

TECHNICAL ASSISTANCE COMPLETION REPORT

Division : SESS

TA 4777-CAM: Dormitories and Learning Centers for Secondary Schoolgirls			Amount Approved: \$800,000		
			Revised Amount: N/A		
Executing Agency Ministry of Education, Youth and Sports (MOEYS)	Source of Funding Poverty Reduction Cooperation Fund		Amount Undisbursed: \$68,704	Amount Utilized: \$731,296	
TA Approval 3 April 2006	TA Signing 9 May 2006	Fielding of Consultants 1 June 2006	TA Completion Date Original: 31 Dec 2007	Actual: 31 Dec 2007	
			Account Closing Date Original: 31 Dec 2007	Actual: 26 May 2008	
Description					
<p>While the overall enrollment rates for primary education increased during recent years, Cambodia has the lowest enrollment rates for secondary education in Southeast Asia, with 17% for boys and 8% for girls in upper secondary grades 10 to 12. Poor families in Cambodia cannot afford to keep their daughters in school, and strong traditional and cultural attitudes promote biases favoring the education of boys over girls. Consequently, girls in Cambodia drop out of school after grade 6. In addition, for reasons of personal security, girls are generally not permitted to travel long distances or live away from their families to attend school. A model for residential facilities for secondary school girls does not exist. To identify an appropriate prototype for residential facilities, the Government requested an advisory technical assistance (TA) from ADB to help the Ministry of Education, Youth and Sports (MOEYS), the executing agency (EA), to identify and pilot a model for combined residential and learning centers.</p>					
Expected Impact, Outcome and Outputs					
<p>The expected impact of the TA was improved equity and reduced access barriers to secondary education for high performing poor girls. The expected outcome was a sustainable and socially acceptable prototype for residential facilities for secondary school girls which also offered opportunities for life skills training. The TA had four specific outputs (i) prototype for residential facility for girls with media learning centers in three upper secondary schools, (ii) information and communications technology (ICT) training and content development for life skills training programs, (iii) training on gender mainstreaming in secondary education, and (iv) operations research.</p>					
Delivery of Inputs and Conduct of Activities					
<p>The TA was financed on a grant basis by the Poverty Reduction Cooperation Fund and was administered by ADB. The TA was implemented over 18 months. The TA financed 13 person-months of international consultants and 80 person-months of national consultants with expertise in ICT training and content development, architecture and civil engineering, life skills training and community development. The TA funded awareness raising campaigns for teachers, parents and communities on girls' education, training workshops on basic computer literacy, gender mainstreaming, civil works, equipment and goods for residential facilities and a business plan to identify income-generation opportunities through learning centers. Scholarships were provided to high performing students who lacked access to upper secondary school, to allow them to stay in the residential facilities. The scholarship program, ICT training for students and teachers, and civil works was implemented through MOEYS. The development of content for life skills training programs, and the gender awareness programs for provincial education staff, were implemented in cooperation with the Ministry of Women Affairs (MOWA). The TA operated in a rather difficult environment. First, three residential facilities in three provinces had to be completed within 12 months. Second, the EA changed the selection of sites during inception, which resulted in a construction delay because the commencement of the work overlapped with the beginning of the rainy season. Schoolgirls had to reside temporarily in private accommodation. Third, while the girls were the best performing students in their junior secondary schools, many had to be provided with additional tutorials during their first year in the new schools. The TA consultant team was very committed and successfully overcame most of these obstacles through high flexibility and close collaboration with the Department of Secondary Education, the school directors and continuous supervision of the construction sites. The consultant team delivered three comprehensive progress reports. The performance</p>					

of the consultants is therefore rated as fully satisfactory. The EA provided support to the consultants and was engaged in the discussions with school management. The performance of the EA is rated fully satisfactory. Four review missions were undertaken. The performance of ADB was fully satisfactory.

Evaluation of Outputs and Achievement of Outcome

Despite the short implementation period of 18 months, outputs were fully achieved. With regard to output 1, three residential facilities were built in Kampong Thom, Siem Reap and Kratie high schools accommodating each about 74 girls. Scholarships were awarded to all resident students based on a selection process following the national scholarship program. The facilities comprise a dormitory section which includes bathrooms, toilets, in-door and out-door kitchen, study area, and a separate learning center equipped with computers. The change from a day school to a boarding school created challenges for school directors and teachers because of the limited number of female teachers willing to manage the dormitories in the absence of any clear incentive structure. The school directors engaged two female teachers in each school responsible for the day to day management of the residential facilities and to assure security of the girls. As part of output 2, training of trainer (TOT) courses on basic computer literacy were conducted in cooperation with the National Institute for Education in Phnom Penh for a total of 60 teachers and 20 staff from the provincial education departments. The purpose of the TOT courses was to provide teachers with adequate computer skills to oversee the ICT training of schoolgirls. It was found that teachers had poor computer literacy skills, so additional training was provided in the residential facilities. The ICT training for girls outside the curriculum had high demand but, given the schools limited budget for electricity costs, the number of training sessions had to be reduced. As part of output 3, MOWA conducted gender mainstreaming workshops for teachers and staff in provincial education offices. The revision of the action plan for gender mainstreaming in secondary education was not fully completed because of a lack of coordination between MOWA and MOEYS. With regard to output 4, a study was carried out to assess the feasibility of schools to generate income. Business plans were prepared for each school, to be implemented after the TA was completed.

Overall Assessment and Rating

The TA can be rated as fully satisfactory because it increased enrollment and reduced drop out in the pilot sites through the provision of residential facilities and scholarships. Overall school performance of the students was satisfactory: out of 216 students, only three girls dropped out because of death or illness of a family member. The TA identified (i) new forms of school management needed for residential facilities, (ii) ICT training needs of students and teachers, (iii) how to promote life skills for girls outside the curriculum, and (iv) the benefits of residential facilities.

Major Lessons

The TA showed that, in introducing residential facilities, it is necessary to ensure (i) adequate management capacity of schools to operate dormitories, (ii) an incentive scheme for supervisors, and (iii) allocation of additional budget to cover increased costs for electricity and water. Further, it showed that the introduction of internet in schools will not be feasible in the medium-term because of low connectivity and high Cambodian internet costs, the highest in Asia.

Recommendations and Follow-Up Actions

Follow up actions already taken include (i) the inclusion of selected residential facilities in the ADB-financed Education Sector Development Programme II, and (ii) a review by MOEYS of the composition and amount of Government scholarships for students staying in residential facilities because of additional costs for food. For the expansion of the piloted model, Government will have to (i) allocate additional operational budget to cover costs for electricity and water of the residential facilities, (ii) increase scholarship amounts for resident students especially to cover food costs, (iii) introduce incentives for dormitory supervisors, and (iv) strengthen revenue generation by implementing the recommendations of the business plans developed, in existing and new facilities.

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