

# **EVALUATION OF COMMUNITY PRESCHOOL MODALITY IN CAMBODIA**

**April-December 2015**

## **Annexes**

**(Volume II)**

Fabrice Hénard, Learning Avenue (Team Leader)

With contribution from:

Leslie Diamond, Estelle Roesch, Sok Sovannarith, Mario Fernández  
Hernández, Carole Marks, Sabine Becker-Thierry

UNICEF Cambodia Country Office  
May 2016

## CONTENTS

|  |    |
|--|----|
| Annex 1: Evaluation Terms of Reference ..... | 3  |
| Annex 2: Evaluation Matrix.....              | 9  |
| Annex 3: Evaluator’s Guide .....             | 19 |
| Annex 4: Scoring Matrix .....                | 29 |
| Annex 5: List of Key Informants.....         | 31 |
| Annex 6: Authorization Interview Form .....  | 33 |
| Annex 7: Results of the Scoring Matrix.....  | 34 |
| Annex 8: Analysis of the Scoring Matrix..... | 38 |
| Annex 9: Reference Documents.....            | 40 |

## **ANNEX 1: EVALUATION TERMS OF REFERENCE**

### **Evaluation Title: Evaluation of Community Preschool (CPS) Modality in Cambodia**

**Commissioning Sections:** Local Governance for Child Rights (LGCR) & Education, UNICEF Cambodia

#### **1. Background and Justification:**

International research shows that i) access to preschool and early learning improves a child's developmental readiness and capacity for learning throughout life and ii) that there is a high long term investment return from for nations providing quality early childhood learning – as high also \$7 for each \$1 invested.

Results from a study carried out by Cambodia's Ministry of Education, Youth and Sport and UNICEF (2007-2010) show that exposure to early learning has positive effects on a child's education, particularly in terms of right age entry to primary schooling.

A Study by the NGO Education Partnership on "The Impact of Preschools on Early Childhood Education in Cambodia" also highlighted as positive learning outcomes: the ability to interact effectively, superior ability in expression and organize ideas, improved study performance at primary school level and positive personal hygiene behaviour.

In spite of the above, 2014 estimates show that only one in three children (or 33%), between the age of 3 and 5 years in Cambodia, access and benefit from some form of early learning or preschool opportunity. This is off the mark from the Royal Government of Cambodia's Education for All target which aims to see 50 per cent of children in this age group accessing preschool programmes by 2015.

Prior to the first commune council election and establishment in 2002, the UNICEF's Community Action for Child Rights (Seth Koma) programme provided support to the Ministry of Women's Affairs (MOWA) to establish community-based child care classes with technical inputs from the Ministry of Education, Youth and Sport (MOEYS). This included training of educators, provision of teaching materials and encouragement of technical staff from provincial and district education departments to monitor the child care classes. Based on decentralized Village Action Plans (VAPs) - 693 child care classes were set up, benefiting to 13,946 (of which 7,459 girls) children (aged 3-5 years old) in 117 communes. These classes enabled young mothers and adolescent girls to attend 604 literacy classes and at the same time get involved in income generating activities.

Following the Mid-Term Review of UNICEF's Programme in 2003, the Seth Koma intervention shifted its focus from village to commune level. Six Provinces (Kampong Speu, Kampong Thom, Prey Veng, Svay Rieng, Oddar Meanchey, Stung Treng) were targeted out of twenty four provinces. This shift was aimed at ensuring better integration of child rights in Cambodia's ambitious decentralization reform through support to a number of community based services. At this point, the programme also changed its name to Local Governance for Child Rights (LGCR) programme.

In 2005, UNICEF hired a consultant to develop a resource package comprising: i - a guide for social service delivery by Communes (rural) and Sangkats (municipality), detailing the process of establishing a Community Preschool; ii – a training manual on running a Community Preschool; iii - a pocket sized booklet for Commune/Sangkat leaders; and; iv - lesson plans for the training of trainers. The consult was also to support subnational administration and commune councils and commune committees for women and children. Commune councils and commune committee members were to be supported to locally finance and manage child care classes into community preschools (CPS). The aim of this modality was to ensure the sustainability of CPS. The overall CPS goal was to increase the learning and developmental opportunities for preschool age children (3-5 years old), decrease primary school drop-out rates and improve grade 1 age 6 enrolment and school performance. Thereafter, community-based child care classes were transformed to CPS

and UNICEF decided to continue its financial and technical support throughout the Country Programme cycles 2006-2010/2011 - 2015.

By 2012 the number of children aged 3-5 accessing UNICEF-supported CPS amounted to 28,339 (14,932 girls, representing 52%) enrolled in 1,282 community preschools in 320 communes in 12 provinces (Battambang, Kampong Cham, Kampong Speu, Kampong Thom, Monduliri, Oddar Meanchey, Preah Sihanouk, Prey Veng, Rattanakiri, Siem Reap, Stung Treng and Svay Rieng). The management of the schools was supported with funding from UNICEF which also provided technical support to the National Committee for Democratic Development and the Ministry of Interior to strengthen capacity of local commune councils and Commune Committee for Women and Children (CCWC) to ensure the day-to-day operations of community preschools.

Information gathered from a validation exercise in 2012 and monitoring visits to CPS indicated a number of capacity gaps mainly involving: (a) challenges with the facilitation/management of CPS (from planning, identification of educators, contract management, monitoring, reporting, to evaluation and supporting mechanisms) and; (b) disconnects between technical assistance, guidance and support provided by the technical working group at national level (MOI, MOEYS, MOWA), to the provincial and district line departments and to the commune councils and commune committees for women and children (CCWC).

In 2013 UNICEF underwent another Mid-Term Review of its Country Programme. As a result, a decision to refocus the geographical coverage of the Seth Koma programme was undertaken. The Programme was then expected to focus in 2014, on 101 communes and 1,073 CPS over a total of 2,309. UNICEF as one of the key players of the Programme is interested in generating evidence from the experience of the implementation of the Programme. Specifically UNICEF in close collaboration with MOI and MOEYS intends to learn what has worked well and what hasn't, to inform development of Cambodian government plans and UNICEF support to CPS in the future.

## **2. Purpose and Objectives of the Assignment:**

Purpose: Findings, recommendations and lessons from this evaluation will be used to support the Royal Government of Cambodia (RGC) to identify and implement strategies for enhancing the relevance, efficiency, effectiveness, sustainability and impact of Community Preschool under government system. Evaluation findings will also inform the development of UNICEF's forthcoming Country Programme Document (CDP) 2016-2018 on its support strategies for CPS.

The primary users of this evaluation will be concerned ministries (MOEYS, MOI, MOWA,), UNICEF Cambodia and other key partners (civil society and development partners) who implement and fund community preschools in the decentralized context of Cambodia's sub national administration. Lessons learned will also be shared with sub national administrations (province and district levels) as well as commune councils to enhance integration and monitoring of CPS in existing plans.

Objectives: The evaluation has five primary objectives:

- 1) To assess appropriateness, quality and effectiveness of the current CPS modality in terms of promoting access to early learning programme and development outcomes – especially for disadvantaged children aged 3-5
- 2) To identify the key determinants for functionalization of CPS (enabling factors, barriers and bottlenecks) and opportunities that strengthen the CPS implementation and learning quality
- 3) Analyse the sustainability potential of the CPS modality to be implemented under the full ownership of Commune Councils, both administratively and financially, in the context of the National Program for Sub-National Democratic Development

- 4) To analyse the potential of CPS as an entry point for inter-sectoral ECCD services such as health, nutrition and hygiene to promote holistic child development outcomes and social inclusion at the Commune level
- 5) To assess the relevance and efficiency of the current UNICEF's support for CPS and distil recommendations and lessons to inform strategies for the new CP 2016-2018

### **3. Evaluation Scope:**

The evaluation will assess the relevance, effectiveness, efficiency and sustainability of CPS modality in the context of Decentralization and De-concentration (D&D).

Geographically the evaluation will cover an optimal 15 per cent of a total 2,300 CPS across 12 provinces<sup>1</sup> using either randomized or purposive samples for key informants interviews and focus group discussions. The evaluation will be conducted in a participatory manner – involving key stakeholders (e.g., government, civil society organizations and beneficiary groups) in all phases of the evaluation. The evaluation should also consider intervention sites via versa control groups for comparison purposes.

The evaluation will be retrospective and cover the period of 2005 to 2014 in which CPS have been supported by UNICEF. Given the closure and limited functionality of a number of CPS in the past year, the evaluation should further analyse bottlenecks and barriers and opportunities to strengthen CPS implementation in the future.

---

<sup>1</sup> Battambang, Kampong Cham, Kampong Speu, Kampong Thom, Monduliri, Oddar Meanchey, Preah Sihanouk, Prey Veng, Rattanakiri, Siem Reap, Stung Treng and Svay Rieng.

#### **4. Evaluation Questions:**

Key evaluation questions are clustered according to the evaluation criteria provided below. This initial list will be further refined and unfolded by the selected consultant and included in the inception report following desk review of key documents.

##### **Relevance**

- To what extent has CPS addressed the needs of the most disadvantaged children aged 3-5 in terms of the access to quality ECE?
- How relevant is UNICEF's support for CPS through Communes in the context of Decentralization and Deconcentration and other national strategies (NSDP)?
- Degree to which CPS contributed as an entry point for the inter-sectoral ECCD services encompassing health, nutrition and hygiene to promote holistic child development outcomes in light of the National Action Plan for ECCD?

##### **Efficiency**

- How efficient is the current CPS administrative system in terms of the technical and financial support for teachers and school operation?
- In what ways and to what extent the costs incurred to implement CPS have justify the result on child development achieved through CPS?

##### **Effectiveness**

- To what extent has CPS interventions achieved its set goal to increase the learning and developmental opportunities for preschool age children (3-5)?
- To what extent does the current CPS has contributed to teacher capacity, improved curriculum, activities and teaching materials?
- What are the enabling and constraining factors that influence the effectiveness of the CPS?
- Degree to which CPS was effective in strengthening Commune Councils capacity to deliver social services at the community level?
- To what extent has CPS programme contributed to improving the development outcomes and school readiness of children?  
Are there unintended results either positive or negative?

##### **Sustainability**

- What are the key bottlenecks on obtaining sustainability of CPS?
- What are the possible solutions for CPS to be integrated and implemented under the full ownership of the government, both financially and administratively?
- To what extent has UNICEF's support through Communes contributed to enhancing sustainability of CPS?
- To what extent has UNICEF's support been internalized and/or replicated by the government to address the needs in the areas where UNICEF has not supported?  
What lessons can be learned from the past experience to ensure full government ownership and funding in the continuation/ discontinuation and/or expansion of the CPS modality?

##### **Impact**

- Is there evidence on the extent to which CPS may have contributed to a better quality of life of children and their families?
- Has UNICEF support to CPS in the context of strengthening local administration capacity for social service delivery for children, had any impact onto the actual social delivery in terms of budgets and implementation of commune led social service initiatives?

#### **5. Methodology:**

In consultation with the Evaluation Manager and the Evaluation Reference Group the selected consultant will develop an inception report which will include, among other things a full methodological proposal. Methods to be used should include key informants interview as well as focus group discussions with UNICEF staff and relevant stakeholders at national

and sub national levels; other tools and methods can be proposed as deemed appropriate. It is expected that selected consultant will perform the following tasks in three main phases:

- **Phase 1: Inception** – conduct desk review<sup>2</sup> and develop the inception report to further refine and unfold key elements of the TOR, namely (a) objectives, expected results, timeframe and related field work, (b) evaluation questions and methodology (c) and work plan for the assignment
- **Phase 2: Data collection and analysis** – conduct field visits, interviews, meetings, data analysis and draft report preparation in line with UNEG Report Standard. The consultant will be required to hire data collection assistants and translators to complete this task and must include associated costs in the proposal and budget for this assignment.
- **Phase 3: Report** – (i) deliver a half-day validation workshop on draft findings conclusions, recommendations and lessons learned and (ii) finalization of the evaluation report

Note that a consultant responding to this recruitment will be requested to indicate in their proposals where the three phases of work should be conducted, i.e., Phnom Penh, provinces or both. Proposals should also address how field data collection and analysis will be managed. Financial proposals will be submitted by the consultants by breaking down costs such as fees, travel, sub contracts and other necessary expenses.

#### 6. Deliverables:

| Phase                           | Deliverable   | Duration | Due date   |
|---------------------------------|---|----------|------------|
| 1. Inception                    | Inception report with methodological approach and work-plan | 10 days  | March 2015 |
| 2. Data collection and analysis | Draft report  | 40 days  | April 2015 |
| 3. Finalization of report       | Validation workshop and final report                        | 10 days  | May 2015   |

#### 7. Duration of contract:

The expected duration of the consultancy is 60 working days, starting first quarter of 2015. The final report is expected by quarter two 2015, at the latest in order to inform continued programming for CPS and ECCD for 2016 and beyond.

#### 8. Official Travel:

The consultancy will be a combination of home and Cambodia based. Work time in Phnom Penh (20 days) as well as travel to field locations in selected provinces (30 days) will be required. The consultant will be provided with an office space and access to the internet and telephone. Consultants will be required to bring own laptop, camera and other necessary devices.

#### 9. Payment Schedule (Please link to deliverables to the extent possible):

The payment will be made in 3 instalments:

- 30% First payment made upon delivery and approval of inception report
- 40% Second payment made upon delivery and approval of draft evaluation report

---

<sup>2</sup> Reference documents include (a) Donor Reports relevant to the CPS initiative, (b) the Royal Government of Cambodia's National Strategic Development Plan, (c) The National Action Plan on Early Childhood Care and Development, (d) the National Program for Sub-National Democratic Development, (e) Strategic Plan on Social Accountability for Sub-National Democratic Development, (f) Education Strategic Plan 2014-2018 and (g) other relevant documents; Country Programme, Mid-Year Review; Mid-Term Review, etc.

30% Third payment upon delivery and approval of final evaluation report

Specific payment schedule will discuss with the selected consultants.

#### **10. Qualifications or Specialized Knowledge/Experience Required:**

- **Qualifications of consultant to be contracted:** Advanced Degree in Social Sciences, International Development, or similar. Excellent communication and presentation skills; and strong analytical and writing skills.
- **Work experience of consultant to be contracted:** Minimum 5years of experience leading or conducting similar evaluations. At least 8 years of experience working with programme design, implementation, monitoring and evaluation. Knowledge of / or working experience from Cambodia is an advantage. Knowledge of and experience with UN norms and Standards for Evaluation in the UN system, a must.
- **Experience in developing and applying methodological tools** for programme evaluations, notably qualitative and participatory methods
- **Language:** Fluent in English with excellent verbal and writing skills. Knowledge of Khmer is not mandatory but will be considered an advantage.
- **Technical Competencies required for this consultancy:** Communication; Drive for results; Working with people; Research and statistics, analysing, Global and strategic thinking
- Ability to work in diverse and multi-cultural environments
- Ability to work independently with minimum supervision
- Good understanding of Cambodia national development strategies, Rectangular Strategy Phase III, National Strategic Development Plan, Sector plans as well as Decentralization and Deconcentration

#### **11. Supervisor:**

The consultant will be supervised by an Evaluation Management Team (EMT). The EMT will oversee the entire evaluation process and will guide and facilitate the assignment on behalf of UNICEF. The EMT, with the support from the Reference Group (RG), will ensure compliance of the evaluation with the TOR and with the UNEG Norms and Standards. The EMT will also ensure that the deliverables are at the agreed standards. However, the selected consultant will be expected to work independently, with minimum supervision.

#### **12. Reference Group:**

A Reference Group (RG) made up of internal UNICEF concerned staff, Chief of Local Governance and Child Rights, Chief of Education, Education Specialist (ECD), Regional Education Advisor, Regional Evaluation Advisor as well as technical level professional from involved ministries such as MOI, MOEYS and MOWA will input in the TOR development and preliminary and final reports. The reference group will advise the EMT on key milestones and steps during the course of the evaluation, including definition of scope, recruitment, review of deliverables and key decision points that may arise. The EMT will ensure that the RG inputs do not interfere with the independence of the assessment.



## ANNEX 2: EVALUATION MATRIX

| Evaluation Criteria | Evaluative Questions  | Criteria For Judgement   | Indicators /Descriptors  | Sources  |
|---------------------|---|--|--|--|
| <b>RELEVANCE</b>    | <b>1. To what extent has CPS addressed the needs of the most disadvantaged children aged 3-5 in terms of the access to quality ECE?</b>                   | Criteria 1.1: The most disadvantaged children* have the opportunity to easily access and enrol to a CPS<br>*children with disabilities, delay, special learning needs, low income families, from removed area, from ethnic minorities and vulnerable/ at risk children (victim of violence, abuse...). | 1.1.1 Inclusive CPS infrastructures, localization and logistic (adapted for the most disadvantaged children).<br>1.1.2 Inclusive CPS administration (affordable, non-discriminatory and monitored enrolment, adapted CPS schedules and calendars, better attendance, reduced dropout among the most disadvantaged children).<br>1.1.3 Awareness campaign for early enrolment and inclusive education.  | CPS infrastructures, teaching materials, class observation; Data collection from CC, DoE for attendance, dropout; Parents and CPS teachers interviews; (if relevant) POE, DOE trainers, supervisors interviews.  |
|                     |   | Criteria 1.2: The most disadvantaged children access to quality ECE.   | 1.2.1 The teachers' knowledge, aptitude and practices regarding the most disadvantaged children contribute to propose a qualitative inclusive ECE (understanding of inclusive education (IE), adapted teaching methods, special support, IE network).<br>1.2.2 The curricula, activities and teaching materials are adapted for all children (adapted curricula for all, culturally responsive activities, representativeness of the children, promotion of inclusive attitudes).<br>1.2.3 The community and parents connections with the CPS increase the access to quality ECE for all (understanding and believes regarding the children right for education, CPS objectives, IE participation, communication with and support to the CPS). | Class observation; Curricula teaching materials; Parents, children and CPS teachers interviews; Parents committee (if any) interviews; Interviews with organizations related to the IE network (if any); (if relevant) Interviews with POE, DOE trainers, supervisors. |
|                     | 2. How relevant is UNICEF's support for CPS through Communes in the context of Decentralization and Deconcentration and other national strategies (NSDP)? | Criteria 2.1: UNICEF supports the communes to invest in ECCD.  | 2.1.1 UNICEF advocates the CCs to integrate ECCD budget and activities in their Commune Investment Plan.<br>2.1.2 UNICEF supports and/or advocate the CCs about the importance, needs and functioning of the CPS.  | Interviews with UNICEF, MOI, MOEYS; Interviews with CPS and CCs.   |
|                     |   | Criteria 2.2: UNICEF followed the decentralized system to train and sensitize the chain of authorities (from concerned   | 2.2.1 Operational manuals and training provisions about the CPS role and functioning has been developed by UNICEF and used by the local authorities (UNICEF was supposed to develop a manual for CPS to ensure the understanding and support of  | Interviews with UNICEF, MOI, MOEYS; Interviews with CPS and CCs.   |

Evaluation of Community Preschool Modality in Cambodia

|                   |  |  |  |  |
|-------------------|--|--|--|--|
|                   |  | ministers to CCs) about ECCD.  | its functioning by the local authorities).<br>2.2.2 UNICEF trains, sensitizes the MOI and Committee for Democratic Development about the way to support and encourage the CC to invest in ECCD.  |  |
|                   | 3. Degree to which CPS contributed as an entry point for the inter-sectoral ECCD services encompassing health, nutrition and hygiene to promote holistic child dev outcomes in light of the National Action Plan for ECCD? | Criteria 3.1: referring systems and tools are used by the CPS, CWCC, social services, HC to address all the children.      | 3.1.1 The CPS teachers are trained to refer adequately the children in need (training for referring, health cards use, teachers' availability for the parents' worries).<br>3.1.2 There is a referring and follow up system in place between the social services, CWCC, the HC and the CPS (referring system for identifying and following up the most disadvantaged children to provide them support for CPS enrolment, special care and/or protection).  | Parents, children and CPS teachers interviews;<br>Interviews with parents committee (if any);<br>Interviews with local social services, CWCC, HC;<br>Referring tools, process and policies, health cards;<br>(if relevant) Interviews with POE, DOE trainers, supervisor |
|                   |  | Criteria 3.2: The CPS are an opportunity for the children to receive and learn healthy, hygienic and nutritious practices. | 3.2.1 The children are taught and apply healthy and safe behaviours (management of personal care and hygiene, avoidance of dangerous situations).<br>3.2.2 The children receive supplies and environment for their health, hygiene and nutrition at the CPS (immunization and health screening examinations, safe, hygienic and healthy foods, water, toilets, waste disposal).<br>3.2.3 The CPS ensure safety and protection for all children (teachers knowledge and skills for safe, secure CPS, reduced risk of vector-borne diseases, safe infrastructures, protective human environment, safe adult-child ration, possibility for children and parents to voice their concerns). | CPS infrastructures, supplies, materials observation; Observation of children inside, around class, CPS; Parents, children and CPS teachers interviews; (if relevant) Interviews with HC.  |
| <b>EFFICIENCY</b> | 4. How efficient is the current CPS administrative system in terms of the technical and financial support for teachers and school operation?   | Criteria 4.1: The technical support provided by the CPS system ensures qualitative ECE services.                           | 4.1.1 The CPS teachers have regular opportunities for professional capacity building (initial, in-service trainings, supervisions, teachers meetings, study tours, workshops, newsletters, teaching tools).<br>4.1.2 The technical support ensure a quality ECE for all (focused on IE, effective teaching, active learning pedagogy, time, class, curricula management, positive discipline).<br>4.1.2 The program assesses and replies to teachers' technical needs.   | Interviews with teachers;<br>Interviews with referent teachers (resp. teacher group if any); Interviews with POE, DOE, (TWG), trainers, supervisors.   |
|                   |  | Criteria 4.2: The financial and operational support ensures qualitative ECCD services.                                     | 4.2.1 The CPS teachers are paid regularly and on time.<br>4.2.2 The teacher salary is aligned with the job market average income, the level of competencies and working hours.<br>4.2.3 The SC and parents help the teachers (to deal with the CC, collect parents and/or CCs  | Interviews with teachers;<br>Interviews with referent teacher (resp. teacher group if any); Interviews with POE, DOE, TWG, trainers, supervisors.  |

Evaluation of Community Preschool Modality in Cambodia

|                      |  |  |   |  |
|----------------------|--|--|---|--|
|                      |  |  | contribution for their salary, for the daily tasks (cleaning, children registration, outing activities, meals preparation if there are, material and infrastructure repairs...).  |  |
|                      |  | Criteria 4.3: The CPS teacher retention rate is high.  | 4.3.1 The percentage of CPS teachers leaving is low.<br>4.3.2 Low to no teachers' absenteeism.<br>4.3.3 Teachers work more than 5 years as CPS teachers of the program.<br>4.3.4 Teachers who leaves are replaced within 2 months.<br>4.3.5 There are positive steps to increase teacher recognition, such as facilitating promotions and achievement sharing.  | Interviews with teachers; Interviews with referent teacher (resp. teacher group if any); Interviews with POE, DOE, TWG, trainers, supervisors.   |
|                      | 5. In what ways and to what extent the costs incurred to implement CPS have justify the result on child development achieved through CPS?                | Criteria 5.1: Investment in CPS has contributed to a significant increase in Early Childhood Education (ECE) for children 3-5 years of age who cannot access state preschools. | 5.1.1 Comparing enrolment rates for pre-primary education services throughout the years (UNICEF targets, Government targets).<br>5.1.2 Percentage of villages that were slated to receive a community-based program with a working programme.<br>5.1.3 Impact of the Parenting Support Initiative and difficulties it may have faced.<br>5.1.4 Accessibility of ECE– provided through CPS for parents (could they afford materials, where they made available, did they have available information on CPS, etc.). | Interviews with MOEYS and MOI; UNICEF Country Office in Cambodia; Interviews with parents, teachers and CC members.  |
|                      |  | Criteria 5.2: Parents and local citizens are informed and aware of the existence of CPS.   | 5.2.1 Ability of CC members to oversee CPS functions ably as well as their commitment to leveraging resources for ECD.<br>5.2.2 Refer to 5.1.4.<br>5.2.3 Ability of CC to communicate availability and scheduling of CPS to the local population (if chiefs state that CPS exists in their commune while many citizens are unaware).  | Interviews with parents, teachers and CC members; UNICEF.  |
| <b>EFFECTIVENESS</b> | 6. To what extent has CPS interventions achieved its set goal to increase the learning and developmental opportunities for preschool age children (3-5)? | Criteria 6.1: The school environment and class setting are stimulating and age appropriated.   | 6.1.1 Quality and inclusiveness of the playground, class organization and settings.   | CPS infrastructures, teaching materials, class observation; Observation of children; Parents, children and CPS teachers interviews; (if relevant) Interviews with POE, DOE, trainers, supervisors. |
|                      |  | Criteria 6.2: The activities are stimulating and age appropriate.  | 6.2.1 The activities are coherent and inclusive (adapted to all, organized as continuum, project, theme orientated, well explained).<br>6.2.2 The activities are balanced, diversified and child-centered (including play, experimentation, manipulation, covering all developmental areas, mixing quiet, lively, (semi) guided, free, individual,  | Observation and interviews with children; Observation and interviews with teachers; (if relevant) Interviews with POE and DOE, trainers, supervisors.  |

Evaluation of Community Preschool Modality in Cambodia

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | big, small group-based activities).  |   |
|  |   | Criteria 6.3: The teaching materials and games are stimulating and age appropriate.                          | 6.3.1 The teaching materials are coherent and inclusive (adapted for All, gender sensitive, age-appropriated, sufficient).<br>6.3.2 The teaching materials are diversified and child-centered (conducive to active-learning, autonomy, creativity, covering all developmental areas, diversified and well maintained).   | CPS playground, teaching materials observation; Observations and interviews of children; (if relevant) Interviews with POE and DOE, trainers, supervisors.  |
|  | 7. To what extent does the current CPS has contributed to teacher capacity, improved curriculum, activities and teaching materials? | Criteria 7.1: The teachers developed their teaching capacities.  | 7.1.1 The teachers are familiar with the child-centered and active learning pedagogies ('learning by doing', 'self-guided activity', group based activity, free play, positive interacting and facilitating skills).<br>7.1.2 The teachers propose teaching methods adapted for all (inclusiveness) (individualized support, inclusive and adjusted activities, involvement and representativeness of all the chosen activities and materials).<br>7.1.3 The teachers developed scheduling skills (short, mid, long term and coherent planning, adjusted curricula to needs assessment, balanced and diversified activities, objectives definition, prepared materials).   | Observation and interviews with teachers and children; (if relevant) Interviews with POE, DOE; Teachers, supervisors; Planning, curricula examination; (if relevant) Interview POE, DOE, trainers, supervisors.       |
|  |   | Criteria 7.2: The CPS curricula, activities and teaching materials have been reviewed, improved and created. | 7.2.1 Curricula reviewed regularly, improved and created curricula, activities and teaching materials.<br>7.2.2 Improvements based on the observation of the children needs.<br>7.2.3 Improvements recognized as significant, useful by the teachers.<br>7.2.4 Teachers are allowed opportunities to innovate (e.g., development of classroom resources, new teaching, learning methods (esp. for dealing with diverse classrooms), work with communities to increase resources and address important issues such as stigmatization and gender inequality).<br>7.2.5 Improvements in cooperation with other ECCD actors (Government, UN, NGO) to collect and replicate the best teaching practices and materials.<br>7.2.6 Improvements for a more active and attractive pedagogy: child centered, encouraging children to be active in their learning process and using games, play (more games, play, small group's activities, group discussions...). | Observation and interviews with teachers and children; (if relevant) Interviews with POE, DOE; Teachers, supervisors; Planning, curricula examination; (if relevant) Interviews with POE, DOE, trainers, supervisors. |

Evaluation of Community Preschool Modality in Cambodia

|  |  |  |   |   |
|--|--|--|---|---|
|  | 8. What are the enabling and constraining factors that influence the effectiveness of the CPS?                                     | Criteria 8.1: Children drop out, teachers retention, supervisions, teacher training.                                 | 8.1.1 Teachers are provided with their promised government stipends (\$8 per month) in a timely and constant manner.<br>8.1.2 Percentage of teachers leaving their jobs and possibilities for career advancement in the case of non-volunteer teachers.<br>8.1.3 Influence of low teacher rates in CPS when it comes to student enrolment and quality of ECE.<br>8.1.4 Whether teachers receive more extensive and overarching training (such as stress management, one-on-one communication with children and relationship building with parents).<br>8.1.5 Teacher's ability to manage stress in the classroom and teacher assistants, whether teachers feel isolated and lacking power in classroom. | Interviews with teachers; teacher's assistants; Interviews with CC leaders; Interviews with MOEYS; UNICEF.          |
|  |  | Criteria 8.2: Whether drop-out rates and enrolment rates for children enrolled in CPS have been high or low.         | 8.2.1 Refer to 5.1.1-5.1.4.<br>8.2.2 Compatibility of CPS schedules with parent's working days.<br>8.2.3 Should CPS schedules be incompatible with parent's schedules, existence of quality and constant after-care programmes.<br>8.2.4 Role of Parenting Support Initiative in facing challenges addressed in Criteria 8.2.   | Interviews with parents, local employers; Interviews with CC leaders; Interviews with MEF, MOEYS; UNICEF.           |
|  | 9. Degree to which CPS was effective in strengthening Commune Councils capacity to deliver social services at the community level? | Criteria 9.1: The community is able to financially cover the salaries of the preschool.                              | 9.1.1 Refer to 8.1.1.   | Class observations; Interviews with Teachers; Interviews with CC leaders; Interviews with parents.                  |
|  |  | Criteria 9.2: Children are taken care of by parents who are trained and who assist the preschool teachers.           | 9.2.1 Refer to 8.2.3 and 8.2.4.   | Interviews with Teachers; Interviews with CC leaders; Interviews with parents; MOEYS; Parenting Support Initiative. |
|  | 10. To what extent has CPS programme contributed to improving the development outcomes and school readiness of children?           | Criteria 10.1: Most of the children developed the required skills to enter primary school through the CPS programme. | 10.1.1: Proportion of children who developed the required social and emotional skills (differentiation of familiar, unfamiliar persons, their similarities, differences, sense of identity, politeness, cooperation, express, understand, regulate emotions, self-esteem, confidence).<br>10.1.2: Proportion of children who developed the required motor skills (body balance, control, coordination, orientation, manipulations, imitations).<br>10.1.3: Proportion of children who developed the required cognitive skills and general knowledge   | Interviews with CPS teachers; (if relevant) Interviews with POE, DOE, trainers, supervisors.                        |

Evaluation of Community Preschool Modality in Cambodia

|  |   |   |   |  |
|--|---|---|---|--|
|  |   |   | (manipulation and observation based learning, classification, seriation abilities, knowledge of quantity, numbers, counting, (in) animate world, arts).<br>10.1.4: Proportion of children who developed the required language, communication and literacy skills (communication understanding/production, evolving vocabulary, pre-reading and pre-writing skills).<br>10.1.5 Proportion of children who developed the required attitudes towards learning (curiosity, initiative, autonomy, persistence, creativity).  |  |
|  |   | Criteria 10.2: All the children, including the most disadvantaged ones had the same chance to be ready for primary school.      | 10.2.1 The children with disability coming from the CPS integrated at primary school in the same proportion than other children.<br>10.2.2 The children at risk coming from the CPS integrated at primary school in the same proportion than other children.<br>10.2.3 The poorest children coming from the CPS integrated at primary school in the same proportion than other children.<br>10.2.4 The children coming from the CPS in removed areas integrated at primary school in the same proportion than other children.<br>10.2.5 The children coming from the CPS in ethnic minorities integrated at primary school in the same proportion than other children.<br>10.2.6 The girls coming from the CPS integrated at primary school in the same proportion than the boys. | Interviews with the CPS teachers, parents of children with special needs, girls, children from different culture, ethnicities; Data collection, interview of POE or DOE about most disadvantaged children-database EMIS, Database of primary school, CWCC. |
|  |   | Criteria 10.3: The transition between the CPS and the primary has been smooth and effective for the children and their parents. | 10.3.1 Ready children: The CPS program actively prepared the children for the transition from the CPS to the primary school (school readiness tests, support to develop the requested school skills, positive feedbacks from primary school teachers, directors, enrolment rate in primary school for CPS children).<br>10.3.2 Ready families: The CPS program actively prepared the parents for the transition (awareness and support for early enrolment in primary school, meetings with, visits of the primary schools (staff), parents' perception of pre-(school) and education evolved positively).<br>10.3.3 Ready schools (continuity and reduced learning gaps between CPS and primary school).   | Interviews with CPS teachers and primary teachers, directors; Check existence of SRT; Database for school transition (POE, DOE); Database of primary school, CWCC; (if relevant) Interviews with POE, DOE, trainers, supervisors.                          |
|  | 11. Are there unintended results either positive or negative? | Criteria 11.1: The negative or positive results.  | 11.1.1 Negative impacts: <ul style="list-style-type: none"> <li>• Intimidation by teachers' authority;</li> <li>• Intimidation by other children;</li> <li>• Lack of protection;</li> <li>• Teacher negligence;</li> </ul>  | School Readiness: A conceptual framework; UNICEF.  |

Evaluation of Community Preschool Modality in Cambodia

|                       |  |   |  |   |
|-----------------------|--|---|--|---|
|                       |  |   | <ul style="list-style-type: none"> <li>•Mocking by other children;</li> <li>•Gap between children and parents.</li> </ul> <p>11.1.2 Positive impacts</p> <ul style="list-style-type: none"> <li>•Children having been in CPS are more likely to enter primary school;</li> <li>•Lower dropout rate;</li> <li>•A starting point to succeed academically;</li> <li>•Better socialized;</li> <li>•Better developed;</li> <li>•Learning public health tools.</li> </ul>  |   |
| <b>SUSTAINABILITY</b> |  | Criteria 12.1: There are enough human and material means to ensure the CPS daily activities.    | <p>12.1.1 Refer to Indicators under Criteria 8.1, 8.3 and 9.1.</p> <p>12.1.2 Whether the available budget for local authorities is appropriate to sustain human and material means.</p> <p>12.1.3 Whether local authorities are likely to implement services that require substantial investment of financial resources.</p> <p>12.1.4 Whether a decentralized implementation of services is accompanied by ongoing efforts to train and provide technical assistance to local-level administrative entities.</p> <p>12.1.5 Whether there is certainty as to the arrival of human and material means for CPS (see also in light of teacher retention).</p>   | Evaluation reports; interviews with parents, local actors, teachers, UNICEF, MOI, MOEYS.  |
|                       |  | Criteria 12.2: The community and local authorities have a sense of ownership regarding the CPS. | <p>12.2.1 The strength of the Commune Council Planning and Budget Committees (PBC) and their support to the CPS funding and functioning (included: the awareness of its existence by local populations, since this can influence empowerment and sense of ownership).</p> <p>12.2.2 Amount of active parents keen to advocate about CPS so that it dedicates attention, funds and support (included : influence of work schedules and availability of information in parent activism on CC and CPS issues).</p> <p>12.2.3 Whether decentralization in governance of services for young children has bolstered ownership of ECD at the provincial and local level in UNICEF-supported provinces.</p> <p>12.2.4 The CCs already provide their support to the CPS funding and functioning of the CPS.</p> | MOI; National Committee for Sub-National Democratic Development; UNICEF Cambodia; Commune Councils in Cambodia: A National Survey on their Functions and Performance with a Special Focus on Conflict Resolution (May 2005), The Asia Foundation (in collaboration with USAID). |
|                       |  | Criteria 12.3: There is a planned and effective strategy to ensure the CPS sustainability.      | <p>12.3.1 There is a planned strategy by UNICEF to ensure the funding, functioning and supervision of the Seth Koma CPS after UNICEF withdrawal.</p> <p>12.3.2 MoU are signed between the CPS and the local authorities (CC for the funding, POE/DOE for the supervision)</p>  | Interviews with UNICEF, MOI, MOEYS.   |

Evaluation of Community Preschool Modality in Cambodia

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | Most of the schools are still running even after UNICEF withdraws its support.   |   |
|  | 13. What are the possible solutions for CPS to be integrated and implemented under the full ownership of the government, both financially and administratively? | Criteria 13.1: Whether the budget allocation of the Government ensures mid-term to long-term autonomy or independence in financial and administrative terms. | <p>13.1.1 Analyse Cambodia's GDP growth and tax returns and its influence on resource availability and CPS financing possibilities.</p> <p>13.1.2 See to what extent Cambodia still dedicates large sums of national and donor resources to disaster relief due to flooding (this influences budget priorities and thus full CPS ownership in financial and administrative terms).</p> <p>13.1.3 Whether in ECS international NGOs continue to outspend the Cambodian Government.</p> <p>13.1.4 Government commitments to addressing ECD in national policies and plans (e.g., the National Strategic Plan Update for 2009-2013 and the Education for All National Plan for 2003-2015).</p> <p>13.1.5 Sustainability of working mechanisms established by the Planning Department of MOEYS through UNICEF which aim at improving coordination and policy dialogue between the ministry and development partners.</p> <p>13.1.6 Percentage of funds budgeted for pre-primary education programming at a national level in relation to overall education spending.</p> <p>13.1.7 Whether decentralization of policies and competences are properly implemented and enforced.</p> | Interviews with Government of Cambodia, MOEYS, MOI and National Committee for Sub-National Democratic Development; UNICEF; CPS Evaluation Meeting 16 May, 2015. |
|  |   | Criteria 13.2: Whether ECCD policies are ensuring that children enrolled in CPS have sustained and quality education.  | <p>13.2.1 Creation of Early Learning Development Standards (ELDS) by MOEYS support from UNICEF. The standards reflect a holistic view of development, covering areas including physical and health development, moral and cultural development, social and emotional development, awareness and thinking and language development.</p> <p>13.2.2 Whether training disparities exist between teachers in SPS (State Preschools) and CPS (they do : the former receive two years training while the latter usually receive little to none as they are volunteers).</p> <p>13.2.3 SPS have a 38-week school year while the latter has a 24-36 school year. This affects equality of opportunities for children under CPC.</p> <p>13.2.4 In terms of proper implementation of policies and decentralization, refer to comments from the CPS</p>  | MOEYS; UNICEF; CPS Evaluation Meeting 16 May, 2015.   |



Evaluation of Community Preschool Modality in Cambodia

|  |   |  |   |   |
|--|---|--|---|---|
|  |   |  | Evaluation Meeting on administrative blurring.  |   |
|  |   | Criteria 13.3: CCs are aware of ECCD when conducting Community Investment Plans (CIP).   | 13.3.1 Many CCs are aware of ECCD, yet this depends on many factors such as geography, local politics, UNICEF sponsorship, administrative coordination, etc.<br>13.3.2 For CCs aware of ECCD, they usually coordinate CPS needs within the CIPs.  | Evaluation reports.   |
|  |   | Criteria 13.4: Awarding career for CPS teachers and quality employment (salaries paid on time, job market access, etc.).   | 13.4.1 Refer to 8.1.1-8.1.5.  | From Evidence to Policy. Cambodia: Challenges in Scaling up Preschools (World Bank).                                |
|  | 14. To what extent has UNICEF's support through Communes contributed to enhancing sustainability of CPS?  | Criteria 14.1: The CPS formerly supported by UNICEF are still funded by the CIP (not at all/ < 10%, < 50%, fully); UNICEF helped the CPS to have a MoU with the CCs to plan a budget for CPS in the CIP. | 14.1.1 Whether CPS formerly supported by UNICEF face difficulties being fully and consistently funded by CIP (related: whether the sustainability of ECD services is susceptible to changes in the level of donor support or local allocations for services and to problems in local management).<br>14.1.2 Provision of funding for Pre-primary education services by National Government to primary education other than SPS (CPS and HBP) and closure risk in the event of unstable financing.<br>14.1.3 Level of dependence of ECE model on UNICEF funding.<br>14.1.4 Refer to 13.1.1-13.1.7. | Government of Cambodia; MOEYS; UNICEF; National Committee for Sub-National Democratic Development.                  |
|  |   | Criteria 14.2 UNICEF helped the CPS to develop income generating activities that cover the CPS expenditures (not at all, partially, completely).   | 14.2.1 UNICEF's ability to pressure the Cambodian Government into financial commitments to UNICEF's prioritized areas in CPS.<br>14.2.2 Whether capacity development within the planning department in MOEYS led to the enhanced capacity of the EMIS unit and the government's improved ability to lead donor coordination to generate income for CPS.<br>14.2.3 Whether UNICEF helped the CPS to develop a fair system of schools fees based on the parents incomes.  | Evaluation reports.   |
|  | 15. To what extent has UNICEF's support been internalized and/or replicated by the government to address the needs in the areas where UNICEF has not supported? | Criteria 15.1: The CPS model of UNICEF was formalized, shared through ToT to enable ECE Dep, POE and DOE to train the CC to start and manage a CPS.  | 15.1.1 Degree in which UNICEF has been successful in having its best practice models accepted at national level and how reliant said acceptance has been on UNICEF funding.<br>15.1.2 Degree in which UNICEF best practice models adopted by the Government has descended to the CC for the management of CPS (influences: difficult geography, administrative blurring, equal and constant access).  | Government of Cambodia; MOEYS; MOI; CC leaders; UNICEF; National Committee for Sub-National Democratic Development. |
|  | 16. What lessons can be learned   | Criteria 16.1: Government and  | 16.1.1 Data is frequently collected in order to analyse   | Government of Cambodia; MOI; UNICEF; National   |

Evaluation of Community Preschool Modality in Cambodia

|               |  |   |   |   |
|---------------|--|---|---|---|
|               | from the past experience to ensure full government ownership and funding in the continuation, discontinuation and/or expansion of the CPS modality?  | UNICEF look at past experience to ensure full government ownership-and funding in the continuation, discontinuation and/or expansion of the CPS modality. | evolving conditions for government ownership and funding.<br>16.1.2 There is a political will to use said data in this direction, to begin collecting.<br>16.1.3 Government and UNICEF are able to discern what has worked and what hasn't in the situation of CPSs.  | Committee for Sub-National Democratic Development.  |
| <b>IMPACT</b> | 17. Is there evidence on the extent to which CPS may have contributed to a better quality of life of children and their families?  | Criteria 17.1: Greater impact of CPS on the overall CPS.  | 17.1.1 Children are literate and have better specific educational skills.<br>17.1.2 Children have better social skills.<br>17.1.3 Parents are acutely aware of their children's improved capacities and progress.<br>17.1.4 Children, vulnerable and/or with disabilities, are aware of the possibilities of rehabilitation and schooling adapted to their needs.<br>17.1.5 Children show motivation to learn.<br>17.1.6 Children participate in other social activities.<br>17.1.7 Children have learned good hygiene.<br>17.1.8 Children, parents adhere to the benefits of better nutrition. | Evaluation reports; Class observations.   |
|               | 18. Has UNICEF support to CPS in the context of strengthening local administration capacity for social service delivery for children, had any impact onto the actual social delivery in terms of budgets and implementation of commune led social service initiatives? | Criteria 18.1: Improvements have been seen in the provision of social service delivery on a Commune level.  | 18.1.1 Analyse C-IMCI coverage as a whole, as well as modules that have been more successful than others (e.g., Breastfeeding and complementary feeding) in UNICEF-sponsored areas.<br>18.1.2 Analyse UNICEF data on coverage of community-based health interventions for ECD by number of health centres and villages that have implemented specific C-IMCI modules.<br>18.1.3 Refer to 8.2.3 (on whether there is provision of after-care services in CPS).<br>18.1.4 Refer to 8.2.4 on Role of Parenting Support initiative.   | Evaluation reports; Interviews with Cambodian Government; MOI; UNICEF; National Committee for Sub-National Democratic Development; Parents, teachers, CC leaders. |

## ANNEX 3: EVALUATOR’S GUIDE

Make sure each informant understands the purpose of the interview, the confidentiality issues and make sure he/she will sign the consent form (provided in Khmer). The consent form should be explained to the informant prior to the interview and collected, then sent to the team leader.

### 1. INTERVIEW LOGBOOK

#### 1.1. What is it for?

The logbook’s interview data will be used to assemble all the conducted interviews, group discussions, focus groups and life stories. They will be compiled and included in the final report.

This allows having a codified, systematized written registry of all of the interviews conducted.

#### 1.2. How to proceed?

Each interview should be registered in an interview logbook. The interview logbook has two parts: 1) interview data and 2) interview content:

#### A. Interview data

Name of the interviewer  
 Name (s) of the interviewee (s)  
 Position  
 Code

#### B. Interview content

**Background and key issues** (for instance, a succinct description of the main tasks, roles and responsibilities of the institution and its relation to ECC)

**Content:** This will be the most extensive section of the logbook. It will contain the notes taken by the evaluator during the interview. Ideally the notes should be attached to an evaluation question.

**Other remarks:** Note the elements that you find interesting for the evaluation, although they might not be associated with an evaluative question.

Add quotes that you find particularly relevant to highlight and refer to the citation’s author.

**Conclusions (if necessary):** The conclusions are usually completed after the interview and require evaluators to read his/ her interview notes. Conclusions should be written in a concise format.

#### INTERVIEW DATA

|   |           |                           |
|---|-----------|---------------------------|
| Name(s) of the interviewee(s):                    | Position: | Institution/Organization: |
| Location (province, district, commune, village) : |           |                           |
| Interview date:                                   | Coding:   |                           |

#### INTERVIEW CONTENT

**Background and key issues:**

**Content:**

**Other remarks:**

**Conclusions:**

The interview logbook should not be a verbatim transcript of the interviews. Only the main ideas should be recorded as this is a pre-analysis of your notes. Therefore, it is usually completed later in the day after the interview, but not during the interview.

Direct quotes - what we call verbatim - could be inserted in the logbook and will help illustrate the evaluation report.

To avoid multiple records, the interview logbook shall be positioned one after the other and separated with page breaks. There will be one interview logbook for Estelle, one for Sok and one for Leslie.

Length is not important. It is better to have a concise but precise logbook, rather than a logbook filled with irrelevant information.

The logbook interview is supposed to identify elements that enable the evaluative questions to be answered. To facilitate cross-sectoral analysis, information is usually broken down according to the evaluative questions. Judgment criteria will help in this task. Interviews will not cover all the evaluative questions. So please note in the logbook only the evaluation questions covered.

Evaluative questions should be numbered to the information to which it is attached, for example:

**Content:**

**EQ1:**

If you find the information relevant but cannot attached it to an EQ, please write it down in “other remarks”.

## 2. TEACHER’S INTERVIEW

|   |              |                           |
|---|--------------|---------------------------|
| Name(s) of the interviewee(s):                  | Position:    | Institution/Organization: |
| Location (province, district, commune, village) | -            |                           |
| Interview date:                                 | Interviewer: |                           |

The evaluator introduces her/himself and recalls the objectives of the focus group, stressing that it is important to hear the teacher’s perspective.

Before starting the interview, it must be clarified to the CPS teacher that:

- **Your privacy will be protected**
- **Your answer will NOT be shared with others**

It is also important that Commune Counsellors, DOE, etc. do NOT attend the interview when possible. Otherwise teachers may not feel comfortable to provide honest answers.

### 1. Introduction

1.1 Please tell us briefly about yourself; why have you chosen to be a CPS teacher?

1.2 Age:

1.3 Educational background:

1.4 Teaching for how many (months) (years):

1.5 Other roles in the village, social connection:

### 2. Teacher’s situation

2.1 What are the main advantages and the main drawbacks of being a CPS teacher here, in this community?

2.2 What is your salary?

2.3 Do you receive your salary on a regular basis?

2.4 Do you have a contract with the commune?

2.5 Do you want to continue to be CPS teacher? Why? (explore career path)

### 3. School operation

3.1 Have the classes been conducted regularly – at least 2 hour per day, 5 days a week for 9 months a year?

3.2 If not, what makes regular operation difficult (e.g., absence of children due to seasonal farming, parents not supportive enough, teachers need to do other work, floods etc.)?

3.3 Do you keep records of the school’s operation?

**4. Your job as a teacher**

- 4.1 What pre-service and in-service training have you received since you started teaching? By whom (POE/DOE, NGOs etc.)? Regarding which topics? For what period of time?
- 4.2 Usefulness of the training: Was the training helpful to give you the capacity and skills as a teacher to conduct classes on daily basis?
- 4.4 Relevance and use of teaching material provided by POE/DOE? (handmade): Are teaching materials from POE/DOE training helpful for the class? How do you use them?
- 4.5 Relevance and use of teaching material provided by UNICEF (from local market – stationary items + play materials) same question as above.
- 4.6 What is your lesson plan today? What was it yesterday?
- 4.7 Where are you now in the curriculum/activity book? Do you follow the activity book, in order, or just pick activities? Why in order? Too difficult to implement?

**5. Children**

- 5.1 What changes have you observed in the development of children’s ability and behaviour? For example, understanding language and numbers, confidence in communicating, politeness / respect for others etc.
- 5.2 Do you conduct any activities related to nutrition, hygiene (hand washing, encourage children to use the toilet, working with the health centre to receive micronutrients and/or deworming pills, etc.)?
- 5.3 Is there a referral system (to the health centre, Commune Council, or police, etc.) in place when a kid has issues regarding health or violence?
- 5.4 Do you ever communicate with the parents to promote enrolment in primary school at the right age (6)? Are all of the children from your school enrolled in primary school at age 6?
- 5.5 Do you have contacts with primary school teachers, especially grade 1, to promote and follow up on the children’s transition?

**6. The inclusiveness of the CPS**

- 6.1 Are there any children aged 3-5 not attending? If so, why? Transportation, opening hours, disability, health problem, poor?
- 6.2 Do you try to integrate children not attending? If so, how?
- 6.3 Are the registered children attending regularly? If not, why?
- 6.4 Did you adjust in any way to parents’ working schedules?

**7. Community and parental involvement**

- 7.1 Do you often talk with parents about children, attendance, activities and expectations from CPS class?
- 7.2 Do you often communicate with the commune about the progress, problems and suggestions for CPS?
- 7.3 What support have you received from community / commune besides regular salaries?
- 7.4 What support have you received from parents? For example, social recognition, teaching and learning materials, labour (cleaning, maintenance, infrastructure, etc.), financial contribution, in-kind (food, etc.), teaching assistance, etc.
- 7.5 Do you feel that you are well appreciated and supported by the community and parents? Why / why not?

**8. The future**

- 8.1 How can the quality of the CPS modality be sustained? Improved?
- 8.2 What could be done to improve the quality of your school/to bring more children to your school
- 8.3 Do parents prefer to send their children to another school? If so, why?

**Other remarks:**

**Conclusions (if necessary):**

**3. CLASS OBSERVATIONS**

|   |              |
|---|--------------|
| Location (province, district, commune, village) |              |
| Interview date:                                 | Interviewer: |

**TAKE PICTURES (request authorization)!**

**USE UNICEF GUIDELINES FOR INTERVIEWING CHILDREN**

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Do not harm any child; avoid questions, attitudes or comments that may be judgmental or insensitive to cultural values, that place a child in jeopardy or that could cause humiliation, or that reactivate a child's pain and grief from traumatic events.</li> <li>2. Do not discriminate when choosing a child to interview based on sex, race, age, religion, status, educational background or physical abilities.</li> <li>3. Do not ask children to tell a story or take an action that is not part of their own history.</li> <li>4. Make sure that the child and guardian understand that they are speaking with a reporter. Explain the purpose of the interview and its intended use.</li> <li>5. Obtain permission from the child and her or his guardian for all interviews, videotaping and, when possible, documentary photographs. When possible and appropriate, written permission should be obtained to ensure that the child and guardian are not coerced in any way and understand they are part of a story that might be disseminated locally and globally.</li> <li>6. Limit the number of interviewers and photographers. Make sure that the children are comfortable and able to tell their story without external pressure, including pressure from the interviewer.</li> </ol> |
|--|

For more information, please see UNICEF Guidelines:  
[http://www.unicef.org/esaro/5440\\_guidelines\\_interview.html](http://www.unicef.org/esaro/5440_guidelines_interview.html)

**1. School background/facility**

- 1.1 Type of school (shelter, teacher's home/separate building/in primary school):
- 1.2 This school has been in operation since when? How many teachers have been teaching here since the school opened?
- 1.3 Access to a toilet with water?
- 1.4 Access to clean drinking water?
- 1.5 Are ages mixed? What range?
- 1.6 What is the total number of students/ girls / any children with disabilities?
- 1.7 Observation of unexpected negative / positive impact: non-friendly teacher (using stick), violence between children, excluded children
- 1.8 Child friendly facility: safety, decoration, hygiene/cleanliness, waste management, brightness and ventilation, space available inside and outside (playground)

**2. Class activities**

- 2.1 Is the teacher applying child-centred learning methods to engage children through activities?
- 2.2 Are there any children who are not integrated in the class? Is the teacher responding to them?
- 2.3 Are children taught and applying healthy and safe behaviour? (Personal hygiene e.g., hand washing, avoiding dangerous situations, etc.)

**3. Questions to children**

- 3.1 Do you like to come at school or do you prefer to stay home? Why?
- 3.2 Do you come to school every day? Why?
- 3.3 What do you like here?
- 3.4 What do you do at school that you never do at home?
- 3.5 What more would you like to have more at school? (if time allows)

**Other remarks:**

**Conclusions (if necessary):**

**4. LIFE STORIES WITH CARETAKERS**

|  |              |
|--|--------------|
| Location (province, district, commune, village): |              |
| Interview date:                                  | Interviewer: |

1. The school's operation: opening hours, months of operation, 5 days a week/9 months of operation.
2. Does your child like to go to school? Why or why not? (Exploring potential wrong doing by teacher, bullying).
3. Why did you choose to send your child to preschool? How did you know about the preschool? Why is it important to you?
4. Did you ever have to stop sending your child to CPS because the school's operational hours did not fit with your schedule (e.g., working in farm / factories, etc.)? Please specify.
5. What do you expect from the school? What could be improved?
6. What has changed in your child's behaviour and abilities since he/she has attended the preschool?

Evaluation of Community Preschool Modality in Cambodia

7. Do you know why some parents don't send their child(ren) to school?
8. Are you involved in any way with some school activities (health check-up, children's day, cleaning day, maintenance work, etc.)? Do you usually participate?
9. Do you provide some support to the school? (money, recognition, labour, in kind, making toys, etc.)

**Other remarks:**

**Conclusions (if necessary):**

**5. INTERVIEW GUIDE FOR COMMUNE COUNCIL CHIEF AND CCWC**

|   |              |                           |
|---|--------------|---------------------------|
| Name(s) of the interviewee(s):                    | Position:    | Institution/Organization: |
| Location (province, district, commune, village) : |              |                           |
| Interview date:                                   | Interviewer: |                           |

**1. Introduction**

- 1.1 How many CPS are open in your commune?
- 1.2 How many children attend the CPS?
- 1.3 Why not in the other villages?
- 1.4 Did some CPS close? Why?
- 1.5 Your involvement in the project: How do you work with CPS? What is your role?
- 1.6 Current and forthcoming issues within your CPS

**2. Inclusiveness**

- 2.1 Do you know if there are some children who do not have access to ECE? Why do they not have access? Is it due to disabilities, health problems, ethnic and linguistic barriers, poverty, working?
- 2.2 Have you found solutions for them? What are the solutions?

**3. Inter-sectoral ECCD**

- 3.1 Do you coordinate activities between CPS and other services, like the health centre? How is it going? What types of activities are offered? Are the parents involved?
- 3.2 Do you raise issues related to CPS in the CCWC monthly meeting? Are problems usually solved? Would you please provide an example or two?

**4. CPS administrative system**

- 4.1 Do you have a contract with teachers?
- 4.2 How much is their salary?
- 4.3 Do teachers receive their salaries on time?
- 4.4 How would you describe parents' relationship with teachers?
- 4.5 Do teachers arrive on time to teach their classes? Are they committed? Are there high drop-out rates? Do many teachers stop teaching during the school year?
- 4.6 Are teachers easily replaced? Do new teachers have easy access to training?

**5. Effectiveness of management**

- 5.1 Would you say the CC is able to guarantee resources and properly administer the CPS? Regarding CC's investment, is it worth it for the child's development?
- 5.2 Do you think these resources are safe and available over the longer term?

**6. Child development & school readiness**

- 6.1 What activities are taught to the children? Singing, dancing, drawing, letters, counting, sports, hygiene?
- 6.2 What changes do you observe in children attending CPS compared to those children who are not attending?
- 6.3 What skills do you see children developing? (e.g., social, emotional, academic, linguistic creative)
- 6.4 Are there inequalities between children? (Possible inequality lines: disabled and non-disabled, economic, geographic, gender and ethnic backgrounds)
- 6.5 Do children transition well into primary school? How many transitioned last year? How many are expected to transition to primary this upcoming SY?

**7. Effectiveness of the CPS**

- 7.1 How does the Commune manage parental participation (how often do they participate, in what way do they participate)?
- 7.2 Do you think the CPS schedule is adjusted to parents' working schedule?
- 7.3 Did you make any adjustments to parents' working schedules?
- 7.4 Do you think that parents were aware of the CPS enrolment dates and schedules?
- 7.5 Do you think more parents would enrol their children in CPS if the current CPS modality would be more a community day care modality?

**8. Unintended results either positive or negative**

- 8.1 Do you observe cases of teacher abuse or violence among children?



**9. D&D - sustainability**

- 9.1 What part of the social services budget/CIP is CPS?
- 9.2 Did you receive training on budget management? CPS administration? Who provided the training?
- 9.3 Are you comfortable with the budget management process?
- 9.4 Do you have a clear vision of the resources that you will receive from donors next year? From the government?
- 9.5 How would you plan to continue CPS if external support stops? For example?
- 9.6 When or how often does the CCWC seek support from District and Province?

**10. UNICEF's support**

- 10.1 What lessons have you learned from UNICEF's support that can help you to ensure continuity of CPS implementation?

**11. Better quality of life for children and their families**

- 11.1 Are parents aware of their children's improved capacities and progress?
- 11.2 Are children with disabilities aware of the possibilities of rehabilitation and schooling adapted to their needs?
- 11.3 Are children willing to go to school?
- 11.4 Do children have good hygiene and nutrition? (Influence: parents)

**12. Social service delivery**

- 12.1 Did the CPS contribute to improving immunization coverage for children?
- 12.2 Did the CPS contribute to improving birth registration of children/new-borns?

**Other remarks:**

**Conclusions (if necessary):**

**6. INTERVIEW GUIDE FOR DOE**

|  |              |                           |
|--|--------------|---------------------------|
| Name(s) of the interviewee(s):                   | Position:    | Institution/Organization: |
| Location (province, district, commune, village): |              |                           |
| Interview date:                                  | Interviewer: |                           |

**1. Introduction**

- 1.1 How many CPS are open in your commune?
- 1.2 How many children attend the CPS?
- 1.3 Why not in the other villages?
- 1.4 Did some CPS close? Why?
- 1.5 Your involvement in the project: how do you work with CPS? What is your role?
- 1.6 Current and forthcoming issues in your CPC

**2. Inclusiveness**

- 2.1 Do you know if there are some children who do not have access to ECE? Why do they not have access? Is it due to disabilities, health problems, ethnic and linguistic barriers, poverty, working?
- 2.2 Have you found solutions for them? What are the solutions?
- 2.3 Do children with disabilities have a harder time in school? (e.g., school building not designed to accommodate them, they feel excluded in the classroom, had trouble following curricula, etc.)
- 2.4 Are teachers trained to educate children with disabilities? Is there a "special needs" support system in your Commune or in the district?

**3. Inter-sectoral ECCD**

- 3.1 Do you coordinate activities between CPS and other services, like the health centre? How is it going? What types of activities are offered? Are the parents involved?
- 3.2 Do you raise issues related to CPS in the CCWC monthly meeting? Are problems usually solved? Would you please provide an example or two?

**4. CPS administrative system**

- 4.1 Do you have a contract with teachers?

- 4.2 How much is their salary?
- 4.3 Do teachers receive their salaries on time?
- 4.4 How would you describe parents' relationship with teachers?
- 4.5 Do teachers arrive on time to teach their classes? Are they committed? Are there high drop-out rates? Do many teachers stop teaching during the school year?
- 4.6 Are teachers easily replaced? Do new teachers have easy access to training?

#### 5. Effectiveness of management

- 5.1 Would you say the CC is able to guarantee resources and properly administer the CPS?  
Regarding CC's investment, is it worth it for the child's development?
- 5.2 Do you think these resources are safe and available over the longer term?

#### 6. Child development & school readiness

- 6.1 What activities are taught to the children? Singing, dancing, drawing, letters, counting, sport, hygiene?
- 6.2 What changes do you observe in children attending CPS compared to those children who are not attending?
- 6.3 What skills do you see children developing? (e.g., social, emotional, academic, linguistic creative)
- 6.4 Are there inequalities between children? (Possible inequality lines: disabled and non-disabled, economic, geographic, gender and ethnic backgrounds)
- 6.5 Do children transition well into primary school? How many transitioned last year? How many are expected to transition to primary this upcoming SY?

#### 7. Effectiveness of the CPS

- 7.1 How does the Commune manage parental participation (how often do they participate, in what way do they participate)?
- 7.2 Do you think the CPS schedule is adjusted to parents' working schedule?
- 7.3 Did you make any adjustments to parents' working schedules?
- 7.4 Do you think that parents were aware of the CPS enrolment dates and schedules?
- 7.5 Do you think more parents would enrol their children in CPS if the current CPS modality would be more a community day care modality?

#### 8. Unintended results either positive or negative

- 8.1 Do you observe cases of teacher abuse or violence among children?

#### 9. D&D - sustainability

- 9.1 What part of the social services budget/CIP is CPS?
- 9.2 Did you receive training on budget management? CPS administration? Who provided the training?
- 9.3 Are you comfortable with the budget management process?
- 9.4 Do you have a clear vision of the resources that you will receive from donors next year? From the government?
- 9.5 How would you plan to continue CPS if external support stops? For example?
- 9.6 When or how often does the CCWC seek support from District and Province?

#### 10. UNICEF's support

- 10.1 What lessons have you learned from UNICEF's support that can help you to ensure continuity of CPS implementation?

#### 11. Better quality of life for children and their families

- 11.1 Are parents aware of their children's improved capacities and progress?
- 11.2 Are children with disabilities aware of the possibilities of rehabilitation and schooling adapted to their needs?
- 11.3 Are children willing to go to school?
- 11.4 Do children have good hygiene and nutrition? (Influence: parents)

#### 12. Social service delivery

- 12.1 Did the CPS contribute to improving immunization coverage for children?
- 12.2 Did the CPS contribute to improving birth registration of children/new-borns?

#### 13. Teachers capacity/trainings

- 13.1 Do teachers propose new teaching methods adapted for all children? Are they encouraged to do so?
- 13.2 Do teachers develop scheduling skills? (*short/med/long-term and coherent planning, adjusted curricula to needs assessment, balanced and diversified activities, objectives definition, prepared materials*)

**Other remarks:**

**Conclusions (if necessary):**

**7. INTERVIEW GUIDE FOR POE**

|  |               |                           |
|--|---------------|---------------------------|
| Name(s) of the interviewee(s):                   | Position:     | Institution/Organization: |
| Location (province, district, commune, village): |               |                           |
| Interview date:                                  | Interviewer : |                           |

**1. Introduction**

- 1.1 How many CPS are open in your commune?
- 1.2 How many children attend CPS?
- 1.3 Why not in the other villages?
- 1.4 Did some CPS close? Why?
- 1.5 Your involvement in the project: how do you work with CPS? What is your role?
- 1.6 Current and forthcoming issues in your CPC
- 1.7 How is CPS contributing to improving preschool education in your province?
- 1.8 Any ideas, vision for early childhood in your province?

**2. Inclusiveness**

- 2.1 Do you know if there are some children who do not have access to ECE? Why do they not have access? Is it due to disabilities, health problems, ethnic and linguistic barriers, poverty, working?
- 2.2 Have you found solutions for them? What are the solutions?
- 2.3 Do children with disabilities have a harder time in school (e.g., school building not designed to accommodate them, they feel excluded in the classroom, had trouble following curricula, etc.)?
- 2.4 Are teachers trained to educate children with disabilities? Is there a "special needs" support system in your Commune or in the district?

**3. Inter-sectoral ECCD**

- 3.1 Do you coordinate activities between CPS and other services, like the health centre? How is it going? What types of activities are offered? Are the parents involved?
- 3.2 Do you raise issues related to CPS in the CCWC monthly meeting? Are problems usually solved? Would you please provide an example or two?

**4. CPS administrative system**

- 4.1 Do you have a contract with teachers?
- 4.2 How much is their salary?
- 4.3 Do teachers receive their salaries on time?
- 4.4 How would you describe parents' relationship with teachers?
- 4.5 Do teachers arrive on time to teach their classes? Are they committed? Are there high drop-out rates?
- 4.6 Are teachers easily replaced? Do new teachers have easy access to training?

**5. Effectiveness of management**

- 5.1 Would you say the CC is able to guarantee resources and properly administer the CPS?  
Regarding CC's investment, is it worth it for the child's development?
- 5.2 Do you think these resources are safe and available over the longer term?

**6. Child development & school readiness**

- 6.1 What activities are taught to the children? Singing, dancing, drawing, letters, counting, sport, hygiene?
- 6.2 What changes do you observe in children attending CPS compared to those children who are not attending?
- 6.3 What skills do you see children developing? (e.g., social, emotional, academic, linguistic creative)
- 6.4 Are there inequalities between children? (Possible inequality lines: disabled and non-disabled, economic, geographic, gender and ethnic backgrounds)
- 6.5 Do children transition well into primary school? How many transitioned last year? How many are expected to transition to primary this upcoming SY?

**7. Effectiveness of the CPS**

- 7.1 How does the Commune manage parental participation (how often do they participate, in what way do they participate)?
- 7.2 Do you think the CPS schedule is adjusted to parents' working schedule?
- 7.3 Did you make any adjustments to parents' working schedules?

7.4 Do you think that parents were aware of the CPS enrolment dates and schedules?

7.5 Do you think more parents would enrol their children in CPS if the current CPS modality would be more a community day care modality?

#### 8. Unintended results either positive or negative

8.1 Do you observe cases of teacher abuse or violence among children?

#### 9. D&D - sustainability

9.1 What part of the social services budget/CIP is CPS?

9.2 Did you receive training on budget management? CPS administration? Who provided the training?

9.3 Are you comfortable with the budget management process?

9.4 Do you have a clear vision of the resources that you will receive from donors next year? From the government?

9.5 How would you plan to continue CPS if external support stops? For example?

9.6 When or how often does the CCWC seek support from District and Province?

#### 10. UNICEF's support

10.1 What lessons have you learned from UNICEF's support that can help you to ensure continuity of CPS implementation?

#### 11. Better quality for life of children and their families?

11.1 Are parents aware of their children's improved capacities and progress?

11.2 Are children with disabilities aware of the possibilities of rehabilitation and schooling adapted to their needs?

11.3 Are children willing to go to school?

11.4 Do children have good hygiene and nutrition? (Influence: parents)

#### 12. Social service delivery

12.1 Did the CPS contribute to improving immunization coverage for children?

12.2 Did the CPS contribute to improving birth registration of children/new-borns?

#### 13. Teachers capacity/trainings

13.1 Do teachers propose new teaching methods adapted for all children? Are they encouraged to do so?

13.2 Do teachers develop scheduling skills? (*short/med/long-term and coherent planning, adjusted curricula to needs assessment, balanced and diversified activities, objectives definition, prepared materials*)

13.3 Do you have any ideas for CPS teacher's career path?

**Other remarks:**

**Conclusions (if necessary):**

## ANNEX 4: SCORING MATRIX

- Complete the scoring matrix for each school you visit:
  - The name of the school (specific location);
  - The district.
- Indicate whether the CPS has recently received UNICEF support (less than 5 years), or has received UNICEF support for a long time (between 5 and 10 years), or has not received UNICEF support at all (but may receive support from other donors).
- Indicate whether the CPS has received extra UNICEF support (social services).
- Score the impacts you observed. Scoring ranges from 0 to 3, the figure should be inserted in the right column.
- Write in the comment box on the right, 2 evidences that confirm your scoring (in brief). They might be one or 3 evidences, 2 is ideal.
- Save your work under a different name each time.
- Find below an example:

| Type of criteria           | Explanation of the levels                       |  |  |  | Scoring              | Why have you scored this level?  |
|----------------------------|---|--|--|--|----------------------|--|
| <b>Name of CPS</b>         | XXCCVVBB  |  |  |  |                      |  |
| <b>District</b>            | Kampong Speu                                    |  |  |  |                      |  |
| <b>Supported by UNICEF</b> | <5ans (1) / 5-10 years (2) / Not supported (3)  |  |  |  | 1                    |  |
| <b>Extra support</b>       | Yes (Y) or Not (N)                              |  |  |  | Y                    |  |
| <b>Inclusiveness</b>       | 0   | 1  | 2  | 3  | <b>Inclusiveness</b> |  |
| <i>Levels description</i>  | UNICEF support has not increased inclusiveness. | CPS includes children with disabilities or whom are vulnerable but without providing specific or additional support. | Children in CPS receive more attention from CPS teachers due to their disability or vulnerability. | Children are given adapted activities, material and curriculum, when necessary Children develop their personal, educational and physical development like any other child, no matter their disability and vulnerability. | 2                    | Teachers include children with disabilities in the class by devoting more time to them. However, they don't provide any specific tool for them (in terms of pedagogy, play...) |
| <b>Access to CPS</b>       | 0   | 1  | 2  | 3  | <b>Access to CPS</b> |  |
| <i>Levels description</i>  | CPS is not accessible to children.              | Children in remote locations have the opportunity to access CPS.   | Most children are able to reach CPS via adequate transportation.                                   | Access is no longer an issue and is possible no matter the location of families, disability and vulnerability.   | 0                    | All CPS are located far from homes and not transportation is made possible for children.   |

Evaluation of Community Preschool Modality in Cambodia

| <b>Effectiveness of teaching</b> | 0  | 1   | 2   | 3   | <b>Effectiveness of teaching</b> |  |
|----------------------------------|--|---|---|---|----------------------------------|--|
| <i>Levels description</i>        | Teachers are not motivated and pass this sentiment on to the children. | Teachers are somewhat motivated and more motivated than the children. | The teachers are motivated and try to inspire the children to be interested to learn. | Teachers use innovative ways to inspire the children and the children are motivated to learn. | 3                                | Teachers are able to implement the lessons learned from the professional development training they attended in Phnom Penh. |

## **ANNEX 5: LIST OF KEY INFORMANTS**

### **Early Childhood Education Department, Ministry of Education, Youth and Sport**

- Secretary of State
- ECED Director
- Chief of Planning Office, ECE Department
- Deputy Director
- Consultant to MOEYS on D&D

### **Ministry of Economics and Finance of Cambodia**

- Chief Economics and Finance

### **Ministry of Interior**

- Deputy Director of Department of Krong, Srok and C/S Management

### **World Bank**

- Senior Operations Officer

### **European Union**

- Attaché, Education, Health and Social Development
- Programme Officer, Education, Health and Social Development

### **Save the Children, NGO**

- ECD Specialist

### **Plan International, NGO**

- ECD Specialist

### **Krousar Yoeung, NGO**

- Director

### **Bandos Kommas, NGO**

- Director

### **UNICEF Cambodia**

- Representative
- Deputy Representative
- Chief of Local Governance for Child Rights
- Community Development Specialist
- Community Development Officer
- Chief of Education
- Education Specialist (ECD)
- Programme Specialist (Monitoring & Evaluation)
- Evaluation Specialist
- Education Specialist (Capacity Development)

**UNICEF EAPRO**

- Regional Education Adviser
- Regional Evaluation Adviser



## **ANNEX 6: AUTHORIZATION INTERVIEW FORM**

### **Evaluation of CPS Modality in Cambodia**

"I hereby agree to be interviewed by the evaluation team contracted by UNICEF in the framework of the CPS Modality Evaluation that will take place from 15 June to 3 July 2015.

I understand that my answers will be used as information data for internal use only, they are not to be publicly related and communicated to UNICEF or to any Cambodian authority. Anonymous quotations might be used with impossibility to track the authors".

## ANNEX 7: RESULTS OF THE SCORING MATRIX

|                     |        |   |
|---------------------|--------|---|
| supported by UNICEF | (Tous) | ▼ |
| Extra support       | (Tous) | ▼ |

| Nombre de inclusivness       | inclusivness |           |           |          |          | ▼         |               |
|------------------------------|--------------|-----------|-----------|----------|----------|-----------|---------------|
| District                     | 0            | 1         | 2         | 3        | ?        | N/A       | Total général |
| Baray                        | 1            | 3         |           |          |          |           | 4             |
| Kampong Svai                 | 1            | 7         | 1         |          |          |           | 9             |
| Kampong Trabaek              |              | 2         |           | 2        |          | 1         | 5             |
| Kanhchriech                  | 2            | 2         | 5         |          |          | 9         | 18            |
| O Chum - Rattanakiri         | 3            | 1         | 1         | 1        |          |           | 6             |
| Phnum Proek                  | 3            | 10        | 1         |          |          | 2         | 16            |
| Prey Poun                    |              |           |           | 1        | 2        | 1         | 4             |
| Samraong Tong                |              |           | 3         |          |          |           | 3             |
| Samrong Tong                 |              | 7         |           |          |          | 3         | 10            |
| Santuk                       | 3            | 4         | 1         |          |          |           | 8             |
| Thalaborivath - Steung Treng | 2            |           | 6         |          |          |           | 8             |
| Veun Sai                     |              | 1         |           |          |          |           | 1             |
| Voeun Say - Rattanakiri      |              |           | 1         |          |          |           | 1             |
| <b>Total général</b>         | <b>15</b>    | <b>37</b> | <b>19</b> | <b>2</b> | <b>4</b> | <b>16</b> | <b>93</b>     |

|                     |        |   |
|---------------------|--------|---|
| district            | (Tous) | ▼ |
| Extra support       | (Tous) | ▼ |
| supported by UNICEF | (Tous) | ▼ |

| Étiquettes de lignes | ▼ | Nombre de inclusivness |
|----------------------|---|------------------------|
| 0                    |   | 15                     |
| 1                    |   | 37                     |
| 2                    |   | 19                     |
| 3                    |   | 2                      |
| ?                    |   | 4                      |
| N/A                  |   | 16                     |
| <b>Total général</b> |   | <b>93</b>              |

|                     |        |   |
|---------------------|--------|---|
| supported by UNICEF | (Tous) | ▼ |
| Extra support       | (Tous) | ▼ |

| Nombre de access to cps      | Étiquettes de colonnes |           |           |          |          | ▼        |               |
|------------------------------|------------------------|-----------|-----------|----------|----------|----------|---------------|
| Étiquettes de lignes         | 0                      | 1         | 2         | 3        | ?        | N/A      | Total général |
| Baray                        | 1                      | 3         |           |          |          |          | 4             |
| Kampong Svai                 | 2                      | 2         | 5         |          |          |          | 9             |
| Kampong Trabaek              |                        | 2         | 3         |          |          |          | 5             |
| Kanhchriech                  | 8                      | 3         | 3         | 4        |          |          | 18            |
| O Chum - Rattanakiri         | 3                      | 1         | 1         | 1        |          |          | 6             |
| Phnum Proek                  | 2                      | 8         | 6         |          |          |          | 16            |
| Prey Poun                    |                        | 1         |           | 1        | 2        |          | 4             |
| Samraong Tong                |                        |           | 3         |          |          |          | 3             |
| Samrong Tong                 |                        |           |           | 5        | 2        | 3        | 10            |
| Santuk                       | 1                      | 1         | 5         | 1        |          |          | 8             |
| Thalaborivath - Steung Treng | 1                      | 3         | 4         |          |          |          | 8             |
| Veun Sai                     |                        | 1         |           |          |          |          | 1             |
| Voeun Say - Rattanakiri      |                        |           |           | 1        |          |          | 1             |
| <b>Total général</b>         | <b>18</b>              | <b>22</b> | <b>39</b> | <b>9</b> | <b>2</b> | <b>3</b> | <b>93</b>     |

|                     |        |   |
|---------------------|--------|---|
| district            | (Tous) | ▼ |
| supported by UNICEF | (Tous) | ▼ |
| Extra support       | (Tous) | ▼ |

| Étiquettes de lignes | ▼ | Nombre de access to cps |
|----------------------|---|-------------------------|
| 0                    |   | 18                      |
| 1                    |   | 22                      |
| 2                    |   | 39                      |
| 3                    |   | 9                       |
| ?                    |   | 2                       |
| N/A                  |   | 3                       |
| <b>Total général</b> |   | <b>93</b>               |

Evaluation of Community Preschool Modality in Cambodia

supported by UNICEF (Tous)   
 Extra support (Tous)

| Nombre de effectiveness of teaching | Étiquettes de colonnes |           |           |          |          |               |
|-------------------------------------|------------------------|-----------|-----------|----------|----------|---------------|
| Étiquettes de lignes                | 0                      | 1         | 2         | 3        | N/A      | Total général |
| Baray                               | 1                      |           | 3         |          |          | 4             |
| Kampong Svai                        | 1                      |           | 8         |          |          | 9             |
| Kampong Trabaek                     |                        |           |           | 3        | 2        | 5             |
| Kanhchriech                         | 1                      | 12        | 5         |          |          | 18            |
| O Chum - Rattanakiri                | 1                      | 3         | 1         |          | 1        | 6             |
| Phnum Proek                         | 1                      | 9         | 6         |          |          | 16            |
| Prey Poun                           | 1                      |           | 1         | 2        |          | 4             |
| Samraong Tong                       |                        |           | 2         | 1        |          | 3             |
| Samrong Tong                        |                        |           | 2         | 3        | 2        | 3             |
| Santuk                              | 2                      |           | 5         | 1        |          | 8             |
| Thalaborivath - Steung Treng        | 2                      | 1         | 4         | 1        |          | 8             |
| Veun Sai                            | 1                      |           |           |          |          | 1             |
| Voeun Say - Rattanakiri             | 1                      |           |           |          |          | 1             |
| <b>Total général</b>                | <b>12</b>              | <b>29</b> | <b>40</b> | <b>8</b> | <b>4</b> | <b>93</b>     |

supported by UNICEF (Tous)   
 Extra support (Tous)

| Nombre de health             | Étiquettes de colonnes |           |           |          |          |               |
|------------------------------|------------------------|-----------|-----------|----------|----------|---------------|
| Étiquettes de lignes         | 0                      | 1         | 2         | 3        | N/A      | Total général |
| Baray                        | 1                      |           | 3         |          |          | 4             |
| Kampong Svai                 | 1                      | 8         |           |          |          | 9             |
| Kampong Trabaek              |                        |           | 2         | 1        | 2        | 5             |
| Kanhchriech                  | 1                      | 8         | 6         | 3        |          | 18            |
| O Chum - Rattanakiri         | 2                      | 3         | 1         |          |          | 6             |
| Phnum Proek                  |                        | 6         | 10        |          |          | 16            |
| Prey Poun                    |                        | 1         | 1         | 2        |          | 4             |
| Samraong Tong                |                        | 2         | 1         |          |          | 3             |
| Samrong Tong                 |                        |           | 3         | 4        | 3        | 10            |
| Santuk                       | 1                      | 4         | 2         | 1        |          | 8             |
| Thalaborivath - Steung Treng | 2                      | 6         |           |          |          | 8             |
| Veun Sai                     |                        |           |           | 1        |          | 1             |
| Voeun Say - Rattanakiri      |                        |           | 1         |          |          | 1             |
| <b>Total général</b>         | <b>8</b>               | <b>44</b> | <b>30</b> | <b>8</b> | <b>3</b> | <b>93</b>     |

district (Tous)   
 supported by UNICEF (Tous)   
 Extra support (Tous)

| Étiquettes de lignes | Nombre de effectiveness of teaching |
|----------------------|-------------------------------------|
| 0                    | 12                                  |
| 1                    | 29                                  |
| 2                    | 40                                  |
| 3                    | 8                                   |
| N/A                  | 4                                   |
| <b>Total général</b> | <b>93</b>                           |

district (Tous)   
 supported by UNICEF (Tous)   
 Extra support (Tous)

| Étiquettes de lignes | Nombre de health |
|----------------------|------------------|
| 0                    | 8                |
| 1                    | 44               |
| 2                    | 30               |
| 3                    | 8                |
| N/A                  | 3                |
| <b>Total général</b> | <b>93</b>        |

Evaluation of Community Preschool Modality in Cambodia

supported by UNICEF (Tous)   
 Extra support (Tous)

supported by UNICEF (Tous)   
 Extra support (Tous)

| Nombre de School readiness   | Étiquettes de colonnes |           |           |           |          |               |
|------------------------------|------------------------|-----------|-----------|-----------|----------|---------------|
| Étiquettes de lignes         | 0                      | 1         | 2         | 3         | N/A      | Total général |
| Baray                        | 1                      |           |           | 3         |          | 4             |
| Kampong Svai                 | 2                      | 2         | 5         |           |          | 9             |
| Kampong Trabaek              |                        |           |           | 5         |          | 5             |
| Kanhchriech                  |                        |           |           | 18        |          | 18            |
| O Chum - Rattanakiri         | 2                      | 2         | 2         |           |          | 6             |
| Phnum Proek                  | 1                      | 3         | 6         | 4         | 2        | 16            |
| Prey Poun                    |                        | 1         | 3         |           |          | 4             |
| Samraong Tong                |                        | 3         |           |           |          | 3             |
| Samrong Tong                 |                        |           | 2         | 5         | 3        | 10            |
| Santuk                       | 2                      | 5         | 1         |           |          | 8             |
| Thalaborivath - Steung Treng | 1                      | 2         | 4         | 1         |          | 8             |
| Veun Sai                     |                        |           |           |           | 1        | 1             |
| Voeun Say - Rattanakiri      |                        |           | 1         |           |          | 1             |
| <b>Total général</b>         | <b>9</b>               | <b>11</b> | <b>22</b> | <b>45</b> | <b>6</b> | <b>93</b>     |

| Nombre de Transition to Primary school | Étiquettes de colonnes |          |           |           |          |               |
|--|------------------------|----------|-----------|-----------|----------|---------------|
| Étiquettes de lignes                   | 0                      | 1        | 2         | 3         | N/A      | Total général |
| Baray                                  |                        |          | 3         | 1         |          | 4             |
| Kampong Svai                           | 2                      | 7        |           |           |          | 9             |
| Kampong Trabaek                        |                        |          | 5         |           |          | 5             |
| Kanhchriech                            |                        |          | 18        |           |          | 18            |
| O Chum - Rattanakiri                   | 2                      | 1        | 2         | 1         |          | 6             |
| Phnum Proek                            | 1                      | 6        | 8         | 1         |          | 16            |
| Prey Poun                              |                        | 1        | 3         |           |          | 4             |
| Samraong Tong                          |                        |          | 3         |           |          | 3             |
| Samrong Tong                           |                        | 7        |           | 3         |          | 10            |
| Santuk                                 |                        | 6        | 1         | 1         |          | 8             |
| Thalaborivath - Steung Treng           | 1                      | 2        | 4         | 1         |          | 8             |
| Veun Sai                               |                        |          |           | 1         |          | 1             |
| Voeun Say - Rattanakiri                |                        | 1        |           |           |          | 1             |
| <b>Total général</b>                   | <b>5</b>               | <b>8</b> | <b>35</b> | <b>36</b> | <b>9</b> | <b>93</b>     |

district (Tous)   
 supported by UNICEF (Tous)   
 Extra support (Tous)

district (Tous)   
 supported by UNICEF (Tous)   
 Extra support (Tous)

| Étiquettes de lignes | Nombre de School readiness |
|----------------------|----------------------------|
| 0                    | 9                          |
| 1                    | 11                         |
| 2                    | 22                         |
| 3                    | 45                         |
| N/A                  | 6                          |
| <b>Total général</b> | <b>93</b>                  |

| Étiquettes de lignes | Nombre de Transition to Primary school |
|----------------------|--|
| 0                    | 5                                      |
| 1                    | 8                                      |
| 2                    | 35                                     |
| 3                    | 36                                     |
| N/A                  | 9                                      |
| <b>Total général</b> | <b>93</b>                              |

Evaluation of Community Preschool Modality in Cambodia

supported by UNICEF (Tous)   
 Extra support (Tous)

| Nombre de Parental implication | Étiquettes de colonnes |           |          |          |          |               |
|--------------------------------|------------------------|-----------|----------|----------|----------|---------------|
| Étiquettes de lignes           | 0                      | 1         | 2        | ?        | N/A      | Total général |
| Baray                          |                        | 3         |          |          | 1        | 4             |
| Kampong Svai                   | 1                      | 8         |          |          |          | 9             |
| Kampong Trabaek                | 1                      | 3         | 1        |          |          | 5             |
| Kanhchriech                    | 9                      | 5         | 4        |          |          | 18            |
| O Chum - Rattanakiri           | 6                      |           |          |          |          | 6             |
| Phnum Proek                    | 9                      | 6         |          | 1        |          | 16            |
| Prey Poun                      | 3                      | 1         |          |          |          | 4             |
| Samraong Tong                  | 2                      | 1         |          |          |          | 3             |
| Samrong Tong                   | 3                      | 7         |          |          |          | 10            |
| Santuk                         |                        | 6         | 1        |          | 1        | 8             |
| Thalaborivath - Steung Treng   | 1                      | 6         |          |          | 1        | 8             |
| Veun Sai                       |                        |           | 1        |          |          | 1             |
| Voeun Say - Rattanakiri        |                        | 1         |          |          |          | 1             |
| <b>Total général</b>           | <b>35</b>              | <b>47</b> | <b>6</b> | <b>1</b> | <b>4</b> | <b>93</b>     |

district (Tous)   
 supported by UNICEF (Tous)   
 Extra support (Tous)

| Étiquettes de lignes | Nombre de Parental implication |
|----------------------|--------------------------------|
| 0                    | 35                             |
| 1                    | 47                             |
| 2                    | 6                              |
| ?                    | 1                              |
| N/A                  | 4                              |
| <b>Total général</b> | <b>93</b>                      |

supported by UNICEF (Tous)   
 Extra support (Tous)

| Nombre de Environment and safety | Étiquettes de colonnes |           |           |          |          |               |
|----------------------------------|------------------------|-----------|-----------|----------|----------|---------------|
| Étiquettes de lignes             | 0                      | 1         | 2         | 3        | N/A      | Total général |
| Baray                            | 1                      | 3         |           |          |          | 4             |
| Kampong Svai                     | 1                      | 2         | 6         |          |          | 9             |
| Kampong Trabaek                  |                        | 3         | 1         | 1        |          | 5             |
| Kanhchriech                      |                        | 6         | 12        |          |          | 18            |
| O Chum - Rattanakiri             | 3                      | 1         | 1         | 1        |          | 6             |
| Phnum Proek                      |                        | 10        | 6         |          |          | 16            |
| Prey Poun                        |                        | 1         | 2         | 1        |          | 4             |
| Samraong Tong                    |                        | 2         | 1         |          |          | 3             |
| Samrong Tong                     |                        | 1         | 8         |          | 1        | 10            |
| Santuk                           | 1                      | 4         | 2         | 1        |          | 8             |
| Thalaborivath - Steung Treng     | 6                      |           | 2         |          |          | 8             |
| Veun Sai                         |                        |           |           | 1        |          | 1             |
| Voeun Say - Rattanakiri          |                        |           |           | 1        |          | 1             |
| <b>Total général</b>             | <b>12</b>              | <b>33</b> | <b>41</b> | <b>6</b> | <b>1</b> | <b>93</b>     |

supported by UNICEF (Tous)   
 Extra support (Tous)

| Étiquettes de lignes | Nombre de Environment and safety |
|----------------------|----------------------------------|
| 0                    | 12                               |
| 1                    | 33                               |
| 2                    | 41                               |
| 3                    | 6                                |
| N/A                  | 1                                |
| <b>Total général</b> | <b>93</b>                        |

## **ANNEX 8: ANALYSIS OF THE SCORING MATRIX**

In UNICEF-supported CPS, children are very active, know basic knowledge such as counting numbers (pre-math teaching) and recognize letters and colors (pre-reading teaching). They also sing educational songs and play educational games that equip them with social and behavioral skills.

On a longer-term, UNICEF support has led to significant improvements in the transition to primary school. Children improved their capacity of learning and children development. Parents acknowledge these improvements in most cases. All children eligible to go to primary school do so. In CPS with longer-term support, at least 50% of 6-year-old children are being referred to grade one with literacy, educational and social skills. Some cannot move to grade 1 due to no regular attendance.

### ***Access to CPS***

In many cases there is good geographical access and good facilities for CPS, with many children being to attend. CPS being centrally located in the village enable easy access, children being able to go to CPS on foot. This doesn't mean that every child can access CPS. For children living 1-3 km away, access is severely restricted. Seasonal migration prevents children to attend CPS regularly and there is no arrangements for these situations, frequently met in rural areas where parents work in the fields and follow the seasonal crops.

### **Extra support**

No tangible difference (nothing in the comments stands out as a result).

### ***Effectiveness of Teaching***

#### **UNICEF support**

UNICEF support has been mixed in its teaching effectiveness because there were cases of committed new teachers without pedagogical training, experienced teachers without enthusiasm for teaching, innovative teachers with scarce teaching resources and many cases of no materials, instructive posters, of games for CPS.

### **Long-term support**

No tangible difference (nothing in the comments stands out as a result).

### **Extra support**

No tangible difference (nothing in the comments stands out as a result).

### ***Health***

Long-term support has slightly improved health given that many parents indicate that their children apply hand washing at home and some also have materials. As for the limitation of long-term support, they correspond to the limitations of general UNICEF support towards health.

### ***Environment and Safety***

#### **UNICEF Support**

UNICEF support towards environment and safety has been mixed due to some CPS being well kept, cleaned and in solid structures. Be that as it may, there were also cases of CPS roofs leaking with no plastic sheets for children to sit on alongside occasional lack of walls and real floor (sand-based).

### **Long-term support**

No tangible difference (nothing in the comments stands out as a result).

**Extra support**

No tangible difference (nothing in the comments stands out as a result).

***Parental Implication***

UNICEF support has had no discernible impact on parental implication. There is no indication that parents are meaningful participants with CPS given that there is a severe lack of immunity mobilization. Parents encourage children to attend CPS and there are regular parent-teacher meetings, but no other inputs exist beyond occasional repairs to CPS and some provision of good for snacks. The parent-teacher relation is inherently nonexistent.

**Extra-support provided by UNICEF** for social activities has in any case resulted in improvement in health, safety, transition to primary school, teaching effectiveness and parental implications.

## ANNEX 9: REFERENCE DOCUMENTS

### 1. Annual Reports

- United Nations Children’s Fund, *Country Office Annual Report 2006* (internal document), UNICEF, 2006.
- United Nations Children’s Fund, *Country Office Annual Report 2007* (internal document), UNICEF, 2007.
- United Nations Children’s Fund, *Country Office Annual Report 2008* (internal document), UNICEF, 2008.
- United Nations Children’s Fund, *Country Office Annual Report 2009* (internal document), UNICEF, 2009.
- United Nations Children’s Fund, *Country Office Annual Report 2010* (internal document), UNICEF, 2011.
- United Nations Children’s Fund, *Country Office Annual Report 2011*, UNICEF, 2011.
- United Nations Children’s Fund, *Country Office Annual Report 2012*, UNICEF, 2012.
- United Nations Children’s Fund, *Country Office Annual Report 2013*, UNICEF, 2013.
- United Nations Children’s Fund, *Country Office Annual Report 2014*, UNICEF, 2014.

### 2. Context Specific Documents

- Kingdom of Cambodia, Nation Religion King, Ministry of Education, Youth and Sport, *Education Strategic Plan 2014-2018*, Phnom Penh, 2014.
- Rebello Britto, P., Yoshikawa, H., Van Ravens, J., Ponguta, L. A., Oh, S.S., Dimaya, R., Seder, R.C., ‘Understanding Governance of Early Childhood Development and Education Systems and Services in Low-Income Countries’, *Innocenti Working Paper No.2013-07*, UNICEF Office of Research, Florence, 2013.
- United Nations Children’s Fund, *Evaluation of UNICEF’s Early Childhood Development Programme with Focus on Government of Netherlands Funding (2008-2010) - Cambodia Country Case Study Report*, UNICEF, New York, 2011.
- United Nations Children’s Fund. *School Readiness: A Conceptual Framework*, UNICEF, New York, 2012.
- United Nations Children’s Fund Cambodia, *Social Service Delivery by the Commune/ Sangkats as part of the Decentralization Process in Cambodia: An Example of Community Preschool Provision*, UNICEF Cambodia, Phnom Penh, 2005.
- Angkor Research, United Nations Children’s Fund: *Study on commune planning and budgeting for social services, to be released 2015, Draft Report*.

### 3. Country Specific Documents

- United Nations Children’s Fund, ‘Draft country programme document. Cambodia’, E/ICEF/2010/P/L.7, n.p., 30 March 2010.
- United Nations Children’s Fund, ‘Draft country programme document Cambodia’, UNICEF, n.p., 04 May 2015.
- United Nations Children’s Fund, Royal Government of Cambodia, *Country Programme Action Plan 2011-2015*, UNICEF and Royal Government of Cambodia, n.p., 2010.
- United Nations Children’s Fund, Royal Government of Cambodia, *Country Programme Action Plan 2015-2018*, UNICEF and Royal Government of Cambodia, n.p., 2015.
- United Nations Educational, Scientific and Cultural Organisation Bangkok, *Community Learning Centres – Country reports from Asia*, UNESCO, Bangkok, 2008.
- Royal Government of Cambodia, *Education for All 2015 National Review Report: Cambodia*, n.p., 2014.



#### 4. Documents Related to Education

- Lloyd, Chrishana M. and Michael Bangser, *Promoting Preschool Quality Through Effective Classroom Management – Implementation lessons from the foundations of learning demonstration, Executive summary*, MDRRC, n.p., 2009.
- Rwanda Ministry of Education, *Child Friendly Schools Infrastructure Standards and Guidelines, Primary and Tronc Commun Schools*, Rwanda Ministry of Education, n.p., 2009.
- United Nations Children’s Fund, Montenegro Ministry of Education and Sports, *Strategy for Early and Preschool Education (2010-2015)*, UNICEF and Ministry of Education and Sports, Podgorica, 2010.
- Organisation for Economic Co-operation and Development, *Starting Strong III – A Quality Toolbox for Early Childhood Education and Care*, OECD Publishing, n.p., 2012.

#### 5. Evaluation Reports

- United Nations Children’s Fund, *UNICEF’s Upstream Work in Basic Education and Gender Equality 2003-2012 - Country Case Study Cambodia*, Evaluation Report, UNICEF, New York, July 2014.
- United Nations Children’s Fund, Royal government of Cambodia, *Mid-term Review Report. Royal government of Cambodia and UNICEF country programme action plan 2011–2015*, UNICEF, Royal government of Cambodia, n.p., November 2013.
- United Nations Development Programme: *Human Development Report 2015. Work for Human Development*, UNDP, New York, 2015.

#### 6. Situation Analysis

- United Nations Children’s Fund, Cambodia, *Situation Analysis of Children and Women in Cambodia*, UNICEF, n.p., 2013.

#### 7. Evaluation Guidance and Standards

- United Nations Children’s Fund. Evaluation Office. *UNICEF-Adapted UNEG Evaluation Reports Standards*, UNICEF, New York, July 2010.
- United Nations Children’s Fund. *UNICEF Style book*, UNICEF, New York, March 2014.
- United Nations Children’s Fund, UNICEF procedure for ethical standards in research, evaluation, data collection and analysis, CF/PD/DRP/2015-001, UNICEF, n.p., 1 April 2015.
- United Nations, Economic and Social Council, United Nations Children’s Fund, Revised Evaluation Policy of UNICEF, E/ICEF/2013/14, United Nations, n.p., 18 April 2013.
- United Nations Evaluation Group, *Integrating Human Rights and Gender Equality in Evaluation -- Towards UNEG Guidance*, UNEG/G(2011)2, UNEG, n.p., 2011.
- United Nations Evaluation Group, *UNEG Code of Conduct for Evaluation in the UN System*, UNEG/FN/CoC(2008), UNEG, n.p., March 2008.
- United Nations Evaluation Group, *UNEG Ethical Guidelines for Evaluation*, UNEG/FN/ETH(2008), UNEG, n.p., March 2008.
- United Nations Evaluation Group, *UNEG Quality Checklist for Evaluation Reports*, UNEG/G(2010)/2, UNEG, n.p., 2010.

#### 8. Other Projects

- Andersen, H., ‘Cambodia’s Seila Program: A Decentralized Approach to Rural Development and Poverty Reduction’, *Reducing poverty, sustaining growth—what*

*works, what doesn't, and why. A Global Exchange for Scaling up Success. Scaling Up Poverty Reduction: A Global Learning Process and Conference*, International Bank for Reconstruction and Development/World Bank, n.p., May 2004.

## 9. Websites

- United Nations Educational, Scientific and Cultural Organisation, 'Community Learning Centres – Country Profile Nepal', <<http://www.unesco.org/ui/litbase/?menu=4&programme=80&language=en>>, accessed 15 September 2015.
- United Nations Educational, Scientific and Cultural Organisation Bangkok, 'Projects ICT in Education – Policy', <<http://www.unescobkk.org/education/ict/ict-in-education-projects/policy/>>, accessed 15 September 2015.
- Methodfinder, 'Certifying Community Mobilisation – Example: Learning Centers in Nepal', [http://www.methodfinder.net/example75\\_3.html](http://www.methodfinder.net/example75_3.html), accessed 15 September 2015.