

Cambodia Literacy Integrative Project (CLIP2) Final Report

1. Project Overview

There are 3 main objectives of this project:

- 1) To create/prepare/distribute teacher resources for preschool teachers.
- 2) To install technical equipment (AccessBoxes) in schools to store teacher resources for preschools; and
- 3) To train teachers on the use of the Access Boxes as well as how to upload and download resources.

There are two main beneficiary types:

- 1) The preschool teachers; and
- 2) The preschool students.

Background: This project will take place in the Pursat Province of Cambodia. It will provide Early Childhood Education (preschool) support to rural schools in the Pursat area. Cambodia is still catching up after the total dissemination of its education system during the Civil War (Khmer Rouge). Recently the government has legislated that Early Childhood Education (preschool) be compulsory. There are not enough resources for teachers and many are struggling with what to do with so many children in their classrooms.

Rermork for Children (in conjunction with TukTuk Charity) has been creating resources for preschools and has been successful at delivering resources via their digital library, which is available on the internet, and the "Access Box" (computer device that acts as a Wi-Fi, so teachers download resources without being connected to the internet) and training teachers how to access, upload and download resources.

2. Participants

● Provincial Office of Education (POE)

5 officers

- Director
- Department of Early Childhood Education
- Department of Primary Education
- Department of Education Auditing
- Department of Planning

● District Office of Education (DOE)

8 officers (the director and the director of dept. early childhood education of each district)

- Pursat city
- Kandieng district
- Bakan district
- Krakor district

● Targets

- 10 schools (3 independent schools, 5 preschool classes in primary schools, 2 community schools)
- 10 principals and 14 preschool teachers (2 principals are counted as preschool teachers too)
- 1,008 (498) students (Year-1: 490 (253), Year-2: 518 (245))

3. Project Implementation for the Whole Year

Project	Duration	Status	State date	Completion date
Launch project - (Kick-off meeting)	1 day	Completed	14/01/2022	14/01/2022
Progress meeting	1 day	Completed	14/11/2022	14/11/2022
Closing meeting	1 day	Completed	21/11/2023	21/11/2023
Conduct project survey				
Baseline survey	7 days	Completed	05/01/2022	13/01/2022
Progress survey	12 days	Completed	03/10/2022	18/10/2022
End line survey	9 days	Completed	14/09/2023	28/09/2023
Conduct 7 times workshop				
The 1 st workshop	1 day	Completed	10/02/2022	10/02/2022
The 2 nd workshop	1 day	Completed	26/05/2022	26/05/2022

The 3 rd workshop	1 day	Completed	14/07/2022	14/07/2022
The 4 th workshop	1 day	Completed	15/09/2022	15/09/2022
The 5 th workshop	1 day	Completed	23/02/2023	23/02/2023
The 6 th workshop	1 day	Completed	11/05/2023	11/05/2023
The 7 th workshop	1 day	Completed	07/09/2023	07/09/2023
Conduct 7 times follow-up visits				
The 1 st follow-up visit	7 days	Completed	23/02/2022	04/03/2022
The 2 nd follow-up visit	10 days	Completed	13/06/2022	28/06/2022
The 3 rd follow-up visit	9 days	Completed	25/07/2022	05/08/2022
The 4 th follow-up visit	10 days	Completed	03/10/2022	21/10/2022
The 5 th follow-up visit	8 days	Completed	10/03/2023	24/03/2023
The 6 th follow-up visit	10 days	Completed	18/05/2023	31/05/2023
The 7 th follow-up visit	9 days	Completed	14/09/2023	28/09/2023
Conduct 2 times classroom assessment				
The 1 st classroom assessment	10 days	Completed	13/06/2022	28/06/2022
The 2 nd classroom assessment	10 days	Completed	18/05/2023	31/05/2023
Provide hardware				
Speaker	4 days	Completed	21/01/2022	26/01/2022
Cabinet	4 days	Completed	21/01/2022	26/01/2022
Laminator	1 day	Completed	21/05/2022	26/05/2022
Tablet	1 day	Completed	14/07/2022	14/07/2022
Corner cutter	1 day	Completed	14/07/2022	14/07/2022
Laminate sheets A4	1 day	Completed	15/09/2022	15/09/2022
Laminate sheets A3	1 day	Completed	15/09/2022	15/09/2022

Detailed Activity Report

1.1.1) Training teachers how to access and use the resources

We conducted workshops seven times, as shown in the table below (Table 1). The targets were the director of the Early Childhood Education (ECE) department and inspection department of the POE, the director of the ECE department of the four DOE, and the fourteen preschool teachers.

(Table 1)

Workshop	Date	Contents
The 1 st workshop	10/02/2022 2	- Introduce 2 resource packages ('Jack the Giant' and 'Happy Khmer New Year') - Make weekly lesson plans by using the introduced Tukbooks - How to use the teaching resources with a computer
The 2 nd workshop	26/05/2022 2	- Introduce 2 resource packages ('Who Painted The Sky?' and 'Teeny Tiny Monsters') - Make daily lesson plans by using the introduced Tukbooks
The 3 rd workshop	14/07/2022 2	- Introduce a resource package ('What Are You Good At?') - Make weekly lesson plans by using the introduced Tukbook - How to do storytelling by a specialist in early childhood education from Norway - How to access the Digital Library website with a tablet and an AccessBox
The 4 th workshop	15/09/2022 2	- Introduce a resource package ('Which Job Would You Like?') - How to decorate classrooms by POE - Make TukTuk's classroom decorations
The 5 th workshop	23/02/2023 3	- Introduce a resource package ('Being Good') - How to make 2 kinds of worksheets with a computer
The 6 th workshop	11/05/2023	Introduce a resource package ('We Can – Just Differently')

	3	• How to make 4 kinds of worksheets with a computer
The 7 th workshop	07/09/2023	• Introduce a resource package ('Which Sport Is It?') • How to make 2 kinds of worksheets with a computer

Participants were very pleased with the workshops, as they gained new skills and knowledge. They learned about effective classroom decoration, using computers for educational material creation, and storytelling techniques. The workshops also helped improve their computer skills, (3 of which covered computer skills), especially in creating worksheets. By the final workshop, many participants found worksheet creation easier, indicating their enhanced computer proficiency.

The project's outreach to rural area preschools was particularly commended by a DOE staff member. In community schools managed by each commune, the two targeted teachers made positive use of our educational materials and practiced diligently with computers. Their teaching methods showed significant improvement compared to before using our resources. These teachers continue to independently use the materials and create worksheets, ensuring the project's ongoing effectiveness even after the completion of the CLIP2 project.

1.1.2) Conduct project kick-off meeting and annual update meetings with PoE and 3 districts

In 2022, we initiated the project with a kick-off meeting and followed up with annual meetings. In November 2023, we conducted the project's closing meeting. Attendees included officials from the Provincial Office of Education (POE) and Department of Education (DOE), covering a range of departments such as Early Childhood Education, Primary Education, Planning, and Inspection. We also welcomed principals and teachers from the target schools.

The purpose of these meetings was to share the results of the end-line survey (detailed in section 2.1.1 on Project Field Visits) and to summarize the overall project outcomes. Feedback from participants, both verbal and written, indicated high satisfaction with the project's activities. Below is a highlight of the feedback that they expressed the efficiency of the project:

POE/DOE officers

- The teachers conducted teaching by following the curriculum and lesson schedule that the Ministry of Education encourages.

Requests for the CLIP3;

- Conduct the workshops for two or three days, not just one day for each time.
- Invite the director of each DOE to the workshops.
- Make a program to visit a model school that is managed well to exchange their experiences.

Principals

For teachers;

- They tried new teaching techniques such as creating teaching materials with computers and using new educational tools in their lessons, and then making fun lessons for their students.

For students;

- They could have more fun lessons with the new teaching materials such as storybooks, songs, worksheets and activity games.

Teachers

For teachers;

- They have had new teaching techniques.
- They could use computers to make teaching materials (worksheets, administrative documents, and classroom decorations).

For students;

- They could have more fun lessons with the new teaching materials such as storybooks, songs, unique worksheets and activity games.

The project received positive feedback for its significant impact on teaching and learning. Participants, including teachers and principals, appreciated the introduction of new teaching techniques and educational tools. They highlighted the use of computers for creating teaching materials such as worksheets, administrative documents, and classroom decorations. Moreover, the project enhanced the quality of lessons, making them more engaging and fun for students with the use of storybooks, songs, unique worksheets, and activity games. Overall, the project was deemed beneficial in improving teachers' skills and enhancing students' learning experiences.

1.1.3) Assess the teachers to choose a model teacher with DoE

In May 2023, we collaborated with Department of Education (DoE) staff to conduct the second classroom assessment. The goal was to evaluate the improvement in classroom decoration compared to the first assessment in 2022. Our objective was to enhance the classroom environments in all target schools over the two-year project.

The results showed notable progress, with an average increase of 5.6 points in classroom decoration scores across all target classrooms (refer to Table 2). This improvement indicated a significant rise in teachers' interest in organizing and enhancing their classrooms. Many teachers displayed their handmade teaching tools and maintained a well-organized classroom. This second assessment was crucial in highlighting advancements in teachers' understanding and implementation of effective classroom environments.

(Table 2)

* △... Independent school, ○... Preschool class in primary school, □... Community school

* The total score is 30 points.

* The pass score is 30 out of 30. However, DOE staff are allowing them to pass above 20 points at this stage.

School	The score of the 1 st assessment	The score of the 2 nd assessment	Difference
State school (3-year-old) △	20	23	+ 3
State school (5-year-old) △	20	25	+ 5
Prey Ny school ○	20	23	+ 3
Lolok So school ○	16	23	+ 7
Kandieng school (3-year-old) △	17	19	+ 2
Kandieng school (4-year-old) △	13	21	+ 8
Kandieng school (5-year-old) △	17	19	+ 2
Bong Chhuk school ○	16	23	+ 7
Kaev Chey school ○	13	19	+ 6
Snam Preah school ○	18	23	+ 5
Phnow school □	17	24	+ 7
Tram Pair school □	19	26	+ 7
Onlong Tnaot school △	20	29	+ 9

In the upcoming CLIP3 project, we will focus on enhancing the consistency of the classroom decoration assessments. During the recent evaluations, we noticed differences in points awarded by different assessors. To address this issue, we plan to collaborate with POE and DOE staff to clarify and standardize the evaluation criteria. This effort aims to ensure uniformity in the assessment process, providing fair and consistent results for all classrooms. Furthermore, to better prepare the teachers, we will distribute all classroom decoration materials at one time, enabling teachers to have a clearer understanding of the standards and expectations for their classroom setups.

2.1.1) Project field visits

We visited seven schools following each workshop to observe the use of computers, tablets, and Digital Library resources. Additionally, we conducted three surveys over two years. This section summarizes the [end-line survey](#) results from September 2023, focusing on the impact of the project on teaching methods.

Storybook

- All teachers reported using storybooks 1-3 times a week. Previously, some used them 4-6 times, indicating a slight decrease in frequency. Despite this, 1-3 times a week is still positive.
- Storybooks were obtained from our workshops, the Mobile Library project, (a now retired R4C project now run by local departments of education), and school libraries.
- Teachers used these books in class, often reading them during lessons..



Song

- 9 teachers used songs 4-6 times a week, and the remaining 4 teachers used 1-3 times a week. Previously, teachers who used songs 4-6 times were 6, and 1-3 times were 7 teachers, showing an increase from last year.
- They used both R4C's original songs and the government songs re-created by R4C. YouTube was used more often than our website to play songs.
- Most teachers used their mobile phones for playing music because it's easier to connect with their speakers (hence Youtube being more popular), but they used computers or tablets when they showed the dance movements.



Worksheet

- 9 teachers used the worksheets 4-6 times a week and the remaining 4 were 1-3 times. Last year 10 teachers used the teaching tool 4-6 times a week and 3 1-3 times so the results are similar.
- They got the worksheets from our workshops, the website, and local drive that we installed on their computer or they made by themselves.
- The worksheets were used in science, society, mathematics, and Khmer. Although they could use worksheets for mentality, the teachers preferred to use activities for teaching this subject.
- Most of their school budget was spent on paper for printing worksheets, not only purchasing school supplies. However, most of the teachers of the target community schools and preschools connected to a primary school, receive donations from parents. Two teachers laminated worksheets so that they could use them several times, getting their students to copy to their notebooks directly. This situation has not improved in the two years, since it is also a governmental issue, but some teachers said their principals gave more budget than last year or worked hard to find some spare budget for the preschool class.



Video

- 2 teachers used videos for playing animations and songs 4-6 times a week while 11 teachers used them 1-3 times. Last year the result was 3 teachers, 4-6 times and 10 1-3 times.
- They played the videos from our website and YouTube.
- 11 teachers used the provided computers. The remaining 2 only tablets since they damaged their computers, (1 broken screen and 1 dropped in water). Teachers generally used their mobile phones as wifi hotspots where the internet was not available.



Activity game

- One teacher did activity games 4-6 times a week, 12 teachers were 1-3 times. Last year there were 3 teachers doing activities 4-6 times per week and 10, 1-3 times. We will ask the teachers as a group in our final CLIP meeting
- Activity game ideas were taken from DOE lesson plans, teachers' own ideas, R4C workshops, R4C website, YouTube, and Facebook.
- The overall use of activities has decreased, even though there are additional activities provided since last year including printable in-class activities.



Craft

- All teachers did craft 1-3 times a week, the same as the last survey.
- There are many kinds of crafting, but their usage was dependent on the teachers' interests. Teachers who enjoy crafting tend to offer more varieties of crafts, such as folding paper, sewing, and using beans or straws to create shapes. However, in classes taught by teachers who don't enjoy crafting, the variety of crafts offered is limited, and students might be given worksheets to cut and paste paper.

Some teachers said they didn't understand craft ideas so much or had difficulties preparing materials and making a safe environment, especially in classes with many students. We will work to promote the benefits and develop more simple crafts in the future.





Additionally, we interviewed 12 first-grade teachers from target schools to assess the impact of preschool education. They reported that 68% of their 401 students had attended preschool, noting these students were better adapted to school routines and had foundational knowledge of letters and numbers. All teachers recommended preschool education.

Finally, due to technical issues, the AccessBox was removed from most schools. Teachers primarily used Wi-Fi shared from smartphones. No significant difference was noted in the use of computers and tablets, except for creating worksheets and documents.

Other Activities

i. Resource Package Creation

We created four new resource packages during the project's two years (the 7th storybook '[Being Good](#)', [classroom decorations](#), the 8th storybook '[We can – Just Differently](#)', and the 9th storybook '[Which Sport Is It?](#)'). Below are all the resources that were uploaded on our free teaching material website in 2022 and 2023.

Resources	The number of resources
Book layouts	21
Book animations and puppet shows	11
Songs (MP3)	43
Songs (MP4)	41
Worksheet and activities	647
Instruction videos	230
Classroom decorations (ministry standard)	163
Illustrations	114
Published worksheets made by teachers	239

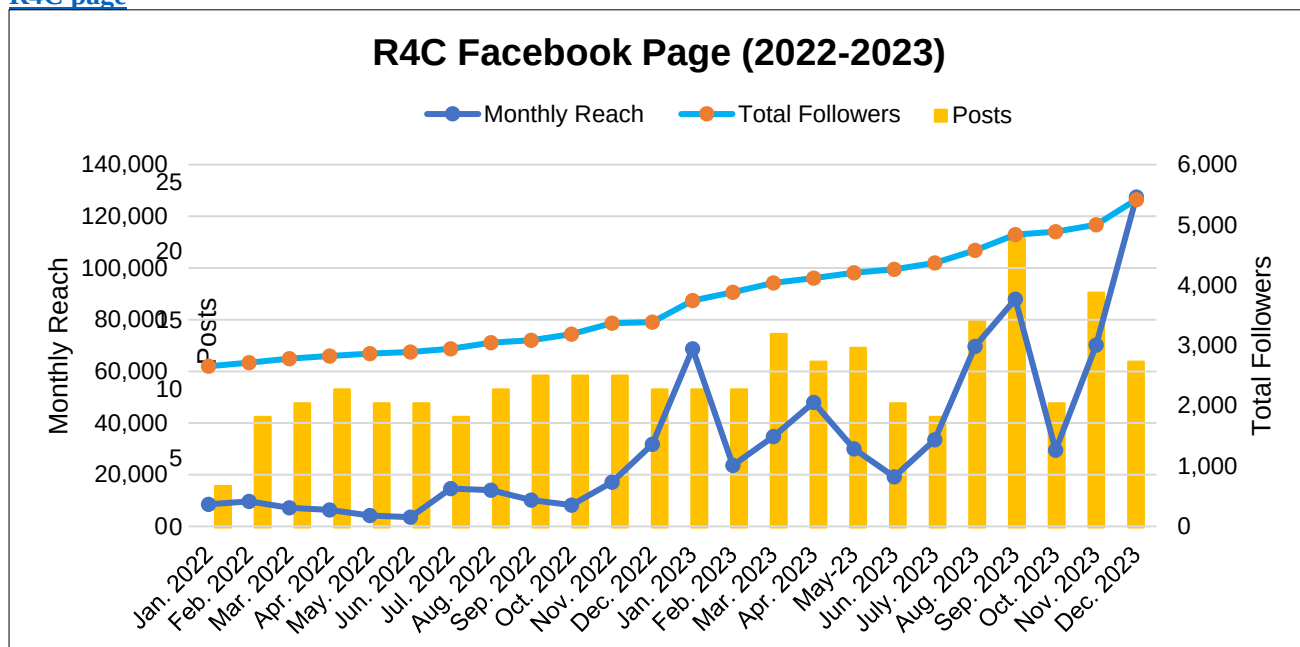
ii. Information Dissemination Via Social Media

We run three open social media (Facebook, Telegram and YouTube) to share teaching resources for preschool teachers and parents.

Facebook

- Those posts include daily activity reports, animations, songs, activities, worksheets, and workshop videos.

[R4C page](#)



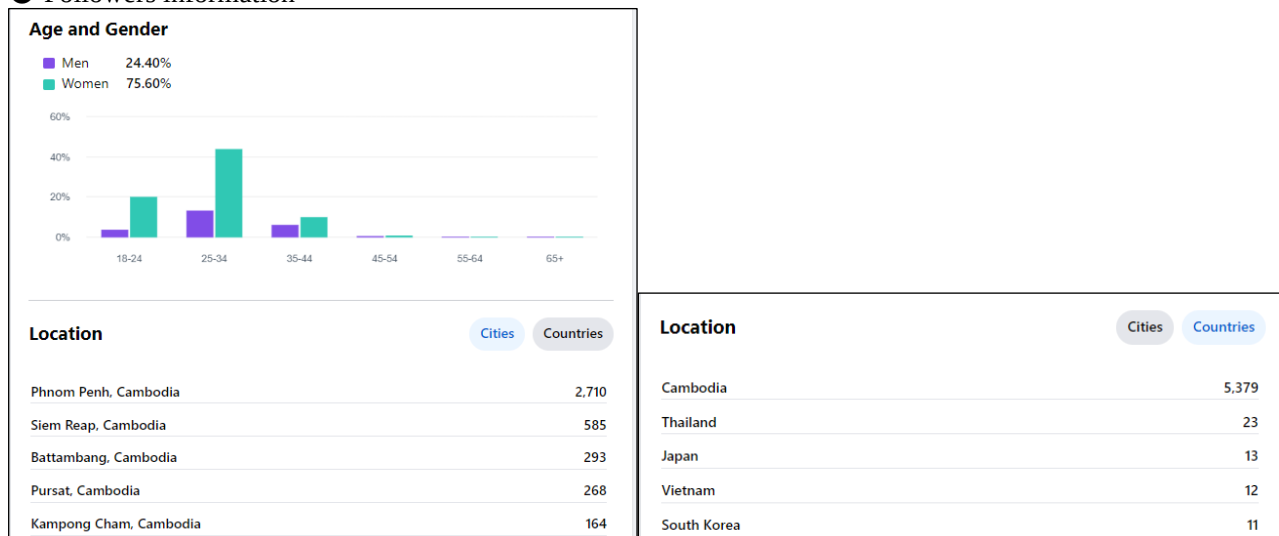
Quarter	Posts	Reach*	New followers	Total Follows
Q1	20	21,556	453	2,699
Q2	28	14,204	138	2,837
Q3	29	30,700	243	3,080
Q4	42	47,675	308	3,388
Q5	34	104,667	643	4,031

Q6	34	75,085	235	4,266
Q7	44	147,476	573	4,839
Q8	38	180,118	582	5,421
Total	269	425,769*	3,175	5,421

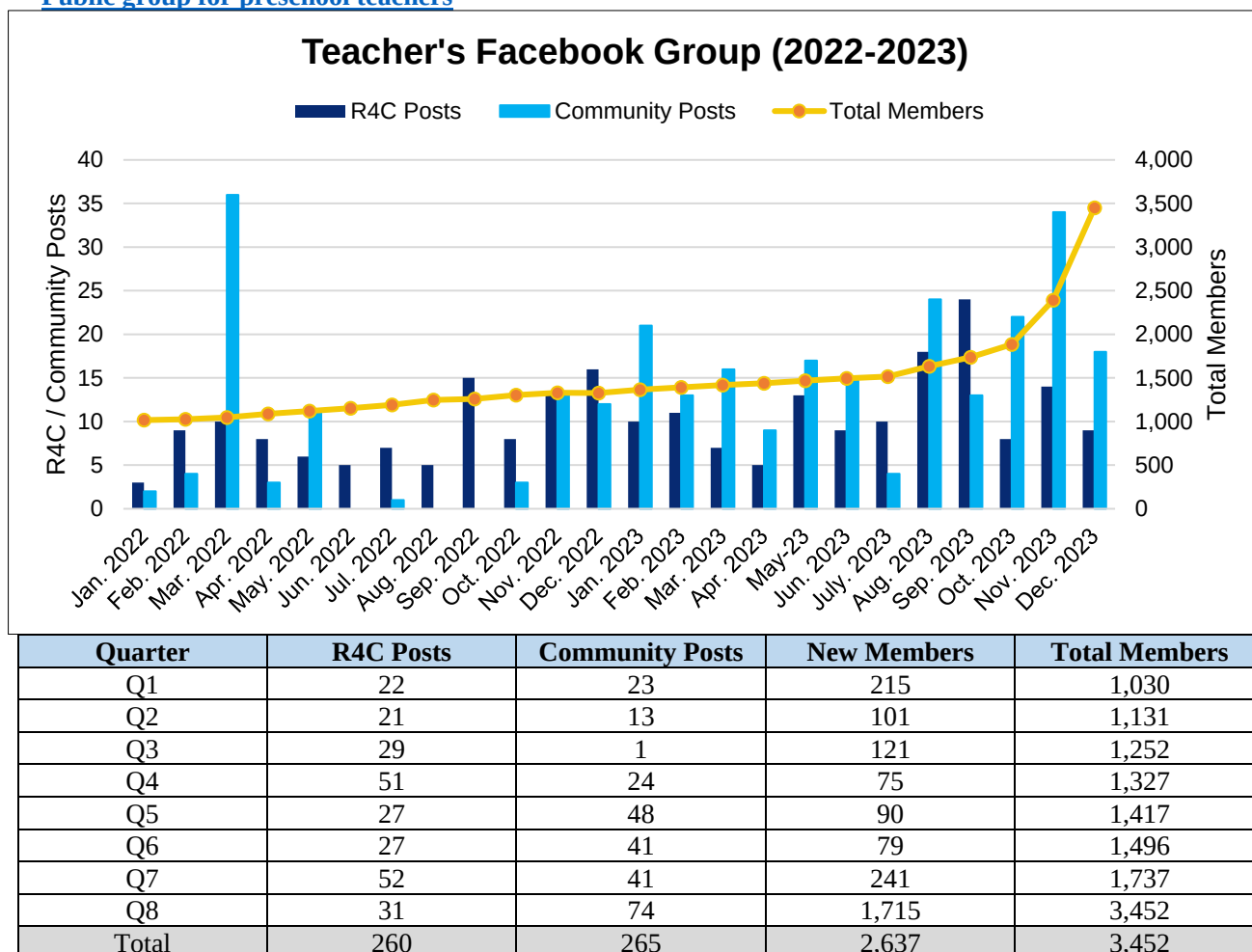
*Reach...The number of people who saw any content from the Page or about our Page, including posts, stories, ads, social information from people who interact with our Page and more. Reach is different from impressions, which may include multiple views of the posts by the same people. This metric is estimated.

* The total number of 'Reach'... This total number is also estimated, thus this number is not purely additive of each month's result.

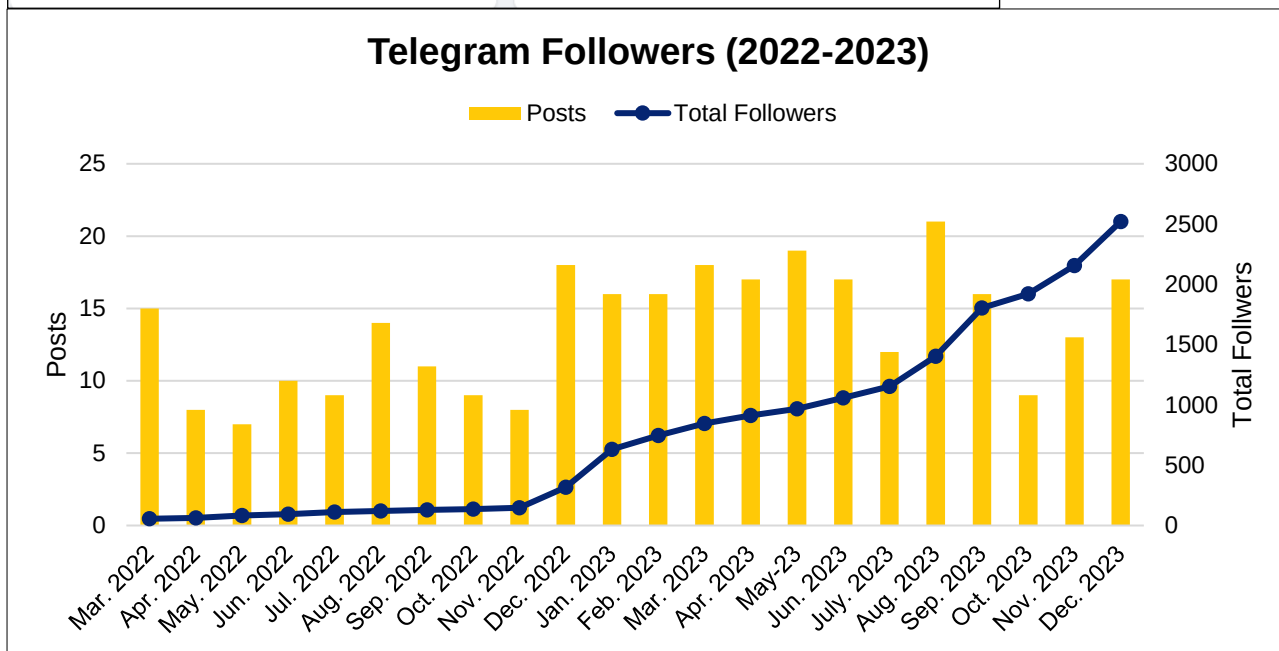
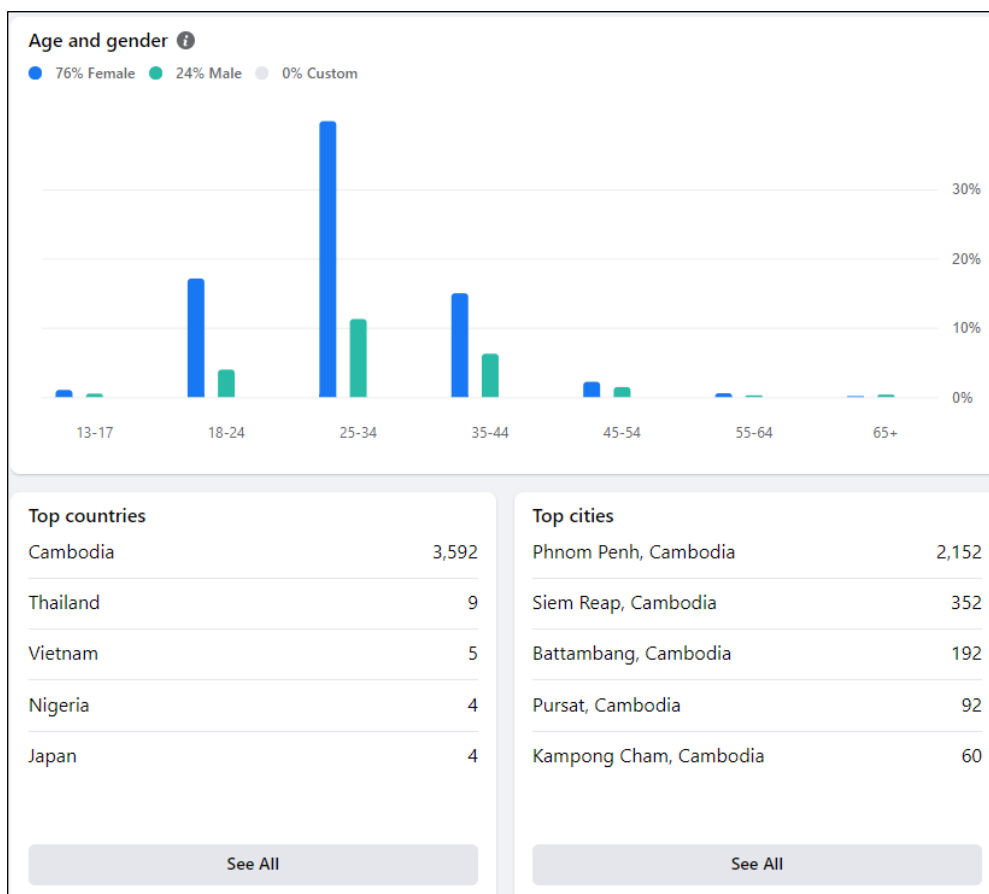
Followers information



Public group for preschool teachers



Members information



Telegram (messaging app)

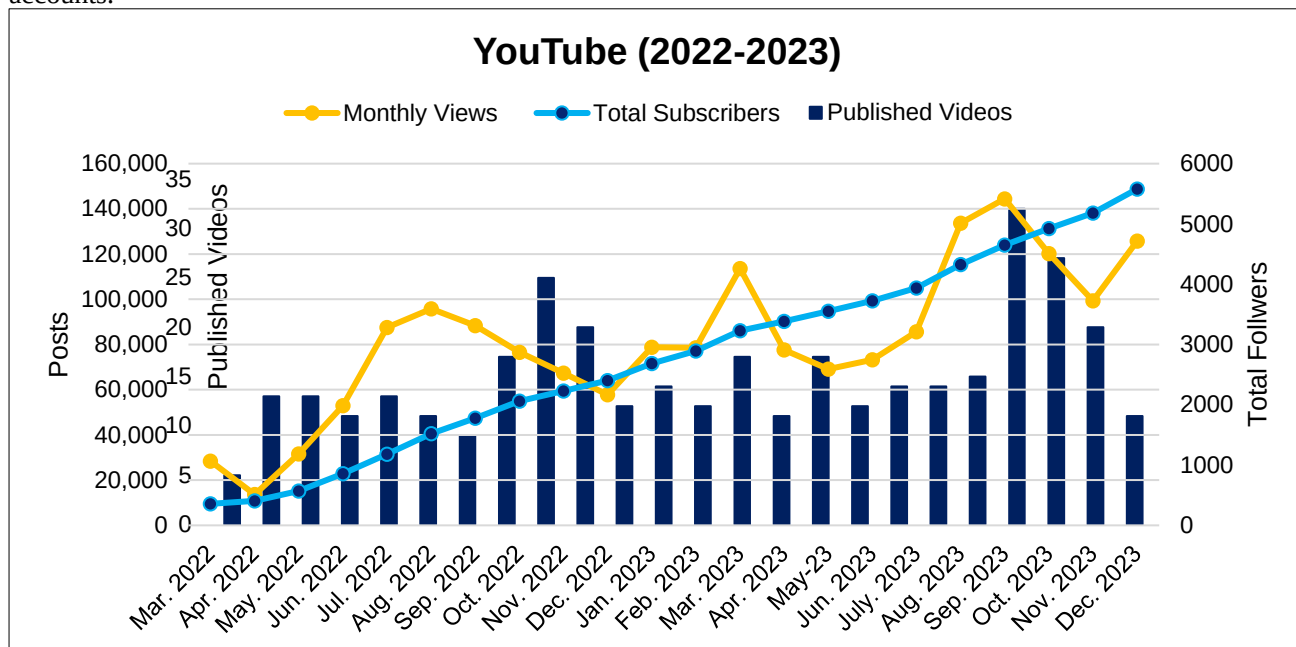
- In February, we created a public channel for not only target teachers but also other Cambodian teachers and parents. You can see the R4C's teaching resources, such as storybooks, music, worksheets, etc., in it regularly. Other information related to education for preschool children is posted.

Quarter	Posts	New Members	Total Members
Q1	22	9	103
Q2	25	38	239
Q3	34	35	362
Q4	35	189	601
Q5	50	529	847
Q6	53	211	1,058
Q7	49	746	1,804

Q8	39	718	2,522
Total	307	2,475	2,522

YouTube

- [The video](#) that has the most top views got 216,721 views in these two years.
- The most viewed playlists were 'Government Song' (61%) and 'TukTuk original song' (26%). Songs took up 90% of the number of views.
- Note that the YouTube data for gender may be skewed due to sharing phones and not having individual accounts.



Quarter	Published Videos	New Subscribers	Total Subscribers	Total Views (all videos)
Q1	32	250	355	39,328
Q2	36	503	858	98,193
Q3	53	919	1,777	271,669
Q4	47	617	2,394	196,935
Q5	40	782	3,176	255,720
Q6	43	547	3,723	221,577
Q7	61	925	4,648	364,214
Q8	58	931	5,579	345,312
Total	365	5,444	5,579	1,810,854

● Followers information

Top geographies

Views · Jan 1, 2022 – Dec 31, 2023

Cambodia	98.2%
Thailand	0.5%
Hong Kong	0.1%
Vietnam	0.1%
Australia	0.1%

Age and gender

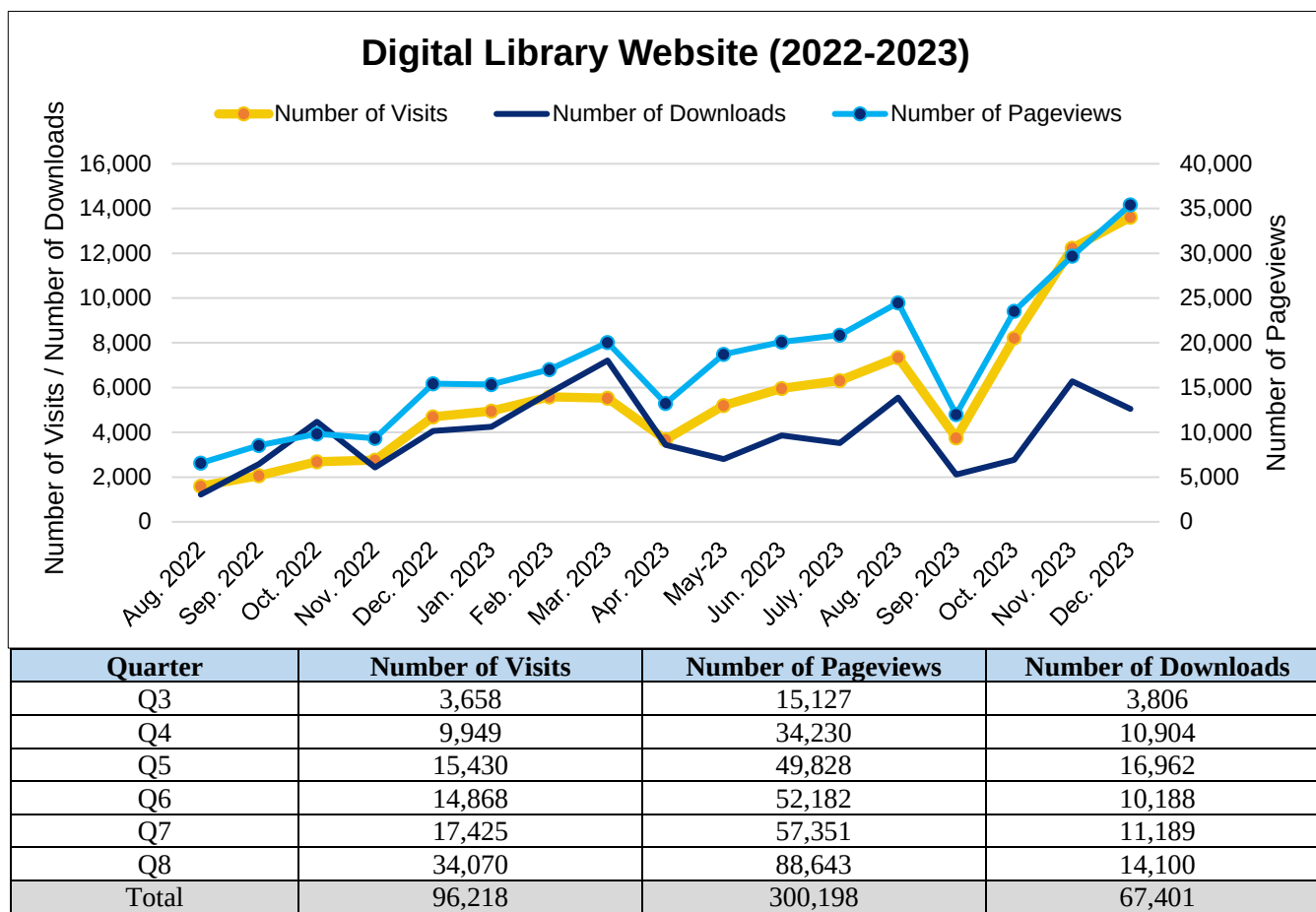
Views · Jan 1, 2022 – Dec 31, 2023

Female	
Male	
User-specified	
13–17 years	
18–24 years	
25–34 years	
35–44 years	
45–54 years	
55–64 years	
65+ years	

iii. Free Educational Material Distribution Website

We launched this [website](#) in August 2022. The viewers can download those teaching tools for free and without royalty. This website access record shows access by people who visit the page from their devices, and it includes non-target

teachers and parents but also foreigners.



We could not find out the accurate numbers of the most viewed and downloaded resources after changing the analysis software for the website in September. However, 90% of all users were accessing the website from Cambodia. It looks like classroom decorations and worksheets were the most searched and downloaded content.

4. Measuring Success

Project	Collection method	Frequency	Beneficiaries
Number of beneficiaries of the project			
Number of provincial government officers	Public records	Every year	5
Number of district government officers	Public records	Every year	8
Number of principals	Public records	Every year	10
Number of benefiting teachers	Public records	Every year	12
Number of benefiting school-age children	Public records	Every three month	1,008
Number of schools that received hardware			
Speaker	Direct observation	At project start	5
Cabinet	Direct observation	At project start	5
Laminator	Direct observation	At project start	8
Tablet	Direct observation	At project start	13
Laminate sheets A4	Direct observation	At project start	13
Laminate sheets A3	Direct observation	At project start	13
Number of teachers who took workshops			
The 1 st workshop	Direct observation	Feb 2022	19
The 2 nd workshop	Direct observation	May 2022	19
The 3 rd workshop	Direct observation	July 2022	19

The 4 th workshop	Direct observation	Sept 2022	19
The 5 th workshop	Direct observation	Feb 2023	19
The 6 th workshop	Direct observation	May 2023	19
The 7 th workshop	Direct observation	Sept 2023	19
Number of teachers who took regular interviews			
The 1 st follow-up visit	Focus groups/interviews	After each workshop	14
The 2 nd follow-up visit	Focus groups/interviews	After each workshop	14
The 3 rd follow-up visit	Focus groups/interviews	After each workshop	13
The 4 th follow-up visit	Focus groups/interviews	After each workshop	13
The 5 th follow-up visit	Focus groups/interviews	After each workshop	13
The 6 th follow-up visit	Focus groups/interviews	After each workshop	13
The 7 th follow-up visit	Focus groups/interviews	After each workshop	13
Number of teachers that took school assessment			
The 1 st school assessment	Focus groups/interviews	June 2022 - 1 time	13
The 2 nd school assessment	Focus groups/interviews	June 2023 - 1 time	13

5. Conclusion

Through the CLIP2 project, the 14 target teachers received a diverse range of teaching materials and methods in each workshop. Their feedback indicated high satisfaction, suggesting that the activities were valuable and met their needs. Post-COVID, opportunities for supplemental teacher training were limited, but we successfully conducted planned activities and created teaching materials based on teachers' requests and feedback. Computer sessions, held three times, were particularly well-received and deemed effective by the teachers. The POE staff also viewed the project positively, noting its contribution to enhancing teachers' computer skills, aligning with the Ministry of Education, Youth and Sports' goal of integrating technology into teaching.

For our team, the project activities provided excellent opportunities to refine our resources. Our social media following has grown steadily over the past two years, with our materials being used by teachers in our target audience and beyond, in other provinces. Our website has become a hub for sharing teaching resources, and we've seen positive reception to resources created and shared by teachers, which align well with the needs of other educators. Our ongoing goal is to create resources that follow the government's curriculum and respond to teachers' requests, expanding our website's reach and publishing more resources.

We are deeply grateful to the Rotary Club of Calgary Downtown and the Rotary Club of Pursat for their management and financial support, which made this enriching experience with the target teachers, including POE and DOE staff, possible over two years. We are also thrilled about the upcoming CLIP3 project in 2024-2025 with new teachers in Pursat Province. This opportunity stems from the understanding of our project's effectiveness and benefits to Cambodia's early childhood education, as well as the dedication of Rotary Club members in promoting our work. We extend our heartfelt thanks to all the supporters for their unwavering support and look forward to collaborating again in the next two years.