gained sufficient skills to be able to submit their budget proposals and implementation reports on time, and this has contributed to overall improvements in timeliness and quality of financial reporting. However, skills transfer has been incomplete and many schools and DOEs still struggle with submitting good budgets and reports.

Another factor that influenced the capacity of DOEs was already mentioned above. ICT training was provided to communities in Oddar Meanchey and one of DOEs that participated in this training showed a higher capacity in managing and implementing ICT hardware and software. In the framework of CDPF, ICT (and also English language) training has been provided, particularly during Phase I. However, in the district visits people did not refer to this training enabled by CDPF. According to reports, the ICT training has been provided to the POE and DOEs in all provinces of Cambodia and therefore it is possible that this training, although not referred to, has had an influence on ICT skills of provincial and district level staff.

Also, key informants mentioned that sometimes, training sessions on FMIS and ICT are not effective because most of the staff has only teaching background and no financial management skills. More staff with financial management background needs to be recruited to enable POEs and DOEs to benefit from training.

Another factor that influenced results of FMIS capacity development was the fact that the different PB and SIG budget allocations require different systems, and this causes confusion. The Excel-FMIS was designed for budget preparation and reporting expenses related only to PB, not for preparing budget and expenses related to SIG or other donor funds. For CDPF, funds have been managed by a committee, which is composed by representatives from the head of planning and finance offices and a POE director, while SIG is managed by Provincial and District Grant Management Committees. The reports required for SIG still use an old Excel format and also specific reporting to different donors is needed.

Although most of SDs have been trained in the past years on PB management and liquidation, many schools still faced problems such as newly arriving SDs have not received proper training on how to prepare and liquidate budget so it slows down their work. Many SDs still have limited understanding of financial procedures. Some SDs reported that because they cannot carry forward funds for the next quarter, they spent funds for unnecessary items to make sure that no balance was left. Other SDs do not understand about the importance of the receipts so when they withdrew the cash from the bank, they did not keep them so they do not have sufficient supporting documents for the final settlement of cash disbursements. These challenges regularly led to late submission of financial reports from schools and districts and consequently

also affected the POE to prepare the Excel-based FMIS reports. The problems indicated here are to a large extent contextual to the CDPF support given in FMIS development and rolling out. They refer to a key challenge that basic skills in financial management and reporting (and this is also true for other areas), influence the rather limited absorption capacity for capacity development support provided under the CDPF FMIS actions.

4.9/10.4 Appreciation of outcomes by the partners, beneficiaries and stakeholders

Although the MySQL-based FMIS is not functioning in Oddar Meanchey, the POE staff members expressed their satisfaction on the capacity development supported by CDFP through DoF in collaboration with the MoEYS. Key informants indicated that they have particularly appreciated training on FMIS to the provincial Finance Department and also training on the budget management and implementation to DOEs, SDs and also other technical departments at POE was appreciated, although here it is not always clear if this is related specifically to CDPF-funded training. The key informants have indicated that although the MySQL MFIS is not yet operational, the training and Excel formats provided have "contributed to reduce the finance team's workload and to build good cooperation among POE staff as each technical department can now better prepare budget plans and better understands what activities need to be done while in the last couple years they depended on the finance team."

Key informants also indicate that more capacity development on IT is needed and that this ICT training also needs to be rolled out to lower levels, particularly at DOE and school level.

Application of Excel FMIS has not been rolled out to DOE and schools because the POE has no budget for this. Therefore, the POE finance team faced challenges in the late budget submission and late settlement of cash advance from schools and DOEs. The delays caused by this lack of capacity were room for concern and some frustration at the district and school level.

4.9/10.5 Conclusions

FMIS is believed to be a crucial tool to ensure the effectiveness of MoEYS staff's time for generating finance reports, updating and analysing financial data as well as the ease to access to budget information. However, the functioning of FMIS is not only relying on software and hardware, but also on the users. And at both levels challenges were encountered. The MySQL FMIS did not become operational and other Excel-based solutions were developed. And staff was not always well qualified in the area of finance and ICT to be able to absorb capacity development support effectively.

The CDPF's interventions to roll out capacities for FMIS implementation to the sub-national level have reached POE to some extent, yet more capacity development support is needed. The DOE and school level even need much support in this area.

DOEs and many schools have no hardware or security in place to house ICT equipment and connectivity challenges at the district school level are very common. So, in addition to the human capacity development, also technical challenges need significant attention and support to be tackled.

<u>**Case studies 11 and 12:**</u> **Strengthening School Management and Local Accountability in Mondulkiri Province (Sen Monorom and Pichreada)**

4.11/12.1 Context and background

Mondulkiri is one of provinces with the lowest primary school completion rate, with only 70% (75% for girls), as well as secondary school completion rates with 35% (38% for girls) for lower secondary school and only 12% (12% for girls) for upper secondary school. The province also has one of the highest rates of Grade 1-6 dropouts (7%). Mondulkiri has the second lowest primary school pupil teacher ratio (after Kep province) with an average of 26 pupils to one teacher and among the provinces with lowest secondary school pupil teacher ratio with an average of 16.5 pupils to one teacher. Moreover, Mondulkiri is one of the provinces with the lowest transition rate from primary school to lower secondary school (79%, with 80% for girls).[41] People living in the province face unique challenges, particularly when trying to access education. Due to distance and language barriers, state schools are not easily accessible, and as a result, students often drop out or never enrol in school.[42]

The adoption of the *Guideline on the Establishment and Functioning of Primary School Support Committees* (*Guideline*) by MoEYS in 2012 marks a millstone in policy development, showing the commitment of the ministry to encourage the community's involvement in the management of the schools. Engagement of the community in school management is vital to strengthen the institutionalization and the commitment to the role of community representatives in schools. This has been recognized by MoEYS and community participation has been embedded in the Child Friendly Schools (CFS) Policy as one of the six dimensions.[43]

CDPF, under outcome area 5 (equity and equality of education provision), has supported the School Governance Project implemented by CARE to strengthen the capacity of the District Training and Monitoring Teams (DTMTs) to improve this accountability and community involvement in school management. The overall objective of this project is to have functional and well-performing SSCs in primary schools, with ongoing DTMT-1 support and with MoEYS national core trainers providing back-up support to all districts involved. CARE's support has focused on enhancing the capacity of MoEYS national core trainers, as well as DTMT-1 teams and the primary-school SSCs. The long-term expected outcomes of this support were: (1) DTMT-1 teams are able to provide support to effective guideline implementation on SSCs; (2) functioning primary SSCs with on-going DTMT-1 support; (3) improved educational outcomes, including enrolment ratios, a reduction in drop-out and repetition rates, and an increase in primary completion rates and learning outcomes. The School governance project was implemented in all districts of the culturally diverse provinces, Ratanakiri and Mondulkiri.

DTMT-1 members in all districts of Ratanakiri and Mondulkiri were trained to provide training and support to SSC members. Furthermore, primary school SSCs in 14 districts of Ratanakiri and Mondulkiri provinces were trained and supported to support children's access to school, children's attendance and performance, to provide monitoring of teacher attendance and to solve school and community related problems.

4.11/12.1.1 Partners and stakeholders involved

The School Governance project, managed and implemented by CARE was implemented beginning in January 2015 as a continuation of a project supported in CDPF Phase I from July 2013 to December 2014 that was implemented in Ratanakiri province. In this new phase of DTMT-1 members and primary school SSCs in five additional districts in Mondulkiri province[44] were supported.

Two main stakeholders are DTMT-1 members (DOE staff and SDs) and SSC members (community leaders and members, SDs and teachers) in the target districts. Indirect beneficiaries are students from primary schools in the target districts and their caregivers as rights holders in education delivery.

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[41] MoEYS Education and Statistics & Indicators 2016-2017
[42] CARE's School governance project Phase II, End line Survey Analysis Report 2016
[43] Dimension 5: The participation of children, families and communities in the running of their local school
[44] Keo Seima, Koh Nhek, Ou Reang, Pichreada, Sen Monorom

In the context of the implementation of the School Governance project in Mondulkiri it is relevant that also VSO, through its Strengthening Education Management (SEM) project also supports POE and DOE staff members in improving education planning and management. The Education Management Advisor (EMA) of VSO works with POE planning officers and in total 5 staff of POE receive coaching and technical support by EMA, as well as support given to DOE staff and SDs in targeted districts. In the district Pichreada this support is provided in parallel to the CARE support provided. While CARE is focusing on support to the districts, VSO is working both at the district and provincial level. VSO, at the district level, has provided training in September 2017 to SDs of the weakest child-friendly schools (CFS) in the Pichreada on the School Development Plan. This is an area where the target groups of VSO and CARE clearly show overlap, because SSCs also play an important role in SDP development. The VSO-EMA works directly together with the Mondulkiri POE planning director. The current director is eager to receive technical support and is actively requesting support from the EMA. Training was also provided by VSO in Leadership and Management and the role of SDs in schools and in the SDP. This training was done together with DOE staff members. Furthermore, SDs have also been trained to pay more attention to dropout students and to remedial classes. VSO's technical support was also provided to DTMTs in its target districts

4.11/12.1.2 Outcome selected for the outcome analysis

The outcome selected for the analysis under this cascading case study of Mondulkiri's provincial POEs and DOEs in Sem Monorom and Pichreada is included under Strategic Outcome 5 of the CDPF report 2015-2016: There is improved equity in and quality of education service delivery, sport and youth development, through strengthened school management and local accountability.

More specifically, in the School Governance project of CARE, this translates as strengthening the functions of SSCs as outlined in the *Guideline*. Functioning SSCs, supported by DOEs and DTMTs, are expected to make schools more accountable to communities and to contribute to improved educational outcomes, where SSCs are supporting school development plans, and mobilise children to attend school (school enrolment campaigns), enhance children's participation in the classroom. Longer-term outcomes are expected in improved enrolment, drop out and repetition and primary education completion rates, and in qualitative learning outcomes.

The results and outcomes related to the VSO support at the provincial level mainly relate to improvement of quality of the provincial AOP and district-level AOPs. More specifically in the area of school governance, the specific subject of this case study, the effective application of CFS checklists for school monitoring by the DTMTs to some extent can also be attributed to the provision of VSO technical assistance and training for DTMTs and SDs.

4.11/12.1.3 Limitations of the case study

Exposure to SSCs and their members during the field visits to Pichreada and Sem Monorom was limited due to the fact that not all SSCs were active and operational. This was also because the field visits occurred in the school holiday period. It was not possible to organise focus groups meetings with SSCs, but the evaluators have spoken with individual members (SDs and community representatives). The fact that the SSCs were not very active at the district level was a finding in itself, relevant to this case study.

The at-random selection of the districts to conduct this case study also has limited the data collection possibilities in Pichreada, for the simple reason that SSCs have not been so active in Pichreada as in other districts. For instance, stakeholders reported more achievements with respect to SSCs in Sem Monorom, Koh Gneak and Keo Sima districts than in Pichreada, but a possible better performance of SSCs in those districts could not be verified in this case study.

4.11/12.2 Outcome analysis

4.11/12.2.1 Verification of the existence of the outcome at district level

- *Main outputs*

According to the latest report from CARE, Mondulkiri's SG has been providing training to DTMT-1 members in 2015 and then refresher training in 2016 to all districts in the whole province on 'M-4 Monitoring School Development Plans, Supporting School Maintenance, and Monitoring Budget Expenditures'. DTMT-1 core trainers trained all SSC members of all schools (88 primary schools) with a total of 547 members (135 women). Between 25 to 28 people participated in each training sessions for a total of 6 days (three 2-day modules). CARE staff mainly supported the training-provision in the first two modules and provided support to the DTMT trainers before and after the training trajectory. New refresher training sessions for SSCs are now planned for October 2017.

With support by the project, DTMT-1 core trainers conducted monitoring visits to all schools supported by using an assessment tool (a SSC capacity-checklist developed by CARE) to assess SSC's understanding on the module 'M-4 Monitoring School Development Plans, Supporting School Maintenance and Monitoring Budget Expenditures'. This was done by addressing five questions in the assessment tool:

- What is monitoring?
- Why is monitoring school development plans important?
- What questions need responses to effectively monitor an activity?
- What can SSCs do to help maintain the school?
- How can SSCs motivate people to donate resources for school maintenance?

CARE staff also joined the monitoring visits together with DTMT teams, but only occasionally and mainly to the more remote schools. CARE compiled results of the monitoring visits by DTMTs and these data are analysed and reported to show the changes in SSC performance before and after the training modules.

All SSC members met during the course of fieldwork in both districts, Sen Monorom and Pichreada, received training supported by CARE through DTMT core trainers, both at primary and secondary schools. After completion of this training course, all participating SSCs said that they understood the roles in mobilising resources to improve the school environment. They also said that they recognised the rights and duties to monitor school budget expenditures and describe the amount of MoEYS funding provided to schools, as well as rights to monitor school expenditures.

All SSC members interviewed were able to explain what monitoring is and why monitoring school development plans was important. Furthermore, they were able to identify when maintenance was required at their school and the potential sources of human, material and financial resources to support it. They have constantly motivated people to donate resources for school maintenance and it is this function of the SSC that has been most strongly developed.

- *Outcomes verified in Sen Monorom*

According to interviews with different stakeholders, all schools in Sem Monorom have an SSC, although only some are active, while others are not. There are on average 6-10 members of SSCs in each school. There are fewer female members (only 30-50%), according to the informants because women are busier with household chores, farming, or trade (in central Sem Monorom). Most members (mainly local authorities, such as village chiefs, commune chiefs, commune councillors, businesspersons (in the cases of central location/district capital) are elected by villagers/parents living in the surrounding communities. Elections are supposed to be held every year, but informants indicate that this is not applied in most SSCs. Some schools reported that they did not conduct election regularly because it is not always easy to find people who are interested to be on the committee due to limited knowledge as well as time constraints. Therefore, it has happened that some SSC-members have held their position for around 10 years and some stay on the committee since the establishment of the school.

SSCs support has focused on improving overall environment, including building and fixing fences around school compounds, planting trees, digging wells, contributing wooden panels and nails to fix broken walls, building the school's entrance and installing playground facilities.

There were also some examples given of SSC members that conducted monitoring of teaching quality (teacher absenteeism). For instance, they did quick spot checks to witness teacher's attendance (this can be done by assigning rotating members to come to the school). SSC members encourage parents to enrol

their students at school at the beginning of school year, and they perform home call visits to encourage students who are skipping or have dropped out to return to school.

An SSC in Sem Monorom has provided a significant contribution to the school's improvement. They have successfully fundraised to build a latrine and library (costing around US$ 5,000) and to provide an LCD projector to the school for presentations. They organised a reading, writing and drawing competition supported by a Korean NGO. They mobilised funds to build a rainwater-harvesting tank to store rain water for the dry season, also with financial support from an NGO. They supported fixing a fence and building a Chayavariman statue for praying. At the Sen Monorom primary school, located right in the centre of the town, there were regular donations from community members arranged by the SSC for water utilities.

School incomes and expense reports are shared at the end of school year to show transparency. All participating members reported having conducted school census activities and also state they have contributed to the development of the SDP, by giving inputs, suggestions and help in prioritising activities to improve the school. However, these examples that focus more on accountability, planning and control activities have clearly received much less attention compared to fundraising and student mobilisation functions of the SSCs.

- *Outcomes verified in Pichreada*
Interviews with various key informants in Pichreada show that SSCs in this district are less active than in Sem Monorom, but that there also have been improvements in their performance. For example, SSC now know their roles and responsibilities better. After training, participants better understood their roles as an SSC, and as a result, SSCs in Pichreada have become more active. They support improvements in the school environment, campaign for student enrolment at the beginning of the school year, make home call visits to inform parents about their children's absenteeism, fix school buildings and facilities when broken, build school entrances and fix fences surrounding the school compound. Most of the examples given by SSCs are related to mobilising community support to schools and the role of communities to stimulate children to attend school. Less attention was given to follow up teachers' attendance and quality of teaching in the classrooms.

Some specific results were reported by SSC as a result of their actions. Some students have returned to schools after dropping out for a while in order to support their families by working in neighbouring rubber plantations. SSCs met their parents at home to explain to them the importance of education. One SSC also visited the rubber plantation management to address this issue.

SSCs have also certified some students in the community in the category of 'poor family', which entitles them to receive government scholarships. How many students in Pichreada are benefitting from this support was not known.

According to results of the interviews with SDs and DOE staff, SDPs have been developed for more than 10 years, but only more recently has quality been improved thanks to support provided by the SSC, VSO and DTMT-training. The quality of SDPs overall, in spite of the improvements reported by participants, is still not high and, therefore, VSO has started additional training to the schools that have shown weakest performance in the SFC checklist in Pichreada. Also, CARE is planning for new refresher training courses for SSCs.

An indicator of improvement is that, according to the DOE chief, 4 schools in Pichreada now have become CFS schools and this is an increase from just two schools in 2014. Although it is not an effect of SSC strengthening, the DOE also indicates that the capacity of SDs in school governance has improved thanks to training provided by MoEYS and other actors. The increased capacities of SDs also are a condition for improvements in SSC performance.

The most significant change observed in the Pichreada visit was that the SSC of Antrong Sen Chey primary school in Pichreada district successfully fundraised to build a brand new concrete building with three classrooms. All funds with a total of up to around US$ 30,000 came from the community. This example again shows that the fundraising role of the SSCs has been most strongly developed in the School Governance project and through MoEYS instructions and training.

4.11/12.3 Contributing factors and actors to the outcome

4.11/12.3.1 Factors and actors that can be attributed to CDPF funded actions

The provision of training by CARE, VSO and by MoEYS to the POEs, DOEs and DTMT-1 teams and to the SSCs, has contributed to a better understanding of SSC members of some, but not yet all, functions of the SSCs. Particularly the capacity of SSCs to generate and funds for material improvements in schools can clearly be attributed to support and guidance provided in the School Governance Project.

Also, the capacity and the active support of SSCs to organise and conduct the school mobilisation campaigns at the start of the school year can be attributed to training of SSCs by CARE and indirectly (through DOEs and DTMTs) by MoEYS. Also, funds are provided for these school enrolment campaigns.

Although indirect, it is also relevant that the support provided by VSO at the DOE and POE level in strengthening planning capacities, has also contributed to more active involvement and support of DOE and POE staff in training support to DTMTs and SSCs and also the school enrolment campaigns

Contextual to this case study (but mainly covered in other case studies) is the fact that the capacity of the POE of Mondulkiri in preparing its annual AOP has shown a significant improvement compared to the previous year. Mondulkiri made a leap from the 23rd rank to the group of the best four provincial AOP in 2016/17. This improvement can be to a certain extent attributed to the support of VSO to the planning department in the POE and the responsiveness of the Director of the Planning Department to this support. A more coincidental contribution was the fact the new POE director for Mondulkiri in 2016 came from NIE, where he was responsible for educational planning and management. His experience and commitment to planning has ensured good quality guidance and support to planning processes at the provincial level.

4.11/12.3.2 Other factors and actors

Other factors that have also contributed to the changes in performance of SSCs, but that were not directly related with CDPF funded interventions are:

- Issuance of the national guidelines on the roles and function of SSC. This is the most important contributing factor, that was also at the basis of the School Governance Project, because it contained the 8 functions for SSCs that more or less established the capacity development agenda for SSCs taken up in the project;
- Support from POE to districts and schools (through DTMT and M&E support) are more systematic and better linked with planning (also related with the entry of the new POE-director mentioned above);
- Recent salary increases of MoEYS staff enhancing motivation of staff;
- Incentives for teachers who teach extra hours above their regular schedule; and
- More active involvement of traditional commune leaders in recent years.

Another influencing factor was the start of operations of an international NGO, WeWorld (an offspring of New Humanity) in Mondulkiri in 2016. It had started a school feeding programme in 6 primary schools, including 5 preschools (5 schools in Pichreada and 1 school in Sen Monorom). The programme is reported to be very useful to attract students to come to school every day because they are poor and need food to eat. The WeWorld school feeding programme was more often mentioned by the respondents during interviews and focus group discussions than the support provided by CARE and VSO. Respondents indicated that poverty among poor families was reducing thanks to the school feeding programme. The participation of students from poor families in education had resulted in improved reading skills of students, based on result of EGRA tests, conducted two times per year, at the beginning and end of school year, within target schools of WeWorld. The results of a project like this by WeWorld are much more tangible than the capacity development results of CARE or VSO's technical assistance. Also, key informants tend to attach lower value to non-tangible results.

The cultural characteristics in communities in Mondulkiri (and most likely also elsewhere) present challenges for SSCs to become sustainable and continuously active. Membership on the one hand is volatile because availability of people is limited and people tend to drop out from SSCs while on the other

hand SSCs are sometimes dominated by local elites with limited stakes in education provisions. These characteristics have limited the effects of capacity support to SSCs because the SSCs are not sufficiently consolidated to structurally play their role and also to play their role in all functions assigned to the SSCs. The primary attention to fundraising is something that local elites are more familiar with than more educational quality and accountability related subjects.

4.11/12.4 Appreciation of outcomes by partners, beneficiaries and stakeholders

The training and mentoring support given by CARE and VSO has been recognised and well appreciated by their local counterparts. However, in interviews with local stakeholders it was observed that the value of capacity development support and technical assistance as provided by VSO and CARE (and this is also the case for MoEYS) in the framework of the CDPF was sometimes 'outpaced' by the amount of material support provided by other NGOs, such as WeWorld, not associated with CDPF.

In spite of appreciation for capacity development support, local informants also express concern with the SSCs and particularly the time and effort these committees demand from people. Most SSCs struggle to find and recruit members let alone good quality and motivated members. Elections therefore are not the right instrument to staff these SSCs. The struggle to find members is also related with budgetary issues. Like other local level institutions (DTMTs and others), for SSCs to be able to operate, budgets are required for operational costs and to allow people to participate and compensate people for time. If such compensation is not given, motivation is not always high to continue to participate.

Another frustration that is often voiced by members of SSCs and particularly SDs is the fact that for SDP development and implementation, there needs to be a reasonable budget (BP and SIG) to plan for and this is not the case. Not only in this case study, this was a much-heard complaint, it was a complaint that was voiced by many during other district and school level visits as well.

4.11/12.5 Conclusions

In the past years, School Support Committees (SSCs) have been established in many schools in the two districts visited for this evaluation. Capacity development interventions on the ground have resulted in these SSCs becoming more active in some cases, although many SSCs struggle with keeping up with the rhythm of activities and meetings over time. It is too early to state that SSCs have become well-consolidated mechanisms for school governance because continuity is still a major challenge. Among the eight functions assigned to SSCs, it is clearly noticeable that fundraising has been the most strongly developed: mobilising community support for school improvements. There is a risk related with the strong fundraising role of SSCs, particularly when considering that PB and SIG are usually small; the SSCs might become a kind of community taxation mechanisms for school improvement (and to some extent also operations), while school improvement (and obviously, all the operations) should actually be funded in the first place by the PB and SIG budgets.

A second well-developed function has been the school enrolment campaigns. These campaigns are also structurally supported by MoEYS, and CARE and VSO provide support to these campaigns.

However, the role of the SSC to enhance school accountability towards the students, parents and communities is still limited. An important bottleneck here is also the fact that schools usually have limited budget to plan for in their SDPs. The examples of some of the outcomes show that the community contributions in some cases are as substantial (if not more) as the PB and SIG budget provided to the schools.

<u>Case study 13:</u> Strengthening School Planning and Financing in Koh Kong

4.13.1 Context and background

Koh Kong is one of the provinces with the lowest primary school completion rate with only 58.5 per cent (62% for girls), as well as secondary school completion rates with 33 per cent (31% for girls) for lower secondary school and only 17.5 per cent (17.5% for girls) for upper secondary school. The province also shows one of the highest rates of Grade 1-6 dropouts (7.8%). Koh Kong province has low primary education pupil-teacher ratio with an average of 29 pupils to one teacher and among the provinces with lowest secondary education pupil-teacher ratio with an average of 18 pupils to one teacher. Moreover, Koh Kong is one of the provinces with lowest transition rate from primary school to lower secondary school (87%, with 86% for girls).[45]

Since the amount of funds from various sources (RGC, Sweden, NGOs and community contributions) provided to schools in the past decade has become substantial, there is an emerging need for training in financial management at the school level for the implementation of SOB/SIG. Furthermore, with (though still rather limited) increased flexibility of the SOB and greater discretion of school authorities to spend based on local priorities, there is a clear need for capacity development of local actors.

As a response, a series of training events on financial management was organized by the Finance Department of MoEYS to provide guidance on SOB/SIG and school development plans. These training events were conducted at the school level focusing on SDs. CDPF also funded some additional activities, such as the mid-term and annual review workshops on the result of financial management and implementation of PB and SIG.

According to the result of the survey study conducted in 2016 by the MoEYS on School Financing and Planning Mechanism for Good Governance, school level information is necessary for school development. The survey result showed that 94 per cent of schools have done their plan on time with the participation from other stakeholders and 67 per cent of schools showed confidence that their school planning was good and the rest considered them as fair.

4.13.1.1 Partners and stakeholders involved

The main partners and stakeholders in the school management and finance activities are listed below:

The Finance Department of MoEYS is the main actor in providing capacity development services under this outcome area. According to CDPF Annual Report 2015-2016, the annual review workshop was conducted/organized by the Department of Finance (DoF) to share experiences on PB implementation in Koh Kong province in October 2016. Approximately 120 participants, including POE directors, chiefs and vice-chiefs of accounting offices and petty cash and vice petty cash agents from 25 provinces actively participated and shared their experiences from their respective provinces during the two-day event. The workshop was useful and fruitful because participants shared good practices and raised constructive concerns for discussion. Furthermore, a two-day SIG Annual Review workshop was conducted at the POE in Koh Kong province in 2016. There were 136 participants (including 24 women) from MoEYS, POEs, DOEs and selected school managements. The participants discussed the main achievements in implementing SIG, shared good practices, financial matters and key challenges.[46]

The POE of Koh Kong has been responsible for the delivery of training and instructions to the DOE and SDs in financial management and PB/SIG funds.

The DOEs in Koh Kong were responsible to organise the venues for training and to invite the participants for this training. They have also done the pre- and post-tests of training events and they have guided the process of preparation and collection of SDPs.

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[45] MoEYS Education and Statistics & Indicators 2016-2017
[46] CDPF Annual Report 2015-16

The SDs were the primary target groups of the training and instruction workshops organised by the DOEs and provided by POE trainers.

- *Other partners and stakeholders*

VSO has just resumed its SEM activities in Koh Kong early this year. Its SEM project is not directly related to this specific intervention. But as VSO EMAs and EPAs provide support in strengthening planning capacities at the POE, DOE and school level, they also have a direct stake and interest in the CDPF supported financial and school planning capacity development activities. The VSO advisors touch upon this when supporting planning sessions and provide advice on the content on action planning by DOEs and on report writing of schools and DOEs.

A concrete example of cooperation between MoEYS and VSO since the start of this year is given below:

MoEYS has provided two training session to relevant education staff of Thymor Bang DOE in August this year. The first module was attended by 22 participants (6 women) and the second module by 22 educational staff (5 women). Participants included SDs, senior teachers and DOE staff. Training aimed to equip all 13 primary schools in Thymor Bang district with skills to formulate, draft, implement, monitor and evaluate an efficient and effective SDP based on the newly released MoEYS format. These trainings were facilitated by POE staff (from the primary education department), with technical support from the VSO EMA and EPA. Training contents including: Roles and Responsibilities of the School Support Committees, Identification & selection of school activities that impact on quality education, CFS framework and its 6 dimensions, Stakeholder participation in SDP formulation and writing, Leadership, Management & Administration in Schools, Components of the new School Development Plan required by MoEYS, brainstorming over challenges faced by SDs, and Evaluation and Action Plan for the way forward.

Save the Children started working in Koh Kong in 2008. Its initial approach was working through the POE, providing direct funding to POE and built capacity in financial management, but shifted the approach to work through partnership with local NGOs from 2014 because an inappropriate use of the fund was found through an evaluation. Save the Children focuses on school access, quality and system strengthening. Regarding system strengthening, Save the Children works on developing the capacity of implementers from POEs and DOEs to the school level, on the School Development Plan (SDP). In these activities, they are also a direct stakeholder of the actions supported by CDPF under this result area.

4.13.1.2 Outcome selected for the outcome analysis

The outcome selected in this case study is the existence of links between the provision of Government financing to schools and the existence and quality of School Development Plans and a greater financial accountability of schools in their SDP implementation and use of SOB/SIG.

4.13.1.3 Limitations of the case study

While actions under CDPF in the provision of training and support in the development of SDPs could be verified, the specific outcome in terms of effects of SDPs on the provision of SOB/SIG could not be verified. This is not a specific limitation of this case study. In light of the ongoing D&D process, there are still ambiguities on decentralized budget flows, and within the CDPF, the actions related to SDP development have focused more on the implementation of SDP and the use and management of SOB/SIG and not on the relation between schools, DOEs, POEs, MoEYS and eventually the Ministry of Economy and Finance to assess and transfer budget to sub-national entities.

Therefore, even though it was possible to verify results of SDP training, it was not possible to link these with the outcome mentioned above. The outcome above, as anticipated in the CDPF 2015-2016 plan and report, did not materialize at the district and school level.

4.13.2 Outcome analysis

4.13.2.1 Verification of the existence of the outcome at district level

- *Kemarak Phumin DOE*

Outcomes regarding strengthening of school planning and financing were discussed during interviews with various stakeholders at the DOE, school and community levels. Most informants confirmed that quality of SDPs in the district has improved due to several factors, including the effort of DOEs and SDs, as well as community participation (school support committees (SSCs)). Moreover, DOE staff makes visits to schools to provide support. During the visits, corrections to SDPs can be made.

The Deputy Chief of the DOE, responsible for financial planning and accounting, said that he has never received training on planning and financing, but received training on accounting procedures by POE. He also received training on SIG income/expense procedures by MoEYS. He has never heard about CDPF but he thinks the chief of the DOE office is the one who has participated in various activities funded by CDPF (but the director was not available during the data collection due to a mission to another province).

Similarly, an officer in charge of planning in position for 4 years was not really aware of CDPF. However, he received training on planning and AOP in 2014 and 2015. That training was useful because he knew nothing about AOP or how to make a report, but now he can do it. His roles include coordinating in the development of AOP, but very limited in supporting schools in developing SDP. Regarding D-AOP development, tasks include facilitating technical units of different subsectors within DOE and collecting inputs from them to prepare the AOP. Challenges include difficulty in getting inputs from the technical units, as they have never received any training on AOP and they would consider priority of their individual unit first than the AOP. D-AOP started to develop in 2014.

Interview with 5 SDs found that they received capacity development on SIG planning in the SDP: a two-day training by POE and MoEYS for secondary SDs, while primary SDs received a 3-day training from POE and DOE on SDP (SIG and PB) and expense procedures. As a result, all schools now claim they have developed and published their SDPs.

Interviews with SSCs revealed similar results. Among the three SSC respondents met during the course of fieldwork, no one had ever heard anything about CDPF. They also never received any training. However, they said that they had contributed to the development of the SDP in their schools, by giving suggestions to improve the school environment.

The VSO-EMA observed that the participating SDs have not received any kind of training on financial aspects of SDP nor school data and statistics. The Primary Finance and Planning Office Chiefs are trainers for SDs on different challenges, but finance and administration has been under-highlighted. More skills development of finance staff at POEs is needed to provide more training and support as well as to support DOEs and schools.

4.13.3 Contributing factors and actors to the outcome

4.13.3.1 Factors and actors that can be attributed to CDPF funded actions

Training and support in SDP preparation and development was provided by the MoEYS and POEs and the support was generally appreciated. SDs confirm that training has helped them in preparing better quality SDPs.

CDPF funded training on implementation of budgets was given, and this has improved performance in SOB realisation. However, no links could be found on DSP development and SOB implementation with the provision of (equitable) finance provision to schools.

4.13.3.2 Other factors that contribute to the outcome

Save the Children has provided support to POEs in the past, and while this has resulted in improved capacities of individual finance staff, this has not resulted in results at the organizational level. Save the Children now has moved its support to NGOs that also more directly work with DOEs and schools. It is not cooperating directly with POEs and DOEs in the province anymore.

4.13.4 Appreciation of outcomes by key stakeholders

While POE staff has been trained in financial management and budgeting and also in SDP development, DOE staff members interviewed in this case study indicate that they have received limited training in these areas. While there has been attention to strengthening capacities in budget implementation at DOE and school level, there has not been a clear link with the provision of finance and allocation of budget. Key informants express a need for more training in these areas.

SDs confirm that they have benefited from SDP development training and from SIG/SOB training and although they are satisfied they also express a need for further training. SDs also regularly complain that budgets are very small and budget-lines quite restrictive, so they cannot sufficiently tailor plans to their own need.

The VSO-EMA in Koh Kong confirms the needs expressed above. More attention is needed for the financial aspect of planning and implementation. On the other hand, a Save the Children key informant still saw the need to continue training in comprehensive school development plans and not merely a small budget plan.

4.13.5 Conclusions

Interviews and document analysis done in Khemarak Phumin, confirm that capacity investments made by CDPF in developing School Development Plans have resulted in an improvement of these plans, although at the same time there is considerable room for improvement of these plans, particularly in financial planning and management capacities related with SDP implementation.

Capacity development has focused on implementation of budgets at the School and district level, but it has not addressed the mechanisms of provision and allocation of SIG budgets. As a result, the anticipated outcome under this result area to achieve equitable school financing based on school development plan has not materialized, nor any step towards this outcome has yet been taken.

Case study 14: Strengthening Human Resource Management and Performance in Kiri Sakor

4.14.1 Context and background

Koh Kong is one of the provinces with the lowest level of primary completion rate with only 58.5% (62% for girls), as well as secondary school completion rates with 33% (31% for girls) for lower secondary school and only 17.5% (17.5% for girls) for upper secondary school. The province also shows one of the highest rates of Grade 1-6 dropouts (7.8%). Koh Kong province has a low primary education teacher to pupil ratio with an average of 29 pupils to one teacher, and among the provinces with the lowest secondary education teacher to pupil ratio with an average of 18 pupils to one teacher. Moreover, Koh Kong is one of the provinces with lowest transition rate from primary school to lower secondary school (87%, with 86% for girls).[47]

According to the CDPF annual report 2015-2016 released in June 2017, a number of capacity building actions were conducted to support implementation and monitoring of HR Policy related activities. These include training on: (1) administration and documentation systems for trainers in teacher training centres, as part of an MoEYS endeavour to strengthen personnel management and contribute to Human Resource Management (HRM) reform. Of the 520 participants in total, 30 participants were from POEs and Provincial Teacher Training Centres (PTTCs), and on (2) staff performance appraisal system: several activities were supported by CDPF to help the Department of Personal (DPer) to implement the staff performance appraisal system at the national and sub-national levels. A total of 450 participants from 39 central technical departments and 25 POEs benefited from staff performance related activities in 2016. DPer piloted the staff performance appraisal system for 100 SDs in secondary schools. A series of workshop and mentoring visits were conducted to support education staff to implement the staff performance appraisal system.

A number of monitoring activities related to the implementation of HR Policy activities were conducted. These include: (1) monitoring the implementation of the staff performance appraisal system to provide support to provinces that have encountered problems and difficulty in implementing the staff performance system in their POE, and (2) monitoring the implementation of the HR Policy Action Plan and new staffing norms in line with Guide 33.[48]

4.14.1.1 Partners and stakeholders involved

The Personnel Departments of MoEYS at the national and district level are involved as providers of instructions and training to lower level sub-national entities.

At the district level, the Personnel Officer of the DOE is involved as the recipient of these instructions and trainings and as the responsible party for the application of HRM policies and regulations at the district level.

Finally, SDs and teachers are involved as beneficiaries of HRM policies and regulations, such as the Teacher Pathway Action Plan, appraisal mechanisms, teacher deployment plans, etc.

There were no other actors providing HRM related support in the education sector in the district of Kiri Sakor.

4.14.1.2 Outcome selected for the outcome analysis

The outcome selected for this case study contributes to Outcome 4 of the CDPF: "There is more efficient deployment and management of personnel through systematic capacity development mechanisms". The specific focus of this case study is to what extent systems for HRM and capacity development actions have reached the district level of Kiri Sakor and if changes in implementation of HRM policies can be confirmed in this district.

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[47] MoEYS Education and Statistics & Indicators 2016-2017
[48] CDPF annual Report 2015-2016

4.14.1.3 Limitations of the case study

Limited information was collected, mainly because no concrete action/outcomes related to the topics have happened in Kiri Sakor.

Limited actions under CDPF in the provision of training and support in the development of HRM policies have reached the level of the district of Kiri Sakor. Stakeholders in Kiri Sakor are not aware of the existence of specific (CDPF funded) capacity development that has benefited MoEYS staff at the district level, but also the awareness that CDPF support has enabled the POE to provide clearer orientations in the area of HRM to the district or school level is limited.

This specific outcome of the CDPF could not be verified in Kiri Sakor. Therefore, the data collection and analysis on this outcome is limited.

4.14.2 Outcome analysis

4.14.2.1 Verification of the existence of the outcome at provincial and district level

- *POE Office level*

The Personnel Office within the POE plays an important role in personnel management and capacity development. Tasks include managing administration of Human Resources, issuing letters, distributing directives, policies, guidelines and other regulations to relevant offices and staff within the POE. There are a total of 7 staff working in the Personnel Office, including 1 female staff. The office is responsible for managing staff at both DOE and school levels, in addition to staff in the POE. These include keeping staff data and profiles in the HRMIS, identifying staff who are outstanding in performance (good credentials) for honouring rewards and medals, as well as corrective measures, guiding SDs to divide roles and responsibilities of each staff member within their facilities.

Regarding capacity development, it was reported that the DPer of MoEYS trained three POE staff members on HRM. Staff interviewed at the POE report that they now possess skills on how to operate the HRMIS. However, one staff has already moved to work somewhere else, so only two staff can operate the system, including data entry. Interviewed staff said that the Personnel Office has so far provided training on staff management to DOEs in the province and to some SDs, as well as some teachers. This training was supported by CDPF. In addition to this special training, the POE Personnel Office provides training once a year to SDs on how to fill out school and teacher forms for the HRMIS.

According to the chief of the office interviewed, staff from the office frequently conduct monitoring visits to DOEs and schools to check administration tasks (filling, keeping documents). During these visits, they also verify staffing norms, including division of technical teams to avoid issues of over-reporting because a few years ago, there were some cases of SDs exaggerating numbers of students in the school, so that they can obtain extra budget for teaching hours that in reality did not exist.

The HRMIS system was introduced in 2015, but the former system (Access Application) had been used since 2003. The Personnel Office chief said that he likes the previous Access system more than the current HRMIS because the HRMIS still has considerable inconsistency of data, while Access was more accurate and it was easier to generate data. At school level, the HRMIS forms (school forms and staff form) need to be filled out two times per year. And staff members said that there are challenges with filling out forms because some people do not see the importance of the data, and this is why they are sometimes careless in filling out forms. This creates a risk of "garbage in, garbage out" in the HMIS system. They say calling by phone is always needed to verify the data, which required extra time and effort and corresponding resources. To solve these issues, the interviewed staff suggested that more and direct training should be provided to DOE chiefs and at least one more staff from each DOE to effectively coordinate filling out HR forms. Additionally, he thinks that more monitoring visits should be conducted from MoEYS and POE to check and support the school in personnel management, but here it is noted that budgets are tight.

- *Kiri Sakor DOE*

There are 8 staff (1 woman) working in the DOE. A vice chief of DOE is responsible for personnel management. He had been teaching for more than 10 years before working in the DOE office, first as an officer, and recently in 2016 he has been promoted to vice chief of DOE in charge of administration and personnel management. He graduated with a pedagogy and teaching degree from Phnom Penh PTTC in 2000 and received various short course trainings on pedagogy since then. He did not have any specific experience in HRM nor had he received any special training on this subject. However, he received training on administration and planning (around 2 or 3 times per year) and ICT (email communication and telegram). His duties include filing, managing correspondence, and distributing and disseminating circulars, guidelines and regulations. Duties regarding personnel management include staff management, including appointments, managing staff profiles (facilitating filling out of teacher and school forms), and requests for allowances to support teachers who are working in remote areas.

According to the interviewed DOE staff, neither DOE nor SDs received any training on how to fill out staff and school forms for HRMIS, as opposed to the report from POE's HR staff. SDs received only informal instructional support from DOE. This is also the reason that around 20 per cent of schools make mistakes in filling out the forms. DOEs need to check and call to verify the data, which takes considerable time and money.

One of the challenges at the DOE is that there is difficulty in managing data because of population movements (particularly for those who migrated seasonally for fishing or labour in other regions). This makes it difficult to manage school statistics. Moreover, school forms have been revised many times, and there are many different forms, including HRMIS procedures, which make it difficult to ensure correctness.

Sometimes the forms are submitted to DOE late because of distance: far and remote with no means of transportation.

Attempts were made to verify evidence of capacity improvements that can be related to personnel management and performance training enabled by CDPF. Result of interviews with five SDs show that they have never received capacity building training on HRM or how to fill out different school forms. They have only received DOE instructions on how to fill out forms during the monitoring visits of the DTMT.

4.14.3 Contributing factors and actors to the outcome

While some training activities on HRM have reached three staff members of the POE, no activities have reached out yet to the district of Kiri Sakor.

4.14.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

As there have not been any CDPF funded or support actions, there are no outcomes to report and, therefore, also no contributing factors and actors.

4.14.3.2 Other factors and actors that contributed to the outcome

No other actions of actors in the area of HRM in education were carried out in the Kir Sakor district.

4.14.4 Appreciation of outcomes by partners, beneficiaries and stakeholders

DOE staff interviewed in Kiri Sakor states that no training and capacity development support has been provided to them in the area of HRM. Only in the area of generating data for the HRMIS system instructions were provided. As a result, the DOE doesn't experience an increase in capacity for HRM.

Also, SDs confirm that training on HRM has not been provided, only instructions on how to fill out school and staff cards. They express that they don't feel strengthened in the area of HRM.

4.14.5 Conclusions

Activities under this outcome area of the CDPF have not reached out to the district level and only to a small extent to the provincial level and as a result no "more efficient deployment and management of personnel through systematic capacity development mechanisms" can be reported in Kiri Sakor.

With respect to more specific preliminary outcome that "systems for HRM and capacity development actions have reached the district level of Kiri Sakor, resulting in changes in implementation of HRM policies can be confirmed in this district", the findings of this case study again illustrate that this outcome has not been reached. There is no change that can be reported in relation to implementation of HRM policies in this district in comparison with past practices.

The only change that can be reported is not related to HRM but related to the capacity to collect and provide human resource data at the school and district level for the HRMIS of MoEYS, but this change was not related with the outcomes that were anticipated under this outcome area (see case study 15 for case study on HRMIS).

<u>**Case study 15:**</u> **Strengthening Accuracy of the Human Resource Information Management System in Phnom Penh**

4.15.1 Context and background

4.15.1.1 Partners and stakeholders involved

The Department of Personnel (DPer) in the MoEYS is the key actor providing capacity development to POEs, DOEs and SDs to ensure the accuracy of human resources through the HRMIS. In this, DPer has provided training sessions chiefly to POEs rather than DOEs and schools, although all three have been trained to some extent on the data collection instrument and installation of HRMIS systems and software. In addition, POEs and some DOEs have both been trained on the utilisation of HRMIS data for personnel management, but only the POE received training on the development and dissemination of education staff profiles.

4.15.1.2 Outcome selected for the outcome analysis

As with all case studies, Phnom Penh was selected at random as the venue for this one on the roll out of the HRMIS. With support from CDPF, a web-based Human Resources Management Information System (HRMIS) was found to be functional at the POE level, described by the Director as useful in informing the development of education staff capacity and their deployment. The Personnel Office of the POE is able to extract data from the system when needed, and based on its Congress Report this includes personnel information of those who will be promoted and deployed disaggregated by level of teaching qualification and sex. In this way, POE decision-makers have become better able to plan how many, which and where education staff are required, and who needs CD support annually in order to reach the Ministry's targets of teacher qualifications for 2020 (e.g., all with at least a BA).

4.15.1.3 Limitations of the case study

To a certain extent, the POE in Phnom Penh may not be a fair representation of the success of HRMIS as an outcome. This is mainly because it is located in an area where internet is easily accessible and also being close to the MoEYS enables the POE to get easy and quick support from the central education staff for any IT problems its staff might face. The POE also has its own IT resource persons to assure consistent HRMIS application, and a very intellectually energetic director. These were not characteristics regularly evident in other provinces visited, and therefore, this district may be considered somewhat a-typical and other POEs are expected to have more pronounced challenges in HRMIS implementation.

4.15.2 Outcome analysis

4.15.2.1 Verification of the existence of the outcome at provincial and district level

- *Change at the provincial level*
Improvements in HR data management capacity were evident from two perspectives. First, it was reported by respondents that the collection of HR data is now more accurate and reliable compared to the past. POE Personnel Office staff indicated that they had gained knowledge on how to enter statistical data into the system properly. They also have the capacity to check the quality of annual school census data and to support the DOE to check and verify the accuracy of data with schools and within the DOE team before submitting them. At the same time, DOE and schools are coming to better understand the importance of the statistics and are seen as better able to fill out the paper-based forms correctly.

Second, POE capacity to use HRMIS data for personnel management was felt to be improving. Staff of the POE Personnel Office confirmed that they had learned how to utilise data from HRMIS, now upgraded from MS Access to a web-based version. They confirmed that the web-based HRMIS, by providing useful insights into the past and current levels of teacher qualifications, gives them more flexibility in generating the information they need.

However, challenges still remain. It was found, for example, that the numbers of educational staff reported were different where the source was HRMIS than where it was EMIS. Thus, EMIS 2015-2016 reported educational staff, both teaching and non-teaching, as 11,073 (6,239 women), while in the Congress Report 2015-2016, the HRMIS reported 11,332 (6,285 women).

- *Changes at the district level*

The Chroy Changva DOE reported gaining skills in filing teacher statistical data in Excel and filling out the paper-based Annual School Census forms. This has partially resulted from the POE and the Ministry having supplied computer and office supplies to manage this work when it was established in late 2013. It was also a consequence of support from CDPF encouraging collection of the annual education staff census forms from schools and skills in checking the accuracy of the data as they were entered into MS Excel.

4.15.2.2 Pathway to the realization of the outcome

- *Before 2011*

HRMIS in MS Access was still under construction and the system did not provide possibilities for a full and coherent use. MS Access only provided very partial information on HRM issues. This required a lot of extra effort to analyse HRM issues by relevant staff involved, largely based on manual data generation. In this period also, no specific training was provided on HRMIS, for the reason that it only existed in a rudimentary form. POEs, DOEs and SDs in this period were not able to identify crucial bottlenecks in the education delivery system, such as a lack of teachers in specific regions.

- *2011-2014*

While little had been done to address the need for better-managed HR data prior to CDPF, a number of capacity development activities related to the utilisation and installation of HRMIS in the MS Access form were undertaken in that first phase.

Directed at POE, DOE and 4 high SDs within this period, training included data collection on education staff, data entry and verification, and entry for newcomers. In addition, POE received training sessions on producing a provincial staff profile, installation and use of HRMIS including troubleshooting with follow-up and on-going support, and using HRMIS statistics to deploy teachers to schools with shortages.

At the same time, the software was upgraded to a web-based HRMIS. Chroy Changva, established as a DOE in late 2013 and still located temporarily in a private building, started receiving training from 2014.

- *2015-2017*

After upgrading the HRMIS software, DPer provided more training sessions to the POE on HRMIS data collection instruments, the installation of new HRMIS systems and software, and on utilisation of HRMIS data for personnel management. POE officers confirmed their ability to use the web-based HRMIS and extract key information for their planning and decision making. However, bottlenecks were still encountered. For example, POE staff noted that because the data available In HRMIS did not make the distinction between teaching and non-teaching staff, they lacked proper detail to take management decisions on staff recruitment and deployment. This specific aspect is currently being addressed in HRMIS improvements.

4.15.3 Contributing factors and actors to the outcome

4.15.3.1 Factors and actors that can be attributed to CDPF funded actions

CDPF has supported TA to build the capacity of the DPer on HRMIS, enabling central staff in turn to improve the capacity of sub-national education staff, particularly the POEs use of the web-based HRMIS. DPer staff provide not only capacity building, but also follow up on the training and continuous support to POE, especially on the software. However, at the DOE level the sustainability and efficiency of HRMIS training to manage data have been diminished by a lack of internet connectivity and limited IT capacity of staff.

4.15.3.2 Other factors and actors

The sub-decree on defining separate expenses for implementation of priority action programmes (PAP) in 2002 plays an important role to enable POEs to ensure adequate reach out of education services. It provides incentives for any educational staff that is voluntarily deployed to another place. This incentive is provided once at the time of deployment. For nearest locations, this is US$ 75 per person and for remote areas this is US$ 375 per person. However, there are limited numbers of teachers who voluntarily choose to be deployed, as this incentive is a small amount, compared to the opportunity cost of staying in their current location, according to the POE Personnel office.

Also, this decree provides more incentive for teachers who teach in disadvantaged and remote areas. Another guideline is number 33, which defines the number of students per teacher. This policy enables POEs to identify the number of teachers needed in schools and regions and to plan for the supply teachers to schools in areas of shortage.

These decrees constitute a pull-factor for the HRMIS because when data from the HRMIS are readily available, it will greatly increase the capacity of POEs (and DOEs) to implement these decrees and corresponding regulations.

4.15.4 Appreciation of outcomes by key stakeholders

The POE, DOE and SDs confirmed both the relevance of the training provided by CDFP on HRMIS, and the subsequent usefulness of the HRMIS data to their daily work. One DOE manager explained that, even though HRMIS was not functioning in his office, he himself had learned a great deal about how management of staffing data could contribute to the success of overall DOE management.

Again, challenges remain. According to the vice-chief of Personnel, his office cannot extract data from HRMIS on-demand for teachers since the HRMIS cannot generate the numbers of teachers by subjects as needed by schools. For example, Upper Secondary schools with 71,000 students[49] require 4,796 teachers, but the HRMIS cannot show how many teachers are needed for Maths and Physics versus how many are needed for the Social Sciences.

To address this gap, the Personnel Office needs to develop an Excel form to circulate to DOEs and schools to collect their data on teachers and by school. Through this form, the Personnel Office should be able to allocate teachers to the schools with specific shortages. However, DOEs and SDs as well as teachers themselves reported that their schools continue to face problems of teacher surplus and shortage. Some schools lacking Physical Science teachers, for example, were supplied with Social Science teachers, which SDs felt they had to accept. Some remote schools requested more teachers, while the supply was given to urban ones that did not need them -- again, a situation the SD felt required to accept as a mandate from the POE. In other cases, schools were found to have more teachers than students, yet no intervention was taken to address this issue. The surplus of teachers in these schools was due in part to land evictions resulting in a loss of student numbers. The MoEYS has no policy to force teachers to move out, however, and while policy does provide incentives for those who voluntarily transfer, it is considered too low to be effective.

In addition, the use of statistical data for making decisions and promoting key policies like gender equality in education is still limited as staff at sub-national level do not have sufficient capacity to perform complex data analysis. The provincial Congress Reports now include the number of education staff based on sex-disaggregated data, but are without analyses as to whether available staff are sufficient or insufficient to meet needs.

DOE mangers reported that they were trained on how to use and enter data into HRMIS in Microsoft Access, and on how to install it. However, lack of internet connectivity has limited actual application. Furthermore, as indicated above, while they reported having basic statistics, they lack more complex information about the profiles and qualifications of the actual education staff in their catchment area because they are without

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[49] POE reported that based on policy, 45 Secondary students require one Secondary teacher.

the Access Database and web-based forms. Though the POE has such information in its HRMIS database, it has not provided/updated it to the DOE. Thus, although the DOE has the authority to make proposals for promotion and transfer of pre-school and primary school teachers and SDs, it cannot effectively act on that authority.

Gender disaggregation in HRMIS: HRMIS indicated that female primary teachers account for 69 per cent, and the recruitment of female primary teachers still stands at 73 per cent, leading to a gender imbalance of teachers at primary schools. This is due to a recruitment policy that is gender blind with no gender sensitive indicators in their recruitment plan. According to KIIs and FGDs on the reason why female teachers predominate at primary schools, it was reported that few men are interested in applying for the function of primary teacher, as they perceive it as an inferior task. Similarly, according to key informants, the promotion of educational staff into leadership roles is based on seniority and qualifications, and statistics indicated a gap between female and male educational leaders. The statistics reveal very few women in leadership roles at all levels from POE Director through to SDs, i.e., in Phnom Penh, the POE director is a man; one out of three POE vice-directors is female; 2 out of 12 are Chiefs of office; no women are DOE directors and only 27 out of 288 are SDs.

4.15.5 Conclusions

Phnom Penh POE has gained knowledge from CDPF supported capacity development on operating and managing MySQL-HRMIS.

HRMIS in Phnom Penh POE is functioning well and it now generates more reliable data so it is helpful for POE Personnel team as well as decision makers to extract more data for different purposes including for planning.

However, the functioning of HRMIS at POE alone is still a challenge as at lower level many actors and particularly schools still use paper-based documentation. Although some DOE managers and SDs have been trained, they have not yet translated this knowledge into action, as they need more comprehensive capacity building. This should support both hardware and software to enable them to apply their knowledge. ITC skills are still very necessary for both DOEs and SDs.

<u>**Case study 16:**</u> **Strengthening Systems for Gender Equity Service Delivery in Education –
Dissemination of Gender Mainstreaming Strategic Plan in Sen Sok (Phnom Penh)**

4.16.1 Context and background

4.16.1.1 Partners and stakeholders involved

To realise gender equality in education, CDPF supported the National EFA Commission to review the achievements of Gender Mainstreaming in Education (2015) and to print and disseminate the Gender Mainstreaming Strategic Plan 2016-2020 as guidance to mainstreaming gender into the Annual Operational Plans (AOPs) of Provincial and District Offices of Education (POEs, DOEs) in 25 provinces. The GMSP 2016-2020 mainly focuses on the promotion of women and girls' participation in decision making roles and addressing negative culture norms discriminating against women and girls to access education and leadership roles in education at both national and sub-national levels. These objectives could be achieved through disseminating gender mainstreaming strategic plan and policies related to girl's empowerment; integrating gender equality principles into all programs/projects/textbook; raising awareness of positive social attitude toward women and girls' education; strengthening and expanding girl counselling, children council, and youth council at schools; empowering women and girls' in decision-making and sharing experiences; developing capacity of educators at all levels; mainstreaming gender in learning and teaching processes; increasing scholarship for girls and female educators; providing free public health consultation service to girls and female educators; mobilising community, especially men's participation in child care-giving and education in order to provide women the chance to participate in social work; and mainstreaming CEDAW's law on human trafficking and violence against woman and girls, affecting girls and women at all level of education[50].

Furthermore, CDPF, under this result area, has supported implementation and monitoring of a Girls Counselling Programme[51] in the period 2015-2016. This programme was also an element of the GMSP. Because of the fact that the Girls Counselling Programme was only piloted in a few provinces and not in Phnom Penh (and Sen Sok) it is not part of the analysis in this case study.

4.16.1.2 Outcome selected for the outcome analysis

The gender equity Outcome of CDPF II, including its particular application through the Gender Mainstreaming Strategic Plan (GMSP), was selected at random according to the design of the evaluation. While the dissemination of the GMSP was expected to be realised through the whole of the CDPF II supported provinces and districts, Sen Sok was selected at random to investigate if the GMSP was disseminated in this district and to what extent it was known and put into practice.

Although the updated GMSP, at the time of this case study, did not yet reach the Sen Sok DOE, it was to be expected that the DOE would be exposed to the previous GSMP and also to the gender mainstreaming concerns expressed in the ESP. Therefore, it still is relevant to what extent the DOE of Sen Sok is aware of the principle of gender equity and if and to what extent it puts gender equity into practice, largely through the various equity and inclusion efforts applied more generally in education policies. DOE decision-makers, for example, recognise the importance of mainstreaming gender in their work, sharing ideas, and reminding one another about the issue through monthly meetings with staff and SDs. They work closely with the District Office of Women's Affairs to jointly address gender issues. Similarly, teachers have been key actors committed to practising gender inclusion.

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50 Extracted GMSP 2016-2020
51 Education Capacity Development Partnership Fund Phase II. *2015-2016 final report*, p120

4.16.1.3 Limitations of the case study

One NGO that had worked to support gender inclusion (the CIAI) had ended its operation by the time of the evaluation, and so no data were available as to the nature or results of that programme – although it was referenced as having been useful in the area of gender mainstreaming and gender-specific programming. Only secondary information could be obtained on this activity.

The fact that the updated GMSP was not yet disseminated in Sen Sok also made it more difficult to assess the outcome in the previous section. However, as GMSP is linked to the ESP and there has also been a previous GMSP, it still is relevant to assess the awareness and capacity of the Sen Sok DOE to deal with gender mainstreaming and with gender-specific programming. For this purpose, the interview questions have broadened the scope of the data collection to matters of gender exclusion and inclusion more broadly and to female teachers and leaders as well as to girls in and out of school.

4.16.2 Outcome analysis

4.16.2.1 Verification of the existence of the outcome at district level

The Gender Mainstreaming Strategic Plan has not been introduced into the DOE, or integrated as a result into its AOP. None of the respondents reported that they had participated in workshops to review and update the GMSP, nor had they been trained on how to mainstream gender in teaching. However, a few gender activities have been introduced to schools, including integration of both boys and girls into the general Student Council; enabling joint discussions on issues such as child rights; and providing separate boys' and girls' toilets.

Much of this progress has resulted from Child Friendly School Policy (CFSP) interventions rather than from CDPF II actions. It was also partly contributed to by an Italian NGO (CIAI) that trained the DOE Director and teachers on gender and on women's leadership in education. Both are seen as providing a good start toward considering the different needs of boys and girls. SIG-supported scholarships for the poor in the district have set the proportion for girls slightly higher than for boys.

At the same time, actions have focused mainly on quantity, e.g., the number of boys and girls participating in the discussions, with limited monitoring of the extent to which girls and boys can express their ideas equally or their voices are equally heard. At the secondary school level, some Social Science teachers reported providing gender knowledge to their students, although others have not because the concept of gender is not a compulsory subject for students. In the same vein, teachers of the physical sciences reported that gender was not related to their subjects and they did not know into which part of lessons it might be integrated.

> *It is important to note that while these rather small indications of change in support to gender equity have been derived from data collected in a DOE that has not been targeted by CDPF gender-oriented interventions, assessments done in other DOEs covered by the field visits in this evaluation produced no significantly different findings.*
>
> *Gender equality inputs and outcomes were limited in most cases. A major part of the problem appears to be the way in which targets are set and applied: no gender sensitive indicators or targets have been established; and there are limited human and financial resources applied to this area at all. There were no gender focal points at the schools and while a DOE gender focal point was assigned to one of deputy directors in Sen Sok, there was no budget for gender work.*

4.16.2.2 Pathway to realization of outcomes

- *Gender mainstreaming 2011-14*

The Gender Mainstreaming Strategic Plan was initiated nationwide in 2005 and has been regularly updated. Its objective is to promote gender equality in education. Gender concepts themselves were introduced into

pedagogy more than two decades ago, during which time the Child Friendly School Policy was also introducing equity and quality in education, including trying to reflect gender concepts into textbooks.

Gender concepts have reached teachers and DOE staff, most of whom are former teachers, even the Sen Sok DOE which was established only 5-6 years ago. Both teachers and staff reported learning the difference between gender and sex, gender roles and gender equality. However, they did not know how to mainstream gender knowledge into teaching. They reported that gender issues were discussed in class by some teachers based on what they had learned from the textbooks, but not by all.

During 2011-2014, some teachers in Sen Sok received gender training from the CIAI, and some had support from other NGOs on the Child Friendly School (CFS), including the application of its checklist of gender components, e.g., ensuring girls a voice in Student Councils, girl-friendly hygiene facilities and absence of GBV.

Teachers in the FGD reported applying these criteria in their classrooms and schools. They were also included in School Development Plans, which are supported by CDPF II. The DTMTs use the CFS checklist to monitor school performance. Through these interventions, it was reported that the number of girls' school enrolments and completions had increased. These results were also seen as partially the result of the Scholarship programme for the poor to which some schools applied a 60 per cent proportion for girls. Finally, SSC interventions and regular meetings of district and commune committees on women and children were also paying attention to gender at the community level.

- *Gender mainstreaming 2015-17*
From 2015-2017, no significantly different results in terms of changes in gender equality dimensions were found. Women, for example, still occupy lower positions in the system: the Sen Sok DOE has 8 staff, 2 of which are women, one an official in charge of accounting and the other in charge non-formal and pre-school education.

In regard to SDs, representation of women in leadership roles is similarly minimal: Primary SDs are 1 woman in 10; the only pre-school director is a woman. Secondary SDs are 3 men (one is acting). At the vice-director level, women do not fare much better: for Primary schools, 5 in 15 are women; for secondary 1 in 7.

At the same time, there are significantly more female (70%) than male teachers (30%) in primary and pre-school levels. Female teachers at Secondary make up 39 per cent[52]. One reason for this gap is the fact that more women have a lower level of education than men, most of them are therefore eligible as pre-school and primary school teachers, while more men can apply to secondary and higher education levels.

It is troublesome to note that while EMIS, QEMIS and HRMIS have gender-disaggregated data, these tools do not appear to be used to address issues of gender inequality in education across the sector. For instance, while HRMIS shows the higher representation of female teachers at pre-school and primary levels and their lower representation in secondary and higher education, these data do not appear to have led to serious action addressing the discrepancy.

- Recruitment criteria for new teachers is still based on qualifications as presented; attention has not been given, for example, to setting quotas for female or male teachers targeted to where gaps are biggest. Women would, as a consequence, have equal access to higher levels only once the playing field is levelled, and they have the opportunity to achieve qualification scores equal to their male counterparts. A solely merit-based recruitment will not promote gender equality, except in the circumstance where women are systematically less able than men to meet the criteria. The data make urgent the need for temporary special measures to rectify the situation of systemic exclusion, measures that are not yet in place.

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[52]There were no an updated sex disaggregated data on teachers at lower and upper secondary schools in P-EMIS 2015-16 or 2016-2017. The indicator was in 2014-2015.

- Similarly, based on the data collected from the sample sites, QEMIS has not been used to strengthen girls in mathematics, while data from some schools show more girls than boys struggle in the subject; some schools' data indicate the more boys than girls have a barrier in Khmer classes. Further, they suggest that while more girls than boys complete primary school, more boys than girls compete secondary. Again, however, no gender-differentiated interventions were found targeting boys and girls specifically.

There are reasons why girls and boys have different dropout and absentee rates, but data suggest that interventions that are the same for both obscure the specific problems each faces and does not effectively address the respective causes. Though for different reasons, perhaps, and with different impacts on their learning, both boys and girls in Sen Sok follow their families in itinerant work, consequently falling in and out of school. The DOE focuses on the same re-entry for these children through accelerated learning and extra study/night classes with help from NGOs (CVCD), under the assumption that as long as they look for girls, they will be picked up and included. This may be accurate, but it was not clear that monitoring data confirms the assumption, or that boys and girls were equally able to learning through these mechanisms.

As noted above, the Student Councils do appear to be benefiting girls in different ways. However, a major gap indicated from the FGD in Sen Sok is that they do not adequately report or deal effectively with violence against children. While the FGD and KIIs revealed that such violence has been going down, it persists. Especially serious, one vice-director noted that girls had experienced sexual violence perpetrated by their teachers, and girls reported that they experienced physical violence perpetrated by peers.

Teachers in the FGD indicated that when children are beaten by their peers, they are more likely to report and complain to their teachers. If the issue cannot be solved there, it will be sent to the SDs for action. If teachers commit violence against children, students will not report to anyone, unless their parents find injuries on their body, then parents will make a complaint to directors. In rare cases, students said, violence by teachers was reported to their parents.

Disturbingly, while teachers themselves indicated that they recognised what they were doing was a violation of children's rights, they said that they could not control themselves, or perhaps did not have the tools to deal with disruptions in a more positive way. Teachers are apparently regularly reminded about the policy on ethical behaviour by SDs, and the policy is posted in the teachers' office. However, students have not been made aware of it, nor have they been trained on issues of sexual harassment. As a result, this kind of violence is difficult to identify and is in some way culturally accepted, not considered as a form of violence. There appears no clear way to track and deal with such abuse.

4.16.3 Contributing factors and actors to the outcome

4.16.3.1 Factors and actors that can be attributed/linked to CDPF funded actions

As noted above, Sen Sok DOE has not received the updated GMSD. Even though the DOE director has participated in other activities of CDPF, the approach of CDPF has not included gender mainstreaming in this district or through the POE level. Rather, the DOE has applied only stand-alone gender approaches, isolated activities like a training on gender and women's leadership. CDPF would be much stronger if it applied both stand-alone gender interventions and the mainstreaming of gender into all activities, including AOP development and leadership training. In this case, CDPF could claim that the DOE director through general training has had a small contribution to gender specific activities in this district.

4.16.3.2 Other factors and actors

As also noted above, CFS interventions supported by NGOs, SIG and PB have made probably the largest contribution to current gender equality practices at schools, especially through training and the gender components of its checklist used by SDs and the DTMT to monitor school performance. CFS gender indicators have also been included in School Development Plans, which are supported by CDFP. The Italian NGO, CIAI, partially contributed to gender results through the training of teachers, DOE directors and vice-directors on promoting women's leadership.

To the extent gender equity was evident it was more as part of wider equity and inclusion efforts in Sen Sok. In communes where there are very serious issues of poverty, especially with urban migration as people look for work, poor families send their children, especially daughters, to work. In situations of in-out migration, children follow parents from site to site and so are continually enrolling and dropping out. Girls are especially at risk for this because they are seen as important income earners for the family and less important to get educated. Attention to these gender and equity aspects exist according to the Director of Sen Sok DOE: "*we talk about this often among the staff*". Specific aspects mentioned are: how girls are suffering from instability of home life, family violence, poverty and how all of this affects their schooling.

4.16.4 Appreciation of outcomes by partners and stakeholders

When talking about gender equity, almost all stakeholders and partners appeared to understand that gender equality meant providing equal opportunity to girls and women and boys and men. No one referred to matters such as whether men/boys and women/girls received equal benefits, experienced the same quality of results; or that doing so might be realized through different means and be different in themselves. For instance, when asking about gender equality at schools, most FGD participants responded that almost all schools reflected gender equality because the number of boys and girls enrolled and completing was almost the same. However, they did not raise the matter of what each group was learning or what test scores they were achieving in different subjects. They noted that overall, girls' scores were better than boys in primary education, but did not look deeply into which specific subjects' boys and girls were strong in.

Perceptions were similar with respect to women in leadership roles. Comments by both men and women in FGDs noted that while opportunities were provided for women in decision-making roles, women themselves were not interested in those positions. For example, it was reported that while some female teachers were qualified to be SDs and apply for other leadership roles at DOE, they did not want to take them up -- according to female directors because they were then responsible for both the paid work as well as unpaid work at home: housework and child care. Similar reasons were given for the low representation of women leaders in SSCs, coupled with the fact that SSC members were not paid. Men tended to agree. One male SSC leader reported that if women were active in this role they would not have time to do their cooking and housework, while for men, their own job was to work in their professional field, not to do housework.

Essentially, then, neither men nor women perceived an unfair gender division by labour to be a barrier for women to engage in leadership roles. Instead, they perceived women have low commitment to work outside the home. Teaching was less an issue because the hours/days and days/weeks were fewer. In this sense, while there are specific mechanisms and policies to enable women to engage in economic, social and political roles, this did not seem to present a major problem.

4.16.5 Conclusions

The GMSP 2016-2020 was not disseminated in Sen Sok and use of previous GMSP elements in application of policies and AOPs in Sen Sok is non-existent. As a result, it is not possible to identify outcomes in Sen Sok that can be directly related to CDPF funded actions. As is the case here, there is often a considerable degree of commitment, capacity and innovative thinking at the DOE level to make education effective for the district, and this includes a concern for equity and a (very) basic awareness of gender equality.

However, officers in Sen Sok were trained in a relatively ad hoc way, their ability to implement their training is not followed up, and typically they do not have the funds they need to do so anyway. Most of the training goes to the Director who may or may not pass the learning along effectively. DOE staff as well as leadership would like the Technical Departments to come to them, working from the bottom up to determine and support needed capacity locally.

A more immediate, holistic approach could certainly facilitate gender equality if supported in the right way by people with the right expertise. To build up on existing gender mainstreaming status, CDPF should consider the following:

- Review promotion and capacity development policies in tandem, applying temporary special measures, e.g., use of quotas for women where they have lower representation than men; and using all means to ensure women have the capacity inputs needed to enable their implementing their roles effectively.

- Emphasize gender mainstreaming in all CDPF interventions. This includes the capacity development activities, which should be both men's and women's interests. The training methodologies should be equitable for both sexes and include sufficient budget allocation.

- Pay attention to equal <u>results</u> of boys' and girls' education, i.e., changes at the outcome level, not only equal opportunities, i.e., the same inputs.

- Develop targeted tools and proper training on gender mainstreaming for sub-national levels to ensure a holistic understanding of the meaning of gender equality as more than numbers; and from there incorporate positive gender norms into the culture of the school as well as the AOP.

- Develop specific interventions around the issues of violence against all children with particular attention to gender-based abuse; include programming to make both boys and girls more aware of their rights in this regard, and to build girls' confidence in dealing with violence against them at school. The approaches should be focused on ensuring both boys and girls have an equal voice and that their voices are equally heard in schools.

Annex 13: Survey Results and Analysis

This section contains an analysis of the survey findings conducted under POE and DOE staff members and (deputy) SDs and teachers.

The survey was conducted in 18 provinces and 42 districts in the period of September-October 2017. The list of provinces and districts is presented below:

Table 10: List of provinces and districts covered by the survey

MoEYS covered only in most of the CDPF period	VSO covered	VSO and CARE covered
1. Preah Sihanouk - Kromg Preah Sihanouk (1801) - Kampong Seila (1804) **2. Prey Veng** - Krong Prey Veaeng (1410) - Preah Sdach (1409) **3. Preah Vihear** - Tbaeng Mean Chey (1307) - Rovieng (1305) **4. Pursat (West)*** - Krong Pursat (1505) - Bakan (1501) **5. Siem Reap (North)*** - Krong Siem reap (1710) - Angkor Chum (1701) - Varin (1714) **6. Takeo (South)** - Krong Doen Kaev (2108) - Bati (2102) **7. Phnom Penh**** - Chroy Changva (POE&DOE) - Sen Sok (1208) (Other district) **8. Koh Kong**** - Krong Khemara Phoumin (Administrative Capital) - Kiri Sakor (09-02) (Other district) **9. Oddar Meanchey**** -Krong Samraong (22-04) (Administrative Capital) - Trapeang Prasat (22-05) (Other district)	**10. Battambang** - Krong Battambang (0203) - Thma Koul (0202) - Rotanak Mondol (0207) **11. Kampot** - Krong Kampot (0708) - Chum Kiri (0704) - Tuek Chhou (178) **12. Kep** - Krong Kep (2302) - Damnak Chang'aeur (2301) **13. Kratié** - Krong Kracheh (1002) - Chitr Borie (1006) - Preaek Prasab (1003) **14. Stung Treng** - Krong Stung Treng (1904) - Siem Pang (1903) - Sesan (1901) **15. Kampong Thom**** - Krong Stueng Saen (Administrative Capital) - Stoung (06-08) (Other district) **16. Banteay Meanchey**** - Krong Serei Saophoan (Administrative Capital) - Mongkol Borei (0102) (Other district)	**17. Mondulkiri**** - Krong Saen Monourom (Administrative Capital) - Pechr Chenda (11-04) also called Pichreada (Other district) **18. Ratanakiri** - Krong Banlung (1602) - Koun Mom (1604) - Ou Chum (1606)

Notes: * surveys distributed and collected by VSO. ** surveys distributed and collected by the evaluation team

In total 810 survey forms were distributed among the different respondent groups, as presented in the table below:

Table 11: Survey distribution by type of respondent group

	MoEYS: 4 provinces, 4 capitals, 4 districts.	VSO: 8 provinces, 8 capitals, 14 districts.	Evaluation team: 6 provinces, 6 capitals, 6 districts.	Total	No. forms received	Response rate
POEs	40	80	60	**180**	**159**	**88%**
DOEs	40	110	60	**210**	**202**	**96%**
SDs	80	220	120	**420**	**381**	**91%**
Total	160	410	240	**810**	**742**	**92%**

In four provinces, the distribution and collection of surveys were done through MoEYS focal points. To protect confidentiality, all surveys were distributed and collected in closed and sealed envelopes, and where possible, by VSO EMAs who volunteered to provide this survey and by the evaluation team itself. This was to provide as much confidentiality to respondents to respond to the survey questions.

The response rate to the survey, thanks to the cooperation of MoEYS at the central and POE and DOE level and of VSO, is very high with a rate of 92 per cent, which is well above the expected minimum response rate of 50 per cent.

Many of the questions in the survey have asked opinions and assessment of respondents on a five-point scale (1-5). The average value in this scoring range is 3. However, the use of a five-point scale in the Cambodian cultural context deserves some caution in interpretation. Respondents tend to be very kind and give high to very high scores and scores below 3 are not commonly used. And scores below 2 are almost never given. This bias can be filtered out to some extent by looking at the overall average score on all scoring items and to consider that average as a cutting point between higher scores that clearly indicate high appreciation or satisfaction and lower scores that indicate more critical opinions (though not necessarily negative opinions). The overall average score on assessment items among all respondents in the entire survey was 3.98. Where possible, the analysis-focus on relative higher and lower score on the same questions by different stakeholder groups or assessment of the same stakeholder groups on different questions. Comparing the relative differences between these values instead of comparing absolute levels also gives better insight in how respondents appreciate different aspects. In the narrative analysis of the survey results, the above has been considered.

Table 12: General characteristics of respondents (1)

	Q0 School level*			Q1 Gender		Q2 Age group					
	Pre-School/ Primary	Lower Secondary	Higher Secondary	Male	Female	<18	19-24	25-34	35-44	45-54	>55
POEs				76%	22%	1%	3%	8%	43%	34%	11%
DOEs				70%	26%	1%	2%	26%	36%	29%	6%
SDs & Teachers	72%	16%	12%	65%	28%	10%	3%	17%	29%	31%	10%

Green boxes indicate highest scores in survey on the five-point scale; and blue boxes, intermediate scores.

Among the directors and teacher's group, pre-school and primary SDs were by far the biggest group of respondents, which is in line with the overall school composition in Cambodia.

Despite the explicit request to distribute the survey also among female respondents, women are in the minority at all levels. The percentage of women respondents to the survey gradually decreases from 28 per cent at the level of SDs and teachers to 22 per cent at the POE staff level. This general participation of women in the survey is in line with their participation in the education workforce. Women tend to disappear in higher management functions, while at pre-school and primary schools, education statistics show that they are the (large) majority.

While most of the workforce at POE and DOE level is in the age bracket of 35-44, SDs and teachers generally are a bit older than their colleagues in support structures. This indicates that SDs' mobility is less than at POE and DOE level and this is related with education level, as is illustrated in Table 13.

Table 13: Ethnic background of respondents (2)

	Q3 Ethnic background					
	Khmer	Ethnic Minority	Vietnamese	Cham	Lao	Not say
POEs	98%	1%	0%	0%	0%	1%
DOEs	96%	3%	0%	0%	0%	1%
SDs & Teachers	94%	3%	1%	1%	0%	0%

The table above shows that the labour force in the education delivery structure is almost entirely Khmer, and that there are only a few ethnic minorities in the education structure and mostly at school or DOE level. This indicates that the education labour force is not diverse at all.

Table 14: Education of respondents (2)

	Q4 Position			Q6 time in current position (years)					Q7 Education completed					
	Director	Head Techn. Bureau	Other Staff	0-1	1-3	3-5	5-10	10	Lower secondary	Upper secondary	Bachelor	Master	Teacher Training*	Other
POEs	6%	50%	45%	7%	17%	15%	23%	38%	6%	12%	46%	34%		1%
DOEs	19%	27%	54%	9%	19%	21%	29%	22%	10%	47%	35%	8%		0%
SDs & Teachers	78%	4%	18%	5%	14%	15%	26%	40%	14%	35%	23%	6%	21%	0%

The positions of the respondents also represent the composition of the different education structures, with two exceptions: SDs were prioritised in the survey, and it is therefore not surprising that they are by far the majority. The high percentage of other staff at the DOE-level is remarkable. This is most likely to be related with the fact that at the DOE level, many staff members occupy multiple functions.

The time in current position is higher for SDs and POE staff than it is for DOE staff. This indicates that DOEs are more regularly an intermediate career step than POEs and schools. The lower mobility of teachers is likely to be related with the fact that they have generally lower educational. DOE staff is in the middle and has higher qualifications. While POE staff education levels are clearly higher. The career pathways for DOE staff, given that the education delivery structure is pyramid shaped, have more possible continuations than POE level staff.

Table 15: Exposure to training and capacity development by MoEYS

	Q8 Special training received		Q9 initiative to training		Q10 Usefulness training								
	Yes	No	On request	MoEYS unit provides	Technical Knowledge	Management	Planning	EMIS/ QEMIS	Budget & Finance	HRM	M&E	Gender Mainstreaming	Pedagogy*
POEs	48%	40%	9%	66%	4.30	4.30	4.43	4.34	4.32	4.31	4.33	3.98	
DOEs	31%	56%	17%	49%	4.32	4.22	4.25	4.34	4.20	4.30	4.28	4.07	

SDs & Teachers	77%	20%	19%	64%	4.30	4.35	4.28		4.29	4.31	4.18	4.13	4.36

Green boxes indicate highest scores in survey on the five-point scale; orange boxes, lowest scores; and blue boxes, intermediate scores.

The survey findings show that POEs indicate they have received special training and instruction workshops by MoEYS, although not all staff is well aware of this training. The exposure of DOE staff to MoEYS training has been clearly less than was the case at the POE level. SDs and teachers indicate most often that they have been exposed to specific training. This can be explained by the fact that SDs and teachers by default are exposed to more training, provided in pedagogy and teaching processes in the classroom. This training has remained outside the scope of CDPF as much training and support to training is provided through TTCs and TECs and support of DPs is significant. When looking at the perception of quality of training it can also be observed that SDs and teachers show the highest appreciation for teaching in pedagogical skills. POEs have valued most highly the support that has been given in the area of planning, while DOEs show the highest appreciation of support provided in the area of EMIS- and QEMIS-related capacity building. This appreciation is in line with priority areas in MoEYS MPCD 2014-2018.

It is remarkable that all beneficiary groups show the least appreciation with training in gender mainstreaming. This low appreciation reflects two aspects. On the one hand, limited specific training in gender and gender mainstreaming has been provided by MoEYS, and this is also true for the CDPF. On the other hand, it also reflects that the gender concepts that are communicated in workshops (e.g., on gender-disaggregated data collection for EMIS) are not well tailored to facilitate the understanding by target groups.

The survey data furthermore show that for all respondent groups, training and capacity development services are provided more on a supply than a demand basis.

Table 16: Target group trainings priorities

		Q11 Priorities for further professional development								
		Technical Knowledge	Management	Planning	EMIS/ QEMIS	Budgeting & Finance	HRM	M&E	Gender Mainstreaming	Pedagogy*
POEs		4.36	4.31	4.46	4.28	4.38	4.20	4.33	3.81	
DOEs		4.42	4.36	4.43	4.34	4.28	4.29	4.39	4.01	
SDs & Teachers		4.35	4.43	4.38		4.43	4.36	4.25	4.14	4.40

When considering needs and interests of different stakeholder groups in further training and professional development the highest priority is given to planning by POEs and DOEs and to management and budgeting and finance by SDs. This indicates that these POs and DOEs are concerned with preparing the AOPs and ESPs at the district and provincial level. SDs show a specific concern in ensuring that BP and SIG budgets are available and can be invested in SDPs. Attention to AOP planning has been considerable in the CDPF, particularly under pillar 2. Support to School Management and to SDP development was given under both pillar 2 and 5 of the CDPF, and VSO and particularly CARE have provided significant support. However, SDP and school grant support have also been supported by other DPs and NGOs.

All three stakeholder groups are again consistent in indicating clearly lower interest in further training in gender mainstreaming, although through a slightly lesser extent at the SDs' and teacher's level, and this could be related to the fact that they are more directly exposed to gender balance and gender-relations at the student level (that is also monitored already for a longer time through EMIS). The relatively low interest in further training in gender mainstreaming is interesting when considering that there are still many gender-related challenges in education. These challenges are apparently not clearly recognised by different stakeholder groups, or they might have been outpaced by overall positive developments in girl's enrolment and participation in education, particularly at the primary school level.

Table 17: Monitoring and guidance provided in the education delivery system

	Frequency monitoring	Who's providing						Helpfulness	Further Need
	Score	MoEYS	NIE	UNICEF	Local NGO	Int. NGO	Other	Score	Score
POEs	3,.25	63%	6%	18%	4%	4%	2%	4.36	4.30
DOEs	2.92	67%	3%	13%	5%	4%	5%	4.30	4.27
SDs & Teachers	3.05	69%	4%	10%	5%	4%	4%	4.31	4.16

POEs generally indicate that they are most frequently subject to monitoring support in the realisation of their plans. Monitoring at the district level seems to be somewhat less frequently, while SDs indicate that they receive more monitoring support. This is also related to the requirements in the EMIS and QEMIS systems where most of the data needed is provided by schools through the school report cards.

Monitoring support is mostly provided by MoEYS and to a small extent also by UNICEF. Other entities only play a minor role in providing such monitoring support. In general, this monitoring support is highly appreciated by all subnational entities. Somewhat surprising is that despite responding that monitoring is frequent and helpful, all stakeholder groups also indicate that they need more monitoring support. This contradiction in scoring in the survey cannot be well explained.

Table 18: Degree of appreciation of relations and cooperation in the education delivery structure

	Frequency relations							
	Ministry (central dept.)	POE	DOE	SD Peers	SDs	School cluster	DTMT	SSC
POEs	3.94		4.34		3.93	3.30	2.79	2.66
DOEs	2.84	3.83			4.31	3.95	3.47	2.84
SDs & Teachers	2.95	3.44	4.14	3.37		3.63	3.32	4.08

There were several questions on the relations and cooperation between different entities in the MoEYS education delivery sub-system. The table above summarises these relations. One can conclude from this table that DOEs appreciate the intensity of their relations with SDs given that they have the highest score of all relations in this table. This appreciation is reciprocated, also with the highest score by SDs (although their overall scores are slightly lower than those of the other entities). The appreciation of an intense relationship with the DOEs among POE-respondents is also high with the second highest score. Among SDs, the relations with the school support committees are also rated as quite intensive.

Least intensive are the relations between POEs, DTMTs and SSCs because most of the relations run through the DOEs, who are directly relating with these district and school level institutions.

DOEs and SDs indicated that their relations with the MoEYS at the central level are least intensive and run through POEs. Additionally, the relations between DOEs and School Support Committees are least intensive because these SCCs are school-based structures.

Table 19: Type of relations among MoEYS

	Function of relations				
	Share ideas	Monitor	Instruct/Explain	Plan	Collect data
POEs	18%	18%	25%	14%	24%
DOEs	18%	15%	28%	15%	25%
SDs & Teachers	21%	14%	29%	17%	20%

Analysing the nature and primary function of relations, all stakeholder groups indicate that the primary function is to provide instructions and explanations. This is also confirmed in interviews during the field

visits, where many stakeholders indicate that MIS systems and formats have been accompanied by instruction workshops. Many of these workshops have also been supported by CDPF. On several occasions, and also during a previous review of CDPF, it has been observed that the overriding capacity development approach in the past years has been short-term instructional training events.

POEs and DOEs indicate that cooperation around planning has been least intensive. While this is confirmed for DOEs during the field visits and interviews, it is somewhat surprising for the POEs who have been supported quite substantially in planning.

DOEs and SDs indicate that monitoring support (and visits) have been least intensive. With respect to monitoring, the focus has been more on data collection through forms than through visits. At the level of the DTMTs it has been regularly commented that these teams are short-staffed and do not have budgets to exercise their monitoring functions.

Knowledge and awareness of CDPF

Table 20: Knowledge and awareness of CDPF

	Knowledge of CDPF	Support CDPF	Areas of support									Usefulness support
	Score	Score	Technical Knowledge	Management	Planning	M&E	EMIS/QEMIS	Budget & Finance	HRM	Gender equality	Pedagogy*	score
POEs	3.38	3.36	15%	12%	18%	14%	12%	12%	9%	7%		4.47
DOEs	2.85	2.86	15%	13%	16%	15%	11%	12%	9%	6%		4.36
SDs & Teachers	2.89	3.18	14%	13%	14%	12%		13%	10%	10%	9%	4.33

The table above shows that the awareness of CDPF among all stakeholders and the appreciation and the knowledge of specific CDPF support provided have not been high. The average scores on these aspects are among the lowest of the entire survey and well below 3.5 and even below 3. This means that awareness of CDPF is limited and this is particularly so at the level of DOEs and SDs. In terms of support provided by CDPF, this knowledge is particularly limited at the DOE level.

Of the different types of support, knowledge of the different stakeholders is quite equally spread among the different support categories, though slightly lower in the area of HRM and in gender mainstreaming.

The usefulness of the support provided is invariably rated very high by all different stakeholder groups and particularly by the POEs. In combination, the analysis above underscores that the CDPF presence and support at the POE level has been quite substantial, but at the lower sub-national level much less.

Appreciation of developments in education provision at provincial or district level

Table 21: Appreciation of developments in education provision at provincial or district level

	Completion rates girls				Participation ethnic minority children					Participation disabled children		
	Pre-school	Primary	Lower secondary	Higher secondary	Pre-school	Primary	Lower secondary	Higher secondary	Pre-school	Primary	Higher secondary	
POEs	4.03	4.00	3.93	3.88	3.97	4.04	3.81	3.77	3.99	3.93	3.89	3.88
DOEs	4.09	4.12	4.05	4.06	3.97	4.07	3.96	3.88	3.87	3.96	3.90	3.90
SDs & Teachers	4.00				3.88					3.86		

Although the questions above do not directly relate to actions on the ground enabled by CDPF, the answers to the questions above indicate to what extent stakeholder groups see changes in the education delivery at the ultimate target group level.

All stakeholder groups are positive about improved completion rates of girls at different levels of education and the scoring ranges are mostly in the same range, maybe with the exception of the vision of POEs on girl's completion rates at higher secondary level.

On participation rates of ethnic minority groups and disabled children, all stakeholder groups are clearly more concerned, particularly at the DOE and School level and also to a larger extent at higher educational levels.

The response rates on the questions on ethnic minorities and disabled children were quite low at all stakeholder group levels. The non-response on ethnic minority group participation was above 50 per cent, but this can be explained largely by the fact that there are many provinces and districts in the survey that don't have (large) minority groups. This means that this category is not relevant in all regions in Cambodia. The non-response rate on disabled children participation of around 26 per cent, however, is somewhat disconcerting because disabled children are everywhere in Cambodia. The high non-response rate on disabled children in combination with the lower scores on their participation at all levels in education indicates a challenge for further inclusiveness of education in Cambodia and the need for more attention to disability also in CDPF-funded actions.

Appreciation of performance of SDs in school management

Table 22: Appreciation of performance of SDs in school management

	Performance SDs		Performance teachers				Performance SSCs (community participation)	
	Primary	Secondary	Preschool	Primary	Lower secondary	Higher secondary	Primary	Secondary
POEs	3.89	3.89	3.90	3.95	3.92	3.94	3.78	3.74
DOEs	3.97	3.98	4.01	4.01	3.99	4.01	3.85	3.81
SDs & Teachers							4.08	

The final questions in the survey related to the perception of the performance of stakeholders in the education delivery system by other stakeholder groups.

While the responses to these questions are in the higher scoring range, they are all below the score of 4, and considering the positive bias in responses all groups mentioned (SDs, teachers, and SSCs) show clear room for improvement.

POEs are most critical on the performance of all stakeholder groups, and most of all with the SSCs. The relatively low scores on the SSCs are also shared by the DOEs. However, SDs are generally much more positive, but here it should be recognised that they themselves are also part and often chair the SSCs. DOEs are most positive on the performance of SDs and teachers.

Statistical analysis of the survey data

A further statistical analysis was done on different opinions and assessments among respondent groups in the different categories. The following questions were addressed in this statistical analysis.

- Is there a difference in responses to the different questions for men and women?
- Is there a difference in responses to the different questions in administrative capitals and other districts?
- Is there a difference in responses to the different questions for provinces only covered by MoEYS, provinces covered by VSO or joint VSO and CARE covered provinces?
- Is there a difference in responses to the different questions for POE, DOE and SDs levels?

The analysis is carried out on the total sample of respondents. For each variable, the difference among relevant groups of respondents is analysed.

Research Question 1: Is there a difference in responses to the different questions for men and women?

For the categorical variables, a Pearson's Chi-squared test verifying equality of the distribution of responses among men, women have been run. The category "not say" has been disregarded as only 39 responded choose not to declare their sex, thus the inclusion of such a category reduces the meaningfulness and the power of the statistical tests. In the tables, the frequencies for each category are presented in addition to the value of the test statistics and the associated p-value (probability of observing a value of the test statistics larger than the one observed). The null hypothesis of homogeneity of the distribution is rejected when the p-value is lower than 0.05 if we choose the 5 per cent margin of error for the tests. The double asterisks mark the variables for which the distributions for men and women are not consistent (i.e., the difference in the distributions are statistically significant) at a 95 per cent confidence level, i.e., *the variables on which the statistical analysis has found relevant (Pearson's Chi-Squared) differences with a 5 per cent margin of error (co-incidence), or with at least 95 per cent of confidence level.* The variables on which the statistical analysis has found relevant differences with a 10 per cent margin error are marked with one asterisk.

Age	Men	Women
<18	3.07%	10.38%
19-24	0.61%	4.92%
25-34	14.11%	23.5%
35-44	37.83%	30.6%
45-54	36.61%	16.94%
>55	7.77%	13.66%
	100%	100%
	Pearson chi2(5) = 58.29	p-value 0.000**

Women employed in the education delivery systems are younger than men, except in the highest age-bracket above 55, which is likely to be related with life expectancy.

Ethnic group	Men	Women
Khmer	97.57%	94.02%
Ethnic minority	1.42%	3.8%
Cham	0.61%	1.09%
Lao	0%	0.54%
Not say	0.4%	0.54%
	100%	100%
	Pearson chi2(4) = 7.04	p-value=0.13

Position	Men	Women
Director	49.38%	37.22%
Head technical	21.78%	17.78%
Other staff/teacher	28.84%	45%
	100%	100%
	Pearson chi2(2) = 15.52	p-value=0.000**

Men occupy higher positions in the educational delivery system than women.

Arrival in the current position	Men	Women
Applied	18.88%	27.43%
Appointed	70.39%	65.14%
Promoted	10.73%	7.43%
	100%	100%
	Pearson chi2(2) = 6.30	p-value= 0.04**

Men are more likely to be promoted and appointed to positions than women. While women apply more regularly for new positions than men.

Years in the current position	Men	Women
0-1	6.69%	6.63%
1-3	14.81%	18.78%
3-5	18.66%	9.94%
5-10	26.57%	27.07%
>10	33.27%	37.57%
	100%	100%
	Pearson chi2(4) = 8.21	p-value = 0.08*

Education[53]	Men	Women
Lower secondary	11%	12.5%
Upper secondary	28.51%	39.67%
Bachelor	35.23%	22.83%
Master	15.27%	7.07%
Other	9.98%	17.93%
	100%	100%
	Pearson chi2(4) = 25.91	p-value=0.000**

The education level of men in the education system is significantly higher than the level of women.

For score variables, a T-test on the difference of means among women and men has been run. Results are presented in the tables below. The number of observations, averages and standard deviations by gender for each variable are presented, in addition to the value of the T statistics verifying the null hypothesis of equality of means and the p-value in parenthesis. Having chosen a 5 per cent confidence level, the null hypothesis of equality of the means is rejected when a p-value lower than 0.05 is observed. The two asterisks denote the cases in which the null hypothesis of equality of the means is rejected at 5 per cent margin of error, (one asterisk marks rejection at 10 per cent margin of error).

Usefulness of training – technical knowledge	Obs	Mean	Std Dev
Men	450	4.32	0.62
Women	165	4.33	0.64
T test	-0.31 (0.76)		

Usefulness of training – management	Obs	Mean	Std Dev
Men	460	4.31	0.68
Women	155	4.34	0.69
T test	-0.46 (0.6472)		

Usefulness of training – planning	Obs	Mean	Std Dev
Men	456	4.32	0.67
Women	162	4.32	0.78
T test	0.08 (0.93)		

Usefulness of training – EMIS/QEMIS	Obs	Mean	Std Dev
Men	211[54]	4.32	0.72

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[53] Education question for school directors has been recoded: special teacher trainings has been coded as other for ease of comparison. 2 entries have been changed.
[54] Data collected and analysis carried out on POEs and DOEs only.

Women	61	4.36	0.86
T test	-0.39 (0.69)		

Usefulness of training – budgeting and finance	Obs	Mean	Std Dev
Men	437	4.28	0.75
Women	153	4.31	0.74
T test	-0.46 (0.65)		

Usefulness of training – HRM	Obs	Mean	Std Dev
Men	429	4.33	0.65
Women	149	4.34	0.69
T test	-0.11 (0.91)		

Usefulness of training – M&E	Obs	Mean	Std Dev
Men	431	4.23	0.67
Women	152	4.31	0.73
T test	-1.30(0.20)		

Usefulness of training – gender mainstreaming	Obs	Mean	Std Dev
Men	431	4.05	0.68
Women	161	4.21	0.71
T test	-2.60 (0.01)**		

Women show a higher appreciation of the usefulness of capacity development support than men.

Usefulness of training – pedagogy	Obs	Mean	Std Dev
Men	223[55]	4.37	0.60
Women	92	4.37	0.64
T test		0.03 (0.97)	

Professional development priority – technical knowledge	Obs	Mean	Std Dev
Men	436	4.41	0.69
Women	164	4.32	0.73
T test		1.46 (0.15)	

Professional development priority – management	Obs	Mean	Std Dev
Men	445	4.41	0.69
Women	161	4.35	0.73
T test		0.95 (0.34)	

Professional development priority – planning	Obs	Mean	Std Dev
Men	453	4.45	0.66
Women	163	4.34	0.76
T test		1.83 (0.07)*	

Men show a higher interest in continued capacity development support than women.

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[55] Data collection and analysis carried out only for School Directors and Teacher.

Professional development priority – EMIS/QEMIS	Obs	Mean	Std Dev
Men	216[56]	4.33	0.69
Women	62	4.26	0.81
T test		0.68 (0.50)	

Professional development priority – budgeting and finance	Obs	Mean	Std Dev
Men	436	4.42	0.72
Women	160	4.3	0.77
T test		1.84 (0.07)*	

Professional development priority – HRM	Obs	Mean	Std Dev
Men	431	4.32	0.71
Women	153	4.27	0.72
T test		0.75(0.45)	

Professional development priority – M&E	Obs	Mean	Std Dev
Men	426	4.35	0.68
Women	157	4.26	0.79
T test	1.30 (0.20)		

Professional development priority – gender mainstreaming	Obs	Mean	Std Dev
Men	420	4.00	0.79
Women	159	4.13	0.75
T test	-1.89 (0.06)*		

Although with a higher degree of uncertainty, women show a higher interest in continued capacity development in gender mainstreaming.

Professional development priority – pedagogy	Obs	Mean	Std Dev
Men	202[57]	4.45	0.67
Women	87	4.31	0.77
T test	0.97 (0.13)		

Frequency of monitoring	Obs	Mean	Std Dev
Men	481	4.45	0.79
Women	172	4.31	0.87
T test	1.65 (0.10)*		

Helpfulness of monitoring	Obs	Mean	Std Dev
Men	483	4.33	0.58
Women	176	4.32	0.53
T test	0.11 (0.91)		

Further need for monitoring	Obs	Mean	Std Dev
Men	486	4.23	0.69

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[56] Data collection and analysis carried out on POEs and DOEs only.
[57] Data collection and analysis carried out only for School Directors and Teacher.

| Women | 178 | 4.23 | 0.72 |
| T test | -0.03 (0.97) | | |

Knowledge of CDPF	*Obs*	*Mean*	*Std Dev*
Men	440	3.03	0.99
Women	158	2.66	1.014
T test	4.01 (0.0001)**		

Men show a more common knowledge of the CDPF than women.

Support form CDPF	*Obs*	*Mean*	*Std Dev*
Men	413	4.41	1.02
Women	145	4.31	1.06
T test	0.38 (0.71)		

Usefulness of received support	*Obs*	*Mean*	*Std Dev*
Men	413	4.41	0.60
Women	145	4.31	0.56
T test	1.70 (0.09)*		

Men show a higher appreciation of the usefulness of the support received from CDPF-funded interventions.

Improvement in girls completion rate – preschool[58]	*Obs*	*Mean*	*Std Dev*
Men	200	4.02	0.47
Women	69	4.13	0.66
T test	-1.47 (0.14)		

Improvement in girls completion rate – primary school	*Obs*	*Mean*	*Std Dev*
Men	217	4.05	0.46
Women	57	4.14	0.58
T test	-1.23 (0.22)		

Improvement in girls completion rate – lower secondary school	*Obs*	*Mean*	*Std Dev*
Men	210	3.99	0.54
Women	52	4.10	0.63
T test	-1.27 (0.20)		

Improvement in girls completion rate – upper secondary school	*Obs*	*Mean*	*Std Dev*
Men	207	3.96	0.60
Women	51	4.06	0.76
T test	-1.00 (0.32)		

[58] The first four questions in this table have been asked to POEs and DOEs, while the last one was asked only to School Directors and Teachers in relation to their own school. The following two tables on completion rate for ethnic minorities and disables children follow a similar logic.

Improvement in girls completion rate – asked to school directors/teachers	Obs	Mean	Std Dev
Men	226	4.04	0.63
Women	93	4.02	0.53
T test	0.25 (0.80)		

Participation of ethnic minority – preschool	Obs	Mean	Std Dev
Men	94	3.95	0.52
Women	30	4.03	0.61
T test	-0.76 (0.45)		

Participation of ethnic minority – primary school	Obs	Mean	Std Dev
Men	100	4.03	0.48
Women	25	4.16	0.47
T test	-1.21 (0.23)		

Participation of ethnic minority – lower secondary school	Obs	Mean	Std Dev
Men	89	3.85	0.55
Women	21	4.05	0.80
T test	-1.31 (0.19)		

Participation of ethnic minority – upper secondary school	Obs	Mean	Std Dev
Men	88	3.78	0.58
Women	21	4.00	0.77
T test	-1.43 (0.15)		

Participation of ethnic minority – asked to school directors/teachers	Obs	Mean	Std Dev
Men	82	3.84	0.60
Women	43	3.84	0.72
T test	0.04 (0.97)		

Participation of disabled children – preschool	Obs	Mean	Std Dev
Men	176	3.88	0.49
Women	55	4.02	0.56
T test	-1.84 (0.07)		

Participation of disabled children – primary school	Obs	Mean	Std Dev
Men	194	3.92	0.45
Women	48	4.04	0.46
T test	-1.62 (0.11)		

Participation of disabled children – lower secondary school	Obs	Mean	Std Dev
Men	171	3.88	0.49
Women	40	3.98	0.62

T test	-1.08 (0.28)		

Participation of disabled children – upper secondary school	*Obs*	*Mean*	*Std Dev*
Men	164	3.89	0.52
Women	40	3.90	0.63
T test	-0.10 (0.92)		

Participation of disabled children – asked to school directors/teachers	*Obs*	*Mean*	*Std Dev*
Men	173	3.90	0.60
Women	73	3.82	0.69
T test	0.91 (0.36)		

There are no statistically relevant differences in perception of participation of girls, ethnic minorities and disables children in primary and secondary education.

School directors performance improvement – primary	*Obs*	*Mean*	*Std Dev*
Men	232	3.95	0.52
Women	67	3.97	0.60
T test	-0.29 (0.77)		

School directors performance improvement – secondary	Obs	Mean	*Std Dev*
Men	219	3.94	0.53
Women	56	4.04	0.50
T test	-1.27 (0.21)		

Teachers performance improvement – preschool	*Obs*	*Mean*	*Std Dev*
Men	219	3.98	0.48
Women	72	3.97	0.58
T test	0.14 (0.89)		

Teachers performance improvement – primary	Obs	Mean	*Std Dev*
Men	234	4.00	0.44
Women	61	3.98	0.49
T test	-0.13 (0.85)		

Teachers performance improvement – lower secondary	Obs	Mean	*Std Dev*
Men	220	3.97	0.49
Women	55	3.98	0.41
T test	-0.29 (0.90)		

Teachers performance improvement – upper secondary	Obs	Mean	*Std Dev*
Men	218	3.99	0.47
Women	55	4.00	0.33

T test	-0.14 (0.89)		

SSC performance – primary school	*Obs*	*Mean*	*Std Dev*
Men	238	3.81	0.62
Women	63	3.9	0.61
T test	-1.06 (0.29)		

SSC performance – secondary school	Obs	Mean	*Std Dev*
Men	220	3.76	0.60
Women	52	3.88	0.58
T test	-1.37 (0.17)		

SSC performance – school directors and teachers	Obs	Mean	*Std Dev*
Men	228	4.09	0.04
Women	98	4.16	0.06
T test	-0.98 (0.33)		

There are no statistically relevant differences in perception of quality of performance of SSCs, SDs and teachers

Research Question 2: Is there a difference in responses to the different questions for Administrative capital (POEs and DOEs combined) and DOEs in other districts?

For the categorical variables, a Pearson's Chi-Squared test verifying equality of the distribution of responses between the Administrative capital and Other Districts had been run. In the tables, the frequencies for each category are presented in addition to the value of the test statistics and the associated p-value (probability of observing a value of the test statistics larger than the one observed). The null hypothesis of homogeneity of the distribution is rejected when the p-value is lower than 0.05, if we choose the 5 per cent margin of error for the tests. The double asterisks mark the variables for which the distributions for men and women are not consistent (i.e., the difference in the distributions are statistically significant) at a 95 per cent confidence level, i.e., *the variables on which the statistical analysis has found relevant (Person's Chi-Squared) differences with a 5 per cent margin of error (co-incidence), or with at least 95 per cent of confidence level.* The variables on which the statistical analysis has found relevant differences with a 10 per cent margin error are marked with one asterisk. Some questions have been left out of this analysis, as these questions were not comparable.

Age	*Other districts*	*Administrative capital*
<18	7.12%	1.26%
19-24	2.43%	3.14%
25-34	19.79%	7.55%
35-44	31.6%	43.4%
45-54	30.38%	33.96%
>55	8.68%	10.69%
	100%	100%
Pearson chi2(5) = 24.60	p-value 0.000**	

Staff in administrative capitals is generally older than in other districts.

Ethnic group	*Other districts*	*Administrative capital*
Khmer	95.38%	98.11%
Ethnic Minority	2.91%	1.26%
Cham	0.86%	0%

Lao	0.17%	0%
Not say	0.68%	0.63%
	100%	100$%
Pearson chi2(4) = 3.0724	p-value=0.546	

Arrival in the current position	Other districts	Administrative capital
Applied	22.06%	21.53%
Appointed	70.82%	61.11%
Promoted	7.12%	17.36%
	100%	100%
Pearson chi2(2) = 14.65	p-value= 0.001**	

Perception of career development is in administrative capitals show more room for promotion.

Years in the current position	Other districts	Administrative capital
0-1	6.34%	6.92%
1-3	16.1%	16.98%
3-5	16.78%	15.09%
5-10	27.23%	23.27%
>10	33.56%	37.74%
	100%	100%
Pearson chi2(4) = 1.72	p-value = 0.788	

Education[59]	Other districts	Administrative capital
Lower secondary	12.29%	5.66%
Upper secondary	37.71%	11.32%
Bachelor	27.65%	46.54%
Master	6.31%	35.22%
Other	16.04%	1.26%
	100%	100%
Pearson chi2(4) = 151.23	p-value=0.000**	

Respondents in administrative capitals have a significantly higher level of education that their colleagues in other districts.

For score variables, a T-test on the difference of means among Administrative capital districts and other districts has been carried out. Results are presented in the tables below. The number of observations, averages and standard deviations by category of district for each variable are presented, in addition to the value of the T statistics verifying the null hypothesis of equality of means and the p-value in parenthesis. Having chosen a 5 per cent confidence level, the null hypothesis of equality of the means is rejected when a p-value lower than 0.05 is observed. The two asterisks denote the cases in which the null hypothesis of equality of the means is rejected at 5 per cent margin of error, (one asterisk marks rejection at 10 per cent margin of error).

Usefulness of training – technical knowledge	Obs	Mean	Std Dev
Other districts	527	4.31	0.64
Administrative capital	148	4.30	0.61
T test	0.09 (0.93)		

Usefulness of training – management	Obs	Mean	Std Dev
Other districts	526	4.31	0.71

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[59] Education question for school directors has been recoded: special teacher trainings has been coded as other for ease of comparison. 2 entries have been changed.

| Administrative capital | 147 | 4.30 | 0.61 |
| T test | 0.1046 (0.9167) | | |

Usefulness of training – planning	Obs	Mean	Std Dev
Other districts	529	4.27	0.74
Administrative capital	149	4.43	0.63
T test	-2.34 (0.020)**		

Respondents in administrative capitals show a higher appreciation of support provided in planning than their colleagues in other districts.

Usefulness of training – EMIS/QEMIS	Obs	Mean	Std Dev
Other districts	154	4.34	0.811
Administrative capital	126	4.34	0.67
T test	0.03 (0.98)		

Usefulness of training – budgeting and finance	Obs	Mean	Std Dev
Other districts	513	4.27	0.78
Administrative capital	136	4.32	0.70
T test	-0.77 (0.44)		

Usefulness of training – HRM	Obs	Mean	Std Dev
Other districts	500	4.31	0.67
Administrative capital	132	4.31	0.69
T test	-0.01 (0.99)		

Usefulness of training – M&E	Obs	Mean	Std Dev
Other districts	503	4.21	0.71
Administrative capital	138	4.33	0.62
T test	-1.81 (0.07) *		

Usefulness of training – gender mainstreaming	Obs	Mean	Std Dev
Other districts	525	4.11	0.69
Administrative capital	126	3.98	0.72
T test	1.95 (0.05)*		

Professional development priority – technical knowledge	Obs	Mean	Std Dev
Other districts	526	4.37	0.72
administrative capital	135	4.36	0.66
T test	0.2769 (0.7819)		

Professional development priority – management	Obs	Mean	Std Dev
Other districts	531	4.41	0.69
Administrative capital	136	4.31	0.66
T test	1.49 (0.14)		

Professional development priority – planning	Obs	Mean	Std Dev
Other districts	539	4.40	0.72

Administrative capital	138	4.46	0.62
T test	-1.03 (0.31)		

Respondents in administrative capitals indicate a higher priority for planning capacity development support.

Professional development priority – EMIS/QEMIS	*Obs*	*Mean*	*Std Dev*
Other districts	167	4.33	0.72
Administrative capital	121	4.28	0.73
T test	0.63 (0.53)		

Professional development priority – budgeting and finance	*Obs*	*Mean*	*Std Dev*
Other districts	520	4.38	0.74
Administrative capital	135	4.38	0.74
T test	-0.01 (0.99)		

Professional development priority – HRM	*Obs*	*Mean*	*Std Dev*
Other districts	504	4.34	0.71
Administrative capital	138	4.20	0.77
T test	2.01 (0.04)**		

Respondents in other districts indicate a higher priority for HRM capacity development support.

Professional development priority – M&E	*Obs*	*Mean*	*Std Dev*
Other districts	504	4.30	0.73
Administrative capital	138	4.33	0.68
T test	-0.46(0.65)		

Professional development priority – gender mainstreaming	*Obs*	*Mean*	*Std Dev*
Other districts	498	4.09	0.75
administrative aapital	138	3.81	0.83
T test	3.81 (0.0002)**		

Respondents in other districts indicate a higher priority for gender mainstreaming capacity development support.

Frequency of monitoring	*Obs*	*Mean*	*Std Dev*
Other districts	567	3.00	0.78
Administrative capital	151	3.25	0.92
T test	-3.37 (0.0008)**		

Respondents in administrative capital indicate they receive more frequent monitoring visits than their colleagues in other districts.

Helpfulness of monitoring	*Obs*	*Mean*	*Std Dev*
Other districts	572	4.31	0.57
Administrative capital	154	4.36	0.51
T test	-0.94 (0.35)		

Further need for monitoring	*Obs*	*Mean*	*Std Dev*
Other districts	577	4.20	0.77

Administrative capital	157	4.30	0.60
T test	-1.56 (0.12)		

Knowledge of CDPF	Obs	Mean	Std Dev
Other districts	507	2.79	1.01
Administrative capital	155	3.32	0.91
T test	-5.83 (0.0000)**		

The CDPF is clearly less known in districts outside the administrative capital level.

Support of of CDPF	Obs	Mean	Std Dev
Other districts	507	2.79	1.01
Administrative capital	155	3.32	0.91
T test	-5.83 (0.0000)**		

Respondents in administrative capitals indicate they have received more support from CDPF than their colleagues in other districts.

Usefulness of received support	Obs	Mean	Std Dev
Other districts	470	4.34	0.60
Administrative capital	152	4.45	0.51
T test	-1.81 (0.07)*		

And to a lesser extent, this support is also more highly appreciated.

Research Question 3: Is there a difference in responses to the different questions for provinces only covered by MoEYS, VSO covered provinces and joint VSO and CARE covered provinces?

For the categorical variables, a Pearson's Chi-squared test verifying equality of the distribution of responses among MoEYS covered, VSO covered and VSO-CARE covered districts is carried out. In the tables, the distribution of the frequencies for each category are presented in addition to the value of the test statistics and the associated p-value (probability of observing a value of the test statistics larger than the one observed). The null hypothesis of homogeneity of the distribution is rejected when the p-value is lower than 0.05, if we choose the 5 per cent margin of error for the tests. The double asterisks mark the variables for which the distributions for the various categories of provinces are not consistent (i.e., the difference in the distributions are statistically significant) at a 95 per cent confidence level, i.e., *the variables on which the statistical analysis has found relevant (Person's Chi-Squared) differences with a 5 per cent margin of error (co-incidence), or with at least 95 per cent of confidence level.* The variables on which the statistical analysis has found relevant differences with a 10 per cent margin error are marked with one asterisk.

Age	MoEYS	VSO	VSO – CARE
<18	4.45%	7.26%	6.17%
19-24	1.48%	2.52 %	7.41%
25-34	17.51%	11.99%	35.80%
35-44	32.94%	35.02%	35.80%
45-54	32.34%	34.38 %	13.58%
>55	11.28%	8.83%	1.23%
	100%	100%	100%
Pearson chi2(10) = 49.27	p-value= 0.000**		

Education staff in Mondulkiri and Ratanakiri are younger than in other provinces.

Ethnic group	MoEYS	VSO	VSO – CARE
Khmer	97.33%	98.77%	79.27%

Ethnic minority	1.19%	0.00%	18.29%
Cham	0.59%	0.93%	0.00%
Lao	0.00%	0.00%	1.22%
Not say	0.89%	0.31%	1.22%
	100%	100%	100%
Pearson chi2() = 103.06	p-value=0.000***		

Ethnic minority staff in the education sector only occurs in Mondulkiri and Ratanikiri.

Position	MoEYS	VSO	VSO – CARE
Director	43.77%	52.35%	37.50%
Head technical	21.88%	18.81 %	12.50%
Other staff/teacher	34.35%	28.84%	50.00%
	100%	100%	100%
Pearson chi2(4) = 15.86	p-value=0.003**		

Education staff in Mondulkiri and Ratanakiri occupy significantly lower positions than other provinces.

Arrival in the current position	MoEYS	VSO	VSO – CARE
Applied	20.63%	22.26%	26.32%
Appointed	71.25%	66.77%	67.11%
Promoted	8.13%	10.97%	6.58%
	100%	100%	100%
Pearson chi2(4) = 3.45	p-value= 0.49		

Years in the current position	MoEYS	VSO	VSO – CARE
0-1	5.36%	7.43%	7.14%
1-3	17.56%	15.17%	15.48%
3-5	17.86%	15.48%	14.29%
5-10	23.51%	27.24%	34.52%
>10	35.71%	34.67%	28.57%
	100%	100%	100%
Pearson chi2(8) = 6.86	p-value = 0.55		

Education[60]	MoEYS	VSO	VSO – CARE
Lower secondary	10.88%	9.32%	16.87%
Upper secondary	30.88%	30.12%	44.58%
Bachelor	31.18%	36.65%	14.46%
Master	16.18%	10.87%	3.61%
Other	10.88%	13.04%	20.48%
	100%	100%	100%
Pearson chi2(8) = 32.74	p-value=0.000**		

Staff educational background in Mondulkiri and Ratanakiri is lower than in other provinces.

For score variables, the Anova analysis explores the difference of means among the three categories of districts (MoEYS covered, VSO covered and VSO-CARE covered). Results are presented in the tables below. Number of observations and averages by category for each variable are presented, in addition to the value of the test statistics verifying the null hypothesis of equality of means and the p-value in parenthesis. Having chosen a 5 per cent confidence level, the null hypothesis of equality of the means is rejected when a p-value lower than 0.05 is observed. The two asterisks denote the cases in which the null

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[60] Education question for school directors has been recoded: special teacher trainings has been coded as other for ease of comparison. 2 entries have been changed.

hypothesis of equality of the means is rejected at 5 per cent margin of error, (one asterisk marks rejection at 10 per cent margin of error).

Usefulness of training – technical knowledge	Mean	Std Dev	Freq
MoEYS provinces	4.28	0.66	316
VSO provinces	4.39	0.60	288
VSO – CARE provinces	4.10	0.66	71
Anova	6.26 (0.002) **		

Technical knowledge training is seen as less useful in Mondulkiri and Ratanakiri than in other provinces.

Usefulness of training – management	Mean	Std Dev	Freq
MoEYS provinces	4.28	0.66	315
VSO provinces	4.39	0.71	288
VSO – CARE provinces	4.09	0.72	70
Anova	- 5.98 (0.003)**		

Management training is seen as less useful in Mondulkiri and Ratanakiri than in other provinces.

Usefulness of training – planning	Mean	Std Dev	Freq
MoEYS provinces	4.28	0.70	318
VSO provinces	4.38	0.71	291
VSO – CARE provinces	4.14	0.81	69
Anova	3.42 (0.03)**		

Planning training is seen as less useful in Mondulkiri and Ratanakiri than in other provinces.

Usefulness of training – EMIS/QEMIS	Mean	Std Dev	Freq
MoEYS provinces	4.35	0.80	141
VSO provinces	4.36	0.68	116
VSO – CARE provinces	4.22	0.80	23
Anova	0.36 (0.70)		

Usefulness of training – budgeting and finance	Mean	Std Dev	Freq
MoEYS provinces	4.22	0.77	304
VSO provinces	4.37	0.74	281
VSO – CARE provinces	4.14	0.75	64
Anova	4.18 (0.02)		

Usefulness of training – HRM	Mean	Std Dev	Freq
MoEYS provinces	4.28	0.65	295
VSO provinces	4.38	0.68	273
VSO – CARE provinces	4.16	0.74	64
Anova	3.53 (0.03)**		

HRM training is seen as less useful in Mondulkiri and Ratanakiri than in other provinces.

Usefulness of training – M&E	Mean	Std Dev	Freq
MoEYS provinces	4.21	0.69	290
VSO provinces	4.31	0.70	284

| VSO – CARE provinces | 4.06 | 0.67 | 67 |
| Anova | 4.00   (0.02)** | | |

M&E training is seen as less useful in Mondulkiri and Ratanakiri then in other provinces.

Usefulness of training – gender mainstreaming	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.07	0.70	299
VSO provinces	4.13	0.70	286
VSO – CARE provinces	3.98	0.64	66
Anova	1.28 (0.28)		

Usefulness of training – pedagogy	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.36	0.59	156
VSO provinces	4.43	0.62	164
VSO – CARE provinces	4.13	0.65	46
Anova	4.41 (0.01)		

Professional development priority – technical knowledge	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.36	0.70	303
VSO provinces	4.43	0.68	288
VSO – CARE provinces	4.17	0.82	70
Anova	3.72 (0.02)		

Technical knowledge is seen as less of a capacity development need in Mondulkiri and Ratanakiri than in other provinces.

Professional development priority – management	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.39	0.66	307
VSO provinces	4.42	0.66	289
VSO – CARE provinces	4.21	0.83	71
Anova	2.75 (0.06)[*]		

Professional development priority – planning	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.39	0.72	312
VSO provinces	4.48	0.64	295
VSO – CARE provinces	4.17	0.80	70
Anova	5.94 (0.003)**		

Planning is less seen as a capacity development need in Mondulkiri and Ratanakiri than in other provinces. In VSO-covered provinces, planning is seen as a clearly higher need.

Professional development priority – EMIS/QEMIS	*Mean*	*Std Dev*	*Freq*
MoEYS provinces	4.20	0.78	138
VSO provinces	4.44	0.65	126
VSO – CARE provinces	4.25	0.68	24
Anova	3.85 (0.02)**		

EMIS and QEMIS M&E is seen more as a capacity development need in VSO covered provinces than other provinces.

Professional development priority – budgeting and finance	Mean		Std Dev	Freq
MoEYS provinces	4.37		0.72	299
VSO provinces	4.44		0.72	288
VSO – CARE provinces	4.15		0.89	68
Anova	4.43	(0.01)**		

Budget and Financing is less seen as a capacity development need in Mondulkiri and Ratanakiri than in other provinces.

Professional development priority – HRM	Mean		Std Dev	Freq
MoEYS provinces	4.29		0.73	293
VSO provinces	4.36		0.70	278
VSO – CARE provinces	4.13		0.77	71
Anova	3.11	(0.05)**		

HRM is less seen as a capacity development need in Mondulkiri and Ratanakiri than in other provinces.

Professional development priority – M&E	Mean		Std Dev	Freq
MoEYS provinces	4.33		0.71	297
VSO provinces	4.35		0.71	281
VSO – CARE provinces	4.03		0.76	64
Anova	5.38	(0.005)**		

M&E is less seen as a capacity development need in Mondulkiri and Ratanakiri than in other provinces.

Professional development priority – gender mainstreaming	Mean		Std Dev	Freq
MoEYS provinces	4.04		0.79	297
VSO provinces	4.04		0.77	275
VSO – CARE provinces	3.95		0.79	64
Anova	0.37	(0.69)		

Professional development priority – pedagogy	Mean		Std Dev	Freq
MoEYS provinces	4.47		0.62	148
VSO provinces	4.39		0.74	148
VSO – CARE provinces	4.25		0.81	40
Anova	1.60	(0.20)		

Frequency of monitoring	Mean		Std Dev	Freq
MoEYS provinces	3.09		0.74	334
VSO provinces	3.04		0.88	306
VSO – CARE provinces	2.94		0.84	78
Anova	1.23	(0.29)		

Helpfulness of monitoring	Mean		Std Dev	Freq
MoEYS provinces	4.34		0.58	334
VSO provinces	4.30		0.51	315
VSO – CARE provinces	4.34		0.68	77
Anova	0.40	(0.67)		

Further need for monitoring	Mean	Std Dev	Freq
MoEYS provinces	4.25	0.68	330
VSO provinces	4.19	0.80	321
VSO – CARE provinces	4.23	0.72	83
Anova	0.52 (0.59)		

Knowledge of CDPF	Obs	Mean	Freq
MoEYS provinces	2.95	1.04	298
VSO provinces	2.88	0.96	289
VSO – CARE provinces	2.89	1.13	75
Anova	0.41 (0.67)		

Support from CDPF	Mean	Std Dev	Freq
MoEYS provinces	3.12	1.04	263
VSO provinces	3.08	0.97	246
VSO – CARE provinces	3.20	1.17	64
Anova	0.37 (0.69)		

Usefulness of received support	Mean	Std Dev	Freq
MoEYS provinces	4.33	0.63	277
VSO provinces	4.41	0.54	275
VSO – CARE provinces	4.40	0.55	70
Anova	1.23 (0.29)		

Improvement in girls completion rate – preschool[61]	Mean	Std Dev	Freq
MoEYS provinces	4.08	0.62	136
VSO provinces	4.06	0.44	119
VSO – CARE provinces	4.03	0.47	33
Anova	0.14 (0.87)		

Improvement in girls completion rate – primary school	Mean	Std Dev	Freq
MoEYS provinces	4.07	0.52	128
VSO provinces	4.05	0.49	124
VSO – CARE provinces	4.19	0.40	32
Anova	1.01 (0.37)		

Improvement in girls completion rate – lower secondary school	Mean	Std Dev	Freq
MoEYS provinces	4.01	0.63	129
VSO provinces	3.97	0.54	115
VSO – CARE provinces	4.13	0.43	30
Anova	0.92 (0.40)		

Improvement in girls completion rate – upper secondary school	Mean	Std Dev	Freq
MoEYS provinces	4.04	0.65	126

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[61] The first four questions in this table have been asked to POEs and DOEs, while the last one was asked only to SDs and teachers in relation to their own school. The following two tables on completion rate for ethnic minorities and disabled children follow a similar logic.

VSO provinces	3.90		0.63	115
VSO – CARE provinces	4.15		0.46	26
Anova	2.35	(0.10)		

Improvement in girls completion rate – asked to school directors/teachers	Mean		Std Dev	Freq
MOEYS provinces	3.97		0.62	153
VSO provinces	3.99		0.61	171
VSO – CARE provinces	4.15		0.66	47
Anova	1.57	(0.21)		

Participation of ethnic minority – preschool	Mean		Std Dev	Freq
MOEYS provinces	4.06		0.61	52
VSO provinces	3.85		0.51	46
VSO – CARE provinces	4		0.43	33
Anova	1.94	(0.15)		

Participation of ethnic minority – primary school	Mean		Std Dev	Freq
MOEYS provinces	4.1		0.51	50
VSO provinces	3.96		0.53	50
VSO – CARE provinces	4.125		0.34	32
Anova	1.53	(0.22)		

Participation of ethnic minority – lower secondary school	Mean		Std Dev	Freq
MOEYS provinces	4.04		0.56	46
VSO provinces	3.64		0.65	44
VSO – CARE provinces	4.07		0.47	28
Anova	7.31	(0.001)**		

Participation of ethnic minority – upper secondary school	Mean		Std Dev	Freq
MOEYS provinces	4		0.56	45
VSO provinces	3.56		0.59	45
VSO – CARE provinces	4.04		0.62	24
Anova	8.40	(0.0004)		

Participation of ethnic minority – asked to school directors/teachers	Mean		Std Dev	Freq
MOEYS provinces	3.67		0.55	54
VSO provinces	3.93		0.66	55
VSO – CARE provinces	4.10		0.62	42
Anova	6.05	(0.003)**		

The VSO and CARE support in Mondulkiri and Ratanikiri and VSO SEM support in other provinces seems to have had a positive effect on awareness and appreciation of ethnic minorities in education. This can also be explained by the fact that CARE has selected ethnic minority provinces to work in and VSO has selected disadvantaged provinces and districts. However, in VSO covered districts this effect cannot be seen at the secondary education level.

Participation of disabled children – preschool	Mean		Std Dev	Freq
MOEYS provinces	3.98		0.52	112
VSO provinces	3.86		0.49	100
VSO – CARE provinces	3.81		0.48	27
Anova	2.11	(0.12)		

Participation of disabled children – primary school	Mean		Std Dev	Freq
MOEYS provinces	4.01		0.42	119
VSO provinces	3.92		0.46	100
VSO – CARE provinces	3.79		0.56	29
Anova	2.90	(0.057)*		

Participation of disabled children – lower secondary school	Mean		Std Dev	Freq
MOEYS provinces	3.95		0.46	107
VSO provinces	3.84		0.58	90
VSO – CARE provinces	3.83		0.49	23
Anova	1.32	(0.27)		

Participation of disabled children – upper secondary school	Mean		Std Dev	Freq
MOEYS provinces	3.98		0.51	102
VSO provinces	3.81		0.58	88
VSO – CARE provinces	3.85		0.49	20
Anova	2.52	(0.08)*		

Participation of disabled children – asked to school directors/teachers	Mean		Std Dev	Freq
MOEYS provinces	3.90		0.59	127
VSO provinces	3.86		0.64	118
VSO – CARE provinces	3.73		0.69	37
Anova	1.03	(0.36)		

School directors performance improvement – primary	Mean		Std Dev	Freq
MOEYS provinces	3.97		0.53	144
VSO provinces	3.90		0.53	134
VSO – CARE provinces	4		0.61	33
Anova	0.67	(0.51)		

School directors performance improvement – secondary	Mean		Std Dev	Freq
MOEYS provinces	3.95		0.53	137
VSO provinces	3.90		0.54	122
VSO – CARE provinces	4.11		0.50	28
Anova	1.71	(0.18)		

Teachers performance improvement – preschool	Mean		Std Dev	Freq
MOEYS provinces	3.97		0.57	144

VSO provinces	3.94	0.47	127
VSO – CARE provinces	4.03	0.46	34
Anova	0.47 (0.63)		

Teachers performance improvement – primary	Mean	Std Dev	Freq
MOEYS provinces	4.02	0.47	142
VSO provinces	3.95	0.42	130
VSO – CARE provinces	3.97	0.51	35
Anova	0.94 (0.39)		

Teachers performance improvement – lower secondary	Mean	Std Dev	Freq
MOEYS provinces	4.01	0.47	134
VSO provinces	3.89	0.46	121
VSO – CARE provinces	4.03	0.55	31
Anova	2.43 (0.09)*		

Teachers performance improvement – upper secondary	Mean	Std Dev	Freq
MOEYS provinces	4.03	0.45	136
VSO provinces	3.91	0.45	120
VSO – CARE provinces	4.11	0.43	26
Anova	3.49 (0.03)**		

Teachers' performance is more highly appreciated in provinces covered by CARE and VSO, which is particularly related to the School Management project of CARE implemented in Mondulkiri and Ratanakiri (as could be confirmed in interviews). The VSO SEM project in VSO-covered provinces did not have clear effects on teachers' performance as this appreciation is less than in provinces covered by MoEYS only (without additional VSO coaching support).

SSC performance – primary school	Mean	Std Dev	Freq
MOEYS provinces	3.86	0.63	143
VSO provinces	3.72	0.65	135
VSO – CARE provinces	4.09	0.37	35
Anova	5.31 (0.005)*		

SSC performance – secondary school	Mean	Std Dev	Freq
MOEYS provinces	3.83	0.63	131
VSO provinces	3.67	0.60	121
VSO – CARE provinces	4.03	0.18	30
Anova	5.46 (0.005)**		

SSC performance – school directors and teachers	Mean	Std Dev	Freq
MOEYS provinces	4.05	0.72	157
VSO provinces	4.09	0.58	175
VSO – CARE provinces	4.19	0.58	47
Anova	0.87 (0.42)		

The appreciation of performance of SSCs is clearly higher in the provinces where both VSO and CARE were active and this is particularly related to the School Management project of CARE implemented in Mondulkiri and Ratanakiri.

Research Question 4: Is there a difference in responses to the different questions for POE, DOE and SDs levels?

For the categorical variables, a Pearson's Chi-Squared test verifying equality of the distribution of responses from POEs, DOEs and SDs was performed. In the tables, the distributions of the frequencies for each category are presented in addition to the value of the test statistics and the associated p-values (probability of observing a value of the test statistics larger than the one observed). The null hypothesis of homogeneity of the distributions is rejected when the p-value is lower than 0.05, if we choose the 5 per cent margin of error for the tests. The two asterisks mark the variables for which the distributions for the various categories of provinces are not consistent (i.e., the difference in the distributions are statistically significant) at a 95 per cent confidence level, i.e., *the variables on which the statistical analysis has found relevant (Person's Chi-Squared) differences with a 5 per cent margin of error (co-incidence), or with at least 95 per cent of confidence level.* The variables on which the statistical analysis has found relevant differences with a 10 per cent margin error are marked with one asterisk.

Age	DOE	School directors	POE
<18	0.99%	10.43%	1.26%
19-24	1.98%	2.67%	3.14%
25-34	26.24%	16.31%	7.55%
35-44	35.64%	29.41%	43.4%
45-54	28.71%	31.28%	33.96%
>55	6.44%	9.89%	10.69%
	100%	100%	100%
Pearson chi2(10) = 55.85	p-value= 0.000**		

POE staff is generally older than SDs, and DOE staff is generally younger than SDs and POE staff.

Ethnic group	DOE	School directors	POE
Khmer	95.57%	95.28%	98.11%
Ethnic minority	2.96%	2.89%	1.26%
Cham	0%	1.31%	0%
Lao	0%	0.26%	0%
Not say	1.48%	0.26%	0.63%
	100%	100%	100%
Pearson chi2(8) = 10.05	p-value=0.26		

Position	DOE	School directors	POE
Director	18.97%	77.49%	5.3%
Head technical	26.67%	4.19%	49.01%
Other staff/teacher	54.36%	18.32%	45.7%
	100%	100%	100%
Pearson chi2(4) = 341.02	p-value=0.000**		

The staff composition in DOEs show a significant percentage of other staff. This is likely related to the fact that DOEs often have limited number of staff and different functions have to be combined.

Arrival in the current position	DOE	School directors	POE
Applied	22.63%	21.77%	21.53%
Appointed	70%	71.24%	61.11%
Promoted	7.37%	6.99%	17.36%
	100%	100%	100%
Pearson chi2(4) = 14.74	p-value= 0.005**		

The POE office positions show a clearly higher potential for career development and promotions than DOEs and SDs, and it is likely (corroborated in interviews) that DOE staff and sometimes SDs follow career paths that lead to POEs.

Years in the current position	DOE	School directors	POE
0-1	8.96%	4.96%	6.92%
1-3	19.4%	14.36%	16.98%
3-5	20.9%	14.62%	15.09%
5-10	28.86%	26.37%	23.27%
>10	21.89%	39.69%	37.74%
	100%	100%	100%
Pearson chi2(8) = 22.61	p-value = 0.004**		

DOE staff shows the highest mobility; POE staff shows considerably more job continuity, and school directors show even a slightly higher continuity in their jobs.

Education[62]	DOE	School directors	POE
Lower secondary	8.91%	14.06%	5.66%
Upper secondary	47.03%	32.81%	11.32%
Bachelor	35.64%	23.44%	46.54%
Master	7.92%	5.47%	35.22%
Other	0.5%	24.22%	1.26%
	100%	100%	100%
Pearson chi2(8) = 227.47	p-value=0.000**		

POE staff has more highly educated staff, followed by DOEs; SDs generally have the lowest qualifications.

For score variables, the Anova analysis explores the difference of means among the three categories of respondents (DOEs, POEs and SDs). Results are presented in the tables below. Number of observations and averages by category for each variable are presented, in addition to the value of the test statistics verifying the null hypothesis of equality of means and the p-value in parenthesis. Having chosen a 5 per cent confidence level, the null hypothesis of equality of the means is rejected when a p-value lower than 0.05 is observed. The two asterisks denote the cases in which the null hypothesis of equality of the means is rejected at 5 per cent margin of error, (one asterisk marks rejection at 10 per cent margin of error). Some questions have been left out of the analysis, and part of the analysis is carried out only with respect to POEs and DOEs as some questions were not comparable among the three groups.

Usefulness of training – technical knowledge	Mean	Std Dev	Freq
DOE	4.32	0.68	174
School directors	4.31	0.63	353
POE	4.30	0.61	148
Anova	0.02 (0.98)		

Usefulness of training – management	Mean	Std Dev	Freq
DOE	4.22	0.81	172
School directors	4.35	0.66	354
POE	4.30	0.61	147
Anova	2.22 (0.11)		

Usefulness of training – planning	Mean	Std Dev	Freq

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[62] Education question for school directors has been recoded: special teacher trainings has been coded as other for ease of comparison. 2 entries have been changed.

DOE	4.25	0.82	173
School directors	4.28	0.70	356
POE	4.43	0.63	149
Anova	2.82 (0.06)*		

Usefulness of training – EMIS/QEMIS	Mean	Std Dev	Freq
DOE	4.34	0.81	154
POE	4.34	0.67	126
Anova	0.00 (0.97)		

Usefulness of training – budgeting and finance	Mean	Std Dev	Freq
DOE	4.2	0.89	165
School directors	4.30	0.71	348
POE	4.32	0.70	136
Anova	1.24 (0.29)		

Usefulness of training – HRM	Mean	Std Dev	Freq
DOE	4.30	0.72	155
School directors	4.32	0.65	345
POE	4.31	0.69	132
Anova	0.04 (0.96)		

Usefulness of training – M&E	Mean	Std Dev	Freq
DOE	4.28	0.75	167
School directors	4.18	0.69	336
POE	4.33	0.62	138
Anova	4.00 (0.02)**		

POEs have a higher appreciation of the usefulness of training in M&E than their colleagues at the DOE level, and SDs see the least usefulness.

Usefulness of training – gender mainstreaming	Mean	Std Dev	Freq
DOE	4.07	0.71	167
School directors	4.13	0.68	358
POE	3.9	0.72	126
Anova	2.41 (0.0907)*		

Professional development priority – technical knowledge	Mean	Std Dev	Freq
DOE	4.42	0.65	176
School directors	4.35	0.75	350
POE	4.36	0.66	135
Anova	0.59 (0.55)		

Professional development priority – management	Mean	Std Dev	Freq
DOE	4.36	0.67	177
School directors	4.43	0.70	354
POE	4.31	0.66	136
Anova	1.84 (0.16)		

Professional development priority – planning	Mean		Std Dev	Freq
DOE	4.43		0.72	187
School directors	4.38		0.72	352
POE	4.46		0.62	138
Anova	0.84	(0.43)		

Professional development priority – EMIS/QEMIS	Mean		Std Dev	Freq
DOE	4.34		0.72	167
POE	4.28		0.73	121
Anova	0.40	(0.53)		

Professional development priority – budgeting and finance	Mean		Std Dev	Freq
DOE	4.28		0.79	176
School directors	4.42		0.71	344
POE	4.38		0.74	135
Anova	2.10	(0.12)		

Professional development priority – HRM	Mean		Std Dev	Freq
DOE	4.29		0.75	168
School directors	4.36		0.68	336
POE	4.20		0.77	138
Anova	2.48	(0.08)*		

Professional development priority – M&E	Mean		Std Dev	Freq
DOE	4.39		0.74	176
School directors	4.26		0.73	328
POE	4.33		0.68	138
Anova	1.98	(0.14)		

Professional development priority – gender mainstreaming	Mean		Std Dev	Freq
DOE	4.01		0.80	168
School directors	4.14		0.73	330
POE	3.81		0.83	138
Anova	8.95	(0.0001)**		

POE staff is clearly less interested in continued gender mainstreaming capacity support than their colleagues at the DOE level. SDs show the highest interest in this support (though compared with other technical support areas interest in gender is clearly lower).

Frequency of monitoring	Mean		Std Dev	Freq
DOE	2.92		0.89	195
School directors	3.05		0.70	372
POE	3.25		0.92	151
Anova	7.32	(0.0007)**		

POE staff indicates that monitoring occurs frequently, while this rate is much lower at the level of DOE and School Directors. This difference is likely to be related to the fact that POE staff is responsible to provide this monitoring support while districts and schools receive this support and are more likely to see gaps in this monitoring delivery.

Helpfulness of monitoring	Mean	Std Dev	Freq
DOE	4.30	0.63	198
School directors	4.32	0.54	374
POE	4.36	0.51	154
Anova	0.50 (0.61)		

Further need for monitoring	Mean	Std Dev	Freq
DOE	4.27	0.73	199
School directors	4.16	0.79	378
POE	4.30	0.60	157
Anova	2.61 (0.07)*		

Knowledge of CDPF	Obs	Mean	Freq
DOE	2.76	0.99	180
School directors	2.80	1.02	327
POE	3.32	0.91	155
Anova	17.14 (0.0000)**		

Knowledge of CDPF among POE staff is much higher than among SDs and DOE staff.

Support from CDPF	Mean	Std Dev	Freq
DOE	2.85	1.04	150
School directors	3.12	1.06	275
POE	3.37	0.87	148
Anova	10.09 (0.0000)**		

POEs indicate that they receive support from CDPF more often than SDs, and DOE staff indicates that they receive clearly less support.

Usefulness of received support	Mean	Std Dev	Freq
DOE	4.38	0.68	164
School directors	4.33	0.56	306
POE	4.45	0.51	152
Anova	1.95 (0.14)		

Improvement in girls completion rate – preschool[63]	Mean	Std Dev	Freq
DOE	4.09	0.50	181
POE	4.03	0.59	107
Anova	0.86 (0.35)		

Improvement in girls completion rate – primary school	Mean	Std Dev	Freq
DOE	4.12	0.48	180
POE	4	0.52	104
Anova	3.69 (0.06)*		

Improvement in girls completion rate – lower secondary school	Mean	Std Dev	Freq

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[63] The first four questions in this table have been asked to POEs and DOEs, while the last one was asked only to SDs and teachers in relation to their own school. The two following tables on completion rate for ethnic minorities and disables children follow a similar logic.

DOE	4.05	0.58	175
POE	3.93	0.56	99
Anova	2.88 (0.09)*		

Improvement in girls completion rate – upper secondary school	*Mean*	*Std Dev*	*Freq*
DOE	4.06	0.62	169
POE	3.88	0.63	98
Anova	5.22 (0.02)**		

DOEs seem more worried about participation of girls in higher secondary education.

Participation of ethnic minority – preschool	*Mean*	*Std Dev*	*Freq*
DOE	3.97	0.60	73
POE	3.97	0.46	58
Anova	0.01 (0.94)		

Participation of ethnic minority – primary school	*Mean*	*Std Dev*	*Freq*
DOE	4.07	0.53	75
POE	4.04	0.42	57
Anova	0.14 (0.71)		

Participation of ethnic minority – lower secondary school	*Mean*	*Std Dev*	*Freq*
DOE	3.64	0.65	44
POE	4.04	0.56	46
Anova	7.31 (0.001)**		

Participation of ethnic minority – upper secondary school	*Mean*	*Std Dev*	*Freq*
DOE	3.88	0.66	67
POE	3.77	0.56	47
Anova	0.94 (0.34)		

DOEs seem more worried about participation of ethnic minorities in lower secondary education.

Participation of disabled children – preschool	*Mean*	*Std Dev*	*Freq*
DOE	3.87	0.56	154
POE	3.99	0.39	85
Anova	3.00 (0.08)*		

Participation of disabled children – primary school	*Mean*	*Std Dev*	*Freq*
DOE	3.96	0.49	159
POE	3.93	0.39	89
Anova	0.15 (0.70)		

Participation of disabled children – lower secondary school	*Mean*	*Std Dev*	*Freq*
DOE	3.90	0.55	144

	Mean		Std Dev	Freq
POE	3.89		0.45	76
Anova	0.00	(0.99)		

Participation of disabled children – upper secondary school	Mean		Std Dev	Freq
DOE	3.90		0.57	136
POE	3.88		0.50	74
Anova	0.11	(0.74)		

School directors' performance improvement – primary	Mean		Std Dev	Freq
DOE	3.97		0.53	190
POE	3.89		0.56	121
Anova	1.66	(0.20)		

School directors' performance improvement- secondary	Mean		Std Dev	Freq
DOE	3.98		0.48	181
POE	3.89		0.61	106
Anova	1.96	(0.16)		

Teachers performance improvement – preschool	Mean		Std Dev	Freq
DOE	4.01		0.45	186
POE	3.90		0.60	119
Anova	3.11	(0.08)*		

Teachers performance improvement – primary	Mean		Std Dev	Freq
DOE	3.99		0.46	179
POE	3.92		0.52	107
Anova	1.80	(0.18)		

Teachers performance improvement – lower secondary	Mean		Std Dev	Freq
DOE	4.01		0.47	134
POE	4.03		0.55	31
Anova	2.43	(0.09)*		

Teachers performance improvement – upper secondary	Mean		Std Dev	Freq
DOE	4.01		0.43	173
POE	3.94		0.49	109
Anova	1.44	(0.23)		

SSC performance – primary school	Mean		Std Dev	Freq
DOE	3.85		0.62	191
POE	3.78		0.65	122
Anova	1.05	(0.31)		

SSC performance – secondary school	Mean	Std Dev	Freq
DOE	3.81	0.54	178
POE	3.74	0.68	104
Anova	0.87 (0.35)		

Annex 14: Sampling Strategy

In this evaluation exercise, three levels of sampling were applied to select: 1) provinces and districts to be visited during the field work and to investigate the selected case studies, 2) outcome-oriented case studies and 3) provinces and districts to be covered by the survey among MoEYS staff at the levels of POE, DOE and School directors (SDs).

1.1.1. Sampling of provinces and districts for fieldwork and case studies

The provinces and districts (for a list, see Annex 7) for primary data collection (desk-review, interviews and focus group meetings) were selected using an at-random sampling methodology, selecting provincial administrative capitals for provincial (POE) level research and district (DOE) level research in the same district and one additional district in the same province. The reason for selecting two districts per province was to allow for inclusion of more urban districts (the administrative capitals of provinces) and more rural districts.

The sampling was stratified for provinces where CDPF worked only with MoEYS structure (15 provinces), provinces where VSO was historically involved as a partner (8) and provinces where VSO and CARE both were involved as a partner (2).

Only one of the provinces, Phnom Penh, was not selected at-random due to the importance and special status of the national capital of Cambodia and the large amount of schools in this capital. The pre-selection of Phnom Penh also automatically caused the selection of the district of Chroy Changva for research at POE and DOE levels, because the POE office was in this district. The other districts in the province of Phnom Penh, as in other provinces, were selected at random. The at-random selected provinces and districts were subsequently discussed with MoEYS, VSO and CARE to establish feasibility of the field visit, in terms of accessibility and characteristics. In one case, the selection of another district was changed after a discussion on feasibility. The reason for the change of district was because the first district chosen was neighbouring the administrative capital and had the same social and economic characteristics. This district was replaced at random by another district.

1.1.2. Selection for case studies for outcome analysis

The case study selection was done based on an analysis of the CDPF 2015-2016 final report and on consultations with the EMT. Selection of case studies was based on the following criteria:

- Spread of case studies over all five outcome areas of the CDPF;
- More cases were selected in outcome-areas 2, 3, 4 and 5 because these outcome areas received relatively more budget allocation;
- Spread of specific activities and outputs under broader outcome areas;
- Two case studies in the province covered by CARE and VSO;
- Four case studies in two provinces covered by VSO;
- Six case studies in three provinces covered by only MoEYs;
- Four cases studies of national (central) level interventions funded by CDPF.

Due to specific characteristics, some of the case studies could be automatically assigned to provinces due to the nature of the activities/output that were selected and or the implementing partner. Another group of case studies was discussed with the DoP during the inception phase to arrive at a final allocation of the case studies for specific provinces and districts.

The outcome case studies cover three broad categories:

- Case studies at the level of central level institutions (4);

- Cascading case studies that cover the same outcome and research are done at both the provincial and district level (in the same province) in order to look at relations between these two levels (these studies are combined in one single short report) (8, combined in 4 combined case study reports);
- Stand-alone and specific case studies at the provincial or district level (4 remaining specific case study reports).

For the lists of case studies and districts/provinces where these studies were conducted, see Annex 6.

1.1.3.   Sampling of provinces and districts for the survey

The survey for POE staff members, DOE staff members and SDs considered specific respondent groups as specified in the table below:

Table 23: Number of respondents for each group and categories

	12 districts in 6 provinces of field research	14 districts in 6 provinces covered by MoEYS	14 districts in 5 provinces covered by MoEYS and VSO	2 districts in Ratanakiri covered by MoEYS, VSO and CARE	Total
POEs	60	60	50	10	**180**
DOEs	60	70	70	10	**210**
SDs	120	140	140	20	**420**
Total	**240**	**270**	**260**	**40**	**810**

In addition to the stratification among the four categories above, the criteria of sufficient regional spread among the North, West, East, South and Central was applied for the total sample. This check was done, but it didn't cause a need to change the randomly selected provinces and districts.

The list of the provinces and districts selected for the surveys is also presented in Annex 7.

The survey achieved 753 responses, which represents a response rate of 93 per cent, which can be considered very high.

Annex 15: Limitations and Mitigation Strategies

Limitations that the evaluators encountered during the evaluation process and a description of the measures taken to overcome them are briefly explained below.

1. Challenges in attribution and contribution analysis

Attribution of CDPF outcomes to CDPF as the source of support was initially difficult to verify. The many paths and implementing partners through which CDPF has supported capacity initiatives made it difficult for those at all levels, especially sub-national, to tie them specifically to interventions and partners. Stakeholders and beneficiaries were not fully familiar with the specifics of CDPF and either incorrectly attributed actions and results to it or failed to attribute the contributions it has made.

This limitation was overcome by reconstructing the ToC of the CDPF/MPCD to allow backtracking of outcomes to specific contributions and actions of partners as well as external influences. The outcome case studies that were designed using elements of the outcome harvesting methodology have followed 'backtracking' approaches to establish factors and actors that have contributed to outcomes that were claimed in CDPF reports. In addition, causal relations of contribution and attribution were analysed, but no full contribution analysis was applied. This allowed tracking the influence of CDPF, and at the same time also other influences could be recognised and analysed.

2. CDPF did not have a well-balanced and national level outreach that allows observing outcomes at the level of randomly selected locations

The at random selection of districts to conduct fieldwork, as prescribed by the ToR, was combined with assignation to case studies to the same districts for budget reasons that did not allow additional visits to more locations. This selection approach assumed that CDPF has had a full national coverage.

The assumption that CDPF has had a national coverage in all aspects and pillars was wrong and while this is one of the main findings of this evaluation research, this has meant that in several case studies only a limited number of outcomes could be verified on the ground, particularly at district level. Case study findings provide a reliable overview of the outcomes of CDPF at different levels, but at the same time some of the piloted and regionally focused actions of CDPF could not be captured. Therefore, the case studies should be seen as average and at-random district-level outcomes and not as best practices of CDPF. This is also relevant for the analysis of the on-the-ground assistance provided by VSO and CARE. This support was provided to the most disadvantaged provinces and districts of Cambodia and therefore are not fully representative for the overall CDPF implementation.

3. Planning and reporting information on CDPF remained largely limited to outputs and no proper baseline was made for CDPF Phase I and III. These characteristics of CDPF posed limitations for this evaluation that was outcome and not output focused.

CDPF reporting has been largely focused on outputs, and the monitoring framework only contained a small number of outcome indicators while there were many output indicators. In reporting as well as in interviews, there was a tendency to focus more on outputs and less on outcomes. The lack of clear definition of outcomes and their corresponding indicators, including proper baseline assessments has made this outcome evaluation quite difficult.

The evaluation addressed this issue through semi-structured questions and issue-based research, seeking qualitative data. This has been done through KIIs/FGDs that make clear what type of results are being asked about and seeking in all cases to clarify, confirm and elaborate the answers, requesting explanations and examples. The evaluators have subsequently analysed outputs and outcomes and, where relevant or needed, have introduced a third level of intermediate outcomes to be able to consider outcomes that were still in process of development.

4. Underrepresentation of women in education delivery is mirrored in data sources

By default, women were underrepresented in samples and interviews given their low participation rates in the education sector generally. Random sampling of offices and officers resulted in a male-heavy response base.

The evaluators have documented the gender-balance in participation in this evaluation and where possible have provided gender-disaggregated data. Despite proactive invitations to women, this has not enabled larger numbers of women in this evaluation. Their participation also reflects their participation in the education sector workforce to a large extent. The evaluators have applied a gender lens not only in the study of gender-specific actions in CDPF, but also under all other outcome areas.

5. Limited time for local level data collection and not full availability of key informants

There was only limited time and budget to realize the provincial, district and school-level visits, interviews and focus groups. On average, per district visit, there were only two days available to realise all local level research activities.

Visits to the districts were meticulously prepared and briefing notes (in Khmer) were provided for district level stakeholders to be able to prepare for interviews and FGDs. National consultants were in contact with the POEs/DOEs and VSO/CARE staff on the ground to ensure that the visits were well prepared. Despite these preparations, it could not be avoided that not always all key informants were available for interviews. An additional challenge was that people move around and not always the right persons were available to meet. However, the number of people met at district level was large enough to compensate for this miss.

6. Fieldwork was only done in 12 districts (out of 165) and 6 provinces (out of 25) in Cambodia, limiting representativeness of research findings.

Selection of provinces and districts was done through a stratified at-random sampling, ensuring that MoEYS (only) and VSO and/or CARE are represented. By ensuring that provincial capitals as well as other districts were included in the sample, there was sufficient spread between more urban and rural contexts. Additionally, the survey was distributed in 42 districts in 18 provinces, taking into consideration regional coverage. Additionally, already in the inception phase, preliminary visits to three provinces allowed for extra exposure of the evaluation team to local realities of CDPF implementation.

7. Possible bias in survey responses and delays in survey distribution and collection.

The return rate of surveys in most provinces and district was good and this justifies the significant costs that were made in realising the survey. The evaluators used the support of VSO and MoEYS to distribute and collect surveys. In four provinces, unfortunately, this suffered a long delay and therefore the data analysis had to be done in two rounds.

Although confidentiality of respondents (closed and sealed envelopes) was ensured, data-collection by MoEYS staff in four provinces and by VSO in 8 provinces might have caused a bias in responses. Statistical analysis of survey results didn't detect such bias, which points to the fact that sufficient confidentiality was provided to not influence quality of data.

The fear of low response, fortunately, was unfounded, because the final response rate was 92 per cent. This exceptionally high response was achieved thanks to intensive involvement of the research team in collecting survey forms in the districts of field research and support of VSO to distribute and collect additional survey in 14 districts in 6 provinces and support from the DoP at MoEYS in four other provinces, where VSO was not present.

Annex 16: Analysis Document Review and AOP Assessments

This annex contains an analysis of document reviews by the evaluators during field visits to selected districts. A second section of the annex contains an analysis of the results of the AOP assessment tool conducted by MoEYS in 2015/2016 and in 2016/2017 at the provincial level. In a final section, some comparative and concluding remarks are made on both reviews.

Document review results during the evaluation fieldwork phase

The evaluators conducted a quick review of the existence and quality of basic planning and reporting documents at the district level. The assessment was done by providing a short narrative assessment and a summary score on a basic 3-point scale (not sufficient, sufficient, good). The choice for a very simple scoring scale was made to allow the evaluators to conduct their review based on a quick list with basic criteria. The scoring grid for the document assessment is provided below:

Table 24: Scoring grid

1 = not sufficient	- Document doesn't comply with formats or standards - Document is incomplete - Document is clearly of lower quality than comparative documents in other provinces/districts - Data or information is incorrect or false - Financial and budget information (in plans and reports) is missing or very incomplete
2 = sufficient	- Document follows standards and format - Document contains all sections and data that are required for the type of document - The information and data provided, though quite complete, are mostly descriptive and no analysis is provided - Narrative explanations with data are missing - Financial and budget information (in plans and reports) is available but still rather basic
3 = good	- Document is rich in information and data - Document is clearly better than similar documents from other provinces/districts - The data and information provided is complemented with analysis and narrative explanations - Some analysis and explanations feed into actions and recommendations for the future - Financial and budget information (in plans and reports) is rich and well explained

The scoring was done by the two national consultants together at POE and DOE level in Mondulkiri (Sem Monourom) to ensure that that scoring grid was applied in a uniform way in subsequent reviews by the individual national consultants.

The results of the document review are presented in the table below:

Table 25: Results of document review

	ESP 2014-2018	AOP 2017	AOP report 2016/17	PEC report 2017	EMIS data 2016	QEMIS data 2016	ECE Monit. Report	Primary Monit. report	Second. Monit. report	Average POE	Average DOE
Mondulkiri											
POE		2	2	3	2		2	2	2	2.14	
DOE 1		2	2		2			2	2		2,00
DOE 2		2			2			2	2		2,00
Kampong Thom											
POE		2	2	3	2		2	2	2	2.14	
DOE 1		2	2		2			2	2		2.00
DOE 2		2			2			2	2		2.00
Koh Kong											
POE		2	2	3	2		2	2	2	2.14	
DOE 1		2						2	2		2.00
DOE 2		2						2	2		2.00
Banteay Meanchey											
POE		2	2		2	2				2.00	
DOE 1		1	1		1	1	1	1			1.00
DOE 2		1	1		1	1	1	1			1.00
Phnom Penh											
POE	2	2	2		2	2			3	2.17	
DOE 1		1	1		1	1					1.00
DOE 2		1	1		1	1		1			1.00
Oddar Meanchey											
POE	1	2	2		2	2				1.80	
DOE 1		1	1		1	1	1	1			1,00
DOE 2		1	2		1			1			1.25
Total	2	18	14	3	16	7	6	14	10		
Average	1.50	1.67	1.64	3.00	1.63	1.43	1.50	1.64	2.10		
%	33%	100%	78%	50%	89%	39%	33%	78%	56%	2.07	1.52

N.B. The existence of documents at the time of the district visits could not always be verified because on some occasions the files were not accessible or persons were not available to provide the documents.

During the district-level visits, the evaluators in all cases could verify the existence of Annual Operational Plans, both at the provincial as well as the district level. Also, EMIS data (89 per cent) were in most cases available for the evaluators to be analysed, and also AOP reports and inspection reports of primary school facilities were available. Less common were the Provincial Educational Council Reports (only for POEs) and secondary school facility monitoring reports. Least common were the availability of QEMIS data, Provincial Education Strategic Documents and Early Childhood Education facility monitoring visit reports. Again, it should be noted that non-verification does not always mean that these documents do not exist.

The average quality of documents assessed by the evaluators was highest for the Provincial Education Council reports and for the secondary school inspection reports. For all other reports the assessment by the evaluators was rather critical, scoring in the range between non-sufficient to sufficient. The most critical assessment was given for the analysis of QEMIS data.

On average the documents at the provincial level scored above the sufficient score mark with an average of 2.07. The quality of documents at the district level was clearly lower with an average of 1.52, indicating that according to the evaluators, there is significant room for improvement in the elaboration of documents. Particularly the context and needs analysis can be improved, and this is also true for providing analysis and explanations with reporting of data. Also, documents were regularly not complete and elements were missing.

Analysis of the provincial AOP assessment results in 2015/16 and 2016/17

Towards the end of the CDPF evaluation fieldwork, MoEYS published the results of its assessment tool of the Annual Operational Plans of all provinces in Cambodia for the period 2016/17. These results were compared with a previous assessment of the AOPs for 2015/16.

This assessment process provided an excellent opportunity to crosscheck data in the CDPF evaluation that were related to planning and AOP preparation and reporting. These data, in addition to the document review above, also refer to AOP case studies at the central, provincial and district level (including VSO support to planning processes at the provincial and district level) and to interviews with key informants at the national, provincial and district level.

In the AOP capacity development at central level (see case study 3), mention was made of the fact that MoEYS, in addition to general instruction and training workshops on the AOP in a number of provinces, has also provided coaching support to POEs in the preparation of AOPs. In VSO's SEM project, systematic coaching assistance is given by EMAs to the planning departments of POEs. The availability of multiannual data for all provinces provides the opportunity to analyse to what extent MoEYS coaching, VSO coaching and in some cases even the combination of the two, has resulted in improved quality of AOPs as assessed in the AOP assessment tool.

The following remainder of this analyses step by step the AOP assessment results.

Table 26: AOP assessment results for all provinces

	2016		2017		Difference	
	Rank	**Score**	**Rank**	**Score**	**Rank**	**Score**
Kandal	1	88.60	2.5	91.24	-1.5	2.64
Mondulkiri	23	77.80	2.5	91.24	20.5	13.44
Pursat	2	85.31	2.5	91.24	-0.5	5.93
Phnom Penh	14	80.67	2.5	91.24	11.5	10.57
Batambang	8	81.59	6.5	86.75	1.5	5.16
Kampong Thom	11	80.91	6.5	86.75	4.5	5.84
Kep	4	83.85	6.5	86.75	-2.5	2.90
Kratie	6	83.21	6.5	86.75	-0.5	3.54
Stung Treng	5	83.41	6.5	86.75	-1.5	3.34
Pailin	16	80.08	6.5	86.75	9.5	6.67
Kampong Chnang	3	84.59	6.5	86.75	-3.5	2.16
Kampong Cham	7	81.60	6.5	86.75	0.5	5.15
Kampong Speu	18	79.93	6.5	86.75	11.5	6.82
Preah Vihear	12	80.79	6.5	86.75	5.5	5.96
Prey Veng	10	81.09	6.5	86.75	3.5	5.66
Siem Reap	25	75.96	6.5	86.75	18.5	10.79
Takeo	20	78.97	6.5	86.75	13.5	7.78
Beanteay Meanchey	13	80.73	19.5	82.50	-6.5	1.77
Kampot	22	78.32	19.5	82.50	2.5	4.18

Ratanakiri		9	81.24	19.5	82.50	-10.5	1.26
Koh Kong		17	80.05	19.5	82.50	-2.5	2.45
Oddor Meancheay		24	76.28	19.5	82.50	4.5	6.22
Preah Sihanouk		15	80.49	19.5	82.50	-4.5	2.01
Svay Rieng		21	78.60	19.5	82.50	1.5	3.90
Tbong Khmum		19	79.24	19.5	82.50	-0.5	3.26
Average		**13.00**	**80.93**	**10.02**	**86.11**	**2.98**	**5.18**

Note: provinces with the yellow highlight have received coaching support by MoEYS, provinces with the blue have received VSO-EMA support and provinces with the purple have received support of both. The analysis of the differences between the two years is coded in colours: (Darker) Green represents those provinces that have shown significant improvement and those in (Darker) orange are provinces that score relatively less.

The AOP assessment results in 2016/17 for all provinces were higher than in the previous year, although for some provinces the improvement was rather small.

It is also noteworthy that the assessment of 2016/17 appears to have been more generic than the assessment in 2015/16, which was very specific and in which all provinces had their own specific scores. This has presented a challenge for the comparison of ranking provinces between the two different periods. As many districts ranked the same in the more recent assessment, the average ranking of the entire category was taken to conduct the comparison.

The table above shows that one province, Mondulkiri has made a big leap from low assessment in the previous year to the top 4 in 2016/17. Other good particular good performers were Siem Reap, Phnom Penh, Takeo, Kampong Speu and Pailin that also showed above average improvements in their AOP's. Performance of Koh Kong, Beanteay Meanchay, Preah Sihanouk and Kampong Chnang showed less than average performance.

Performance of all provinces benefiting from only MoEYS support

The table below shows the overall results of provinces that only received MoEYS instructions and workshops and provinces that also received additional coaching from MoEYS.

Table 27: Overall results of provinces benefitting from MOEYS only

	2016		2017		Difference	
	Rank	**Score**	**Rank**	**Score**	**Rank**	**Score**
Kandal	1	88.60	2.5	91.24	-1.5	2.64
Pursat	2	85.31	2.5	91.24	-0.5	5.93
Phnom Penh	14	80.67	2.5	91.24	11.5	10.57
Kampong Chnang	3	84.59	6.5	86.75	-3.5	2.16
Kampong Cham	7	81.60	6.5	86.75	0.5	5.15
Kampong Speu	18	79.93	6.5	86.75	11.5	6.82
Preah Vihear	12	80.79	6.5	86.75	5.5	5.96
Prey Veng	10	81.09	6.5	86.75	3.5	5.66
Siem Reap	25	75.96	6.5	86.75	18.5	10.79
Takeo	20	78.97	6.5	86.75	13.5	7.78
Koh Kong	17	80.05	19.5	82.50	-2.5	2.45
Oddor Meancheay	24	76.28	19.5	82.50	4.5	6.22
Preah Sihanouk	15	80.49	19.5	82.50	-4.5	2.01
Svay Rieng	21	78.60	19.5	82.50	1.5	3.90
Tbong Khmum	19	79.24	19.5	82.50	-0.5	3.26
Average	**13.87**	**80.81**	**10.03**	**86.23**	**3.8**	**5.42**

The performance of provinces only benefiting from MoEYS support (training, workshops and coaching combined) is slightly higher than the overall average. While all 25 provinces showed an improvement of 5.18 points, this difference was 5.42 for the MoEYS-only covered provinces. This difference is too small to be considered significant.

Performance of provinces that received extra coaching support from MoEYS

Table 28: Performance of provinces that received extra coaching support from MOEYS

	2016		2017		Difference	
	Rank	**Score**	**Rank**	**Score**	**Rank**	**Score**
Pursat	2	85.31	2.5	91.24	-0.5	5.93
Kratie	6	83.21	6.5	86.75	-0.5	3.54
Siem Reap	25	75.96	6.5	86.75	18.5	10.79
Beanteay Meanchey	13	80.73	19.5	82.50	-6.5	1.77
Koh Kong	17	80.05	19.5	82.50	-2.5	2.45
Preah Sihanouk	15	80.49	19.5	82.50	-4.5	2.01
Tbong Khmum	19	79.24	19.5	82.50	-0.5	3.26
Average Rank	**13,86**	**80.71**	**13.36**	**84.96**	**0.5**	**4.25**

The average performance increase of provinces that received additional coaching support from MoEYS was less than the overall average with an increase of only 4.25 points compared to 5.18 overall average and 5.42 average of all MoEYS-only supported provinces.

This seems remarkable because one would expect that extra coaching support would lead to a greater performance increase. The fact that this did not happen could be related to the fact that coaching support was provided (as was the case in VSO's selection of provinces) in more challenged provinces and that others that did not need coaching support already had consolidated capacities.

Performance of provinces with VSO SEM support (including MoEYS coaching)

Table 29: Performance of provinces with VSO SEM support

	2016		2017		Difference	
	Rank	**Score**	**Rank**	**Score**	**Rank**	**Score**
Mondulkiri	23	77.80	2.5	91.24	20.5	13.44
Batambang	8	81.59	6.5	86.75	1.5	5.16
Kampong Thom	11	80.91	6.5	86.75	4.5	5.84
Kep	4	83.85	6.5	86.75	-2.5	2.90
Kratie	6	83.21	6.5	86.75	-0.5	3.54
Stung Treng	5	83.41	6.5	86.75	-1.5	3.34
Pailin	16	80.08	6.5	86.75	9.5	6.67
Beanteay Meanchey	13	80.73	19.5	82.50	-6.5	1.77
Kampot	22	78.32	19.5	82.50	2.5	4.18
Ratanakiri	9	81.24	19.5	82.50	-10.5	1.26
Average Rank	**11.70**	**80.93**	**10.00**	**85.92**	**1.7**	**4.81**

Also, the VSO-covered provinces show a slightly lower performance increase on average with 4.81, but this average is significantly higher than the MoEYS coaching covered provinces.

Performance of provinces with VSO SEM support (excluding MoEYS coaching)

Table 30: Performance of provinces with VSO SEM support

	2016		2017		Difference	
	Rank	**Score**	**Rank**	**Score**	**Rank**	**Score**
Mondulkiri	23	77.80	2.5	91.24	20.5	13.44
Batambang	8	81.59	6.5	86.75	1.5	5.16
Kampong Thom	11	80.91	6.5	86.75	4.5	5.84
Kep	4	83.85	6.5	86.75	-2.5	2.90
Stung Treng	5	83.41	6.5	86.75	-1.5	3.34
Pailin	16	80.08	6.5	86.75	9.5	6.67
Kampot	22	78.32	19.5	82.50	2.5	4.18
Ratanakiri	9	81.24	19.5	82.50	-10.5	1.26
Average Rank	**12.25**	**80.93**	**9.25**	**86.25**	**3.00**	**5.35**

When the provinces with MoEYS coaching are excluded, the performance of VSO SEM supported POEs clearly increases and the average performance increase is highest of all with 5.35 and higher than the overall average of 5.18.

Performance of provinces with VSO SEM support and MoEYS extra coaching combined

Table 31: Performance of provinces with VSO SEM support and MoEYS extra coaching combined

	2016		2017		Difference	
	Rank	Score	Rank	Score	Rank	Score
Kratie	6	83.21	6.5	86.75	-0.5	3.54
Beanteay Meanchey	13	80.73	19.5	82.50	-6.5	1.77
Average Rank	**9.50**	**81.97**	**13.00**	**84.63**	**-3.50**	**2.66**

In this table, it is clearly shown that these two provinces perform lower than most of the others, particularly Beanteay Meanchay. Again, it is not so easy to explain why this is the case and it could well be coincidental. Beanteay Meanchay was overall one of the provinces with the lowest AOP assessment improvement. Also during the field visit (see also case studies five and six on Beantey Meanchay), the evaluators found clear capacity constraints in this province. Therefore, it is not likely that MoEYS and VSO's capacity assistance has been particularly poor, but it is likely that this support was not well matched with needs and the absorption capacity of this province. This is also true to a lesser extent in Kratie.

Concluding remarks

When combining and comparing the analysis of the document review and the AOP assessments, the following conclusions can be drawn:

- Capacities of provinces in developing plans and reports are clearly lower than those of districts, and this illustrates that capacity constraints at the district level are higher and that capacity development interventions have less effect at this level than at the provincial level;
- All provinces have succeeded in improving their performance in developing their AOP's. The performance increase of Mondulkiri has been remarkable;
- Extra support to provinces in the form of coaching and long-term assistance appears to have no effect at all, except in those cases where VSO was providing EMA support, without additional coaching from MoEYS. Overall the differences in capacity development effects with or without coaching are small;
- Additional evidence from case studies and interviews shows that the limited incremental effect of coaching can be caused by the fact that coaching is provided to provinces with more capacity

constraints and higher need. In the VSO-SEM this was an explicit policy, but this is not clear for the choice of MoEYS for the provinces with extra coaching; and

- Differences in performance between different provinces are considerable. There is a group showing clearly more improvement, while another group is lagging somewhat behind.

Annex 17: List of Site Visits

Table 32: Provinces and districts selected for fieldwork

MoEYS: Provinces (3 selected)	VSO: Provinces (2 selected)	CARE (and VSO): Province (1 selected):
A. Phnom Penh (not ad random) 1. Chroy Changva (POE&DOE) 2. Sen Sok (1208) (Other district) B. Koh Kong 3. Krong Khemara Phoumin (Administrative capital) 4. Kiri Sakor (09-02) (Other district) C. Oddar Meanchey 5. Krong Samraong (22-04) (Administrative capital) 6. Trapeang Prasat (22-05) (Other district)	D. Banteay Meanchey 7. Krong Serei Saophoan (Administrative capital) 8. Mongkol Borei (0102) (Other district) E. Kampong Thom 9. Krong Stueng Saen (Administrative capital) 10. Stoung (06-08) (Other district)	F. Mondulkiri 11. Krong Saen Monourom (Administrative capital) 12. Pechr Chenda (11-04) also called Pichreada (Other district)

Table 33: Provinces and districts selected for additional digital and paper surveys

MoEYS: Provinces (6 selected (2 per region) ad random	VSO: Provinces (6 selected)	CARE (and VSO): Province (1 selected):
A. Preah Sihanouk (West) - Kromg Preah Sihanouk (1801) - Kampong Seila (1804) B. Prey Veng (South) - Krong Prey Veaeng (1410) - Preah Sdach (1409) C. Preah Vihear (North) - Tbaeng Mean Chey (1307) - Rovieng (1305) D. Pursat (West)* - Krong Pursat (1505) - Bakan* (1501) E. Siem Reap (North)* - Krong Siem reap (1710) - Angkor Chum* (1701) - Varin* (1714) F. Takeo (South) - Krong Doen Kaev (2108) - Bati (2102)	G. Battambang - Krong Battambang (0203) - Thma Koul (0202) - Rotanak Mondol (0207) H. Kampot - Krong Kampot (0708) - Chum Kiri (0704) - Tuek Chhou (178) I. Kep - Krong Kep (2302) - Damnak Chang'aeur (2301) J. Kratié - Krong Kracheh (1002) - Chitr Borie (1006) - Preaek Prasab (1003) K. Stung Treng - Krong Stung Treng (1904) - Siem Pang (1903) - Sesan (1901)	N. Ratanakiri - Krong Banlung (1602) - Koun Mom (1604) - Ou Chum (1606)

In these districts, surveys have been distributed and collected through VSO, because in 2017 VSO opened up work in these provinces. See next page, for a map with field-visit and survey locations.

Figure 2: Map with field visit (case study) and survey locations

Legend: Survey and Case Study visits locations ✡   Additional Survey locations: ⭕

Annex 18: Summary Findings, Conclusions and Recommendations

Table 34: Summary of findings, conclusions and recommendations

Findings	Conclusions	Recommendations
CDPF programming choices are relevant and responsive to national education policies and plans and are appropriate to achieve priorities of core MoEYS policy. Less direct is the responsiveness of the CDPF at sub-national level. The capacity development approach in the CDPF has focused on the individual and institutional levels and less on the organisational, although approaches are gradually changing. Agreement on approaches in capacity development actions among CDPF implementing partners is good, but has not always led to complementarity and synergy. MoEYS has clear ownership of CDPF at all levels, although awareness around CDPF was limited among district and school-level actors.	**(On relevance)** The CDPF was well aligned with RCG and MoEYS policies and international development partners' strategies. MoEYS has shown a strong commitment to and ownership of CDPF. The capacity development approach has strongly focused at the individual and institutional level (policies and systems) and was less developed at the organisational level. The CDPF as a flexible fund did not develop a long-term and programmatic approach to capacity development, instead it served as seed money to start up or stop gaps in capacities in the education delivery structure.	1. MoEYS and UNICEF are recommended to develop a more focused and programmatic approach to capacity development, while maintaining the flexible nature of the CDPF as a capacity development support fund. MoEYS needs to ensure that the CDPF Phase III again is well aligned with its current and new Master Plan for Capacity Development (MPCD). Increased effort of MoEYS and supporting Development Partners is needed to improve coordination and harmonization with other actors that are active in education delivery.
Capacity development effects are stronger at individual and institutional level than at organisational level and are more pronounced at national level than at sub-national level. Complementarity and synergy among the five outcome areas of CDPF have remained limited. The CDPF, designed as a flexible fund with rather short programming periods (thus far), is somewhat fragmented and focuses on short-term capacity development interventions. The capacity for gender and equity analysis in particular is not strongly developed yet. Knowledge management and exchange of lessons	**(On effectiveness)** Much of the capacity development support provided by CDPF has focused on producing and extracting information from the local and school level for Management Information Systems and clear results have been obtained in this area. However, less attention was given to provide support to MoEYS staff, particularly at the provincial, district and school level to analyse and interpret data and to translate these data into strategies and action plans, thus producing outcomes at the sub-national level. Looking at the CDPF development over time it can be concluded that the first phase of systems' development and	2. MoEYS and UNICEF are recommended to develop a comprehensive capacity development approach built on experiences and lessons learned in CDPF that includes more focus on: developing capacities for data analysis and translation of data into policies and action plans; developing capacities to conduct consultative, participatory and inclusive planning processes; ensuring meaningful gender mainstreaming in policies, plans and actions, and; more attention to organisational capacity development interventions. MoEYS is further recommended in Phase III of the CDPF to develop a pilot-project to investigate to what extent results-based and performance-based management mechanisms for

learned on CDPF have remained limited.	generation of data to populate these systems was necessary and that the time is now ripe to shift the focus to equipping and empowering stakeholders at all levels to analyse and use MIS-data for policy and strategy development and the elaboration of action plans. And there is potential to gradually include in this shift, an RBM approach.	supporting POEs and DOEs can be introduced.
The understanding of the capacity development approach among MoEYS personnel at national and sub-national levels is still partial. Constraints at the district level (DOE, DTMT 1, 2 and 3, SCs, SDs and SSCs) are caused by limited budget and multiple tasks of these entities at the local level. These constraints limit the capacity of local actors to absorb further capacity development support.	**(On effectiveness)** The outcomes at national level and on policy and system development were strong, though at subnational levels and particularly district and school levels these outcomes were less noticeable. Existing capacity constraints of district level education management and delivery entities (DOE; DTMT 1,2,3; SCs; SDs and SSCs) are considerable in terms of staffing and budget in the light of the multiple tasks of these entities and this has limited the capacity of these local entities to absorb CDPF-funded capacity development interventions.	3. MoEYS and UNICEF are recommended to undertake a comprehensive functional review of education delivery structures at the district level to identify the capacity constraints faced by these different structures at the local level. MoEYS and UNICEF in the next phase of CDPF III are recommended to continue to strengthen the process of sub-national capacity development assistance, reaching out more effectively to the district and school level and this includes continuing working with NGOs.
Beneficiaries and stakeholders are generally satisfied with outputs and outcomes of CDPF, although this is less the case at the local level, compared to the national and provincial level Recipients appreciate long-term capacity development support on-the-ground and on-the-job, provided it is well aligned and coordinated. Incremental effects of long-term on-the-ground assistance are difficult to measure.	**(On effectiveness)** Long-term and on-the-job capacity development support to POEs, DOEs and Schools is much appreciated provided it is well planned. However, the effects of such support are not significantly stronger than in situations where no such on-the-job support was provided. This might be related to the fact that long-term and on-the-job was mostly provided in disadvantaged provinces and districts. The rural-urban gap in education delivery is significant and challenges in rural and remote regions and districts are high. These districts are difficult to reach but require special attention. In the CDPF this has been done through working with CARE and VSO.	4. MoEYS and UNICEF should consider continuing working with NGOs, like VSO and CARE, to provide tailor-made and long-term on-the-ground capacity development assistance at the local level. VSO and CARE are encouraged to work in closer coordination and cooperation to ensure that capacity development approaches are consistent and complementary.

Agreement on approaches in capacity development actions among CDPF implementing partners is good, but has not always led to complementarity and synergy. CDPF is strategically aligned with broader EU, SIDA and UNICEF support to the education sector in Cambodia. UNICEF presents added value in co-managing and implementing the CDPF as it brings in international experience and networks in child protection and children's empowerment in the education sector, while tapping upon international knowledge in capacity development in the education sector. Exchange and coordination among Development Partners supporting the CDPF are good and frequent and extend to the broader DP/NGO Education Sector Working Group (ESWG) and Joint Technical Working Group (JTWG) on Education chaired by MoEYS. Existence and performance of ESWGs and JTWGs at the national level are strong and systematic, while this is not always the case at sub-national level.	**(On Effectiveness)** External coordination in the education sector at the national level is strong in the JWGT and with development partners and MoEYS provides clear leadership. Coordination challenges, though, still exist between the different (19) technical departments of MoEYS and with other Ministries and processes influencing education delivery at the national and sub-national level, such as the Decentralisation and De-concentration Process. At the sub-national level, Provincial Joint Technical Working Groups (P-JTWG's) have been formally established, but they are not yet fully functional in all provinces. The POEs need specific capacities to deal with multi-stakeholder cooperation with other Ministerial departments and NGOs.	8. MoEYS and UNICEF are recommended to provide specific support to capacity development of POEs and DOEs in leading multi-stakeholder coordination in the education sector.
Efficiency of CDPF has been generally good and funds have reached the sub-national level, though its short-term planning horizon and its large number of supported interventions have challenged not only efficiency, but also effectiveness. From the perspective of beneficiaries, CDPF activities were generally worth their time and effort to participate. Budget has been allocated unequally to different CDPF outcome areas, limiting results at the level of	**(On efficiency)** The implementation of the CDPF under five different and separated outcome pillars, in combination with the compartmentalised structure of MoEYS to implement education polices and strategies, has challenged a strategic approach to capacity development. Additionally, the CDPF was a portfolio of relatively small and often short-term specific activities. The short-term timeframes of the two CDPF phases have made it difficult to report on CDPF at the outcome level and most of the	5. MoEYS and UNICEF need to ensure that there is a set of baseline indicators that not only include output level indicators but also outcome level indictors at the individual and institutional level, and particularly at the organisational level.

research capacity development (outcome area 1 of the CDPF). Monitoring systems of the CDPF by MoEYS and UNICEF were adequate to ensure efficient fund management and implementation. Monitoring of results and outcomes of the CDPF, however, was not adequate Follow up on recommendations of the CDPF Phase I evaluation was limited and also not feasible given the remaining time available in CDPF II for follow up.	reporting was output and sometimes even input-based. The short timeframes have also caused some inefficiency because of the need for new planning documents and concept notes for extension and follow-up phases. Monitoring and reporting systems in CDPF have been adequate at the activity and output level and at the level of financial reporting, but have been less adequate to provide good outcome level reporting.	
The capacity development results by CDPF are well integrated and consolidated in MoEYS structures and systems, but capacities at the organisational level leak away. Incorporation of new thinking and practices by CDPF implementers and beneficiaries is gradually emerging. Commitment of MoEYS to continue CDPF actions is evident and contributes to their sustainability but also to continuous adapting to changing needs and circumstances. Different options and actions to ensure sustainability of the final phase III of CDPF are already under consideration at the end of Phase II.	**(On sustainability)** Capacities leak away to a considerable extent, particularly when capacity development is done at the individual level and not sufficiently embedded in HRM policies and in staff and career development planning. The fact that MoEYS, during phase I and II, already regularly has matched CDPF funds with its own PB is a good starting point for strengthening sustainability during the next phase of CDPF.	6. MoEYS and UNICEF are recommended to develop transfer and exit strategies at the overall level and under the different outcome areas and support streams in the next CDPF phase, right from the start of Phase III.
Equity and gender equality have not been sufficiently and systematically integrated in the capacity development approach and CDPF funded activities. Mainstreaming and sustainability of gender equality actions have received limited attention in CDPF and gender related outcomes are limited, in spite of commitment at the central level.	**(On gender equality)** Women's involvement in the education delivery system has remained largely at the lower levels of the bureaucracy and limited to teaching in pre-schools and primary schools. Higher up in the system women tend to disappear and this is particularly the case at the management level. Gender awareness has increased, but remained limited to the provision of gender	7. MoEYS is recommended to develop and integrate gender-responsive planning and targets in its HRM policies and capacity development.

No substantial changes have occurred in equal and equitable representation of women at all levels of the education delivery system during the CDPF implementation.	disaggregated data on actions. However, the capacity for gender-analysis and translating gender-analysis into action has remained limited at all levels of MoEYS.	

Annex 19: Bios of Evaluation Team Members

Team Leader: FRANS VAN GERWEN

Frans Van Gerwen has more than 25 years' experience in working in development cooperation and performed numerous evaluations in over 50 different countries, with several assignments in South Asia, most often as team leader of international and multi-disciplinary evaluation teams. He led multiple **complex evaluations** and reviewed processes in international and multi-disciplinary teams for different donors, he thus possesses sound experience in leading country, multi-country and global evaluations and he has worked in Cambodia for UNDP and UNESCO. In addition, he is experienced in **capacity development, organizational capacity assessment, competency-based HR management and knowledge management**. His track-record proves a broad thematic expertise, which includes institutional capacity development, education, public sector reform, organizational strengthening, gender equality, health, social dialogue, trade and private sector development, child labour and children protection, public-private partnerships, environment and sustainable development. As his experience demonstrates. His most relevant experiences include: i) LO-FTF Council, *Evaluation of the capacity development and training strategy of the LO-FTF council (Danish Central of Trade Unions),* March – May 2015; ii) UNESCO*, External evaluation of the global Capacity for Education for All programme (CapEfA) of UNESCO,* September 2012 – March 2013; iii) -ILO, *End Evaluation of the Tackling Child Labour through Education in ACP countries (TACKLE) project 2008-2013 of ILO, funded by the ACP secretariat of the EU,* April – September 2013;

Senior Education Specialist and Evaluator: ANNE BERNARD

Anne Bernard is a Doctor of Education from the University of Toronto with over 20 years of experience as an evaluator and education analyst in developing country contexts. She specifically engaged in evaluations concerned with education, social and institutional change and human resource development for different donors. Her expertise and experience include education reform with respect to quality and inclusion, with particular reference to basic education and the UNICEF conception of the Child-friendly School. She has a broad experience in fragile systems and conflict-affected countries and a solid knowledge of the theory and practice of basic (formal and non-formal) education, learning outcome assessment, evaluation of research capacity in social and governance institutions/policy, as well as expertise in equity, gender equality and human rights based approaches. Her track record shows relevant experiences in South- East Asia and previous work experience with in the region and in Cambodia as well. Among her more relevant experiences: i) UNICEF/Dhaka, "Rapid assessment" of the implementation experience, achievements and lessons learned of the $9m Primary Education Development Project Ph3 SWAp (2011-17), June – Sept 2016; ii) UNESCO/Bangkok, Evaluation of the JFIT grants programme in South/Southeast Asia, June-August 2014; iii) UNICEF/Kabul, Evaluation of the Literacy Programme for Women in rural Afghanistan, November 2013 –May 14; iv) UNICEF/Cambodia, Design and implementation a mid-term evaluation of the Child-Friendly School project (under Expanded Basic Education Programme-II), April - August 2008.

Evaluator: MARTA BALESTRINI

Marta is an anthropologist with 8 years of relevant professional experience in the field of international cooperation. She has a solid experience in data collection and research activities and a very good knowledge of evaluation methodologies. Social development expert with professional experience in the fields of social anthropology, her track record proves relevant experience in gender equality and women's empowerment; human rights; child protection; poverty analysis; poverty reduction strategies; MDGs and SDGs; participatory strategy design; community-driven development. She has been involved in a number of evaluation exercises, including outcome-oriented evaluations, research studies and technical assistances. Marta has a deep knowledge of UNEG norms and standards for evaluation. Main relevant past assignments include: i) UN Women ROAS, Thematic Evaluation of UN Women Humanitarian Action in the Arab States (March-July 2017), ii) UN Women HQ, Corporate Evaluation on strategic Partnerships for Gender Equality and Women's Empowerment (September 2015 – December 2016); ii) UNDP Kazakhstan, Outcome Evaluation on Civic Engagement,(September/December 2015); iii) UN Women Nepal, Final Evaluation of the "Strengthening Implementation of the Women Peace and

Security Agenda (National Action Plan on UNSCRs 1325 and 1820) in Nepal, September 2016 – December 2016

National Evaluator: AMRY OK

Amry Ok has ten years' experience as a professional consultant in designing and implementing project M&E, mostly on education-related projects. He has undertaken various assignments, including project monitoring, final project evaluation, mid-term impact evaluation, organizational assessment, strategic plan development, external stakeholder assessment, baseline study and household survey. Furthermore, he has extensive experience and strong understanding of the education sector in Cambodia from policy to programme implementation, especially in the development context, in relation to school access, quality and relevance of the education system. Finally, he has previously worked with the MoEYS and on the CDPF, thus possesses a valuable knowledge and understanding of the Fund's mechanisms and background. Prior to working as a consultant, he managed a USAID-funded Education and Training Programme at the Youth Council of Cambodia (YCC), which covered a period of more than five years. His most relevant experiences include: i) UNICEF, Management of Technical Assistance on Monitoring of the Effectiveness of the Capacity Development Partnership Fund (CDPF), January- April 2014; ii) EC, The Annual Assessment of the EU-Cambodia Education Budget Support Programme in 2015 and 2016, April- May 2015 and April-May 2016; iii) -USAID, Learning Assessment Gap Analysis and Early Grade Reading Assessment (EGRA), June 2016.

National Research Assistant: THOU HENG

Thou is a consultant with knowledge and practical experience in both quantitative and qualitative data collection, management and analysis, with a particular focus on project baseline and end line, research on women participation and gender analysis. She possesses in depth knowledge of Cambodian socio-economic context and 7 consecutive year of experience on Right Based Approach Projects in Cambodia. She has attended training courses on Human Rights and feminism in southeast Asia and has specifically worked on Right to information and Women Rights, gender mainstreaming in policies and projects as well as the development of gender mainstreaming tools. Moreover, she has practical experience in programme design and result based management (logical framework design) and seven years of proven working experience in the field of advocacy, lobbying and communication with various stakeholders. Moreover, she has a good understanding of Cambodian education system, deriving from assignments in such sector, notably being Education Coordinator for World Vision from 2005 to 2008. Finally, she speaks fluently Khmer and English and previously worked as a translator and interpreter

Quality Advisor: Elena BUONOMINI

Social development expert with 16 years of experience in project planning, evaluation, institutional building and participatory strategy design. Ms. Buonomini has excellent management skills and specific abilities in the supervision of long and complex studies, team coordination, facilitation of multi-stakeholders' learning processes. She has gained substantial experience in managing, supervising and providing quality control of complex evaluation exercises, covering several countries and sectors. Her expertise spans from support to civil society, people's participation and empowerment, human and child rights, gender equality, to local economic development, rural development and regional integration, having managed and supervised, for example, an important European Commission technical assistance project to the ECOWAS Secretariat (Capacity Building for Regional Integration 2002-2005). With extensive field experience in Africa, Mrs. Buonomini has a good knowledge of evaluation methodologies, research methods, as well as strong interpersonal, organizational and communication skills, including flexibility, a problem-solving attitude and the ability to efficiently work and deliver under pressure.