SCHOOL DROPOUT PREVENTION PILOT PROGRAM

PILOT DESIGN PLAN: CAMBODIA

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Pilot Design Plan: Cambodia

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Acronyms

AME	Asia-Middle East Bureau
CD	Compact Disc
EFA	Education for All
EWS	Early Warning System
IBEC	Improved Basic Education in Cambodia Project
IFB	Invitation for Bids
IIP	Investing in People
MDI	Minimum Detectable Impact
MoEYS	Ministry of Education, Youth and Sport
MOA	Memorandum of Agreement
NGO	Non-Governmental Organization
RCT	Randomized Control Trial
RFQ	Request for Quotation
SDPP	School Dropout Prevention Pilot
TILO	Technology for Improved Learning Outcomes
TOT	Training of Trainers
UPS	Uninterruptible Power Supply
USAID	United States Agency for International Development

Introduction

The School Dropout Prevention Pilot (SDPP) Program is a three-year multi-country program, funded by the US Agency for International Development (USAID), aimed at mitigating school dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan, and Timor Leste. The SDPP Program will advance knowledge on dropout prevention through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the US and developing countries.

2. Analyze dropout trends in each country to identify those groups, grades, and/or geographic areas most severely affected by dropout and conduct a situational analysis of the target group to understand the risk factors and conditions affecting dropout.

3. Design, implement and rigorously assess interventions to keep at-risk students in schools in the most acutely affected areas.

This document presents the Pilot Design Plan for the dropout mitigation interventions aimed at Grades 7, 8 and 9 that SDPP will implement and assess in schools in six target provinces in Cambodia. Two interventions are proposed: (1) an Early Warning System to assist schools to identify, track and provide "first response" support to at-risk students, and (2) Computer Labs to provide computer literacy skills to students. Both interventions fit into the Ministry of Education, Youth and Sport's (MoEYS) strategic sector plan, build on previous local experiences from partner-led initiatives and conform to ministry policies and procedures already in place.

These interventions are the result of the SDPP Intervention Consultation Workshop that brought together more than 60 stakeholders from the MoEYS, provincial and district education authorities, school principals, USAID (including Mission and AME Bureau representatives), donors, NGOs and other projects to review the findings from the global SDPP literature review, as well as the Cambodia-specific dropout trend analysis, policies and programs inventory, and in-country situational analysis. Based on this information and their knowledge and experience, the participants identified and prioritized promising interventions. Following a consultative process that progressively triaged proposed interventions from a pool of potential interventions, a smaller group of participants then made the final selection of interventions and helped define their design.

The Pilot Design Plan comprises two sections: the description of the interventions and a detailed work plan that focuses on their further design and operationalization up to the point that they will be introduced in the schools. Each Intervention Description presents the objective, purpose and rationale for the intervention, and provides a description of the intervention and where it will be implemented, the sample selection methodology, resource/implementation provisions, an assessment of its sustainability/replicability, and issues associated with its implementation. The Work Plans for the interventions are organized by task, activity, expected products/outputs and timeline.

SDPP Pilot Design Plan for Cambodia

INTERVENTION 1 NAME/TITLE: Early Warning System

OBJECTIVE:

To reduce Grade 7, 8 and 9 student in-grade dropout (i.e., completion of the respective grade) and increase attendance in treatment schools in the target provinces of Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat and Svay Rieng.

PURPOSE/RATIONALE (dropout factors addressed):

As one of two interventions, SDPP will introduce an Early Warning System (EWS) in 212 treatment schools in the target provinces to identify students who are at risk of dropping out, allowing educators to intervene and positively interact with the student and his/her family, to raise awareness about the importance of staying in school, and to develop strategies to strengthen the partnership between the community, parents/guardians and school personnel. Intervention selection and design is based on the following:

Evidence from the SDPP Situational Analysis indicates that the top five causes of student dropout among Grade 7, 8 and 9 students in the target provinces are both economic and academic. Nearly three-quarters of the at-risk student, dropout and parent/guardian respondents cited the need to supplement household income through chores or work, and half of at-risk students pointed to the inability to pay for school expenses. However, many students also drop out of school for academic reasons. About one-third of dropouts and one-fifth of at-risk students said they were unable to keep up with their lessons and cite poor academic performance as a cause of dropout. Chronic absenteeism is a major problem. Over half of at-risk students and one-third of dropouts have missed more than 15 consecutive days of school, and between 80 and 90 percent miss up to four days per month. Over one half of parent/guardians say their child has experienced behavioral problems.[1]

The situational analysis data demonstrates the need to increase awareness about the importance of regular school attendance and its impact on doing well in school (and completing school). Schools fail to adequately track and provide timely support to at-risk students. Despite high absenteeism among at-risk students, school interventions are perfunctory and limited. Although parents interviewed during the situational analysis underscored the value of daily school attendance, 37% of the students interviewed reported their parents kept them home when they were not sick to perform domestic work and household chores. In addition, 56% of the parents reported they were not aware of their child's school attendance.

Early warning systems use routinely available school-level data that are good predictors of whether a student is likely to drop out of school.[2] Information about absences may be the most practical indicator for identifying students in need of early intervention and support. It takes into

[1] See USAID School Dropout Prevention Program Situational Analysis: Findings on Dropout from Battambang, Pursat and Banteay Meanchey Provinces, Creative Associates Inc. (October 2011).
[2] See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

consideration the number of days absent or the daily attendance rate at regular intervals e.g., the first 20 days and totals during each semester or trimester. In general, research suggests that missing more than 10% of instructional time is cause for concern particularly at the beginning of the school year. This percentage translates to roughly 2 weeks (10 days) of school per semester. In addition to the number of absences, course performance and delinquent behavior are also high predictors of risk for dropping out of school.[3]

Schools need to more closely monitor what is happening in key indicators that are predictors of school failure and dropout. Teachers and school administrators agree that they are not adequately trained in identifying at-risk students—only 21 percent of teachers and 18 percent of administrators have received training in identifying and helping at-risk students. The situational analysis also underscored that teachers and administrators are very unclear about the existing policies and procedures to support at-risk students and what the definitions are of "dropping out of school". Additionally, they feel it is not their responsibility and that they are not empowered to take steps to assist students who may drop out of school. Therefore, at both the school and home/community level there is a tremendous need to increase understanding about school dropout as a major educational concern and assist school personnel and parents in identifying simple but effective strategies to respond to the problem of school dropout.

Evidence from international experience[4] shows that dropout is greatly reduced when:

- Early warning systems are routinely used in which schools keep accurate and detailed records to track attendance and monitor course performance and behavior.
- Parents and guardians are actively involved in monitoring their child's attendance and progress.
- There is close and regular communication between the home and school.

DESCRIPTION OF INTERVENTION 1 COMPONENTS AND ACTIVITIES:

The EWS will use existing school level data to identify students at-risk of dropping out of school, closely monitor them, and target them for additional support. The EWS will enhance the capacity of schools to address the needs of at-risk pupils, strengthen the partnership between the parents/guardians and school personnel to monitor and improve school attendance and performance, and raise awareness among parents/guardians and community about the value-added of children staying in school and what they can do to support their child. Components and activities under this intervention include:

Component 1: Early Warning System

Tracking At-Risk Students:

- Develop at-risk pupil identification and tracking system
  - Develop profile of at-risk pupil
  - Develop procedures for using profile at school to identify at-risk pupils (data needs, data sources, data collation, data analysis)

[3] http://www.all4ed.org/files/EducationDaily20111117.pdf
[4] See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

- Develop a series of handbooks describing tracking system implementation and use by school directors and teachers including guidance on:
  - letter to and communications with parents to notify of problem
  - one-on-one meeting with parents
  - home visits with parents
  - referral of parents to other social and support services
  - teacher discussion groups addressing dropout
  - program supervision (by school director)
  - informational materials (posters, pamphlets)
- Develop training modules based on handbook
- Train school directors, teachers, and community (parents, pupils) in at-risk pupil tracking strategies

Strategies for At-Risk Pupil Support

- Develop teacher guide for classroom (i.e. homeroom teachers), including guidance on:
  - Identification of at-risk pupils (using Profile of At-Risk Pupil)
  - Techniques for providing in-school and in-class support to at-risk pupils
  - Support plans for at-risk students
  - Counseling and communication techniques
  - Parent-teacher conferences
- Develop training modules based on handbooks
- Deliver teacher training

Partnership Building and Community Support for the At-Risk Pupil

- Develop communication templates (with pictures) for parents on how to tell if their child is not attending school and is at risk of dropping out
- Develop awareness raising materials (posters, CDs, dramas)
- Develop guides and training modules for schools to use to train parents
- Create a profile and procedures for a Community-School Dropout Committee composed of influential community leaders (i.e. monks, mothers groups, local authorizes, health professionals, NGO representatives, etc.) as advocates for staying in school
- Develop materials for meetings with parents/guardians to discuss messages about staying in school and ways to help them do better in school and support staying in school.

TARGET IMPLEMENTATION AREAS:

Province	Dropout Rate	Number of Schools
Banteay Meanchey	26.2	43
Battambang	21.9	63
Kampong Speu	24.1	60
Prey Veng	23.5	62
Pursat	18.5	46
Svay Rieng	24.6	63
	TOTAL	337*

* SDPP will work with 212 treatment and 106 control schools for this intervention.

SAMPLE SELECTION METHODOLOGY AND CONSIDERATIONS:

To achieve a MDI of 7 percentage points, a total of 318[5] schools is needed in the sample which includes 10% attrition. Only schools that have Grades 7, 8, and 9 in the selected districts, are not subject to high migration, are accessible, have a room to dedicate to a computer lab[6] and agree to participate in SDPP will be eligible for inclusion in the sample. Sample schools will be divided into three groups and randomly assigned to treatment and control groups: 212 schools will received the EWS intervention, 106 schools (of the 212) will also receive the second intervention (Computer Labs), and 106 schools will receive no interventions and serve as the control group. Schools will be proportionately divided among the six provinces. Although the power calculations for Cambodia were originally based on the rates from Banteay Meanchey, Battambang and Pursat, the three additional districts exceed the original average dropout rate so no adjustment is required**.**

Prior to the random assignment of eligible schools, the school "recruitment" process will introduce eligible schools to the project and its requirements so schools can determine whether they wish to participate (before they know which group they are in to avoid attrition, especially among control schools). School directors will be convened in each province, where they will be informed about the research, random assignment, the interventions, their responsibilities for implementation and the data requirements. All of the eligible schools in the provinces will be invited, although it is more than required, to ensure that if some schools don't want to participate, a sufficient number is obtained. Schools that agree to participate will be provided with a very simple Memorandum of Agreement (MOA), which will cover what the study is about, what is expected of the schools, and that they agree to participate and cooperate with the study. All schools which agree to participate in the program will be randomly assigned to one of the three groups.

RESOURCES/IMPLEMENTATION AND MANAGEMENT PROVISIONS:

- Grade 7-9 teachers, school administrators, parents of at-risk students, community advocates
- Anti-school dropout (stay in school) toolkit including posters, parent alert forms, awareness campaign kit
- EWS school personnel training materials (handbooks, toolkits)
- Package/toolkit on response strategies (community and school)
- Community and parent awareness training packages
- Equipment for training
- Stationery and supplies
- Participation rewards (for treatment and control schools at the end of the project)

SUSTAINABILITY/REPLICABILITY:

This intervention builds on existing MoEYS procedures to collect school level data and is consistent with ministry policies to monitor and track both the attendance and performance of students. Although implementation is not consistently applied across the country, the MoEYS is aggressively pursuing policies and programs to meet Education for All (EFA) goals and includes

[5] According to the power calculations, 319 schools are needed, but for ease of dividing the schools into 3 groups, 318 schools will be used for the sample.
[6] See Intervention 2.

groups at the commune level to monitor local efforts to enroll children in school and support their participation at least through lower secondary. . This activity is also something that is scalable since it demands minimal investments (school director, teacher and community training) and requires modest changes and efforts by teachers. Overall, the components of the intervention are replicable by the government.

ISSUES (e.g., target school selection):

Additional Provinces: Based on the power calculations, in order to detect a 7 percentage point change in dropout rate for two interventions at the school level, SDPP would need a total of 318 schools (both treatment and control). Intervention 1 (the Early Warning System) would be implemented in all 212 treatment schools. Intervention 2 (computer labs) which would only be implemented in half of the treatment schools requires 106 schools. Within the three provinces SDPP is currently targeting –Battambang, Banteay Meanchey, and Pursat– there are 181 schools with the target grades of 7-9. Consequently, additional provinces and districts need to be added in order to have a sufficient number of schools. During the workshop the decision was made to expand SDPP into three additional provinces. Discussions with both the MoEYS and USAID took place to add the additional provinces of Kampong Speu, Prey Veng and Svay Rieng.

School, Teacher, Parent and Community Cooperation: Although this intervention demands minimal change in terms of teachers' behaviors and responsibilities in terms of how they track and use information to make decisions to support at-risk students, their buy-in and compliance is central to the effective implementation of this intervention. Although the EWS is designed to place minimal demands on teachers' time there is the potential that teachers will not follow through on the response strategies. For this reason, it is imperative that both the tracking and follow-up activities of the EWS be simple, focused, very transparent and demand a minimal level of effort on teacher as possible. As an example, currently government policy requires teachers to make home visits after students are absent 10 days (some define this as consecutive days and others as accumulative). Numerous district ministry and school level participants attending the workshop reported that despite this official policy many teachers fail to follow this directive. Therefore, raising awareness about the value of these measures as strategies to support children doing well in school and staying in school need to be a central part of the training on the EWS.

A second similar issue centers on parent and community buy-in. Although the data from the situational analysis and anecdotal evidence seems to indicate there is relatively strong support for education and high expectations for children to attend school there may not be equally clear understanding of ways to address a child's poor attendance patterns.

Sample Contamination: Whenever awareness campaigns are conducted there is a risk that their outreach will expand beyond the targeted audience. Within the context of the RCT it is important that positive messages about staying in school do not reach beyond the targeted communities especially those where there are control schools.

Incentive/Reward Payments: It is typical to provide some form of incentive for schools—both for treatment and control—participating in the research study to ensure their cooperation and to compensate them for their effort. SDPP proposes to reward at the end of the project with an in-kind package of materials or equipment that the school selects from a limited menu, in order to motivate their participation. The amount and the packages will have to be negotiated with the MoEYS.

INTERVENTION 2 NAME/TITLE: Computer Labs

OBJECTIVE:

To reduce Grade 7, 8 and 9 student in-grade dropout (i.e., completion of the respective grade) and increase attendance in treatment schools in the target provinces of Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat and Svay Rieng.

PURPOSE/RATIONALE (dropout factors addressed):

SDPP will install computer labs and support the provision of computer literacy training for students in 106 treatment schools at the lower secondary level in the six target provinces in Cambodia.

The labs will give students an opportunity to gain basic computer literacy skills that will increase both the perceptions of the value of and interest in continued schooling. According to data from the SDPP Situational Analysis, about 20% of at-risk students, dropouts, teachers and school administrators surveyed say that having computers at school would make school more interesting, fun and/or useful. One fifth of at-risk students and dropouts indicated a desire for vocational training and job-related support: access to computers and lessons on basic computer literacy will provide students skills that are sought-after in the job market. Nearly 80% of dropouts who report not being better off as a result of leaving school have not been able to find a job. Based on this data, offering training in basic computer skills could act as an incentive for students to stay in and attend school regularly so that they may have access to the labs and computer lessons, and subsequently have greater success in gaining employment.

SDPP will adapt a model that has been developed for the USAID-funded Improved Basic Education in Cambodia (IBEC) project and considered successful by both USAID and the MoEYS. IBEC assessments have indicated that students value the opportunity to learn computer skills and that the addition of a computer lab to school had been effective in making school more relevant to students. Specifically, 72% of students said that having access to computer courses at their school had influenced their decision to stay in school while only 9% said it had not played an influential role. By replicating this model, SDPP hopes to achieve similar results in making school relevant for students and preventing dropout.

Although evidence from international experience[7] shows that while simply providing a computer with no teacher instruction has not improved attendance or lowered dropout, interventions that involved both the provision of materials and hands-on assistance have been more effective. In addition, anecdotal evidence from the USAID TILO project in Egypt indicates that dropout rates have been reduced in schools where computer-based learning programs have been established.

[7] See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

DESCRIPTION OF INTERVENTION 2 ACTIVITIES:

The computer labs will be based on the thin-client model using access devices from NComputing and Microsoft MultiPoint Server 2011 as the operating system. The NComputing thin-client model uses a well-equipped desktop PC (Core i7 Quad and 8GB RAM) as the host computer that runs Windows MultiPoint Server 2011. The host computer also serves as the teacher's workstation. A network switch is connected to the host computer in order to provide LAN connectivity for thin-clients. Each thin-client consists of an energy efficient LED-backlit monitor, USB mouse, USB keyboard, and the NComputing L300 access device. The monitor, mouse, and keyboard connect to the L300 and the L300 connects via an Ethernet cable to the host computer.

A small laser printer will also be provided for each computer lab and will be located at the teacher's workstation.

Each computer lab will receive a 320 GB external USB hard drive to be used for backing up data stored on the host computer. The labs are used primarily for basic computer training rather than for new content creation. The teachers working in the computer labs will perform a weekly backup of host computer data. The backup drive should be kept in the school director's office rather than in the computer lab itself (off-site backup).

The computer labs will be powered entirely by solar energy. Solar energy eliminates the infrastructure problems associated with lack of reliable municipal power (the majority of secondary schools have no access to electricity), the financial sustainability problems associated with the constant purchase of fuel for generators as well as the cost and frequent maintenance required for the generators, and eliminates the need to purchase uninterruptible power supplies (UPSs) as the entire lab is always running on regulated power from batteries charged by the solar panels.

Prior to installation of the IT equipment, all 106 schools will have a room renovated to serve as the computer lab with an installed functional solar powered system. For each computer lab, the following steps will have been taken to ready the classrooms for IT equipment: install LAN and power cabling to the location of each thin-client, tile the floors over the cabling, paint the walls, install a ceiling to limit dust coming from the roof, install security bars over windows and doors to prevent theft of equipment, and install wall-mounted oscillating fans to assist with cooling.

Immediately following the installation of the computer labs, KAPE, in coordination with the MoEYS, will provide a three-day training for all teachers who will be involved with the new computer labs. Teachers will provide computer literacy classes to students according to the school timetable.

Activities under this intervention include:

- Selection of intervention schools
  - Determine availability of classroom and teacher from each school by province
  - Randomly select treatment and comparison schools

  - Gather information on infrastructure from selected schools
- Room preparation for computer lab, procurement and installation of solar power system, computer desks/chairs, and IT materials
  - Develop and distribute IFBs to respective vendors
  - Review proposals and conduct bid analysis
  - Contract with successful bidder(s)
  - Contractors complete preparation of room and installation of resources for 106 schools
- Printing of instructional materials for students and teachers
  - Develop and distribute RFQ
  - Review proposals and conduct bid analysis
  - Contract with bidder
  - Reprint minimum of 2,650 computer curriculum books with appropriate branding (25 per school), minimum of 2,650 laminated Khmer keyboard layouts printed and laminated (25 per school), and minimum of 110 large Khmer keyboard layout posters printed (1 per school)
- Design program for delivery of teacher training
  - Determine modality, frequency and duration
  - Identify teacher trainers
  - Develop or adapt trainer guides and training-of-trainer guides
  - Identify teachers and provide training on computers
  - Provide refresher training to teachers
- Develop SDPP support program
  - Develop timetable for teachers to follow and reporting system
  - Develop maintenance program, including monthly computer lab check by IT teams and provision of IT teams for on-call service
- Program rollout
  - Computer literacy training given to students
  - On-going monitoring of computer labs
  - Test student competency
  - Staffing and supporting computer labs (1 IT support and 6 IT specialists)

TARGET IMPLEMENTATION AREAS

District	Dropout rate	No. of schools
Banteay Meanchey	26.2%	43
Battambang	21.9%	64
Kampong Speu	24.1%	58
Prey Veng	23.5%	62
Pursat	18.5%	47
Svay Rieng	24.6%	63
	TOTAL	**337***

* SDPP will work with 106 treatment schools for this intervention.

SAMPLE SELECTION METHODOLOGY AND CONSIDERATIONS:

To achieve a MDI of 7 percentage points, a total of 318[8] schools is needed in the sample which includes 10 percent attrition. Only schools that have Grades 7, 8, and 9 in the selected districts, are not subject to high migration, are accessible, have a room to dedicate to a computer lab and agree to participate in SDPP will be eligible for inclusion in the sample. Sample schools will be divided into three groups and randomly assigned to treatment and control groups: 212 schools will received the EWS intervention, 106 schools (of the 212) will also receive the second intervention (Computer Labs), and 106 schools will receive no interventions and serve as the control group. Schools will be proportionately divided among the six provinces. Although the power calculations for Cambodia were originally based on the rates from Banteay Meanchey, Battambang and Pursat, the three additional districts exceed the original average dropout rate so no adjustment is required**.**

In addition to providing a dedicated room for housing the computer lab, each school must have 4 teachers with basic computer skills available to receive further computer literacy training.

Prior to the random assignment of eligible schools, the school "recruitment" process will introduce eligible schools to the project and its requirements so schools can determine whether they wish to participate (before they know which group they are in to avoid attrition, especially among control schools). School directors will be convened in each province, where they will be informed about the research, random assignment, the interventions, their responsibilities for implementation and the data requirements. All of the eligible schools in the provinces will be invited, although it is more than required, to ensure that if some schools don't want to participate, a sufficient number is obtained. Schools that agree to participate will be provided with a very simple Memorandum of Understanding (MOU), which will cover what the study is about, what is expected of the schools, and that they agree to participate and cooperate with the study. All schools which agree to participate in the program will be randomly assigned to one of the three groups.

RESOURCES/IMPLEMENTATION AND MANAGEMENT PROVISIONS:

<u>IT Equipment</u>
Host computer
Monitor
USB keyboard
USB mouse
MS Windows MultiPoint Server 2011
MS Windows MP Server CAL
USB external hard drive (320 GB)
Printer
Toner Cartridge
Network switch
NComputing access drive

[8] According to the power calculations, 319 schools are needed, but for ease of dividing the schools into 3 groups, 318 schools will be used for the sample.

Solar Power Equipment
Solar panel
Battery
Inverter
Controller

Other provisions
3-day training session for all teachers who will be involved with the computer labs
2 IT officers for each of the six provinces

In-kind resources
4 teachers per school who will participate in the training
1 room at each school to be used as a computer lab

SUSTAINABILITY/REPLICABILITY:

The MoEYS' Master Plan for ICT in Education 2009-2013 commits the Ministry to an aggressive expansion of ICT equipment in secondary schools and enhanced teacher training. SDPP will be using the curriculum developed by the MoEYS, and the deployment of computer labs in 106 schools supports the Ministry's goal for students to achieve basic computer literacy (typing and basic familiarity with computers) and to become proficient in the use of the MoEYS-version of OpenOffice.

As previously stated, SDPP is using the IBEC-established model. The MoEYS has embraced computer labs already provided by the IBEC program and has proven itself capable of working with them.

Several decisions have been made in the design of the intervention in order to enhance sustainability of the labs. Internet access will not be provided due to budgetary constraints and the inability of the MoEYS to sustain the access following the end of the project. Additionally, the use of solar energy to power the labs eliminates financial sustainability problems associated with the need to maintain and purchase fuel for generators. The thin-client configuration is less prone to failure and as the individual computer terminals lack a processor, they are less attractive to theft.

ISSUES (e.g., target school selection):

Additional Provinces: Based on the power calculations, in order to detect a 7 percentage point change in dropout rate for two interventions at the school level, SDPP would need a total of 318 schools (both treatment and control). Intervention 1 (the Early Warning System) would be implemented in all 212 treatment schools. Intervention 2 (computer labs) which would only be implemented in half of the treatment schools requires 106 schools. Within the three provinces SDPP is currently targeting –Battambang, Banteay Meanchey, and Pursat– there are 181 schools with the target grades of 7-9. Consequently, additional provinces and districts need to be added in order to have a sufficient number of schools. During the workshop the decision was made to

expand SDPP into three additional provinces. Discussions with both the MoEYS and USAID took place to add the additional provinces of Kampong Speu, Prey Veng and Svay Rieng.

Suitable schools: The computer labs require that certain preconditions be met by the schools, such as sufficient and suitable space dedicated to the labs and at least 4 teachers with basic computer skills who—with further training—can lead the computer literacy classes and manage the labs. Because schools will be randomly assigned for the three conditions (2 treatment groups and 1 control group), this means that all school in the sampling frame must meet these requirements. This need will be addressed by conducting a rapid survey of the schools in the provinces to determine those that meet the conditions. Qualified schools will comprise the sampling frame.

Logistics: The primary challenge in implementing computer labs as an intervention to reduce dropout rates is the limited timeframe available for establishing the labs, training teachers and evaluating the outcomes of the activity, all of which must be completed before the project end date of September 2013. The timeframe allows for readying the classrooms, procuring and installing equipment, and training of teachers in basic use and maintenance by the middle of 2012, so that the labs can be operational for a full year prior to the final evaluation.

Another key challenge will be to find qualified local vendors, who have the capacity to supply, install, and provide ongoing training and support services for the large number of computer labs that need to be installed within the timeframe described above.

Both of these challenges are mitigated significantly by the fact that a well-established and proven model for the computer labs in Cambodia – the IBEC program – exists. This program has been installing and supporting computer labs for the past three years and has shared with SDPP the full details of its successful model, including specifications, methods, training and support materials, and vendor information. Both the MoEYS and USAID consider the IBEC model feasible and highly successful, and have played an active role in identifying computer labs as one of two primary dropout prevention interventions to be tested by SDPP.

WORK PLAN: SDPP CAMBODIA

Early Warning System

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
Intervention 1 (Early Warning System)																
Activity (At Risk Student Tracking System)																
Task 1: Develop at risk profile	1. Standardization of at risk criteria (definitions and indicators)	At risk criteria and definition/indicators of children from target provinces defined.	Education Team and M&E team		X											Take from school pre-visit protocol
	2. Design of at risk file/report	Develop report format kits.	Education Team and M&E team		X											
Task 2: Develop EWS toolkit and procedures	1. Collection of existing forms and review.	All existing forms collected and reviewed.	Pharin and Sothira		X	X										
	2. Modifications/supplement of toolkit	Developed the supplement toolkits.	Tha and Sothira		X	X										
	3. Identification of intervention entry points.	Timeframe of intervention entry point set.	Education Team			X										Are forms in English too?? Development of attendance log??
	4. Seek government approval on toolkit and procedures.	Toolkit and procedures submitted to MoEYS for approval.	Education Team			X	X									
	5. Production and distribution of toolkits and procedures.	Toolkits and procedures delivered at specific time to treatment school.	HR, M&E and Education Team				X									This include meeting with MoEYS seeking for approval
	6. Development of intervention strategies to help at risk students in doing their learning performance.	Brief outline of child friendly teaching methods developed.	M&E and Education Team				X									Primarily focus on getting children to attend school regularly (65 points)

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
	7. Introduce strategies for low performance of at risk students (Build on CFS activities)	Homeroom teachers received introduction strategies on how to help low performance of at risk students.	RPCs, PCs and DPOs					X								
Task 3: Training on EWS toolkit and procedures	1. Development of training modules (at risk file/report; toolkit & procedures; intervention strategies)	Training modules for school administrators and homeroom teachers developed.	Education Team			X	X									Check school timetable with treatment schools.
	2. Production and distribution of training materials.	Training materials/Training toolkits delivered at specific time to treatment and control schools.	RPC and PCs				X	X	X							
	3. Development of Training Plan *(schedule and session plan)*	Detail Action of training to stakeholders from treatment schools developed.	Sothira			X										
	4. Conduct training	Conduct six trainings in 5 provinces.	Education Team and RPC/PCs.				X	X	X							
	5. Monitoring of post training activities.	Check to make sure the toolkits are being properly and effectively used.	Education Team and RPC/PCs and DPOs.								X				X	
Task 4: Case Management Tracking. (Update at risk file, responsive action taken according to procedure)	1. Develop and support school orientation on how to conduct mapping.	Training modules and Orientation developed and delivered to schools.	Education Team			X										
	2. School Mapping (student mapping) to identify at risk-children according to at risk profile.	School maps are illustrated with highlighted of at risk children are located.	DPO (oversee), homeroom teacher, female teacher counselor and school			X	X	X	X	X	X	X	X	X	X	Form a committee—larger school needs to be considered size of committee.

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
			director													
	3. Outline roles and responsibilities of school level committee to prioritize at risk students to be responded to.	They received refresh introduction on their role and responsibilities, especially to deal with at risk children to drop out.	Education Team and RPC/PCs.			X										EFA and PTA, school discipline and academic board
	4. Develop home visit procedure	Procedure of home visit designed and developed.	Education and M&E teams			X										Baseline survey??
	5. Development of Training Plan *(schedule and session plan)*	Detail Action of training to school level committee developed.	Pharin			X										
	6. Deliver the orientation on home visit procedure and plan for home visit.	School level committee received orientation on the procedure of home visit and developed their visiting plan.	DPOs and School level committee				X	X								
	7. Communication and Reporting the case (updating at risk student file)	Regular updating and reporting the case.	DPO, homeroom teacher, female teacher counselor and school director							X	X	X	X	X	X	
	8. Taking responsive action according to the procedure.	Risk of the child is prevented on time.	DPO, Relevant stakeholders							X	X	X	X	X	X	
Task 5: Development and Dissemination of anti-	1. Develop contents/Messages for poster activities.	Developed contented and messages for developing posters.	Education Team			X										Check with KAPE and NEP.

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
dropout school kits.	2. Develop Request for Bids (RFB) for anti-dropout school kit production.	At least three printing shops are quoted with satisfied quality and price.	Finance and Procurement department.			X										
	3. Develop RFB for anti-dropout school dissemination.	Identify local delivery service to transport anti-dropout school kit to schools.	HR/Education Team				X									
	4. Identify and contract graphic artist.	The artist selected and contracted for service production.	HR/Education Team				X									The artist comes up with symbol, cache/slogan Contact with WE, Equal Access and MoEYS, GCE/UNESCO
	5. Review selection process	The final printing design shop and delivery service.	Education Team				X	X								
	6. Contract signed for production and dissemination.	Sub-contract with design shop and delivery service.	Finance Section.					X								
	7. Production and dissemination of anti-dropout school kits.	Anti-school dropout kits delivered at specific time to treatment schools.	SDPP					X								
Activity (Partnership Building and Community Outreach)																
Task 1: Enhanced school-parent interaction	1. Development of response table (guidelines for community advocates)	The simple suggestion with simple ideas of addressing the problem of at risk students.	Education Team, M&E team and RPC, PCs			X										Checklist (simple form)
	2. Development of Training Plan *(schedule and session plan)*	Detail Action of training to community advocates developed.	Sothira			X										

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
	3. Training for school and community advocates.	Community advocates and school understanding importance of school and community interaction for benefit of their children's learning.	Education Team and RPC			X										
Task 2: Influential community advocates	1. Develop criteria for selection of influential leaders.	Criteria for selection of potential community leaders created.	Education and M&E team.				X									1- What will be the role of the PTA/EFA?
	2. Establishment/definition of roles and responsibilities.	ToR of community advocates for Early Warning System (EWS)	Education and M&E team.				X									How to ensure their participation and commitment to the process?
	3. Locate and engage community advocates (EFA and PTAs)	Commitment of community advocates to EWS.	Education and M&E team.					X								
	4. Development of Orientation Plan *(schedule and session plan)*	Detail Action of orientation to community advocates developed.	Tha				X									2- Ask KAPE Kampong Cham on role and responsibility of CEFAC. Are they functioning? Get MoEYS guideline on CEFAC.
	5. Orientation of community advocates on roles and responsibilities.	Orientation delivered to community advocates.	Education and M&E team.						X							
	6. Monitoring of advocate activities	Regular monitoring report.	M&E team							X	X	X	X	X	X	
Task 3: Parents/Guardian meetings	1. Develop manual of activities and TOR for groups.	ToR for the groups.	Education Team			X										Each Commune has EFA person on the Commune Council
	2. Formation of parents/guardian meeting facilitators at school level.	Facilitators assigned at school level.	Education Team					X								
	4. Development of Orientation Plan *(schedule and session plan)*	Detail Action of orientation to parents/guardians developed.	Pharin			X										Change from Mother meeting to Parents/guardian Meeting to

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
	3. Orientation for meeting facilitators.	Orientation conducted for meeting facilitators.	Education Team				X									avoid exclusion.
	4. Conduct monthly parents/guardian meeting at school level.	Monthly meeting of school and parents/guardian conducted and reported.	RPC/PC						X	X	X	X	X	X	X	
Task 4: Develop anti-dropout kit	1. Develop materials for anti-dropout: *(eg., double sided poster, bracelet, bag, calendar, diary, writing books, T-shirt,...)*including contents and messages	Anti-dropout kits developed.	Communication Unit/Education Team			X	X									Education Team and M&E will discuss on contents of the kits and HR does contract with RBF. Find out the successful awareness agencies (TAF, GCE, UNESCO, NEP)
	2. Identify and contract graphic artist.	The artist selected and contracted for service production.	HR/Education Team				X									The artist comes up with symbol, cache/slogan Contact with WE, Equal Access and MoEYS, GCE/UNESCO
	3. Develop Request For Bids for anti-dropout kit.	Procurement process approved by USAID.	HR				X									
	4. Review selection process	The final design shop selected.	Education Team				X									
	5. Develop RFB for anti-dropout school dissemination.	Identify local delivery service to transport anti-dropout school kit	HR/Education Team				X									

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1			Q2			Q3			Q4			Comments
				Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	Jun. 2012	Jul. 2012	Aug. 2012	Sept. 2012	
		to schools.														
	6. Contract signed for production and dissemination	Sub-contract with printing design shop.	Finance Section.					X								
	7. Production and dissemination of anti-dropout kits	Anti-dropout kits delivered at specific time to treatment schools and communities.	SDPP						X							
	8. Orientation on use of anti-dropout kits.	Orientation delivered to school and community.	RPC/PC						X							

Computer Labs

21 November 2011 – 1 July 2012

Task	Activities	Product(s)/Output(s)	Responsibility		Q1						Q2												Q3											
					Nov '11		Dec '11				Jan '12				Feb '12				Mar '12				Apr '12				May '12					June '12		
(Activity Cluster)	(to complete task)				Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
Intervention 2: Computer Labs																																		
Activity 1: Selection of Schools																																		
Task 1: Selection of schools	1. Develop and send to Provinces form for collecting information from schools on 2 computer lab criteria	Table with information on availability of classroom and teachers from each school by Province	Sina, Bunthoeun		x																													
	2. Send school list to CAI for Random selection	Treatment and comparison schools selected randomly	Creative SDPP		x																													
	3. Develop and send a check list to get information on infrastructure at selected schools	Information gathered on existing infrastructure (tiling, ceiling, security, etc.)	Sina, Bunthoeun			x	x																											
Activity 2: Room Preparation for Computer Lab																																		
Task 2: Room Preparation for Computer Lab	1. Design computer lab wiring, cabling plan	Specifications and quantities of wiring / cabling estimated	KAPE		x																													
	2. Develop the IFB (request for proposal)	IFB finalized	Tom		x																													
	3. Identify capable potential contractors	Minimum of 3 potential contractors identified in Cambodia	KAPE		x																													

Task	Activities	Product(s)/Output(s)	Responsibility		Q1						Q2												Q3												
(Activity Cluster)	(to complete task)				Nov '11		Dec '11				Jan '12				Feb '12				Mar '12				Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	4. Distribute the IFB to the potential companies.	IFB issued to identified contractors	KAPE		x																														
	5. Review the proposals	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy					x																											
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy					x																											
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal						x																										
	8. Send a request for consent to sub contract to USAID, if necessary.	If value of contract > $150K, request for consent to subcontract submitted and approved by USAID CO	Tom						x																										
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal Phy									x																							
	10. Carry out room preparation for computer lab	Contractor completes 106 room preparations according to Contract	Contractor(s)										x	x	x	x	x	x																	
	11. Follow up the implementation.	Computer lab preparations meet specifications and accepted by KAPE	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams										x	x	x	x	x	x																	

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1							Q2													Q3												
					Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
Activity 3: Solar Power Procurement and Set Up																																				
Task 3: Solar Power Procurement and Installation	1. Get the solar specification from IBEC.	Detailed specifications identified for all components	SDPP, CAI		x																															
	2. develop the IFB (request for proposal)	IFB finalized	Tom		x																															
	3. Identify capable potential contractors.	Minimum of 3 potential contractors identified in Cambodia	Ratha,Kosal,Tom, Roger		x																															
	4. Distribute the IFB to the potential companies.	IFB issued to identified contractors	Phy		x																															
	5. Review the proposals.	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy					x																												
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy					x																												
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal						x																											
	8. Send a request for consent to sub contract to USAID.	Request for consent to subcontract submitted and approved by USAID CO	Tom						x																											
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy									x																								

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1							Q2													Q3												
				Nov '11			Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	10. Install solar system.	Contractor installs solar power system components at 106 schools	Contractor(s)										x	x	x	x	x	x	x	x	x	x														
	11. Follow up the implementation	Solar power installation meets contract specifications and progresses according to timeline	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams										x	x	x	x	x	x	x	x	x	x	x													
	12. Solar power system testing	Solar power systems functional at 106 sites and accepted by KAPE	Contractor(s)																x	x	x	x														
	13. Training on use and basic maintenance of solar power system.	Representatives at 106 schools trained and competent in use and basic maintenance	Contractor(s)																x	x	x	x														
Activity 4: Computer Desk and Chair Procurement																																				
Task 4: Computer Desk and Chair Procurement	1. Determine specification of furniture.	Basic minimum furniture specifications agreed	Sina, Bunthoeun, Tom		x																															
	2. Develop the IFB (request for proposal)	IFB finalized	Tom			x																														
	3. Identify capable potential contractors.	Minimum of 3 potential suppliers identified in Cambodia	Ratha,Kosal,Tom, Roger			x																														
	4. Distribute the IFB to the potential companies.	IFB issued to identified suppliers	Phy			x																														
	5. Review the proposals.	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy						x																											

Task	Activities	Product(s)/Output(s)	Responsibility		Q1						Q2													Q3												
(Activity Cluster)	(to complete task)				Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy						x																											
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal							x																										
	8. Send a request for consent to sub contract to USAID, if necessary.	If value of contract > $150K, request for consent to subcontract submitted and approved by USAID CO	Tom							x																										
	9. Informin g the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy								x																									
	10. Deliverin g and installing furniture.	Contractor delivers and installs furniture at 106 schools according to Contract	Contractor(s)																	x	x															
	11. Follow up the implementation.	Computer lab furniture meet specifications and accepted by KAPE	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																	x	x															
Activity 5: IT Procurement and Installation.																																				
Task 5: IT Procurement and installation.	1. Get the IT specification from IBEC.	Detailed specifications identified for all components	SDPP, CAI		x																															
	2. Submit the IRM (international resource management) application.	IRM application finalized and submitted	Roger, Tom, Creative HQ			x																														

Task	Activities	Product(s)/Output(s)	Responsibility		Q1						Q2													Q3												
(Activity Cluster)	(to complete task)				Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	3. Develop the IFB (invitation for bid)	IFB finalized	Harley, Tom		x	x	x																													
	4. Identify capable potential contractors.	Minimum of 3 potential contractors identified internationally and/or in Cambodia	Ratha,Kosal,Tom, Roger		x	x	x																													
	5. Distribute the IFB to the potential companies.	IFB advertised and/or issued to identified contractors	Phy								x																									
	6. Review the proposals.	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy											x	x																					
	7. Bid analysis	Comparison and ranking of proposals against IFB criteria, selection of contractor	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy												x																					
	8. Send a request for consent to sub contract to USAID.	Request for consent to subcontract submitted and approved by USAID CO	Tom												x																					
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal														x																			
	10. Install the IT system.	Contractor installs IT components at 106 schools	Contractor																			x	x	x												

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1							Q2													Q3												
				Nov '11			Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	11. Follow up the implementation.	IT hardware and software components meet contract specifications and progresses according to timeline	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																				x	x	x											
	12. Compute r Testing	IT system functional at 106 sites and accepted by KAPE	Contractor																				x	x	x											
	13. Develop and sign agreement with the schools for accepting responsibility for safe guarding IT equipment.	Agreements on roles and responsibilities for computer lab management signed with representatives at 106 schools	Bunthoeun,Sina, Provincial Team																				x	x	x											
	14. Training on use and basic maintenance computer.	Representatives at 106 schools trained and competent in use and basic maintenance	Contractor																				x	x	x											
Activity 6: Printing of Instructional Materials for Students and Teachers																																				
	1. Develop request for quotation	RFQ finalized	Bunthoeun,Sina							x																										
	2. Identify capable potential printing companies.	Minimum of 3 potential suppliers identified in Cambodia	Ratha,Kosal,Bunthouen,Sina,Phy							x																										
	3. Distribute the RFQ to the potential companies.	RFQ issued to identified suppliers	Phy								x																									
	4. Review the RFQ.	KAPE selection committee reviews all received RFQ	Kosal, Bunthoeun, Ratha, Sina, Tom,Phy									x																								

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1							Q2													Q3												
				Nov '11			Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	5. Bid analysis	Comparison and ranking of proposals against RFQ criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy									x																								
	6. Send recommended printing companies to CAI for review and approval.	Approval received from Creative HQ for selection of printing companies	Kosal									x																								
	7. Informin g the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy										x																							
	8. Reprint computer textbook and keyboard layout for teacher and students:	Minimum of 2,650 computer curriculum books (MOEYS adapted by IBEC) reprinted with appropriate branding(25 per school) Minimum of 2,650 laminated Khmer keyboard layouts printed and laminated (25 per school) Minimum 110 large Khmer keyboard layout posters printed (1 per school)	Printing companies												x																					
	9. Distribute computer textbook and keyboard layout to schools	List of receiving material and signature from school principle	Bunthoeun,Sina,Pr ovincal Team																						x	x									
Activity 7. Design program for delivery of teacher training																																				
Task 7.1: Design program for training of	1. Deter mine modality for training teacher: cascade	modality for cascade training will be applied	Bunthoeun,Sina,IT Team, MoEYS																					x												

Task	Activities	Product(s)/Output(s)	Responsibility		Q1						Q2													Q3												
(Activity Cluster)	(to complete task)				Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
teachers	2. determine frequency and duration of training	5 days training will be applied	Bunthoeun,Sina,IT Team, MoEYS																						x											
	3. identify teacher trainer	20 trainers will be trained	Bunthoeun,Sina,IT Team, MoEYS																					x												
Task 7.2: Develop Training Material	1. Trainer Guides	Use an existing training program from IBEC and Ministry of Education for teacher	Bunthoeun,Sina,IT Team, MoEYS																x	x	x															
	2. ToT guides	Use an existing training program from IBEC and Ministry of Education for teacher	Bunthoeun,Sina,IT Team, MoEYS														x	x																		
Task 7.3: Select and Train Teacher	1. identify teachers	4 teachers include a school principle for each school will be selected and trained	Bunthoeun,Sina, Provincial Team																		x	x	x													
	2. delivery computer training to teachers	core teachers will be trained	trainers team																						x											
	3. refresher training to teachers	core teachers from each school will be refreshed	Bunthoeun,Sina,IT Team, MoEYS																											x	x					
Activity 8. Develop SDPP support program																																				
Task 8.1: Determine program for teacher	1. time table	teacher teach student follow time table	Principle and computer teacher																						x											
	2. coordinating with teacher	computer lab class implemented	Bunthoeun,Sina, Provincial Team																						x	x	x	x	x	x	x	x	x	x	x	x

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility		Q1						Q2													Q3											
					Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	3. reporting to SDPP	monthly and quarterly report on progress computer lab submitted to SDPP	Bunthoeun,Sina, Provincial Team																									x					x			
Task 8.2: Develop maintenance plan	1. monthly check up	computer lab check monthly by IT teams	Bunthoeun,Sina, Provincial Team																								x					x				x
	2. service on call	IT Teams telephone number will be given to target school	Bunthoeun,Sina, Provincial Team																																	
Activity 9: Developing Evaluation Program																																				
Task 9.1: Develop Evaluation Tools	1. Develop pre and post-test form	pre and post-test form developed	Bunthoeun,Sina, Provincial Team																			x	x													
	2. Pre-test to the students	aware of student computer basic	Bunthoeun,Sina, Provincial Team																									x								
	3. post-test to the students	understand the level of computer literacy	Bunthoeun,Sina, Provincial Team																																	x
	4. pre and post-test will be send to M&E department	understanding student computer basic and level of computer literacy	M&E, teachers, IT Team																																	
Task 9.2: Identify Evaluation Teams	1. Develop Evaluation Tools	Evaluation Tools Developed	M&E, Mathematica																													x				
	2. Orientation evaluation teams	evaluation teams identified and oriented	M&E, Mathematica																														x			

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility		Q1						Q2												Q3											
					Nov '11		Dec '11				Jan '12				Feb '12				Mar '12				Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	3. conducting evaluation processing	evaluation schedule developed	M&E, Mathematica																															x
Task 9.3: Analysis and generate report	1. collect data from each school	all data collected	M&E, teachers, IT Team																															
	2. entry data	all data entry into database	M&E																															
	3. data analysis	all data analyzed	M&E																															
	4. reports	report public and share	M&E																															
Activity 10: Program Rollout																																		
Task 1: Delivery computer training to students	1. Teaching computer literacy to students	Students understanding computer literacy and can use computer	teachers, trainer from each province																						x	x	x	x	x	x	x	x	x	x
Task 2: Ongoing monitoring	2. Monitoring and follow up computer lab	monitoring schedule and developed	Bunthoeun,Sina,IT Team																							x					x			x
Task 3: Testing students competency	3. Testing	Testing exercise developed	Bunthoeun,Sina,IT Team,Teacher																														x	x
Task 4: Staffing and supporting computer intervention	1. develop scope of work school IT support and IT specialist	scope of work for IT specialist and developed	Sina, Ratha, Sovannarith			x	x																											
	2. identify number of staff need	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha				x	x																										
	3. advertising and put up job announcement	advertised on newspaper, career website	HR, Sovannarith, Ratha					x																										

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q1							Q2													Q3												
					Nov '11		Dec '11				Jan '12				Feb '12				Mar '12					Apr '12				May '12					June '12			
					Nov 21-27	Nov 28-Dec 4	Dec 5-11	Dec 12-18	Dec 19-25	Dec 26-Jan1	Jan 2-8	Jan 9-15	Jan 16-22	Jan 23-Jan29	Jan 30-Feb 5	Feb 6-12	Feb 13-19	Feb 20-26	Feb 27-Mar 4	Mar 5-11	Mar 12-18	Mar 19-25	Mar 26-Apr 1	Arp 2-8	Apr 9-15	Apr 16-22	Apr 23-29	Apr 30-May 6	May 7-13	May 14-20	May 21-27	May 28-Jun3	June 4-10	June 11-17	June 18-24	June 25-July 1
	4. review and short-list	reviewed and short-listed	HR, Sovannarith, Ratha						x																											
	5. conduct phone interview	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha							x																										
	6. invite for IT Test and oral interview	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha								x																									
	7. job offer to applicant	1 IT specialists and 6 IT supports	HR									x	x																							

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Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
				July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
Intervention 2: Computer Labs																															
Task 1 : Selection of Intervention Schools (computer labs)																															
Task 1: Selection of computer lab	1. Develop and send to Provinces form for collecting information from schools on 2 computer lab criteria	Table with information on availability of classroom and teachers from each school by Province	Sina, Bunthoeun																												Karen comments "should have form for school to complete"
	2. Send school list to CAI for Random selection	Treatment and comparison schools selected randomly	Creative SDPP																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	3. Develop and send a check list to get information on infrastructure at selected schools	Information gathered on existing infrastructure (tiling, ceiling, security, etc.)	Sina, Bunthoeun																												
Activity 2: Room Preparation for Computer Lab																															
Task 2: Room Preparation for Computer Lab	1. Design computer lab wiring, cabling plan	Specifications and quantities of wiring / cabling estimated	KAPE																												
	2. Develop the IFB (request for proposal)	IFB finalized	Tom																												
	3. Identify capable potential contractors	Minimum of 3 potential contractors identified in Cambodia	KAPE																												
	4. Distribute the IFB to the potential companies.	IFB issued to identified contractors	KAPE																												
	5. Review the proposals	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal																												
	8. Send a request for consent to sub contract to USAID, if necessary.	If value of contract > $150K, request for consent to subcontract submitted and approved by USAID CO	Tom																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy																												
	10. Carry out room preparation for computer lab	Contractor completes 106 room preparations according to Contract	Contractor(s)																												
	11. Follow up the implementation.	Computer lab preparations meet specifications and accepted by KAPE	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																												
Activity 3: Solar Power Procurement and Set Up																															
Task 3: Solar Power Procurement and Installation	1. Get the solar specification from IBEC.	Detailed specifications identified for all components	SDPP, CAI																												
	2. develop the IFB (request for proposal)	IFB finalized	Tom																												
	3. Identify capable potential contractors.	Minimum of 3 potential contractors identified in Cambodia	Ratha,Kosal,Tom, Roger																												
	4. Distribute the IFB to the potential companies.	IFB issued to identified contractors	Phy																												
	5. Review the proposals.	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	8. Send a request for consent to sub contract to USAID.	Request for consent to subcontract submitted and approved by USAID CO	Tom																												
	9. Informin g the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy																												
	10. Install solar system.	Contractor installs solar power system components at 106 schools	Contractor(s)																												
	11. Follow up the implementation	Solar power installation meets contract specifications and progresses according to timeline	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																												
	12. Solar power system testing	Solar power systems functional at 106 sites and accepted by KAPE	Contractor(s)																												
	13. Training on use and basic maintenance of solar power system.	Representatives at 106 schools trained and competent in use and basic maintenance	Contractor(s)																												
Activity 4: Computer Desk and Chair Procurement																															
Task 4: Computer Desk and Chair Procurement	1. Determi ne specification of furniture.	Basic minimum furniture specifications agreed	Sina, Bunthoeun, Tom																												
	2. Develop the IFB (request for proposal)	IFB finalized	Tom																												
	3. Identify capable potential contractors.	Minimum of 3 potential suppliers identified in Cambodia	Ratha,Kosal,Tom, Roger																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	4. Distribute the IFB to the potential companies.	IFB issued to identified suppliers	Phy																												
	5. Review the proposals.	KAPE selection committee reviews all received proposals	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	6. Bid analysis	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	7. Send a recommended contractor to CAI for review and approval.	Approval received from Creative HQ for selection of Contractor	Kosal																												
	8. Send a request for consent to sub contract to USAID, if necessary.	If value of contract > $150K, request for consent to subcontract submitted and approved by USAID CO	Tom																												
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal,Phy																												
	10. Delivering and installing furniture.	Contractor delivers and installs furniture at 106 schools according to Contract	Contractor(s)																												
	11. Follow up the implementation.	Computer lab furniture meet specifications and accepted by KAPE	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																												
Activity 5: IT Procurement and Installation.																															
Task 5: IT Procurement and	1. Get the IT specification from IBEC.	Detailed specifications identified for all components	SDPP, CAI																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
installation.	2. Submit the IRM (international resource management) application.	IRM application finalized and submitted	Roger, Tom, Creative HQ																												
	3. Develop the IFB (invitation for bid)	IFB finalized	Harley, Tom																												
	4. Identify capable potential contractors.	Minimum of 3 potential contractors identified internationally and/or in Cambodia	Ratha,Kosal,Tom, Roger																												
	5. Distribute the IFB to the potential companies.	IFB advertised and/or issued to identified contractors	Phy																												
	6. Review the proposals.	Comparison and ranking of proposals against IFB criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	7. Bid analysis	Comparison and ranking of proposals against IFB criteria, selection of contractor	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	8. Send a request for consent to sub contract to USAID.	Request for consent to subcontract submitted and approved by USAID CO	Tom																												
	9. Informing the companies and preparing contracts.	Contract with successful bidder executed	Kosal																												
	10. Install the IT system.	Contractor installs IT components at 106 schools	Contractor																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	11. Follow up the implementation.	IT hardware and software components meet contract specifications and progresses according to timeline	Kosal, Bunthoeun, Ratha, Sina, Provincial Teams																												
	12. Compute r Testing	IT system functional at 106 sites and accepted by KAPE	Contractor																												
	13. Develop and sign agreement with the schools for accepting responsibility for safe guarding IT equipment.	Agreements on roles and responsibilities for computer lab management signed with representatives at 106 schools	Bunthoeun,Sina,Pr ovincal Team																												
	14. Training on use and basic maintenance computer.	Representatives at 106 schools trained and competent in use and basic maintenance	Contractor																												
Activity 6: Printing of Instructional Materials for Students and Teachers																															
	1. Develop request for quotation	RFQ finalized	Bunthoeun,Sina																												consult with IBEC and MoEYS
	2. Identify capable potential printing companies.	Minimum of 3 potential suppliers identified in Cambodia	Ratha,Kosal,Bunth ouen,Sina,Phy																												
	3. Distribut e the RFQ to the potential companies.	RFQ issued to identified suppliers	Phy																												
	4. Review the RFQ.	KAPE selection committee reviews all received RFQ	Kosal, Bunthoeun, Ratha, Sina, Tom,Phy																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	5. Bid analysis	Comparison and ranking of proposals against RFQ criteria	Kosal, Bunthoeun, Ratha, Sina, Tom, Phy																												
	6. Send recommended printing companies for review and approval.	Approval received from Creative HQ for selection of printing companies	Kosal																												
	7. Informing companies and preparing contracts	Contract with successful bidder executed	Kosal,Phy																												
	8. Reprint computer textbook and keyboard layout for teacher and students:	Minimum of 2,650 computer curriculum books (MOEYS adapted by IBEC) reprinted with appropriate branding(25 per school) Minimum of 2,650 laminated Khmer keyboard layouts printed and laminated (25 per school) Minimum 110 large Khmer keyboard layout posters printed (1 per school)	Printing companies																												
	9. Distribute computer textbook and keyboard layout to schools	List of receiving material and signature from school principle	Bunthoeun,Sina,Provincal Team																												
Activity 7. Design program for delivery of teacher training																															
Task 7.1: Design program for	1. Deter mine modality for training teacher	modality for cascade training will be applied	Bunthoeun,Sina,IT Team, MoEYS																												**1**.Ask to MoEYS and IBEC, are

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
training of teachers	2. determine frequency and duration of training	5 days training will be applied	Bunthoeun,Sina,IT Team, MoEYS																												there any teachers available? (Training 5 days) **2.**(3 IT Teams will be recruited for each province) **3.** discuss with POE for training date **4.** refresher training 1 day
	3. identify teacher trainer	20 trainers will be trained	Bunthoeun,Sina,IT Team, MoEYS																												
Task 7.2: Develop Training Material	1. Trainer Guides	Use an existing training program from IBEC and Ministry of Education for teacher	Bunthoeun,Sina,IT Team, MoEYS																												
	2. ToT guides	Use an existing training program from IBEC and Ministry of Education for teacher	Bunthoeun,Sina,IT Team, MoEYS																												
Task 7.3: Select and Train Teacher	1. identify teachers	4 teachers include a school principle for each school will be selected and trained	Bunthoeun,Sina, Provincial Team																												
	2. delivery computer training to teachers	core teachers will be trained	trainers team																												
	3. refresher training to teachers	core teachers from each school will be refreshed	Bunthoeun,Sina,IT Team, MoEYS																												
Activity 8. Develop SDPP support program																															
Task 8.1: Determine program for teacher	1. time table	teacher teach student follow time table	Principle and computer teacher																												
	2. coordinating with teacher	computer lab class implemented	Bunthoeun,Sina, Provincial Team	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			

Task (Activity Cluster)	Activities (to complete task)	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
				July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	3. reporting to SDPP	monthly and quarterly report on progress computer lab submitted to SDPP	Bunthoeun,Sina, Provincial Team	x					x				x				x					x				x			x	x	
Task 8.2: Develop maintenance plan	1. monthly check up	computer lab check monthly by IT teams	Bunthoeun,Sina, Provincial Team					x				x				x					x				x				x		
	2. service on call	IT Teams telephone number will be given to target school	Bunthoeun,Sina, Provincial Team																												
Activity 9: Developing Evaluation Program																															
Task 9.1: Develop Evaluation Tools	1. Develop pre and post-test form	pre and post-test form developed	Bunthoeun,Sina, Provincial Team																												conducted in Mar 2013
	2. Pre-test to the students	aware of student computer basic	Bunthoeun,Sina, Provincial Team																												
	3. post-test to the students	understand the level of computer literacy	Bunthoeun,Sina, Provincial Team																												
	4. pre and post-test will be send to M&E department	understanding student computer basic and level of computer literacy	M&E, teachers, IT Team	x																											
Task 9.2: Identify Evaluation Teams	1. Develop Evaluation Tools	Evaluation Tools Developed	M&E, Mathematica																												
	2. Orientation evaluation teams	evaluation teams identified and oriented	M&E, Mathematica																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	3. conducting evaluation processing	evaluation schedule developed	M&E, Mathematica																												
Task 9.3: Analysis and generate report	1. collect data from each school	all data collected	M&E, teachers, IT Team	x	x	x	x																								
	2. entry data	all data entry into database	M&E						x	x	x	x																			
	3. data analysis	all data analyzed	M&E										x	x	x	x															
	4. reports	report public and share	M&E														x	x	x	x	x										
Activity 10: Program Rollout																															
Task 1: Delivery computer training to students	1. Teaching computer literacy to students	Students understanding computer literacy and can use computer	teachers, trainer from each province	x	x	x	x	x																							6 IT staffs per province, (1 It specialist in phnom penh)
Task 2: Ongoing monitoring	2. Monitoring and follow up computer lab	monitoring schedule and developed	Bunthoeun,Sina,IT Team					x									x					x				x					
Task 3: Testing students competency	3. Testing	Testing exercise developed	Bunthoeun,Sina,IT Team,Teacher																												
Task 4: Staffing and supporting computer intervention	1. develop scope of work school IT support and IT specialist	scope of work for IT specialist and developed	Sina, Ratha, Sovannarith																												
	2. identify number of staff need	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha																												

Task	Activities	Product(s)/Output(s)	Responsibility	Q4													Q5														Comments
				July '12					Aug '12				Sep '12				Oct '12					Nov '12				Dec '12					
(Activity Cluster)	(to complete task)			July 2-8	July 9-15	July 16-22	July 23-29	July 30-Aug 5	Aug 6-12	Aug 13-19	Aug 20-26	Aug 27-Sep 2	Sep 3-9	Sep 10-16	Sep 17-23	Sep24-30	Oct 1-7	Oct 8-14	Oct 15-21	Oct 22-28	Oct 29-Nov 4	Nov 5-11	Nov 12-18	Nov 19-25	Nov 26-Dec 2	Dec 3-9	Dec 10-16	Dec 17-23	Dec 24-30	Dec 30-Jan 6	
	3. advertising and put up job announcement	advertised on newspaper, career website	HR, Sovannarith, Ratha																												
	4. review and short-list	reviewed and short-listed	HR, Sovannarith, Ratha																												
	5. conduct phone interview	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha																												
	6. invite for IT Test and oral interview	1 IT specialists and 6 IT supports	HR, Sovannarith, Ratha																												
	7. job offer to applicant	1 IT specialists and 6 IT supports	HR																												