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# USAID/Cambodia–All Children Learning

## FINAL REPORT

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# USAID/Cambodia – All Children Learning

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Cover Photo: Integrated Class for Children who are Deaf, learning through Cambodian Sign Language, Kampong Thom Province, October 2021; Photographer: Banung Ou

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## ACRONYMS/ABBREVIATIONS

ACL	All Children Learning
ACR	All Children Reading
BC&IC	Bridge Classes and Integrated Classes
COVID-19	Coronavirus Disease 2019
CSL	Cambodian Sign Language
CVC	Prakorb (consonant vowel consonant)
DOE	District Office of Education
DP	Development Partner
ECD	Early Childhood Department
EGL	Early Grade Learning
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EQAD	Education Quality Assurance Department
FY	Fiscal Year
GPE	Global Partnership for Education
HE	His Excellency
IE	Inclusive Education
IPEA	Inclusive Primary Education Activity
IVR	Interactive Voice Response
MoEYS	Ministry of Education, Youth and Sport
NEP	Non-Governmental Organization (NGO) Education Partnership
NGO	Non-Governmental Organization
NISE	National Institute for Special Education
PED	Primary Education Department
POE	Provincial Office of Education
PS TTC	Pre-school Teacher Training Center
PTTC	Provincial Teacher Training Center
Q	Quarter
SED	Special Education Department
SSB	Supplementary Student Book
TEC	Teacher Education College
TLM	Teaching and Learning Materials
TOT	Training of Trainers

TTD	Teacher Training Department
UDL	Universal Design for Learning
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WGED	Working Group for Education and Disabilities

## EXECUTIVE SUMMARY

During the lifespan of the All Children Learning (ACL) project, a continuation of the work that began under USAID All Children Reading– (ACR–) Cambodia, the project supported the Ministry of Education, Youth and Sport’s (MoEYS’) achievement to develop and pilot a national inclusive, evidence-based early grade Khmer literacy program. Both activities (ACR and ACL) are externally known as All Children Reading–Cambodia (ACR–Cambodia), which is hereinafter referred to in this final report as the overall USAID’s early grade reading program in Cambodia. ACR–Cambodia worked with a number of partners to foster collaboration in the sector, promoted a harmonized approach to early grade Khmer literacy instruction, and mobilized resources for the MoEYS program, with the early grade learning (EGL) teaching and learning materials and approaches now recognized as the MoEYS’ national early grade learning program. ACR–Cambodia also worked in partnership with the MoEYS and other key stakeholders to pilot the materials using a range of funding sources and demonstrated statistically significant impacts on learning. Throughout this process, ACR–Cambodia made significant contributions to developing capacity within the MoEYS to continue to develop, implement, and monitor a national early grade Khmer language program.

Based on the successes of the pilot years under the USAID ACR–Cambodia program, the project team worked to build momentum around the Khmer program, particularly among the MoEYS and partners. On October 19, 2019, the MoEYS held a meeting of the EGL Steering Committee, chaired by His Excellency (HE) Minister Hang Chuon Naron and HE Dr. Nath Bunroeun, at which the MoEYS officially approved the name of the EGL program as *Komar Rien Komar Cheh* and confirmed its intention to roll out the program nationally. In January 2020, the project supported the MoEYS to officially launch the EGL program under its new Khmer name, *Komar Rien Komar Cheh*. At this event, the MoEYS publicly communicated the goal of national coverage for the Khmer program and promoted the *Komar Rien Komar Cheh* Facebook page as a platform to reach parents of children in the early grades. At the request of the MoEYS, the project began work to integrate the Khmer program into the 12+2 preservice training and to prepare and support the use of the program in the connected practice schools during the 2020–2021 school year. A grants program was developed, and applications were received for nongovernmental organizations (NGOs) that wished to use the program in the 2020–2021 school year, helping them achieve full-district coverage, a requirement from the MoEYS to make NGO investment in Cambodia more coordinated and easier to manage.

Since March 2020, ACR–Cambodia has seen many disruptions to its original implementation plans and approaches due to coronavirus disease 2019 (COVID-19) outbreaks and resulting restrictions to limit the virus’ spread in Cambodia. The continuing shift in policy and regulations has been challenging for the project; however, the ACR–Cambodia team remained flexible and adaptive to each change in circumstance. The ACR–Cambodia project team benefitted from great support provided by the United States Agency for International Development (USAID), which enabled flexibility and adaptive management. The most significant adaptations were linked to school closures, which consequently led ACR–Cambodia to implement activities in schools and activities to support learning at home, depending on changing circumstances.



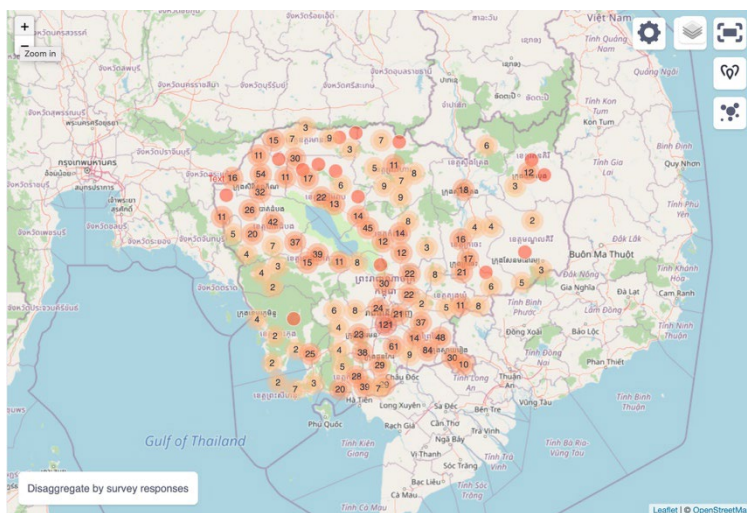
While schools were open, the project focused on supporting and building the capacity of teachers in classrooms to effectively teach early grade literacy to grades 1 and 2 in ACR-Cambodia's three target provinces. ACR-Cambodia also provided additional technical advice, training, and materials in five additional provinces, in partnership with the Global Partnership for Education (GPE), and all districts that had a provincial teacher training center. Under GPE, the Primary Education Department (PED) supported 1,373 schools in five districts with the full EGR package. The ACR-Cambodia Inclusive Education team supported teaching in the mainstream local primary schools for previously out-of-school children who were deaf/hard of hearing to learn Cambodian Sign Language (CSL) and foundational literacy skills.

When schools were reopened in March 2021, ACR-Cambodia trained teachers in-person and conducted coaching follow ups with classroom observations that reinforced the project's improved instructional practice, in particular the appropriate use of *Komar Rien Komar Cheh* teaching and learning materials. The success of ACR-Cambodia's "in-school" work and materials was well monitored, evaluated, and documented, and accepted by the MoEYS as the national approach. Because of the national adoption, the *Komar Rien Komar Cheh* materials and teaching techniques are now taught as the core curriculum in public primary schools and in all teacher training colleges across the country, with direct support from ACR-Cambodia's pre-service teacher training team

However, over the last two years, more than 50% of the time Cambodian primary schools endured either disrupted schedules or were completely closed due to COVID-19. During periods of school closure, the project focused on delivering teacher training remotely and providing direct support to parents (and teachers) to assist their children (and students) with continuing education from home.

As with the in-school work of ACR-Cambodia, the "at-home" work, including the home-learning materials and methodology, gained a strong reputation as Cambodia's leading solution to supporting early grade children to learn at home during school closures. This reputation was further enhanced by the findings, recommendations, and conclusions of our Learning-Loss Survey of 2020 and related Early Grade Reading Assessment (EGRA) results at the beginning of 2021. Results of the study and EGRA demonstrated that ACR-Cambodia's at-home approaches were, in fact, creating learning gains, rather than losses, for children learning from home with ACR-Cambodia support.

Since April 2021, in a collaborative effort between USAID/Cambodia and the ACR-Cambodia team, ACR-Cambodia widely shared the results of this work. Through extraordinary advocacy efforts for sector coordination in response to the COVID-19 pandemic, the materials and approaches developed by the project under the *Komar Rien Komar Cheh* brand were accepted as the benchmark home-learning package by all development partners (DPs) that fund the Capacity Development Partnership Fund Phase (CDPF) III. Namely, the European Union, Swedish International Development Cooperation Agency, USAID, and GPE. These DPs further committed to funding printing and sharing of the entire *Komar Rien Komar Cheh* home learning package to all grade 1 and grade 2 students in the country, as well as their teachers. Full printing and dissemination of the *Komar Rien Komar Cheh* home learning



The map represents training on the *Komar Rien Komar Cheh* Home Learning package in 2021, each dot and number represents a training delivery at cluster level. Graphic Credit: Sokren Now

package was led by the CDPF administrator (i.e., the United Nations Children’s Fund [UNICEF]), which oversaw the printing and distribution of more than 750,000 copies of the package.

In coordination with this distribution of the home learning package materials, ACL worked with the MoEYS’ Primary Education Department (PED) to train MoEYS officers on the use of these materials. By December 2021, training had been delivered to 50 PED national-

level trainers, 100 provincial office of education officers in all 25 provinces, 406 district office of education officers in all 203 districts, and more than 22,000 teachers and school directors from all 7,306 government primary schools in Cambodia.

The program’s final effort in home learning demonstrates the potential impact of successful sector coordination, which will be a key factor to the success of the Inclusive Primary Education Activity (IPEA), which aims to further strengthen the primary education system and further expand *Komar Rien Komar Cheh*. It also demonstrates the program’s ability to strengthen system resilience to ensure effective response to external shocks impacting the delivery of EGL during a pandemic.

ACR-Cambodia’s largest success and legacy is the delivery of a national *Komar Rien Komar Cheh* reading package, which reached 38% of Cambodia’s primary schools and directly supported a total of 324,366 direct student beneficiaries in grades 1 and 2 with USAID funding. The project, as of the completion of this final report, completed all contracted deliverables, as well as developed a national reputation for high-quality monitoring and research and a positive impact on the education sector.

# 1. INTRODUCTION

<b>Activity Name:</b>	USAID/Cambodia–All Children Learning
<b>Activity Start Date and End Date:</b>	10/03/2018 – 01/31/2022
<b>Funding Source (Specify USAID/Washington or the USAID Mission):</b>	USAID/Cambodia
<b>Lead at USAID Mission, if applicable:</b>	Sereisatya Ros/ Marc Bonnenfant
<b>Contract Number:</b>	AID-OAA-I-14-00044/72044218F00002
<b>Activity Lead:</b>	Bryn Tucknott
<b>Name of Subcontractors during this project:</b>	World Education International, Room to Read, Save the Children, World Vision International
<b>Geographic Coverage (cities and or countries):</b>	Cambodia

## 1.1 Background and Context

The United States Agency for International Development (USAID) launched the All Children Reading–Cambodia project in 2017 to help improve the early grade reading (EGR) skills of children in Cambodia. The project was designed to complement the Ministry of Education, Youth and Sport’s (MoEYS’) activities planned under a grant from the Global Partnership for Education (GPE). It would support the development and piloting of the Khmer language component of a national early grade learning (EGL) program that was initially to be implemented in five provinces with the combination of USAID and GPE funding. The MoEYS, with support of other partners, was to develop the mathematics component of the EGL program. The initial funding for All Children Reading–Cambodia came through the larger All Children Reading–Asia contract managed by RTI International, awarded and overseen by USAID/Washington. The All Children Reading–Cambodia project was completed and closed in quarter 4 of 2020.

In September 2018, additional resources were made available through the USAID/Cambodia–All Children Learning (ACL) award to enable the MoEYS to implement the EGL program in additional schools, as well as to build MoEYS capacity to scale up the program (particularly the Khmer language component). The project activities then drew from the two funding sources (ACL and All Children Reading–Cambodia). Both sources were managed by RTI and had the same overall goal: to increase learning outcomes in the early grades. The two projects and staff teams were henceforth referred to simply as All Children Reading–Cambodia, as they still are, to ensure branding and recognition continuity and to avoid confusion of beneficiaries and stakeholders. As such this remains how the ACL project is referred to externally, to build on the work the project has done, maintain established relationships, ensure the public’s understanding of USAID’s contribution to the sector, and minimize confusion with the MoEYS and others.

As such, this report continues to use the name “All Children Reading–Cambodia” or ACR–Cambodia.

## 1.2 Program Description

All Children Reading–Cambodia (ACR and ACL) assisted the MoEYS, its development partners (DPs), and nongovernmental organizations (NGOs) to develop a more harmonized approach to early grade reading. It also helped coordinate and support the development of a rigorous, practical, scalable, and inclusive intervention for the Khmer language for upper-pre-school and grades 1 and 2. The project was designed to directly fund implementation of the EGL program, including Khmer language for upper-pre-school and grades 1 and 2, in at least two provinces. At project close, this included three provinces: Kampong Thom, Kep, and Kampot. The project also supported the MoEYS to develop a plan for scaling the project nationally and build capacity within the MoEYS to implement that plan. As part of these efforts, ACL supported the MoEYS to mobilize resources within the public and private sectors for inclusive early grade learning.

The overall objective of All Children Reading–Cambodia was to improve EGL instruction with the goal of increasing the learning outcomes of primary students with and without disabilities. All Children Reading–Cambodia aimed to achieve this objective by working to accomplish the following results:

**Result 1. The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction.**

- Sub-Result 1.1. The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed.
- Sub-Result 1.2. The training content and materials, coaching, and teacher support tools necessary for the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed.
- Sub-Result 1.3. Pre-service Khmer language modules on teaching and assessment in primary grades are developed.
- Sub-Result 1.4. Adapted versions of materials for use with students with visual or auditory disabilities are developed.

**Result 2. Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.**

- Sub-Result 2.1. Enhanced coordination and communication among the MoEYS's implementing partners.
- Sub-Result 2.2. The adoption of the MoEYS EGL program by other actors, including NGOs and DPs is promoted.
- Sub-Result 2.3. Increased engagement with parents and caregivers, community members, and the private sector to promote inclusive early grade learning.
- Sub-Result 2.4. Strengthened public and private resources and services to support the scale-up of the inclusive EGL program and in particular the literacy component.

**Result 3. The MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence based MoEYS national EGL program that is feasible, practical, and scalable.**

- Sub-Result 3.1. The EGL program is implemented with direct support from the project (materials, training, and coaching) in at least two provinces to improve instruction and student learning outcomes.
- Sub-Result 3.2. The adapted EGL program is implemented in the MoEYS's five special schools.
- Sub-Result 3.3. Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program.
- Sub-Result 3.4. Strengthened assessment systems that track student learning.
- Sub-Result 3.5. Strengthened MoEYS capacity to effectively plan, manage, implement, and monitor inclusive early grade learning and develop relevant and responsive education policies for children with disabilities.

## 1.3 Geographic Focus and Beneficiaries

**Table 1: Geographic Focus and Beneficiaries**

Project/ NGO	Total Schools	Total Districts	Provinces	Number of Teachers Trained		Number of Students	
				Total	Female	Total	Female
ACR- Cambodia	820	19	Kampong Thom, Kampot, and Kep (province-wide)	4,392	2,918	144,594	79,344
Global Partnership for Education	1373	36	Siem Reap, Strung Treng, Preah Vihear, Kratie, and Oddar Meanchey (province-wide)	5,569	3778	268,165	127,211
World Vision	105	2	Banteay Meanchey	287	195	8,904	4192
Room to Read	207	12	Prey Veng, Kampong Speu, Tboung Khmum, Banteay Meanchey	720	446	32,093	14,973
World Education Inter- national Grant and Provincial Teacher Training College	226	12	Kandal, Svay Rieng, Kampong Cham, Kampong Chhang, Pursat, Battambang, Shihanoukville, Phnom Penh, Takeo	415	367	26,994	12,689
Save the Children Inter- national	20	3	Kampong Chhnang	76	60	1635	704
Life of the Project	2751	84	—	11,459	7,764	482,385	239,113

## 1.4 Implementing Partners

**Table 2: Implementing Partners/Subcontractors**

Organization	Role/Activity	Locations	Funding
Krousar Thmey	<ul style="list-style-type: none"> <li>Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS-owned and -endorsed package of early grade teaching and learning materials (TLMs) and teacher professional development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.</li> </ul>	Phnom Penh	ACR

<b>Organization</b>	<b>Role/Activity</b>	<b>Locations</b>	<b>Funding</b>
Kampuchean Action for Primary Education (KAPE)	<ul style="list-style-type: none"> <li>• Provide technical assistance to MoEYS technical working groups and committees to create an MoEYS-owned and -endorsed package of early grade TLMs and teacher professional development materials.</li> <li>• Support to develop assessment tools and processes.</li> <li>• Support to deliver EGR training.</li> </ul>	Phnom Penh	ACR
Save the Children	<ul style="list-style-type: none"> <li>• Work with the inclusive education team to ensure pre-school TLMs are inclusive of children with disabilities.</li> <li>• Develop and deliver refresher training.</li> <li>• Work with ACR-Cambodia and ACL staff to lead the pre-school training of trainers.</li> </ul>	Phnom Penh	ACR and ACL
Room To Read	<ul style="list-style-type: none"> <li>• Development of teacher professional development materials for grades 2.</li> <li>• Update to the TLM and teacher professional development materials for grade1 and pre-school, based on the first year of piloting.</li> </ul>	Phnom Penh	ACR and ACL
World Education International	<ul style="list-style-type: none"> <li>• The coordination and logistics for the training of 100% of pre-school and grade 1 and grade 2 teachers and school directors in 3 provinces.</li> <li>• The intensive, twice monthly coaching component for all schools in those three provinces</li> <li>• The coordination and communication with relevant field-level government personnel and the ACR-Cambodia project team in Phnom Penh.</li> </ul>	Kampong Thom, Kampot, And Kep	ACR and ACL
Open Institute	<ul style="list-style-type: none"> <li>• Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.</li> </ul>	Phnom Penh	ACR
Planete Enfants et Developpement	<ul style="list-style-type: none"> <li>• Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.</li> </ul>	Phnom Penh	ACR

Organization	Role/Activity	Locations	Funding
World Vision	<ul style="list-style-type: none"> <li>Supporting the development of curriculum, TLMs, and teacher materials for grades 1–3 and some preschool; a grant, not a subcontract</li> </ul>	Phnom Penh	ACR

**Table 3: Sub-grant implementers**

Organization	Role / Activity	Locations
World Vision	Implementation of <i>Komar Rien Komar Cheh</i> literacy package in all schools of Preah Nerth Preah and Phnom Srok	Mokoul Bories, Preah Nerth Preah, and Phnom Srok, Banteay Meanchey province
Room to Read	To support the salary of the literacy coaches to perform coaching/mentoring visits.	Prey Veng province, Kampong Speu, Banteay Meanchey, and Tboung Khmum
World Education International	To assist the MoEYS to rollout the <i>Komar Rien Komar Cheh</i> Khmer packages in all schools of three districts in Kampong Chhang province.	Kampong Chhnang province

## 2. PROGRAM ACHIEVEMENTS AND INTERVENTIONS

The following section describes, under each of the project’s objectives, the achievements, details on approaches, interventions, challenges, lessons learned, and best practices.

### 2.1 Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction

#### 2.1.1 Sub-Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed

##### Grade 1 and Grade 2 TLMs

As a part of the All Children Reading–Cambodia project, grade 1 and grade 2 Khmer TLMs were developed, piloted, and refined. The process for developing and revising the materials was an extremely inclusive, collaborative, and reflective process involving more than 20 MoEYS staff, more than 30 NGO partner staff, and countless Provincial Education Office (POE) staff, District Education Office (DOE) staff, Provincial Teacher Training College (PTTC) lecturers, School Directors, and

teachers. The materials were also informed by an initial survey of more than 900 grade 1, 2, and 3 teachers across the country and by international and local research about best practices in teaching early grade reading, including the widely recognized body of research about the science of reading. The materials were then developed to meet the needs of Cambodian teachers and students and to complement the existing government textbook.

The grade 1 and 2 TLMs consist of the following specific inputs:

- **Revised grade 1 and grade 2 scope and sequence:** A scope and sequence outlines what content is taught, when, and at what pace. The existing government curriculum follows a scope and sequence that introduces students to all of the foundational phonics content (more than 100 new phonics skills, such as letters, consonant combinations, digraphs, diacritics, changes in sound, etc.) in grade 1. This includes teaching up to 10 letters a day and not explicitly teaching all of the letters or combinations. Best practice and extensive international research strongly recommend the explicit teaching of each literacy skill one at a time. Through advocacy and capacity building, the project was able to slow down the pace of instruction in grade 1, including introducing two sets of “bridge lessons.” In each set of bridge lessons, which do not exist in the government textbook, students learn each of the 23 vowels when combined with the first series of consonants (“or” group of consonants) and again when combined with the second series of consonants (“oa” group). These two different groups of consonants represent the different inherent vowel sounds in the consonants in Khmer language.
- **Bridge lessons** make it more likely that students of *all abilities* have time to master each new skill one at a time before moving on to new content and avoids cognitive overload in each lesson (in which too much content is taught and students cannot remember anything in the lesson). Similarly, in the second semester of grade 1, the existing curriculum introduces prakorb (Consonant Vowel Consonant [CVC]), a very common linguistic structure in Khmer in which the last consonant changes sounds when combined with a consonant and vowel and can include a diacritic. Although the CVC structure is introduced in the existing curriculum, the variations are not explicitly taught. The project technical team, along with the MoEYS Khmer technical team, convinced the MoEYS leadership to slow down the teaching of the CVC lessons so that each variation is explicitly introduced to students. In addition, throughout grade 1, additional review lessons were added for extra reinforcement and practice. All of these efforts were made to make it more likely for grade 1 students of *all abilities* to better learn and remember the content before moving on to the more complex text introduced in grade 2.
- In grade 2, the existing government textbook begins with a short review of content from grade 1 and then requires strong foundational skills to read longer text in the reading, speaking, and listening lessons. Considering the baseline and midline results after one year of implementing grade 1, the project technical team collaborated with the MoEYS Khmer technical team to



advocate with MoEYS leadership to allow **the entire first semester of grade 2 (17 weeks) to be a review of the grade 1 content/foundational Khmer literacy content before beginning the reading, speaking, and listening lessons that are a part of the existing curriculum.**

- **This significant increase in time for review at the beginning of grade 2** has proven even more critical during school closures as a result of the coronavirus disease 2019 (COVID-19) pandemic. In addition, results from reading assessments made by ACR–Cambodia, demonstrate that this additional review time has provided a safety net for grade 2 students who have graduated into the grade following extended periods of learning from home and, thus, may not have fully grasped the lessons taught in grade 1.
- **Teacher’s guide (and included instructional approach).** In collaboration with the MoEYS technical team, the project created grade 1 and grade 2 teacher’s guides (one for each semester). Based on research conducted by RTI and best practice, especially in the context of low and middle-income countries,<sup>1</sup> the teacher’s guides follow a structured, scripted lesson plan approach. This means that for each type of lesson used in the curriculum, there is one detailed sample, a scripted lesson plan (**Figure 1**), and a daily plan (**Figure 2**) with every lesson that includes content for the teacher to say in bold text.<sup>2</sup> After the detailed instructions for each activity in the detailed lesson plans, there is a “tips to teacher” text box with simple ideas for how to accommodate the activity for students with hearing or vision difficulties and how to support struggling students with the specific activity (considering the specific context of both limited time and resources). Icons are used to denote which activity is useful for which purpose. In brief, there are approximately 80 lessons each semester, with approximately five different types of lessons. All lessons follow a similar structure, but there are some variations depending on the content. Between both grade 1 and grade 2, that are a total of 320 lessons that were written as part of this project.

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<sup>1</sup> Piper, B., Sitabkhan, Y., Mejia, J., & Betts, K. (2018). Effectiveness of teachers' guides in the Global South. RTI Press.

<sup>2</sup> Bolded content for the teacher to say includes the words to use for the phonological awareness activity so that the teacher does not confuse students with the wrong or similar sounds; vocabulary words and their definitions; comprehension questions after reading the story; and letters, syllables, and words for the writing activity.

**Figure 1: Example Grade 1 Detailed Lesson Plan (first 2 pages of a 6-page detailed lesson plan) \***

<p><b>លំដាប់បង្រៀនសម្រាប់</b> មេរៀន/ស្រី: ១០ ៥០ ភាគី</p> <p style="text-align: center;"><b>កន្លឹះប្រៀបធៀប</b></p> <ul style="list-style-type: none"> <li>✓ គ្រប់សកម្មភាពត្រូវអនុវត្តទៅតាមលំដាប់ក្នុងសៀវភៅណែនាំគ្រូ និងប្រើប្រាស់ពាក្យលេខដាច់អក្សរគិត។</li> <li>✓ ក្នុងពេលអាន សិស្សត្រូវប្រើស្រែក និងចង្អុលដៃដើម្បីអានអក្សរ។</li> <li>✓ គ្រូត្រូវដើរតាមសិស្ស ស្តាប់សិស្សអានដំបូង និងជួយកែតម្រូវសិស្សណាអានមិនទាន់ត្រឹមត្រូវ។</li> <li>✓ ប្រសិនបើសិស្សណាមិនអាន គ្រូត្រូវជួយសិស្សនោះ។ គ្រូអាចអានពាក្យជាដំបូង អានពាក្យនោះម្តងទៀតជាមួយសិស្ស និងឱ្យសិស្សអានពាក្យនោះខ្លួនឯងម្តងទៀត។</li> <li>✓ ប្រសិនបើសិស្សអានមិនបានកាលណា គ្រូត្រូវណែនាំឱ្យដឹងវិធីដោយប្រើ វិធីត្រួតត្រា និងសិស្សធ្វើ សិស្សធ្វើជាមួយសិស្សទាំងអស់ក្នុងថ្នាក់។</li> <li>✓ សម្រាប់ការប្រៀបធៀបអក្សរ គ្រូត្រូវសរសេរអក្សរដែលត្រូវប្រៀបធៀបដោយដៃគ្រូ។</li> <li>✓ អនុវត្ត ត្រូវធ្វើ ត្រូ និងសិស្សធ្វើ សិស្សធ្វើ ដូចដែលបានស្នើសុំក្នុងសៀវភៅណែនាំគ្រូ។</li> <li>✓ គ្រូត្រូវតាមត្រួតពិនិត្យ ពេលគ្រូ និងសិស្សធ្វើ សិស្សធ្វើ ក្នុងគ្រប់សកម្មភាពអាន និងសរសេរដើម្បីជួយសិស្ស។</li> <li>✓ សម្រាប់សកម្មភាពអាន ឱ្យសិស្សអានលើសិប្បដំបូង។</li> <li>~ ១ ប្រសិនបើមានសិស្សខ្សោយតំបន់ និងខ្សោយស្តាប់ ពាល់ការបង្ហាញ និងការណែនាំរបស់គ្រូត្រូវ ប្រាកដថាសិស្សទាំងនោះស្តាប់ឮ និងឃើញស្តាប់។</li> <li>~ ១ គ្រូប្រើប័ណ្ណពាក្យ ល្អៗសម្រាប់សិស្សខ្សោយស្តាប់ និងខ្សោយតំបន់។</li> </ul> <p><b>លំដឹងថ្នាក់ និងវត្តមាន</b> ៥ ៨ ភាគី</p> <ul style="list-style-type: none"> <li>● វត្តមានល្អៗ និងស្រួលៗ</li> <li>● អក្សរចល័ត ក្នុងមុខ</li> <li>● ធនាគី</li> </ul> <p>គ្រូប្រើប័ណ្ណអក្សររូបភាព ៣ ១០ ១០ ១០ ១០ រួចលើកម្តងមួយគ្នា ដើម្បីឱ្យសិស្សដឹងពីការយល់ព្រមតាមអក្សរ និងមួយៗ។ ១. ១០ ដូចជាពាក្យ ២ (ការយល់ព្រម) ឬគ្រូហៅអក្សរមួយមួយឱ្យសិស្សសរសេរលើក្រដាស។ ពេលសរសេរឱ្យសិស្សលើក្រដាសមួយមួយគ្រូ ហើយគ្រូសរសេរពាក្យនោះលើក្រដាសឱ្យសិស្សកែតម្រូវ។</p> <p><b>១- ការស្តាប់សូរអក្សរ</b> ៥ ៨ ភាគី</p> <p><b>១.១- ល្បួងសូរស្រង់</b></p> <ul style="list-style-type: none"> <li>● កំណត់សូរស្រង់: ១០</li> <li>● វត្តមានល្អៗ និងស្រួលៗ (អាចប្រើសរសេរបាន)</li> <li>● ធនាគី</li> </ul> <p>គ្រូប្រើវត្តមានល្អៗ និងស្រួលៗ រួចណែនាំដើម្បីឱ្យសិស្សចាប់ផ្តើម ប្រាកដ និងប្រាប់សូរស្រង់: ១០។</p> <ul style="list-style-type: none"> <li>- គ្រូ: ធ្វើការយល់ព្រមដោយអានលើក្រដាស ដូចជា អះក្បាល និងល្បួងល្បួង។ គ្រូសូម ធ្វើត្រួតត្រាឱ្យដឹង? <li>- គ្រូ និងសិស្ស: ថាទាំងអស់គ្នា ២ ។</li> <li>- សិស្ស: ថាទាំងអស់គ្នា ២ ។</li> </li></ul> <p><b>១.២- ល្បួងចាត់ប្រកាស និង ១១</b></p> <ul style="list-style-type: none"> <li>● កំណត់ពាក្យដែលមានសូរចុង ២ (ស្រង់: ១០)</li> </ul>	<ul style="list-style-type: none"> <li>● មិនចាំបាច់</li> <li>● ធនាគី</li> <li>ក- បង្រៀនស្តាប់ "បាទ ឬចាស" និង "ទេ"</li> <li>- សញ្ញាសម្រាប់ បាទ ឬចាស គឺ ក្បាលដៃស្តាំ ហើយធ្វើដូចជាដៃស្តាំក្បាល (គ្រូធ្វើសញ្ញា ហើយឱ្យសិស្សធ្វើសញ្ញាជាមួយគ្នា)។</li> <li>- សញ្ញាសម្រាប់ ទេ គឺ ដៃស្តាំ ហើយធ្វើដូចជាដៃស្តាំក្បាល (គ្រូធ្វើសញ្ញា ហើយឱ្យសិស្សធ្វើសញ្ញាជាមួយគ្នា)។</li> </ul> <p>ខ- ល្បួងលំអិតការលេងល្បួង</p> <p><b>ត្រូវដឹងហៅពាក្យមួយ។ ប្រសិនបើពាក្យនោះមានសូរ ២ សិស្សត្រូវធ្វើសញ្ញា "បាទ ឬចាស"។</b></p> <p><b>ប្រសិនបើពាក្យនោះមិនមានសូរ ២ សិស្សធ្វើសញ្ញា "ទេ"។</b></p> <ul style="list-style-type: none"> <li>- គ្រូ: ថាពាក្យ ២ ៣ និងធ្វើសញ្ញា "បាទ ឬចាស" និង "ទេ"។</li> <li>- គ្រូ និងសិស្ស:             <ul style="list-style-type: none"> <li>- គ្រូថាពាក្យ ២ ៣ គ្រូ និងសិស្សធ្វើសញ្ញា "បាទ ឬចាស" និង "ទេ" រួមគ្នា។</li> <li>- គ្រូឱ្យសិស្សដឹងពីពាក្យ។</li> </ul> </li> <li>- សិស្ស:             <ul style="list-style-type: none"> <li>- គ្រូថាពាក្យ ២ ២ ២ ២ ២ ២ ។</li> <li>- សិស្សដឹងពីពាក្យ និងធ្វើសញ្ញា "បាទ ឬចាស" និង "ទេ" ជាមួយគ្នាឯង។</li> </ul> </li> </ul> <p style="text-align: center;"><b>កន្លឹះប្រៀបធៀប</b></p> <ul style="list-style-type: none"> <li>● គ្រូត្រូវប្រើប័ណ្ណដែលត្រូវប្រើឱ្យបានល្អ និងច្បាស់ៗ។</li> <li>● មានវិធីជាច្រើនយ៉ាង ក្នុងការប្រើប្រាស់ពាក្យ ក្នុងនោះរួមមាន ការលើកទាបលើក ការលើកដំបូង ការបង្ហាញវត្តមានល្អៗ និងស្រួលៗ និងការធ្វើការយល់ព្រម។ ការធ្វើការយល់ព្រមបានលើកទឹកចិត្តឱ្យគ្រូប្រើភ្លឺភ្លាម រួចនោះអាចជួយឱ្យមានអន្តរកម្មរវាង គ្រូ និងសិស្ស សិស្ស និងសិស្ស ។</li> <li>● លើកទឹកចិត្តសិស្សឱ្យលើកដៃប្រកបច្បាប់ និងពាក្យ ដូចដែលគ្រូបានធ្វើឱ្យដឹង ដើម្បីឱ្យគ្រូធ្វើលទ្ធផលនៃគ្រូប្រាប់ និងផ្តល់ការប្រាប់ក្នុងសកម្មភាពប្រៀបធៀប។</li> <li>✓ ពិនិត្យមើលពេលសិស្សប្រកប ដើម្បីដឹងថាសិស្សណាខ្លះបន្តិចប្រកប និងអានពាក្យបានត្រឹមត្រូវ សិស្សណាខ្លះដែលត្រូវការជួយបន្ថែម។</li> <li>✓ បង្រៀនទៅតាមលេខលំដាប់ដែលបានកំណត់ក្នុងសៀវភៅណែនាំគ្រូ ក្នុងសកម្មភាពណែនាំឱ្យសិស្សស្តាប់សូរអក្សរ។</li> <li>✓ គ្រូប្រាកដថា សិស្សអាចមើលឃើញគ្រូច្បាស់។ គ្រូត្រូវបំណាក់អង្គុយសិស្សមើលគ្រូ និងចូលរួមសកម្មភាព។ ខណៈពេលដែលគ្រូប្រកបសូរ និងអានពាក្យ។</li> </ul> <p style="text-align: right;">១០ ភាគី</p> <p><b>២- ការបង្ហាញអក្សរ</b></p> <ul style="list-style-type: none"> <li>● កំណត់ប្រកាស: ១០</li> <li>● ប័ណ្ណអក្សររូបភាព ១០ សៀវភៅដំបូងសិស្ស</li> <li>● ធនាគី</li> </ul> <p>ក- ការបង្ហាញប័ណ្ណអក្សររូបភាព និងការយល់ព្រម</p>
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\*Note the sample teacher tips in the two gray boxes in the images above.



Recently, based on results from the MoEYS administered grade 3 assessment of reading and writing (assessed separately), the MoEYS stressed that while students are progressing in their reading skills, more focus should be applied to students' writing skills. Although time spent practicing writing is time consuming, the project would argue that focus should continue to be provided to reading and writing practice, especially blending and segmenting, as the two skills reinforce each other. For example, if a child cannot write a letter they hear, it is likely not because they do not know how to write the letter correctly but because they do not remember what the sound that they hear should *look like*, i.e., what letter it represents. This demonstrates a breakdown in a child's phonics ability; not his/her handwriting skills. Similarly, if a child cannot spell/write a syllable or word correctly, it is because they cannot correctly hear the individually letters/sounds in the syllable/word correctly and, therefore, cannot segment the word correctly, which demonstrates a breakdown in their phonological awareness and phonics skills. Given the MoEYS' interest in improving students' writing skills, future program efforts may support further interventions around writing.

Following the structure of the lesson as described above, using the five components of reading in every lesson ensures that lesson content is scaffolded; that is, each activity builds on the other and provides students with practice starting with easier tasks to progressively more difficult tasks. Of particular importance, every lesson includes practice reading decodable stories (the existing curriculum only provides fluency practice with unconnected sentences). Decodable stories are meaningful, connected text that only include phonics skills that students have already learned (e.g., combinations that they have been taught how to decode already; not necessarily sight words. Although, in other languages sight words are sometimes included in decodable stories).

In addition to following the five components of reading and writing in each lesson, each activity in the lesson also consistently follows the "I do, we do, you do" teaching method, or gradual release of responsibility. Most commonly associated with comprehension teaching, the gradual release of responsibility method supports students to gradually take responsibility of the new skill by scaffolding the progression from the teacher demonstrating the new skill to students doing the new skill on their own. In this method, the teacher first explicitly teaches the new skill and does an example on his/her own ("I do"). Then, the teacher and students do the same or next example together ("we do"; not a call and response or choral reading). Finally, the students do the same or next example on their own ("you do"). It is worth noting that teachers explicitly teach students the new skill in this method, as opposed to constructivist teaching, where teachers guide students to find the correct answer through various means. An explicit method of teaching reading has proven to be more efficient and effective than constructivist methods. As mentioned above, "I do, we do, you do" is used consistently in every activity. Teachers are also trained to use this method to support students who are struggling.

Lastly, activities/strategies have been included in the lesson to ensure that the instructional routines are inclusive and multisensory, based on Universal Design for Learning (UDL) principles, including gestures and Cambodian Sign Language (connected to the new sound and letter). Additionally, as described above, specific tips for how to make an activity even more inclusive and accommodating to the

specific needs of students are included in “tips to teachers” textboxes after each activity in the detailed lesson plans.

The teacher’s guides are printed in black and white for easy replication and cost-efficiency.

- **Supplementary student book (SSB).** To support the existing government textbook for grade 1 and grade 2, the project also created supplementary student books. There are two parts to the SSB in grade 1– part 1, semester 1 and part 2, semester 2. There is only one part for grade 2, semester 1, as the students use the government textbook exclusively in grade 2, semester 2. The SSBs were developed to provide more scaffolded practice for students. As an example, for specific blending practice, syllables are visually broken down into individual letters in syllable grids so that students can easily distinguish each letter and practice blending them together with the help of the grid.

Similarly, as there are no spaces between words in the Khmer language, when students are first learning how to read phrases or sentences, the SSB uses grids to separate the words in a phrase or sentence to help students visually distinguish between words. In such ways, the SSBs were developed using UDL principles to make the content more accessible to *all* students. Other ways that the SSB makes it more likely that students of *all abilities* can access the content include

- Use of color to help students distinguish between the letters, especially the first series and second series vowels and consonants (unlike the teacher’s guide, the SSB is printed in full color).
- Use of large print to help distinguish the distinct strokes in the Khmer letters, as many of the letters look very similar.

Finally, the SSB includes a decodable story in every lesson, as described above, with a spot illustration to accompany the story so that students can talk about the picture and make predictions before reading the story, an important comprehension (and inclusion) strategy. The project wrote approximately 240 decodable stories for the grade 1 and grade 2 SSBs. Depending on the type of lesson, students either use the SSB exclusively throughout the lesson (especially for lessons that do not exist in the government textbook, like the bridge lessons [Figure 3], extended CVC lessons, and the grade 2 first semester lessons [Figure 4]) or they use the SSB in combination with the government textbook.

Figure 3: Grade 1 SSB, Part 1 (Semester 1) First Bridge Vowel Lesson

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**ការស្ទង់ចូរអក្សរ**      **ការអានព្យាង្គ**

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Figure 4: Grade 2 SBB, Part 1 (Semester 1) CVC Lesson

**មេរៀនទី១១៦**      ប្រភេទនិង ក ក់ (អ និងអឺ)

**ការអានព្យាង្គ**

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ឆេក	គក់	ជក	ឡាក់
ប៉ែក	ថុក	ទាក	ងក់

**ការអានពាក្យ**

ចចក	អំបុក	បំបែក	ចំណែក
ដំណែក	ចេកទុំ	ពពក	លលក
ទឹកភក់	ដឹកក់	វីវក់	ឡឹកឡាក់

**ការអានល្បះ**

ចៅជុំផឹកទឹកកក។  
ពួកពាក់មួកទៅជីកដីកក។  
សេកចឹកចេកទុំស៊ីលើសំបុក។

**ការអានអត្ថបទខ្លី**

**អំបុកចៅសាក់**

ចៅសាក់ពាក់មួកមកពីដកកក។  
ចៅសាក់ដើរអីកអិតចាក់ទឹកកកផឹក។  
អ៊ីចូកថា កុំផឹកទឹកកកនាំឈើក។  
ចៅសាក់ផឹកងឹកដាក់អ៊ីចូក។  
អ៊ីចូកចែកអំបុកទៅចៅសាក់។  
អ៊ីចូកថា អំបុកនេះជាចំណែកចៅសាក់។

- **Letter picture cards.** To further support grade 1 students with multisensory learning opportunities, the project also developed letter picture cards, which

depict each consonant and vowel as the image that the word represents (for example, “kangkeb” [frog] for the letter “kor”). These letter picture cards also use the same color scheme for the consonant series in the SSB described above and support students with hearing or visual impairments. When introduced in the lesson, the letter picture cards are accompanied by gestures (Cambodian Sign Language [CSL] for the picture that the letter represents), which further creates a multisensory experience for *all* students (Figure 5).

**Figure 5: Letter Picture Cards, Consonants, and Corresponding Gesture/Sign**

- Home learning workbooks.** In addition to the SSBs described above, the project, in collaboration with the MoEYS Khmer technical team, created home learning workbooks to address school closures and provide additional support to students and their parents with learning at home. Originally, when schools were closed in March 2020, the team worked very quickly to create a resource that would provide instructions to parents on how to follow the lessons at home, including a short review/assessment after every third lesson. After piloting these resources for the first few months of school closures, the project’s technical team decided to build out more activities for parents to do with their students at home to review the lessons. Specifically, parents can use the home learning workbook to review reading and writing activities with their students every three lessons, including six different activities (three activities for reading practice and three activities for writing practice; **Figure 6** and **Figure 7**). In the instructions to parents, parents are encouraged to use the activities as an assessment of how well students are learning the content.

When schools briefly reopened in 2020 and 2021, the teachers were also advised to assign the home learning workbook as homework after every three lessons to support students review at home (and as an opportunity for the teacher to review as a form of assessment).


**Figure 6: Grade 1 Home Learning Workbook Lesson, Semester 1**


**ថ្នាក់ទី១**


**រំលឹកច្បាប់:**


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**២- អានព្យាង្គ និងពាក្យ**


កាំ	កុំ	កែ	ចាំ	កកោះ
កែខែ	កករ	ខ្វរ	កូរ	ចោរ
ខ្លូ	កែ	ចៅ	ខះ	កេះ
កកូរ	ចេះ	ខះក	ចរចា	ខៀ

**៣- ភ្ជាប់ពាក្យនឹងរូបភាព**

  
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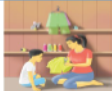
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**៥- សរសេរព្យាង្គ ឬពាក្យ**


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**Figure 7: Grade 2 Home Learning Workbook Lesson, Semester 1**

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ចំណែក	រឿង	អំបុក	ឡូតឡូត	លលក
រឿងប្តី	ត្រីត្រី	សំណង់	ដងទង់	រ៉ាវង់
បំបាច់បំបាច់	ចាំបាច់	សំពោច	តូចតាច	លិចលង់
ទឹករាក់	ដឹក	សំណាង	រ៉ាវង់	ញ៉ាច់

២- ចូរសរសេរពាក្យដែលស្ថិតនៅក្នុងក្រុម

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៣- អានល្អៗ

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ចៅជុំដឹកទឹកកក។		

**ថ្នាក់ទី២**

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តាអ៊ុចដងទឹកបឹងខាងលិច។			

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- Storybooks and other supplementary reading materials.** In addition to the TLMs, the project also created more than 100 stories for upper-pre-school, grade 1, and grade 2 students to support their reading skills and reading habit development (**Figure 8** and **Figure 9**). The storybooks were developed with sensitivity to children with disabilities and gender inclusion. Some of the stories are accompanied with actions and activities to further promote inclusion for all students. The stories also use Open Khmer School font, which is large, with clear strokes; thus, helping to support *all* students.

Many of the stories were developed in partnership with The Asia Foundation and with local writers and illustrators. Several of the stories created in 2021 were also developed by members of the project’s technical team.

**Figure 8: Decodable Pattern Storybook Collection, Sample Story from Volume 1**



**Figure 9: New (2021) Decodable Pattern Story Samples for Grade 2 Written by ACL-Cambodia Team**



- Facebook lessons.** In response to the COVID-19 pandemic and the closure of schools, the project created adapted lessons to be shared daily on the *Komar Rien Komar Cheh* Facebook page and then shared with parents in Facebook Messenger groups. These lessons followed the lessons in the teacher’s guide and used material from the textbook and SSB. Each week, project staff also provided a voiceover recording of the lesson so that students and parents could more easily follow along. In this way, the project found another way for parents to continue to support learning at home.

### *Upper Pre-School TLMs*

In addition to developing and testing the grade 1 and grade 2 *Komar Rien Komar Cheh* national Khmer package, the ACR–Cambodia project also developed an upper pre-school package (for age 5, the equivalent of kindergarten in other contexts) for the letter teaching and storytelling components of the upper pre-school curriculum. Similar to grade 1 and grade 2, these materials were created in close collaboration with the Early Childhood Department (ECD), Pre-School Teacher Training College (PS TTC), and partner organizations working in early childhood education, including Save the Children, World Vision, Open Institute, and *Planète Enfants et Développement*. The materials created as part of the pre-school package included a teacher’s guide (for both letter teaching and storytelling in one teacher’s guide), story posters for teachers to use while telling the story, and letter picture cards (same as the ones described earlier for grade 1). The process of material development included initial development and piloting in Kampong Thom in the 2018–2019 school year. The technical team then revised and updated the materials based on reflections and lessons learned and implemented the package in Kampot (all implementation was done in pre-school classrooms that were attached to the public primary schools; not community or private pre-schools).

To provide context, in the existing curriculum there are only 30 minutes of letter teaching and 30 minutes of storytelling allocated each week in the teaching timetable, which is set by the ECD. The instructional approach and teacher training falls under the PS TTC, which is under the Teacher Training Department (TTD). Therefore, under the guidance of the PS TTC, teachers are encouraged to use six steps for the letter teaching lesson, including (1) listening and identifying the new sound, (2) finding words with the new sound, (3) identifying the new letter shape, (4) naming the letter, (5) comparing the letter shape with other letters, and (6) finding the letter in words. The three stages for the storytelling lesson include before reading, during reading, and after reading with one to three activities included at each stage. To support the existing curriculum, the project decided to follow the six steps in the letter teaching and storytelling lessons, even though pre-school teachers have expressed that the time for the lessons is too short for so many activities. The project was able to convince the ECD leadership to incorporate the first two of the five components in the letter teaching lesson, as the original curriculum started by introducing students to the letter straight away without first introducing the students to the letter sound. Therefore, the project team included phonological awareness activities first before identifying the letter shape. Additionally, when introducing vowels,<sup>3</sup> the project team advocated for the inclusion of a very simple blending activity at the end of the lesson. Overall, the upper pre-school package was also based on best practices for early childhood development and UDL principles, including multisensory strategies, such as games, gestures, body movements, and pictures.

After piloting the upper pre-school package in Kampong Thom, the project conducted a midline assessment, which demonstrated that students’ letter identification improved only slightly, while their oral comprehension skills did not change, compared to the baseline. This prompted some of the changes to the instructional routines, as described above, including first introducing students to the

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<sup>3</sup> The existing curriculum, which the project followed, included introducing pre-school students to 30 consonants and 8 vowels.

letter sound in letter teaching. Additionally, the project advocated for more time in the timetable for letter teaching and storytelling, as simply providing more time could make a significant difference in students' learning outcomes. In general, 30 minutes per week is too little for students to really master and remember new skills. Unfortunately, in an effort to keep things very open and flexible for teachers, the ECD was unwilling to make a national mandate that more time be allocated to letter teaching and storytelling; however, it allowed the project to make the recommendation and for schools and teachers to decide the timetable on their own. In project schools where the upper pre-school package was being implemented, the School Directors and teachers agreed to set aside a short time at the beginning of other lessons during the week to at least review the letter taught that week. Additionally, the project team included a 2–3-minute review of letters learned at the beginning of the letter teaching lesson. This is still an insignificant amount of time for letter learning in upper pre-school; going forward, the project would strongly encourage more efforts to be made by the DP community to increase the time for letter teaching and storytelling in upper pre-school, especially to assist in connecting the pre-school curriculum with the grade 1 curriculum and supporting pre-school students to transition successfully to grade 1. Where the project was successful in its advocacy efforts was with the PS TTCs. As the request of the PS TTC and TTD, the project created a pre-school pre-service manual, which included more details on the concepts and approaches to teaching reading and literacy concepts in upper pre-school. The manual is intended to be used by lecturers as they develop their lessons on the different topics for student teachers in the PS TTC. In this way, the project influenced the sustainability of important concepts of teaching reading and comprehension so that new generations of pre-school teachers will understand and apply some of the methods, even if they do not use the package directly.

All of the significant advocacy efforts that the project team and partner NGOs engaged in during implementation to better align the upper pre-school lessons to the grade 1 lessons and ensure quality pre-literacy skills instruction required a good deal of capacity building among early childhood MoEYS staff. This is especially true as there had been little coordination between ECD and the Primary Education Department (PED) regarding teaching methods in the early grades. Although the project team's efforts were substantial, the early childhood MoEYS staff were resistant to both change and new ideas and were not supportive in adopting the new package as the national pre-school package. This is in contrast to PED, which fully endorsed the grade 1 and grade 2 package as the national reading package. Instead, ECD staff insisted that pre-school teachers needed more room for creativity and research to identify for themselves best practices in teaching. They concluded that although they supported the upper pre-school materials developed as part of the project and would support their use in schools, they would only suggest their use to teachers among other materials rather than adopting these materials for national use. Going forward, the project would recommend more focus on supporting the PS TTC in training new teachers on how to teach literacy in pre-school. This will make it more likely that new teachers will use good practices to not only teach pre-school students letters and oral comprehension, but to also sustain these efforts. For more information about the project's recommendations going forward, please refer to the summary of reflections under Result 3 below.

Specific activities and their deliverables under this sub-result are listed below.

**Activity 1.1.1. Develop grade 1 and grade 2 Khmer teaching and learning materials, including**

- Develop and revise grade 1 teacher’s guide, parts 1 and 2
- Develop and revise grade 1 SSB, parts 1 and 2
- Develop letter picture cards (upper pre-school and grade 1) to introduce students to consonants and vowels (and first and second series) with fun, memorable images
- Develop and revise grade 2 teacher’s guide, parts 1 and 2
- Develop and revise grade 2 SSB, parts 1 and 2
- Develop and revise home learning workbooks for grade 1 and grade 2, semester 1 and 2
- Develop Facebook lessons with weekly video demonstrations
- Develop parent handout on how to conduct lessons at home
- Developed and revised monthly assessments for teachers to use as formative assessments for both grade 1 and grade 2

**Activity 1.1.2. Develop upper pre-school Khmer teaching and learning materials, including**

- Develop and revise upper pre-school teacher’s guide
- Develop story posters to correspond with storytelling lessons
- Develop and revise pre-school pre-service lecturer manual for the PS TTC

**Activity 1.1.3. Develop supplementary reading materials, including**

- 11 sensory stories
- 30 pattern stories (A4 design; individual story in each book)
- 15 non-fiction titles (for grade 2)
- 45 new pattern stories (A6 design; 25 stories in each volume, including 30 pattern stories)—total of 75 pattern stories for grades 1 and 2
- 10 new decodable pattern stories for grade 2 (A4 design; individual story in each book)
- **Total of 111 stories** (not including more than 240 decodable stories in every lesson) in Grades 1 and 2

## **2.1.2 Sub-Result 1.2: The training content and materials, coaching, and teacher support tools necessary for the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed**

### **Summary of training materials**

As part of the ARC-Cambodia project, the project team, in collaboration with the MoEYS Khmer technical team and NGO partners, created professional development materials to facilitate the effective implementation of the upper pre-school, grade 1, and grade 2 Khmer materials. The materials were created to support teacher professional development and included detailed, scripted session plans for facilitators for all workshops, PowerPoint presentations, handouts, coaching materials (including a coach manual, coach training, and observation tools), and facilitation skills training to increase the capacity building of national trainers. Professional development materials evolved significantly throughout the course of the project, especially during the pandemic when schools were closed and many in-person professional development opportunities were no longer possible. Additional/adapted professional development materials created to accommodate COVID-19 included videos of the key messages and instructional routines presented in the training, professional development content for sharing remotely with teachers, social media/messaging platforms, phone call scripts, and messages for interactive voice response (IVR). Training content was developed for the following schedule of trainings as part of the project: 10 days of grade 1 and grade 2 teacher training; 5 days of upper pre-school teacher training; 3 days of school director training; and 3 days of coaching and support training for Literacy Coaches. The workshops were staggered throughout the school year so that teachers learned more about how to teach the lessons that were immediately relevant to where they were in the scope and sequence, versus receiving all of the content at once.

Trainings were cascaded in the following way: core trainers from the project and MoEYS technical teams trained national trainers from NGOs, the PTTCs, POE, and DOE who then trained teachers. Additional content was created for the training of trainers (TOTs), including facilitation skills training content (described in more detail below). In addition to facilitation skills content, the TOTs were usually one or two days *longer* than the teacher training, so that trainers had time to observe a Khmer lesson during a school visit before the TOT (for workshops #2 and #3) and prepare for the next training in their training groups.

Traditionally in Cambodia, professional training is a passive, lecture-based experience with the assumption that the lecturer has information to pass on to the trainee. However, under this project, the most important objective of the teacher professional development was to influence teacher behavior change as only by changing teachers' behaviors in the classroom would students' learning outcomes improve. Therefore, the project took a more interactive, participatory approach to training, incorporating adult learning principles, which have shown to greatly motivate participants' willingness to listen and learn and try out new skills. Similarly, it was very important to the success of the project that the content in each workshop was immediately relevant and applicable to teachers—i.e., teachers should be able to walk out of the training and implement what they learned the next day. Therefore, the project took a 20% theory, 80% practice approach, i.e., most of the training was centered around teaching a new skill and then persistent practice of the new skill. Also, similar to the classroom instructional routines, the approach in the training followed consistent steps when introducing each activity in the lesson, including

- introducing the new content,
- explaining what it was and why it was important,
- demonstrating the new content (“I do”),
- discussing the key steps and things to remember to make sure the activity was done well (from the teacher tips in the teacher’s guide),
- practicing in small groups (“we do”; each participant practiced two to three times), and
- having a volunteer demonstration and feedback (“you do”).

Additionally, where possible, participatory, constructivist activities were used to motivate and engage participants in the training and content.

The project realized that not all trainers are equal in their understanding of the content nor in their training experience, especially as the project worked across different groups of trainers and were not always able to control the selection of trainers (national trainers were identified by the MoEYS with guidance from the project’s trainer competencies list). To achieve the above goals, the project created scripted session plans for the facilitators to make it more likely that the facilitators were not only clear on the steps they should take in each session but so that they also understood what to say and how to say it correctly to ensure quality and consistency of the messaging across many different training locations and trainers.

### **Adult learning principles include**

- Meets the immediate needs of the participants
- Encourages and motivates participants
- Draws on existing experiences of participants
- Provides immediate constructive feedback
- Has a clear purpose that is known and understood by the participants
- Is respectful of the participants
- Creates a safe environment for participants
- Encourages active participation
- Allocates sufficient time for practice

Despite very well written, scripted session plans, content is best conveyed to participants with good facilitation skills. Recognizing the importance of facilitation skills in effective and high-quality workshops that motivate participants to change behaviors and try something new, the project also created a 4-day TOT to focus on the key facilitation skills needed to conduct high-quality trainings. The key facilitation skills introduced include interacting with participants, preparing and managing materials, managing time, managing small groups, managing difficult participants, answering questions, and asking good questions, including asking probing questions, as needed.<sup>4</sup>

In brief, as part of the coaching approach in this project, the project developed lesson observation tools, a detailed coach manual, and coach and support training materials with an emphasis on the difference between coaching and inspection/monitoring, how to use the observation forms, and how to provide constructive feedback to teachers.

Due to the COVID-19 pandemic and the resulting restrictions, such as school closures and no in-person meetings, the project technical team, in collaboration with the MoEYS technical team, adapted the training materials in the following ways:

- In 2020 and 2021, the project created more than 40 instructional videos to accompany smaller groups of participants (and therefore more training locations and facilitators) and to ensure that technical content and lesson demonstrations were consistently and correctly shared with teachers. These instructional videos included live action demonstrations with MoEYS staff, NGO partner staff, and even teachers. The teams also created three professional animation videos to convey theoretical and background information in more compelling and succinct ways, including the background of the project, the five components of reading, and the “I do, we do, you do” teaching method.
- After school closures in 2020, the project created one-on-one meeting agendas with teachers so that Literacy Coaches could share the content of the #2 and #3 3-day workshops in shorter, one-on-one meetings.
- Additionally in 2020, the project created guidance for teachers on what to teach and how to teach Khmer with small groups of students, as was allowed at the time.
- When schools closed again in 2021 and in-person meetings were again prohibited, the project created online forums for teachers, including Telegram groups and Facebook Messenger groups. Then, the project developed messaging schedules and content for thrice weekly messages to teachers to convey content they would normally learn in the workshops. These messages included the following each week: (1) introduction to the new content, a video with more information/a demonstration, and a reflection question for teachers to respond to; (2) a follow-up message thanking teachers for their response to

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<sup>4</sup> This approach is similar to what is done in the reading lessons: teachers support students decoding skills to become more automatic so that they can focus on understanding what they read.



the reflection question and summarizing the new content for the week; and (3) ideas for how they could support students and parents at home.

- In addition, the project created phone call scripts for Literacy Coaches to use when calling teachers and parents to follow up on the Facebook messages and provide additional support for teaching students at home.
- Finally, the project piloted an IVR automatic messaging system to share instructions/tips to parents who were not enrolled in the Facebook Messenger groups (see more details about this in Result 3 below). The project created more than 35 automatic messages (depending on the selection made by the receiver) for the IVR pilot.

The final training materials, which were revised in 2021, include a hybrid approach to the training: both including participatory approaches and videos demonstrations, as well as options for using both approaches.

Specific activities and their deliverables under this sub-result are listed below.

#### **Activity 1.2.1. Develop grade 1 and 2 teacher training materials, including**

- Developed and revised teacher training session plans, PowerPoint presentations, and handouts for grade 1 teacher training (10 days)
- Developed and revised teacher training session plans, PowerPoint presentations, and handouts for grade 2 teacher training (10 days)
- Developed and revised teacher training session plans, PowerPoint presentations, and handouts for School Director training (3 days)
- Revised session plans for distance professional development due to COVID-19, including Facebook Messenger, Telegram schedule, and message content
- Created more than 40 instructional videos to demonstrate the lesson activities and key messages

#### **Activity 1.2.2. Develop upper pre-school teacher training materials, including**

- Developed and revised teacher training session plans, PowerPoint presentations, and handouts for upper pre-school teacher training (5 days)
- Revised session plans for distance professional development due to COVID-19, including Facebook Messenger, Telegram schedule, and message content
- Created more than seven instructional videos to demonstrate the lesson activities and key messages

#### **Sub-Activity 1.2.2.i. Develop core trainer and national trainer TOT materials, including**

- Developed a facilitation skills training for trainers
- Developed in-person and online TOT materials

Easy access to all of the [EGL materials is available online](#), with the inventory including links to specific documents.

**Sub-Activity 1.2.2.ii. Develop coaching materials, including**

- Developed and revised classroom observation forms and Literacy Coach observation form
- Developed and revised Literacy Coach manual
- Develop and revised Literacy Coach support and coaching training materials, for both new Literacy Coaches in year 1 and existing Literacy Coaches in year 2

**Activity 1.2.3. Develop a report on classroom-based student learning assessment, including**

- See Classroom-Based Student Learning Assessment Report attached in Annex 10.

**Activity 1.2.4. Develop disability screening tools, guidelines, and materials on processes for referral and related training**

- In 2018 the Inclusive Education (IE) team worked with Kampong Thom POE, the Special Education Department (SED), Primary Education Department (PED), and NGOs to develop disability screening tools to screen and identify children with low vision and those hard of hearing. The IE team piloted training the grade 1 and 2 teachers on using the screening tools to identify children who needed extra support and the teachers conducted screenings in the targeted schools.

The resulting disability identification demonstrated difficulties with the methodology for screening, particularly due to using teachers as the leading implementers of the process. Ultimately the process yielded poor results and identified only a very limited number of children with more extreme disabilities. However, there were positive lessons learned from this pilot and the development process that have been used effectively to support the development of national guidelines for disability screening.

In the final year of ACR–Cambodia the IE team engaged and supported the SED of MoEYS to develop screening tools for assessing disability in learners at the primary, lower secondary, and high school levels. SED developed the drafted guidelines and organized workshops for educational stakeholders, consisting primarily of special schools and NGOs to review and provide inputs on the emerging national plan. The screening guideline was initially planned to be finalized between July and September 2021, but it was delayed due to COVID-19 and put on hold until schools re-open, given activities need to be conducted face-to-face.

In addition, ACR–Cambodia developed the adapted referral protocols based on the project’s experience and best practice shared by Catholic Relief Services. The adapted referral protocols included referral mechanisms, stakeholder coordination, expenses and fees for referrals by types of disability (e.g., hard of hearing or deaf,

visual, motor, intellectual, and speech), service fees, and other cost norms. The final document provided clear guidance for schools and districts to plan and mobilize financial support from different sources to support and continue referrals after the project ends.

### **2.1.3 Sub-Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed**

As a part of ACR–Cambodia (specifically under the All Children Learning mechanism) and as requested by the MoEYS, the project developed Khmer teaching pre-service modules for both the Teacher Education Colleges (TECs), which provide a bachelor-level teacher education degree (12 years of general education plus four years of tertiary education) and the PTTCs, which offer 2-year teacher education certificates (12 years of general education plus two years of teacher training). The initial request from the MoEYS was to develop three modules for the TEC curriculum, including (1) teaching Khmer in early grades (grades 1–3), (2) teaching Khmer in upper primary grades (grades 4–6), and (3) assessments for Khmer as a subject (reading assessments). The MoEYS also requested that the project adapt the TEC modules for the PTTC curriculum and timeline in the last year of the project and train all Khmer PTTC lecturers on how to use the modules. Note that there are two TECs currently in Cambodia (one in Phnom Penh and one in Battambang) and 18 PTTCs (one in most of the provincial capitals.)

The three core modules consist of complete course content, including a government standard course syllabus divided into two semesters of content for each module (for the TEC), as well as lecturer PowerPoint slides (for both the lecturers' information on the content and for the lecturer to use or adapt for the student teachers for each lesson). Each TEC module consists of two semesters worth of content; within each semester there is what the MoEYS refers to as “theoretical” content and “practical” content. For the theory content, students are required to have 15 hours of lecture time in the classroom per semester, plus 30 hours outside the classroom for homework, study, and review. For the practical content, students are required to have a total of 30 hours in the classroom and 15 hours outside of the classroom per semester. This is a total of 90 hours and 4 credits per each module (12 credits in total for all three modules).

Prior to developing the content, the pre-service working group had to better understand the TEC credit system, which was only recently developed for the TEC curriculum, and then determine how to fit the modules within the credit system (and negotiate for time/credit in an already busy academic calendar). For the PTTCs, the adapted modules were divided into methodology (7 credits) and general knowledge (3 credits) for a total of 10 credits for all three modules. As the credit system is a new concept in the PTTC system, the pre-service working group had to orient the PTTC members in the working group to the credit system and creatively find the time in the schedule for the content, which had been included in the existing curriculum somewhat, but not in its entirety. The PTTCs agreed to follow the same credit system for the modules as the TECs.<sup>5</sup> There was also a good deal of negotiating with senior TTD leadership regarding the timing of the course work in the PTTCs, as the practicum for the student teachers (in which student teachers go and practice

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<sup>5</sup> As the Khmer modules developed as part of this project were the first in the PTTCs to use the credit system, based on this experience, the TTD will revise all of the PTTC syllabi to align with the credit system.

teaching) starts in the middle of the first year, before the student teachers have had a chance to learn all of the primary content. In some cases, student teachers are asked to teach content they have not yet learned how to teach during their practicum. Although the pre-service working group was not successful in advocating for changing the placement of the practicum, they were able to advocate that the first practicum consists of student teachers observing lessons; not actually teaching them.

The modules for the PTTCs also had to be adapted to fit within two years, whereas in the TECs, the content is spread across three years, i.e., the first module (teaching Khmer in early grades) is taught in the students' entire second year of the program; the second module (teaching Khmer in upper primary) is taught in the students' third year; and the third module (reading assessments) is taught in the students' fourth year. For the PTTCs, the first module is taught in year 1, while the second and third modules are taught in year 2. The difference between the TEC and PTTC modules is reduced and simplified content, as the depth of content cannot be reached in the PTTC modules, as compared to the TECs.

The process for developing the modules for the TECs included receiving nominations from the MoEYS for qualified individuals to participate in a pre-service working group. Working group members consisted of TEC deputy directors in Battambang and Phnom Penh, Khmer lectures from both TECs, staff from the TTD, including several deputy directors, and staff from the PED. For the PTTCs, a new working group was formed with many of the same members as the TEC working group, but also including select lecturers from the PTTCs in Siem Reap and Kampong Thom who had been trainers in the pilot and rollout of the *Komar Rien Komar Cheh* package. Both working groups were led by the project's Pre-Service Specialist, a project team member from Room to Read. The working group members worked closely together to identify how the modules could fit into the credit system and academic calendar, advocating with MoEYS leadership as needed; write the outline of the course and the topics in each week to include in the syllabus; and write, review, and revise the lecture content.

As described in more detail below, it was important that student teachers actually had a chance to witness and practice the teaching of the *Khmer Rien Khmer Cheh* grade 1 and grade 2 package during their practicums when they practiced teaching in local schools. Therefore, the project sub-contracted with two partner NGOs to train the teachers in all of the PTTC practice schools in the country, located across 18 districts.<sup>6</sup> This way, all of the grade 1 and 2 lessons that the student teachers observed and practiced teaching used the new national reading curriculum.

Finally, at the culmination of this work over three years, the pre-service working members provided 10 days of training to all the TEC lecturers and the Khmer PTTC lecturers. In fact, many PTTC Directors and other lecturers/administrators joined the training, as there was much excitement around the existence of the content.

Overall, the feedback from the development and orientation on the modules was very positive, as lecturers in both the TECs and PTTCs appreciated the level of detail that was provided in the course. However, most of the content has yet to be used due to pandemic-related school closures. The first module (for year 2 students

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<sup>6</sup> The PTTCs are located in the provincial capital and the practice schools are located in the district surrounding the provincial town.

in the TECs) was used in the TECs prior to the pandemic and school closures. In the 2021–2022 school year (starting in January 2022), the TECs will continue using the modules with existing students and newly enrolled students, as will the PTTCs. However, for the 2022–2023 school year, the MoEYS is not planning on recruiting/enrolling new student teachers in either the TECs or PTTCs. Therefore, they will continue to use the modules with existing students, but new student teachers will not be recruited until the following academic year.<sup>7</sup> Going forward in the new project, the Senior Pre-School Specialist plans to review and make small changes to the existing modules, based on lecturers' experience using the modules. Refresher training to lecturers will also be provided. There are hopes to encourage the TTD to put in place a mentor program for lecturers in the TECs and PTTCs to ensure that the lecturers are accurately and effectively teaching the content to student teachers. When developing new modules, per the IPEA project requirements, the Senior Pre-Service Specialist will continue to work with a new nominated pre-service working group to figure out what content to prioritize and what will fit into the school calendars, timetables, and credit systems. Where time is limited, the pre-service team may decide to provide more detailed content to existing courses. Overall, the pre-service modules are an excellent way to promote scale-up but also sustainability of the national *Komar Rien Komar Cheh* Khmer reading package, allowing new generations of student teachers to be trained on how to teach this content from the very beginning of their career. If this is the behavior that teachers start with, the benefits of this package will be far-reaching and continue to affect generations of early grade students in Cambodia.

Specific activities and their deliverables under this sub-result are listed below.

**Activity 1.3.1. Assist the MoEYS to develop pre-service modules for 12+4 – Lower primary, including**

- Organized MoEYS pre-service working group consisting of TEC lecturers from Phnom Penh and Battambang, TTD, and PED
- Developed syllabus for teaching Khmer in lower primary grades (early grades) for the TECs (12+4)
- Developed more than 30 weeks of lecturer PowerPoint presentations for each lesson (15 weeks in each semester)

**Activity 1.3.2. Assist the MoEYS to develop pre-service modules for 12+4 – Upper primary, including**

- Developed syllabus for teaching Khmer in upper primary (grades 4-6) for the TECs (12+4)
- Developed more than 30 weeks of lecturer PowerPoint presentations for each lesson (15 weeks in each semester)

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<sup>7</sup> Although this will likely lead to a teacher shortage, the decision is likely related to budget restrictions and the reallocation of budgets to support the recruitment and training of health professionals, including in and around schools, due to the pandemic.

**Activity 1.3.3. Assist the MoEYS to develop pre-service modules for 12+4 – Assessment in Khmer language education, including**

- Developed syllabus for assessment in Khmer language education for the TECs (12+4)
- Developed more than 30 weeks of lecturer PowerPoint presentations for each lesson (15 weeks in each semester)

**Activity 1.3.4. Assist the MoEYS to develop pre-service training materials for 12+2 for lower primary Khmer language (including assessment):**

- Revised the existing syllabus from TECs to adapt to the PTTCs, resulting in all three modules for TECs adapted to the PTTCs
- Developed lecture PowerPoint presentations for all lessons

**Activity 1.3.5. Orient and train lecturers, including**

- Trained more than 45 TEC lecturers in all three syllabi for up to 10 days
- Trained more than 160 PTTC lecturers and administrators in all three 15syllabi for up to 10 days

**2.1.4 Sub-Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed**

The project team worked with MoEYS, National Institute for Special Education (NISE), and partners to adapt some of the materials developed under the project for use by children with disabilities. This has included the development of both adapted versions of materials that the project will provide for use with students in mainstream schools, as well as materials provided to the five special schools in Cambodia.

The project team also worked with the technical staff of NISE and SED and developed the adapted TLMs for teaching children who are blind. The achievements are as follows:

- Developed and printed 30 pattern stories in braille
- Developed and printed 11 sensory stories in braille
- Developed and printed 15 non-fiction stories in braille
- Developed and printed 81 decodable stories in braille volumes 1 and 2 for grade 1
- Developed and printed SSBs in braille for grades 1 and 2, volumes 1, 2, 3, and 4
- Developed a teacher's guide for braille education in grade 1

During quarter (Q) 1, 2020, the project team worked with SED and NISE to develop guidelines on how to adapt the pre-school instructional routines for use with students who are deaf or hard of hearing. This included using the storytelling activities developed for use with the videos of the storybooks.

In Q4, 2020, the project team held an 8-day workshop (September 21–30) with the SED, NISE, three volunteer teachers, and three deaf consultants to develop the teacher's guide, which included activities to use in lessons in the pre-school curriculum and to build students' knowledge and skills promoting CSL development.

The project IE team copied 62 CSL stories into the tablets and distributed 50 tablets to five special schools so that the teachers could use them for storytelling for children who are deaf or hard of hearing. The project IE team also oriented the teachers on how to use the tablets in general and on their use when telling stories.

The project team worked with the technical staff of NISE and SED, Deaf Development Program, and other NGOs (e.g., Sipar and Save the Children) to develop the adapted TLMs for teaching deaf children. These TLMs are used for teaching the children who are learning in the bridge program and five special schools. The TLMs created by ACL included the following:

- Developed and printed the version 1 of 541 CSL picture cards
- Developed and printed the version 2 of 537 CSL flashcards and picture cards
- IE team distributed versions 1 and 2 of CSL picture cards to all 5 special schools, NISE, SED, and the NGO partners (e.g., Save the Children, Room to Read, SIPAR and Deaf Development Program)
- Produced 541 CSL vocabular videos for e-learning, which were used in the current Bridge Classes and Integrated Classes (BC&IC) in Kampong Thom
- Developed and printed the CSL educational games with 8 games and distributed to 5 special schools and NISE
- Developed and printed the teacher's guide on how to play educational games and storytelling

In fiscal year (FY) 2019 the project team worked with the SED, Krousar Thmey Foundation, and the special school teachers to develop large print, easy-to-read SSBs for both semesters of grade 1. The books have a larger font, less dense layout, and some changes in color to support students with low vision. The project team completed brief guidelines for use of the books and provided these to Literacy Coaches in Kampong Thom during their workshop in Siem Reap in October 2019. From 2019–2021, the project team worked with the technical staff of NISE, SED, and special schools to develop the student supplementary materials to support students with low vision, who are hard of hearing, or have unidentified learning difficulties. The achievements are as follow:

- Developed and printed SSBs (easy-to-read) for students with low vision for grades 1 and 2.
- Printed 5,000 SSBs (easy-to-read) for grade 1 in 2020. The project distributed these to 490 primary schools in 8 districts in Kampong Thom province and to special schools.
- Printed 8,276 SSBs (easy-to-read) for grade 2. The project distributed these to 490 primary schools in 9 districts in Kampong Thom province and special schools.

- A total of 13,276 books were distributed to 490 primary schools in 9 districts in Kampong Thom province and to 5 special schools.

The project team worked with the technical staff of NISE and SED to produce CSL videos for teaching children who are deaf and for IE in general. The achievements are as follow:

- Produced 30 CSL videos of pattern stories, which were uploaded to YouTube\_ *Komar Rien Komar Cheh* of MoEYS.
- Produced 11 CSL videos of sensory stories, which were uploaded to YouTube\_ *Komar Rien Komar Cheh* of MoEYS.
- Produced 45 CSL videos of pattern stories, which were uploaded into Google Drive and *Komar Rien Komar Cheh* of MoEYS.
- Produced 15 CSL videos of non-fiction stories, which were uploaded into Google Drive and *Komar Rien Komar Cheh* of MoEYS.
- Please find the link to CSL videos: <https://bit.ly/CSLvideos>  
[https://youtu.be/\\_2evAcn6KEE](https://youtu.be/_2evAcn6KEE)

## 2.2 Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning

### 2.2.1 Sub-Result 2.1: Enhanced coordination and communication among the MoEYS's implementing partners

Implementing partners and other partners have valuable and important contributions to make to early grade learning, under the guidance and leadership of the MoEYS. All communications materials aim to promote the central role of the MoEYS in improving early grade learning. Partners have been credited for their role in supporting the *Komar Rien Komar Cheh* program with a [video featuring consensus efforts from NGO partners](#). A video was also made to ensure that with support from the donor community, the [MoEYS is always seen as the leader in this work](#).

Apart from consultations and meetings with the implementing NGOs, the project coordinated an Early Grades Learning Community of Practice meetings. The Community of Practice aims to promote effective collaboration and coordination among NGOs working in this field. It includes those working in early childhood and those with expertise in mainstream literacy and IE programs, including among others, NGOs featured in the Community of Practice's newsletter. The group met every two months to discuss and share best practices, many of which were captured in newsletter formats. The goal of the newsletters was to provide a space for updates and information among the implementing partners working to support young learners in Cambodia. The newsletters helped promote collaboration and sharing, as well as mobilize support for the *Komar Rien Komar Cheh* program and the Khmer language in general. For instance, with support and buy-in from our implementing partners, such as WEI and Save the Children, the project managed to convince other partners



to contribute their articles/stories focusing on promoting ideas/resources that other NGOs could use to benefit from each other. The content included freely available materials, research and findings, and upcoming events. Seven newsletters were produced before COVID-19 restrictions interrupted the Early Grades Learning Community of Practice's meetings.

Prior to, and during ACR, there was an effort to revise and harmonized Early Grade Reading Assessment (EGRA) tools in Cambodia. ACR-Cambodia led the this revision effort and promoted the use of harmonized EGRA tools within MoEYS and the wider NGO community, at both national and international conferences, in an effort to promote consistency and more comparable results/benchmarks in the education sector. Early Grade Reading Assessment (EGRA) results were also continually used to support evidence of learning performance in the early grades in both international and national conferences, and the harmonized EGRA tools were promoted widely. This led to some uptake of the tool by MoEYS implementing partners and the use of EGRA tools in plans for ongoing assessments of all grades in the emerging Global Partnership for Education 4 and World Bank education programs. In addition, MoEYS cites the use of the EGRA tools and results as their main evidence source for measuring reading performance and has consistently used EGRA data to lobby for internal resource allocations, as well as to promote ACR–Cambodia methodologies with other education partners.

### **2.2.2 Sub-Result 2.2: The adoption of the MoEYS EGL program by other actors, including NGOs and DPs, is promoted**

One of the greatest successes of this project was the good deal of team building, advocacy, negotiating, and compromise it carried out; the NGO community rallied around this project and even after completion continues to take great pride and ownership of the *Komar Rien Komar Cheh* EGL program. The demonstrated sector coordination as a result of the ACR–Cambodia project was a tremendous success. Now, all of the major players in the early grade literacy sector in Cambodia are comfortable working together, feel a sense of ownership of the *Komar Rien Komar Cheh* program, and are strong advocates of the program in public forums and their professional networks.

In addition, other NGOs, especially local NGOs, are eager to have access to the program. In the last few years of the project, as described in more detail in the 2020 NGO Capacity Building report, the project provided various opportunities to build the capacity of local NGOs interested in supporting the MoEYS to expand the *Komar Rien Komar Cheh* program. Specifically, the project opened the teacher trainings to local NGO staff to learn the technical content alongside teachers in provinces where the project was being implemented. More recently, in 2021, the project provided an orientation to interested NGOs on the *Komar Rien Komar Cheh* program and the MoEYS home learning package through the NGO Education Partnership and the Mission Alliance. More than 10 local and international NGOs participated in these orientations, and several of these groups have followed up with interest to be included in the next round of teacher trainings under the Inclusive Primary Education Activity (IPEA). The project recommends providing a logistics and operations orientation for NGOs who are interested in implementing the *Komar Rien Komar Cheh* program.

### 2.2.3 Sub-Result 2.3: Increased engagement with parents and caregivers, community members, and the private sector to promote inclusive early grade learning

*Komar Rien Komar Cheh*, the national early grade learning program, aimed to empower all stakeholders to support young learners through access to age-appropriate learning materials, and quality basic education, so that they can have a solid foundation to progress in the upper grades. ACR–Cambodia believed that families, schools, communities, government officials, DPs and the private sector could all contribute to children’s learning. Communications and learning activities about the *Komar Rien Komar Cheh* program were featured in *Komar Rien Komar Cheh* social media platforms, which include *Komar Rien Komar Cheh*’s Facebook page and YouTube channel.

Facebook was identified and used as the main communications tool to communicate with *Komar Rien Komar Cheh*’s audience. By sharing pre-school, grade 1, and grade 2 content; participating in social media conversations; and disseminating credible information, the *Komar Rien Komar Cheh* page became one of the most valuable sources of information on early grade learning. Since the inception of the *Komar Rien Komar Cheh*’s Facebook page in late 2019, the page steadily gained likes and followers from the public—especially teachers and parents. As of December 3, 2021, the page had more than 30,000 followers and 27,000 likes.

The COVID-19 pandemic forced millions of children out of schools worldwide, including in Cambodia. All schools in Cambodia have been closed since mid-March 2020. Almost 200,000 students in pre-school, grade 1, and grade 2 in Siem Reap, Stung Treng, Preah Vihear, Kratie, Oddar Meanchey, Kampong Thom, Kampot, and Kep that have received the *Komar Rien Komar Cheh* package have been affected. The school closures have led many children and families to seek distance learning opportunities to continue their learning from home. To ensure that learning continued during school closures, ACR–Cambodia supported distance learning by adapting to the “new normal” using a wide variety of tools and approaches. These included turning a large number of content from the MoEYS’s textbooks for pre-school, grade 1, and grade 2 and *Komar Rien Komar Cheh*’s TLMs into online materials. The *Komar Rien Komar Cheh* program posts content items, such as lessons, videos, and bi-weekly lesson reviews. Further, the daily Facebook live was available on MoEYS’s Krouh Cambodia page and *Komar Rien Komar Cheh* Facebook page every day from March 18 to July 29, 2020 through to the project completion this month. Parents and students could also access this content via the MoEYS’s Facebook pages and recorded versions are available for download video lessons for grade 1 and video lessons for grade 2.

With schools reopening in October 2021, ACR–Cambodia continued to provide online content until the end of the academic school year, i.e., December 18, 2021. By project close, 1,636 Facebook content items, including 367 videos, were produced and made available on the *Komar Rien Komar Cheh* Facebook page.

Working with civil society and academia is one of the approaches All Children Reading–Cambodia identified in the communications and outreach strategy to reach out further to parents, caregivers, and public audience. Therefore, ACR–Cambodia supported the Department of Media and Communications of the Royal University of Phnom Penh to run a social media campaign to promote and build a good reading culture within the family setting by encouraging caretakers to spend at least one day a week reading with their children.

The social media campaign consists of a series of posters, photos, and videos and a public forum in early November 2021 that aimed to promote a culture of reading among family members and caretakers with their children. Slogans included, “love your kids, read with them”, “Sunday is a good day to read with your kids”, and “Where to find a good book for this Sunday reading?”. The MoEYS Minister also endorsed the campaign via a [video message](#).

### 2.3.2 Promote attitudes and behaviors that increase access to quality early grade literacy education for children with disabilities

Alongside specific IE team activities, ACR–Cambodia focused on IE messages through social media by featuring children with disabilities in learning materials and highlighting project efforts to keep students learning at home. An important workshop in Kampong Thom about key challenges, how stakeholders identified approaches to support children with disabilities in education, and how stakeholders encouraged educators by sharing their experiences using TLMs (e.g., CSL educational games) for the BC&IC was featured in a [video](#). Local [media also reported on the event](#). To date, 40 content items, including 11 videos, were produced with content linked to project activities and international celebrations, such as Braille Day, International Week of the Deaf, World Sight Day, and International Day of Persons with Disabilities.



## Supporting families and communities of children who are deaf to help them learn in their own communities

Since 2020 the IE team has been offering 15 deaf students in two districts of Kampong Thom province the opportunity to study at their local schools through the BC&IC program. The ACR–Cambodia IE team organized monthly meetings with parents of children in BC&ICs to share ideas on potential learning pathways for their children and to find ways to engage and support children when studying at home. Instructional topics included the use of tablets for downloading videos, scheduling online classes, and accessing medical services and care for assistive devices.

In addition, during Q4, 2021, CSL consultants taught parents the 20 most important CSL expressions. The selected expressions help parents communicate with their children at home and support learning. Regular updates and feedback from parents indicate that there is a high degree of appreciation and satisfaction for both the offline and online teaching their children received. The key behavioral change noted by the team is that parents of children in the BC&IC are now expecting, and in some cases even demanding, that their children receive quality education. This feedback is in stark contrast to attitudes in the early months of the project, when parents did not feel that there were any viable learning pathways for their deaf children. As a result, the ACR–Cambodia project sought to build opportunities and expectations as it moved from a top-down service delivery model toward a “rights-based approach”.

The ACR–Cambodia team also organized virtual parent meetings via Facebook Messenger groups and Zoom. The meetings aimed to improve communication between parents and families with the IE team to work together and support education for deaf children. The team shared the results and effectiveness of learning online, the importance of the involvement of parents to support their children’s learning online, and discussions on challenges and suggestions to improve online learning. They also covered transition processes for children who are currently enrolled in BC&IC schools to attend special schools once the project was completed in September 2021. The IE team also organized parent meetings with the director of the special schools via Zoom. The meeting aimed to enable parents to clearly understand how their children stay and learn when they are transferred to study in the special school.

The ACR-Cambodia team explored several potential learning pathways for children studying in the BC&IC classes. These included 1) advocating for the system to continue supporting activities of the BC&IC, 2) supporting children’s transition into mainstream education, and 3) supporting transition into special schools. Unfortunately, the project was not able to obtain commitment from MoEYS and to continue employment of the volunteer teachers. Parents were then given a choice of enrolling their children in either special schools or mainstream schools. After exposure visits to special schools, parents of 13 of the 15 CWD elected to send their children to special schools. In December 2021, the ACR-Cambodia team met with parents to finalize the transition plans for these 13 students. The POE, DOE, and special schools will work with parents over a six-month period to support their transition.

In Q3, 2021 representatives from ACR–Cambodia helped design and led the [9<sup>th</sup> National Forum on Inclusive Education](#), titled “Building Capacity of Teachers to Teach All Learners with Special Educational Needs, At All Levels of Education.” The forum, organized through a sub-sector of the Working Group for Education and

Disabilities of the NGO Education Partnership (NEP), was presided over by HE Dr. Hang Chuon Naron, Minister of Education, Youth and Sport. Forum participants discussed ways to improve the capacity of teachers, how to promote and monitor policy implementation and the National Action Plan on IE, and how to advocate to key relevant ministries and DP communities for increasing budget allocations to build the capacity of teachers and school management on IE.

#### **2.2.4 Sub-Result 2.4: Strengthened public and private resources and services to support the scale-up of the inclusive EGL program and in particular the literacy component**

The project made efforts to identify private sector actors who were interested in supporting the scale-up of the inclusive EGL program. The team has created and shared brochures, project briefs, and supporting documents with many private partners, including Penghout (a real estate developer), Prudential, Prince Bank, Coca-Cola, Wing, Cell Card, and many others. The team began to work more intensively with the MoEYS, particularly PED, in collaborative fundraising efforts, both building government capacity and adding legitimacy to ACR–Cambodia efforts.

Despite the challenges of the pandemic and associated regulations, the team managed to meet and engage with SMART, one of the leading telecommunication companies in Cambodia to fund data packages for teachers. The work was encouraging, and the project secured promises of free data bundles for all grade 1 and 2 teachers in eight provinces. SMART pledged to provide SIM cards and data bundles for teachers at a quantity of 20 gigabytes per month, initially, for 3 months, with a potential further rollover and expansion after that. The sponsorship has yet to be finalized due to a legal issue of signing an agreement letter between MoEYS and SMART, as well as the reopening of schools, just as they were about to release the pledged data and sim cards. They have agreed to re-open the pledge if schools should close again during the coming academic year.

With a growing demand of parents and caretakers wanting to access the *Komar Rien Komar Cheh* pattern story books, private publishers have been encouraged to print and sell the books. The stories and non-fiction books created under All Children Reading–Cambodia for the MoEYS' *Komar Rien Komar Cheh* program are all Creative Commons licensed. This means that anyone is allowed to print the books privately for use or print to sell these books at competitive rates. This was part of USAID's strategy to ensure that all children had access to quality reading materials. It also allowed for public-private partnerships, like with Image Printing Group printers, to print and sell the storybooks. IPML provides *Komar Rien Komar Cheh's* NGO implementing partners with a set of 30 pattern books at a discount rate of \$8 per set (\$0.27 for each book of A4 size), which is below their market retailing price of \$20 per set.

Fundraising and crowd-funding campaigns were put on hold pending a solution for a legal entity to hold the donated money. Discussions about generating funding from training teachers from private schools (i.e., some schools expressed interest to pay either in fee or in kind) were raised with PED. Further steps and assessment of how feasible these activities are should be explored in future projects under the continued branding of ACR–Cambodia.

## **2.3 Result 3: The MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence based MoEYS national EGL program that is feasible, practical, and scalable**

**2.3.1 Sub-Result 3.1. The EGL program is implemented with direct support from the project (materials, training, and coaching) in at least two provinces to improve instruction and student learning outcomes**

### **Summary of Original Upper Pre-School and Grade 1 and Grade 2 Implementation**

As part of the implementation of the upper pre-school package and the *Komar Rien Komar Cheh* grade 1 and grade 2 package, the activities in **Table 4** and **Table 5** were implemented prior to the pandemic.

**Table 4: First Year of Implementation (Pre-Pandemic)**

October 2017	November 2017	December 2017	January 2018	February 2018	March 2018	April 2018	May–August 2018
<ul style="list-style-type: none"> <li>• Train Literacy Coaches on content (5 days)</li> <li>• Train School Directors (2 days)</li> <li>• Train grade 1 teachers (4 days)</li> <li>• Train upper pre-school teachers (2 days)</li> <li>• Deliver first semester materials to teachers during training</li> </ul>	<ul style="list-style-type: none"> <li>• School begins</li> <li>• Train Literacy Coaches on support and coaching (3 days)</li> <li>• Twice monthly support visits take place to grade 1 teachers (once per month to upper pre-school teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Train grade 1 teachers (3 days)</li> <li>• Twice monthly support visits continue</li> </ul>	<ul style="list-style-type: none"> <li>• Train upper pre-school teachers (2 days)</li> <li>• Twice monthly support visits continue</li> </ul>	<ul style="list-style-type: none"> <li>• Twice monthly support visits continue</li> </ul>	<ul style="list-style-type: none"> <li>• Train School Directors (1 day)</li> <li>• Train upper pre-school teachers (2 days)</li> <li>• Train grade 1 teachers (3 days)</li> <li>• Deliver second semester materials to teachers during training</li> <li>• Twice monthly support visits continue</li> </ul>	<p><i>Khmer New Year (schools closed for most of the month)</i></p>	<ul style="list-style-type: none"> <li>• Second semester begins</li> <li>• Twice monthly support visits continue</li> </ul>

**Table 5: Second Year of Implementation (Pre-Pandemic)**

October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May–August 2019
<ul style="list-style-type: none"> <li>• Refresher training for School Directors (2 days)</li> <li>• Refresher training for grade 1 teachers (3 days)</li> <li>• Train grade 2 teachers (4 days)</li> <li>• Deliver first semester materials to grade 2 teachers during training</li> </ul>	<ul style="list-style-type: none"> <li>• School begins</li> <li>• Refresher training for Literacy Coaches (2 days)</li> <li>• Twice monthly support visits take place to grade 2 teachers (once per month to grade 1 teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Train grade 2 teachers (3 days)</li> <li>• Twice monthly support visits continue (grade 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Twice monthly support visits continue (grade 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Twice monthly support visits continue (grade 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Train grade 2 teachers (3 days)</li> <li>• Deliver second semester materials to teachers during training</li> <li>• Twice monthly support visits continue (grade 2)</li> </ul>	<p><i>Khmer New Year (schools closed for most of the month)</i></p>	<ul style="list-style-type: none"> <li>• Twice monthly support visits continue (grade 2)</li> </ul>



For all of the trainings listed above there were three different steps: (1) core trainer TOT with MoEYS technical staff, project technical team members, and selected NGO partner staff; (2) national trainer TOT for POE and DOE staff, PTTC lecturers, and (in some cases) excellent grade-level teachers (after one year of implementation); and (3) direct beneficiaries training, including School Directors and teachers. For the Literacy Coach training there were only two steps: (1) core trainer TOT and (2) Literacy Coach training.

The original Khmer program implementation schedule for the whole project (pre-pandemic) is shown in **Table 6**.

**Table 6: Original Project Implementation Plan**

	2018–2019	2019–2020	2020–2021
<b>Kampong Thom</b>	School Director, Upper pre-school, Grade 1	School Director (refresher) Grade 1 (refresher) Grade 2	—
<b>Kampot</b>	—	School Director, Upper pre-school, Grade 1	School Director (refresher) Grade 1 (refresher) Grade 2
<b>Kep</b>	—	—	School Director Grade 1 Grade 2
<b>2 districts with TEC practice schools</b>	—	Grade 1 in three practice schools in Battambang and Phnom Penh	Grade 1
<b>18 districts with PTTC practice schools</b>	—	—	Grade 1

Project implementation was designed to be staggered; starting with grade 1 in the first year, then introducing grade 2 in the second year. In a typical year, the grade 1 teachers receive the full 10 days of training followed by regular coaching support, including two visits from a Literacy Coach every month. ACR-Cambodia adapted the training schedule by increasing from 9 days to 10 days during the 2020-2021 school year, which was affected by the pandemic. The additional day of training was implemented due to the virtual nature of training to provide participants additional opportunities to practice what they learned. In year 2 of implementation, the grade 1 teachers received three days of refresher training, as well as a visit from the Literacy Coach once per month. In year two, grade 2 teachers received the full 10 days of training with regular coaching support (twice per month). Literacy Coaches also received two years of training on how to be a coach—three days in the first year and a two-day refresher in the second year. In such a way, the initial investment of staff time and resources was only meant to last two years, with the notion that this initial, up-front investment was necessary to change and solidify teacher behavior change and, therefore, actually have an impact on student learning outcomes. However, due to the COVID-19 pandemic and school closures, the project had to adapt its implementation timeline to meet the needs of teachers and students with significant interruptions to the school calendar. These adaptations are described in more detail below.

***Adaptations/additions to implementation due to COVID-19***

Due to the substantial interruptions in the academic year due to the pandemic, the project had to significantly adapt its programming inputs and timelines. As all

students and teachers had been out of the classroom for extended periods of time due to school closures, the following annual implementation schedules were followed for the 2019–2020 and 2020–2021 school years (**Table 7** and **Table 8**).

**Table 7: Annual Implementation Schedule (COVID-19; 2019–2020)**

October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April–September 2020	October–November 2020
<ul style="list-style-type: none"> <li>• Train new School Directors in Kampot (2 days)</li> <li>• Train new grade 1 teachers in Kampot (4 days)</li> <li>• Train new upper pre-school teachers in Kampot (2 days)</li> <li>• Refresher training to grade 1 teachers in Kampong Thom</li> <li>• Train new grade 2 teachers in Kampong Thom (4 days)</li> <li>• Deliver first semester materials to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School begins</li> <li>• Train new Literacy Coaches on support and coaching in Kampot (3 days)</li> <li>• Twice monthly support visits</li> </ul>	<ul style="list-style-type: none"> <li>• Train new grade 2 teachers (3 days)</li> <li>• Train new grade 1 teachers (3 days)</li> <li>• Twice monthly support visits continue</li> </ul>	<ul style="list-style-type: none"> <li>• Train new upper pre-school teachers (2 days)</li> <li>• Twice monthly support visits continue</li> </ul>	<ul style="list-style-type: none"> <li>• Twice monthly support visits continue</li> <li>• Home learning package for grades 1 and 3 developed</li> </ul>	<ul style="list-style-type: none"> <li>• Train new School Directors (1 day)</li> <li>• Schools close due to COVID-19</li> <li>• Training for new upper pre-school, grade 1 teachers, and grade 2 teachers shift to one-on-one meetings over 3 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Schools remain closed; teachers work with students in small groups</li> <li>• Facebook lessons are posted every day</li> <li>• Parent Facebook groups are established</li> <li>• Home learning package piloted (April)</li> <li>• Home learning package implemented (Jun-Jul)</li> <li>• Home learning package revised (Aug 2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Schools re-open</li> <li>• Re-train upper pre-school teachers (at district level)</li> <li>• Re-train grade 1 and grade 2 teachers in small group meetings</li> <li>• Home learning package refined</li> </ul>

**Table 8: Annual Implementation Schedule (COVID-19; 2020–2021)**

December 2020	January 2021	February 2021	March 2021	April–June 2021	July–October 2021	November 2021
<ul style="list-style-type: none"> <li>• Re-train all grade 1 and grade 2 teachers in Kampong Thom and Kampot (4 days)</li> <li>• Re-train all upper pre-school teachers in Kampot (2 days)</li> <li>• Train new School Directors in Kep (2 days)</li> <li>• Train new grade 1 and grade 2 teachers in Kep (4 days)</li> <li>• HLP accepted by all DPs that fund the CDPF III</li> </ul>	<ul style="list-style-type: none"> <li>• School begins</li> <li>• Twice monthly support visits (grade 2 and where possible grade 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Re-train all grade 1 teachers in Kampong Thom and Kampot (3 days)</li> <li>• Re-train all upper pre-school teachers in Kampot (2 days)</li> <li>• Train new grade 1 teachers in Kep (3 days)</li> <li>• Twice monthly support visits</li> </ul>	<ul style="list-style-type: none"> <li>• Schools close again</li> <li>• Provide one-on-one meetings with all grade 2 teachers in all three provinces</li> <li>• Establish grade 2 teacher Telegram groups and share workshop #2 content online</li> <li>• Re-establish parent Facebook Messenger groups</li> <li>• Post regular Facebook lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Establish teacher Facebook Messenger groups with all grade teachers</li> <li>• Continue to post content online and share with parents and teachers</li> <li>• Develop teacher orientation to HLP 1</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to post content online and share with parents and teachers</li> <li>• Share workshop #3 content with all teachers (upper pre-school, grade 1, and grade 2)</li> <li>• Printing and dissemination of HLP by UNICEF to all G1 &amp; G2 students in the country</li> <li>• Training on HLP for PED national-level trainers, POE officers in all 25 provinces in Cambodia, and DOE officers in all districts, all teachers and school directors in primary schools in Cambodia.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools re-open</li> <li>• Provide one month of in-person support before Literacy Coach contracts end</li> <li>• Training on HLP for all teachers and school directors from all government primary schools in Cambodia.</li> </ul>

In brief, due to school closures in 2020, the following activities to support the continuation of learning were implemented:

- Quickly mobilized to deliver student learning materials to students' homes when schools initially closed in March 2020 (over the course of only two weeks).
- Conducted one-on-one meetings with teachers to review workshop #2 and workshop #3 content.
- Developed the first version of the home learning workbooks to support learning at home.
- Established Facebook Messenger groups with upper pre-school, grade 1, and grade 2 parents (approximately 35%–40% of parents) to share daily Facebook lessons and tips for how to support learning at home.
- Posted the adapted upper pre-school, grade 1, and grade 2 Facebook lessons to the *Komar Rien Komar Cheh* Facebook page daily.

In brief, due to school closures in 2021 because of community spread of COVID-19 in Cambodia, the following additional activities were implemented:

- Rapidly deployed student learning materials to all students.
- Developed teacher Telegram and Facebook Messenger groups to share workshop #2 (grade 2 teachers) and workshop #3 (all teachers) and to support teachers to support learning at home.
- Posted daily adapted Facebook lesson content for all three grades.
- Re-established parent Facebook Messenger groups for all three grades to share daily Facebook lesson content and tips for supporting learning at home.
- Literacy Coaches called teachers once per week.
- Literacy Coaches called parents (especially parents without access to Facebook) once per month, with some support from teachers.
- Created an IVR automatic messaging service to parents, especially those who did not have access to Facebook Messenger.
- Created and delivered paper-based instructions to parents on how to teach their children at home. It was also shared with MoEYS and is available digitally.

**Table 9** is a summary of the adapted project implementation plan due to COVID-19.

**Table 9: Adapted Project Implementation Plan Due to COVID-19**

	2019–2020	2020–2021
<b>Kampong Thom</b>	School Director (refresher) Grade 1 (refresher) Grade 2 (full training)	Grade 1 (full training) Grade 2 (full training)
<b>Kampot</b>	School Director Upper pre-school Grade 1	Upper pre-school (full training) Grade 1 (full training) Grade 2 (full training)
<b>Kep</b>	—	Grade 1 (full training) Grade 2 (full training)
<b>2 districts with TEC practice schools</b>	Grade 1	Grade 1 & Grade 2
<b>18 districts with PTTC practice schools</b>	Grade 1	Grade 1

### Overall grade 1 and grade 2 results

The project relied heavily on assessments, both summative, nationwide assessments, and formative assessments to inform program design and direction/re-direction. Specifically, the following assessments were used throughout the project:<sup>8</sup>

- EGRA Baseline (grade 1: 2018; grade 2: 2019). The findings from this study demonstrated the great need for additional materials to support students' reading, especially grade 1 students' letter (consonant and vowel) naming ability and grade 2 students' fluency and comprehension skills. These results were used as evidence to support some of the more significant changes introduced in the grade 1 and grade 2 curriculum as part of the project, and to convince teachers that students were not learning how to read, as many teachers either assumed their students were learning or would *eventually* learn how to read.
- EGRA Midline (grade 1: 2019). The findings from this study suggested that students were gaining in reading skills significantly more than students in control schools. Specifically, grade 1 students in project schools increased their consonant reading scores by 7 percentage points and, more significantly, their vowel reading scores by 16 percentage points. These findings were instrumental in motivating the MoEYS to officially adopt the grade 1 and grade 2 Khmer package as the national *Komar Rien Komar Cheh* national EGL program in February 2020.
- Rapid EGRA (January 2021). Due to the COVID-19 pandemic, the project was unable to conduct a large-scale endline assessment as schools were closed at the time of the scheduled endline (June 2020). To determine how well students had learned content at home during school closures in the 2019–2020 school year, the project conducted a small-scale, rapid EGRA of grade 1 students beginning in the new school year in January 2021. The results showed that students in both the intervention and control schools had actually continued to improve their reading skills, despite the school closures.

<sup>8</sup> For more detailed information about the findings from these reports, please refer to the assessment-specific report.

There are many possible factors contributing to these results, including the presence of small group lessons that were able to take place throughout the 2019–2020 school year, but one of the most significant variables that contributed to the continued learning results was the presence of hard copy learning materials in students' homes during school closures (instead of relying entirely on digital, remote learning opportunities). As a result of these findings, the MoEYS was able to advocate with DPs to fund the printing and delivery of the *Komar Rien Komar Cheh* Khmer (developed as part of this project) and maths learning materials to *all* grade 1 and grade 2 students in the country to continue to support learning at home, even when schools re-open.

- Annual Status of Education Report (ASER) assessment (September 2021). To capture final project data and inform how to best support students in the new project when they return to school after another year of school closures, the project conducted a small-scale ASER assessment with grade 1 and grade 2 students in Kampong Thom and Kampot. The ASER assessment is less rigorous and less complicated than the EGRA and can be more easily implemented by teachers and Literacy Coaches (non-school staff) and other community members, if desired. The assessment is also meant to help educators identify different degrees of struggling students, for example, students who would benefit from more significant review versus students who would benefit from a little review. The grade 2 results from this study reinforced the well-known premise in reading education that students who do not learn their foundational literacy skills early on will continue to struggle and fall far behind their peers as their schooling progresses. Almost half (41%) of grade 2 students performed well on the assessment and could benefit from some review when the new school year starts. However, the same percentage of grade 2 students (41%) will need significant review. This demonstrates that many grade 2 students benefit from the first semester of review that is provided in *Komar Rien Komar Cheh* grade 2 curriculum. However, schools closed again in 2021 without having completed this review and so many of the students continue to fall behind. It is recommended that substantial time be provided for review of the basic Khmer literacy skills to grade 2 students when they begin grade 3.

**Work with the MoEYS to support the implementation of the early grade Khmer program in Kampong Thom province, with some support to Siem Reap province, including:**

- Provided three years of upper pre-school, grade 1, and grade 2 national trainer TOTs, including to MoEYS staff, POE officials in both Siem Reap and Kampong Thom, DOE officials in Siem Reap and Kampong Thom, PTTC Directors and lecturers from Siem Reap and Kampong Thom, excellent grade 1 and grade 2 teachers from both provinces, and partner NGO staff.
- Provided 9 days of grade 1 teacher training in Kampong Thom in the 2018–2019 school year and 10 days of training in the 2020–2021 school year; plus

3 days of refresher training in the 2019–2020 school year (for a total of 22 days of training to grade 1 teachers).

- Provided 9 days of grade 2 teacher training in Kampong Thom in the 2019–2020 school year and 10 days of grade 2 teacher training in 2020–2021 school year (for a total of 19 days of training to grade 2 teachers).
- Provided 3 days of Literacy Coach training in 2018 and 2 days of refresher training in 2019 (for a total of 5 days of training to Literacy Coaches in Kampong Thom).

**Work with the MoEYS to support the implementation of the literacy program in Kampot province, with some support to the second round of GPE-funded provinces**

- Provided two years of upper pre-school, grade 1, and grade 2 national trainer TOTs, including MoEYS staff, POE officials in Kampot and GPE provinces, DOE officials in Kampot, PTTC Directors and lecturers from Kampot and GPE provinces, excellent grade 1 and grade 2 teachers from Kampot, and partner NGO staff.
- Provided 9 days of grade 1 teacher training in Kampot in the 2019–2020 school year and 10 days in the 2020–2021 school year (for a total of 19 days of training to grade 1 teachers).
- Provided 10 days of grade 2 teacher training in Kampot in the 2020–2021 school year.
- Provided 3 days of Literacy Coach training in in the 2019–2020 school year.

**Work with the MoEYS to support implementation of the Khmer program in Kep (USAID funding) and other new locations using other funding sources**

- Provided one year of grade 1 and grade 2 national trainer TOTs, including MoEYS staff, POE officials in Kep, DOE officials in Kep, and partner NGO staff.
- Provided 10 days of grade 1 teacher training in Kep in the 2020–2021 school year.
- Provided 10 days of grade 2 teacher training in Kep in the 2020–2021 school year.

**Work with the MoEYS to support implementation of the Khmer program in PTTCs and connected practice schools across the country**

- Same as described above.

**Pilot strategies that schools and their communities can use to assure greater access to education for children with disabilities**

During this final year the ACR–Cambodia IE team piloted the BC&IC to ensure that children who are deaf or hard of hearing can gain access to education in mainstream schools, even in areas where there are no special education schools and services



available, such as Kampong Thom province. For the majority of this year BC&ICs were conducted virtually, due to COVID-19 restrictions, and the children used tablets for learning. Classes were taught online by volunteer teachers and consultants in five online Facebook Messenger groups for deaf children.

This activity was originally planned to close on October 1, 2021; however, it was extended to allow for support of these students all the way to the end of the extended school year on December 18, 2021.

During the implementation of the BC&IC, both in schools and virtually, the team built a cohesive EGL program, complete with curriculum and TLMs, including training videos, teaching aids and games, posters, and flashcards. All of these are in great demand by the special schools, and teachers will be trained on these materials in these schools in FY 2022, under the ACR-Cambodia follow-on project. The materials were formally handed over to the MoEYS in a meeting chaired by the Minister, HE Dr. Naron, in November of 2021.

### **Project's exit and sustainability strategies for BC&IC.**

In Q2, the project sought to establish clear learning pathways for the children involved, which was key to its exit and sustainability strategies. The IE team developed the learning pathways that were established including

1. Intensified the teaching and learning of CSL students to better master CSL and literacy so they can access mainstream IE classes after project closure. This was done while developing a training program for mainstream teachers to learn basic CSL to assist any potential incoming students in the next school year.
2. Introduced parents to special schools, in neighboring provinces, to allow them to make an informed decision about enrollment in the next school year and supported special schools to teach CSL more effectively.
3. Explored options and advocated for the MoEYS to cover teacher costs and continue with BC&IC in Kampong Thom. This proved to be the hardest option, as many complicated processes with recruitment reduced the potential for this; however, efforts by the IE team continued through project end.

### **Referrals and following up the health improvement of children with disabilities**

To ensure that children could learn and attain good learning outcomes, the project supported the referrals of children with disabilities to medical services to improve their health. Referral guidelines were drawn up and were used to review and influence the work of other actors, with the aim to create a national guideline for referrals for children with disabilities.

- 42 children with disabilities (15 children in Bridge Classroom and 3 hard-of-hearing students in special sections within mainstream schools, as well as 24 students with low vision attending mainstream schools) were referred and attended referral appointments for specialized services (e.g., eye clinic and All Ear Cambodia) in Kampong Thom and Siem Reap provinces and Center for Child and Adolescent Mental Health in Kandal province.
- The referred children received treatment, medicine, and assistive devices, if needed, based on the recommendation by the specialized services.

- Children with disabilities improved their health status and improved learning outcomes.

### **2.3.2 Sub-Result 3.2: The adapted EGR program is implemented in the MoEYS's five special schools**

**Work with the special school teachers to support them in using and adapting materials and methods for students with visual or auditory disabilities**

The project team worked with SED and the Siem Reap special school to develop the adapted materials and trained the mainstream teachers on the package and how to adapt and use the methods. The team also worked with the Siem Reap special school to develop some sections of the supplementary student materials in braille for the adapted instruction routines for the teachers. In addition, the team worked with teachers to collect feedback and inform the ongoing adaptation work.

#### **Training and support teachers in five special schools**

- On December 9, 2019, the IE team trained three pre-school teachers from special schools on storytelling, CSL videos, and tablet use.
- From December 2019 to November 2020, the IE team conducted three trainings for the teachers of children who are blind. The trainings focused on producing the TLMs. A total of 16 teachers from four special schools attended the trainings, including directors, deputy directors, technical grade leaders, grade 1 and 2 teachers, and technical staff from SED and NISE.
- From September 21–30, 2020, the IE team trained 24 teachers (14 women) from special schools on producing teaching materials for teaching deaf children.
- From January 23 to 24, 2021, the IE team conducted a workshop on using the educational games for teaching materials for teaching deaf children; 24 teachers (14 women) from special schools attended the workshop.
- From September 9 to 10, 2021, the IE team conducted a workshop on storytelling for teaching deaf children. It aimed at sharing the techniques and methodologies in telling CSL stories in the IE settings. A total of 24 (14 women) teachers and educators from five special schools attended the workshop, including directors, deputy directors, grade 1 teachers and librarians, and the technical staff from SED and NISE.

### **2.3.3 Sub-Result 3.3. Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program**

As mentioned above, one of the great, indirect successes of this program is the impact it had on the capacity of the MoEYS leadership to talk about and advocate for good literacy teaching practices. In the initial stages of the project, when significant changes in teaching reading were being presented and advocated for, there was resistance to new ideas and approaches, especially as the existing grade 1 and

grade 2 textbook was very political. However, persuasion based off of international and, especially, domestic research and evidence about what works and what does not work when teaching reading (and basic education in the science of reading), helped the project successfully advocate for the first and second bridge lessons in the grade 1 curriculum (as described above). Advocating for progressive changes after that became easier as MoEYS staff and leadership better understood the science behind teaching reading and were more convinced that the approaches being advocated for were needed.

The most striking example of significant MoEYS ownership and increased capacity was the adoption of the grade 1 and grade 2 *Komar Rien Komar Cheh* national package in early 2020. Additionally, the Minister of Education supported, and continues to support, the program by regularly talking about the program and its inherent benefits. The Secretary of State, who was most involved in the project from the beginning and was one its biggest challengers and reviewers is now comfortable letting his team review and approve the materials developed. The Deputy Director of PED who was the lead point person for the project at the MoEYS has also been a very vocal advocate of the project, its approach, and necessity in the Cambodian context. Finally, in 2021, the MoEYS successfully advocated with DPs to provide funding for the MoEYS to provide the *Komar Rien Komar Cheh* student materials to all grade 1 and grade 2 students so that they could continue learning at home. This is a tremendous success and speaks to the significant ownership and value that the MoEYS places on the materials and approach developed as part of this project.

Additionally, the project was very intentional about developing the capacity of sub-national MoEYS staff to advocate for and deliver the package in their provinces and districts. For one thing, all selected/designated POE and DOE staff were selected as trainers during implementation. Over the years, these staff have become some of the projects strongest supporters as they develop deep knowledge about the program. Additionally, as requested by the MoEYS, the project also trained more than 80 Khmer PTTC lectures throughout the country to be national trainers of the *Komar Rien Komar Cheh* package. This way, all Khmer PTTC lecturers in the country were familiar with the package and can talk about it with some confidence and knowledge. Finally, in addition to technical capacity, the project also provided all national trainers with specific facilitation skills training so that they would not only be able to talk about the technical components of the project but do so in an effective way for teachers to be motivated to adopt it.

### **2.3.4 Sub-Result 3.4: Strengthened assessment systems that track student learning**

**Provide some limited support to the Education Quality Assurance Department (EQAD) with the planning and execution of the national assessment data collection, analysis, and presentation of results**

Throughout the life span of ACL-Cambodia, EQAD continued to work with the RTI Home Office staff. ACR–Cambodia project staff, led by technical expert Jonathan Dr. Stern, have trained and supported the use of EGRA tools in EQAD. The finalization of the EQAD training program was severely disrupted in 2021 with the resurgence of COVID-19 leading to the closure of schools, thereby limiting opportunities for practice implementation. However, even with this disruption, over the life of the program, ACR–Cambodia significantly built the

capacity of EQAD staff on National Student Learning Assessments and the development of the National Student Learning Assessment Framework (pre-school and K–12).

### **Support the MoEYS and partners to develop and use tools that can assess the literacy skills of children with disabilities (adapted EGRA)**

The project team worked with a technical working group to update the EGRA tools for children who are deaf or hard of hearing based on the experience of the first pilot. The intention was that these updated tools and new components would be tested again in late March 2021. The goal was to use the CSL and braille tools to collect data on the current level of achievement of children in the special schools.

In this last year of the project the IE team worked with RTI Home Office staff and international consultants and collaborated with NISE and SED to conduct the virtual training for the adapted EGRA with 24 educators and 10 deaf children from the BC&IC in Kampong Thom province. A report on results was submitted to the RTI home office.

The team also worked with international consultant, Ms. Wykia Macon, to plan for adapted EGRA piloting and testing for students who are deaf or blind. This included selecting assessors, training assessors, identifying learners to do EGRAs, and reviewing and completing subtasks to test deaf children. Due to the COVID-19 pandemic, the EGRA piloting and testing was conducted virtually in Q4, 2021. Unfortunately, we feel that the testing was inadequate, as the tools were not well suited to remote use.

The two adapted EGRA tools were complete and ready for handover as drafts as of September 2021. The draft-adapted EGRA tools will be fully tested and handed over to the MoEYS in the early months of the ACR–Cambodia follow-on project in 2022.

### **2.3.5 Sub-Result 3.5: Strengthened MoEYS capacity to effectively plan, manage, implement, and monitor inclusive early grade learning and develop relevant and responsive education policies for children with disabilities**

#### **Inclusive early grade learning**

In 2019 the MoEYS agreed with the project to make some significant adjustments to the original plans. This included focusing on grade 1 and 2 (not grade 3) to promote the quality of implementation and to reach more teachers. This represented an exciting step forward toward developing a realistic and effective plan for national rollout of the EGR package. On several occasions, in the first year of ACL-Cambodia, Ministry leadership publicly expressed a commitment to scaling up the EGR program, and the MoEYS included the project’s EGL approaches in the 2019–2023 Education Strategic Plan.

In FY 2020 the project expanded initial efforts to develop branding and communications materials for the MoEYS EGL program. The program name, decided by MoEYS leadership, in Khmer is *កុមារសិក្សា*. In English this roughly translates to “Children Learn, Children Know”. However, the word “rien” also means “to study”, or “to be at school”, while the word “chek” also means “can do”, “to achieve”, or “to be good at something”. To avoid choosing just one meaning, and to promote national ownership of the program, it is not translated—rather it is

transliterated as *Komar Rien Komar Cheh*. Once named, *Komar Rien Komar Cheh* was also referred to as “The MoEYS’ National Early Grade Reading Program”. As such it has been widely replicated with many PED policies and programs using the materials and approaches developed under ACR–Cambodia.

The last year of ACL-Cambodia, in particular, has provided many opportunities for everyone’s capacity to be stretched and expanded as we all worked together to respond to the COVID-19 crisis and its impact on education. Specifically, the EGL team and the MoEYS Khmer technical team learned through some of the following activities:

- Video creation for teacher professional development, especially in light of smaller trainings and remote workshops;
- How to conduct online workshops and use remote technology like Zoom, Telegram, Google Meets, and other online platforms;
- Use of brainstorming and decisions around the revised scope and sequence for the 2020–2021 school year, both at the beginning of the year and during the middle of the year to respond to MoEYS guidance to extend the school year;
- Decisions related to activities to support learning at home and messages to share with teachers to continue professional development;
- Support for the distribution of the *Komar Rien Komar Cheh* home learning materials package to every grade 1 and grade 2 student in the country; and
- Orientation on the home learning package and specific ways that parents can support learning at home.

These were in addition to the efforts to support PED logistics staff to roll out the orientation for all POE/DOE, and then orientations at the cluster level across the country.

In brief, this sub-result has not only been completed, but has exceeded the project’s expectations in terms of MoEYS capacity development, responsibility, and ownership.

### **Partnerships and communications**

The work with PED on fundraising has been ongoing, with the fundraising focal point of PED now being very supportive of public-private partnership outreach work to the private sector.

In addition, as part of ACR–Cambodia’s exit strategy for communications, the project handed over *Komar Rien Komar Cheh*’s social media management to PED counterparts. To this aim, the team is working closely with PED’s appointed focal point officer, providing training on Facebook page management and updating. Some doubts remain as to the time and interest PED can commit to managing the site and uploading relevant content after ACR–Cambodia closes out this year.

Over the lifetime of ACR–Cambodia, the program achieved its objective of strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning through:

- Developing project work plans in conjunction with MoEYS and NGO partners;
- Setting up regular vehicles for communication and coordination among partners supporting early grade reading, including regular meetings and newsletters;
- Establishing mechanisms for contract with the MoEYS NGO partners to support the work of the MoEYS;
- Working closely with USAID, development partners, and PED to develop the training methods and the related materials (branded as Komar Rien Komar Cheh – KRKC). These methods and materials have, for some years now, been adopted as the national approach to teaching early grade literacy. In practice this means that the Ministry of Education Youth and Sports (MoEYS) coordinates with donors and other education programs to promote its use and find ways to fund the replication of our training and the printing of our teaching and learning materials (teacher guides and student books). For example, the MoEYS who lead the implementation of the Global Partnership for Education fund, use these materials and approaches to train grade 1 and 2 teachers in 5 additional provinces to those under the ACR-Cambodia project, as do many other implementing partners and NGOs in the country. All materials are licensed under the “creative commons copyright” so are free to print for personal and school use or for resale by publishers and retailers across the country;
- Working with partners to agree on a harmonized early grade reading assessment (EGRA) available for use by the MoEYS and its partners for evaluation the impact of EGR interventions; and
- Working closely with USAID, development partners, UNICEF, and PED to approve a home learning package, based on KRKC materials, to be provided to all grade 1 and grade 2 students throughout the country. ACR–Cambodia assisted this process by developing and implementing an orientation training of 21,000 teachers and school principals across all 25 provinces of the country, to enable them to advise parents on the use of the materials with their children, while the children study at home.

### **Inclusive education**

Building consensus and a collective voice (sector coordination) among IE actors in Cambodia has continued to be a major focus of the team throughout ACR–Cambodia. In the project’s last year the IE director attended a meeting with the Working Group for Education and Disabilities (WGED) and the newly reformed NEP to review the new terms of reference and redefine the formal structures. WGED also created key strategies and action plans so that its members can work more effectively to advocate with the MoEYS. Eight NGOs attended the meeting, including RTI, NEP, Association for Aid and Relief Japan, Rabbit School, Krousar Thmey, Catholic Relief Services, Epic Arts, and the United Nations Children’s Fund

(UNICEF). From this meeting the IE director was elected as Vice Chair of the WGED.

The team is also working with SED to further refine, test, and develop the national disabilities screening and referral plan for Cambodia. Support from ACR–Cambodia includes helping fund continuing consultative workshops, tool testing, and piloting. Through this work, the ACR–Cambodia team has taken center stage in policy and practice influence for the IE sector in Cambodia.

- **Inclusive Teaching and Learning Materials:** Our collaborative curriculum materials development and training design and delivery approaches are guided by universal design for learning principles. This means that teacher materials integrate attention to inclusion in terms of promoting positive inclusive attitudes and containing lesson activities that are inclusive. Teacher training and follow up support reinforce these attitudes and help teachers in the mainstream schools practicing inclusive teaching techniques.
- **Screening and Referral:** To date, our team has collaborated with local authorities to pilot methods for screening children in school for hearing and vision impairments, including clinical referrals when needed. We screened children in two districts in Kampong Thom, identified 14 for referral, based on which, 8 received glasses or hearing assistive devices. We learned numerous lessons from this experience, most importantly how difficult it is to ask teachers to be responsible for what is essentially a health service. Therefore, All Children Learning is now working with MoEYS to lead the development of a national guide to screening and referrals to guide how schools and local MoEYS officials collaborate with health authorities, local NGOs and civil society organizations to appropriate screen and, as needed, refer children entering school.
- **The Bridging Program:** For children not in school, we worked through local organizations to identify 15 children in districts in Kampong Thom with hearing disabilities. Our deaf education specialist trained a local volunteer in Cambodian sign language (CSL) and provided materials (tablets loaded with resources) and support so the volunteers could each help each child learn CSL and basic literacy skills. Obviously, this is not a scalable solution. However, because of the constraints faced during COVID, we were able to test delivery of CSL instruction via remote means, providing support via messenger apps and phone calls to deaf or hard of hearing students
- **Adapted Materials for Special Schools and NISE:** While the education system in Cambodia builds up the capacity to be more inclusive, children with hearing and vision impairments continue to be educated primarily in the five MoEYS special schools. Helping improve the quality of what is offered in those schools therefore remains an important way to assure better quality early grade education for children with these kinds of disabilities. Under the existing and previous projects, we worked with MoEYS’s special education department (SED) and NISE to develop adapted version of materials in Braille and CSL and provided them to the special schools in order to support students who are blind/low vision or deaf/hard of hearing in early grades in Cambodia. We also have included their teachers in KRKC teacher training. In addition, we piloted an adapted version of EGRA.

### 3. CONCLUSION AND RECOMMENDATIONS

In addition to the student learning assessments, after each year of implementation the project team organized a large reflection activity on the progress of the project, involving all key stakeholders, including teachers, School Directors, DOE and POE officials, PTTC lecturers, MoEYS staff, and partner NGO staff. These reflection meetings were done in the field and included a classroom/lesson observation. Based on the results, the project team, in consultation with the MoEYS Khmer technical team, made revisions to the project design, approach, and materials.

The project also held a final reflection meeting with all key stakeholders at both the provincial level (in Kampong Thom and Kampot/Kep) and at the national level in October 2021.

Key recommendations from these final reflections are below.

Strengths	Recommendations & Responses
<ul style="list-style-type: none"> <li>• Step-by-step teacher training (4 days + 3 days + 2 days). One additional training day for reflection and practice, especially during virtual trainings, for a total of 10 days.</li> <li>• Regular support to teachers through the Literacy Coaches.</li> <li>• Includes formative, classroom-based assessments that teachers can use to support students immediately.</li> <li>• The capacity of POE and DOE officials has also been developed to support the program in participating schools.</li> <li>• Teachers value the teacher’s guide because it has a clear instructional flow and includes “I do, we do, you do”.</li> <li>• The student learning materials, including the SSB, the letter picture cards, and the storybooks all help to reinforce students’ reading skills by giving extra practice for reading.</li> <li>• The home learning workbook developed to support learning at home is appreciated by parents, students, teachers and school management. This workbook is not only easy for parents to use to teach their children at home, but also becomes an additional means to strengthen the relationship between the school and parents.</li> <li>• Additional activities to respond to the COVID-19 crisis including Facebook Messenger groups and IVR are all new ways to support students, parents, and teachers remotely and expands the use of technology to support education.</li> <li>• The inclusion of the pre-service modules at the TEC and PTTC supports the sustainability of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers suggest incorporating the SSB into the official government textbook.</li> <li>• For all target schools to continue to use these materials in the new school year and subsequent years, please assist the MoEYS and partner organizations to             <ul style="list-style-type: none"> <li>- Print and provide additional materials for teachers and students,</li> <li>- Train new grade 1 and grade 2 teachers, and</li> <li>- Provide regular support to teachers.</li> </ul> </li> </ul>

#### 3.1 Lessons learned from implementation and recommendations going forward

- ACR–Cambodia technical experts believe that *there is still too much phonics content introduced in grade 1*. Perhaps in the years to come, it might be possible to advocate for the content currently introduced in grade 1 to be spread out over two or three years (i.e., grades 1–3) or even reviewed regularly in grades 2 and 3 to demonstrate success in reading fluency in



Khmer, i.e., reaching the target of 45–60 words per minute by the end of grade 3.<sup>9</sup> Also, going forward, especially as the MoEYS tries to determine the best way to support students' learning after extended school closures due to the COVID-19 pandemic, the project would advise that an explicit, methodical, slow approach to teaching is taken, even when considering an accelerated program/curriculum. Accelerated curriculum (or scope/content) and sequence (pace of teaching) does not mean forcing more content into one lesson per day so that all content is taught in a shorter amount of time. Rather, a strategic accelerated program continues to teach at the same explicit, slow pace but *prioritizes* content to teach. The project strongly encourages the MoEYS to consider this approach when thinking about ways to support students who are catching up after school closures, even in schools without the *Komar Rien Komar Cheh* materials and associated training of teachers.

- *The importance of ongoing support for teachers.* In a recent teacher survey, and as reflected in teacher comments in the final reflection meetings, more than 80% of teachers would like to continue receiving support from someone, i.e., a coach, mentor, etc., to guide them in their teaching of the EGL package. As research suggests, more than 70% of mastering a new professional skill actually takes place in follow-up support and on the job coaching versus in a workshop or training. As increasing students' EGL outcomes is dependent on teacher's adapting different behaviors in the classroom, this regular, targeted support to teachers is critical in making an impact on reading outcomes. Even with the highest quality TLMs, programs are only successful when teachers are motivated and supported to use them. International research and the experience of this project continues to prove this point. Going forward when working within existing government structures and systems to provide mentors to teachers, it will be critical to the success of a primary education program, which is still measured by student reading outcomes, that the mentors actually do their jobs to support teachers with the Khmer lessons and are trained and equipped to support teachers well; thus, leading to improved learning outcomes.
- Keep it simple, especially when it comes to formative assessments in the classroom to inform instruction and strategies to support all students (refer to the classroom-based assessments report).
- Lessons learned and recommendations specific to responding to COVID-19/crisis situations:
  - Continue to provide structured and specific guidance to teachers. Based on feedback from teachers when schools closed in 2020, the specific, structured guidance provided by the project was much more effective in helping inform teachers about what to teach and when, rather than open-ended guidance, which left a lot up to the school and teachers. Therefore,

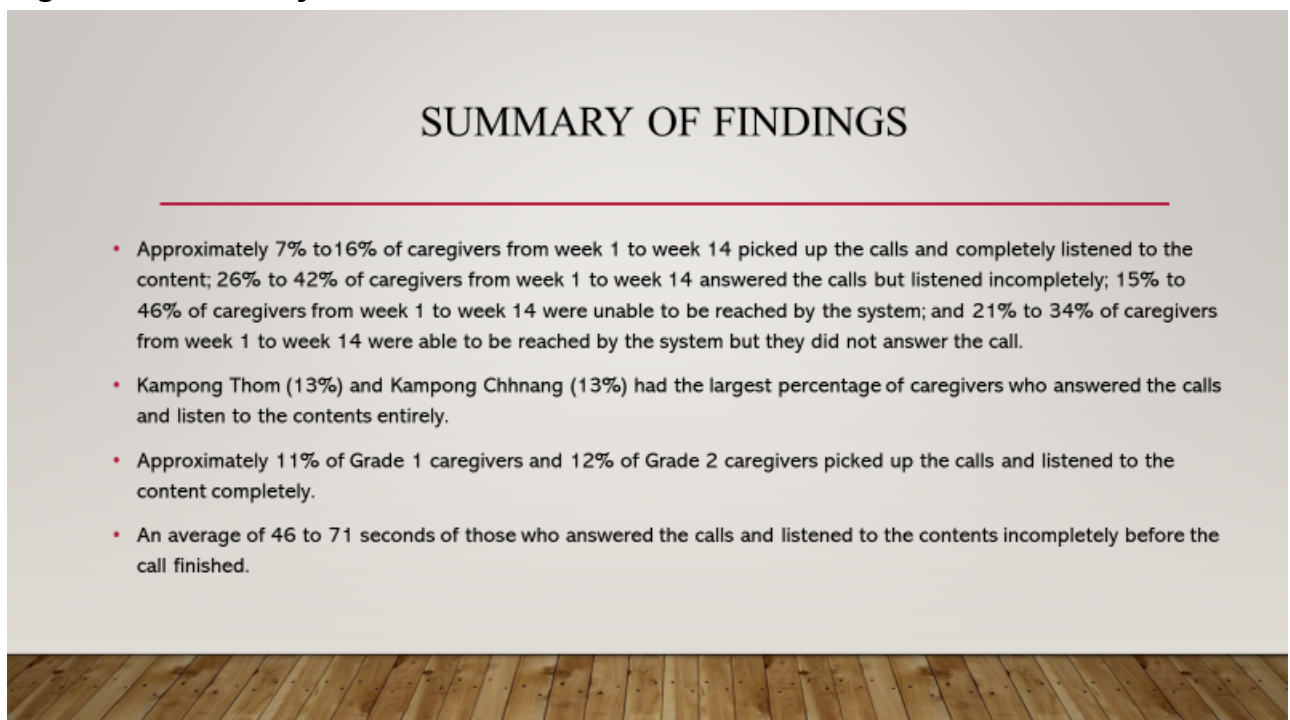
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<sup>9</sup> This target is an MoEYS standard. The international target for reading fluency in many languages is set at the end of grade 2.

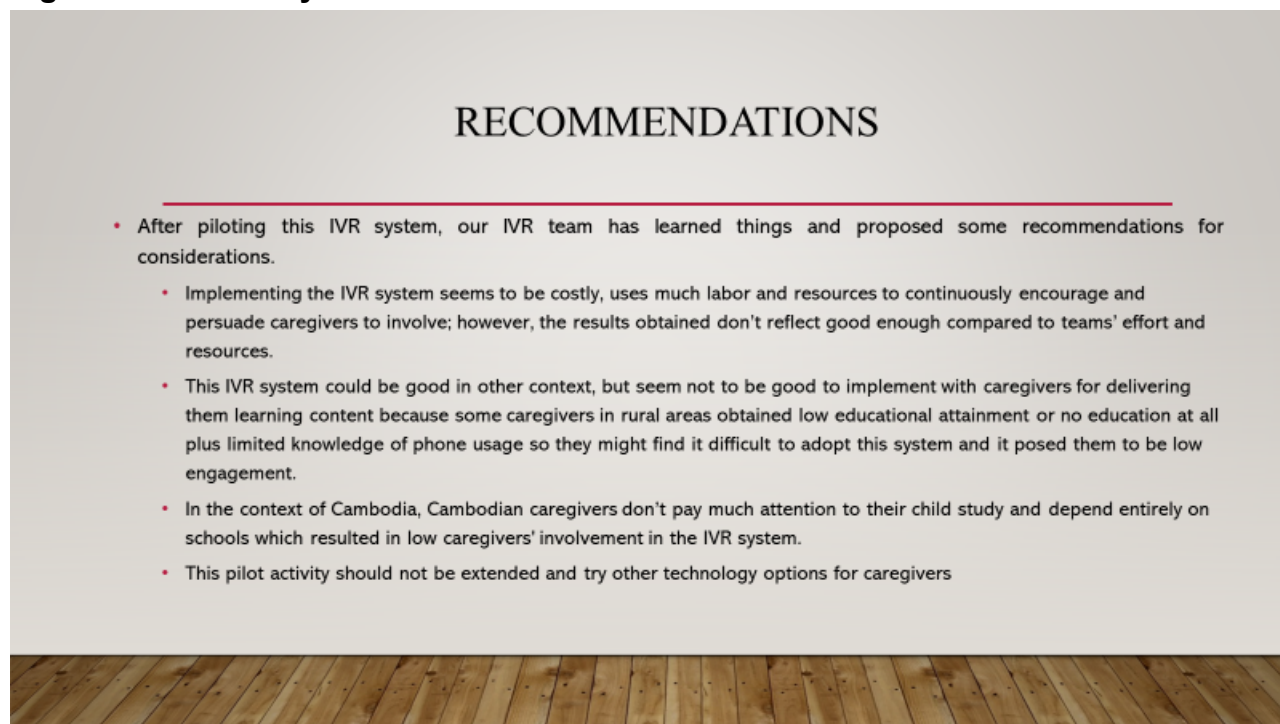
the project suggests providing specific guidance and instructions to teachers, especially when classroom instruction is interrupted, and teachers try to determine what lessons to teach when instruction begins again.

- Reaching all parents to support learning at home. The project learned that a variety of methods are necessary for reaching parents to support learning at home. Although the Facebook Messenger groups proved effective, only approximately 35% of parents in project areas had access to Facebook. Other means for reaching parents included phone calls, but given the number of parents who needed a call, Literacy Coaches could only contact parents once per month or every six weeks (see below regarding challenges with getting teachers to call parents). The project also tried IVR, as described below. Hard copy instructions were also provided to parents, but it is unclear how well these instructions were understood and followed. In brief, it is critical that a variety of measures are taken to contact and support parents to support learning at home.
- Substantial time should be provided for review of the basic Khmer literacy skills to grade 2 students when they begin grade 3.
- *Interactive Voice Response*. To reach the more than 60% of parents who did not have access to Facebook, the project, through implementing partner WEI, piloted the use of IVR, an automated messaging service. See a summary of the findings and recommendations in the **Figure 10** and **Figure 11**.

**Figure 10: Summary of IVR Pilot Results**



**Figure 11: Summary of Recommendations from IVR Pilot**



- *Teacher support for learning at home.* The project hoped to engage more with teachers to support learning at home, specifically by calling parents to provide instructions and guidance and answer questions. However, teachers were often reluctant to call parents using their existing mobile service or data plans. The project would recommend finding ways to subsidize the additional cost teachers endure in making calls to follow-up with parents, including partnering with local telecommunications companies (as the project has explored doing) and releasing school management funds to support teachers to regularly contact their students and parents.
- *Facilitation of effective remote/online communities of learning.* In the process of managing the teacher Facebook Messenger groups, the project learned that facilitating remote or online communities of learning requires a good deal of behind the scenes work and specialized facilitation skills to make the groups interactive and effective. It is not enough to just send messages and ask a few questions every now and then; rather, there is a need for communication with individual teachers to encourage them to engage in the group chat. The project would recommend training the facilitators of these groups in specific remote/online communities of learning management techniques.
- Continue to provide hard copies of materials, especially when classroom instruction is interrupted.
- Allow for some small group learning, even if schools are closed and it is safe to do so. This likely made a significant difference in students' learning while schools were closed in 2020.

- Continue advocacy for fiscal reform for increased government resources for materials printing and distribution and mentoring as needed.

### **3.1.1 Overall upper pre-school results and reflections/recommendations**

Before ending the upper pre-school implementation, a final reflection meeting was conducted with upper pre-school teachers and with technical department leadership to collect insightful ideas on what should be continued and any suggestions for further support to pre-school. Some comments from the reflection meeting are below.

- Teachers appreciate the teacher’s guide and all supplementary materials for upper pre-school as it helps them feel confident in teaching and makes it more likely that students will enjoy the lessons.
- The PS TTC accepts the pre-school pre-service manual to support literacy instruction to student teachers at the PS TTC and this manual will be incorporated into the final revisions for all pre-school subjects at the PS TTC.
- Teachers appreciate the in-person and remote professional development opportunities and value the regular support provided by Literacy Coaches.
- Both teachers and parents found the home learning package useful. It increased parental engagement and created a closer attachment between parents and children. Most importantly, using this resource children continued learning despite the school closures.

### **3.1.2 Key stakeholder suggestions**

- The pre-school package should be included as one resource among multiple resources for teachers. None of the methods are compulsory for teachers. Teachers should play a role as researchers, and they must be flexible in teaching. Let us give teachers options; no restriction of using any method.
- Some minor revisions could be made to the TLMs.
- Material to support pre-math should be considered in future programming.
- Refresher training should be considered when schools re-open.
- An orientation on the pre-school pre-service manual should be made to the pre-school practice schools in Phnom Penh.
- The support to teachers through coaching should be continued.
- Work with the inspection team from the MoEYS to ensure they know about the package and adjust their inspection accordingly.
- Community pre-schools should receive training on how to use the package.

### 3.1.3 Recommendation for next steps

- In collaboration with ECD, conduct research on the reality of teachers acting as “researchers”, as is desired by ECD.
- Work with/influence PS TTC to continue to include the methods in the in-service and pre-service training.
- Train standard community pre-schools.

## 3.2 Screening for disabilities at the school level— reflections/recommendations

The support given to the MoEYS (SED) for development of their guidelines for screening disabilities in schools should focus more on national minimum standards rather than an over-prescribed methodology. As such, the guidelines for school-based screening should not overly focus on a step by step “how-to” manual, but should rather set clear guidance and policy on what to do (good practice), and not to do (prohibited practices); thereby, acting as a benchmark for the many organizations and institutions that are implementing school-based screening processes in Cambodia, with no clear coordination or controls in place. At the time of writing this report, the Deputy Director of SED has agreed to adopt this direction for the national screening guidelines and has requested ACR–Cambodia’s future support to develop it in the first quarter of 2022.

ACR–Cambodia further recommends that no school-based screening process should lead to any form of diagnosis by non-medical professionals, rather the process should only ever result in identifying students of concern that *may* have a disability and referring on to specialist services that can diagnose and potentially treat disability.

School-based screening, led by teachers, should never attempt to categorize or diagnose any student suspected of having an intellectual or learning difficulty.

### 3.2.1 Inclusive education in mainstream primary schools - reflections/recommendations

The national IE guidance and training for in-service teachers should be reviewed and simplified, particularly reducing the attention given to identification and diagnosis of learning difficulties, and instead focusing more on Universal Design for Learning (UDL) for teaching practices that improve learning for all students no matter what disability they may have. By doing so it will enable teachers to teach better even when their students have not been fully diagnosed with any form of disability. The revised manual and teacher training process should additionally be made more effective and efficient to be taught over a shorter time frame than the current estimate of 28 hours. This is particularly true if the training is to be scalable in the current, resource constrained context that Cambodia finds itself in at this time. The teacher training should instead instruct teachers on how to access further training and resources in their own time post training. To assist in this, we believe that a full set of tools and trainings for best practice IE should be developed and accessible online. This should include video training and demonstrations of good practice developed by SED as additional resources to their in-person training.

The members of the school management committee (SMC), including school directors or deputy directors, should be trained on IE awareness, support, and school planning to enable effective support in schools and community mobilization and resource generation.

The SMC should ensure that they incorporate the IE activities into the School Annual Operational Plan (AoP) so that they can allocate and mobilize resources from community to support and implement the IE activities and children with disabilities.

#### **Integrated and bridge classes for children who are deaf -reflections/ recommendations**

The MoEYS should support surveys for the data on children who are deaf and blind and have never attended schools.

The MoEYS should also address the lack of established minimum standards and service available to children who are deaf and are unable to access current mainstream education. Solutions need to be sought that could enable this largely hidden population of children to access education and succeed on their learning pathways. In particular, solutions that enable children who are deaf to remain and learn in their own communities should be prioritized over the only other available option, i.e., special school education and boarding facilities.

In support of the above objective, SED should seek out solutions that would, at minimum, bring children to a level of literacy adequate enough to engage with the primary curriculum through CSL, as a medium of instruction. It is this literacy that would ultimately enable them to continue on a learning pathway in their communities. The success of the online live-teaching of CSL and literacy used while BC&IC classes were closed due to COVID-19 indicates that remote teaching of children who are deaf is possible. This medium of instruction should be further investigated as a possible mechanism to support the very scattered population of individual children that currently have no access to formal education. The efficiencies and potential reach of an online teaching activity might be one route to scale up for access by more children who are deaf. This would overcome the current problem of limited spaces in the five special schools that serve the entire nation.

# ANNEXES

## Annex 1. Publications and Knowledge Management Products

Deliverable	DEC Link
All Children Learning -Cambodia Quarterly Progress Report, October–December 2018	<a href="https://pdf.usaid.gov/pdf_docs/PA00T96.pdf">https://pdf.usaid.gov/pdf_docs/PA00T96.pdf</a>
All Children Reading-Cambodia and All Children Learning Annual Work Plan 2018 - 2019	N/A
All Children Learning - Cambodia Annual Work Plan 2018 - 2019 - Khmer Summary	<a href="https://pdf.usaid.gov/pdf_docs/PA00TKB.pdf">https://pdf.usaid.gov/pdf_docs/PA00TKB.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, Jan–March 2019	<a href="https://pdf.usaid.gov/pdf_docs/PA00T97.pdf">https://pdf.usaid.gov/pdf_docs/PA00T97.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, April–June 2019	<a href="https://pdf.usaid.gov/pdf_docs/PA00W4N8.pdf">https://pdf.usaid.gov/pdf_docs/PA00W4N8.pdf</a>
All Children Learning -Cambodia Annual Report, 2019	<a href="https://pdf.usaid.gov/pdf_docs/PA00WCT1.pdf">https://pdf.usaid.gov/pdf_docs/PA00WCT1.pdf</a>
Inclusive Education Community Mobilization Strategy	<a href="https://pdf.usaid.gov/pdf_docs/PA00TWG6.pdf">https://pdf.usaid.gov/pdf_docs/PA00TWG6.pdf</a>
Public-Private Partnership Plan on EGL Collaboration	<a href="https://pdf.usaid.gov/pdf_docs/PA00TWG3.pdf">https://pdf.usaid.gov/pdf_docs/PA00TWG3.pdf</a>
FY19 Recommended Classroom-based Student Learning Assessment Report	<a href="https://pdf.usaid.gov/pdf_docs/PA00WCT1.pdf">https://pdf.usaid.gov/pdf_docs/PA00WCT1.pdf</a>
Khmer Language Pre-Service Training Module: Teaching Reading and Writing in Lower Primary Course Module	N/A
Classroom-based Student Learning Assessment Report	N/A
NGO Training on EGR Modules	<a href="https://pdf.usaid.gov/pdf_docs/PA00X31C.pdf">https://pdf.usaid.gov/pdf_docs/PA00X31C.pdf</a>
MoEYS EGL Costed Scale-Up Plan	N/A
All Children Learning -Cambodia Quarterly Progress Report, October–December 2019	<a href="https://pdf.usaid.gov/pdf_docs/PA00WKQK.pdf">https://pdf.usaid.gov/pdf_docs/PA00WKQK.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, Jan–March 2020	<a href="https://pdf.usaid.gov/pdf_docs/PA00WNQ3.pdf">https://pdf.usaid.gov/pdf_docs/PA00WNQ3.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, April–June 2020	<a href="https://pdf.usaid.gov/pdf_docs/PA00WZXD.pdf">https://pdf.usaid.gov/pdf_docs/PA00WZXD.pdf</a>
All Children Learning -Cambodia Annual Report, 2020	<a href="https://pdf.usaid.gov/pdf_docs/PA00XH44.pdf">https://pdf.usaid.gov/pdf_docs/PA00XH44.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, October–December 2020	<a href="https://pdf.usaid.gov/pdf_docs/PA00XCWT.pdf">https://pdf.usaid.gov/pdf_docs/PA00XCWT.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, Jan–March 2021	<a href="https://pdf.usaid.gov/pdf_docs/PA00XHHF.pdf">https://pdf.usaid.gov/pdf_docs/PA00XHHF.pdf</a>
All Children Learning -Cambodia Quarterly Progress Report, April–June 2021	<a href="https://pdf.usaid.gov/pdf_docs/PA00XR2.pdf">https://pdf.usaid.gov/pdf_docs/PA00XR2.pdf</a>
All Children Learning -Cambodia Annual Report, 2021	Due on DEC – Dec 29, 2021
All Children Learning -Cambodia Final Report, 2021	Due on Dec 17, 2021

## Annex 2. Cost Reporting Outputs to Date

	Monitoring, Evaluation, Research, Learning & Adapting	In-Service Teacher Training & Coaching	Teaching and Learning Materials	Systems Strengthening	Private Sector Assessment/Engagement	Parent/Community Engagement	Grants	Higher Education/Pre-service Teacher Training	Management and Operations	COVID	Total Through November FY22
Workdays (LOE) Ordered	██████	██████	██████	██████	██████	██████	██████	██████	██████	█	██████
Other Direct Costs	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████
Grants Under Contract	█	█	█	█	█	█	██████	█	█	█	██████
Indirect Costs	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████
Fixed Fee	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████
<b>Total</b>	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████	██████



## Annex 3. Public Events and Press Coverage

The launch of *Komar Rien Komar Cheh* program on February 24, 2020

- Fresh News: <http://freshnewsasia.com/index.php/en/localnews/149178-2020-02-22-09-27-26.html>



- VOA (Voice of America): <https://khmer.voanews.com/a/children-learn-children-know-established-help-young-students-succeed-in-study/5301129.html> or <https://www.facebook.com/watch/?v=634228884043773>
- AMS (Apsara Media Service): <https://ams.com.kh/education/children-learn-children-know/>
- Jochjoch.com: <https://www.jochjoch.com/2020/02/komarrien-komarcheh-2020.html>

### Sharing TLMs with special schools in Cambodia workshop

- Fresh News: <http://freshnewsasia.com/index.php/en/localnews/185329-2021-01-28-10-05-56.html>



### The social media campaign on Sunday Reading Day, virtual seminar held November 1, 2021

- RFI (Radio French International): <https://www.facebook.com/RFIKhmer/videos/644492430050615/>



- CCTIME (The Cambodia China Times): <http://kh.cc-times.com/posts/7901>
- DMC Post (Department of Media and Communication Post): <https://bit.ly/3DdXoVW>
- BRANDMEDIA: <https://media.brandbodia.com/article/2877>
- Khmerload: <https://www.khmerload.com/news/166931>
- AMS (Apsara Media Service): <https://bit.ly/2ZNR3mk>
- CCTIME (The Cambodia China Times) about the wrap up of the virtual seminar <http://kh.cc-times.com/posts/8032>



## **Annex 4. Success Stories and Beneficiaries' Feedback**



**USAID**  
FROM THE AMERICAN PEOPLE

# SUCCESS STORY

## All Children Reading–Cambodia

### Young children who are deaf learn Cambodian Sign Language



*One of the students and her mother at an end of school year celebration for all the students and their families (All Photos: RTI)*

***This year, 13 children (aged 4 to 8) who are deaf began to learn Cambodian Sign Language with volunteers with support from All Children Reading–Cambodia. After visiting this work, staff from the Ministry of Education Youth and Sport have committed to train and deploy a teacher for a new special education class in Kampong Thom.***



*One of the students learning CSL with a volunteer at her local school*

#### **Telling Our Story**

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

#### **OCTOBER 2019**

When All Children Reading–Cambodia started work in Kampong Thom, there were no services for children who are deaf or hard of hearing. Most of these children were not attending school. They either never enrolled, or they had started school, then later dropped out because the teachers didn't know how to support them.

All Children Reading–Cambodia has been working with all primary schools in Kampong Thom Province to train pre-school and grade 1 teachers on methods for Khmer language instruction. It has also been piloting methods for screening children to identify students who may have a disability, and then to provide them support. For most students this has meant providing devices such as glasses, hearing aids, and adapted reading materials and supporting their teachers so these students can learn in their local mainstream primary school.

However, for some children who are deaf, the challenge is more complex. While all children have a right to learn in their first language and receive an education that is relevant and meaningful, for many children who are deaf this means having an opportunity to learn their national sign language and to learn in class through that language. Very few adults in Cambodia are proficient in Cambodian Sign Language (CSL), and even fewer are trained as teachers. Cambodia has just five schools where students can learn in CSL, and the nearest one is over 3 hours driving away for most children in Kampong Thom. Many children who are deaf have never met any other CSL users and typically have their own improvised gestures to communicate with their families, sometimes referred to as “home sign.”

Their parents have very little support, and therefore language development for these children is severely restricted

The MoEYS has a policy to train a teacher in CSL if there are at least five children who are deaf in one area. However, in practice local authorities don't know about this policy, or the children live too far from one another to make this realistic without support for transportation. When All Children Reading–Cambodia began working in Kampong Thom, the project conducted a survey of commune chiefs and found 9 children who were deaf who were out of school. Another 4 were in grade 1 classes and were identified through screening or discussions with teachers. The project staff talked with parents, and it appeared that all of these children could benefit from learning CSL—and their parents were keen for this to happen. The project began discussions with the MoEYS to explore possibilities for deploying trained teachers or training local teachers in CSL. It was clear that this process would take some time, and so as an interim step the project recruited 13 volunteers, and the project's Deaf Education Specialist, based in the field, provided them with training in CSL.

Most of the children lived quite far from each other, so most of the lessons took place one-to-one, at the child's local school. This also meant that at break times these children were able to play with other children from their

neighborhood. They also had opportunities, like parents' meetings and special events, to come together with the other children who are deaf. The students were learning CSL, as well as other developmentally appropriate skills such as counting, through games and fun activities. The volunteers also had tablets with videos of stories, vocabulary, and conversations in CSL that they used with the children.

Volunteers also had regular ongoing lessons and visits from teachers who are deaf to learn more about deaf culture and develop their signing skills. Meeting adults who are deaf and more people with fluent sign has been important for both volunteers and students.

Lessons started in February 2019 and after 7 months of lessons, both volunteers and parents saw great progress. "I cannot describe how I feel now to see her rapid improvement after attending lessons," said Choeung Leat, mother of one of the students.

Choeung Leat was also learning CSL in lessons alongside other parents of deaf children.

The MoEYS has also been impressed with the students' achievements. Mr. Thong Rithy, the Director of the Special Education Department, visited the program in May 2019 and saw the impact that having an opportunity to learn CSL can have for these students. He described this work as "life-changing" for these children and has been working with the local authorities to arrange for a teacher in Kampong Thom to join the MoEYS training in deaf education in Phnom Penh. This teacher will then teach three of the students each day, paid for by the MoEYS. The project will support this effort with transportation while working with the schools to apply for scholarship funds. The project's Deaf Education Specialist in the field will also provide support with advice and resources.

For the other children, the distance to the new class is too far to travel each day, so they will continue to learn with the volunteers in the short-term while the project explores other options with the parents, the MoEYS, and local education authorities. This may include setting up more group classes with MoEYS-employed teachers, or the province suggested that the volunteers might be able to become contract teachers paid for by the MoEYS. For some children, as both students and volunteers build their CSL skills, the volunteers may work to support students to join mainstream pre-school lessons. The project is also looking for ways to do more group activities with families, as well as have more deaf role models come to visit the students.

It is clear that long-term investment is needed to ensure all children's access to quality language and literacy education, but as this example has demonstrated, when the MoEYS can see the benefits there is a willingness to expand services. The project will continue to advocate for more trained teachers for students who are deaf

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# SUCCESS STORY

## All Children Reading–Cambodia

### Using videos to overcome the challenges COVID-19 has created for teacher training workshops



*Ms. May Malay, pre-school teacher at Kampong Trach Primary School, Kampot Province, during the socially distanced teacher training workshop organized by the project (All photos: All Children Reading–Cambodia)*

**USAID is supporting students' learning at home during school closures by providing booklets with instructions to parents and activities for students.**



*An image from one of the training videos that provides an explanation of the materials used in the program to teach pre-school children*

#### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

#### SEPTEMBER 2020

Following school closures earlier in the year due to the global coronavirus disease 2019 (COVID-19) pandemic, Cambodia began the partial reopening of schools in September 2020. Although Cambodia has not seen any cases of community transmission of the virus since April, the government is requiring teachers and students to follow social distancing protocols in all their work as a precaution. This means a maximum of 20 people in a typical classroom, so, at best, most students are only learning alternate days. The All Children Reading–Cambodia project has been keen to support teachers as they struggle with the challenge of catching students up on what they might have forgotten over the long interruption to the school year, and how they can best use this limited time in class. Even before it was announced that schools were going back, the project began to prepare for training workshops to address these issues. However, the new safety precautions meant that the way the training would be conducted would have to be adjusted.

Typically training classrooms would have about 30 people in a room, including 3 facilitators sharing responsibility for the different sessions and supporting each other. This has worked well to build the confidence and skills of less experienced trainers, and to ensure quality. The project also normally holds training with teachers travelling to a central location from their various districts. This is the preferred option of the local authorities and teachers and has benefits in terms of logistics as well as quality, helping the project team to monitor what is happening in each room, keep things on track, and provide guidance where needed.

However, under the current situation, travelling between districts was deemed to be additional risk, so instead teachers will be trained in their home districts, making ensuring quality more difficult. In addition, the restrictions on numbers in each room mean that most trainers will need to be facilitating the workshops on their own. This could be a challenge for less confident trainers. To respond to these potential issues, the project began to develop videos of the core content needed in the training. This includes explanations about the materials and methods, along with demonstrations of the activities in the classroom. These were created so the trainer can show the video to teachers, ensuring information and ideas are passed on consistently across the different locations. This takes some of the pressure off the trainers and allows them to focus their energies on supporting teachers in the practical sessions.

The training covered games and activities to teach letters and how to use stories to build students' speaking and listening skills. It also included how to adjust teaching practices for the new situation brought about by COVID-19. All teachers were given additional copies of distance learning booklets that had been created and used during the time of school closures. Teachers will encourage parents to practice the activities in the booklets at home during the days that they are not in school and will ensure that everyone is well prepared should schools need to close again.

Teachers and trainers both gave positive feedback about the training and the new videos. Ms. Thon Saran, a trainer based in Kampong Trach District, also appreciated the new videos. She explained, "The videos make sure all the trainers are showing the teaching activity done in the same way and save time in the workshop." She also appreciated safety precautions, stating, "I was



Ms. Thon Saran, a trainer based in Kampong Trach District, during the teacher training workshop.

confident because the training was limited to 15 participants, with good social distancing practices, with sanitizer and masks used by everyone joining.”

Ms. May Malay, a pre-school teacher at Kampong Trach Primary School, Kampong Trach District, explained, “The videos really helped me and the other participants to understand how to deliver each of the steps of the lesson from the beginning to end.” She also said that on top of alleviating concerns about ... COVID-19 this new approach to training had some unexpected benefits, commenting that “the smaller group sizes helped to facilitate more discussions and increase participation.”

In the coming months, the project will be creating approximately 25 more videos for grade 1 and 2 teachers who will be trained in December.

This pilot of the new approach has helped the project learn some valuable lessons to inform those next workshops, which will be on a much bigger scale, training approximately 2,000 teachers. There were some difficulties with the software linking the tablets to projectors, which was not a big problem as most trainers were able to show the videos in other ways, but the team is working to resolve this and prepare other options. There was also useful feedback from trainers about the format of the videos and session plans, which is informing the work on the new materials.

These new videos will be a great resource for the literacy coaches who provide regular support visits to teachers using the program. If a teacher is struggling with an activity or needs a reminder of the steps, the coach and teacher can watch the videos together on the coach’s tablet, or if the teachers want to review the activities on their own they can watch the video on the YouTube channel created for the project. If schools are forced to close again, the videos can also be used for online training.

**On September 24, 2020, the project trialed this new approach in Kampong Trach District, with over 200 pre-school teachers at eight different locations simultaneously.**



Ms. May Malay preparing for a lesson using materials provided by the project.

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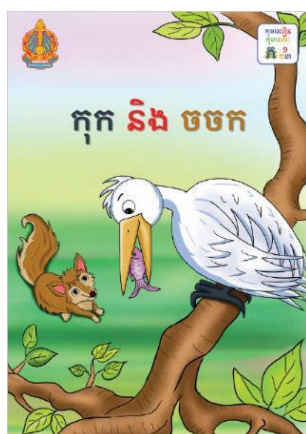
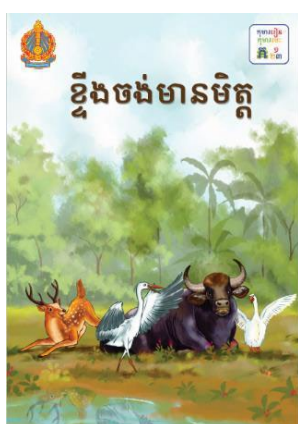
**“The videos really helped me and the other participants to understand how to deliver each of the steps of the lesson from the beginning to end.”**

**– Ms. May Malay, a pre-school teacher, Kampong Trach District**

# SUCCESS STORY

## All Children Reading–Cambodia

### Going National in 2021!



This last year of All Children Learning (ACL) has been one marred of disruptions to original implementation plans and approaches, due to COVID-19 outbreaks and resulting restrictions in place to limit its spread in Cambodia. The project we have implemented, whilst schools were open, focused on supporting and building the capacity of teachers in classrooms to effectively teach early grade literacy to Grades 1 and 2.

Our training methods and the related materials (branded as *Komar Rien Komar Cheh – KRKC*) we use for teaching and learning have, for some years now, been adopted as the national approach to teaching early grade literacy. In practice this means that the Ministry of Education Youth and Sports (MoEYS) coordinates with donors and other education programs to promote its use and find ways to fund the replication of our training and the printing of our teaching and learning materials (teacher guides and student books). For example, the MoEYS who lead the implementation of the Global Partnership for Education fund, use these materials and approaches to train grade 1 and 2 teachers in 5 additional provinces to those under the ACR-Cambodia project, as do many other implementing partners and NGOs in the country. All materials are licensed under the “creative commons copyright” so are free to print for personal and school use or for resale by publishers and retailers across the country. Some of the success of the KRKC, in being adopted as the National approach to early grade literacy, has been credited to the strong research and evaluation we conduct to measure the changes in student performance.

The findings of this research consistently point to the use of coaches as being critical to the success of in-service teacher training. As such the MoEYS has further developed its education system structure to include the use of Master Mentors who work within districts to support school-based mentors who act as “coaches” to the grade teachers. In future ACR-Cambodia will further develop the capacity of these system actors to enable them to provide the in-school support needed by teachers to fully implement the KRKC approach. The mentor system has received a further boost this year and will be supported to rollout within the next phase of GPE and World Bank education funding for Cambodia. In addition, ACR- Cambodia has worked intensively with Education Universities and teacher training centers across the country to train upcoming teachers on the approaches and materials developed by ACR-Cambodia. This work has been adopted into the pre-service curriculum and is now standard training for primary school teaching students at the end of 2021.

In summary ACR-Cambodia's original objective on building a scalable/ national model for high quality early grade literacy has been achieved.

However, over the last year Cambodian primary schools had disrupted schedules, or were completely closed, for nine months of the year, as has been the case since 20<sup>th</sup> March 2021 through to the end of year. During this period, the project focused on delivering teacher training remotely and providing direct support to parents (and teachers) to assist their children (and students) with continuing education from home.

As with the “in-school” work of ACL, the “at-home” work, including the home-learning materials and methodology, has gained a strong reputation as Cambodia's leading solution to supporting early grade children to learn at home during school closures. This reputation was further enhanced by the findings, recommendations, and conclusions of our “Learning-Loss Survey” and related Early Grade Reading Assessment (EGRA) results at the beginning of 2021. Results of the study and EGRA demonstrated that our

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The map represents training on the KRKC Home Learning package in 2021, each dot and number represents a training delivery at cluster level. Graphic Credit: Sokren Now (RTI)



CSL for literacy - teaching pilot in Kampong Thom 2021. Photo Credit: Banung Ou (RTI)

“at-home’ approaches were, in fact, creating learning-gain, rather than loss, while children were learning from home with ACL support.

Since April 2021, in a collaborative effort by both the USAID mission and ACL team, we widely shared the results of this work. Through extraordinary advocacy efforts for sector coordination in response to the COVID-19 pandemic, the materials and approaches developed by the project under the *Komar Rien Komar Cheh* brand have been accepted as the benchmark home-learning package by all DPs funding the Capacity Development Partnership Fund (CDPF) Phase III. These DPs further committed to funding printing and sharing of the entire *Komar Rien Komar Cheh* “home learning package” (HLP) to all grade 1 and grade 2 students in the country, as well as their teachers. Full printing and dissemination of the *Komar Rien Komar Cheh* Home Learning Package was led by the United Nations Children’s Fund (UNICEF), who have printed and distributed over three-quarters of a million copies of our HLP containing: home learning workbooks and student support books (with two semester books, for both Grades 1 and 2), guidance sheets to parents, and supplementary reading materials that included 75 decodable pattern stories for grades 1 & 2.

In coordination with this distribution of materials, ACL has worked with the Primary Education Department (PED) of the MoEYS to train on the use of these materials. At the time of writing training has been delivered to 50 PED national-level trainers, to 100 POE officers in all 25 provinces in Cambodia, and to 406 DOE officers in all 203 districts. At the end of the year, we are mid-way through training over 22,000 teachers and school directors from all 7300+ government primary schools in Cambodia. Thereby providing both materials and teacher support skills to all corners of the country.

Inclusive Education piloted actions under ACR-Cambodia have also started to gain a strong reputation for success and in 2021 they have matured enough to raise the project reputation and profile to become a positive force for national change. Building consensus and a collective voice (sector coordination) among IE actors in Cambodia has been a major focus of the team over 2021.

Following pilot trials of in-school screening tools for disabilities the Inclusive education team have been requested to work with the Special Education Department (SED) to further refine, test, and develop the national disabilities screening and referral plans for Cambodia. Support from ACR–Cambodia includes helping fund continuing consultative workshops, tool testing, and piloting. Ultimately this work will set national minimum standards for all actors wishing to support disability assessments and consequently medical referrals. Through this work, the ACR–Cambodia team has taken center stage in policy and practice influence for the IE sector in Cambodia during 2021.

The work the team has done to pilot and develop strategies and materials to teach Cambodian sign-language (CSL) and literacy to children who are deaf over the last 2 years has been completed.

Several components of this teaching model and associated materials have been trained to teachers from all 5 special schools, and by doing so it has built the reputation of the project for excellence in 2021. A good indicator of this reputation is that the Minister of Education has requested to chair the hand-over ceremony of our CSL and Braille materials to the Special Education Department early in the next Fiscal Year.

John Collins, the former education lead officer for USAID in Cambodia noted “...when I first came to Cambodia I saw some great work being done in education, but there was no coordinated effort, what I set out to do then was to build a project that demonstrated excellent learning outcomes, which would then inspire the education sector to replicate them and, through that, begin to create sector-wide coordination.”

This year RTI was awarded a follow-on project for ACR-Cambodia, called Inclusive Primary Education Action (IPEA / ACR-Cambodia 3) with the explicit aim of continuing the push for national change and sector coordination and thus bring effective early grade literacy teaching to all

students, with an inclusive education support program that leaves no child behind.

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## Annex 5. List of Sub-partners and Grantees

### Implementing Partners/Subcontractors

Organization	Role / Activity	Locations	Funding
Krousar Thmey	<ul style="list-style-type: none"> <li>Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.</li> </ul>	Phnom Penh	ACR
Kampuchean Action for Primary Education (KAPE)	<ul style="list-style-type: none"> <li>Provide technical assistance to MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional development materials.</li> <li>Support to develop assessment tools and processes 22.</li> <li>Support to deliver EGR training</li> </ul>	Phnom Penh	ACR
Save the Children	<ul style="list-style-type: none"> <li>Work with inclusive education team to ensure pre-school TLM are inclusive of children with disabilities.</li> <li>Develop and deliver refresher training</li> <li>Work with ACR-C and ACL staff to lead the pre-school training of trainer</li> </ul>	Phnom Penh	ACR and ACL
Room To Read	<ul style="list-style-type: none"> <li>Development of teacher professional development materials for grades 2 Update to the TLM and teacher professional development materials for grade1 and pre-school, based on the first year of piloting.</li> </ul>	Phnom Penh	ACR and ACL
World Education International	<ul style="list-style-type: none"> <li>The coordination and logistics for the training of 100% of pre-school and Grade 1 and grade 2 teachers and school directors in 3 provinces.</li> <li>The intensive, twice monthly coaching component for 100% school in those three provinces</li> <li>The coordination and communication with relevant field-level government personnel and the All Children Reading-Cambodia project team in Phnom Penh.</li> </ul>	Kampong Thom, Kampot, And Kep	ACR and ACL
Open Institute	<ul style="list-style-type: none"> <li>Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional</li> </ul>	Phnom Penh	ACR

Organization	Role / Activity	Locations	Funding
	development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.		
Planete Enfants et Developpement	<ul style="list-style-type: none"> <li>Provide local technical assistance to support the MoEYS technical working groups and committees to create an MoEYS owned and endorsed package of early grade TLMs and teacher professional development materials in 3 phases: review and development, TLM development, and teacher professional development materials development.</li> </ul>	Phnom Penh	ACR
World Vision	<ul style="list-style-type: none"> <li>Supporting the development of curriculum, TLMs, and teacher materials for grades 1–3 and some preschool; a grant, not a subcontract</li> </ul>	Phnom Penh	ACR

**Table 3: Sub-grant implementers**

Organization	Role / Activity	Locations
World Vision	Implementation of Komar Rien Komar Cheh literacy package in all schools of Preah Nerth Preah and Phnom Srok	Mokoul Bories, Preah Nerth Preah, and Phnom Srok, Banteay Meanchey province
Room to Read	To support the salary of the literacy coaches to perform coaching/mentoring visit.	Prey Veng province, Kampong Speu, Banteay Meanchey, and Tboung Khmum
World Education International	To assist MoEYS to roll-out the Komar Rien Komar Cheh Khmer packages in all schools of three districts in Kampong Chhang province.	Kampong Chhnang province

## **Annex 6. Activity's MEL Plan**



# Updated Monitoring, Evaluation and Learning (MEL) Plan and Quality Assurance/Quality Control Plan

## USAID/ Cambodia – All Children Learning

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This document was produced for review by the United States Agency for International Development.

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## List of Acronyms and Abbreviations

ACR	All Children Reading
DP	development partner
DQA	data quality assessment
EGR	early grade reading
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
IR	intermediate result
LOA	letter of agreement
M&E	monitoring & evaluation
MOA/MOU	memorandum of agreement/memorandum of understanding
MoEYS	Ministry of Education, Youth and Sport
NGO	nongovernmental organization
OI	Outcome Indicator
PITT	performance indicator tracking table
PPP	public-private partnership
RTI	RTI International
TA	technical assistance
TLM	teaching and learning materials
TOCOR	Task Order Contracting Officer's Representative
TBD	to be determined
USAID	United States Agency for International Development
USG	United States Government

# 1 Project Description

## 1.1 Introduction

The US Agency for International Development (USAID) launched the All Children Reading–Cambodia project in 2017 to help improve the early grade reading (EGR) skills of children in Cambodia. The project was designed to complement the Ministry of Education, Youth and Sport’s (MoEYS’) activities planned under a grant from the Global Partnership for Education (GPE). It would support the development and piloting of the Khmer language component of a national early grade learning (EGL) program that was initially to be implemented in five provinces with the combination of USAID and GPE funding. The MoEYS, with support of other partners, would develop the mathematics component of the EGL program. The initial funding for All Children Reading–Cambodia came through the larger All Children Reading–Asia contract managed by RTI International, awarded and overseen by USAID/Washington.

In September 2018, additional resources were made available through the USAID/ Cambodia–All Children Learning (ACL) award to enable the MoEYS to implement the EGL program in additional schools, as well as to build MoEYS capacity to scale up the program (particularly the Khmer language component). The project activities draw from the two funding sources (All Children Learning and All Children Reading–Cambodia). Both sources are managed by RTI International and have the same overall goal to increase learning outcomes in the early grades.

This MEL plan is specifically to meet the contractual requirements of USAID/Cambodia–All Children Learning. Activities funded under the USAID/Cambodia–All Children Learning are reported to allow the Cambodia mission to monitor progress and approve updates to plans for that award only. However, given that these activities are closely related to the activities funded through the All Children Reading–Asia award and USAID/DC which preceded the award of All Children Learning, those activities are also described here to give the full picture work that has been completed and will continue to be performed by the project team. In order to successfully continue the monitoring and evaluation (M&E) of these closely aligned project activities, the indicators, evaluation plans, research agenda items, and learning activities for both All Children Reading–Cambodia and All Children Learning–Cambodia are included in this plan, as they inform and build off of one another. The two projects and staff team are henceforth referred to simply as All Children Reading–Cambodia, following how the projects are referred to externally.

All Children Reading–Cambodia will assist the MoEYS, its development partners (DPs), and nongovernmental organizations (NGOs) to develop a more harmonized approach to early grade reading. It will help coordinate and support the development of a rigorous, practical, scalable, and inclusive intervention for Khmer language for upper-pre-school, grades 1 and 2. It will fund implementation of the early grade learning program in at least two provinces - including Khmer language for upper-pre-school, grades 1 and 2, and mathematics for grade 1 (after the package for mathematics is complete and has been piloted by MoEYS in another province). It will support the MoEYS to develop a plan for scaling the program nationally and will build capacity within the MoEYS to implement that plan. It will also work to support MoEYS to mobilize resources within the public and private sectors for inclusive early grade learning.

## 1.2 Purpose

The purpose of this document is to provide a monitoring framework that will ensure quality work is consistently performed across all activities and that quality deliverables are produced as a result. A core set of indicators is proposed to measure progress against each result area.

The project will work by providing technical assistance to the MoEYS to support a number of activities and deliverables that the Ministry have identified. This technical assistance will be provided by a combination of the following: RTI staff based in-country, short-term technical assistance from RTI home office and third-party consultants, as well as several local NGO staff who will be engaged through subcontracts to form a local technical assistance team.

## 1.3 Results Framework

All Children Reading-Cambodia will work at the national and sub-national levels to assist the MoEYS, DPs, NGOs, communities, and the private sector to harmonize EGR teaching and learning approaches and assessments in Cambodia. The project is providing technical assistance to improve EGL skills across three results areas:

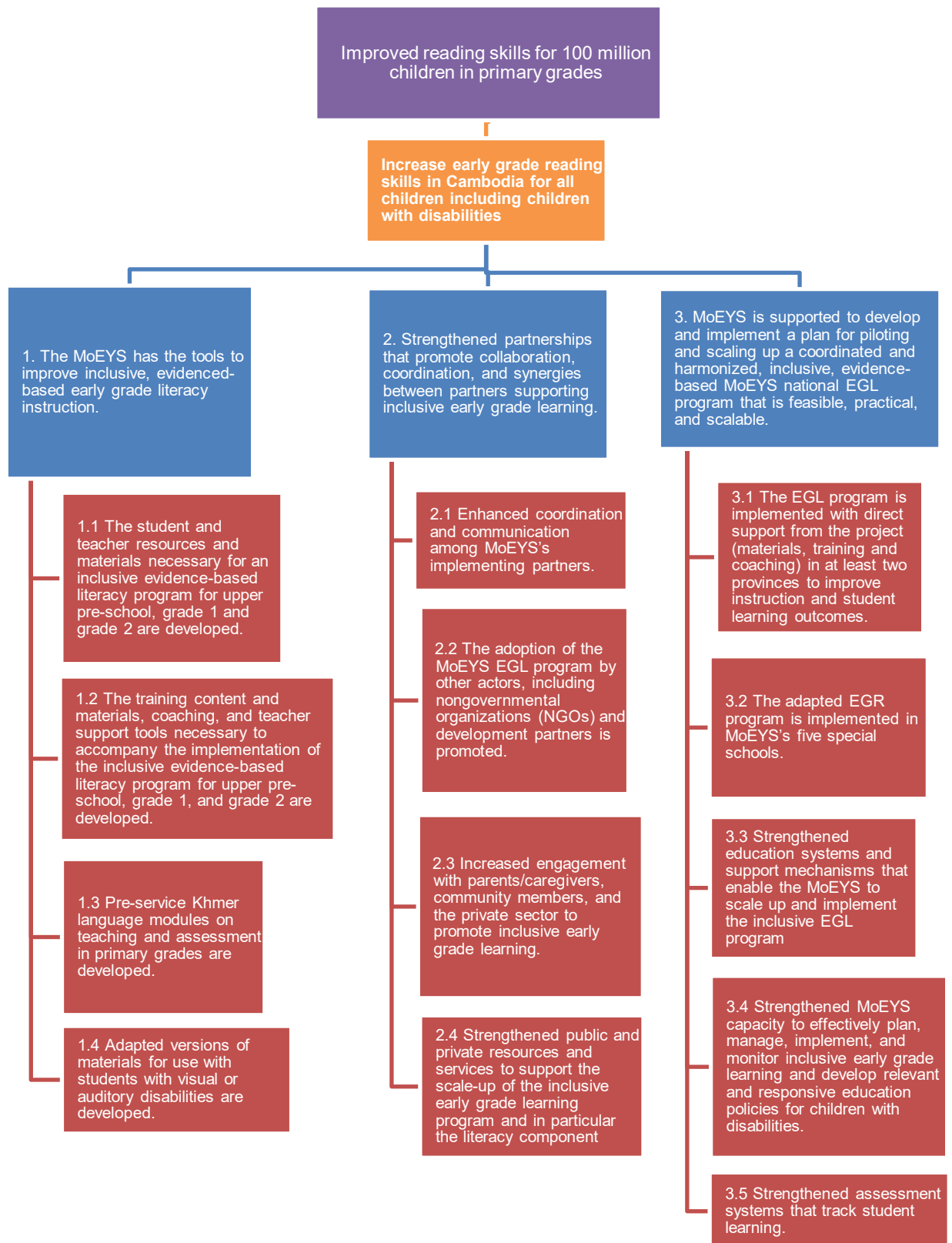
1. **The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction.**
2. **Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.**
3. **The MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable.**

See **Figure 1** below for the complete Results Framework. As part of the All Children Reading-Cambodia activity, RTI continues to build upon pre-existing EGR tools, textbooks, and approaches in partnership and coordination with EGR partners working in Cambodia. The project assists the MoEYS to develop official MoEYS-endorsed inclusive early grade reading resources, including curriculum documents, teaching and learning materials (TLMs), and pre-service modules and materials to support in-service training. The activity works with sub-national officials (provinces, districts, schools, and communities), NGO partners, and the private sector to develop and scale up EGR interventions. This includes sub-awards or grants to development partner(s) as part of this approach.

An additional focus of All Children Reading-Cambodia is to support the MoEYS in developing and putting into operation a national early grade reading program, strategy, and plan.

Through this work, All Children Reading-Cambodia will increase the proportion of children in grades 1–2 who are able to read and understand at the appropriate grade level.

**Figure 1. All Children Reading-Cambodia Results Framework**



## 1.4 Target Beneficiaries

All Children Reading-Cambodia will provide technical assistance (TA) to the MoEYS through the support and assistance of development partners (DPs) to capacitate the primary education school system, its teachers, and administrators to improve learning outcomes for primary learners (higher pre-school to grade 2), with a focus on increasing impact, scale, and sustainability. Ministry officials at national and sub-national levels, local and international NGOs, development partners, community organizations such as the Commune Committee for Women and Children, and children from higher pre-school to grade 2 who directly benefit from All Children Reading- Cambodia funded by USAID will be counted as direct beneficiaries, while those who benefit from any work created by All Children Reading- Cambodia but managed through other funding sources will be counted as indirect beneficiaries (as guided by USAID Goal one student beneficiaries reporting sheet).

Similarly, any student beneficiaries who receive components of early grade learning package fully or partly funded by USAID under the All Children Reading-Cambodia activity will be counted as direct beneficiaries. Any student beneficiaries who receive materials developed by All Children Reading-Cambodia but everything else including material printing and distribution, teacher training and mentoring/ coaching is paid by for by other sources of funding will be counted as indirect beneficiaries. Any student beneficiaries who receive materials not developed by All Children Reading-Cambodia but purchased using USAID funds for distribution through All Children Reading-Cambodia (e.g. the distribution of GPE-created Math resources) will be counted as direct beneficiaries. Lastly, any student beneficiaries who receive materials not developed by All Children Reading-Cambodia and paid for by other funding sources, but distributed through All Children Reading-Cambodia, would be counted here as indirect beneficiaries (e.g. the previously anticipated distribution of GPE-created and funded Math resources in Kampong Thom).

Our TLM distribution will follow the same allocation – distribution of materials developed and paid for by USAID under the All Children Reading- Cambodia activity will be counted as direct provision of TLM; distribution of materials developed by All Children Reading- Cambodia but printed using other funding sources will be counted as indirect provision. The provision of materials developed by other partners through other funding sources (such as maths materials developed under GPE) will not be counted in our TLM provision unless All Children Reading-Cambodia pays for printing of the materials, in which case we could count it as a direct provision.

The total number of learners expected to directly benefit from All Children Reading-Cambodia over the life of the project is 166,134 of which 127,274 would be unique student beneficiaries. This includes both primary and upper-pre-school students and children of that age with disabilities included in the Bridge program. Another 270,692 students are estimated to be indirect beneficiaries, of which 167,199 would be unique. These estimates are based on the assumption that the government will successfully roll out the implementation of the national reading program as described in the documents related to its forthcoming Global Partnership for Education (GPE) grant modification request.

## 1.5 Assumptions

USAID funding through both activities All Children Reading-Cambodia and All Children Learning (referred to as All Children Reading-Cambodia) will contribute to

gains in teacher performance and learner outcomes in those provinces where it will directly support implementation and will contribute indirectly to improved outcomes in those provinces where GPE funding will support government implementation of the revised reading program. The estimates of direct and indirect beneficiaries associated with the GPE early grade reading program implementation are provided in the indicator table for this monitoring and evaluation plan.

All Children Reading-Cambodia as presently structured will work in partnership with the MoEYS to prepare technical content for the roll-out of anticipated Global Partnership for Education (GPE) funded training and support to schools in 2018–21<sup>10</sup>. Where relevant, references to the number of teachers trained and the students reached under that initiative have been included, including notes that this support is either direct or indirect, depending upon who provided the training and paid for the materials (see above). It is anticipated that after the MoEYS has piloted the materials with GPE funding, the ministry will work to expand the reach of its national early grade learning program, which launched in early 2020.

This MEL plan was initially written under the assumption that UNESCO would develop a package of materials for mathematics, and, if after one year of implementation in Siem Reap during 2019-2020 school year it is judged to be a good investment of USAID funds, then this package will be used in Kampong Thom with Grade 1 students during the 2020-21 school year. However, delays with USAID funding meant that mathematic program will not be implemented during the All Children Reading–Cambodia project lifetime. As part of All Children Reading-Cambodia activities, RTI conducted a baseline of math performance in 2018-19 and had planned to conduct a midline in 2019-20 in order to provide comparable data to determine the impact of the mathematics package on student learning to support the MoEYS to get data for reporting, and to inform future USAID programming. The latter data collection has been cancelled due to COVID-19 related school closures.,

Due to the COVID-19 pandemic, schools in Cambodia closed in March 2020 and have remained closed before opening for an abbreviated Semester 2, from early September to December, 2020. In February 2021, schools were again closed one month into semester 1, due to a surge in COVID19 infections, and remained closed through September 2021. These closures and the associated consequence of the closures have had a significant impact on the program’s ability to carry out the performance evaluation plan. Still, many of the implementation activities planned for semester 2 of the 2019-20 SY and for the 2020-21 SY were able to take place while staff were working remotely, and the project undertook numerous additional activities to support distance learning efforts including the development and distribution of online and paper-based materials and provision of guidance to parents. The main alteration to the original program Evaluation Plan is the cancellation of the endline data collection, after initially postponing it to late 2021. The main justification for this cancellation is that schools were closed for virtually an entire school year, rendering it impossible to compare the intervention (working through remote means) to the initial in-person learning measured at baseline. In support of IR 3.3, “Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program”, two additional research studies were proposed to replace the endline data collection: from October 2020 to January 2021,

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<sup>10</sup> In 2020, in light of school closures due to COVID-19 and the ABE-ACR IDIQ extension, the project was granted a no-cost extension to the ACL contract to support activities throughout 2021.

a series of interviews, classroom observations, and EGRA assessments were conducted to better understand the impact of COVID-19, and accompanying mitigation measures, on students' reading; from September to October 2021, phone interviews and reading 'temperature check' assessments have been proposed to further inform support to teachers and students when schools re-open.

In light of the disruptions to the school year schedule and the Advancing Basic Education (ABE)-ACR Indefinite Delivery Indefinite Quantity extension, the project was granted a no-cost extension to the ACL contract to enable the project to support activities throughout 2021. It is expected that these activities can be completed under the current ceiling for ACL (assuming there will be a further obligation of funding in the next FY). The anticipated indicative timeline under the extension is outlined in **Figure 2** below.

**Figure 2. Anticipated timeline for contract extension**

	Oct-Dec 2020	Jan-Mar 2021	Apr-Jun 2021	Jul-Sep 2021	Oct-Dec 2021	Jan 2022
Support to Kampong Thom and Kampot to implement the program during the current school year						
Support to Kampong Thom and Kampot to implement the program						
Support expansion of the program in 20 new districts: <ul style="list-style-type: none"> <li>• Kep</li> <li>• 12 districts with teacher training institutions</li> <li>• 7 districts implemented by grantees</li> </ul>						
Conduct 2 studies on the impact of and response to COVID19						
Analyze assessment data and complete the final reports for each study						

## 2 Performance Monitoring

The indicators proposed for performance monitoring are captured in **Table 1**.

### 2.1 Performance Indicator Tracking Table (PITT)

The following indicators are proposed to be tracked over the life of All Children Reading-Cambodia.

Targets have been updated based on Year 3 of project implementation, provision of baseline data for grade 2 in Year 2, and updated assumptions regarding the discussions between USAID, GPE, and MoEYS. Targets are based on a current estimate of the activities to be funded under this task order and through the GPE-3 (based on the available GPE-3 grant request documentation). Year 4 and Life of Project targets are also updated to reflect changes in Year 4 work plans including: the addition of 35 schools in Kep; the addition of 12 additional districts where PTTCs and TECs are located; grants awarded to NGO partners to support implementation of Khmer package; reprinting revised grade 1 and 2 TLM for distribution in Kampong

Thom and Siem Reap; reprinting revised grade 1 TLM for distribution in Kampot, Kratie, Oddar Meanchey, Preah Vihear and Stung Treng; printing and distribution of distance learning booklets and development, printing and distribution of three-volume decodable reader sets (also for home use) in Kep, Kampot and Kampong Thom; re-training of grade 1 and grade 2 teachers in Kampong Thom; re-training of pre-school and grade 1 teachers in Kampot; and cancellation of the impact evaluation endline data collection.

In light of revisions to the PIRS for indicators ES 1-3 and ES 1-5, direct and indirect beneficiary designations are as follows:

**Table 1. Performance Indicator Tracking Table**

Province	Grade	FY2	FY3	FY4
Kampong Thom	G1	Direct	Direct	Direct
Kampong Thom	G2		Direct	Direct
Kampot	G1		Direct	Direct
Kampot	G2			Direct <sup>11</sup>
Kep	G1/G2			Direct
PTTC Districts	G1			Direct
Siem Reap	G1	Indirect	Direct	Direct
Siem Reap	G2		Direct	Direct
Stung Treng, Kratie, Preah Vihear, Oddar Meancy	G1		Direct	Direct
Stung Treng, Kratie, Preah Vihear, Oddar Meancy	G2			Indirect

Six additional indicators were incorporated at the COR's request in 2019 and 2020. Reporting figures disaggregated by sex feature the number of girls and women counted in parenthesis next to the total number.

<sup>11</sup> Per an agreement with STEPCam, the G2 TLMs will be paid for by STEPCam. All other trainings, materials and activities are still funded by ACR-Cambodia.



**Table 2. Performance Indicator Tracking Table**

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
<i>Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction.</i>									
Ol.1	At least 75% of teachers in target schools demonstrate effective use of TLMs	Outcome	Province	0 Date: April 2017	0	75%	75%	75%	75%
1	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (ES.1-10)	Output	Type	0 Date: April 2017	Direct 2000***	189,450	291,502	551,350	1,034,302
					Indirect 0	5,100	9,555	152,000	166,655
1b	Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance (ES 1-49).	Output	Type	0 Date: April 2017	Direct 2000	189,450	291,502	551,350	1,034,302
					Indirect 0	5,100	9,555	152,000	166,655
2	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (ES1-11)	Output	Province	0 Date: April 2017	0	1,282	3,081	3,550	7,913
<i>Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1 and grade 2 are developed.**</i>									
<i>Result 1.2: The training content and materials, coaching, and teacher support tools necessary to accompany the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed.**</i>									
<i>Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed.**</i>									
<i>Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed.****</i>									

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
<i>Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.</i>									
OI.2	Value of new private sector, USG funding, and other funding sources contributed through PPPs (in USD)	Outcome	Org Type (CSO, DPO, FBO, NGO etc.)	0 Date: April 2017	0	██████	██████	██████	██████
<i>Result 2.1: Enhanced coordination and communication among MoEYS's implementing partners.</i>									
3	Number of new USG-supported partnerships formalized	Output	Org Type (CSO, DPO, FBO, NGO etc.)	0 Date: April 2017	8	3	3	3	17
<i>Result 2.2: The adoption of the MoEYS EGL program by other actors, including nongovernmental organizations (NGOs) and development partners is promoted.**</i>									
<i>Result 2.3: Sub Result 2.3. Increased engagement with parents/caregivers, community members, and the private sector to promote inclusive early grade learning.</i>									
4	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance (ES 1-13)	Output	n/a	0	0	19	11	14	44
<i>Result 2.4: Strengthened public and private resources and services to support the scale-up of the inclusive early grade learning program and in particular the literacy component.***</i>									
<i>Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable</i>									
OI.3	Percentage of primary schools in Cambodia implementing the new teaching and learning package supported by USG, other Donors/NGOs and MoEYS	Outcome	n/a	0 Date: April 2017	0	14%	30%	35%	35%

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
4b	Number of public and private schools receiving USG assistance (ES. 1-50)	Outcome	Public/Private	0	0	Public: 1,000	Public: 2,170	Public: 2,500	Public: 2,500
				Date: April 2017		Private: 0	Private: 0	Private: 0	Private: 0
<i>Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes</i>									
5	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES.1-7)	Output	Sex	Direct: 0	0	589	1,024	1,966	3,579
				Date: April 2017					
6	Number of primary or secondary educators who complete professional development activities with USG assistance (ES 1-6)	Output	Sex Trained in special education content	0	0	Direct: 589	1,024	1,966	3,579
				Indirect: 693		1,987			
7	Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance (ES 1-8)	Output	Sex	0	0		Direct: 589	1,024	1,966
				Indirect: 693		1,987	1,159		

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
8	Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Output	Sex	Direct: 0 Date: April 2017	0	50,776	82,488	167,600	133,264
				Indirect: 0 Date: April 2017	0	59,616	143,064	84,240	286,920
9	Number of learners reached in reading programs at the primary level with USG assistance (ES.1-5)	Output	Sex	Direct: 0 Date: April 2017	0	50,910	98,670	168,409	317,989
				Indirect: 0 Date: April 2017	0	3,090	2,100	25,997	31,187
9b	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations (ES 1-45)			Direct: 0% Date: April 2017	95%	95%	95%	95%	95%
				Indirect: 0% Date: April 2017	0	95%	95%	95%	95%
10	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance (ES 1-3)	Output	Sex	0	0	Direct: 50,910	98,670	168,409	317,989
						Indirect: 3,090	2,100	25,997	31,187

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
10b	Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance (ES. 1-53)****	Output	Sex	n/a	n/a	n/a	6,000	6,000	12,000
<i>Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.</i>									
11	Number of service providers trained who serve vulnerable persons (ES.4-2)	Output	Sex	0 Date: April 2017	9	566	600	3,932	5,098
12	Number of vulnerable persons benefiting from USG supported social services (ES.4-1)	Output	Sex	0 Date: April 2017	0	2,823	10,798	8,799	22,420
13	Number of students with disabilities assessed using adapted assessment methods (including from partner organizations and MoEYS)	Output	Sex	0 Date: April 2017	0	30	0	173	203
14	Number of USG-assisted organizations and/or service delivery systems that serve vulnerable persons strengthened (ES.4-3)	Output	Org Type	0 Date: April 2017	3	16	16	16	51

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
<i>Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program.</i>									
15a	Number of education administrators and officials who complete professional development activities with USG assistance (ES.1-12)	Output	Sex	0 Date: April 2017	20	858	858	227	1,963
15b	Number of host country higher education institutions receiving capacity development support with USG assistance (ES 2-1)*****	Output	Public/Private	n/a	n/a	n/a	n/a	2	2
15c	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance (ES 2-52)*****	Output	Sex	n/a	n/a	n/a	n/a	100 (40)	100 (40)
<i>Result 3.4: Strengthened assessment systems that track student learning.</i>									
16	Number of learners assessed using harmonized EGRA (including from partner organizations and MoEYS)	Output	Sex	0 Date: April 2017	2400	5,616	6,752	1,696	16,464

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
17	Number of MoEYS and partner organization staff trained on harmonized EGRA and/or adapted assessment for students with disabilities	Output	Sex, Org Type	0 Date: April 2017	30	30	30	0	90
<i>Result 3.5: Strengthened MoEYS capacity to effectively plan, manage, implement, and monitor inclusive early grade learning and develop relevant and responsive education policies for children with disabilities.</i>									
18	Number of laws, policies, policy briefs, reports, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Output	Type	0 Date: April 2017	2	3	2	2	9
Increase early grade reading skills in Cambodia									
OI.4	Percent of grade 3 students who demonstrate reading with comprehension on grade 3 national exam	Outcome	Sex	Overall: 35% Girls: 32% Boys 38% (Date: 2015 Nat'l Assessment)	n/a	n/a	Updated Baseline (2020 Nat'l Assessment) 42.3%	45%	45%
OI.5	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance (ES.1-1)	Outcome	Sex			<u>Baseline</u> Overall: 11% Girls: 14% Boys: 8%	n/a	n/a	n/a

No.	Indicator	Indicator Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
OI.6	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of primary school (or grade 6, whichever comes sooner) with USG assistance (ES.1-2)*	Outcome	Sex	Overall: 41% Girls: 48% Boys 32%  (Date: 2016 Nat'l Assessment)		n/a	n/a	n/a	n/a
OI.7	Percent of teachers receiving the EGL intervention who reach Level 2 or higher during year of implementation of teacher training and coaching	Outcome	Sex	April 2017 0	0	15%	60%	60%	60%

\*Indicator OI.6 will not be used as a measure of program performance as no students who benefitted from improved instruction will have reached grade 6 by 2020-21.

\*\* No indicator, but this is a contribution through deliverables to Indicator 1.

\*\*\* Measuring the success of public and private resources and services strengthening will be captured and measured as part of OI.2.

\*\*\*\* As this indicator was introduced at the end of Year 3, it will be reported on in Year 3 and Year 4 only

\*\*\*\*\* Reported in Year 4 only



In addition to the performance indicators in Table 1, the project will collect routine monitoring data. This data represents important process level indicators that will track project outputs. These indicators are distinct to the performance indicators as they will not be associated with targets but will provide important information to the project regarding implementation.

Indicator	Description
Number of public-private partnerships (PPPs) identified	This indicator will track the potential partnerships for formalized MOU/LOA, contract, or grant agreement.
Number of scientific studies published or conference presentations given as a result of USG assistance for research programs	Although not mandated, the project would like to track the dissemination of research funded by the USG published in journals or presented at conferences.

### 3 Performance Evaluation

The performance evaluation plan for All Children Reading-Cambodia follows the design of the USAID funded implementation activities and their close alignment with the implementation activities under the GPE grant. It is in the interest of USAID/Cambodia, GPE, MoEYS, and Cambodia’s other development partners to monitor, assess and learn from the results that the revised early grade learning program may (or may not) produce across these two funding sources. As mentioned above, All Children Reading- Cambodia is responsible for the development of materials and training related to reading only, and this plan is written under the assumption that UNESCO will develop and pilot a package of materials for mathematics. The sharing of materials across implementation activities is described in more depth below.

The purpose of this evaluation is to enable the MoEYS and all its partners to assess and appreciate the outcomes achieved under different approaches to implementing the national early grade learning program.

The evaluation would answer the following questions:

1. By how much learning outcomes will improve in the schools and grades where the national program is introduced?
2. Given the two parallel approaches to piloting the MoEYS national early grade learning program being supported respectively by All Children Reading-Cambodia and the GPE, what can we learn by comparing the approaches and outcomes achieved in the two regions to inform the future scale-up of the program?

Beginning in the 2018-19 school year (November 1, 2018), the materials and training developed by All Children Reading-Cambodia were introduced in schools in two provinces. All Children Reading-Cambodia is currently supporting implementation of the reading program in Grade 1, as well as the implementation of the upper pre-school materials (and training) in all attached upper pre-school classrooms in in Kampong Thom. GPE is supporting the simultaneous implementation of the reading program for Grade 1 in all schools in all districts in Siem Reap, and the math program for Grade 1 in 2 districts. Initially, this was planned for all districts in the first year, however the MoEYS did not deem the package ready to implement with the whole province.

At the start of implementation, based on original plans for roll-out, All Children Reading-Cambodia was asked by the MoEYS to pilot two variations of its implementation approach within Kampong Thom. In six of the eight districts, the project provides the full model of support, which includes materials for teachers and students and training and intensive coaching of teachers to support their adoption of new instructional techniques. In the remaining two districts, the project is piloting a variant that includes all the inputs except for the intensive coaching – in those two districts, teachers will receive less frequent support from the district offices of education based on a model of district-to-school supervision developed by the GPE program. The initial intention was to be able to compare the difference between the coaching and the mentoring models in Kampong Thom (with all Kampong Thom schools only receiving Khmer in year one). The second intended comparison was between the schools with mentoring and just one subject (2 districts in Kampong Thom) and the schools with mentoring but with both Khmer and mathematics in all Siem Reap. However, this second comparison is no longer possible due to changes in the GPE program implementation.

Beginning in the 2019-20 school year (November 2019), both programs will expand to include a) grade 2 reading and b) additional provinces following their separate models of implementation. All Children Reading-Cambodia will pilot the reading program materials, training, and coaching model in all districts in Kampot for Grade 1 and upper pre-school. All Children Reading-Cambodia will also pilot the Grade 2 materials and training in all districts in Kampong Thom, with coaching support provided in 6 of the 8 districts and mentoring support in only 2, following the model implemented in 2018-19. GPE will simultaneously expand the reading program in grade 1 in four additional provinces. GPE will also roll out math in Grade 1 to all districts in Siem Reap during this school year (the current plan is that the initial two districts would be retrained with the updated package).

Beginning in the 2020-21 school year (November 2020), if the materials for mathematics are judged to be a good investment of USAID funds after one year of implementation in Siem Reap during the 2019-2020 school year, the original plan was that they would then be used in Kampong Thom and in Kampot for Grade 1 students during the 2020-21 school year.

Kampot would also implement the reading program in Grade 2. Without evidence of impact on numeracy outcomes, however, this package will no longer be rolled out in the 2020-21 school year. In the 2020-21 school year, All Children Reading-Cambodia will expand implementation of Grade 1 and 2 reading into a third province, Kep, noting that this province may follow a mentoring approach instead of the full coaching support model. GPE will roll out the math program for Grade 1 in the four new provinces, as well as Grade 2 in Siem Reap. The iterations of the implementation activities are illustrated below in **Table 3**.

**Table 3. Implementation Plans (Blue text – All Children Reading–Cambodia/USAID Orange text –STEPCAM)**

Province	2018–2019	2019–2020	2020–2021 <sup>12</sup>
<b>IMPLEMENTATION FUNDED THROUGH ALL CHILDREN READING–CAMBODIA UNLESS OTHERWISE NOTED (all schools)</b>			
Kampong Thom	Pre-school (PS) Khmer training & TLM Khmer grade (G) 1 training & TLM  Coaching by World Education, Inc. (WEI) 2x per month (6 districts) PS & G1 Mentoring by DOE 6x per year (2 districts) Khmer G1  Disability screening training (2 districts) “Bridge class” for children who are deaf or blind	Khmer G2 training & TLM Khmer G1 refresher training  Coaching by WEI (6 districts) Khmer G2 (with limited support to G1 and PS) Mentoring (2 districts) Khmer G2  Bridge class and/or support to integrated classes	Bridge class and/or support to integrated classes  Khmer G1 teacher refresher training / orientation on the new version of TLM (new version / version 3 TLM for 100% of students)  Khmer G2 refresher training (10% TLM replacement provided by STEPCam)  Coaching by WEI for Khmer (FFE/USAID shared funding)
Kampot		PS Khmer training & TLM  Khmer G1 training & TLM Coaching by WEI for Khmer	PS Khmer training Khmer G2 training (TLM provided by STEPCam) Khmer G1 refresher training (TLM replacement 10% provided by USAID)  Coaching by WEI for Khmer
Kep			Khmer G1 training & TLM Khmer G2 training & TLM DOE mentoring visits for Khmer
3 TEC practice schools in Battambang & 3 in Phnom Penh		Khmer G1 training & TLM	Khmer G2 training & TLM
Schools in 12 districts with PPTC/TECs <sup>13</sup>			Khmer G1 training & TLM for whole districts/sections (Khmer G2 training & TLM only in practice schools)
7 Districts with NGO support <sup>14</sup>			Khmer G1 training & TLM Khmer G2 training & TLM (in some areas)
<b>IMPLEMENTATION FUNDED THROUGH STEPCAM UNLESS OTHERWISE NOTED (all schools except for those with multilingual education programming):</b>			
Siem Reap (all districts)	Khmer G1 training (TLM provided by USAID)  Mentoring	Khmer G2 training (TLM provided by USAID)  Math training G1 & TLM Mentoring	(New version / version 3 TLM for all 100% students and teachers provided by USAID) Math G1 training Math G2 training & TLM Mentoring
Siem Reap (2 pilot districts for math only)	Math G1 training & TLM development and testing Mentoring	Math G2 training & TLM development and testing Mentoring	
Stung Treng, Kratie, Preah Vihear, Oddar Meanchey		Khmer G1 training (TLM provided by USAID) Mentoring	Khmer G1 TLM replacement 10% provided by USAID Khmer G2 training & TLM Math G1 training & TLM Mentoring

<sup>12</sup> USAID funding is confirmed on an annual basis. The activities listed in this final year indicate RTI’s commitment to implement these activities and will be confirmed after USAID approval of the Annual Work Plan and budget.

<sup>13</sup> The provincial towns of: Battambang, Kampong Cham, Kampong Chhnang, Kandal, Pursat, Sihanoukville, Svay Rieng, Takéo, Banteay Meanchey, Kampong Speu and Prey Veng provinces and Toul Kork Section in Phnom Penh.

<sup>14</sup> Mesang District in Prey Veng Province; Krong Pisey District in Kampong Speu Province; Kampong Leang, Rola Bier, and Sameaki Meanchey Districts in Kampong Chhnang Province; and Phnom Srok and Preah Net Preah Districts in Banteay Meanchey Province.

### 3.1 Evaluation Design

Given the two parallel approaches to piloting the MoEYS national early grade learning program being supported respectively by All Children Reading-Cambodia and the GPE, this effort lends itself to a comparison of the outcomes achieved in the two regions. Therefore, we recommend a program evaluation framework that enables the MoEYS and all its partners to assess the outcomes achieved under the different approaches. The idea is to compare the outcomes achieved when teachers receive first reading, then the following year math materials and training – but with two different models of ongoing support. To summarize, the piloting of the national early grade learning program for MoEYS allows for an evaluation design that will include three different intervention groups, along with a control group, illustrated below in **Table 4**.

**Table 4. Evaluation Design**

	USAID-Funded			GPE Funded
	Control	Intervention A	Intervention B	Intervention C
Location	Battambang	Kampong Thom (7 <sup>15</sup> districts) Kampot (starting 19-20 SY)	Kampong Thom (2 districts)	Siem Reap
Textbooks	Existing books	Existing books	Existing books	Existing books
Teacher Activity Guide	No	Provided for reading	Provided for reading	Provided for reading and math
Supplementary Materials	No	Provided	Provided	Provided
Training	No	Khmer starting in year two	Khmer starting in year two	Khmer and math <sup>16</sup> together beginning in year two for selected districts, year three for others
Coaching/ Mentoring	No	Twice per month NGO supplementing Districts	Six visits per year from senior mentor	Six visits per year from senior mentor

<sup>15</sup> Originally six. In 2020, one district split – no impact on sample.

<sup>16</sup> Initial field testing in 2 districts. Full training for Math Grade 1 in year 2.

The other important consideration is the planned roll out of the early grade learning program to schools over the course of the three school years as described above. This is shown below in **Table 5**. The cohorts included in this evaluation plan are shaded in blue.

**Table 5. Planned EGL Package Roll-out (GPE and USAID combined funding)**

	Location/Intervention	SY 2018-2019	SY 2019-2020	SY 2020-2021
Cohort 1 GPE	Siem Reap (Intervention C)	Khmer G1 (all districts) & Maths G1 (2 districts)	Khmer G2 (all districts) & Maths G1 (add districts)	Maths G2
Cohort 1 USAID	Kampong Thom (Interventions A & B)	Khmer G1	Khmer G2	
Cohort 2 GPE	Stung Treng, Kratie, Preah Vihear, Odar Meanchey (all districts)		Khmer G1	Khmer G2 & Maths G1
Cohort 2 USAID	Kampot (all districts)		Khmer G1	Khmer G2
	Kep: TEC practice schools in Battambang & Phnom Penh; Additional Districts with PTTC/TECs <sup>17</sup> or NGO support <sup>18</sup>			Khmer G1 Khmer G2 (Kep)

The timing of all the proposed assessments is designed to follow the roll-out strategy described earlier and depicted in Table 5 above. While All Children Reading-Cambodia is taking responsibility for developing and administering the necessary assessments, the project is only responsible for ensuring the appropriate measuring and tracking of student performance necessary to furnish reporting information to USAID. We will conduct a baseline for Khmer reading for each grade, in the year prior to that grade implementing the reading program. Mathematics is not a reporting requirement for USAID, but the project supported a baseline assessment in Siem Reap during 2018-19 for mathematics to support the MoEYS in evaluating the impact of the mathematics materials and training, and help to inform USAID’s decision whether to continue with plans to invest in implementing this package. In order to prepare for possible implementation of the mathematics package in Kampong Thom a baseline was planned to be conducted there in 2019-20, but was eventually dropped due to ongoing disruptions caused by COVID19. In spite of the COVID-19 outbreak, the roll out strategy is still being implemented according to the annual schedule presented in Table 3.

See **Table 6** below for the timing of all proposed assessments. Ideally, assessments should be conducted as close to the end of the school year as possible. Under normal circumstances, July 2018 would have therefore been the preferred period for the first round of assessment. However, in 2018, the national election was scheduled for July, so the Pre-school and Khmer

<sup>17</sup> The provincial towns of: Battambang, Kampong Cham, Kampong Chhnang, Kandal, Pursat, Sihanoukville, Svay Rieng, Takéo, Banteay Meanchey, Kampong Speu and Prey Veng provinces and Toul Kork Section in Phnom Penh.

<sup>18</sup> Mesang District in Prey Veng Province; Krong Pisey District in Kampong Speu Province; Kampong Leang, Rola Bier, and Sameaki Meanchey Districts in Kampong Chhnang Province; and Phnom Srok and Preah Net Preah Districts in Banteay Meanchey Province.

Grade 1 baseline assessments were conducted in June 2018. As such, all following rounds of assessments will be as closely aligned to this original timeline as possible.

Furthermore, the initial postponement of the planned 2019-20 data collection due to COVID-19, coupled with an extended 2020-21 school year and the approval of a no-cost extension from USAID led to critical changes in the evaluation plan. Assessments and target grades initially planned for the 2019-20 school year and postponed to the 2020-21 school year were ultimately cancelled due to ongoing school closures. Instead, two smaller scale studies are planned in 2021, as detailed in **Annex D**.

As with the previous table, in Table 6, Blue text represents USAID funded activities, while Orange text represents GPE funded activities.

**Table 6. Evaluation Plans**

Province	2017-18	2018-19
Kampong Thom (6 districts) <sup>19</sup>	Preschool Khmer (baseline) Khmer Grade 1 (baseline)	Preschool (1st evaluation) Khmer Grade 1 (1st evaluation) Khmer Grade 2 (baseline)
Kampong Thom (2 districts) <sup>4</sup>	Khmer Grade 1 (baseline)	Khmer Grade 1 (1st evaluation) Khmer Grade 2 (baseline) Preschool (1st evaluation)
Battambang (control) <sup>4</sup>	Preschool Khmer (baseline) Khmer Grade 1 (baseline)	Khmer Grade 1 (1st evaluation) Khmer Grade 2 (baseline) Maths Grade 1 (baseline)
Siem Reap <sup>4</sup>	Khmer Grade 1 (baseline)	Khmer Grade 1 (1st evaluation) Khmer Grade 2 (baseline) Maths Grade 1 (baseline)
Kampot <sup>4</sup>	n/a	Preschool Khmer (baseline) Khmer Grade 1 (baseline)
Preah Vihear, Stueng Treng, Kratie, Oddar Meanchey		Khmer Grade 1 (baseline)
Control province Mondulhiri, Rattanakiri & Tboung Khmum		Khmer Grade 1 (baseline)

### 3.2 Sample Design

Given the comparison groups and the roll-out strategy for the USAID and GPE supported efforts, we proposed a sampling strategy for the 2017-18 based on the table below, using the available data on the number of schools in the concerned provinces and districts. This design permitted cross-sectional quantitative comparisons of the progress achieved in each grade, across the three treatment groups shown in **Table 7**, as well as with the control group.

**Table 7. Sample Design 2017-18 School Year**

Treatment Arm	Total Number of Schools	Sample Number of Schools	Students per Grade, per School	Sample Number of Students
<b>Intervention A</b>	<b>395</b>			
Baray	88	<b>28</b>	<b>8</b> upper pre-sch	<b>224</b> pre-sch
Santuk	68	with attached		

<sup>4</sup> USAID funding is confirmed on an annual basis. The activities listed in this final year indicate RTI's commitment to implement these activities and will be confirmed after USAID approval of the Annual Work Plan and budget.

Krong Steung Sen	28	pre-sch		
Kampong Svay	74	42		
Stong	80	w/o pre-sch	8 grade 1	560 grade 1
Sandan	57	attached		
<b>Intervention B</b>	<b>86</b>			
Prasat Balang	44			
Prasat Sambo	42	70	8 grade 1	560 grade 1
<b>Intervention C</b>	<b>501</b>			
All Siem Reap	501	70	8 grade 1	560 grade 1
<b>Control</b>	<b>631</b>			
		28	8 upper pre-sch	224 pre-sch
		with attached		
		pre-sch		
Battambang	631	42	8 grade 1	560 grade 1
		w/o pre-sch		
		attached		
<b>Total Sample</b>		<b>280</b>		<b>448 pre-sch</b> <b>2,240 grade 1</b>

The intention of the sampling design is to allow a large enough number of schools and samples within each treatment arm, and within the control group, to assure that variations in student performance across the concerned groups can be detected at an acceptable 95% confidence interval of  $\pm 2.5\%$ .

Based on historical early grade reading data in Cambodia, we can make a reasonable assumption that less than 10% of students will be reading fluently with comprehension in the baseline. Using this information, we would need 60 schools and 8 students per school/grade to achieve our desired level of precision.

USAID E3 guidelines require all impact evaluations to be balanced. The idea is to make sure that the control and treatment groups are adjusted such that they are fully comparable and any gain by the treatment group is fully attributable to the intervention, rather than deriving from the differences between the two groups being compared. This will be achieved by oversampling all groups by 10 schools (for a total of 70 schools) and matching 60 similar schools across the groups on demographics such as socio-economic status and school size. This process is called propensity score matching (PSM). Once balancing is achieved, it is maintained by selecting the same schools during follow-up assessments. **Therefore, it is recommended that 70 schools and 8 students per school should be sampled per treatment arm.**

The sampling will be in two-stages. Schools will be selected at random within each group proportional to their size (number of students) and then in each sampled school, 8 students will be selected at random per grade. Thus, while probability of selection at each sampling stage is not the same, the overall probability of sampling each child is the product of the two stages of selection and approximately equal to one. This provides low bias estimates which are representative of the target population.

**Note that in the schools where there are more than one class per grade, a class will be selected at random first and then students randomly selected in that class. The teacher of that class will be noted at baseline so that subsequent assessments can return to her/his classroom.**

Oversampling is usually uneconomical, however the extra 10 schools sampled per group will be put to good use with a mixed-methods design. These extra schools will be included in the follow-up sample and then once the learning gains for these schools has been assessed,

selected schools will be visited for classroom observations, teacher interviews and focus groups with the objective of learning more about the successes and challenges of the interventions and thus recommendations for programmatic enhancements to teacher training, coaching and resources.

With the additional funds, implementation will be expanding to additional provinces. The 2018-19 sampling plan below in **Table 8** includes the additional province Kampot, for which a sample will be drawn following the same rules above. For all other districts, the schools included in the 2017-18 data collection will be those assessed for every subsequent year.

For the 2020-21 school year, a sampling plan will be drawn to include the additional grades, subjects, and provinces, as dictated by the finalized implementation plans. As with previous years, the schools included in the 2017-18 and 2018-19 data collections will be those assessed for every subsequent year.

**Table 8. Sample Design 2018-19 School Year**

Province	Districts	# of primary schools	Grade Levels & Instruments to be used at each school	Total # of Students (8 per grade)
<b>Intervention A</b>		<b>70</b>		
Kampong Thom	Baray Santuk Krong Steung Sen Kampong Svay Stong Sandan	28 with attached pre-schools	Upper Pre-School reading instrument Grade 1 & 2 EGRA	224 pre-school 224 G1 224 G2
Kampong Thom	Baray Santuk Krong Steung Sen Kampong Svay Stong Sandan	42 without attached pre-school	Grade 1 & 2 EGRA	336 G1 336 G2
<b>Intervention B</b>		<b>70</b>		
Kampong Thom	Prasat Balang Prasat Sambo	70 schools	Grade 1 & 2 EGRA	560 G1 560 G2
<b>Intervention C</b>		<b>70</b>		
Siem Reap	All Districts	70 schools	Grade 1 & 2 EGRA Grade 1 EGMA	560 G1 560 G2
<b>Control</b>		<b>70</b>		
Battambang	All Districts	28 schools with attached pre-schools	Upper Pre-School reading instrument Grade 1 & 2 EGRA Grade 1 EGMA	224 pre-school 224 G1 224 G2
Battambang	All Districts	42 schools without attached pre-schools	Grade 1 & 2 EGRA Grade 1 EGMA	336 G1 336 G2
<b>Intervention A – cohort 2</b>		<b>70</b>		
Kampot	All Districts	28 schools with attached pre-schools	Upper Pre-School reading instrument Grade 1 EGRA	224 pre-school 224 G1
Kampot	All Districts	42 schools without attached pre-schools	Grade 1 EGRA	336 G1
<b>TOTAL</b>		<b>350 schools</b>		<b>672 pre-school 2,800 G1</b>



Province	Districts	# of primary schools	Grade Levels & Instruments to be used at each school	Total # of Students (8 per grade)
				<u>2,240 G2</u> <b>5,712 Total</b>

## 4 Data Quality Assurance Plan

The data quality assurance plan describes routine measures to assure data are valid, reliable, precise, and collected with integrity and in a timely manner to support decision making. USAID’s data quality standards are well documented. USAID’s Project Starter Toolkit has developed and made available data quality definitions, best practices, and templates. USAID has defined data quality standards as shown in **Table 9**.

**Table 9. USAID Data Quality Standards<sup>20</sup>**

Validity	Data should clearly and adequately represent the intended results. While proxy data may be used, the Mission must consider how well the data measure the intended result. Another issue is whether data reflect bias, such as interviewer bias, unrepresentative sampling, or transcription bias.
Reliability	Data should reflect stable and consistent data collection processes and analysis methods over time. The key issue is whether analysts and managers would come to the same conclusions if the data collection and analysis process were repeated. The Mission should be confident that progress toward performance targets reflects real changes rather than variations in data collection methods. When data collection and analysis change, performance monitoring plans should be updated.
Precision	Data should be precise enough to present a fair picture of performance and enable management decision making at the appropriate levels. One issue is whether data are at an appropriate level of detail to influence related management decisions. A second issue is whether or not the margin of error (the amount of variation normally expected from a given data collection process) is acceptable given the management decisions likely to be affected.
Integrity	When data are collected, analyzed, and reported, there should be mechanisms in place to reduce the possibility that they are intentionally manipulated for any reason. Data integrity is at greatest risk of being compromised during data collection and analysis.
Timeliness	Data should be timely enough to influence management decision making at the appropriate levels. One key issue is whether the data are available frequently enough to influence the appropriate level of management decisions. A second is whether data are current enough when they are reported.

Ensuring validity, reliability, precision, and integrity of the data, as well as their timeliness for use, are the key objectives of our approach to data management. All Children Reading-Cambodia’s approach to data collection, cleaning, processing, aggregation, reporting, and safe handling are addressed in the following sections.

### 4.1 Description of Staff Capacity, Supervision, and Accountability

Overall quality of the monitoring & evaluation (M&E) data will be the responsibility of the All Children Reading-Cambodia in-country M&E Manager. The in-country Operations Director will oversee the M&E Manager and other individuals who will be responsible for collecting and maintaining M&E data and evidence for All Children Reading-Cambodia. The in-country M&E Manager will be responsible for sharing all M&E documentation with the home office Program Manager who maintains the overall M&E database for all All Children Reading-Cambodia. The Program Manager will also share this data with the Program Manager for the All Children Reading-Asia Program Manager, who maintains the overall M&E database for all All Children

<sup>20</sup> Olivier Mumbere and Laurent Kopi, *How to Conduct a Data Quality Assessment (DQA): An Aid Memoir for a COR/AOR* (USAID/Democratic Republic of Congo, 2012), [http://pdf.usaid.gov/pdf\\_docs/pnaec151.pdf](http://pdf.usaid.gov/pdf_docs/pnaec151.pdf).

Reading-Asia activities. The home office Project Manager will be responsible for routine data checks and accountable for quarterly reviews of data.

## **4.2 Data Processes and Protocols**

### **4.2.1 Data Collection**

The data source for each indicator and detailed data collection procedures for each indicator are captured in USAID Performance Indicator Reference Sheets (**Appendix D**). Data collection templates, as well as enabling technologies such as Tangerine® or online/mobile phone registration, will be used to standardize data capture as applicable.

Whenever possible, technology will be used for data collection. The use of technology reduces errors. Data captured electronically, as well as data gathered through more traditional paper methods, will be transferred into the central M&E database for analysis and report production. Data quality assurance is ensured by the process of electronic data capture itself, which will be programmed to reduce data capture errors such as skipped items and inappropriate types of data in certain fields, and to flag data inconsistencies.

### **4.2.2 Data Cleaning and Processing**

All data cleaning activities will be the responsibility of the M&E Manager. The main data cleaning activity will be to verify and maintain attendance data captured at All Children Reading-Cambodia events. For those indicators which require unique counts, names of individuals must be captured correctly and verified in order to properly count individual as unique or not. For learner assessment data collected using an Early Grade Reading Assessment (EGRA) or Early Grade Math Assessment (EGMA), the following protocol will be completed. The data cleaning will begin at RTI's home office during data collection through daily data quality checks and then immediately after data collection ends. RTI will ensure a high quality, cleaned dataset and codebook are available within a reasonable amount of time (30 days per contract requirements unless otherwise instructed by the CO or COR) following the data collection. This will be achieved by using a "clean as you go" approach during data collection that complements the data quality monitoring cycle. As a result, basic data processing activities such as recoding and labelling are done early in the data collection process, rather than when data collection is completed.

In addition to daily data checks, the final dataset will be assessed through the following steps:

- Checks that the dataset has adhered to the codebook established from previous EGRAs/EGMAs,
- Checks for missing variable and value labels,
- Checks that all school codes and school names were entered correctly by the assessors,
- Checks for missing entries or pupil response inconsistencies through frequencies and cross-tabulations,
- Assessment of the cleaning code for errors,

- Assessment of weights through comparison with population totals estimates, and
- Assessment of individual pupil subtask inconsistencies by correlations and scatterplots.

RTI, as a leader in complex sampling methodology, will calculate and apply post-stratified weights from the sample design resulting in reliable population estimates. The weights will undergo quality assessment and be checked for unbalanced weighting effect. The final cleaned public use dataset will be uploaded to the Development Data Library (DDL).

#### **4.2.3 Data Recording**

Indicators will be captured initially in an Excel database. Indicators may be migrated to an Access or online M&E database and data visualization and data reporting platform.

#### **4.2.4 Data Access and Safe Guarding**

Data access to the M&E files is restricted to the All Children Reading-Cambodia project team. The Master Attendance tracker and overall M&E database require a password to open the file. Additionally, school and learner names will not be saved in the database. These files are saved on an internal RTI file server with routine back-up.

Original data collected via paper will be stored with the M&E Manager in a locked file cabinet in the All Children Reading-Cambodia office. Originals will be kept no longer than two years after the conclusion of the project, after which they will be destroyed.

#### **4.2.5 Data Aggregation and Reporting**

Data will be aggregated on a quarterly and annual basis for USAID reporting needs.

### **4.3 Data Verification**

Routine cross-checking and data verification will be limited to desk reviews of data. Upon data entry, the collected data will be reviewed to compare values collected across time and location and will flag outliers in data. Additionally, reasonability checks and comparisons in data entry will be utilized through processing software. For example, Tangerine® will not allow certain data entry fields to be left blank and utilizes drop-down lists to ensure data are consistently and reliably entered.

### **4.4 Internal Data Quality Audits**

USAID utilizes data quality assessments (DQAs) to ensure that the project or activity it is overseeing is compliant with data quality standards. In order to provide proper management, it is important for USAID to understand the strengths, weaknesses, and limitations of the project's performance data and the extent to which the data can be trusted to influence management decisions. It is thus recommended that implementing partners conduct routine, internal DQA self-assessments. These self-assessments prepare the project for external DQAs as well as highlight any gaps in the data quality chain so that they can be corrected. Conducting an assessment of each performance indicator helps validate the usefulness and integrity of the data.

It is anticipated that USAID will conduct DQAs on the All Children Reading-Cambodia activities. To identify and resolve any unforeseen data quality issues, the All Children Reading-Cambodia team will aim to conduct at least one self-assessment per year.

The All Children Reading-Cambodia Project Manager will use USAID's DQA template and select at least two indicators to verify the previous quarter's data. The purpose of the internal DQA will be to trace back the indicator to the raw data and verify the aggregation of the data.

## 5 Learning Plan

All Children Reading-Cambodia's current approach to learning is an ongoing, collaborative process that takes root in all forms of project work. Learning and adapting to what has been learned is part of the project's culture and is the way in which all work is approached and implemented. Throughout all three result areas, communicating with local NGO partners and government counterparts to coordinate the production of project deliverables is fundamental. For example, version 1 of the EGR package of TLM content has been developed by the early grade learning working group, made up of NGO and MoEYS staff along with ACR-Cambodia staff based on reflections on what has been learned through experience in Cambodia previously. Following the distribution of the materials, reflections have been collected from teachers, school directors, members of the working group, other NGO partner staff and MoEYS staff, and beyond. This project learning has been documented and will be incorporated into the revised versions of the TLM already produced; it will also inform the development of future TLM, as applicable. This adaptation to learning is essential to sustain continued support for the EGR amongst all stakeholders and contribute to improving student learning outcomes across Cambodia. Beyond collecting feedback for project learning, the project team also holds regular reflection sessions. For example, during every ToT, the group visits local schools to observe how the EGR package is being used. Then participants discuss what they observed and reflect on how that should inform the training session (their goals, focus, etc.) Reflection sessions are also held at the end of every training day to help participants solidify their understanding of the content covered. Finally, yet another example of constant learning is the project-sponsored Early Grade Learning Collaboration and Coordination meetings amongst NGO staff and at times, MoEYS staff. These meetings are a way for stakeholders involved in the national package roll-out at various levels to discuss and reflect on progress to date, and then make plans for any necessary adaptations. Overall, the ACR-Cambodia project is constantly gathering information from all stakeholders, including USAID and UNESCO, to inform project decision-making.

### 5.1 Research Agenda

In many projects, monitoring and evaluation data are collected and reported on but not used for program improvement. Additionally, monitoring and evaluation data collection does not always meet the learning needs of programs. One solution to these problems is to design a research agenda that is aligned with program needs and undertakes discrete research activities. For All Children Reading-Cambodia, these research activities should focus on the types of data that are of most relevance

and practical use to the MoEYS and project staff. A second component would be to focus not on the research itself but on the capacity building and support necessary for MoEYS staff to conduct their own research activities.

For example, due to the MoEYS interest in improving their capacity for assessment and aligning their EGRA across project assessments, it would be valuable to have a firmer understanding of the relationship between reading fluency and comprehension in Khmer. This relationship has been explored extensively in alphabetic languages but could prove to be different based on Khmer's script and orthography. Research into this area would help strengthen the case for the use of EGRA and would provide a strong foundation for using results for benchmarking purposes. A related research activity could be to test the concurrent validity between the EGRA and the MoEYS national assessment, in order to fully understand the relationship between the two (e.g. what constructs they measure, how comparable they are) and to allow for the EGRA to be used to fill in gaps in the Cambodian assessment framework. Other potential research agenda items that could be investigated have surfaced. These include: investigating and testing the assumptions that improving mathematics learning outcomes will also reinforce or support reading outcomes; conducting qualitative research on capacity building among Ministry employees through ACR. In years 2 and 3, additional analyses of the coaching data were conducted to understand changes in teacher behavior by conducting further analyses on the coaching data and in year 3 the MEL team is documenting reach and fidelity of implementation of digital interventions introduced in response to COVID-19. All Children Reading-Cambodia will structure a process for formally exploring opportunities for useful research with the MoEYS and other partners following the first year of implementation and some hard data on program implementation and impact.

## **5.2 Dissemination Plan**

Findings and project results will be communicated with USAID through draft and final versions of deliverables. As All Children Reading-Cambodia is a technical assistance implementation project focused on collaboration with and among external partners, the project will work closely with MoEYS counterparts on the communications and dissemination of key results and findings. The final datasets for all evaluations will be uploaded to the DDL and the corresponding final evaluation reports will be uploaded to DEC. For the purpose of submissions to the DDL: "Dataset" is an organized collection of structured data, including data contained in spreadsheets, whether presented in tabular or non-tabular form. For example, a Dataset may represent a single spreadsheet, an extensible mark-up language (XML) file, a geospatial data file, or an organized collection of these. This requirement does not apply to aggregated performance reporting data that the contractor submits directly to a USAID portfolio management system or to unstructured data, such as email messages, PDF files, PowerPoint presentations, word processing documents, photos and graphic images, audio files, collaboration software, and instant messages. Neither does the requirement apply to the contractor's information that is incidental to award administration, such as financial, administrative, cost or pricing, or management information. Datasets submitted to the DDL will generally be those generated with USAID resources and created in support of Intellectual Work that is uploaded to the Development Experience Clearinghouse (DEC) (see AIDAR 752.7005 "Submission Requirements for Development Experience Documents"). Datasets must be submitted to the DDL at [www.usaid.gov/data](http://www.usaid.gov/data), in a machine-readable, non-proprietary format, including Datasets produced by a subcontractor

at any tier. The submission must include supporting documentation describing the Dataset, such as code books, data dictionaries, data gathering tools, notes on data quality, and explanations of redactions. Unless otherwise directed by the Contracting Officer (CO) or the Contracting Officer Representative (COR), the contractor must submit the Dataset and supporting documentation within thirty (30) calendar days after the Dataset is first used to produce an Intellectual Work or is of sufficient quality to produce an Intellectual Work. The contractor must also provide to the COR an itemized list of any and all DDL submissions. This list will be noted and updated in the quarterly and annual reporting.

## Appendix A: Change Log Template

Changes to the M&E database will be documented using the Change Log template. This is applicable to final data that been reported to USAID officially in a quarterly or annual report.

No.	Indicator Name	Initial Value	Revised Value	Percentage Change	Date of Change	Reason	Person Implementing Change
E.S. 1-3 & E.S. 1-5	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance (ES 1-3)  Number of learners reached in reading programs at the primary level with USG assistance (ES.1-5)	Direct: 24,250 (12,125)  Indirect: 40,631 (20,555)	Direct: 24,250 (12,125)  Indirect: 40,488 (20,131)	Indirect: -0.35%	Dec. 10, 2019	The indirect figure has decreased by 143 learners. This was updated after we received updated data from our partners Save the Children and Room to Read.	MEL Team
E.S. 4-1	Number of vulnerable persons benefiting from USG supported social services (ES.4-1)	Direct: 3,142 (1,571)  Indirect: 4,111 (2,056)	Direct: 3,132 (1,566)  Indirect: 4,097 (2,048)	Direct: -0.31%  Indirect: -0.34%	Dec. 10, 2019	The direct figure has decreased by 10 and the indirect figure has decreased by 14. There was a formula calculation error in the spreadsheet for this indicator, which resulted in inaccurate direct and indirect figures. This formula has been corrected.	MEL Team
E.S. 1-11	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	Direct: 1,568	Direct: 1528	-2.5%	Dec. 10, 2019	The figure has decreased by 40 classrooms. In the Annual Report, the figure was based on a total of 639 classrooms in Kampong Thom, which was based on the number of teachers who completed the G1 trainings in FY19. After further review of the data and cross-reference with data provided by World Education, it was determined that there were in fact 599 classrooms in Kampong Thom in FY19.	MEL Team



## Appendix B: Performance Indicator Reference Sheets

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction.		
Intermediate Result:	n/a		
Indicator name: OI-01	At least 75% of teachers in target schools demonstrate effective use of TLMs developed by ACR-Cambodia		
USAID FAF No.:	Custom	IDG IE No.:	Custom
Type of indicator:	Outcome		
DESCRIPTION			
Precise definition:	Percentage of teachers in USIAD supported schools who effectively put into practice the harmonized early grade reading package.		
Indicator level:	Outcome		
Unit of measure:	Percentage		
Calculation:	Number of teachers in USIAD supported schools who effectively put into practice the harmonized early grade reading package divided by total number of corresponding teachers in USIAD supported schools.		
Disaggregation:	By sex		
Justification:	This is to measure the extent the teachers are applying the harmonized early grade reading package and teaching approaches to improve literacy.		

PLAN FOR DATA ACQUISITION	
Data source:	1. Training records/Coach registration/ classroom observation records 2. Project implementation data/ Project to request MoEYS roll-out data
Data collection frequency:	Annually
Location of data storage:	M&E database
Person responsible for data collection:	Project staff
Person responsible for transfer to USAID:	Program manager
DATA QUALITY	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	The ability to accurately and reliably collect data is dependent on frequent communication and information exchange with relevant representatives within the MoEYS. The assumption is that the MoEYS will work with the project to monitor and share information to enable the project to measure and report progress.
Actions taken to address limitations:	Continue to liaise with MoEYS to receive and remain up to date on implementation.
Date of next DQA:	n/a
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING	
Data analysis:	Percentage of effective actions will be calculated annually
Review:	M&E Manager and Home Office
Reporting frequency:	Percentage of effective actions will be reported annually
OTHER NOTES	
Baseline timeframe:	April 2017
Target justification:	The target for this indicator is to achieve at least 75% of teachers out of the total corresponding teachers trained by the project apply the new TLMs effectively.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction		
Intermediate Result:	Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1 and grade 2 are developed. Result 1.2: The training content and materials, coaching, and teacher support tools necessary to accompany the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed. Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed. Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed.		
Indicator name: CP-001	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance		
USAID FAF No.:	ES 1-10	IDG IE No.:	IE_EGL_07
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Some materials are designed, printed and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USAID support. TLM is created or revised. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, teacher's guides, preservice manuals, educational tapes, videos and CDs, library books, reference material in hard or electronic copies, and support material for educational radio and TV broadcasts. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), should not be counted.</p> <p>Distribution of materials developed and paid for by USAID under the All Children Reading-Cambodia activity will be counted as direct provision of TLM; distribution of materials developed by All Children Reading- Cambodia but paid for by other funding sources will be counted as indirect provision. The provision of materials developed by other partners through other funding sources (such as maths materials developed under GPE) will not be counted in our TLM provision unless All Children Reading-Cambodia purchases the materials, in which case we could count it as an indirect provision. Indirect TLM will be counted as materials provided as samples or reference materials not for explicit implementation. Additionally, indirect TLM will be counted as all electronic versions of TLM posted and shared.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of TLM		

Disaggregation:	By type (i.e., textbooks, supplementary readers, teacher materials, etc.) and by Direct/Indirect
Justification:	All Children Reading-Cambodia will work to develop and adapt TLM for the MOEYS.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Program records
Data collection method:	M&E Manager to manage record of TLM created or adapted.
Data collection frequency:	Collected as completed; compounded quarterly
Location of data storage:	TLM distribution tracking system saved in project shared files by M&E team.
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	12/14/2018
Date of latest DQA:	November 2019
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017

Target justification:	<p>These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on the GPE-3 rollout plan to a certain number of districts and schools. The number of TLM are based on the assumption that each teacher will receive TLM and each classroom will receive a set. Updated based on annual work plans, and estimated number of teachers/schools/students in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4). For Grade 1, Teachers will receive 2 Teachers' Guides (1 per semester), 2 Supplemental Student books per child (1 per semester), 1 set of letter-picture flashcards per class, 2 sets of pattern stories (30 titles) and 1 set of sensory storybooks (11 titles). Grade 2 targets are based on the assumption of 1 Teachers' Guide, 1 Supplemental Student book per child, and 1 set of 30 story books.</p>
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction		
Intermediate Result:	n/a		
Indicator name: CP-002	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance.		
USAID FAF No.:	ES.1-11	IDG IE No.:	
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>The list of materials defined as a “complete set of essential reading instructional materials” is grade specific.</p> <p>For Grade 1, a complete set of classroom materials is defined as:</p> <ul style="list-style-type: none"> <li>• 2 Teacher’s Guides (1 per semester)</li> <li>• 1 set of letter-picture flashcards per class</li> <li>• 2 Supplemental Student books per child (1 per semester)</li> <li>• 2 classroom sets of pattern stories</li> <li>• 1 classroom set of sensory storybooks</li> </ul> <p>Grade 2 targets are based on the assumption of 2 Teachers’ Guide, 1 Supplemental Student book per child, and 1 set of 30 story books.</p> <p>A classroom cannot be counted as having a complete set of essential materials unless all required materials are available in the classroom in the appropriate ratio of materials to students and teachers. For example, if each type of material is present in the classroom, but there are only 50 student reading workbooks for 60 students, the collection is not complete. It is assumed that delivery of materials to teachers via program trainings plus follow up distribution by literacy coaches (if needed) leads to the complete set of materials being used in the teacher’s classroom. As such, this indicator will be approximated using training distribution data for those provinces in which we are implementing. Monitoring of materials in classrooms will happen through program activities, and the calculations for this indicator will be revised if necessary.</p> <p>Classrooms are counted if they have received Khmer materials directly or indirectly as follows. They are counted if they have received the Khmer package for one grade developed and paid for by USAID under the All Children Reading- Cambodia activity or if they have received the Khmer package for one grade developed by All Children Reading- Cambodia but paid for by other funding sources (e.g. GPE distribution, NGO partner distribution). Classrooms are counted at all supported grade levels.</p>		
Indicator level:	Output		
Unit of measure:	Number		

Calculation:	Integer; total sum of classroom sets of materials distributed to teachers
Disaggregation:	Province
Justification:	This indicator will be used to monitor the overall scope of materials and products resulting from USG education investments. It will be used, along with other education-related standard indicators, to monitor progress in the distribution of inputs necessary for the achievement of improved learning outcomes.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	TLM Distribution tracker
Data collection method:	Project to collect information on the distribution of TLM during all teacher training events.
Data collection frequency:	Annual – comprised of all trainings held during that school year
Location of data storage:	TLM Tracking system stored on project shared folders.
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	The project office will maintain records and report on the number of teachers trained on implementing the new reading program who received the classroom set of materials. However, the project office will depend on roll-out records from the MoEYS and potentially funded by other donors for the status of implementation. Access may be a limitation to data collection and tracking.
Actions taken to address limitations:	Liaise with MoEYS and partners to receive and remain up to date on the actual roll-out plan for GPE-3 schools using USG-funded materials and training.
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017

Target justification:	Targets are based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	



All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.		
Intermediate Result:	n/a		
Indicator name: OI-02	Value of new private sector, USG funding, and other funding sources contributed through PPPs (in USD)		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Outcome		

DESCRIPTION

Precise definition:	For each new USG-, private- or other-supported partnership, formalized documentation will include an estimated value of commitment (in-kind or in cash) based on the roles and responsibilities of parties involved. A Private Public Partnership (PPP) is defined as a cooperative arrangement between one or more public and private sectors entities, typically long-term in nature (minimum 1 year).		
Indicator level:	Outcome		
Unit of measure:	Value amount (USD)		
Calculation:	Integer; total value in USD		
Disaggregation:	Type of organization (CSO, DPO, FBO, NGO, etc.)		
Justification:	Building and strengthening systems is a path to sustaining development outcomes. An important part of the project is engaging relevant actors in the education space as well as on the periphery to advance education partnerships.		

PLAN FOR DATA ACQUISITION

Data source:	Program documentation: LOA, MOU, contract, grant agreement, formal documentation		
Data collection method:	Program protocol will require formal documentation of PPP		
Data collection frequency:	Per organization, compounded annually		
Location of data storage:	Original forms stored in All Children Reading-Cambodia office; scanned soft copies stored on RTI networks		
Person responsible for data collection:	M&E Manager responsible for documentation following formalization of partnership		

Person responsible for transfer to USAID:	Project Manager
DATA QUALITY	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	It may be difficult to accurately estimate the value of in-kind services, labor, or goods provided through a partnership. For example, personnel labor rates or costs of used goods.
Actions taken to address limitations:	Use up-to-date and context/location-specific market research to establish rates or estimated costs of goods in the event the information is not provided by the partnering organization.
Date of next DQA:	n/a
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
OTHER NOTES	
Baseline timeframe:	April 2017
Target justification:	Targets are TBD. Targets will be set with the first year of implementation.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.		
Intermediate Result:	Result 2.1: Enhanced coordination and communication among MoEYS's implementing partners.		
Indicator name: CP-003	Number of new USG- supported partnerships formalized		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Output		

DESCRIPTION

Precise definition:	Number of new USG-supported partnerships formalized with a written agreement. This includes NGO partners that have contractually agreed to work on the creation, distribution, and implementation of the new national program, as well as partnerships to contribute to work under the project, such as referral services after screening performed under the project This can take the form of a memorandum of understanding or statement of collaboration. Will be counted by the number of Letters of Agreement (LOA), Memoranda of Understanding (MOU) signed, contracts executed or other formal documentation of partnership. The document should at a minimum state the roles and responsibilities of parties involved, provide a duration and the value of the agreement.		
Indicator level:	Output		
Unit of measure:	Number of partnerships formalized		
Calculation:	Sum		
Disaggregation:	By Type of organization (CSO, DPO, FBO, NGO, etc.)		
Justification:	Building and strengthening systems is a path to sustaining development outcomes. An important part of the project is engaging relevant actors in the education space as well as on the periphery to advance education partnerships.		

PLAN FOR DATA ACQUISITION

Data source:	Program documentation: LOA, MOU, contract, grant agreement, formal documentation		
Data collection method:	Formal agreements to be pulled from RTI's database of procurements. Other agreements not involving financial transactions to be documented by project office and other organization in writing.		
Data collection frequency:	Per activity, compounded quarterly		
Location of data storage:	Original forms stored in All Children Reading-Cambodia office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks		

Person responsible for data collection:	M&E Manager responsible for documentation following formalization of partnership
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Formal agreements will be reviewed as part of RTI's approved purchasing system.
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	We anticipate 17 partnerships over the LOP. We anticipate to formalize eight partnerships in year 1. We will aim to identified and add 3 new partnerships per year. These partnerships will be solidified through contract, MOU, LOA, grant agreement or other formal documentation. We anticipate 3 new partnership per year based on knowledge of project needs, and contextual knowledge of the NGO/partner landscape in Cambodia.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.		
Intermediate Result:	Sub Result 2.3. Increased engagement with parents/caregivers, community members, and the private sector to promote inclusive early grade learning.		
Indicator name: CP-004	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance.		
USAID FAF No.:	ES.1-13	IDG IE No.:	n/a
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>Provide a count of the number of community-based school governance structures that are receiving USG support and are engaged in primary or secondary education.</p> <p>Engagement in education can include efforts to promote participation of parents (or guardians) and other community members in school-level decision making, monitoring school quality, monitoring or participation in school governance, advocacy work, and/or sponsorship or fundraising initiatives for supplemental educational materials.</p> <p>Examples of USG support to community-based school governance structures includes, but is not limited to: direct financial support (grants); and training in skills related to serving on a governance body.</p>		
Indicator level:	Output		
Unit of measure:	Integer; number of organizations		
Calculation:	Sum, total of organizations		
Disaggregation:	n/a		
Justification:	Supporting school governance structures is an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, stability of schools. This supports improved accessibility and quality of education, leading ultimately to improved learning outcomes		

PLAN FOR DATA ACQUISITION

Data source:	Data provided by Inclusive Education team on engagements with Commune Committee for Children and Women (CCWCs) for communes in which we are conducting screening activities.
Data collection method:	Regular reports submitted by IE team.

Data collection frequency:	Quarterly, compounded annually
Location of data storage:	Originals of reports will be stored at the All Children Reading-Cambodia office, with copies on RTI's project shared files.
Person responsible for data collection:	Inclusive Education M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Compilation of information gleaned from quarterly reports.
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	We anticipate working with 11 CCWCs in Kampong Svay and 8 in Stueng Saen. 100% of CCWCs being counted in the AMEP are direct beneficiaries. As we determine the nature of the screening activities going forward, we will update the following project years from TBD to expected numbers.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	n/a		
Indicator name: OI-03	Percentage of primary schools in Cambodia implementing the new teaching and learning package supported by USG, other Donors/NGOs and MoEYS*		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Outcome		

DESCRIPTION

Precise definition:	<p>Numerator: The number of schools (at least 1 classroom at the school) that receive both the USG-funded Teaching Learning Material (TLM) package and have at least 1 teacher complete the associated training will be counted toward this indicator.</p> <p>Denominator: 7,144 public schools in Cambodia, per most recently available published Public Education Statistics &amp; Indicators from MoEYS.</p> <p>The percentage is a cumulative count of the number of schools that have received TLM directly or indirectly as follows and have at least 1 teacher complete the associated training out of the total number of primary schools. Schools are counted if they have a classroom that has received the Khmer package for one grade developed and paid for by USAID under the All Children Reading- Cambodia activity or if they have received the Khmer package for one grade developed by All Children Reading- Cambodia but paid for by other funding sources (e.g. GPE distribution, NGO partner distribution). Schools will not be counted here if they receive materials developed by other partners through other funding sources (such as maths materials developed under GPE) unless All Children Reading-Cambodia purchases the materials. If a school received materials for Khmer Grade 1 in a previous year, the school is included as part of the cumulative count but cannot be double counted (counted as a new school) in a following year if they receive additional materials for Grade 2 or for Maths. A school also cannot be double counted if they receive materials for 2 separate grades or subjects within the same year.</p>		
Indicator level:	Outcome		
Unit of measure:	Percentage of schools		
Calculation:	Sum; total number of schools implementing teaching and learning package / 7,144		
Disaggregation:	District		

Justification:	These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on the GPE-3 rollout plan to a certain number of districts and schools. The number of TLM are based on the assumption that each teacher will receive TLM and each classroom will receive a set. This indicator would like to track the number of classrooms, therefore, schools that have benefitted from the program.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	MoEYS and project documentation
Data collection method:	Project office to collect data on MoEYS program roll-out and implementation data for TLM distribution and training delivery; maintain project records on roll-out
Data collection frequency:	Annually
Location of data storage:	Original forms stored in All Children Reading-Cambodia office; scanned soft copies stored on RTI networks
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2020
Date of latest DQA:	n/a
Known data limitations:	The project office will maintain records and report on the number of schools implementing the new teaching and learning plan within project purview. However, the project office will depend on roll-out records from the MoEYS and potentially funded by other donors for the status of implementation. Access may be a limitation to data collection and tracking.
Actions taken to address limitations:	Liaise with MoEYS and partners to receive and remain up to date on the actual roll-out plan for GPE-3 schools using USG-funded materials and training.
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017



Target justification:	Updated based on 2018-19 Annual Workplan Expected Implementation of EGL Program 2018-21 Timeline and estimated number of teachers/schools in districts per Education Statistics and Indicators 2016-2017 (English) for Cambodia from MoEYS.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
<b>IDENTIFICATION</b>			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name: CP-005	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance		
USAID FAF No.:	ES 1-7	IDG IE No.:	IE_EGL_02
Type of indicator:	Output		
<b>DESCRIPTION</b>			
Precise definition:	<p>Count of unique teachers who complete the intended course of each segment of training on literacy as outlined each year. Teachers who receive coaching or mentorship will also be counted here, unless they have also received other training in which case they will only be counted once. When calculating the total numbers of teachers, each teacher should be counted only once (regardless of how many professional development activities he or she successfully completed).</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a>. Teachers who directly benefit from All Children Reading- Cambodia training funded by USAID will be counted as direct beneficiaries, while those who benefit from any training modules or training on materials created by All Children Reading- Cambodia but are funded through other sources (e.g. GPE training or NGO training on Khmer package) will be counted as indirect beneficiaries.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of teachers		
Disaggregation:	By Sex		
Justification:	All Children Reading-Cambodia will be involved in the development of teacher training modules, as well as providing technical guidance on its delivery.		
<b>PLAN FOR DATA ACQUISITION</b>			
Data source:	Training registers		

Data collection method:	Training lead to collect daily training registers. If training is not implemented by All Children Reading-Cambodia then the project will need to collaborate with training implementers to collect registers.
Data collection frequency:	Collected as training happens; compounded quarterly
Location of data storage:	Hard copies of presentations will be printed and stored in All Children Reading office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on the GPE-3 rollout plans to a certain number of districts and schools. Updated based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name: CP-006	Number of primary or secondary educators who complete professional development activities with USG assistance (ES 1-6)		
USAID FAF No.:	ES 1-6	IDG IE No.:	
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Count of unique teachers who complete the intended course of each segment of training on literacy and/or math as outlined each year. Teachers who receive coaching or mentorship will also be counted here, unless they have also received other training in which case they will only be counted once. When calculating the total numbers of teachers, each teacher should be counted only once (regardless of how many professional development activities he or she successfully completed).</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a>. Teachers who directly benefit from All Children Reading- Cambodia training funded by USAID will be counted as direct beneficiaries, while those who benefit from any training modules or training on materials created by All Children Reading- Cambodia but are funded through other sources (e.g. GPE training or NGO training on Khmer package) will be counted as indirect beneficiaries.</p> <p>This differs from ES 1-7 because it includes math training and secondary educators.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of teachers		
Disaggregation:	By sex and training in special education content		
Justification:	All Children Reading-Cambodia will be involved in the development of teacher training modules, as well as providing technical guidance on its delivery.		
PLAN FOR DATA ACQUISITION			
Data source:	Training registers		

Data collection method:	Training lead to collect daily training registers. If training is not implemented by All Children Reading-Cambodia then the project will need to collaborate with training implementers to collect registers.
Data collection frequency:	Collected as training happens; compounded quarterly
Location of data storage:	Hard copies of presentations will be printed and stored in All Children Reading office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
<b>IDENTIFICATION</b>			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable.		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes.		
Indicator name: CP-007	Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance.		
USAID FAF No.:	ES 1-8	IDG IE No.:	
Type of indicator:	Output		
<b>DESCRIPTION</b>			
Precise definition:	<p>Count of unique teachers who complete the intended course of each segment of training on literacy and/or math as outlined each year. Teachers who receive coaching or mentorship will also be counted here, unless they have also received training in which case they will only be counted once. When calculating the total numbers of teachers, each teacher should be counted only once (regardless of how many professional development activities he or she successfully completed).</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a>. Teachers who directly benefit from All Children Reading- Cambodia training funded by USAID will be counted as direct beneficiaries, while those who benefit from any training modules or training on materials created by All Children Reading- Cambodia but are funded through other sources (e.g. GPE training or NGO training on Khmer package) will be counted as indirect beneficiaries.</p> <p>This differs from ES 1-7 because it includes math training and secondary educators.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of teachers		
Disaggregation:	By sex		
Justification:	All Children Reading-Cambodia will be involved in the development of teacher training modules, as well as providing technical guidance on its delivery.		
<b>PLAN FOR DATA ACQUISITION</b>			
Data source:	Training registers		

Data collection method:	Training lead to collect daily training registers. If training is not implemented by All Children Reading-Cambodia then the project will need to collaborate with training implementers to collect registers.
Data collection frequency:	Collected as training happens; compounded quarterly
Location of data storage:	Hard copies of presentations will be printed and stored in All Children Reading office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name: CP-008	Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support		
USAID FAF No.:	Custom	IDG IE No.:	
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Sum of person hours for all school staff who complete in-service training as outlined, meaning primary school teachers and pre-school teachers. School administrators are not included.</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a>. However, training packages will be counted as one training event for counting unique participants, even though they are delivered in smaller groups of days. The content is cumulative and cohesive and as such, all participants' hours are counted for each event. Teachers who directly benefit from All Children Reading- Cambodia training funded by USAID will be counted as direct beneficiaries, while those who benefit from any training modules or training on materials created by All Children Reading- Cambodia but are funded through other sources (e.g. GPE training or NGO training on Khmer package) will be counted as indirect beneficiaries.</p> <p>This includes math training conducted directly by All Children Reading- Cambodia and pre-school educators</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of hours (i.e. hours trained or coached multiplied by individual trainees)		
Disaggregation:	By Sex, by type of event		
Justification:	All Children Reading-Cambodia will be involved in the development of teacher training modules, as well as providing technical guidance on its delivery.		
PLAN FOR DATA ACQUISITION			
Data source:	Training registers; coaching logs		



Data collection method:	Training lead to collect daily training registers. If training is not implemented by All Children Reading-Cambodia then the project will need to collaborate with training implementers to collect registers.
Data collection frequency:	Collected as training happens; compounded quarterly
Location of data storage:	Hard copies of presentations will be printed and stored in All Children Reading office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	All Children Reading – Cambodia will be supporting the provision of training, coaching and mentoring in the districts targeted by USG assistance. Calculated by assuming number of teachers trained (based on GPE-3 rollout plan), number of training events (project plans) and planned duration of the training. Updated based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4). . Also estimates hours for each type of training: Maths Grade 1 for 3 days (24 hours); Khmer for all grades lasting for 9 days (72 hours); Preschool training lasting 5 days (40 hours).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name: CP-009	Number of learners reached in reading programs at the primary level with USG assistance		
USAID FAF No.:	ES1-5	IDG IE No.:	IE_EGL_01
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Number of learners formally enrolled in primary schools or equivalent non-school-based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners receiving educational materials or classrooms with trained teachers.</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a> .</p> <p>Any student beneficiaries who receive components of the early grade learning package fully or partly funded by USAID under the All Children Reading-Cambodia activity will be counted as direct beneficiaries. Any student beneficiaries who receive materials developed by All Children Reading-Cambodia but everything else including material printing and distribution, teacher training and mentoring/ coaching is paid for by other funding sources will be counted as indirect beneficiaries. Any student beneficiaries who receive materials not developed by All Children Reading-Cambodia but purchased using USAID funds for distribution through All Children Reading-Cambodia will be counted as direct beneficiaries. Lastly, any student beneficiaries who receive materials not developed by All Children Reading-Cambodia and paid for by other funding sources but distributed through All Children Reading-Cambodia will be counted here as indirect beneficiaries.</p> <p>When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>		
Indicator level:	Output		

Unit of measure:	Number
Calculation:	Integer; total sum of learners in target schools and grades
Disaggregation:	By sex
Justification:	This indicator counts children enrolled in those grades and schools targeted by the intervention (where materials have been delivered or teachers have been trained) as indirect beneficiaries. This indicator is designed to help count the annual, overall number of indirect beneficiaries of USG programming.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Direct enrollment data collected by program sub-contractor (WEI) field staff; indirect enrollment data collected and reported by partner programs. Direct/indirect categorizations based on distribution of student supplementary materials used to document students directly or indirectly benefitting from program, plus any primary school-aged children receiving support outside of school.
Data collection method:	Project to use enrollment data collected at the school level by field staff, categorize as direct or indirect using TLM tracking data.
Data collection frequency:	Annual
Location of data storage:	Enrollment reporting spreadsheet and TLM distribution tracking system saved in project shared files by M&E team
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Field teams collect and report school enrollment data for schools and grades where interventions are active (have received materials or training for teachers). Enrollment data is then collated and checked by program M&E staff.
Review:	M&E Manager and Home Office

Reporting frequency:	Applicable activity reports and quarterly reports
OTHER NOTES	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the USAID, GPE, MoEYS & NGO collaboration, supporting the MoEYS to roll-out national program. Updated based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name: CP-010	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance		
USAID FAF No.:	ES.1-3	IDG IE No.:	
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>Number of learners formally enrolled in primary schools or equivalent non-school-based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners receiving educational materials or classrooms with trained teachers.</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a>).</p> <p>Any student beneficiaries who receive components of the early grade learning package fully or partly funded by USAID under the All Children Reading-Cambodia activity will be counted as direct beneficiaries. Any student beneficiaries who receive materials developed by All Children Reading-Cambodia but everything else including material printing and distribution, teacher training and mentoring/ coaching is paid for by other funding sources will be counted as indirect beneficiaries. Any student beneficiaries who receive materials not developed by All Children Reading-Cambodia but purchased using USAID funds for distribution through All Children Reading-Cambodia will be counted as direct beneficiaries. Lastly, any student beneficiaries who receive materials not developed by All Children Reading-Cambodia and paid for by other funding sources but distributed through All Children Reading-Cambodia will be counted here as indirect beneficiaries.</p> <p>When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p> <p>This differs from ES 1-5 because it includes learners in math only programs that have received materials (not developed by program) directly and/or non-school based settings. Those students who receive math and reading materials in the same year are only counted once as a learner reached in that year.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of learners in target schools and grades		

Disaggregation:	By sex
Justification:	This indicator counts children enrolled in those grades and schools targeted by the intervention (where materials have been delivered or teachers have been trained) as indirect beneficiaries. This indicator is designed to help count the annual, overall number of indirect beneficiaries of USG programming.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Direct enrollment data collected by program sub-contractor (WEI) field staff; indirect enrollment data collected and reported by partner programs. Direct/indirect categorizations based on distribution of student supplementary materials used to document students directly or indirectly benefitting from program, plus any primary school-aged children receiving support outside of school.
Data collection method:	Project to use enrollment data collected at the school level by field staff, categorize as direct or indirect using TLM tracking data.
Data collection frequency:	Annual
Location of data storage:	Enrollment reporting spreadsheet and TLM distribution tracking system saved in project shared files by M&E team
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Field teams collect and report school enrollment data for schools and grades where interventions are active (have received materials or training for teachers). Enrollment data is then collated and checked by program M&E staff.
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	

Baseline timeframe:	n/a
Target justification:	These numbers are the result of the USAID GPE, MoEYS & NGO collaboration, supporting the MoEYS to roll-out national program and are based on annual work plans, and estimated number of teachers/schools in districts per MoEYS enrollment data for SY 2016-17 (for targets through Year 2) and for SY 2019-20 (for targets through Year 4).
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.		
Indicator name: CP-011	Number of service providers trained who serve vulnerable persons		
USAID FAF No.:	ES 4-2	IDG IE No.:	
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Count of the staff of organizations receiving training develops particular skills, types of behavior, approaches, and/or attitudes and thus increases their capacity to serve vulnerable persons.</p> <p>Service Providers: Staff of organizations that provide any services to reduce risks, reinforce capacities, support reintegration, and/or promote equity and opportunity for vulnerable persons.</p> <p>Trained: Educated on a particular knowledge, skill, or type of behavior through practice and instruction over a period of time.</p> <p>Training: A learning activity taking place in a setting predominantly intended for teaching or facilitating the development of certain knowledge, skills, approaches and/or attitudes of the participants with formally designated instructors or lead persons, learning objectives, and outcomes, conducted full-time or intermittently.</p> <p>May include traditional, classroom type approaches to training as well as on the job or "hands-on" training such as clinical mentoring or structured supervision so long as the following three criteria are met:</p> <ol style="list-style-type: none"> <li>1) Training objectives are clearly defined and documented</li> <li>2) Participation in training is documented</li> <li>3) The program clearly defines what it means to complete training</li> </ol> <p>For the purposes of this indicator, vulnerable persons may encompass the following (as applicable to All Children Reading-Cambodia):</p> <ul style="list-style-type: none"> <li>- Persons with disabilities defined as those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, may hinder their full and effective participation in society on an equal basis with others;</li> <li>- Survivors of war and conflict that have acquired mobility-related injuries, including conditions resulting from interrupted health services;</li> <li>- Survivors of torture and trauma, including gender-based violence;</li> <li>- Children in primary school who are: at risk of developmental delays linked to deficiencies in health, nutrition and/or caregiver support; living without permanent and/or protective care; and/or at risk of exposure to violence, exploitation, abuse and/or neglect; and</li> <li>- Caregivers of the persons identified above.</li> </ul> <p>Social Services: Activities to assist persons that may be vulnerable or at-risk on a temporary or chronic basis whose needs are not addressed under emergency humanitarian assistance or other programs. Components may include measures to increase the capacity of local service and advocacy NGOs and/or professional social workers; to establish public/private service delivery partnerships, as well as improve public understanding and sensitivity to the needs of the vulnerable.</p> <p>Frequency: Count each staff who completes a training. If an individual completes more than one training, they may be counted each time they complete a discrete training in its entirety.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total count		
Disaggregation:	By sex		
Justification:	Under the addendum to the All Children Reading-Cambodia project we will be seeking out partnerships with organizations that provide services to children with disabilities or their families. In addition to funding the provision of those services in schools/communities targeted during the implementation phase of the project, we will work to improve the capacity of the staff of those organizations and will include staff development plans within the grants/contracts with these organizations for service provision.		
PLAN FOR DATA ACQUISITION			



Data source:	Grant/subcontract documents and agreed plans for staff development with service provider organizations. Logs of staff who participate in training workshops and/or on-the-job learning opportunities as organized in conjunction with All Children Reading – Cambodia.
Data collection method:	Require participants to sign-in on daily attendance sheets for all workshops, trainings, and/or seminars. Document regular (quarterly) reporting of subcontractors/grantees on execution of staff development plans.
Data collection frequency:	Compounded quarterly
Location of data storage:	Subcontract and/or grant plans and original attendance sheets stored in RTI/DC office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	Activity leads/trainer to submit attendance sheets to Communications and Collaboration Advisor and Program Manager following training events (no later than 10 days)
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	12/14/2018
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum, compounded quarterly; final sum reported
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	Targets are based on the number of organizations that we have been able to identify that serve vulnerable populations. Updated based on ability to include organizations in trainings activities.
Changes to indicator:	n/a
This sheet last May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.		
Indicator name: CP-012	Number of vulnerable persons benefitting from USG supported social services		
USAID FAF No.:	ES.4-1	IDG IE No.:	
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Count of beneficiaries receiving support from programs funded in whole or in part by the USG. The indicator is generated by counting the number of beneficiaries who received a USG funded service from an implementing partner (a government or non-government entity or agency). A beneficiary is defined as an individual who has received program services in the last reporting year.</p> <p>Any vulnerable student beneficiaries who receive components of the early grade learning package fully or partly funded by USAID under the All Children Reading-Cambodia activity will be counted as direct beneficiaries. Any student beneficiaries who receive materials developed by All Children Reading-Cambodia but everything else including material printing and distribution, teacher training and mentoring/ coaching is paid for by other funding sources will be counted as indirect beneficiaries. Any student beneficiaries who receive materials not developed by All Children Reading-Cambodia but purchased using USAID funds for distribution through All Children Reading-Cambodia will be counted as direct beneficiaries. Lastly, any student beneficiaries who receive materials not developed by All Children Reading-Cambodia and paid for by other funding sources, but distributed through All Children Reading-Cambodia will be counted here as indirect beneficiaries</p> <p>An individual can benefit from multiple USG supported social services, however, service provided as part of ongoing care or support should only be counted once. For an individual to be counted more than once, they must be on the receiving end of separate and distinct social services.</p> <p>Frequency: Count of unique individuals</p> <p>Terms:</p> <p>For the purposes of this indicator, vulnerable persons encompasses the following:</p> <ul style="list-style-type: none"> <li>- Persons with disabilities defined as those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, may hinder their full and effective participation in society on an equal basis with others;</li> <li>- Survivors of war and conflict that have acquired mobility-related injuries, including conditions resulting from interrupted health services;</li> <li>- Survivors of torture and trauma, including gender-based violence;</li> <li>- Children below the age of 18 who are: at risk of developmental delays linked to deficiencies in health, nutrition and/or caregiver support; living without permanent and/or protective care; and/or at risk of exposure to violence, exploitation, abuse and/or neglect; and</li> <li>- Caregivers of the persons identified above.</li> </ul>		
	<p>Social Services: Activities to assist persons that may be vulnerable or at-risk on a temporary or chronic basis whose needs are not addressed under emergency humanitarian assistance or other programs. Depending upon circumstances, services may intend to protect groups; mitigate adverse conditions they face, or to remove barriers to help integrate them into society. Components may include measures to increase the capacity of local service and advocacy NGOs and/or professional social workers; to establish public/private service delivery partnerships, as well as improve public understanding and sensitivity to the needs of the vulnerable. While services provided should not exclude victims of trafficking in persons, programs designed specifically for this group fall under the Peace and Security Objective under Program Area PS.5 Trafficking in Persons.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of vulnerable persons in target schools and grades		
Disaggregation:	By sex; Age 0-17 only		
Justification:	During the implementation phase of All Children Reading – Cambodia there will be an emphasis on providing accommodations to children with disabilities in schools in the districts targeted for USG assistance. In addition, service provider organizations will be receiving subcontracts or grants to provide services to children with disabilities and/or their families.		
PLAN FOR DATA ACQUISITION			

Data source:	Data is collected from schools/communities in which the program is implementing services specifically for students with disabilities (e.g. Bridge). For all other program activities, it is assumed that 10% of the student population has some form of impairment or disability (see justification below). At this point in time, the screening methods are still being refined and cannot be used to make generalizable statements for other populations. No data is reliably collected by any source on the current prevalence to use for this indicator.
Data collection method:	Data collected through program activity trackers.
Data collection frequency:	Annual
Location of data storage:	Original reports stored in All Children Reading-Cambodia office. Scanned copies stored in RTI/DC offices and on RTI server.
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	October 2019
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Total number of persons to be calculated annually
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	Targets were set by estimating 10% of direct beneficiaries (number of learners) reached in reading programs at the primary level will receive USG supported services based on data from Evans, P. et al. (2014, August). A population-based study on the prevalence of impairment and disability among young Cambodian children. Disability, CBR & Inclusive Development, [S.l.], 25( 2), 5-20. ISSN 2211-5242. Available at: < <a href="http://dcidj.org/article/view/188">http://dcidj.org/article/view/188</a> >.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.		
Indicator name: CP-013	Number of students with disabilities assessed using adapted assessment methods (including from partner organizations and MoEYS)		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Output		

DESCRIPTION

Precise definition:	Number of direct students with disabilities assessed with adapted assessment methods. This includes assessments performed by the MoEYS, partner development organizations and/or All Children Reading-Cambodia. Anticipated assessments to be conducted annually.		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of students assessed in target schools and grades		
Disaggregation:	By sex		
Justification:	All Children Reading-Cambodia will work with the MoEYS and DPs to develop, pilot test and finalize a set of assessments adapted for use with learners with disabilities. The goal of this work will be the final, approved instruments, but also the ultimate use of the instruments to assess children for early literacy skills in schools.		

PLAN FOR DATA ACQUISITION

Data source:	All Children Reading – Cambodia will work with MoEYS to conduct a baseline early grade reading assessment of reading fluency and comprehension among students in grades 1 thru grade 2 in 2019 (toward the end of the 2018-19 school year). Subsequent evaluation of reading performance in grades 1 through grade 2 are included in the project's amended work plan.		
Data collection method:	To be confirmed in conjunction with GPE and MoEYS pending assessment finalization		
Data collection frequency:	Annually and as scheduled by other DPs		

Location of data storage:	The project will support the storage and use of data within the Education Quality Assurance Department (EQAD), and will maintain copies of the data on the RTI Server located in the U.S.
Person responsible for data collection:	All Children Reading – Cambodia Operations Manager (as per the amended work plan) in conjunction with EQAD and a subcontractor enlisted for test enumeration and data uploading.
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	RTI statisticians will support EQAD in carrying out the data analysis – standard protocols for analyzing and reporting early grade reading assessment results will be followed (as per the EGRA Toolkit Version 2).
Review:	The Project Manager and RTI statisticians to support EQAD in reviewing the results of data analysis
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017 (See Table 2; various dates for each grade)
Target justification:	For targets, have used estimated number of blind and deaf children in the five special schools. Have included assessing 30 blind children in Grade 1 for year 1, and additional 23 blind children from Grade 2 in Year 2, and the inclusion of the 120 deaf Grade 1 students in Year 3.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.		
Indicator name: CP-014	Number of USG assisted organizations and/or service delivery systems that serve vulnerable persons strengthened		
USAID FAF No.:	ES.4-3	IDG IE No.:	n/a
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Count of entities and/or procedures serving at-risk beneficiaries made more effective with USG resources.</p> <p>Terms:</p> <p>Organizations: Entities with a particular purpose; usually with defined administrative and functional structures.</p> <p>Types of organizations:</p> <p>Faith Based – Organizations that are religious in nature</p> <p>Government – Not an organization, but part of a governing body of a nation, state, or community</p> <p>Disabled People's Organizations (DPOs) – DPOs are civil society organizations managed by and for persons with disabilities.</p> <p>Non-governmental – Organizations with no participation or representation of any government</p> <p>Community-based – Organizations bound by issues, interests, or geographic scope.</p> <p>Other – Any organization that does not fit into above criteria</p> <p>Service Delivery System: A means or procedure for providing a product or service to the public.</p> <p>Strengthened: Provision of equipment, material, or funds; training, assessment, or other organizational capacity building inputs intended to increase knowledge, skills, awareness, or resources to contribute to the intermediate objective to deliver services to address the distinct needs and priorities of vulnerable persons.</p> <p>For the purposes of this indicator, vulnerable persons may encompass the following:</p> <ul style="list-style-type: none"> <li>- Persons with disabilities defined as those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, may hinder their full and effective participation in society on an equal basis with others;</li> <li>- Survivors of war and conflict that have acquired mobility-related injuries, including conditions resulting from interrupted health services;</li> <li>- Survivors of torture and trauma, including gender-based violence;</li> <li>- Children below the age of 18 who are: at risk of developmental delays linked to deficiencies in health, nutrition and/or caregiver support; living without permanent and/or protective care; and/or at risk of exposure to violence, exploitation, abuse and/or neglect; and</li> <li>- Caregivers of the persons identified above.</li> </ul> <p>Frequency: count each discrete organization and/or service delivery system strengthened only once per year regardless of the number or type of interventions. Only count an organization and/or service delivery system as strengthened in subsequent years if a distinct activity is undertaken.</p>		
Indicator level:	Output		
Unit of measure:	Integer; number of organizations		
Calculation:	Sum, total of organizations		
Disaggregation:	By Type of organization (CSO, DPO, FBO, NGO, etc.)		
Justification:	Building and strengthening systems is a path to sustaining development outcomes. An important part of the project is engaging relevant actors in the inclusive education space to advance education partnerships.		
PLAN FOR DATA ACQUISITION			
Data source:	Subcontract and/or grant agreement documents with organizations that enter into formal partnerships with All Children Reading-Cambodia, in which plans for capacity development and systems strengthening will be outlined. Attendance documentation for those organizations		

	that build capacity by attending program trainings on improving early grade learning or on inclusive education techniques.
Data collection method:	Regular reports, including documentation of capacity/staff development activities.
Data collection frequency:	Quarterly, compounded annually
Location of data storage:	Originals of reports will be stored at the All Children Reading-Cambodia office, with copies retained at RTI/DC office and electronically on RTI's server.
Person responsible for data collection:	M&E Manager responsible for documentation following formalization of partnership
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	12/14/2018
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Compilation of information gleaned on relationships built over last year and documentation of capacity building.
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Annually
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	We anticipate 17 partnerships over the LOP. These partnerships will be solidified through contract, MOU, LOA, or grant agreement. This is based on the number of organizations working with vulnerable persons. Updated based on our continuous relationships with NGOs serving vulnerable persons – those working side by side benefitting from on-the-job capacity building, and those invited to training provided by the program. Year 4 is lower because of the project ending partway through the year.
Changes to indicator:	n/a
This sheet last updated July 2018	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program		
Indicator name: CP-015	Number of education administrators and officials who complete professional development activities with USG assistance		
USAID FAF No.:	ES 1-12	IDG IE No.:	
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>Number of education officials (school administrators, public or private) or administrators of education programs, funds, or institutions receiving training in aspects of their current positions, including areas such as management and quality assurance for improving reading skills at the primary level (Goal 1). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. This will include training delivered through on-the-job collaboration (e.g., for MoEYS and District level officials) as well as through structured workshops (e.g., for master teacher trainers, coaches and principals of schools). Training should be at least two working days (16 hours) in duration.</p> <p>Direct beneficiaries are reached with direct USG assistance (funded in part or in whole by USG). Indirect beneficiaries are affected through a follow-on or indirect effect but where there is plausible attribution—such as countries taking a USG-funded pilot intervention to scale, with no additional USG funding; or donor and country harmonization around a common technical approach, in which USG has been instrumental.</p> <p>When calculating the total numbers of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum		
Disaggregation:	By sex, by participant organization/affiliation		



Justification:	USG training supports capacity building for host country education administrators and officials and their institutions. Counting the number of trainees provides an overall sense of scope. However, because the depth and duration of USG-supported interventions varies, this is a limited indicator, meant to help ‘tell the story’ by giving an overall sense of the number of administrators/officials affected by USAID-supported efforts. The indicator will be used for planning and reporting purposes, by Missions, USAID/Washington, Congress, and other stakeholders.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Daily attendance sheets; analytics and online registration forms where applicable, e.g., webinars
Data collection method:	Require participants to sign-in on daily attendance sheets for all workshops, trainings, and/or seminars; obtain web analytics (including registrants and number of attendees) where applicable, e.g., webinars
Data collection frequency:	Compounded quarterly
Location of data storage:	Original attendance sheets stored in RTI/DC office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks
Person responsible for data collection:	Activity leads/trainer to submit attendance sheets to Communications and Collaboration Advisor and Program Manager following training events (no later than 10 days)
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	12/14/2018
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum, compounded quarterly; final sum reported
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a

Target justification:	<p>We trained 6 officials from EQAD in March 2017. We set 20 as the first year target because we would like to set an aggressive training plan but we also recognize that these trainings are likely to be in-depth and highly specialized and therefore administered to small cohorts of participants. As the project moves into supporting direct implementation in the selected districts in four provinces, we will provide training to all the required master teacher trainers, coaches and school principals in each district. While continuing to support on-the-job training for central MoEYS colleagues related to assessment, curriculum, and materials development. Updated numbers based on estimates of school director trainings, coach trainings, training of trainers including members from PoE, DoE, and NGO partners. However, these are unique counts, so School Directors trained for G1 in one province are not counted again and the same applies to trainers. This represents all new individuals trained as implementation moves into new provinces.</p>
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.4: Strengthened assessment systems that track student learning.		
Indicator name: CP-016	Number of learners assessed using harmonized EGRA (including from partner organizations and MoEYS)		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	Number of direct learners assessed using the harmonized EGRA instrument. This includes assessments performed by the MoEYS, partner development organizations or All Children Reading-Cambodia. Anticipated assessments include baseline and end line data collection events. Students in grade 1 and 2 only.		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of students assessed in target schools and grades		
Disaggregation:	By sex		
Justification:	During the implementation phase of All Children Reading – Cambodia there will be an emphasis on developing and using a harmonized version of the EGRA by the MoEYS and development partners in Cambodia. All Children Reading-Cambodia will work with the MoEYS and DPs to develop, pilot test and finalize a harmonized EGRA and assessment tool for learners with disabilities. The goal of this work will be the final, approved instruments, but also the ultimate use of the instruments to assess children for early literacy skills in schools.		
PLAN FOR DATA ACQUISITION			
Data source:	All Children Reading – Cambodia will work with MoEYS to conduct a baseline early grade reading assessment of reading fluency and comprehension among students in grades pre-school thru grade 2 in 2018 (toward the end of the 2017-18 school year). Subsequent evaluation of reading performance in grades pre-school through grade 2 are included in the project’s amended work plan.		
Data collection method:	Tangerine/tablet; to be confirmed in conjunction with GPE and MoEYS pending EGRA harmonization		
Data collection frequency:	Baseline and end line, and as scheduled by other DPs		
Location of data storage:	The project will support the storage and use of data within the Education Quality Assurance Department (EQAD), and will maintain copies of the data on the RTI Server located in the U.S.		
Person responsible for data collection:	All Children Reading – Cambodia Operations Manager (as per the amended work plan) in conjunction with EQAD and a subcontractor enlisted for test enumeration and data uploading.		
Person responsible for transfer to USAID:	Project Manager		
DATA QUALITY			
Date of initial DQA:	n/a		
Date of latest DQA:	n/a		
Known data limitations:	Given current projects’ end dates, see note in Evaluation section about all assessments for 2020-21 being led and funded by GPE. As such, we do not have control over the number of learners assessed in this year. This does not include optional evaluations in Kampong Thom, Battambang, and Siem Reap		
Actions taken to address limitations:	n/a		
Date of next DQA:	TBD		
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING			
Data analysis:	RTI statisticians will support EQAD in carrying out the data analysis – standard protocols for analyzing and reporting early grade reading assessment results will be followed (as per the EGRA Toolkit Version 2).		
Review:	The Project Manager and RTI statisticians to support EQAD in reviewing the results of data analysis		
Reporting frequency:	Applicable activity reports and quarterly reports		
OTHER NOTES			
Baseline timeframe:	April 2017.		
Target justification:	Target for Year 1 set based on previous sampling plan. Updates going forward – Year 2: TOTAL 5,616 --- 5,040 based on provinces where RTI is implementing (see		

	<p>sampling plan) + estimated 12 schools in each of the other 4 provinces being implemented by GPE in 2018-19 X 12 students per school = 576 students. Year 3: TOTAL 6,752 --- 5,600 estimated based on roll out for provinces where RTI is implementing + estimated 12 schools in each of the other 4 provinces being implemented by GPE in 2019-20 X 12 students X 2 grades = 1,152. Year 4: TOTAL 1,696 --- based on non-optional evaluations listed in Evaluation Plans Table 5 only. Same schools in Kampot (70 schools X 8 students X 2 grades = 1,120) + estimated 12 schools in each of the other 4 provinces being implemented by GPE in 2020-21 X 12 students = 576 students</p>
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
<b>IDENTIFICATION</b>			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable.		
Intermediate Result:	Result 3.4: Strengthened assessment systems that track student learning.		
Indicator name: CP-017	Number of MoEYS and partner organization staff trained on harmonized EGRA and adapted assessment for students with disabilities		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Output		
<b>DESCRIPTION</b>			
Precise definition:	Number of MoEYS, DP staff and provincial and districts government officials trained in the administration of the harmonized EGRA and/or adapted assessment for students with disabilities. Staff who will be trained on both will be counted for each training.		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of training participants that complete the training (pass the Assessor Accuracy Measure with at least 80% score)		
Disaggregation:	By sex		
Justification:	During the implementation phase of All Children Reading–Cambodia there will be an emphasis on developing and using a harmonized version of the EGRA by the MoEYS and development partners in Cambodia. All Children Reading-Cambodia will work with the MoEYS and DPs to develop, pilot test and finalize a harmonized EGRA and assessment tool for learners with disabilities. The goal of this work will be the final, approved instruments, but also the ultimate use of the instruments to assess children for early literacy skills in schools. In order to be able to use the instruments as designed a training for administration will be required prior to data collection.		
<b>PLAN FOR DATA ACQUISITION</b>			
Data source:	To be updated based on evaluation plan.		
Data collection method:	Training workshop organizers collect sign-in attendance sheets for each training workshop conducted (register and daily sign-in sheets). During the training an Assessor Accuracy Measure assessment will be given and scored.		
Data collection frequency:	Annually, and as scheduled by other DPs		

Location of data storage:	The project will support the storage and use of data within the Education Quality Assurance Department (EQAD), and will maintain copies of the data on the RTI Server located in the U.S.
Person responsible for data collection:	Training workshop organizer.
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	RTI statisticians will support EQAD in carrying out the data analysis – standard protocols for analyzing and reporting early grade reading assessment results will be followed (as per the EGRA Toolkit Version 2).
Review:	The Project Manager and RTI statisticians to support EQAD in reviewing the results of data analysis
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017
Target justification:	We anticipate 5 government staff and 5 DPs to attend and complete the training (each round). And an additional 4 staff from each specialized school for students with disabilities when training is provided on the adapted versions of EGRA.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
<b>IDENTIFICATION</b>			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.4: Strengthened assessment systems that track student learning.		
Indicator name: CP-018	Number of laws, policies, policy briefs, reports, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Output		
<b>DESCRIPTION</b>			
Precise definition:	Documents that may be counted include reports, policy briefs, and analyses or guidelines in areas such as school finance, assessment, and teacher recruitment and selection on which the project can demonstrate active contribution to drafting or modification. To be counted the documents must have as their ultimate purpose/focus, improving the quality of education services.		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Sum		
Disaggregation:	By type		
Justification:	Count the number of project-supported research and dissemination efforts on national impact		
<b>PLAN FOR DATA ACQUISITION</b>			
Data source:	Program records		
Data collection method:	Register of reports/relevant deliverables supported by the project		
Data collection frequency:	Per activity, compounded quarterly		
Location of data storage:	Hard copies will be printed and stored in All Children Reading-Cambodia office; scanned soft copies of attendance sheets or exported web analytics stored on RTI networks		
Person responsible for data collection:	M&E Manager to keep documentation		
Person responsible for transfer to USAID:	Project Manager		

DATA QUALITY	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING	
Data analysis:	Reports will be submitted and counted.
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Applicable activity reports and quarterly reports
OTHER NOTES	
Baseline timeframe:	n/a
Target justification:	We anticipate 9 total. This is based on deliverables outlined in the work plan.
Changes to indicator:	n/a
This sheet last updated May 2019	



All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Increase early grade reading skills in Cambodia-		
Intermediate Result:	n/a		
Indicator name: OI-04	Percent of grade 3 students who meet reading proficiency level on grade 3 national exam		
USAID FAF No.:	Custom	IDG IE No.:	n/a
Type of indicator:	Outcome		
DESCRIPTION			
Precise definition:	Percent of grade 3 students who meet MoEYS defined reading proficiency level on grade 3 national assessments, if this data is available from MoEYS. Percent of students achieving reading at different levels: Below Basic, Basic, Proficient, and advanced levels.		
Indicator level:	Outcome		
Unit of measure:	Percentage		
Calculation:	Number of learners who meet reading proficiency level on the grade 3 national exam as determined by the MoEYS, divided by total number of learners tested.		
Disaggregation:	By sex		
Justification:	Along with all development partners in Cambodia, emphasis is being placed on making use of existing government systems and assessments were possible and appropriate, so the project will rely on the National Grade 3 exam to report on learner results for grade 3 students. This indicator is for USAID to keep track of changes of student learning outcomes at national level over time; and it is not intended to measure the performance of the All Children Reading project per se, but its contributions to the changes in the long run		
PLAN FOR DATA ACQUISITION			
Data source:	National Grade 3 Exam results		
Data collection method:	Data will be accessed through Education Quality Assurance Department.		
Data collection frequency:	TBD by the MoEYS (at present, the grade 3 exam is scheduled for 2018 and 2021).		
Location of data storage:	Soft copies of data stored on RTI networks		
Person responsible for data collection:	M&E Manager		

Person responsible for transfer to USAID:	Project Manager
DATA QUALITY	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	A potential data limitation is the availability of the data from MoEYS as well as the format of the data to be able to calculate this indicator.
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING	
Data analysis:	Project to rely on Education Quality Assurance Department analysis of national exam results.
Review:	M&E Manager and HO
Reporting frequency:	Following the national exam.
OTHER NOTES	
Baseline timeframe:	2015
Target justification:	Targets are based on MoEYS sampling for national grade 3 exam. This indicator is for USAID to keep track of changes of student learning outcomes at national level over time; and it is not intended to measure the performance of the All Children Reading project per se, but its contributions to the changes in the long run.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Increase early grade reading skills in Cambodia		
Intermediate Result:	n/a		
Indicator name: OI-05	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance		
USAID FAF No.:	ES 1-1	IDG IE No.:	IE_EGL_02
Type of indicator:	Outcome		
DESCRIPTION			
Precise definition:	Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience. Language(s) of assessment will be determined by country policies. Any assessment system with adequate psychometric validity and reliability is acceptable, e.g. Annual Status of Education Report (ASER), Early Grade Reading Assessment (EGRA), and national assessments.		
Indicator level:	Outcome		
Unit of measure:	Percent		
Calculation:	<p>Number of students who, by the end of two grades of primary schooling, demonstrate that they can read fluently and understand the meaning of grade-level text (80% reading comprehension) / Total number of students assessed in grade 2.</p> <p>Number of female learners, by the end of two grades of primary schooling, demonstrate that they can read fluently and understand the meaning of grade-level text (80% reading comprehension) / Total number of female students assessed in grade 2.</p> <p>Number of male learners, by the end of two grades of primary schooling, demonstrate that they can read fluently and understand the meaning of grade-level text (80% reading comprehension) / Total number of male students assessed in grade 2.</p> <ul style="list-style-type: none"> <li>• Percent of male learners</li> <li>• Percent of female learners</li> <li>• Numerator (female learners)</li> <li>• Numerator (male learners)</li> <li>• Denominator (female learners)</li> <li>• Denominator (male learners)</li> </ul>		
Disaggregation:	By sex		
Justification:	This indicator is an outcome measure of the highest order for Goal 1 of the Education Strategy, which calls for improved reading skills for 100 million primary school children. Learning to read is the foundation for future learning in all subjects and at all levels of education. Improvements in basic literacy also have been shown to translate to higher national economic growth rates as well as to other population-level benefits.		
PLAN FOR DATA ACQUISITION			

Data source:	To be updated with evaluation plan.
Data collection method:	TBD in conjunction with GPE and MoEYS which version of an early grade reading assessment would be appropriate
Data collection frequency:	Year 1, 2 and Year 4
Location of data storage:	The project will support the storage and use of data within the Education Quality Assurance Department (EQAD), and will maintain copies of the data on the RTI Server located in the U.S.
Person responsible for data collection:	All Children Reading – Cambodia Operations Manager (as per the amended work plan) in conjunction with EQAD and a subcontractor enlisted for test enumeration and data uploading.
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	November, 12 2020
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	November 2020
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	RTI statisticians will support EQAD in carrying out the data analysis – standard protocols for analyzing and reporting early grade reading assessment results will be followed (as per the EGRA Toolkit Version 2).
Review:	The Project Manager and RTI statisticians to support EQAD in reviewing the results of data analysis
Reporting frequency:	Annually
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	Targets for improvement represent reasonable assumptions regarding the amount of improved reading performance that can be expected in a short duration. Existing data on reading performance in Cambodia is of questionable reliability. As additional data, more reliable data become available with the support of All Children Reading – Cambodia, targets will be revisited and adjusted as necessary.
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
<b>IDENTIFICATION</b>			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Increase early grade reading skills in Cambodia		
Intermediate Result:	n/a		
Indicator name: OI-06	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of primary school (or grade 6, whichever comes sooner)		
USAID FAF No.:	ES.1-2	IDG IE No.:	
Type of indicator:	Outcome		
<b>DESCRIPTION</b>			
Precise definition:	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. For the purposes of this indicator we will include all children tested as part of the National Assessment for Grade 6.</p> <p>Learners should be counted in the total (denominator) if they are enrolled in the last grade (or grade 6, whichever comes sooner) of primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc.</p> <p>Reading ability will be measured using the National Assessment (based on MoEYS defined proficiency levels)</p>		
Indicator level:	Outcome		
Unit of measure:	Proportion		
Calculation:	<p>Proportion of students based on nationally representative sample; numerator: grade 6 learners who demonstrate reading fluency and comprehension of grade level text (based on MoEYS defined proficiency levels), denominator: total number of grade 6 learners:</p> <ul style="list-style-type: none"> <li>• Percent of male learners</li> <li>• Percent of female learners</li> <li>• Numerator (female learners)</li> <li>• Numerator (male learners)</li> <li>• Denominator (female learners)</li> <li>• Denominator (male learners)</li> </ul>		
Disaggregation:	By sex		
Justification:	To provide overall monitoring data on the performance of the education system in Cambodia		
<b>PLAN FOR DATA ACQUISITION</b>			
Data source:	Official government records of the national grade six exam		
Data collection method:	Nationally representative assessment administered by Education Quality Assurance Department (EQAD) of the MoEYS		

Data collection frequency:	2019
Location of data storage:	N/A
Person responsible for data collection:	EQAD/MoEYS
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	n/a
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Data from this indicator will not be used as a measure of program performance as no students who benefitted from improved instruction will have reached grade 6 by 2020-21.
Review:	Every four years as per schedule of Grade 6 National Assessment
Reporting frequency:	Every four years as per schedule of Grade 6 National Assessment
<b>OTHER NOTES</b>	
Baseline timeframe:	2016 National Assessment; 41% overall; Girls; 48% Boys 32% (2016 data)
Target justification:	Targets for improvement represent reasonable assumptions regarding the amount of improved reading performance that can be expected in a short duration. Existing data on reading performance in Cambodia is of questionable reliability. As additional data, more reliable data become available with the support of All Children Reading – Cambodia, targets will be revisited and adjusted as necessary.
Changes to indicator:	n/a
This sheet last updated May 2019	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Increase early grade reading skills in Cambodia		
Intermediate Result:	n/a		
Indicator name: OI-07	Percent of teachers receiving the EGL intervention who reach Level 2 or higher during year of implementation of teacher training and coaching		
USAID FAF No.:	Custom	IDG IE No.:	
Type of indicator:	Outcome		
DESCRIPTION			
Precise definition:	<p>Numerator: Count of unique teachers observed by Literacy coaches who reach Level 2 or higher based on observation data collected by a trained Literacy Coach during the year of the implementation provided to their province. Reaching Level 2 is defined by obtaining points on the appropriate coaching observation form that add up to a Level 2, when scored by a trained coach. Baseline data collected at first coaching observation. Comparison of baseline percentage of teachers at Level 1 against the final month of observations for all teachers higher than Level 1.</p> <p>Denominator: all teachers in province who received coaching during year of implementation</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of teachers		
Disaggregation:	By sex		
Justification:	This indicator will be a data point to better understand teachers' use of classroom materials and the effectiveness of the training on their instruction methods.		
PLAN FOR DATA ACQUISITION			
Data source:	Coaching observation data		
Data collection method:	Data collected via tablets using Tangerine software or via paper form when necessary.		
Data collection frequency:	Collected throughout the year by Literacy coaches assigned to teachers		
Location of data storage:	Stored on RTI's server (Tangerine data). Scanned copies of paper forms stored in RTI's project shared folders. Hard copies of paper forms stored in World Education office.		

Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	n/a
Date of latest DQA:	n/a
Known data limitations:	n/a
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Comparison of baseline percentage of teachers at Level 1 against the final month of observations for all teachers higher than Level 1.
Review:	M&E Manager and Home Office
Reporting frequency:	Annually at the conclusion of all coaching activities for the school year
<b>OTHER NOTES</b>	
Baseline timeframe:	April 2017
Target justification:	Targets are based on preliminary analysis of Level increases for teachers at Level 1 in December 2018 to greater than Level 1 in March 2019. Finalization of target followed discussions with USAID.
Changes to indicator:	n/a
This sheet last updated October 2020	



All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction		
Intermediate Result:	Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1 and grade 2 are developed. Result 1.2: The training content and materials, coaching, and teacher support tools necessary to accompany the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed. Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed. Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed.		
Indicator name:	Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance		
USAID FAF No.:	ES 1-49	IDG IE No.:	IE EGL 07
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. Examples of TLMs include, but are not limited to, the following: textbooks; reading materials; student workbooks; supplementary reading books; educational CDs; library books; reference material in paper or electronic formats; support material for educational radio and TV broadcasts (Note: these should be counted the year they are first disseminated not later years in which they may be used); teacher manuals and guides; manuals and guides for coaches and teacher trainers; etc. “Sets” of small materials (e.g. flash cards, alphabet cards) should be counted as a single TLM rather than individuals TLMs.</p> <p>To be counted, materials taken as a whole must be inclusively and equitably representative, where “inclusive representation of diverse populations” in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them. Most societies are made up of approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution when taken as a whole. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should broadly reflect the distribution of these languages and ethnicities that exist in the broader social context. Because 15 percent of all societies include individuals with various physical, cognitive, and sensory disabilities, characters with diverse disabilities should be reflected in books in positive and inclusive ways and disability-related language should be rights-based and positive.</p> <p>For more information: <a href="https://pdf.usaid.gov/pdf_docs/pa00kt5n.pdf">https://pdf.usaid.gov/pdf_docs/pa00kt5n.pdf</a></p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of TLM		
Disaggregation:	Direct/Indirect		
Justification:	All Children Reading-Cambodia will work to develop and adapt and revise decodable stories in the SSBs and teacher’s guides, as well as decodable pattern and sensory stories with characters that represent a range of characteristics in Cambodian society, including children from ethnic-minority groups from the Northeast, characters with physical disabilities, and characters with assistive devices (including glasses, hearing aids, crutches, and wheel chairs).		
PLAN FOR DATA ACQUISITION			
Data source:	Program records		
Data collection method:	M&E Manager to manage record of inclusively representative TLM created or adapted.		
Data collection frequency:	Collected as completed; compounded quarterly		
Location of data storage:	TLM distribution tracking system saved in project shared files by M&E team.		
Person responsible for data collection:	M&E Manager		
Person responsible for transfer to USAID:	Project Manager		
DATA QUALITY			
Date of initial DQA:			
Date of latest DQA:	November 12, 2020		

Known data limitations:	With the introduction of this indicator in Year 3 (2019-20), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	Report on indicator, beginning in Year 3
Date of next DQA:	
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	With the introduction of this reporting indicator in Year 3 (2019-20), and the expectation that all TLM provided to teachers and students be inclusively representative, targets for this indicator will mirror those established for ES 1-10. Targets based on the work plan timeline and estimated number of teachers/schools in districts per Education Statistics and Indicators 2016-2017 (English) for Cambodia from MoEYS. TLM distribution for all provinces is based on MoEYS enrollment data. For Grade 1, Teachers will receive 2 Teachers' Guides (1 per semester), 2 Supplemental Student books per child (1 per semester), 1 set of letter-picture flashcards per class, 2 sets of pattern stories (30 titles) and 1 set of sensory storybooks (11 titles). Grade 2 targets are based on the assumption of 2 Teachers' Guides, 1 Supplemental Student book per child, and 1 set of 30 story books.
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name:	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations.		
USAID FAF No.:	ES.1-45	IDG IE No.:	
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>A “learner” is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This indicator counts the percent of learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers.</p> <p>The list of materials defined as a “decodable, leveled, and supplementary readers” is grade specific.</p> <p>For Grade 1, a complete set of classroom materials is defined as:</p> <ul style="list-style-type: none"> <li>• 2 Teacher’s Guides (1 per semester)</li> <li>• 1 set of letter-picture flashcards per class</li> <li>• 2 Supplemental Student books per child (1 per semester)</li> <li>• 2 classroom sets of pattern stories, 1 classroom set of sensory storybooks</li> </ul> <p>Grade 2 targets are based on the assumption of 2 Teachers’ Guides, 1 Supplemental Student book per child, and 1 set of 30 story books.</p> <p>Inclusive Representation - To be counted, the package of materials taken as a whole must be inclusively and equitably representative, where “inclusive representation of diverse populations” in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them.</p> <p>Unique counts of direct and indirect beneficiaries will be counted for this indicator and the unique beneficiaries reporting sheet will be completed (as per 2011-2015 USAID Education Strategy Update to Reporting Guidance <a href="http://pdf.usaid.gov/pdf_docs/pbaab002.pdf">http://pdf.usaid.gov/pdf_docs/pbaab002.pdf</a> .</p> <p><b>Numerator:</b> Any student beneficiaries who receive a full set of decodable, leveled, and supplementary readers developed and paid for by USAID under the All Children Reading-Cambodia activity; and any student beneficiaries who receive materials not developed by All Children Reading-Cambodia but purchased using USAID funds for distribution through All Children Reading-Cambodia, will be counted as direct beneficiaries.</p> <p><b>Denominator:</b> Primary-grade learners in grades 1 and 2 who are in formal primary school or the non-formal equivalent targeted with USG assistance through All Children Reading- Cambodia. This indicator should report the percent of all targeted individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year. Inclusive Representation - To be counted, the package of materials taken as a whole must be inclusively and equitably representative, where “inclusive representation of diverse populations” in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them. It is assumed that delivery of materials to teachers via program trainings plus follow up distribution by literacy coaches (if needed) leads to the complete set of materials being used in the teacher’s classroom. As such, this indicator will be approximated using training distribution data for those provinces in which we are implementing. Monitoring of materials in classrooms will happen through program activities, and the calculations for this indicator will be revised if necessary. Classrooms are counted if they have received Khmer materials directly or indirectly as follows. They are counted if they have received the Khmer package for one grade developed</p>		

	and paid for by USAID under the All Children Reading- Cambodia activity or if they have received the Khmer package for one grade developed by All Children Reading- Cambodia but paid for by other funding sources (e.g. GPE distribution, NGO partner distribution). Classrooms are counted at all supported grade levels.
Indicator level:	Output
Unit of measure:	Number
Calculation:	Numerator: Student beneficiaries who receive a full set of decodable, leveled, and supplementary readers, based on program enrollment data (for TLM distribution) / Denominator: total sum of learners in target schools and grades (based on MoEYS enrollment)
Disaggregation:	By grade
Justification:	This indicator provides a sense of the overall success of USG early-grade reading programs at providing high-quality reading materials for primary-grade learners, specifically to support development of reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates). This indicator replaces USAID's separate data call and analysis of "essential instructional reading materials".
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	School level enrollment data captured by field teams (through sub-contract with World Education) TLM tracking system for distribution of decodable, leveled, and supplementary readers used to document students directly or indirectly benefitting from program. MoEYS school enrollment records, captured at the beginning of the school year
Data collection method:	Project to use TLM tracking data and school enrollment data from MoEYS.
Data collection frequency:	Annual
Location of data storage:	TLM tracking system and enrollment records stored on project shared folders.
Person responsible for data collection:	M&E Manager
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	
Date of latest DQA:	November 12, 2020
Known data limitations:	With the introduction of this indicator in Year 3 (2019-20), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	Extrapolate baseline, year 1 and 2 measures from reporting on indicator ES 1-5.
Date of next DQA:	
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Divide school enrollment data collected by field teams for schools and grades where interventions are active (and have received materials or training for teachers), by MoEYS enrollment figures collected at the start of the school year.
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	Targets are based on 2019-20 and 2020-21 Annual Workplan Expected Implementation of EGL Program 2018-21 Timeline and estimated number of teachers/schools in districts per Education Statistics and Indicators 2016-2017 (English) for Cambodia from MoEYS
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	n/a		
Indicator name:	Number of public and private schools receiving USG assistance		
USAID FAF No.:	ES 1-50	IDG IE No.:	n/a
Type of indicator:	Outcome		
DESCRIPTION			
Precise definition:	<p>The number of schools (at least 1 classroom at the school) that receive both the USG-funded Teaching Learning Material (TLM) package and have at least 1 teacher complete the associated training will be counted toward this indicator, disaggregated by public and private designation.</p> <p>A “school” is a single location or setting where organized educational activities take place for the purpose of conveying academic basic education skills or knowledge to learners. In this document, the word “school” is used as a matter of convenience to include both traditional schools as well as non-traditional or non-school environments where organized learning takes place. Schools can be counted as contributing to this indicator if they are settings where one or more of the following organized educational activities take place: formal or non-formal equivalent of pre-primary, primary, or secondary-school. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, for-profit schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to accepted objectives of formal learning at the pre-primary, primary, or secondary levels.</p> <p>If multiple school levels and/or formal/non-formal combinations are serviced at a single location and governed by a single entity, these combinations should be counted as a single school, with the exception of pre-primary schools attached to primary schools.</p> <p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:  Private: Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.  Public: Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</p> <p>Schools are counted if they have a classroom that has received the Khmer package for one grade developed and paid for by USAID under the All Children Reading- Cambodia activity or if they have received the Khmer package for one grade developed by All Children Reading- Cambodia but paid for by other funding sources (e.g. GPE distribution, NGO partner distribution). Schools will not be counted here if they receive materials developed by other partners through other funding sources unless All Children Reading-Cambodia purchases the materials.</p>		
Indicator level:	Outcome		
Unit of measure:	Integer		
Calculation:	Sum; total number of public/private schools implementing teaching and learning package		
Disaggregation:	Private and public pre-primary and primary schools		
Justification:	These numbers are the result of the USAID-GPE collaboration, supporting the MoEYS to roll-out the national program. The figures are based on the GPE-3 rollout plan to a certain number of districts and schools. The number of TLM are based on the assumption that each teacher will receive TLM and each classroom will receive a set. This indicator would like to track the number of classrooms, therefore, schools that have benefitted from the program.		
PLAN FOR DATA ACQUISITION			
Data source:	MoEYS and project documentation		
Data collection method:	Project office to collect data on MoEYS program roll-out and implementation data for TLM distribution and training delivery; maintain project records on roll-out		
Data collection frequency:	Annually		
Location of data storage:	Original forms stored in All Children Reading-Cambodia office; scanned soft copies stored on RTI networks		
Person responsible for data collection:	M&E Manager		

Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	November 2019
Date of latest DQA:	November 2019
Known data limitations:	The project office will maintain records and report on the number of schools implementing the new teaching and learning plan within project purview. However, the project office will depend on roll-out records from the MoEYS and potentially funded by other donors for the status of implementation. Access may be a limitation to data collection and tracking. With the introduction of this indicator in Year 3 (2019-20), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	Liaise with MoEYS and partners to receive and remain up to date on the actual roll-out plan for GPE-3 schools using USG-funded materials and training.
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum by year, compounded annually; final sum reported
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable activity reports and quarterly reports
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	Based on 2020-21 Annual Workplan Expected Implementation of EGL Program 2018-21. Estimated number of teachers/schools in districts per Education Statistics and Indicators 2016-2017 (English) for Cambodia from MoEYS.
Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet			
IDENTIFICATION			
Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes		
Indicator name:	Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance		
USAID FAF No.:	ES.1-53	IDG IE No.:	IE EGL 01
Type of indicator:	Output		
DESCRIPTION			
Precise definition:	<p>Number of learners formally enrolled in pre-primary schools or equivalent non-school-based settings. This number may include learners receiving educational materials or classrooms with trained teachers.</p> <p>A pre-primary learner is an individual of age four or over who is enrolled in an education program for the purpose of acquiring foundational skills (this includes key skills like pre-literacy and pre-numeracy as well as social and emotional skills). These learners include, but are not limited to, those enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is led by someone trained in pre-primary education designed to provide instruction equivalent to the accepted pre-primary-school curriculum. Courses of study that offer developmentally appropriate instruction in an age-appropriate environment and that use research-based activities to foster skills foundational to school readiness are the only ones that can be counted towards this indicator.</p> <p>Learners enrolled in kindergarten should be included in this number regardless of whether the host-country government accepts kindergarten as an integrated component of primary education and/or the formal education system.</p> <p>Learners should be counted if they are enrolled in pre-primary or pre-primary- equivalent education (as defined above), and they directly benefit from USG education assistance designed to support learner acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching learners by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum of learners in target pre-primary schools		
Disaggregation:	By sex		
Justification:	This indicator counts children targeted with the pre-primary targeted intervention (where materials have been delivered or teachers have been trained) as direct beneficiaries.		
PLAN FOR DATA ACQUISITION			
Data source:	Literacy coaches collect enrollment data from school records during routine pre-school support visits.		
Data collection method:	Project to use enrollment data collected from schools by literacy coaches.		
Data collection frequency:	Annual		
Location of data storage:	Enrollment records saved in project shared files by M&E team		
Person responsible for data collection:	M&E Manager		
Person responsible for transfer to USAID:	Project Manager		

DATA QUALITY	
Date of initial DQA:	
Date of latest DQA:	November 12, 2020
Known data limitations:	With the introduction of this indicator in Year 3 (2019-20), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	n/a
Date of next DQA:	November 2020
PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING	
Data analysis:	Literacy coaches monitor and record pre-school enrollment data from official school records. Sum of all school enrollment for pre-schools receiving intervention.
Review:	M&E Manager and Home Office
Reporting frequency:	Applicable quarterly reports (starting in Q4 2019-20)
OTHER NOTES	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the 2018-19 Annual Workplan Expected Implementation of EGL Program 2018-21 Timeline, drawing on activities in 2019-21 (as indicator introduced in Year 3). Targets are based on the estimated number of teachers/schools in districts per MoEYS enrollment data for the 2019-20 school year.
Changes to indicator:	n/a
This sheet last updated October 2020	



All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program		
Indicator name:	Number of host country higher education institutions receiving capacity development support with USG assistance		
USAID FAF No.:	ES 2-1	IDG IE No.:	
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>This indicator captures capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" (HEI) is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes. This includes teacher training institutions (TECs and PTTCs).</p> <p>"Host country institution" refers to institutions receiving capacity development support. Institutions providing support should not be counted here. The institution should be counted (not individual components or departments). For example, if an activity is working with multiple departments within a single university, the university should be counted as a whole, not as individual departments.</p> <p>"Capacity" is the ability of people, organizations and society as a whole to manage their affairs successfully. "Capacity development support" is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: institutional partnerships, professional development, training, coaching, technical assistance, participatory assessments, process mapping and improvement, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc. A list of higher education institutions receiving support should be reported in the narrative associated with this indicator.</p>		
Indicator level:	Output		
Unit of measure:	Number		
Calculation:	Integer; total sum		

Disaggregation:	Number of public HEIs Number of private HEIs or the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:
Justification:	Supporting the capacity development of higher education institutions can have ripple effects throughout an education system, the economy, and more. As described in the 2018 USAID Education Policy, building the capacity of higher education institutions can contribute to the advancement of all four priorities of the Policy.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Daily attendance sheets; training reports
Data collection method:	Through program documents- including training reports and attendance sheets, track all TECs and PTTCs engaged in program capacity building activities, including training.
Data collection frequency:	Compounded quarterly
Location of data storage:	Original attendance sheets and reports stored in RTI office; scanned soft copies of attendance sheets and reports stored on RTI networks
Person responsible for data collection:	Activity leads/trainer to submit summary of HEI's supported.
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	
Date of latest DQA:	n/a
Known data limitations:	With the introduction of this indicator in Year 4 (October 2020), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum, compounded quarterly; final sum reported
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a
Target justification:	These numbers are the result of the 2018-19 Annual Workplan Expected Implementation of EGL Program 2018-21 Timeline, drawing on activities in 2020-21

Changes to indicator:	n/a
This sheet last updated October 2020	

All Children Reading- Cambodia Performance Indicator Reference Sheet

IDENTIFICATION

Development Objective:	Improved reading skills for 100 million children in primary grades		
Result:	Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable		
Intermediate Result:	Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program		
Indicator name:	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance		
USAID FAF No.:	ES 2-52	IDG IE No.:	
Type of indicator:	Output		

DESCRIPTION

Precise definition:	<p>This indicator captures individual capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes. "Individuals affiliated with" refers to administrators, faculty, staff, researchers, or postdoctoral scholars who have a formal connection with one or more higher education institutions. All individuals from a higher education institution receiving capacity development support, as defined below, should be counted. This does not include undergraduate or graduate students who receive this capacity development as a component of their academic training. This includes teacher training institutions (TECs and PTTCs).</p> <p>Capacity' is the ability of people, organizations and society as a whole to manage their affairs successfully. 'Capacity development support' for individuals in a higher education context is NOT a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: professional development, training, coaching, technical assistance, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc. The name of the primary higher education institution with which each individual is affiliated should be reported in the narrative associated with this indicator in order to prevent double counting. If more than one individual is affiliated with the same institution, that institution only needs to be listed once.</p>		
Indicator level:	Output		

Unit of measure:	Number
Calculation:	Integer; total sum
Disaggregation:	Sex
Justification:	This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting individual capacity development. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the priorities of the 2018 USAID Education Policy.
<b>PLAN FOR DATA ACQUISITION</b>	
Data source:	Daily attendance sheets; training reports
Data collection method:	Through program documents- including training reports and attendance sheets, track all unique individuals enrolled in TECs and PTTCs who are engaged in program capacity building activities, including training.
Data collection frequency:	Compounded quarterly
Location of data storage:	Original attendance sheets and reports stored in RTI office; scanned soft copies of attendance sheets and reports stored on RTI networks
Person responsible for data collection:	Activity leads/trainer to submit summary of PTTC and TEC staff engaged in capacity-development.
Person responsible for transfer to USAID:	Project Manager
<b>DATA QUALITY</b>	
Date of initial DQA:	
Date of latest DQA:	n/a
Known data limitations:	With the introduction of this indicator in Year 4 (October 2020), there is no opportunity for baseline reporting on this indicator.
Actions taken to address limitations:	n/a
Date of next DQA:	TBD
<b>PLAN FOR DATA ANALYSIS, REVIEW AND REPORTING</b>	
Data analysis:	Cumulative sum, compounded quarterly; final sum reported
Review:	M&E Manager to review quarterly figures
Reporting frequency:	Quarterly and annual reports, and task order final report
<b>OTHER NOTES</b>	
Baseline timeframe:	n/a

Target justification:	These numbers are the result of the 2018-19 Annual Workplan Expected Implementation of EGL Program 2018-21 Timeline, drawing on activities in 2020-21. Estimates also based on attendance records from capacity-building activities (trainings) captured in previous years.
Changes to indicator:	n/a
This sheet last updated October 2020	

## Appendix C. USAID DQA Checklist

This checklist will be used for internal DQA self-assessments.

Project/Activity Name:	
Title of Performance Indicator: [Indicator should be copied directly from the Performance Indicator Reference Sheet]	
Linkage to Foreign Assistance Standardized Program Structure, if applicable (i.e. Program Area, Element, etc.):	
Result This Indicator Measures (i.e., Specify the Development Objective, Intermediate Result, or Project Purpose, etc.):	
Data Source(s): [Information can be copied directly from the Performance Indicator Reference Sheet]	
Period for Which the Data Are Being Reported:	
Is This Indicator a Standard or Custom Indicator?	<input type="checkbox"/> Standard Foreign Assistance Indicator <input type="checkbox"/> Custom (created by the OU; not standard)
Is this indicator a required USAID indicator?	<input type="checkbox"/> Y <input type="checkbox"/> N
Data Quality Assessment methodology: [Describe here or attach to this checklist the methods and procedures for assessing the quality of the indicator data. E.g. Reviewing data collection procedures and documentation, interviewing those responsible for data analysis, checking a sample of the data for errors, etc.]	
Date(s) of Assessment:	
Assessment conducted by:	

Category	Y	N	Not Applicable/ Insufficient information	Comments
<b>Validity</b>				
Does the indicator reflect the intended results of the activity – i.e. is it a useful indicator for activity management?				
Do the data being collected and reported match the intent or language of the indicator?				
Are the data collection methods (interviews, observation, etc.) appropriate to produce good data?				

Category	Y	N	Not Applicable/ Insufficient information	Comments
Are the data collection procedures and/or sources relatively free of bias?				
Are the people collecting the data qualified and/or adequately experienced?				
Are the people collecting the data properly supervised?				
<b>Reliability</b>				
Are the definitions and procedures for data collection, calculation and reporting clear and well understood by all relevant staff?				
Do the definitions and procedures for collecting and calculating the data match the PIRS if applicable?				
If not, please describe the differences.				
Are data collection and analysis methods documented in writing in a PIRS or another form?				
Is a consistent data collection process used from (describe any changes/differences observed if N): Year to year?				
In all activity locations/sites?				
By all activity partners/sub-contractors?				
Are there procedures in place for periodic review of data collection, maintenance, and processing that can detect data quality issues?				
Has the partner identified significant data quality limitations in the past?				
Were these communicated to USAID? If yes, describe how.				
Have these data quality limitations been addressed by the partner? If yes, explain how.				
Has the partner identified significant data quality limitations in current data? If yes, please describe.				
Are these limitations described in the indicator PIRS or written data collection and analysis procedures? If yes, please describe.				
Are these limitations described in reporting to USAID? If yes, please describe.				
<b>Timeliness</b>				



Category	Y	N	Not Applicable/ Insufficient information	Comments
Are the data for this indicator reported to USAID by the method (ex. Quarterly Performance Data Table) and frequency required?				
Is this format and schedule appropriate for project/activity management? If no, describe how it should be changed,				
<b>Precision</b>				
Is there a method for detecting duplicate data? If yes, please describe.				
If there is duplication of data, is the level of duplication acceptable for this indicator? Describe why or why not.				
If there is unacceptable duplication of data, is it identified in the PIRS under data limitations or another section?				
If there is unacceptable duplication of data, has information on duplication been shared with USAID? Describe how.				
Is there a method for detecting missing data? If yes, please describe.				
If there are missing data, is the level acceptable for this indicator? Describe why or why not.				
If there are unacceptable amounts of missing data, is this identified in the PIRS under data limitations or another section?				
If there are unacceptable amounts of missing data, has information on missing data been shared with USAID? Describe how.				
Are the reported data disaggregated according to USAID guidance?				
<b>Integrity</b>				
Are there procedures in place to check for transcription errors at all levels of the data collection and reporting system?				
Are there proper safeguards in place to prevent unauthorized changes to the data?				
Are there procedures in place to ensure unbiased analysis of data and subsequent reporting?				
Are their safeguards in place to ensure that all relevant tools, tracking sheets and data				

Category	Y	N	Not Applicable/ Insufficient information	Comments
are backed up and protected from data loss?				

IF NO DATA ARE AVAILABLE FOR THE INDICATOR	COMMENTS
If no recent relevant data are available for this indicator, why not?	
What concrete actions are now being taken to collect and report these data as soon as possible or on schedule?	
When will data be reported?	

SUMMARY (where multiple items are listed by the assessor in each row, they should be numbered so that it is clear what recommendations apply to which limitations)
Based on the assessment above, what is the overall conclusion regarding the quality of the data?
What limitations, if any, were observed and what actions should be taken to address these limitations?
Final agreed upon actions and timeframe needed to address limitations prior to the next DQA:

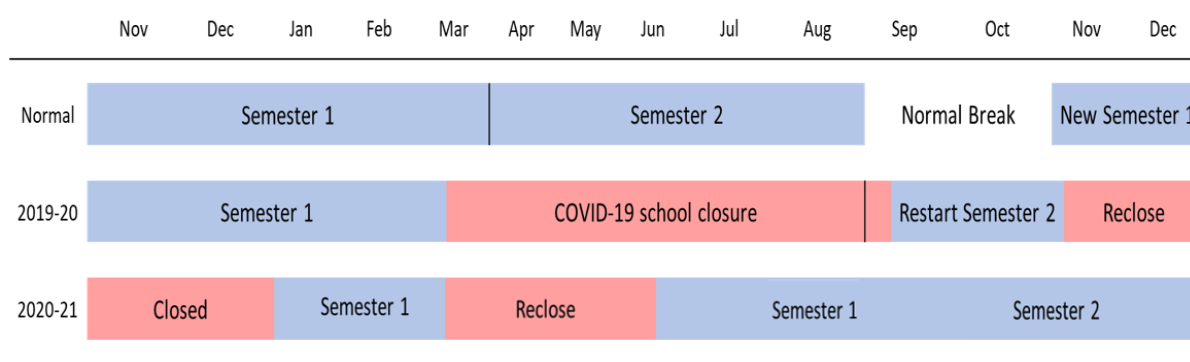
# Appendix D. COVID-19 Research Plans

## D.1 COVID-19 Impact on Learning Study

October 2020 – February 2021

In March 2020, year 3 implementation of All Children Reading was interrupted by the COVID-19 pandemic. Schools closed in mid-March, after the end of the first semester. They re-opened for less than 3 months in September, picking up the interrupted school year at the start of semester 2, before closing again in late November. In January 2021, a new school year started, albeit 2 months late. **Exhibit 1.3** compares the 2019–2020 and 2020–2021 school years to a normal year.

**Cambodia School Year, 2019–2020 through 2020–2021**



To respond to the disruption to the school year, All Children Reading helped make sure that student books and supplemental reading materials were taken home. The program developed home learning workbooks, aligned to the curriculum, to provide students opportunities to practice and give parents a tool to track their child’s progress at home. Teachers supported project literacy coaches (LCs) to communicate with parents, and teachers met with parents during small group lessons in villages surrounding the school. Resources were also made available through the *Komar Rien Komar Cheh* Facebook page.

The materials made available in All Children Reading-supported provinces were not available elsewhere, including in Battambang, which as a control province, has yet to implement *Komar Rien Komar Cheh*. In Battambang, MoEYS produced video lessons that were broadcast on television and streamed online. Through teachers, MoEYS also delivered worksheets for students to complete at home.

Across both Kampong Thom and Battambang, 79% of grade 1 teachers said they

visited homes and 86% said they conducted small learning groups at the community level. This approach was endorsed by MoEYS.

When schools re-opened in September for an abbreviated second semester, classrooms were limited to 25 students each. To ensure this limit was enforced, schools were divided into groups based on their enrollment. Students in small schools, that were able to operate on a single group schedule, attended 6 days of class per week. Students in larger schools either operated on a double group schedule, meeting 3 days per week, or on a triple group schedule, meeting 2 days per week. Teachers in Kampong Thom, the intervention province, received specific guidance on what lessons to teach and what content to review in a revised scope and sequence from the MoEYS, developed with support from All Children Reading. Teachers in Battambang received more general guidance—to review and remediate as needed, and for schools to determine how much of the semester 2 curriculum would be covered.

To better understand the experience of grade 1 and grade 2 students in Cambodia during the 2019–2020 school year, and the subsequent impact of school closures and mitigation efforts on students’ reading outcomes, USAID supported All Children Reading to conduct a two-part study: Part 1, referred to in this report as the *Monitoring Study*, leveraged existing monitoring tools and project LCs to conduct teacher and caregiver interviews, classroom observations, and home learning booklet reviews in 100 schools in Kampong Thom and Kampot; Part 2, referred to as the *EGRA Study*, entailed using samples, procedures, and instruments developed as part of the All Children Reading impact evaluation to administer the Khmer EGRA with 1,044 grade 1 students and 1,031 grade 2 students in 131 schools in Kampong Thom and Battambang, supplemented with short student, teacher, and school director interviews. This report will present the design and findings of the *EGRA Study* (Part 2) first, then will present and draw on the findings of the *Monitoring Study* (Part 1) to shed light on potential drivers of students’ reading outcomes.

## ***EGRA Study Component***

*(January–February 2021)*

### **Research Questions**

All Children Reading–Cambodia and MoEYS designed the EGRA Study to answer the following RQs.

**EGRA RQ1.** What are students’ literacy levels in grade 1 and grade 2?

**EGRA RQ2.** How does this compare to the same point in the curriculum in 2019?

### **Measuring Impact**

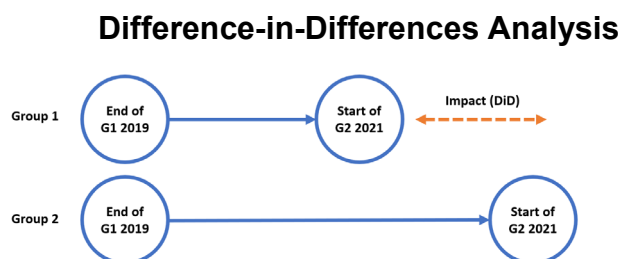
This study compares two study groups, sampled from Battambang and Kampong Thom A, at two timepoints: June 2019 and January 2021. To detect the impact of school closures on students’ reading outcomes, we collected data at the earliest

timepoint possible given COVID-19: between January 28 and February 11, 2021, 2 to 4 weeks into semester 1 of the 2020–2021 school year. The target group of grade 1 students had then matriculated to grade 2, having recently completed semester 2 of the 2019–2020 school year in November. Hence data collected at the start of grade 2 were used as a proxy for the end of grade 1 2020 and were compared to student data collected at the end of grade 1 in 2019.

Battambang, initially designated the comparison group for the All Children Reading impact evaluation, was included in this study to both contextualize changes in reading performance in Kampong Thom A compared to in a typical province, and to collect data on the potential effects of MoEYS interventions introduced in response to school closures. Battambang was carefully selected at the All Children Reading impact evaluation baseline to be comparable to Kampong Thom A, as it has a similar socioeconomic and urban/rural makeup.

Sampling weights were applied to all analysis; this combined with the proportional sampling approach ensured that estimates of learning outcomes were representative of the intended areas of intervention.<sup>21</sup>

A typical difference-in-differences analysis was applied to measure impact. This is a calculation of the difference between midterm average and baseline average for the control and treatment groups, as shown in **Exhibit 2.1**, below.



If control and treatment averages were not balanced, a control model difference-in-differences would be calculated; however, that was not necessary for the impact evaluation presented in this report.

Impact was assessed in two formats, first, as a difference-in-differences in the unit of assessment, such as percent correct responses or correct words per minute (cwpm). Second, the impact will be shown as a standardized average, specifically a Cohen’s *d* effect size. Cohen’s *d* is calculated by dividing the difference-in-differences by the pooled standard deviation. An effect size of 0.2 is considered a small effect, 0.5 a medium effect, and 0.8 a large effect.<sup>22</sup> This effect size ranking creates a useful comparable measure by standardizing the unit of impact, so with careful consideration of context, impacts can be compared across program pilots and other

<sup>21</sup> RTI International. (2020). Student performance in early literacy: Midterm report. *All Children Reading – Asia*. Prepared for USAID Contract No. AID-OAA-TO-16-00017. Research Triangle Park, NC: RTI International.

<sup>22</sup> Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, N.J.: L. Erlbaum Associates.

studies.

To understand the factors related to impact and student performance more generally, a multivariate linear regression was calculated to assess the extent to which varying important factors influenced student performance. Factors with a statistically significant influence will be reported in the Main Results section.

### Sampling

For the All Children Reading–Cambodia impact evaluation, a school sample was drawn to detect an effect size of 0.2 standard deviation difference between performance in the intervention and control groups. When sampling school clusters, variability across and within schools is an important consideration of estimating an optimal and efficient sample size. An intra-cluster correlation (which compared the variance within and between school clusters) calculated at baseline was 0.07, lower than the 0.2 used to estimate sample sizes. This means that for this impact evaluation, the sample size was sufficient. The sampling was conducted using probability proportional to school size, resulting in a sample with demographic characteristics very similar to those of the population the sample was intended to represent. The number of schools with students randomly sampled at the end of the 2018–2019 school year that again had students randomly sampled at the start of the 2020–2021 school year is shown in *Exhibit 2.2*, below.

During the 2021 data collection, students just beginning grade 1 were also sampled and assessed. These data will be used as a comparison point for the impact evaluation endline study, scheduled to be conducted at the end of the 2020–2021 school year. This report is focused on a comparison of the shaded samples. Approximately 8 students were sampled per grade, per school.

**Number of Schools Sampled  
End of School Year 2018–2019, Start of School Year 2020–2021**

Treatment	Sampled Number of Schools	Sampled Number of Students			
		Boys	Girls	Boys	Girls
<b>School Year 2018–2019</b>					
		<b>End Grade 1</b>		<b>End Grade 2</b>	
Kampong Thom Intervention A	<b>64</b>	255	256	246	259
Battambang Control	<b>67</b>	266	265	262	263
<b>Total</b>	<b>131</b>	521	521	508	522
<b>School Year 2020–2021</b>					
		<b>Start Grade 1</b>		<b>Start Grade 2</b>	
Kampong Thom Intervention A	<b>64</b>	258	253	259	250
Battambang Control	<b>67</b>	264	269	259	263
<b>Total</b>	<b>131</b>	<b>522</b>	<b>522</b>	<b>518</b>	<b>513</b>

## **Monitoring Study Component**

*(October–November 2020)*

### **Research Questions**

For the monitoring component of the study, we sought to answer the following RQs:

**Monitoring RQ1.** With schools re-opening for a shortened second semester, what are teachers doing in the classroom specifically to address potential learning loss during school closures?

**Monitoring RQ2.** During semester 2, what are students doing on days they are not in school/learning from home, due to school group schedules?

**Monitoring RQ3.** What reading-related activities did students do at home during school closures? How did teachers and families support students' reading during school closures?

### **Developing the Evidence Base**

To answer the above questions, data collected through multiple sources at each school were triangulated to develop a more reliable description of the situation in Cambodian schools and communities. Data collected were matched between the school, teacher, student (through home learning booklets), and caregiver. At each school, data collectors interviewed and observed one teacher, reviewed the home learning booklets of two students in that teacher's class, and interviewed two parents or caregivers (one per student). Interview and observation responses were then tabulated and grouped by research question.

### **Sampling**

For this study, a purposeful sample of 50 schools was drawn. Of these, data were collected from grade 1 teachers in 25 schools in Kampot and from grade 2 teachers in 25 schools in Kampong Thom. The second sampling criterion was scheduling group: 15 schools selected had 3 groups, 25 schools had 2 groups, and 10 schools had 1 group. The third sampling criterion was overall school quality, as determined by the LC: 20 schools in the sample were considered to be "high performing" schools that are well-managed, with strong teachers and evidence of learning, and 20 were considered to be "low performing," with weak management, some struggling teachers, and little evidence of learning. Single group schools were not categorized by performance.

## School Sample for Monitoring Study

	Groups	Performance	Sample
Kampong Thom	2 days per week (3 groups)	High performing	3 schools
		Low performing	3 schools
	3 days per week (2 groups)	High performing	7 schools
		Low performing	7 schools
	6 days per week (1 group)	N/A	5 schools
	Kampot	2 days per week (3 groups)	High performing
Low performing			4 schools
3 days per week (2 groups)		High performing	5 schools
		Low performing	6 schools
6 days per week (1 group)		N/A	5 schools

When selecting caregivers to interview (and student home learning booklets to review), LCs conducting the interviews were directed to select 1 caregiver who belonged to a Facebook messenger group and 1 caregiver who did not (and should have received phone calls from teachers instead) for each school. Across the two provinces, 50 caregivers belonging to Facebook messenger groups and 47 caregivers not belonging to messenger groups were sampled.

## D.2 COVID-19 Return to School Temperature Check Study

*September- October 2021*

### Purpose

Due to increasing rates of COVID19 infection in Cambodia, primary schools have been closed since February. In Kampong Thom, Kampot, and Kep, All Children Reading rolled out comprehensive activities to support learning at home – including delivering learning materials to all students homes (including home learning workbooks), providing hard copy instructions to parents for how to follow the lessons each day, posting daily lesson content on the project’s Facebook page, conducting weekly check-ins between literacy coaches and teachers, and supporting regular phone calls and Facebook messaging to parents. The project has carefully monitored these activities, confirming that 75% and 65% of grade 1 and 2 students in Kampong Thom and Kampot, respectively, received home learning materials and that in Kampot, 40% of parents have received phone calls while another 41% have received messages through dedicated facebook messenger groups in the past month. In Kampong Thom, 20% of parents have received phone calls and additional 47% have received support through participation in facebook messenger groups.

Still, students have essentially missed an entire year of explicit reading instruction. When schools reopen, they, and their teachers, will need intensive and targeted support, to help students make up for lost learning; to sustain the gains of *Komar Rien Komar Cheh*; and to protect the investments of USAID in Kampong Thom, Kampot and Kep. Currently, the All Children Reading team planning to target the following:



- Work with the PED at the central level to revise the existing Grade 2 scope and sequence (and advise for Grade 3) with some more time for review built into the beginning of the year.
- Advocate that Thursday be treated as another school day, to increase teaching time. If Thursday is set aside for review, provide a timetable for this review using existing materials/teaching techniques.
- Retrain Grade 2, and possibly Grade 1, teachers on the whole KRKC package (10 days total), including formative assessments and simple strategies for helping struggling students in the classroom.

To help inform these measures, we propose a “temperature check” study with the aim of understanding teachers’ current status, well-being, concerns, capacity gaps, and plans for reading instruction when schools reopen; as well as measurement of students levels of reading proficiency. We seek the views and opinions of those closest to the problems created by this year of disrupted learning, who will be also be tasked for fixing it. Preliminary findings will be communicated to MoEYS and USAID by mid- November, to help inform the implementation of remediation activities for both teachers and students in the 2022 school year.

### **Research Questions**

1. What is the current situation of early grades teachers in Kampong Thom and Kampot? Are they planning to/willing to return to teaching at the school where they were last teaching, or at another school? Have they moved or are considering leaving teaching?
  - a. How much re-training will be needed, for new and transferring teachers?
2. What are teachers’ concerns and priorities for students’ learning as they look forward to the 2022 school year?
  - a. What components of the *Komar Rien Komar Cheh* package do teachers need the most support on (through training and remediation activities)?
3. What are students’ current reading levels in grade 1 and grade 2, relative to where they should be in the curriculum at the beginning of semester 2?

### **Scope and Sample**

A purposeful sample of 100 schools will be drawn from two provinces, Kampong Thom (50 schools) and Kampot (50 schools). The number of schools sampled from each district within the two provinces will be proportional to the number of schools in each district as a percent of the overall provincial school count. Schools will be randomly sampled from each district. We will substitute randomly sampled replacement schools in all cases where the originally sampled school is deemed un-reachable due to COVID 19 precautions and policies. Before sampling, we will also drop two districts in Kampong Thom (Prasat Sambo and Prasat Balaing) because they do not have LCs, as well as one district in Kampot (Banteay Mease) due to COVID19- related complications. Grade 1 and 2 teachers from the sampled schools will be interviewed by phone. We will target 8 grade 1 and 8 grade 2 students (4 boys and 4 girls) for assessment in each school. However, this will be dependent on the number of caregivers who choose to bring their children with them when asked to the school.

Kampong Thom	Kampot
8 Districts	7 Districts
50 schools	50 schools
1 School Director/school	1 School Director/school
1 G1 and 1 G2 teacher per school	1 G1 and 1 G2 teacher per school
8 G1 students/school	8 G1 students/school
8 G2 students/school	8 G2 students/school

### Sample Bias

Currently, who comes to the school to pick up materials is not representative of the entire student population. This reality is exacerbated as cases continue to spread throughout the provinces – most recently in Kampong Thom). Students who live closer to the school (and probably get more support as a result) are more likely to come to the school. We can call families that live further away and schedule a time for them to come to the schools, but it will have to be on a voluntary basis.

We will address this in three ways:

1. Gather an estimate of what percentage of students these non-random groups who are coming to the school represent: what share of a school's enrollment have been able to get to school regularly to pick up materials and receive other support.
2. During reporting and dissemination, discuss this limitation when reporting on the subgroup of students, while indicating the proportion this group comprises, on average, out of the entire grade.
3. Include a survey question to teachers on the differing impact of COVID on different groups of students.

## Annex 7. Performance Indicator Tracking Table

### Performance Indicator Tracking Table—Targets and Final Reporting

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project****
<i>Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction.</i>										
OI.1	At least 75% of teachers in target schools demonstrate effective use of TLMs	Outcome	Province	0 Date: April 2017	0 0	75% 94% (975/1036)	75% 97% (927/954)	75% 94% (3,008/3,185)		75% 96% (1,902/1,990)
1	Number of primary or secondary textbooks and other TLM provided with USG assistance (ES.1-10)	Output	Type	0 Date: April 2017	Direct 2000***	189,450 194,446	291,502 580,657	517,490 1,355,035	4,260	1,032,302 2,134,398
					Indirect 0	5,100 19,053	9,555 371,948	214,261 627,705		10,902
1b	Number of primary or secondary textbooks and other TLMs that are inclusively representative provided with USG assistance (ES 1-49).	Output	Type	0 Date: April 2017	Direct 2000	189,450 194,446	291,502 580,657	517,490 1,355,035	4,260	1,032,302 2,134,398
					Indirect 0	5,100 19,053	9,555 371,948	214,261 627,705		10,902
2	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (ES1-11)	Output	Province	0 Date: April 2017	0	1,282 1,568	3,081 3,322	3,550 4,723		7,913 9,613
<i>Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1 and grade 2 are developed.**</i>										
<i>Result 1.2: The training content and materials, coaching, and teacher support tools necessary to accompany the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed.**</i>										
<i>Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed.**</i>										
<i>Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed.**</i>										
<i>Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning.</i>										

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project****
OI.2	Value of new private sector, USG funding, and other funding sources contributed through PPPs (in USD)***	Outcome	Org Type (CSO, DPO, FBO, NGO, etc.)	0 Date: April 2017	0	██████ ██████	██████ ██████	██████ ██████		██████ ██████
<i>Result 2.1: Enhanced coordination and communication among MoEYS's implementing partners.</i>										
3	Number of new USG-supported partnerships formalized	Output	Org Type (CSO, DPO, FBO, NGO, etc.)	0 Date: April 2017	8	3 2	3 5	3 0		17 7
<i>Result 2.2: The adoption of the MoEYS EGL program by other actors, including nongovernmental organizations (NGOs) and development partners is promoted.**</i>										
<i>Result 2.3: Sub Result 2.3. Increased engagement with parents/caregivers, community members, and the private sector to promote inclusive early grade learning.</i>										
4	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance (ES 1-13)	Output	n/a	0	0	19 11	11 14	6 35		44 60
<i>Result 2.4: Strengthened public and private resources and services to support the scale-up of the inclusive early grade learning program and in particular the literacy component.**</i>										
<i>Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable</i>										
OI.3	Percentage of primary schools in Cambodia implementing the new teaching and learning package supported by USG, other Donors/NGOs and MoEYS	Outcome	n/a	0 Date: April 2017	0	14% <u>14%(989/7,144)</u>	30% <u>32% (2,300/7,144)</u>	35% 38% (2731/7,144)		35% 38% (2731/7,144)
4b	Number of public and private schools receiving USG assistance (ES. 1-50)	Outcome	Public/ Private	0 Date: April 2017	0	Public: 1,000	Public: 2,143	Public: 2,500		Public: 2,500
						Private: 0	2,302	2,931		2,931
						Private: 0	Private: 0	Private: 0		
						1	0	0		
<i>Result 3.1: The EGL program is implemented with direct support from the project (materials, training and coaching) in at least two provinces to improve instruction and student learning outcomes</i>										

<sup>23</sup> To be calculated, pending on UNESCO data.

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project****
5	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES.1-7)	Output	Sex	Direct: 0 Date: April 2017	0	589 676 (461)	1,024 1,655 (1,098)	1,966 3,028 (2,070)		3,579 5,359 (3,629)
				Indirect: 0 Date: April 2017	0	693 929 (747)	1,987 3,177 (2,348)	1,159 1,994 (1,040)		3,974 6,100 (4,135)
6	Number of primary or secondary educators who complete professional development activities with USG assistance (ES 1-6)	Output	Sex Trained in special education content	0	0	Direct: 589 676 (747)	1,024 1,655 (1,098)	1,966 3,028 (2,070)		3,579 5,359 (3,629)
						Indirect: 693 929 (747)	1,987 3,177 (2,348)	1,159 1,994 (1,040)		3,974 6,100 (4,135)
7	Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance (ES 1-8)	Output	Sex	0	0	Direct: 589 676 (461)	1,024 1,655 (1,098)	1,966 3,028 (2,070)		3,579 5,359 (3,629)
						Indirect: 693 929 (747)	1,987 3,177 (2,348)	1,159 1,994 (1,040)		3,974 6,100 (4,135)
8	Total number of person hours of teachers/educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Output	Sex	Direct: 0 Date: April 2017	0	50,776 50,040 (36,152)	82,488 83,944 (58,164)	167,600 128,324 (89,549)		133,264 262,308 (183,865)
				Indirect: 0 Date: April 2017	0	59,616 66,888 (53,784)	143,064 190,144 (130,864)	84,240 58,648 (29,064)		286,920 315,680 (213,712)
9	Number of learners reached in reading programs at the primary level with USG assistance (ES.1-5)	Output	Sex	Direct: 0 Date: April 2017	0**	50,910 24,351 (12,176)	98,670 50,869 (25,189)	168,409 217,802 (103,339)		317,989 293,022 (140,704)
				Indirect: 0 Date: April 2017	0**	3,090 40,631 (20,255)	2,100 107,652 (50,726)	25,997 41,103 (19,223)		31,187 189,386 (90,204)

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project****
9b	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations (ES 1-45)			Direct: 0% Date: April 2017	95% N/A	95% N/A	95% 95% (150,446/154,447)	95% 101% (214,264/ 212,179)		95% 99% (364710/366626)
				Indirect: 0% Date: April 2017	0	95% N/A	95% 98% (72,315/73,871)	95% 100% (41,103/41,103)	95% 99% (113418/114974)	
10	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance (ES 1-3)	Output	Sex	0	0	50,910 24,351 (12,176)	98,670 50,869 (25,189)	168,409 217,802 (103,339)		317,989 293,022 (140,704)
						3,090 40,631 (20,255)	2,100 107,652 (50,726)	25,997 41,103 (19,223)	31,187 189,386 (90,204)	
10b	Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance (ES. 1-53)****	Output	Sex	n/a n/a	n/a n/a	n/a n/a	6,000 6,800 (3,318)	6,000 7,001 (3,517)		12,000 13,801(6,835)
				<i>Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools.</i>						
11	Number of service providers trained who serve vulnerable persons (ES.4-2)	Output	Sex	0 Date: April 2017	9	566 4,421 (2,379)	600 4,458 (2,767)	3,932 6,162 (2,499)		5,098 15,041 (7,645)
12	Number of vulnerable persons benefitting from USG-supported social services (ES.4-1)	Output	Sex	0 Date: April 2017	0	2,823 3,132 (1,566)	10,798 5,909 (2,908)	8,799 22,707 (10,801)		22,420 31,748 (15,275)
				Indirect: 0 Date: April 2017	0	4,097 (2,048)	10,765 (5,073)	4,110 (1,922)	18,972(9,043)	
13	Number of students with disabilities assessed using adapted assessment methods (including from partner organizations and MoEYS)	Output	Sex	0 Date: April 2017	0	30 96 (61)	0	173 0		203 96 (61)
14	Number of USG-assisted organizations and/or service delivery systems that serve vulnerable persons strengthened (ES.4-3)	Output	Org Type	0 Date: April 2017	3 3	16 14	16 16	16 17		51 48

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project****
<i>Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program.</i>										
15a	Number of education administrators and officials who complete professional development activities with USG assistance (ES.1-12)	Output	Sex	0 Date: April 2017	20	858 463 (100)	858 471 (138)	227 1329 (480)		1,963 2,346(728)
15b	Number of host country higher education institutions receiving capacity development support with USG assistance (ES 2-1)*****	Output	Public/Private	n/a	n/a	n/a	n/a	2 20		2 20
15c	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance (ES 2-52)*****	Output	Sex	n/a	n/a	n/a	n/a	100 (40) 150 (77)		100 (40) 150 (77)
<i>Result 3.4: Strengthened assessment systems that track student learning.</i>										
16	Number of learners assessed using harmonized EGRA (including from partner organizations and MoEYS)	Output	Sex	0 Date: April 2017	2400	5,616 9,949 (5,000)	6,752 0	1,696 2,470 (1,234)		16,464 12,419(6,234)
17	Number of MoEYS and partner organization staff trained on harmonized EGRA and/or adapted assessment for students with disabilities	Output	Sex, Org Type	0 Date: April 2017	30	30 29	30 0	30 0		90 29
<i>Result 3.5: Strengthened MoEYS capacity to effectively plan, manage, implement, and monitor inclusive early grade learning and develop relevant and responsive education policies for children with disabilities.</i>										
18	Number of laws, policies, policy briefs, reports, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Output	Type	0 Date: April 2017	2 0	3 1	2 0	2 2		9 3
Increase early grade reading skills in Cambodia										
OI.4	Percent of grade 3 students who demonstrate reading with comprehension on grade 3 national exam*	Outcome	Sex	Overall: 35% Girls: 32% Boys 38% (Date: 2015 Nat'l Assessment)	n/a	n/a	Updated Baseline (2020 Nat'l Assessment) 42.3%	45% N/A		45% 42.3%

No.	Indicator	Indicat or Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Extension (Oct-Dec 2021)	Life of Project*****
OI.5	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance (ES.1-1)	Outcome	Sex			Baseline Overall: 11% Girls: 14% Boys: 8%	n/a	16% n/a		16% n/a
OI.6	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of primary school (or grade 6, whichever comes sooner) with USG assistance (ES.1-2)*	Outcome	Sex	Overall: 41% Girls: 48% Boys 32% (Date: 2016 Nat'l Assessment)		n/a	n/a	n/a		n/a
OI.7	Percent of teachers receiving the EGL intervention who reach Level 2 or higher during year of implementation of teacher training and coaching	Outcome	Sex	April 2017 0	0	15% 67% (305/457)	60% 61% (542/887)	60% N/A		60% 62% (829/1,344)

\*Indicator OI.6 will not be used as a measure of program performance as no students who benefitted from improved instruction will have reached grade 6 by 2020-21.

\*\* No indicator, but this is a contribution through deliverables to Indicator 1

\*\*\* Measuring the success of public and private resources and services strengthening will be captured and measured as part of OI.2.

\*\*\*\*New indicator

\*\*\*\*\*Life of Project is calculated by adding each of the four years, when reporting for that year is finalized in the annual report



## **Annex 8. Electronic Datasets (if any)**

[As applicable, provide the link to the electronic datasets that are collected, using USAID funds, used during the Activity's implementation]



## Annex 10: Report:

### 4. Recommended Classroom-Based Student Learning Assessment

#### **Summary and background of the All Children Reading–Cambodia project classroom-based student assessments**

*For detailed background information related to the classroom-based student assessments as part of this project, please refer to the previous year’s classroom-based student assessments report.*

In brief, in 2016, the U.S. Agency for International Development (USAID) asked RTI International to conduct a survey of classroom-based student learning assessments and national evaluations in Cambodia and provide recommendations. It was found that many assessments were being suggested in the Cambodian context with very little actual follow-up on the results of the assessments to support students and improve student learning.

In response to RTI’s report on this survey, the All Children Reading (ACR)–Cambodia project supported the Ministry of Education, Youth and Sport (MoEYS) to improve existing monthly assessments required by the MoEYS (rather than create new assessments in an already full assessment agenda). Specifically, the project team in collaboration with the MoEYS Khmer technical team revised the first part of the grade 1 and grade 2 monthly assessments—the results of the first part of the monthly tests are shared with school, district, and provincial leadership for reporting purposes. Then, the project created new content for a formative assessment (part 2) to go alongside part 1 of the monthly assessment. The results from part 2 of the monthly assessments are not meant to be shared outside of the classroom, thus making it more likely that the results will be a realistic snapshot of how well students are learning the content (and which students are struggling in particular). We also provided specific guidance to teachers (both in the instructions and in the teacher training) about how to use the results of the monthly assessments to identify content that many students struggle with as well as to identify specific students who are struggling with the content overall. Finally, teachers were provided with very specific and simple strategies to support students based on the results of the monthly assessment—for example, review activities for all students to do every day as well as targeted activities for specific students. In addition to the monthly assessments, the MoEYS requires semesterly assessments—one at the end of the first semester and one at the end of the second semester. These assessments follow a similar pattern as the monthly assessments, and the project was able to include a formative assessment (part 2) to these assessments as well.

In addition to providing more structure and specificity to the monthly assessments along with actionable, practical ideas for how to use the results, during every classroom observation the ACR–Cambodia Literacy Coaches were also trained on how to assess four random students using a simple 10-item assessment. The coaches recorded the results of these assessments in the classroom observation form, then shared the results with teachers during the feedback conversation at the end of the lesson. The coaches were trained to recommend specific strategies for supporting all students as well as specific students, depending on the results (for example, if all four students got the same content wrong that week, then the Literacy Coach would suggest the teacher review or even re-teach the relevant lessons to the

whole class; if one student struggled with more than 70% of the content in the assessment, then the coaches would recommend specific, simple strategies to support that individual student).

In addition—and although very simple, this should not be overlooked—the project built formative assessments into the teacher’s guide, in both daily lessons as well as review lessons. As described in the project technical documents and reports, the instructional routines for every activity in the Khmer lesson follow the gradual release of responsibility teaching method. This method—commonly referred to as “I do, we do, you do”—provides a chance for the teacher to first demonstrate or model a new skill (for example, blending the new, target letter with other letters already taught to read syllables and words; “I do”). Then, the teacher and students practice the new skill together (either practicing with the same example or a new example; this should be done together—not choral reading; “we do”). Finally, the students practice in pairs and then practice on their own (“you do”). During the “you do” portion of the activity, the teacher is instructed to walk around the classroom (novice teachers), stop and listen to/watch different students reading or writing (more advanced teachers), and support students who are struggling by repeating I do, we do, you do with each example (advanced teachers). These actions taken by the teacher during “you do” are meant to serve as a formative assessment (with examples of what this looks like for different levels of teacher capacity) that provides teachers with a rapid glimpse of how students are performing with the new content (and of which students are struggling in particular). Similarly, in review lessons, most of the activities are only “you do,” which gives the teacher ample opportunities to determine how well students have learned the content.

In summary, the project has incorporated classroom-based student assessments at different levels of the curriculum and school year and for the different capacity levels of teachers, including minute by minute (included in the teacher’s guide), daily (included in the teacher’s guide), twice monthly (included in the Literacy Coach visits), monthly (included as part of the MoEYS monthly assessments), and semesterly (included as part of the MoEYS assessments) (RTI and the Gates Foundation, *Science of Teaching for Foundational Literacy and Numeracy, Assessment-Informed Instruction: Classroom Level*, 2021).

In addition to these formative assessments, the project also employed various summative assessments that have fed into the program design and ultimately informed classroom instruction. These assessments include a project baseline Early Grade Reading Assessment (EGRA) in 2018; a midline EGRA in 2019 to determine results after one year of implementation (especially for grade 1 students); a small scale, rapid EGRA at the beginning of the 2020–2021 school year (January 2021) to assess the impact of school closures as a result of the coronavirus disease 2019 (COVID-19) pandemic; and a simple ASER-inspired assessment to gauge how well children were learning after additional school closures in the 2020–2021 school year (September 2021). The results of this final assessment will be discussed in more detail below, as they inform the project’s classroom-based student assessment recommendations going forward. *\*It should be noted that many of these larger assessments were accompanied by teacher, caregiver, and student surveys to provide a more holistic picture of the learning situation in addition to the quantitative student assessment data collected.*

*\*\*For more information about the specific methods and results of these studies, please refer to relevant project reports.*

### **Classroom-based learning assessments in the time of COVID-19**

When schools closed due to the COVID-19 pandemic in both 2020 and 2021, classroom-based student assessments were clearly not an option. However, the ACR–Cambodia project team in collaboration with the MoEYS Khmer technical team quickly went to work to create tools that could be used as assessments by teachers and parents/caregivers at home.

The ACR–Cambodia project created grade 1 and grade 2 home learning workbooks that support learning at home. These workbooks include reading and writing tasks to help students review content from the last three lessons (one home learning workbook lesson includes content from three lessons in the curriculum). Although the tasks were primarily meant to be used as a review with support from parents/caregivers, the instructions to parents/caregivers in the workbook suggested that they could ask their child to complete the last reading and writing activity on their own and then check their child's work (a list of correct answers is provided for parents/caregivers at the back of the workbook). The results of these activities could then be shared with the teacher or Literacy Coach, and ideas for how to support their child could be discussed. These home learning workbooks have been provided to all *Komar Rien Komar Cheh* schools since 2020, and as of September 2021, these workbooks have also been provided to all grade 1 and grade 2 students throughout the country as part of the MoEYS home learning package.

In addition to what the project provided to *Komar Rien Komar Cheh* schools, the MoEYS also created weekly worksheets, using a lot of the same activities as in the *Komar Rien Komar Cheh* home learning workbooks. The intention was that the teachers would distribute these worksheets to students once per week (either through individual family visits to the school or visits to the villages around the school by the teacher), and then the teacher would collect and check the worksheets the following week. These worksheets were meant to support learning at home as well as help teachers gauge how well students were learning the content at home. The project does not have data on how these worksheets were actually used and the results of these worksheets over time.

### **Recommendations for classroom-based student assessments going forward**

Recently, RTI partnered with the Gates Foundation to create how-to guides on assessment-based instruction in low- and middle-income countries as part of the *Science of Teaching for Foundational Literacy and Numeracy* initiative (see textbox below for more information). In the guides, leading experts in early grade reading and assessments provide the following recommendations when considering classroom-based student assessments to inform instruction:

- Consider the capacity of teachers and the resources available to them
- Consider the amount of time required for assessments and the opportunity benefits and costs of conducting classroom-based reading assessments
- More important than the results themselves are the actions taken by the teachers in the classroom based on the results; make sure assessments are followed by actionable, practical next steps

- Keep assessments and next steps to support students *simple*

For more information about the RTI and Gates Foundation *Science of Teaching for Foundational Literacy and Numeracy* initiative, please visit the website here: [Home - Science of Teaching](#).

For direct access to the assessment-based instruction how-to guides, please visit the following sites:

- Link for the Classrooms guide: <https://bit.ly/aiclassroom>
- Link for the Systems guide: <https://bit.ly/aissystems>

In this extremely challenging and unique time as schools begin to re-open in Cambodia, the education sector is eager to determine how well students learned while at home and which students need specific support to catch up. The MoEYS along with development partners are anxious for teachers to conduct extensive diagnostic assessments of every student and then categorize students into specific groups for varying levels of support that are provided with high quality by the teacher. This is an important endeavor, but it should also be balanced with realistic expectations and practical actions.

Referring again to the recommendations made in the assessment-based instruction how-to guides referenced above, it is critical to consider the context in Cambodian schools and classrooms:

- **Social and emotional status of teachers and students.** Teachers and their students are returning to the classroom after many months of interrupted teaching and learning. Teachers are not only getting used to being in the classroom again managing many students with different needs, but they are also bringing their own personal social and emotional status into the classroom—including the many physical, economic, and emotional stressors placed on teachers and families during the pandemic. The mental and emotional load and capacity of teachers and students should be especially considered at this time.
- **Recall of quality teaching methods.** More than 32% of schools in Cambodia are now using the *Komar Rien Komar Cheh* early grade learning package in their grade 1 and grade 2 classrooms, and more teachers will be trained on this package and teaching approach in the new, 2021–2020 school year. However, as teachers have been out of the classroom and have not had much time to practice these new teaching approaches, teachers may struggle to remember how to teach the early grade Khmer and math subjects using the *Komar Rien Komar Cheh* package. Just remembering how to teach the normal lessons, use the materials, and manage the classroom will require significant mental effort. This challenge applies to teachers in schools not yet using the *Komar Rien Komar Cheh* package, as they will still have to recall how to provide quality instruction to their students. Adding additional

requirements and activities for teachers, especially at the beginning of the school year, may be untenable.

- **Limited instruction time.** The MoEYS continues to emphasize the need to focus on the primary subjects of Khmer and math in the early grades, in some cases increasing the school day to 5 hours (instead of 4 hours). This is a great effort. However, instruction time is still limited in Cambodia, as the school day is only half day. Therefore, we must consider how much time is taken up in doing assessments, especially if assessments are not something teachers are familiar with or comfortable doing (and therefore take up more time). One of the observations made by the RTI team in the 2016 report to USAID was that assessments tend to take up a lot of valuable instruction time, and the results are not used in an effective way, essentially resulting in a loss of time without the benefits of increased learning outcomes.
- **Limited resources and training.** Most teachers in Cambodia are required to complete 12 years of primary and secondary school plus 2 years of teacher training. The teacher preparation training does not include extensive training on how to conduct and use reading assessments (only until 2021 with the adaption of the teacher education college Khmer modules for the provincial teacher training college curriculum as part of ACR–Cambodia). As a result, teachers are not well equipped to know how to conduct any kind of reading assessment to inform instruction.

As referred to above, the project conducted an ASER-inspired assessment with grade 1 and grade 2 students in two project-supported provinces (Kampot and Kampong Thom) in September 2021 (*again, for more information about this assessment, please refer to project specific reports*). At the time of the assessment, students had been out of school again for 6 months (from March 2021, not including the time they were out of school in 2020). Based on guidance from the MoEYS about the adapted 2020–2021 school calendar, students would have been half-way through second semester content at the time of the assessment. Using a tool similar to the ASER assessment and adapted to the Khmer context and language, Literacy Coaches assessed individual students by giving them two assessments—one moderate task and then one either more difficult task or one simpler task. Based on performance on the second task, students were then placed into four categories during the data analysis—students who would benefit from significant review (basically re-teaching of content), students who would benefit from much review, students who would benefit from some review, and students who would benefit from a little review (but are otherwise on track meet grade-appropriate reading outcomes). Interestingly and most applicable to the new school year, based on the results of this assessment, almost half of grade 2 students (41%) tested fell into the category of benefiting from a little review (but on track to meet grade-appropriate reading outcomes). However, the same percentage of students (41%) also fell into the category of students who would benefit from significant review (in some cases, re-teaching may be required). This result is a striking reminder that students who do not master their foundational literacy skills on time will continue to fall far behind.

Schools closed about 6 weeks into the first semester of the 2020–2021 school year. The first semester of the *Komar Rien Komar Cheh* grade 2 curriculum is entirely

focused on review of the foundational Khmer literacy skills (before introducing more complicated text in semester 2). As evidenced by the results, many of the grade 2 students benefited from that review in the first semester, and because that valuable instructional time was interrupted, the students who needed that review fell much farther behind than their peers as the curriculum moved on.

Considering the limitations in this context and the needs of students at this time, the project presents the following recommendations to address the desire and need for student assessments and remediation while also balancing the reality in the classroom:

- **Provide training and ongoing support to teachers on how to conduct and use diagnostic and formative assessments**, if they will be utilized, especially on what to do with the results. Provide regular follow-up support to teachers on how to conduct the assessments and use the results. For example, consider using an ASER-inspired assessment that teachers can use to determine their students' level at different points throughout the year. Please note, however, that test items should be provided in advance to teachers (coming up with test items on their own is a very advanced skill for most teachers and should not be the expectation in this context), and training on how use the assessment, analyze the results, and use the results to support varying levels of students should be provided. (Differentiated instruction is also a very advanced teacher skill and is not common or often feasible in this context with more than 45 students in a class; teachers in this context will require extensive training and follow-up support for how to differentiate teaching to different groups of students, including step-by-step instructions and specific materials to use with different groups.)
- **Keep it simple!** As the how-to guides on assessment-based instruction suggest, teachers may vary in their ability to implement and use classroom-based student assessments. It is helpful to consider that teachers fall along a continuum from basic ability to use classroom assessments to more advanced abilities. It is useless to introduce less capable teachers to more complicated assessments and strategies to support students. Rather, approaches should consider the real level of teacher ability and then support teachers to move along the continuum. In the beginning especially, then, assessments and strategies to support students based on the assessments should be kept very simple (see specific simple recommendations below).
- **Help teachers get back into the routine of teaching and then ensure time for review and practice.** As mentioned above, teachers have been out of the classroom on and off for almost 2 years, and their recall of how to teach the content, especially in *Komar Rien Komar Cheh* schools where the content and teaching approaches are still new, may be limited. As it was in the discussions about remediation for students, consideration should be given to remediation for teachers as well. Teachers should be re-trained and supported to get back into the routine of quality instruction. If the teacher can teach the existing lessons with high quality, then more time can be provided for students to



review and practice, practice, practice. *All* students will benefit from high quality teaching and review of normal lessons.

- Prioritize content to teach rather than speeding up content.** At the national level, there is discussion about accelerating lessons in order to complete all of the content in one adapted school year and ensuring that students are able to catch up. While often referred to as accelerated programs in the education sector, an accelerated program or curriculum does not actually mean speeding up the teaching of lessons and content. Rather, it means *prioritizing* content to review or introduce to students. As the early grade Khmer scope and sequence is already very full, and research on the science of reading tells us that students should be taught one letter or phonics skill at a time with sufficient time for practice and review, the project would recommend not speeding up the grade 1 and grade 2 Khmer lessons, but rather selecting the most important content to teach or review with students at a slower pace (like the pace introduced in the *Komar Rien Komar Cheh* national reading program).
- Provide specific guidance to teachers; do not leave it open-ended.** Following from the above suggestion, the project would recommend that whatever is decided should be communicated to teachers specifically, including what to assess, what to review, and what to teach, rather than leaving it up to teachers to decide, as they do not have the capacity (time, resources, and skills) to do this on their own (as detailed above).

Based on the capacity of many teachers in Cambodia, the project would recommend use of some of the following formative assessment strategies regularly during the lesson (please note: this is not an exhaustive list, but these are examples of simple formative assessment strategies that can be quickly and regularly used to understand where students are at in the lesson).

Assessment Strategy	Record
<p>- Walk around and listen to/observe a few students reading or writing in each “you do” portion of the Khmer lesson.</p> <p><i>Minimal time needed (but not time away from the lesson, as it is included).</i></p>	<p>- Either do not record anything or place an “x” in the attendance book next to the name of students who were observed struggling (could not read or write correctly more than half of the words read/written while being observed).</p>
<p>- In each lesson or several times a week, ask 4–5 students to read letters, syllables, words, or part of a decodable passage from a previous lesson (up to 10 items or 2 sentences) while other students are working in pairs or individually in “you do.”</p> <p><i>Minimal time needed (but not time away from the lesson, as it is included).</i></p>	<p>- Place an “x” in the attendance book next to the name of students who could not read more than half of the items/words correctly.</p> <p>- In preparation for follow-up, underline specific items/words that the students did not read correctly or write the specific items down in the attendance book, if space allows.</p>
<p>- Collect students’ exercise books at the end of the lesson and check their writing</p>	<p>- Mark with an “x” in the attendance book students who incorrectly</p>

Assessment Strategy	Record
<p>from the dictation activity in the lesson (be sure to use a pure dictation activity in which the teacher does not write anything on the board during “you do,” and not a copy dictation activity in which the teacher writes the word and the students copy it, which is common in traditional Khmer instruction).</p> <p><i>Moderate time needed after the lesson.</i></p>	<p>wrote/misspelled more than half of the items/words in the exercise.</p> <ul style="list-style-type: none"> <li>- In preparation for follow-up, write the correct items/words under the incorrect items/words in the exercise books and give back to students.</li> </ul>
<ul style="list-style-type: none"> <li>- Ask students to read the letters, syllables, words in the “review corner” of the blackboard (see support strategies below) as they are entering or leaving the classroom.</li> <li>- All students can be asked to read up to three items once a week or select students can be asked to read all items every day (with different students each day).</li> </ul> <p><i>Minimal time needed (approximately 5 minutes before or after the lesson).</i></p>	<ul style="list-style-type: none"> <li>- Mark with an “x” in the attendance book students who could not correctly read more than half of the items/words in the assessment.</li> </ul>
<ul style="list-style-type: none"> <li>- After assigning lessons in the home learning workbook as homework, collect the workbooks the next day and check students’ work (this can be done with any homework assignment).</li> </ul> <p><i>Moderate time needed after the lesson.</i></p>	<ul style="list-style-type: none"> <li>- Mark with an “x” in the attendance book students who missed/were incorrect in more than half of the work.</li> <li>- Write the correct items/words under the incorrect items/words and give back to students.</li> </ul>

Based on the results of the different assessments described above, the project would recommend some of the following follow-up strategies to provide immediate support to students (again, this is not an exhaustive list, but these are examples of simple strategies that can be done to support students immediately). Follow-Up Support: Whole Class	Examples	Follow-Up Support: Individual Students	Examples
If more than half of the students are struggling to read or write correctly during the assessments, teachers can try the following strategies <b>with the whole class</b> :		If specific students are struggling with most or all of the content in the assessments, teachers can try the following strategies, <b>with individual students</b> :	
Repeat I do, we do, you do with each example in the activity.  <i>Minimal time needed (2–5 minutes).</i>	For example, if you notice most students struggling with blending syllables while walking around during “you do” for the blending syllables activity, then repeat I do, we do, you do with each syllable in the activity as a whole class.	Repeat I do, we do, you do with each example in the activity.  <i>Minimal time needed (3–5 minutes).</i>	For example, if you notice that one student is struggling to read words while walking around the classroom, stop and repeat I do, we do, you do with each of the words in the activity with that student.
Repeat some activities in the lesson.  <i>Moderate time needed (5–15 minutes).</i>	For example, if you notice that most students are struggling to write words correctly during the writing activity, repeat the phonological awareness, syllable blending, and word reading activities in the lesson, following I do, we do, you do again.	Write specific content in the students’ exercise books for them to read and copy as homework.  <i>Minimal time needed (3–5 minutes).</i>	For example, if you notice a student who could not read more than half of the words correctly in an assessment, write the words that the student read incorrectly in their exercise books and ask them to read the words with their parent/caregiver at home and copy the words in their exercise book.

Based on the results of the different assessments described above, the project would recommend some of the following follow-up strategies to provide immediate support to students (again, this is not an exhaustive list, but these are examples of simple strategies that can be done to support students immediately). Follow-Up Support: Whole Class	Examples	Follow-Up Support: Individual Students	Examples
<ul style="list-style-type: none"> <li>- Using the notes from the assessment record described above, write down all of the items/words that students got incorrect in a corner of the blackboard (called the “review corner”).</li> <li>- Ask students to read or write the content as “wiggle breaks” during the lesson or before or after the lesson.</li> </ul> <p><i>Minimal to moderate time needed, depending on whether students read or write (5–10 minutes).</i></p>	<p>For example, if after a few days of asking students to read content from previous lessons you notice that most of the students struggle to read some of the same words, write those words in the review corner. While taking attendance in the morning for the next week, ask each student whose name you call to read one word that you point to from the review corner.</p>	<p>Assign reading practice in the supplementary student book or textbook.</p> <p><i>Minimal time needed (3–5 minutes).</i></p>	<p>For example, if you notice a student struggle with blending while walking around the classroom, ask them to re-read the syllable grids and words grids in the supplementary student book with you during the break and again at home with their parent/caregiver.</p>
<p>Provide students with reading and writing assignments as homework.</p> <p><i>Minimal time needed (2–3 minutes at the end of the lesson).</i></p>	<p>For example, if you observe that most of the students are struggling to read words with the new target sound, ask students to re-read the word grids in the supplementary</p>	<p>Ask the student to complete lessons in the home learning workbook again (re-read and write the answers again in their exercise books).</p>	<p>For example, based on the assessment, if you notice that a student missed more than half of the items/words, ask them to re-do the relevant home learning workbook</p>

Based on the results of the different assessments described above, the project would recommend some of the following follow-up strategies to provide immediate support to students (again, this is not an exhaustive list, but these are examples of simple strategies that can be done to support students immediately). Follow-Up Support: Whole Class	Examples	Follow-Up Support: Individual Students	Examples
	student book and copy the words in their exercise books as homework.	<i>Minimal time needed (3–5 minutes).</i>	lessons with those target words, including re-doing the reading activities and completing the writing activities again in their exercise books.
Assign relevant lessons in the home learning workbook as homework and check students' work the next day.	For example, after every three lessons, assign the relevant home learning workbook lesson as homework. Check and correct the students' work the next day. Ask them to take the workbook home again and write the words they missed in their exercise books.	Practice/review specific activities from the lesson (or the whole lesson if there is time) with the student during breaks or before or after school (this can also be done with a small group of similarly abled students).  <i>Moderate time needed (15–30 minutes).</i>	For example, if based on the assessment, you notice a student who cannot read or write any of the words, consider re-teaching select lessons (specifically lessons with the target phonics skills that they could not read/write) with the student for 15 minutes every day after school.