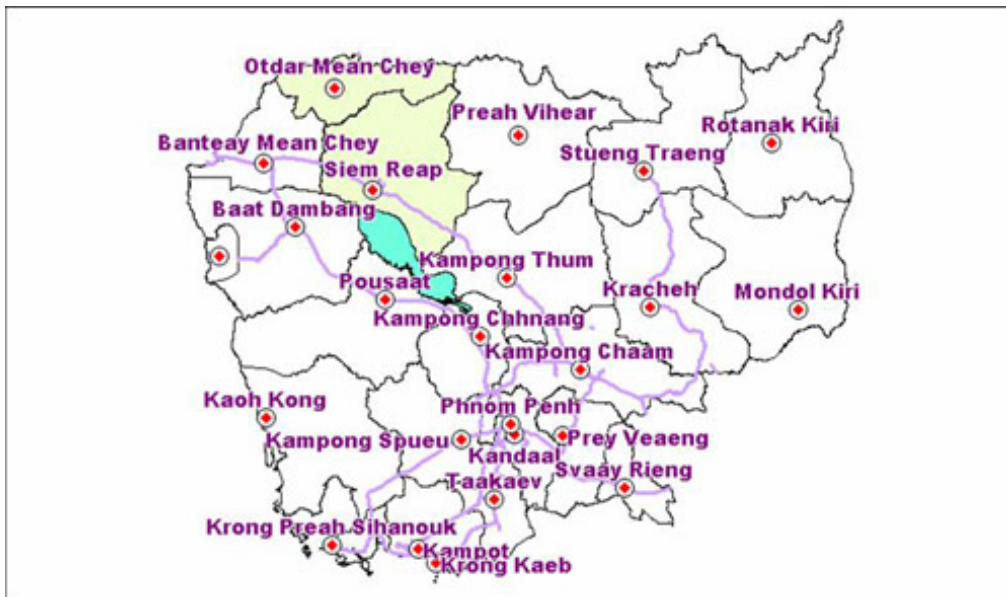


Siem Reap province, Cambodia: Report 1999 - 2002

Managed by Save the Children Norway in partner cooperation with the Provincial Education Office in Siem Reap. Part of project no 6722.

Introduction:

The purpose of this report is to give a summary of expenditure and results during the cooperation between Yates family, Provincial Education Office in Siem Reap (PEO-SR) and Save the Children Norway, Cambodia Office (SCN-CO) in the period 1999-2002. The intention is to provide a summary of facts and figures to supplement the in-depth knowledge of the project gained by the family on their regular field visits. Therefore, the report will contain mainly tables and maps, with minimal description and interpretation added.



I. Overview:

The project "Basic Education in Reconciliation Areas in Siem Reap and Udon Meanchey Provinces" (P6715) is implemented by the Provincial Education Office in Siem Reap. The project is co-funded by SCN-CO and the Yates family. The project covers four districts: Angkor Chum and Varin in Siem Reap; Anlong Veng and Trapeang Prasat in Udon Meanchey. The responsibility for implementation in all 4 districts is under the PEO of Siem Reap. After the reintegration of Khmer Rouge in 1998 and the repatriation of refugees from

Thailand-Cambodia border camps, the reconciliation areas have been deprived of all things in relation to community development – especially basic education. Basic Education was the most urgent need for people and children in this situation.

The project aims at building capacity and develop human resources of the project management team to design and implement project activities. The educational objectives were to increase the children's promotion rate from 50 to 85%, to assist schools to have school development and school action plans, to do so that children learn in better environment such as having classrooms, furniture and clean environment. To be able to achieve and reach these objectives, the following activities has been implemented:

- School management and administration training, practice and provision of material and equipment
- Learning teaching pedagogy on Child Friendly Learning Environment (CFLE) training for teachers, school administrators and school supervision activities which include workshop training, on-the-job training and provision of teaching materials and aids.
- Library and resource centers construction, training librarians, provision of furniture, books and material.
- Construction of school buildings (and providing school furniture), playgrounds, wells and toilets for better school environment.
- Improving school-home relationships through capacity building, campaigns and lobbying, and sharing of materials, plans and reports.

The report pays particular attention to the statistics for girls, as they historically have received even less education than boys.



2. Schools built:

Table 2: List of school buildings constructed and students benefiting (using the buildings) by end 2002:

District	Name of school	Buildings	Completion	Grades	Students/ girls
Anlong Veng	Lumtong	1 Wooden building	2000	1-6	560 / 225
Trapang Prasat	Trapang Prasat	3 Wooden building	1999, 2001, 2002	1-6	1307 / 662
	Yates family	1 Wooden buildings	2000	1-6	280 / 133
	Or Som	1 Concrete building	2003	1-4	124 / 76
Angkor Chum	Yates Charika	3 Concrete buildings	2000,2001	1-6	665 / 243
	Khlong	1 Concrete building	2002	1-6	549 / 224
	Beng	2 Wooden mini-buildings	2001, 2002	1-3	636 / 332
	Romduol	1 Wooden mini-building	2001	1-4	268 / 138
	Kampleuk	1 Wooden mini-building	2001	1-4	332 / 156
	Phoum	1 Wooden mini-building	2002	1-2	126 / 59
Varin	Reusey	1 Wooden mini-building	2001	1-2	115 / 50
	Prey Khnor	1 Wooden mini-building	2002	1-2	238 / 107
	Char	1 Wooden mini-building	2001	1-2	116 / 49
Total		18 buildings			5316 / 2454



Table 3: Construction & expenses pr. District

District	Item	Complete	Classrooms	Libraries	Cost
Anlong Veng	Wood building	1	3	1	14,400
	Playground 1)	0			0
	Well, latrine 2)	0			0
Trapang Prasat	Concrete building 3)	1	3	1	15,000
	Wood building	4	8	4	42,521
	Playground	2			6,420
	Well, latrine	2			2,050
Angkor Chum	Concrete building	4	6	6	53,617
	Wood Mini-school	5	10	1	28,703
	Playground	2			6,840
	Well, latrine	2			2,050
Varin	Wood Mini-school	3	6	0	13,960
	Playground	0			0
	Well, latrine	0			0
Total	Concrete buildings	5	9	7	68,617
	Wood buildings	5	11	5	56,921
	Wood mini-schools	8	16	1	42,663
	Playgrounds	4			13,260
	Well, latrine	4			4,100

- 1) Playground: Number of schools with playground.
- 2) Well, latrine: Number schools with well and/or latrine.
- 3) This building was constructed in early 2003; the cost is not included in table 1.



3. Access to learning

3.1. Background information: Population census for the four districts, from 1999-2002

Population census before 1999 is not reliable because of the war.

Table 4: Population 1999-2002

District	1999		2000		2001		2002	
	Total	<18	Total	<18	Total	<18	Total	<18
Anlong Veng	24270	12538	18327	8856	18848	9111	21081	10019
Trapang Prasat	13975	7735	12571	6429	12229	6228	13457	6827
Angkor Chum	48492	24363	49882	23703	51312	24383	52748	25066
Varin	19461	10247	20021	10542	20591	10845	21743	11149
Total	108198	54883	100801	50030	102980	51467	109929	53361

Table 5: School age population, age 6-18, specifying the number of girls, 1999-2002

District	1999		2000		2001		2002	
	All	Girls	All	Girls	All	Girls	All	Girls
Anlong Veng	7004	3567	5878	2996	6386	3205	7766	3914
Trapang Prasat	5770	2909	4818	2547	4668	2404	4846	2493
Angkor Chum	13915	6997	14072	7116	14298	12260	14948	7605
Varin	5780	2954	5999	3118	6035	3176	6950	3567
Total	32469	16427	30767	15777	31387	21045	34510	17579

3.2. Basic education statistics: Rates of enrollment, promotion and drop-out from 1998 (baseline) to today.

Table 6: Basic education enrolment 1998-2003 in student numbers and % of school age population (enrolment rate).

District	1998 - 1999			1999 - 2000			2000 - 2001			2001 - 2002			2002 - 2003		
	Enrollment		% *	Enrollment		%	Enrollment		%	Enrollment		%	Enrollment		%
	All	girls	(all)	All	girls	(all)	All	girls	(all)	All	girls	(all)	All	girls	(all)
Anlong Veng	2237	1180	30	3562	1808	51	3703	1869	63	5343	2678	84	6912	3516	89
Trapang Prasat	2314	1258	38	2934	1507	51	3108	1594	65	3968	2003	85	4286	2159	88
Angkor Chum	5515	2497	42	6985	3295	50	8075	3945	57	11631	5837	81	13363	6699	89
Varin	2724	1316	47	2826	1370	49	3531	1735	59	4980	2507	83	6219	3082	89
Total	12790	6251	39	16307	7980	50	18417	9143	60	25922	13025	83	30780	15456	89

Notes:

1) Rates for the school year 1998-1999 are estimates based on insufficient population statistics. The other school years, rates are calculated on the basis of the numbers presented in table 5 above (enrolment rate G1-6 in 1999-2000 has been calculated from school age population 1999, and so forth).

- 2) Girls' enrollment is about the same as that of boys: The participation of girls varies between 45% and 54% across years and districts. In 2003 from 49% (Varin) to 51% (Anlong Veng) of the students were girls.

Table 7: Total promotion of students 1998 –2002 in numbers and % of students (promotion rate).

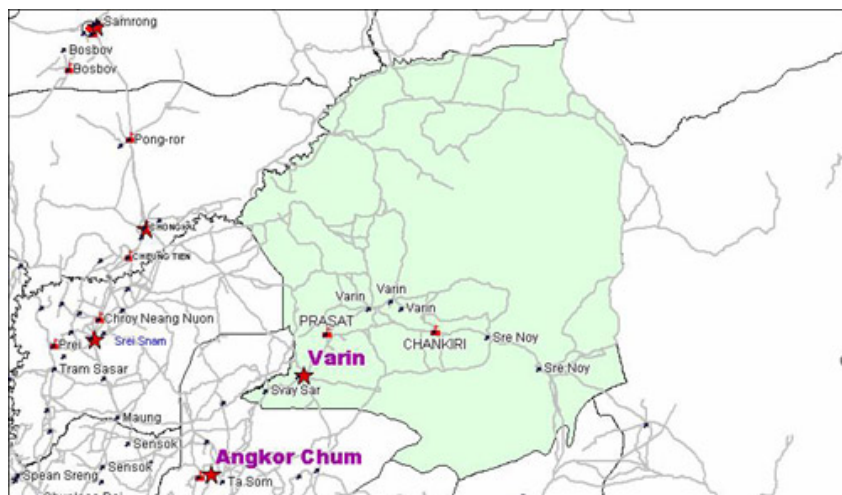
District	1998 – 1999			1999 – 2000			2000 - 2001			2001 – 2002		
	Enrollment		%	Enrollment		%	Enrollment		%	Enrollment		%
	All	girls		All	girls		All	girls		All	girls	
Anlong Veng	1069	536	48	2402	1270	67	2636	1354	71	4364	2203	82
Trapang Prasad	904	453	40	1804	926	61	2140	1068	69	3282	1670	83
Angkor Chum	3348	1657	61	4851	2500	69	5655	2859	70	9995	5098	86
Varin	1442	709	53	1867	957	66	2485	1266	70	3911	2005	80
Total	6763	3355	53	10924	5653	67	12916	6547	70	21551	10976	83

Note: Girls' promotion is about the same as that of boys: Between 49% and 52% of the students promoted have been girls (all years and districts).

Table 8: Crop-out of students 1998-2002 in numbers and % of students (drop-out rate).

District	1998 – 1999			1999 - 2000			2000 - 2001			2001 – 2002		
	Students		%	Students		%	Students		%	Students		%
	All	girls		All	girls		All	girls		All	girls	
Anlong Veng	437	240	20	396	208	11	246	129	7	353	177	7
Trapang Prasad	489	252	21	415	220	14	236	124	8	301	152	8
Angkor Chum	540	286	10	544	277	8	492	253	6	653	326	6
Varin	228	121	8	155	80	6	171	88	5	205	103	4
Total	1694	899	13	1510	785	9	1145	594	6	1512	758	6

Note: Girls' drop-out has been slightly higher than that of boys, but it has improved and leveled out. 53% of the drop-outs were girls in 1998-99, against 50% in 2001-2002.



4. Teacher training

Table 9: Number and recruitment of teachers for each school, 1999-2002

District	Name of school	Number of teachers							
		1999		2000		2001		2002	
		Formal	Voluntary	Formal	Voluntary	Formal	Voluntary	Formal	Voluntary
Anlong Veng	Lumtong	-	3	3	2	4	3	5	5
Trapang Prasat	Trapang Prasat	-	5	5	5	12	12	15	14
	Yates family	-	2	2	3	4	4	4	5
	Or Som	-	1	1	1	1	2	1	3
Angkor Chum	Yates Charka	-	-	8	-	9	-	10	-
	Khlong	6	-	6	2	8	-	9	-
	Beng	-	1	1	1	1	2	2	2
	Romduol	-	1	-	2	-	3	-	3
	Kamleuk	-	1	-	1	-	2	-	2
	Phoum	-	1	-	1	-	2	-	2
Varin	Reusey	-	1	-	1	-	2	1	1
	Prey Khnor	-	-	-	-	-	2	-	2
	Char	-	1	-	1	-	2	-	2
Total		6	17	26	20	39	36	47	41
		23		46		75		88	

Table 10: Description of training activities funded:

Workshop topic	Time	Target group & number of participants	
CFLE (Child friendly learning environment)	2000	Head teachers and teachers, grade 1, 2	226
CFLE	2001	Head teachers and teachers, grade 1, 2, 3	622
CFLE	2002	Head teachers and teachers, grade 4, 5, 6,	336
Weaving & handicrafts training	2002	Trainees from Angkor Chum and Trapeang Prasat	4
Special support for teachers with poor skills	2002	Head teachers and teachers from all grades	105
Management and leadership	?	Head teachers (and?)	387

Progress of teacher proficiencies

All training workshops for teachers have been conducted as planned. The main strategy has focused on sustainability of on-the-job training by using local resources. Training needs were specified according to the results of systematic pre- and post- testing of the trainees. Results from the post-testing have been systematized to document teacher proficiencies. This information is used for monitoring, evaluation, designing of follow-up workshops on-the-job training and supervision.

Teacher proficiencies at the end of the period according to last tests:

- 280 teachers (27%) scored satisfactorily in the understanding of theory and in daily practice of CFLE.
- 539 teachers (52%) were close to score satisfactorily and can improve themselves with support from regular supervision.
- 219 teachers (21%) score poorly, and will need continued support from all kinds of training. Please note that this group consists of many "voluntary teachers" without any formal teacher training.