



All Children Reading-Cambodia

QUARTERLY PROGRESS REPORT

October–December 2017

February 6, 2018

AID-OAA-TO-16-00017 Number: REQ-ASIA-16-00017

April 2017 – April 2019

TOCOR: Mitch Kirby

Cambodia COR: John Collins

Submitted by: **RTI International**

3040 Cornwallis Road

Research Triangle Park, NC 27709-0155

Tel: (919) 541-6000

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

Table of Contents

	Page
List of Tables	2
List of Acronyms and Abbreviations	3
1 Introduction	4
1.1 Activity Overview	4
1.2 Activity Description	4
1.3 Activity Objectives by Results	5
1.4 Ongoing Activities	7
2 Overview of Implementation Progress: October – December 2017	8
2.1 Operational Overview	8
2.2 Accomplishments in Q1 by Result	10
2.2.1 Result 1: The MoEYS effectively manages, at the national, provincial, district, and school levels, evidence-based EGR programs	11
2.2.2 Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia	16
2.2.3 Result 3: Assistance is provided for development of a coordinated and harmonized evidence-based EGR and writing program endorsed and implemented in grades 1 through 3 that is feasible, practical, and scalable	20
3 Changes in Key Personnel and Reallocation of Level of Effort	21
4 Activity Project Management Support	22
4.1 Operational Activities	22
4.2 Overall Opportunities and Constraints (project level)	22
4.3 Reports and Deliverables	22
4.3.1 Expected Delays	23
4.4 Monitoring and Evaluation Updates	23
5 Timeline of Activities	26
Annex A: Quarterly Financial Report	30
Annex B: International Travel Plans for Upcoming Quarters	31
Annex C: Progress by Indicator	32

List of Tables

Table 1.	Overview of Activities and Progress, by Result.....	7
Table 2.	Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)	11
Table 3.	Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)	16
Table 4.	Organizations with Which Partnerships Are Being Pursued.....	17
Table 5.	Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)	20

List of Acronyms and Abbreviations

ACR	All Children Reading
AMEP	Activity Monitoring and Evaluation Plan
COP	chief of party
CPD	continuous professional development
DCD	Department of Curriculum Development
DGE	Directorate General of Education
DP	development partner
ECED	Early Childhood Education Department
EGR	early grade reading
EGRA	early grade reading assessment
EQAD	Education Quality Assurance Department
FY	fiscal year
GPE	Global Partnership for Education
KAPE	Kampuchean Action for Primary Education
IE	inclusive education
MoEYS	Ministry of Education, Youth and Sport, Cambodia
NGO	nongovernmental organization
PED	Primary Education Department
Q	quarter
SED	Special Education Department
TLM	teaching and learning materials
TTD	Teacher Training Department
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

1 Introduction

1.1 Activity Overview

Activity Name:	All Children Reading-Cambodia
Activity Start Date and End Date:	4/24/2017–4/24/2019
Funding Source (Specify USAID/Washington or the USAID Mission):	USAID/Cambodia
Lead at USAID Mission, if applicable:	John Collins
Contract Number:	AID-OAA-TO-16-00017 Number: REQ-ASIA-16-00017
Activity Lead:	Claire Wyatt
Name of Subcontractors:	TBD
Geographic Coverage (cities and or countries):	Cambodia

1.2 Activity Description

The US Agency for International Development- (USAID-) funded All Children Reading– Cambodia project will improve the early grade reading (EGR) skills of children in grades 1–3 in Cambodia. The project will assist the Ministry of Education, Youth and Sport (MoEYS); its development partners (DPs); nongovernmental organizations (NGOs); and the private sector in harmonizing EGR teaching and learning approaches in Cambodia. It will also help coordinate and support the implementation of rigorous, feasible, practical, scalable, and inclusive EGR interventions and models in Cambodia.

The project will build upon pre-existing EGR tools, textbooks, and approaches in partnership and coordination with EGR and inclusive education partners working in Cambodia. It will provide coordination, logistical, secretariat, and financing and technical assistance services to the Technical Committee for Early Grade Reading of the MoEYS, and the technical task forces under this body.

All Children Reading-Cambodia will assist the MoEYS in developing official MoEYS-endorsed EGR resources, including curriculum documents, TLMs, and modules and materials to support both in-service and pre-service training. These materials will be developed with a view to ensuring children with disabilities are well supported to meaningfully access Khmer language and literacy lessons. The project will work with subnational officials (provinces, districts, schools, and communities), NGO partners, and the private sector to develop and take to scale EGR interventions (based on the elements of successful programs, but with particular emphasis on the feasibility of scaling up, supporting, and sustaining those elements) that can be implemented district-wide and/or province-wide, with the explicit intention of testing out and evaluating the system supports needed to assure a high degree of fidelity of implementation and impact. This will include subawards or grants to partner(s) as part of this approach. In areas where USAID directly funds implementation, the project or implementing partners will support education and/or other relevant Ministry staff to screen children for disabilities and refer them to services for identification and support as needed to enable them to access school. The project will also support schools to ensure teachers have strategies for including these students within lessons and ensuring they are learning effectively.

An additional focus of the project is to support the MoEYS in developing and putting into operation a national EGR program, strategy, and plan. This plan will be developed in close

coordination with the MoEYS and its other programs and projects. Most importantly, All Children Reading-Cambodia will partner with the MoEYS in the development of its third round of Global Partnership for Education- (GPE-) funded EGR activities and will align the All Children Reading-Cambodia supported activities with the other reforms being supported through GPE.

1.3 Activity Objectives by Results

All Children Reading-Cambodia will assist the MoEYS in increasing the proportion of children in grades 1–3 who are able to read and understand at the appropriate grade level. To help reach this goal, All Children Reading-Cambodia is providing technical assistance to support three results.

Activities related to inclusive education that have been added to All Children Reading-Cambodia are integrated into each of the result areas below, and indicated by “(IE)” where appropriate. Details of these activities are included in 2017–2018 Annual Work Plan Addendum All Children Reading-Cambodia: Inclusive Education Programming. That addendum was approved by USAID in September 2017.

Result 1: The MoEYS effectively manages, at the national, provincial, district, and school levels, evidence-based EGR programs.

A summary of work supported under Result 1 includes the following:

- Providing technical assistance to support review and revisions of the Khmer language curriculum and syllabus for higher-level pre-school and for primary grades 1–3
- Reviewing and updating existing teacher guidelines and materials for higher-level pre-school and textbooks for grades 1–3
- Developing a teacher’s manual for grades 1–3, and assisting the MoEYS in making more widely available existing supplementary reading and language materials
- Assisting the MoEYS in designing and developing in-service training and support based on the curriculum and materials revisions mentioned above, including ensuring that the training is designed to align with the emerging continuous professional development (CPD) policy, framework, and standards
- Incorporating inclusive education strategies into the teacher’s guide, teacher training program, and teacher support/coaching models to be developed for Khmer language instruction in grade 1 and in the teacher’s manual to be developed for higher pre-school (IE)
- Working with the MoEYS to coordinate with the upcoming GPE-funded project to pilot and evaluate the above materials, training, and support in a selected number of provinces and schools (to be determined through consultation among the MoEYS, USAID, and other DPs)
- Providing technical assistance to reinforce the capacity of the Education Quality Assurance Department (EQAD), including helping the department develop the student learning assessment framework and produce analysis and products for disseminating assessment results to different target audiences
- Reviewing existing tools, methods, and/or procedures for detecting possible disabilities among children. If necessary, working with local partners and the MoEYS to modify/update them, and then field testing a screening methodology in preparation for piloting it in conjunction with the implementation of the reading program in 2018–2019 (IE)

- Developing adapted versions (large print, braille, audio, Cambodian Sign Language, and easy-read versions) of student instructional materials and supplementary reading materials. Where gaps exist, working with the Special Education Department and NGO partners to develop specialist resources for children with disabilities (e.g., additional resources to support sign language development and for language development with children with intellectual disabilities) (IE)
- Developing and piloting adapted versions of early grade reading assessments (EGRAs) that can accommodate children with disabilities (IE)
- Setting up the means to monitor, evaluate, and promote learning related to the improvement of early literacy skill development among students with disabilities (IE)

Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia.

A summary of work supported under Result 2 includes the following:

- Jointly developing a work plan with the MoEYS and its NGO partners supporting EGR
- Helping establish routine communication and collaboration practices among the EGR partner organizations and between those organizations and the MoEYS
- Funding the participation and contribution of NGO partner organizations to the technical work associated with the above-mentioned improvements in early grade learning curricula, materials, training and support, and instruction
- Conducting a situation analysis of educational provision for children with disabilities in Cambodia (IE)
- Promoting and facilitating greater civil society and NGO engagement and collaboration in advocacy and activities related to inclusive education (IE)
- Identifying and establishing operational partnerships with organizations, programs, and other sources of resources that schools and districts can draw on to provide the inputs necessary to enhance the inclusiveness of school and classroom environments, including, where feasible, adaptations for children with disabilities (IE)
- Harmonizing and standardizing the EGRA tool and instruments being used in Cambodia for project/program evaluation

Result 3: Assistance is provided for development of a coordinated and harmonized, evidence-based EGR and writing program endorsed and implemented in grades 1–3 that is feasible, practical, and scalable.

A summary of work supported under Result 3 includes the following:

- Supporting and informing the development of the MoEYS national program, strategy, and plan for early grade learning, including helping communicate and publicize that program
- Identifying and mobilizing potential private-sector and other resources to contribute to the successful implementation of the national program
- Developing strategies that schools and their communities can use to assure greater access to education for children with disabilities (IE)
- Raising awareness of disability and contributing to changed perceptions, beliefs, and attitudes among the Cambodian population regarding the education of children with disabilities (IE)

- Promoting greater understanding of education for children with disabilities and contributing to changed perceptions, beliefs, and attitudes regarding this topic among the MoEYS staff at the central, decentralized, and school levels (IE)

1.4 Ongoing Activities

Table 1 below provides a quick summary overview of all project activities as of the end of fiscal year 2018 (FY18) Quarter (Q)1, and classifies them as either yet to be started, ongoing, or completed. The table is intended as a snapshot of project progress. More detailed discussion of activities carried out in Q1 is provided in Section 2.2 of this report.

Table 1. Overview of Activities and Progress, by Result

Activity	Progress
Result 1: The Ministry of Education, Youth and Sport (MoEYS) effectively manages, at the national, provincial, district, and school levels, evidence-based early grade reading (EGR) programs.	
Review and update the syllabus for Khmer language in higher pre-school and grades 1–3	Completed
Develop teacher materials and student books for higher pre-school and grade 1	Ongoing
Develop cross-curricular reading materials and leveled books for reading for pleasure	Ongoing
Develop adapted and specialized versions of student materials/supplementary reading materials (IE*)	Ongoing
Design the teacher training needed for the implementation of the revised curriculum for higher pre-school and grade 1	Not started
Develop tools and resources for supporting teachers and design of a system of ongoing teacher mentoring and support	Not started
Incorporate inclusive education strategies into teacher materials, teacher training, and ongoing teacher support, and ensure that all materials are appropriately inclusive (IE)	Not started
Provide technical assistance to the reform and development of continuous professional development framework and policy	Completed
Assist the Education Quality Assurance Department (EQAD) in the completion of a student learning assessment framework and provide additional capacity building in the production of analytical outputs designed to disseminate assessment findings to different target audiences	Ongoing
Explore opportunities with EQAD to collect and report on data regarding the achievement of children with disabilities in national learning assessments (IE)	Not started
Review existing tools and methods for identifying/screening for disabilities, and if necessary assist partners in updating/modifying and piloting them (IE)	Begun with Situation Analysis
Promote greater understanding and changed perceptions and beliefs of education for children with disabilities among MoEYS staff (IE)	Begun with Situation Analysis
Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia.	
Develop work plan in conjunction with the MoEYS and nongovernmental organization (NGO) partners	Completed
Support more effective communication and coordination among development and implementing partners supporting EGR	Ongoing
Establish mechanisms for contracting with the MoEYS's NGO partners to support the work of the MoEYS	Ongoing
Conduct a situation analysis of provision of educational services for children with disabilities (IE)	Ongoing

Activity	Progress
Identify and establish operational partnerships with organizations, programs, and resources that schools and districts can draw on to support inclusive education (IE)	Begun: some info in Situation Analysis
Promote and facilitate greater civil society and NGO engagement and collaboration in advocacy and activities related to inclusive education (IE)	Not started
Build on the work accomplished through All Children Reading-Asia to harmonize the use of the Early Grade Reading Assessment (EGRA) by the MoEYS and its partners for evaluating the impact of EGR interventions	Ongoing
Result 3: Assistance is provided for development of a coordinated and harmonized evidence-based EGR and writing program endorsed and implemented in grades 1 through 3 that is feasible, practical, and scalable.	
Support the development, implementation, and promotion of a MoEYS EGR National Program	Ongoing
Conduct communication campaign to raise awareness and change attitudes regarding education for children with disabilities (IE)	Not started
Support the development and implementation of an EGR National Action Plan	Ongoing
Develop strategies that schools and their communities can use to assure greater access to education for children with disabilities (IE)	Not started
Cultivate and engage private sector and resource partners to increase the resource envelope available to support EGR at scale	Not started
Monitoring and Evaluation	
Conduct a baseline EGRA (2017–2018)	Not started
Conduct a midline EGRA (2018–2019)	Not started
Conduct an end line EGRA (2020–2021)	Not started
Develop and pilot test adapted versions of EGRA that can be used with children with disabilities (IE)	Not started

* (IE) indicates inclusive education related activities that are to be added to All Children Reading-Cambodia.

2 Overview of Implementation Progress: October – December 2017

This section summarizes the active tasks throughout the quarter (FY18, Q1) and lists the anticipated tasks for the coming quarter. Opportunities and constraints are also discussed for each of the ongoing activities. Any changes in key personnel or reallocation of level of effort within an activity are documented.

2.1 Operational Overview

Our core in-country team has again been expanded during Q1. It now includes the following seven people:

Person	Position
1. Claire Wyatt	Team Leader and Technical Advisor
2. Ou, Sokhim	Coordination and Collaboration Advisor
3. Huy, Rattana	Khmer Materials Development Specialist (part-time)
4. Soy, Senghean	Finance and Operations Specialist

	Person	Position
5.	Hun, Thida	Translator (part-time)
6.	Chhiv, Kagna	Admin Assistant
7.	Phann, Koll	Junior Project Assistant

The project still proposes moving Sokhim Ou into the position of inclusive education advisor, and we are preparing the job description for that. The collaboration and coordination advisor position, which Mr. Ou would vacate, is currently filled by one of the NGO partner subcontractor's staff, who is handling the organizing of the meetings, sharing of information, management of the Facebook page, and other coordination and collaboration activities. We feel this is an ideal situation, wherein one of the NGO partners is taking on this responsibility rather than leaving it to the All Children Reading-Cambodia project. Therefore, for the time being, we will not replace the long-term position of collaboration and coordination advisor.

In Q1 we began the process to identify an operations manager intimately familiar with USAID subcontracting and sub-granting requirements and capable of handling RTI's internal procedures for establishing, managing, and monitoring the performance of subcontractors/sub-grantees. As of the close of the quarter we have selected a candidate and will submit that person's qualifications to USAID for approval during Q2. RTI proposes to recruit a local procurement and logistics officer to support the processing of contracts for local consultants and contractors (e.g., illustrators and designers), procurement of materials, and ongoing project activities and workshops.

Additionally, given the broad scope of activities related to inclusive education, and as discussed with USAID/Cambodia, we have identified the need for an additional project team member with a background and experience in both EGR and the screening, assessment, and provision of educational services for students with disabilities. As of the close of Q1, several candidates had been identified, and the selection process will be completed very early in Q2. A candidate will be presented to USAID. As discussed with USAID, the project also plans to recruit a local Inclusive Education Assistant to support this work.

In addition, RTI will promote Claire Wyatt to chief of party (COP) for All Children Reading-Cambodia at the start of Q2. Ms. Wyatt will maintain her responsibility as the lead technical advisor on EGR, but with the expansion of the project team and the proposed greater scope for implementation, RTI feels it is appropriate to recognize Ms. Wyatt as also fulfilling the responsibilities of a project COP.

The budget implications of the above mentioned additional positions will also be analyzed and an updated projection of expenditures through the current life of project will also be shared with USAID when the preferred candidates are presented.

RTI continues to pursue its registration as an officially recognized NGO in Cambodia. Being able to appropriately hire all personnel as full-time staff of RTI is contingent on RTI obtaining official registration. All local national staff are currently employed as consultants. Only our senior technical advisor and COP, Ms. Wyatt, is currently employed as RTI staff. Ms. Wyatt has been able to renew her "ordinary" visa for her stay in Cambodia, but she does not have a work permit. We request that USAID help inquire and if possible facilitate obtaining appropriate work permits/permission for Ms. Wyatt and for the two other expatriate staff we will likely bring on to the project next quarter.

During Q1, RTI provided to the Ministry of Foreign Affairs all the requested information for registration as an NGO in Cambodia. At the end of Q1 we were informed that a change in personnel at MOFA has led to a request for resubmission of some of our documentation. We anticipate pursuing further understanding MOFA's request and then responding expeditiously in early January 2018 (Q2). How long it will take for registration to be granted remains unknown.

The current quarter has included work on one outstanding operational deliverable, the project Activity Monitoring and Evaluation Plan (AMEP). The AMEP was once again revised and submitted to USAID on November 1, 2017. USAID provided additional comments to RTI on November 21, 2017. A subsequent redraft was provided on December 6, 2017. One final set of comments was received prior to the holidays on December 18, 2017. RTI will respond to those and finalize the AMEP in early January 2018 (Q2). Meanwhile, RTI continues to monitor project performance against the indicators included in the most recently submitted draft AMEP.

In addition to the staffing and issues raised above, and following the work done in the previous quarter to incorporate the inclusive education activities into All Children Reading-Cambodia, the project has been in dialogue with USAID regarding the implementation phase (scheduled to begin in the later part of FY18 and beginning of FY19). Cambodia continues to struggle with its application for an additional round of funding from the GPE. Among other things, the forthcoming GPE grant would serve to fund the MoEYS's implementation of the reading program being developed by the government with technical support and inputs from All Children Reading-Cambodia. How USAID assistance through All Children Reading-Cambodia would complement the GPE funding is an evolving issue, as the timing of the GPE grant continues to slip. Whereas Cambodia's GPE proposal was to have been reviewed and funding provided during the latter portion of 2017, the review and grant decision has now been rescheduled for March 2018.

Given this delay, USAID and RTI have been collaborating on a revised implementation strategy for All Children Reading-Cambodia, which could include supporting direct implementation of the reading program in a greater number of districts and schools than had previously been considered. The RTI home office project manager and senior technical advisor Joseph DeStefano traveled to Cambodia in November to discuss different scenarios regarding the scope and timing of the implementation phase, including the implications of those scenarios for the project end date and budget. USAID and All Children Reading-Cambodia have begun dialogue with the MoEYS and with GPE lead agencies regarding the proposed implementation strategies. We anticipate a final decision regarding the use of USAID support in complement to expected GPE funding will be reached early in Q2 of FY18. Based on that decision, RTI will work with USAID during Q2 to make any necessary amendments to All Children Reading-Cambodia's work plan, timeline, and budget.

2.2 Accomplishments in Q1 by Result

In Q1 of FY18, the bulk of All Children Reading-Cambodia's technical activities have continued to be focused on tasks associated with Result 1, in particular those related to reviewing and proposing revisions to the existing syllabus for higher pre-school and primary grades 1–3.

The project also successfully completed the first portion of the situation analysis of inclusive education this quarter and engaged a local firm to conduct the more detailed field data collection on students with disabilities and on organizations providing services to those students in the Siem Reap Province.

Additionally, the project has continued to set up the subcontracting and subgranting arrangements needed to enable the network of NGO partners working on EGR to participate in and contribute to the curriculum review and development of materials. Seven partners have contracts or grants, and one is in the process of being finalized.

In support of greater collaboration and communication among partners, All Children Reading-Cambodia has held two regular NGO partner meetings in Q1 (in November and December) and published the first edition of the partner newsletter, the *Early Grade Learning Community of Practice Newsletter*, in December. The project has set up and is making use

of a Facebook group, “Cambodia Early Grade Learning,” where all members can post and share resources and information about their various activities.

Some details of these and other areas of work are provided below.

Throughout the period, the project team has been working with the various departments listed as leading each activity as specified in the timeline on pages 18–19. The lead departments in most activities to date have been the Department of Curriculum Development (DCD) and EQAD, and the project team has worked closely with them to plan and prepare for activities. However, the team has also been working with the other departments in the EGR Technical Working Group (TWG) (including the Primary Education Department [PED], Teacher Training Department [TTD], EQAD, Early Childhood Education Department [ECED], and Special Education Department [SED]) to consult them and involve them in each activity. In addition, for some activities, at the request of the MoEYS we have also been working with the Directorate General of Education (DGE) and the syllabus committee for Khmer language (another cross-departmental body).

2.2.1 Result 1: The MoEYS effectively manages, at the national, provincial, district, and school levels, evidence-based EGR programs

Tasks Ongoing/Completed in Q1

Table 2 provides the set of tasks which, at the end of FY17, we listed as anticipated for Q1 of FY18. A quick overview of which of those anticipated tasks were accomplished is presented here, with further discussion after the table.

Table 2. Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)

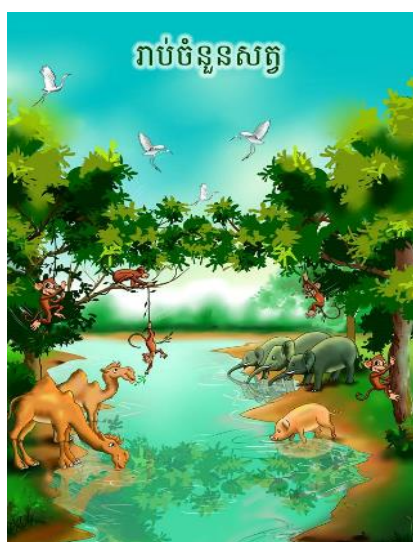
Tasks	Time frame	Status
Review and update the syllabus for Khmer language in higher preschool and grades 1–3	October 2017	Revisions approved by Early Grade Reading (EGR) Technical Working Group (TWG) in December 2017
<ul style="list-style-type: none"> Workshop to present initial findings of the teacher survey with EGR TWG 	October 2017	Completed
<ul style="list-style-type: none"> Workshops facilitated in collaboration with the Department of Curriculum Development (DCD) and Syllabus Committee (including participants from the Primary Education Department [PED], Teacher Training Department [TTD], Education Quality Assurance Department [EQAD], Early Childhood Education Department [ECED], SED), to finalize grade 1–3 	October–December 2017	Completed
<ul style="list-style-type: none"> Working with ECED and partners to advise on pre-school Khmer language content for pre-school. 	October–December 2017	Completed
Scope and sequence development		
<ul style="list-style-type: none"> Workshops with the TWG and local technical assistance on the grade 1 scope and sequence (with the DCD and PED) 	November–December 2017	Ongoing (slightly delayed due to Ministry of Education, Youth and Sport [MoEYS] availability to complete work on the syllabus)
Assist EQAD in developing the learner assessment framework		
<ul style="list-style-type: none"> Drs. Dubeck and Stern to travel to Cambodia in October and work with the EQAD and the EGR TWG 	October 2017	Completed

Tasks	Time frame	Status
Build EQAD capacity to produce and disseminate additional analytical products <ul style="list-style-type: none"> Mr. King to travel to Cambodia in November 	November 2017	Completed, with additional follow-up tasks carrying through December 2017 and into early January 2018

1. Review and update the syllabus for Khmer language in higher pre-school and grades 1–3

Pre-school Syllabus:

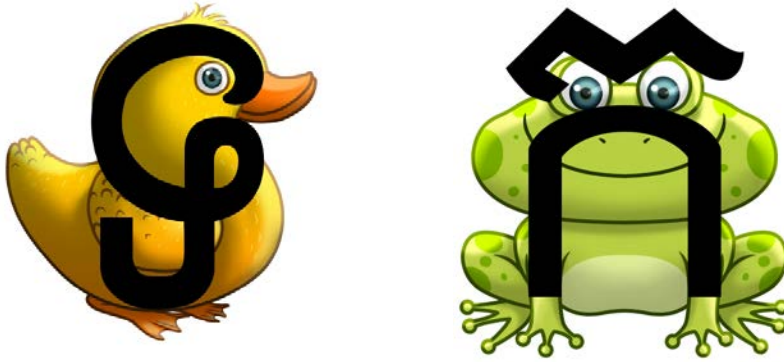
As noted in the previous quarterly report, UNICEF had engaged a technical advisor to support the ECED's work on updating the pre-school syllabus. The project attempted to meet with this technical advisor, but her time in country was limited. Instead the project provided recommendations directly to ECED on the Khmer language content. The new syllabus template that the MoEYS has mandated for use in pre-school is very brief (just a high-level list of learning outcomes), and therefore the content on Khmer language is limited. However, the project did provide recommendations to add some selected vowels within the pre-school syllabus for five-year-old students, to enable them to read some words, and to allow for a consistent phonics-based approach to Khmer language in pre-school. The ECED completed its syllabus in December, and the project team attended a workshop where this was shared with partners and provincial resource preschools.



Cover of one of the read aloud stories for pre-school

The ECED confirmed that it is still keen to have the project support the development of Khmer language materials. The department requested the project support a workshop for NGOs to share approaches to supporting Khmer in pre-school and to discuss possible materials. This workshop was held November 21– 22, and included presentations from Enfants et Développement, Open Institute, Word Vision, and Save the Children, as well as on RTI projects on pre-school in low-income contexts. During this workshop, the ECED and partners also began to adapt and edit existing open source books to be suitable as a collection of a sequence of 35 read aloud stories that align with topics in the pre-school curriculum, as well as link with phonics and math objectives. The textbox to the left shows the cover of *Counting Animals*, an example of one such story for reading aloud in pre-school.

The project has also been working on flashcards that support the teaching of letters and sounds in pre-school and grade 1. The project team has worked with ECED, DCD, and PED on ideas for this resource and has completed at least one draft illustration for all 33 consonants, and is in the process of developing some similar illustrations for the vowels to be taught in preschool. Below are two examples of how such illustrations are being used for flashcards (and will be used in student materials).



Example flashcards for a game that links the sound, letter, and a Cambodian Sign Language sign.

Grade 1–3 syllabus:

As mentioned in the previous quarterly report, the project was bringing together information from three sources—the survey of teachers regarding their view of the existing curriculum and materials; the desk review of the existing curriculum documents; and a compilation, review, and analysis of existing data on students' reading achievement in Cambodia.

Highlights of the results of the teacher survey were presented to MoEYS EGR TWG in October. And the final report from the research firm that conducted the survey was shared at the same time. All Children Reading-Cambodia also shared and helped MoEYS colleagues work through the findings of the curriculum desk review throughout the month of November. Those findings were instrumental in informing the revisions to the syllabus and curriculum for the updated national reading program.

A report bringing together the results of the teacher survey, the desk review and the analysis of the available data on reading achievement was written and submitted as a technical deliverable to USAID on November 14, 2017. This report¹ provides a summary list of the recommended revisions to the syllabus, and the implications of those revisions for the student textbooks and teacher activity guide (to be developed with support from All Children Reading-Cambodia). Those recommended revisions were presented to and agreed to by key members of the EGR TWG in December 2017. The report has also been shared with HE Nath Bunrouen, HE Put Samith, and the heads of TTD, PED, and DCD. Throughout this reporting period, the project, as requested by HE Dr. Nath Bunroeun, continued to work with the Syllabus Committee for Khmer Language and DCD staff to support the finalization of the Khmer language syllabus for grades 1 to 3. As well as considering the recommendations in the above report, this work included supporting the DCD to ensure the syllabus demonstrated a clear and logical progression over the three grades, as well as included all of the relevant skills for early grade literacy. Participating in this work were members of the EGR TWG, including key technical staff from the following departments: PED, TTD, ECED, and SED as well as other members of the syllabus committee and All Children Reading-Cambodia's 8 subcontracted partners. The syllabus was finalized in workshop with the Syllabus Committee for Khmer Language on December 28, 2017. While the primary syllabus is complete, the MoEYS has indicated it will not be submitted for official approval by the Minister until all other subjects and grades are complete. However, the MoEYS has indicated that work on the TLMs can continue based on the new syllabus.

The updated syllabus includes a number of positive changes, incorporating the majority of recommendations in the above report, including:

¹ RTI International, Summary Report of Available Assessment Data, Teacher Survey and Curriculum Materials Review, prepared for All Children Reading-Cambodia, USAID.

- All five components of reading are now addressed in grade1, with a greater focus on fluency with connected text, vocabulary, comprehension
- Speaking and listening outcomes are now included, to be integrated with reading and writing
- A greater focus on writing for communication has been included, starting from grade 1
- Some more-complex phonics context has been moved from grade 1 to grade 2
- Italic hand-writing has been moved from grade 1 to go into grade 3

Details of the recommendations for TLM and teaching methods will be discussed in early January with the EGR TWG.

2. Develop cross-curricular reading materials and leveled books for reading for pleasure

The 11 manuscripts for sensory stories developed, edited, and illustrated in partnership with NGO Sipar last quarter have been completed. The first 3 titles were complete in December and are awaiting an ISBN number before being published. The next 4 titles will be completed in Q2, with the remainder in Q4.

The project also produced a video showing the process of story development, which will be used for awareness raising. It has been shared online and has been viewed over 11,000 times.

Working with the Asia Foundation, the project helped translate over 40 titles into the Khmer language for early readers. The Asia Foundation has edited and published on its website 23 of these titles during Q1, and has made those titles available to the MoEYS to print and use in schools.

3. Develop adapted and specialized versions of student materials/supplementary reading materials (inclusive education)

The three sensory stories mentioned above will be shared with partners in early January.

4. Provide technical assistance to the reform and development of CPD framework and policy

As discussed with USAID/Cambodia, the project is no longer involved in providing assistance related to the teacher CPD and teacher career reforms and policies being pursued by the MoEYS. USAID is working with other DPs to support the Ministry in these areas.

5. Assist EQAD in the completion of a student learning assessment framework and provide additional capacity building in the production of analytical outputs designed to disseminate assessment findings to different target audiences

Drs. Jonathan Stern and Margaret Dubeck, assessment experts from RTI's home office, traveled to Phnom Penh in October and worked with EQAD to catalogue all the assessments currently being used in primary and secondary education at the national, subnational, and school/classroom levels in Cambodia. They also helped EQAD prepare and facilitate a workshop with the EGR TWG to review the various assessments and to consider how best to consolidate and better align how student performance is being assessed in the education system.

The trip report from Drs. Stern and Dubeck was shared with MoEYS leadership and a meeting was held in November, during Mr. DeStefano's trip, to discuss next steps for finalizing the assessment framework. In that meeting, chaired by HE Dr. Nath Bunroeun, and attended by HE Put Samith, representatives of EQAD, RTI, and USAID/Cambodia's education team, Drs. Stern and Dubeck's trip report and summary of existing assessments were reviewed and next steps for finalizing the assessment framework were discussed. HE

Dr. Nath Bunroeun advised All Children Reading-Cambodia to work with EQAD to review the existing list of assessments, with an eye to consolidating those being used at the classroom level. EQAD was to follow up with each of the technical departments in the MoEYS to once again verify what assessments they were requiring/advising schools and teachers to use, and then RTI would work with EQAD to recommend ways in which those assessments could be consolidated, thus reducing the demands on teachers and limiting the amount of instructional time being taken up by assessment.

HE Dr. Nath Bunroeun also advised EQAD and RTI to plan a workshop, to be chaired by HE Put Samith, for January 2018, during which the recommended set of assessments could be shared and approved by the MoEYS's technical departments. Following that meeting All Children Reading-Cambodia will assist EQAD in finalizing the assessment framework document and will work with EQAD and the MoEYS leadership on a strategy for communicating/sharing the framework with the necessary stakeholders.

In addition to the above-mentioned work on the assessment framework, RTI statistician Simon King continued to support the development of EQAD's capacity to develop analytical products. Mr. King travelled to Cambodia in early December to again work with EQAD on the analysis of the Grade 8 National Assessment and on the production of analytical products designed to disseminate the results of that assessment. One challenge that was recognized during Mr. King's trip was how to compare results of the grade 8 assessment over time. Changes in the assessment instruments meant that a direct comparison of 2014 and 2017 results was not possible. Home office support from RTI staff psychometrician, Corina Owens, enabled us to advise EQAD on how to create a new comparability process. This process provides EQAD more flexibility for instrument development and improvement. EQAD needs to develop capacity on this process to ensure that all national assessments, including the Grade 3 National Assessment, have comparability to the results of prior reporting years.

Anticipated Tasks for Q2

Tasks	Time frame
Scope and sequence development	
<ul style="list-style-type: none"> Workshops with the technical working group and local technical assistance team on the grade 1 scope and sequence (with the Departments of Curriculum Development [DCD] and Primary Education [PED]) 	January 2018
Reviewing and updating existing teacher guidelines and materials for higher-level pre-school and textbooks for grades 1–3	January – March 2018
<ul style="list-style-type: none"> Workshops with the technical working group and local technical assistance team on pre-school read-alouds. Workshops with the technical working group and local technical assistance team on grade 1 student materials (including the development of decodable stories and other key instructional materials) 	January – March 2018
<ul style="list-style-type: none"> Workshops with the technical working group and local technical assistance team on grade 1 textbook updates (to be confirmed with the Steering Committee) 	January – March 2018
<ul style="list-style-type: none"> Preparation for a workshop with the Asia Foundation to develop 30 pattern books that are decodable before lesson 66 in grade 1 	January – March 2018

Tasks	Time frame
<p>Review existing tools and methods for identifying/screening for disabilities, and if necessary assist partners in updating/modifying and piloting them</p> <ul style="list-style-type: none"> Hire an inclusive education and early grade reading specialist Systematically review screening and identification tools and methodologies identified through the situation analysis Review adapted versions of the early grade reading assessment (EGRA) or other early reading assessments from other Cambodia projects or elsewhere for use with children with disabilities Develop adapted versions of EGRA in Khmer 	January – March 2018
<p>Assist Education Quality Assurance Department (EQAD) in developing the student learning assessment framework</p> <ul style="list-style-type: none"> Dr. Stern to travel in January to assist EQAD to prepare the workshop and begin drafting the assessment framework document Drs. Stern and Dubeck to provide support from the home office in the finalization of the assessment framework document 	January – February 2018
<p>Build EQAD capacity to produce and disseminate additional analytical products</p> <ul style="list-style-type: none"> Mr. King, Ms. Owens, and the RTI home office graphic design team will continue to support EQAD in the production of a brochure and short technical report on the Grade 8 National Assessment 	January – February 2018

Opportunities and Constraints

Availability of MoEYS staff continues to present some constraints to progress, leading to frequent rescheduling of planned workshops, working sessions, or other activities. Key MoEYS staff are often away working on various other NGO projects. Scheduling time when key people are available continues to be challenging. The project worked with Put Samith to update the 2018 work plan and add names of specific individuals who will lead on each activity. We hope this will help to resolve this challenge.

2.2.2 Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia

Tasks Ongoing/Completed in Q1

Table 3 provides the set of tasks which, at the end of FY17, we listed as anticipated under Result 2 for Q1 of FY18. A quick overview of which of those anticipated tasks were accomplished is presented here, with further discussion after the table.

Table 3. Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)

Tasks	Time frame	Status
Monitor and adjust/amend work plan as needed in conjunction with the Ministry of Education, Youth and Sport (MoEYS) and other partners	October–December 2017	Ongoing throughout Q1
Support more effective communication and coordination among development and implementing partners		
<ul style="list-style-type: none"> Onboarding of the local technical assistance team staff (including sharing of approaches and lessons learnt) 	October 2017	7 out of 8 organizations with subcontracts or grants
<ul style="list-style-type: none"> Collaboration meetings 	November	Regular meetings held in November and December 2017

Tasks	Time frame	Status
Conduct the inclusive education situation analysis (in collaboration with the Special Education Department, and consultation with the Early Grade Reading ([EGR] Technical Working Group [TWG]) <ul style="list-style-type: none"> Finalize scope of work Select local organization to support the situation analysis Dr. Bulat and Hayes to travel to Cambodia in November/December and work with local contractor to finalize and conduct situation analysis 	October – December 2017	Bulat and Hayes completed their work as scheduled. Additional data being collected in December 2017.
Harmonize the use of the early grade reading assessment (EGRA)		
<ul style="list-style-type: none"> Discuss the use of EGRA with the MoEYS during the work on the learning assessment framework 	October	Addressed in Assessment Framework

1. Support more effective communication and coordination among development and implementing partners supporting EGR

The project Facebook page is being maintained along with a “community of practice” group for partners to share updates. This is being administered by NGOs and MoEYS members. The first issue of the community of practice newsletter was published in December, and regular monthly community of practices meetings were held in November and December.

Throughout this reporting period partners continued to attend technical working sessions, contributing to the curriculum and syllabus review and development of recommended revisions.

2. Establish mechanisms for contracting with the MoEYS’s NGO partners to support the work of the MoEYS

The process of putting in place the mechanisms for NGO partners to actively engage in, contribute to, and support the work with the MoEYS on curriculum and materials development continued through Q1 of FY18. At present, the project has established contracts or grants with seven partners and is finalizing the arrangements for a contract with the eighth. The status of each partner’s arrangements is summarized in **Table 4** below. The contract with Enfants et Développement has been delayed, as the organization is not used to doing international contracting according to USAID standards.

Table 4. Organizations with Which Partnerships Are Being Pursued

	Partners	Area of work	Status	Notes
1	Save the Children	Supporting the development of curriculum, teaching and learning materials (TLMs), and teacher materials for grades 1–3 and some preschool	Executed	Subcontract fully executed as of 11/21/2017
2	World Education	Supporting the development of curriculum, TLMs, and teacher materials for grades 1–3	Executed	Subcontract fully executed as of 9/27/17
3	Room to Read	Supporting the development of curriculum, TLMs, and teacher materials for grades 1–3	Executed	Subcontract fully executed as of 9/8/17
4	World Vision	Supporting the development of curriculum, TLMs, and teacher materials for grades 1–3 and some pre-school. Will be a grant, not a subcontract.	Executed	Grant fully executed as of 11/1/17

	Partners	Area of work	Status	Notes
5	Kampuchean Action for Primary Education (KAPE)	Supporting the development of curriculum, TLMS, and teacher materials for grades 1–3	Executed	Agreement signed on 12/21/17
6	Enfants et Développement	Supporting the development of curriculum, TLMS, and teacher materials for pre-school	Pending	Geocode waiver and supporting salary information was sent to USAID on 12/19/17
7	Open Institute	Supporting development of curriculum, TLMS, teacher materials for pre-school; development/use of Khmer fonts; collaboration with the local technical assistance team by serving as the secretary for the group	Executed	Subcontract fully executed as of 9/25/17
8	Krousar Thmey	Supporting the development of curriculum, TLMS, teacher materials for pre-school and grades 1–3 (in particular for children with disabilities)	Executed	Subcontract fully executed as of 11/18/17

3. Conduct a situation analysis of provision of educational services for children with disabilities (inclusive education)

Dr. Jennae Bulat and Dr. Anne Hayes traveled to Phnom Penh November 27–December 8 to provide support to All Children Reading-Cambodia in conducting a situational analysis of educational provision for children with disabilities.

Prior to their trip, Drs. Bulat and Hayes collaborated with the All Children Reading-Cambodia in-country staff and a local consultant, Kanika Ngoun, to complete a desk review of relevant research studies, existing screening and assessment tools, and other background documents related to education and provision of services to students with disabilities in Cambodia. During their trip, Drs. Bulat and Hayes, assisted by Ms. Ngoun and All Children Reading-Cambodia's coordination and collaboration advisor, Mr. Ou, conducted a series of interviews with key stakeholders and organizations working with and/or advocating for children with disabilities as well as with key DPs active in this space.²

The team working on the situation analysis also organized and conducted a 1.5-day consensus-building workshop in Kep Province on December 7 and 8 to share preliminary results of the desk review and get feedback and input from the MoEYS and other relevant stakeholders.

Drs. Bulat and Hayes will combine the findings from these interviews, and the input and feedback obtained during the workshop, with the results from the field data collection currently taking place to develop a complete draft situation analysis report. All Children Reading-Cambodia will organize a validation workshop to share the draft report and its findings during Q2, on February 5, 2018. Following that workshop, the final report will be completed and submitted to USAID.

4. Build on the work accomplished through All Children Reading (ACR)-Asia to harmonize the use of EGRA by the MoEYS and its partners for evaluating the impact of EGR interventions

Final recommended revisions to the Khmer EGRA instruments have been catalogued and discussed with the MoEYS and its NGO partners. The place for EGRA within the panoply of

² A full list of organizations and individuals interviewed during the situation analysis is contained in the Trip report for Jennae Bulat and Anne Hayes, December 19, 2017.

assessments currently being used in Cambodia was addressed in the work on the assessment framework conducted in October 2017. In addition, All Children Reading-Cambodia and USAID have discussed the use of EGRA for project monitoring and evaluation—in particular committing to using EGRA to establish a project baseline of reading performance in June of 2018. All Children Reading-Cambodia has committed to collaborating closely with MoEYS colleagues on the finalization of the EGRA instruments and on the conducting of the baseline assessment. EQAD will serve as the main counterpart for this work.

Anticipated Tasks for Q2

Tasks	Time frame
Monitor and adjust/amend work plan as needed in conjunction with the Ministry of Education, Youth and Sport (MoEYS) and other partners	January – March 2018
Support more effective communication and coordination among development and implementing partners supporting early grade reading (EGR) <ul style="list-style-type: none"> Continue to hold regular community of practice meetings on a monthly schedule Meet with partners to discuss implementation and roll-out of the new package 	January – March 2018
Establish mechanisms for contracting with the MoEYS's nongovernmental organization (NGO) partners to support the work of the MoEYS <ul style="list-style-type: none"> Finalize contract with Enfants et Développement Monitor partner fulfillment of scopes of work 	January – March 2018
Finalize situation analysis of provision of educational services for children with disabilities (IE) <ul style="list-style-type: none"> Complete field data collection and write up results Complete draft report Bulat or Hayes and Inclusive Education Advisor and Specialist to share report with stakeholders at a facilitated workshop Finalize report 	January – February 2018
Identify and establish operational partnerships with organizations, programs, and resources that schools and districts can draw on to support inclusive education <ul style="list-style-type: none"> Hire Inclusive Education Specialist and Inclusive Education Assistant Based on findings from the situation analysis, begin negotiating with potential partners in districts in Siem Reap for means to provide services and support schools during the implementation phase beginning in November 2018. Work with NGO partners of All Children Reading-Cambodia to determine how any of them could support reading program implementation during 2018–2019 school year 	January – March 2018
Promote and facilitate greater civil society and NGO engagement and collaboration in advocacy and activities related to inclusive education <ul style="list-style-type: none"> Build on the work of the situation analysis to form necessary partnerships with NGOs working in inclusive education 	January – March 2018

Opportunities and Constraints

It has taken longer than expected to finalize and get approval for the remaining contracts. In order to overcome this, RTI has been using its own (non-USAID) funds to cover the costs of partners to join in project activities in the meantime.

2.2.3 Result 3: Assistance is provided for development of a coordinated and harmonized evidence-based EGR and writing program endorsed and implemented in grades 1 through 3 that is feasible, practical, and scalable

Tasks Ongoing/Completed in Q1

Table 5 provides the set of tasks which, at the end of FY17, we listed as anticipated under Result 2 for Q1 of FY18. A quick overview of which of those anticipated tasks were accomplished is presented here, with further discussion after the table.

Table 5. Status of Tasks Planned for Q1 (from Q4, FY17 quarterly report)

Tasks	Time frame	Status
Support the development, implementation, and promotion of a Ministry of Education, Youth and Sport Early Grade Reading National Program		Scenarios for implementation phases of the national reading program pilot developed and discussed with USAID during DeStefano's trip in November
<ul style="list-style-type: none"> Continue to dialogue with USAID and Global Partnership for Education-3 lead agencies to determine the nature and scope of the first phase of the pilot implementation 	October – December 2017	
<ul style="list-style-type: none"> Senior Technical Advisor Joe DeStefano to travel to Cambodia in November 2017 to assist in finalizing implementation phase planning 	November 2017	

1. Support the development, implementation, and promotion of a MoEYS EGR National Program

The MoEYS EGR National Program is being supported by both USAID and GPE. During Q4 of FY17, All Children Reading-Cambodia met with the organizations leading the preparation of the GPE grant request (United Nations Educational, Scientific and Cultural Organization and UNICEF) along with the MoEYS to discuss how All Children Reading-Cambodia's anticipated activities were being accounted for in the GPE proposal and work plan. Based on the plans included in the MoEYS GPE-3 grant request, we estimated the number of districts, schools, teachers, and students that All Children Reading-Cambodia will be supporting during the implementation phases (i.e., beginning in 2018–2019). These estimates were included in the work plan addendum and also were used to estimate the budget that would be required to support those implementation phases.

In addition, RTI technical experts and All Children Reading-Cambodia staff provided technical advice regarding how best to monitor and evaluate the outcomes that are expected from the first phases of implementation of the government's EGR national program. The team, along with USAID, drafted memoranda explaining the limitations and opportunities for using existing or additional assessments to monitor outcomes and offering options for how reading assessments could be used in conjunction with the planned rollout strategy to assure rigorous comparisons between schools participating and not in the first phases of implementation of the national program.

Anticipated Tasks for Q2

Tasks	Time frame
Support the development, implementation, and promotion of a Ministry of Education, Youth and Sport (MoEYS) Early Grade Reading (EGR) National Program	
<ul style="list-style-type: none"> Continue to dialogue with USAID and Global Partnership for Education-3 (GPE-3) lead agencies to determine the nature and scope of the first phase of the pilot implementation 	January – February 2018
<ul style="list-style-type: none"> Senior Technical Advisor Joe DeStefano to travel to Cambodia in February 2018 to finalize implementation planning 	February 2018

Tasks	Time frame
Conduct communication campaign to raise awareness and change attitudes regarding education for children with disability and to promote the National EGR Action Plan	
<ul style="list-style-type: none"> Develop scope of work for a local communications/social marketing firm to help develop and carry out communication and advocacy campaigns related to building increased support for inclusive education and promoting the national EGR program 	February – March 2018
<ul style="list-style-type: none"> Put in place contract with a local communications/social marketing firm 	
Support the development and implementation of an EGR National Action Plan	
<ul style="list-style-type: none"> Present plans for pilot implementation to the Steering Committee for Early Grade Learning 	January
<ul style="list-style-type: none"> When the implementation plan for GPE-3- and USAID-supported rollout of the national reading program pilot is agreed on, work with MoEYS to develop the EGR National Action Plan 	March 2018
Develop strategies that schools and their communities can use to assure greater access to education for children with disabilities	
<ul style="list-style-type: none"> In consultation with NGO partners, including those providing services to children with disabilities in Siem Reap province, develop specific strategies for identifying children with disabilities and for arranging services that respond to their needs 	February – March 2018

Opportunities and Constraints

Additional funding and the proposed extension of the contract provide an exciting opportunity to potentially support the learning of a greater number of children.

Further discussions about appropriate areas for implementation with the MoEYS and other partners will be useful to avoid overlap and ensure the most effective use of resources.

3 Changes in Key Personnel and Reallocation of Level of Effort

The positions proposed during the last quarterly report have all been filled, and the project staff now consists of the following seven people:

- Claire Wyatt, Team Lead and Technical Advisor (to be promoted to Chief of Party)
- Sokhim Ou, Coordination and Collaboration Advisor (to become Inclusive Education Advisor)
- Rattana Huy, Khmer Materials Development Specialist (part-time)
- Senghean Soy, Finance and Operations Specialist
- Thida Hun, Translator (part-time)
- Kagna Chhiv, Administrative Assistant
- Koll Phann, Junior Project Assistant

In addition to the changes in positions mentioned above, we will submit candidates for two new positions: operations manager and inclusive education specialist. The former will supervise the finance and operations specialist and all administrative assistants. The later will work under the inclusive education advisor.

In addition to these changes, during Q2 we propose hiring the following additional people:

- A procurement and logistics officer (local hire)
- Inclusive education assistant (local hire, if possible a person with a disability)

Budget implications for all the current and proposed staffing will be analyzed and shared with USAID for discussion during Mr. DeStefano's trip to Phnom Penh in February.

4 Activity Project Management Support

4.1 Operational Activities

Given the continued delay in RTI obtaining official registration as an NGO in Cambodia, we have delayed hiring an operations manager—a position which the project desperately needs to handle the volume of work, procurements, contracting, and contract management that has grown over the last two quarters. Once again, we therefore propose bringing out temporary operational support, beginning at the start of Q2. RTI project coordinator, David Harbin, who supported All Children Reading-Cambodia during start up and who is overseeing operations on the ACR-Asia project, will travel to Cambodia to provide operational support during the month of January 2018. Meredith Sparks, a project associate at RTI's home office who was assigned to support All Children Reading-Cambodia in Q4 of FY17, will travel to Cambodia to provide operational support during the month of February 2018.

4.2 Overall Opportunities and Constraints (project level)

Due to the long delays in the process of obtaining RTI's official registration as an international NGO, we continue to employ all local staff as consultants. In December 2017, all those contracts were extended for an additional 6 months.

Ms. Wyatt has been able to renew her ordinary visa, but cannot apply for a work permit because the project is not registered locally. RTI respectfully requests that USAID provide assistance in determining how best to obtain long-term visas and work permits for Ms. Wyatt and for the two additional expatriate staff we are proposing (operations manager and inclusive education specialist).

Regarding RTI's registration in Cambodia, and as mentioned earlier in this report, RTI provided to the Ministry of Foreign Affairs all the requested information. But in December 2017, we were informed that we may need to resubmit certain documents. Mr. Harbin, when in Cambodia in January 2018, will work with the local law firm we have engaged to address these issues to see how to expeditiously respond to any and all requests from the Ministry.

4.3 Reports and Deliverables

The current quarter has included work on the following project deliverables:

- The FY17 Q4 Quarterly Report was submitted to USAID on October 18, 2017. Comments were received and incorporated into the final report, submitted and approved on October 31, 2017.
- The AMEP was once again revised and submitted to USAID on November 1, 2017. USAID provided additional comments to RTI on November 21, 2017. A subsequent redraft was provided on December 6, 2017. One final set of comments was received prior to the holidays on December 18, 2017. RTI will respond to those and finalize the AMEP in early January 2018 (Q2).
- The "Summary Report of Available Assessment Data, Teacher Survey and Curriculum Materials Review" was submitted to USAID on November 14, 2017.

- The syllabus for Khmer language for higher pre-school to grade 3 was completed by MoEYS at the end of December with RTI support. RTI will share it in January 2018 (it is currently being translated).

Report	Date submitted to USAID	Date approved by USAID	Notes/Status
Quarterly Progress Report (July – September 2017)	October 18, 2017	October 31, 2017	Approved
Activity Monitoring and Evaluation Plan (AMEP)			USAID sent comments on the fourth version of the AMEP on 12/18/17. RTI is working to addresses these comments.
Summary Report of Available Assessment Data, Teacher Survey and Curriculum Materials Review	November 14, 2017	November 14, 2017	Approved

4.3.1 Expected Delays

Due to the EQAD's schedule in the previous period, the work on the student learning assessment framework was delayed. While it was hoped that it could be completed in December 2017, the MoEYS has requested additional workshops and meetings to finalize recommendations. RTI is currently trying to schedule time with EQAD for Dr. Stern's next trip. Because of difficulties in getting time with relevant MoEYS staff to complete the syllabus, work on the scope and sequence has been delayed (originally planned for completion end of December 2018). Some work has been done on this, and it is hoped that core sections of this will be completed in January (with the decodable story content completed in February).

4.4 Monitoring and Evaluation Updates

The project's annual work plan covers the period from April 2017 through November 2018. At the end of FY18, we expect to be able to provide a more detailed accounting of progress as measured by the project's AMEP-approved indicators. At the time of writing this report, the AMEP still awaits final approval from USAID. Nevertheless, we can report some progress in the areas measured by new Indicators 6, 12, and 13.

Indicator 4: Number of education administrators and officials who complete professional development activities with US Government assistance

Six EQAD education officials received 32 hours of training under the Cambodia Early Grade Reading Project in Q2 FY17.

No additional training was completed this quarter.

Indicator 6: Number of new USG-supported partnerships formalized

Five (5) new USG-supported partnerships were formalized in the 1st quarter of 2018 bringing the total number of formalized partnerships to seven. This quarter contracts were executed with: Save the Children, World Education, World Vision, KAPE, and Krousar Thmey. We are well underway to meet our target for FY18 which is eight partnerships.

Indicator 12: Number of laws, policies, policy briefs, reports, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access

To date, 2 reports have been produced under All Children Reading – Cambodia.

This quarter one report the Summary Report of Available Assessment Data, Teacher Survey and Curriculum Materials Review was finalized for official submission during this quarter. The report was submitted to the Mission on November 14, 2017 and has been approved. We have achieved our annual target.

Indicator 13: Number of seminars, workshops, networking, collaboration, and dissemination events held

Fifteen events have been facilitated this quarter reaching over 170 unique participants (77 female). Participants represented 20 government departments and 30 total INGO/NGO and private companies. The following events have been held:

Date(s)	Duration	Event	Participants Total (Female)	MoEYS		NGOs/DPs	
				Number of education departments	Participants Total (Female)	Nongovernmental organizations and development partners represented	Participants Total (Female)
2-Oct-17	Half-day	Teacher Survey Result Dissemination Workshop	27	1 (8 individuals)	8 (3)	13	19 (3)
4-6 Oct-17	3 days	Pre Meeting for Syllabus Workshop	3	2	3 (1)	0	0
10-Oct-17	1 day	Syllabus Meeting	6	1	2 (1)	1	4 (2)
16-19-Oct-17	3.5 days	National Learning Assessment Framework Workshop	27	10	27 (2)	0	0
19-Oct-17	Half-day	Inclusive Education Work Plan Workshop	17	6	13 (5)	3	4 (2)
25-27-Oct-17	3 days	Additional Inputs for the Completion of Khmer Syllabus from Grade 1-6 Workshop	23	6	9 (2)	8	14 (3)
8-Nov-17	Half-day	Collaboration Working Group Meeting	12	0	0	8	12 (2)
13-14-Nov-17	2 days	Syllabus Workshop 1	6	3	4 (1)	1	2 (1)

Date(s)	Duration	Event	Participants Total (Female)	MoEYS		NGOs/DPs	
				Number of education departments	Participants Total (Female)	Nongovernment al organizations and development partners represented	Participants Total (Female)
15-16- Nov-17	2 days	Syllabus Workshop 2	5	2	3 (1)	1	2 (1)
18- Nov-17	1 day	Getting Ready for Writing Workshop	32	1	28 (23)	2	4 (1)
21-22- Nov-17	2 days	Preschool Sharing Sessions Workshop	37	5	25 (18)	8	12 (4)
30- Nov-17 to 1- Dec-17	2 days	Syllabus Workshop 3	4	1	2 (1)	1	2 (1)
7-8- Dec-17	2 days	Preparation for Syllabus Workshop	6	3	4 (1)	1	2 (1)
7-8- Dec-17	1.5 days	Disability Situation Analysis Workshop	34	4	12 (6)	20	22 (10)
13-14 Dec-17	2 days	Finalization Syllabus from Grade 1 to 12 Workshop	46	13	36 (14)	7	10 (2)

We have already met our LOP target for this indicator. We recommend revising up this target.

Annex C contains the set of indicators included in the draft Monitoring and Evaluation Plan submitted to USAID on December 6, 2017.

There has been no activity to report this quarter for Indicators 1–5, 7-11, and 14–18.

5 Timeline of Activities

Deliverables and timeline for May 2017 to November 2018 (preparation for 2018 school year grade 1 pilot). Note: Colored blocks indicate when deliverable will be completed, exact timeline for development of each deliverable will be updated in collaboration with relevant stakeholders throughout the year to respond to Ministry of Education, Youth and Sport (MoEYS) changing needs and schedules, but x's represent expected timelines for work in progress.																								
			2017										2018											
	LEADING	SUPPORTING	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Curriculum review and teaching and learning materials (TLMs) development																								
Report documenting agreements on high-level changes needed to the Khmer syllabus (e.g., possibly some content moved from grade 1 to 2, content to be taught in pre-school)	Department of Curriculum Development (DCD)	Early Childhood Education Department (ECED) & Primary Education Department (PED)			x	x	x	x																
Outline developed for Khmer language syllabus for pre-school through grade 3 (learning outcomes listed by semester for all four grades)	DCD	ECED & PED				x	x	x																
Detailed scope and sequence content for Khmer language pre-school & grade1 developed (weekly mapping of skills, content, methods, and options for materials). Including agreements on structure of teacher guidelines and instructional methods.	DCD	ECED & PED							x															
Any updates to segments of the grade 1 textbook made (based on scope and sequence), illustrations developed*	DCD	PED								x	x													
Grade 1 student activity book/workbook/set of reading books developed (with	PED	DCD & Teacher Training								x	x	x												

Deliverables and timeline for May 2017 to November 2018 (preparation for 2018 school year grade 1 pilot). Note: Colored blocks indicate when deliverable will be completed, exact timeline for development of each deliverable will be updated in collaboration with relevant stakeholders throughout the year to respond to Ministry of Education, Youth and Sport (MoEYS) changing needs and schedules, but x's represent expected timelines for work in progress.																								
			2017										2018											
	LEADING	SUPPORTING	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov			
additional decodable stories for practice and activities)*		Department (TTD)																						
Teacher activity book and teacher guidelines developed for grade 1 (based on syllabus)	DCD	PED & TTD									x	x												
Upper pre-school teacher and student materials developed*	ECED	DCD & PED									x													
Existing materials catalogued and made available on MoEYS portals	PED	DCD & ECED								x	x	x												
Cross-curricular reading materials and books for reading for pleasure developed (either new content, or reading lists of existing content)*	PED	DCD & TTD					x	x	x	x	x	x	x											
Reading list with recommended books for students at different levels	PED	DCD & TTD											x											
Situation analysis																								
Review of reports and data on situation for children with disabilities and their access to early grade literacy	Special Education Department (SED)	Early Grade Reading (EGR) Technical Working Group (TWG)							x															
Database of services in Cambodia for children with disabilities and report with detailed information on support available in Siem Reap	SpED	EGR TWG								x	x													
Screening and identification tools																								
Screening tools developed and processes for referral, identification, and support developed	SpED	EGR TWG											x	x	x									

*including adapted versions in braille, large print, and sign language developed and shared with partners and online

			2017									2018									
	LEADING	SUPPORTING	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
<u>Modules for in-service training (INSET) workshops</u>																					
EGR INSET Training content developed (based on syllabus and teacher guidelines) for grade 1 and pre-school	PED & ECE	EGR TWG											x	x							
Videos of key instructional practices and activities completed	PED & ECED	DCD & TTD													x						
<u>Early Grade Reading Assessment (EGRA) tool</u>																					
EGRA tool finalized along with brief guidelines for use by MoEYS and nongovernmental organizations (NGOs)	EGR TWG			x																	
EGRA tool for All Children Reading-Cambodia project evaluation developed (including adapted versions for CwD)	Education Quality Assurance Department (EQAD)	EGR TWG															x				
<u>Implementation plan for training and support</u>																					
Social and behavior change communication (SBCC) campaign strategies targeting general population and families with children with disabilities	SpED	PED / EGR TWG										x	x								
Plan jointly developed with MoEYS for training implementation (including inclusive education strategies and how support will be provided)	PED & ECED	DCD TTD EQAD									x	x	x	x	x						
Memoranda of understanding with organizations that will provide services to support accessibility and improved learning in USAID-support districts	SpED	EGR TWG										x	x	x	x						
<u>Tools for ongoing teacher support</u>																					
Tools for coaching/mentoring developed	PED	EGR TWG														x					
Tools for principal / Provincial Office of Education / District	PED	EGR TWG														x					

			2017									2018									
	LEADING	SUPPORTING	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Office of Education observation developed																					
Tools for ongoing teacher learning (e.g., cluster activity manuals) developed	PED	EGR TWG																x			
Training of trainers (TOT)																					
TOT manuals developed to be used in master training and for teacher trainers	PED	EGR TWG															x				
TOT delivered	PED	EGR TWG																			
School and coach training																					
Delivery of training for principals and mentors	PED	EGR TWG																			
Grade 1 teachers trained for grade 1 pilot of updated materials	PED	EGR TWG																			
Policy development																					
Distribution of the teacher professional development policy brief to support continuous professional development policy framework	TTD	PED																			
Modelling tool for budget implications of reforms to salary scale	TTD	PED																			
Use of assessment and data																					
A report with learning assessment framework	EQAD	Various							x	x											
EQAD trained on data analysis & presentation	EQAD																				
Support to EQAD for data presentation (1 st leaflets, 2 nd reports)	EQAD									x					x				x	x	x
Data presentation products printed (1 st leaflets, 2 nd reports)	EQAD																				

Annex A: Quarterly Financial Report

Financial Summary as of December 31, 2017

RTI International—Quarterly Financial Statement

Contractor/Recipient: RTI International All Children Reading (ACR)—Asia

Award No.: Prime Contract AID-OAA-I-14-00044, Task No. 4

Performance Period: October-December 2017

Quarterly Financial Report as of December 31, 2017

A	B	C	D	E= C+D	F=B-E	G=A-E
Original or Revised Total Estimated Cost	Obligated Amt. to Date	Total Expended through December 2017	Outstanding Commitments	Total Expended to Date	Balancing Remaining of Obligated	Balance Remaining of Total Est Cost

Annex B: International Travel Plans for Upcoming Quarters

Name of Traveler	Destination and Purpose	Travel Dates
Jonathan Stern	Cambodia; assessment framework	Jan 2018
David Harbin (approved)	Cambodia; Operations Support	Jan 2018
Meredith Sparks	Cambodia; Operations Support	Feb 2018
Joe DeStefano	Cambodia; Finalizing implementation planning	Feb 2018
Keely Alexander	Cambodia; M&E database development	Feb 2018
Jennae Bulat	Cambodia; IE situation analysis	Feb 2018
Anne Hayes	Cambodia; IE situation analysis	Feb 2018

Annex C: Progress by Indicator

Targets are based on a current estimate of the activities to be funded under this task order. Targets to be finalized in consultation with USAID.

	Indicator	Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
<i>Result 1: Ministry of Education, Youth and Sport (MoEYS) effectively manages early grade reading (EGR) programs at national, provincial, district, and school levels and puts in place system support mechanisms that are more inclusive, relevant, and responsive to the needs of students with disabilities</i>									
<i>Result 1.1: Syllabus and TLM for Khmer language K,1,2,3 developed and/or revised and include strategies for teaching students with disabilities</i>									
1	Number of primary or secondary textbooks and other teaching and learning materials (TLMs) provided with US Government (USG) assistance (ES.1-10)	Output	Type	0	2000*** <u>To date:</u> 0	7,000**	12,000**	30,000**	51,000**
<i>Result 1.2: Teacher training and ongoing support system to accompany revised syllabus and TLM designed</i>									
2	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance (ES.1-7)	Output	Gender	Direct: 0	0 <u>To date:</u> 0	255	1,282	1,321	2,859
				Indirect: 0	0 <u>To date:</u> 0	1,684	4,836	4,981	11,502
	Total (Female)								

	Indicator	Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)			
							Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
3	Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Output	Gender, type of event	Direct: 0	0 <u>To date:</u> 0	18,360	92,330	95,100	205,815
				Indirect: 0	0 <u>To date:</u> 0	121,267	348,202	358,648	828,117
Result 1.3: Analytic, managerial, assessment, and dissemination capacity within MoEYS is supported, including capacity to conduct assessments adapted to students with disabilities									
4	Number of education administrators and officials who complete professional development activities with USG assistance (ES.1-12) Total (Female)	Output	Gender	0	20 <u>To date:</u> 6 (0)	150	470	480	1120
Result 1.4: TLM and teacher training reflects inclusive education (IE) principles									
5	Number of service providers trained who serve vulnerable persons (ES.4-2) Total (Female)	Output	Gender	0	9 <u>To date:</u> 0	15	15	15	54
Result 2: Partnerships strengthened to support EGR objectives in Cambodia including partnerships aimed at ensuring appropriate access to services for students with disabilities and their families									
Result 2.1: Effective coordination among development partners (DPs) supporting EGR									

	Indicator	Type	Disagg.	Baseline	Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
6	Number of new USG-supported partnerships formalized	Output	Org Type (civil society, develop- ment partner, faith- based, non- govern- mental, etc.)	0	8 <u>To date:</u> 7	3	3	3	17
7	Value of new private sector and USG funding contributed through public- private partnerships (PPPs) (in USD)	Outcome	Org Type (civil society, develop- ment partner, faith- based, non- govern- mental, etc.)	0	TBD <u>To date:</u> 0	TBD	TBD	TBD	TBD
<i>Result 2.2: PPP built to mobilize resources and services for EGR scale-up including mobilizing resources to provide services to students with disabilities</i>									
8	Number of vulnerable persons benefiting from USG- supported social services (ES.4-1)	Output	Gender	0	0 <u>To date:</u> 0	1400	7,800	8,000	17,700
<i>Result 2.3: Harmonized use of early grade reading assessment (EGRA) by MoEYS and its partners for evaluating the impact of EGR interventions, and introduction of adapted assessment methods for students with disabilities</i>									

					Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
	Indicator	Type	Disagg.	Baseline					
9	Number of learners assessed using harmonized EGRA (including from partner organizations and MoEYS)	Output	Gender	0	2400 <u>To date:</u> 0	1200	1200	2400	7,200
10	Number of students with disabilities assessed using adapted assessment methods (including from partner organizations and MoEYS)	Output	Gender	0	240 <u>To date:</u> 0	120	120	240	720
11	Number of MoEYS and partner organization staff trained on harmonized EGRA	Output	Gender, Org Type	0	30 <u>To date:</u> 0	30	30	30	120
<i>Result 3: Scalable EGR and writing program is endorsed and implemented in grades 1,2,3 for the benefit of all children, including children with disabilities</i>									
<i>Result 3.1: MoEYS EGR National Scale-up Program is developed, implemented, and promoted, including provision of services for students with disabilities</i>									
12	Number of laws, policies, policy briefs, reports, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Outcome	Type	0	2 <u>To date:</u> 2	3	2	2	9

					Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
	Indicator	Type	Disagg.	Baseline					
13	Number of seminars, workshops, networking, collaboration and dissemination events held	Output	Type	0	5 <u>To date:</u> 20	5	5	5	20
<i>Result 3.2: Education system support mechanisms and policies are more inclusive, relevant, and responsive to the needs of children</i>									
14	Number of USG-assisted organizations and/or service delivery systems that serve vulnerable persons strengthened (ES.4-3)	Output	Org Type	0	3 <u>To date:</u> 0	5	3	3	17
Increase EGR skills in Cambodia									
15	Number of learners reached in reading programs at the primary level (ES.1-5)	Output	Gender	Direct: 0	0** <u>To date:</u> 0	15,000**	78,000**	80,000**	173,000**
				Indirect: 0	0** <u>To date:</u> 0	20,900**	160,000**	164,000**	344,900**
16	Percent of grade 3 students who demonstrate reading with comprehension on grade 3 national exam*	Outcome	Gender	Overall: 35% Girls: 32% Boys 38% (2015 Nat'l Assessment)		TBD (updated baseline)			TBD 10% over updated baseline

					Year 1 (2017-18)	Year 2 (2018-19)	Year 3+ (2019-20)	Year 4+ (2020-21)	Life of Project
	Indicator	Type	Disagg.	Baseline					
17	Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of grade 2 with USG assistance	Outcome	Gender	End of 2017-2018 school year (June 2018)		5% over updated baseline		15% over updated baseline	15% over updated baseline
18*	Proportion of students, who, by the end of the primary cycle, are able to read and demonstrate understanding	Outcome	Gender	Overall: 41% Girls: 48% Boys 32% (2016 Nat'l Assessment)			TBD (next scheduled Gr. 6 Nat'l Exam)		

*Indicator 18 will not be used as a measure of program performance as no students who benefitted from improved instruction will have reached grade 6 by 2020–2021.

** These numbers are based on the USAID–GPE collaboration, supporting the MoEYS to roll- out the national program. The total number of unique direct beneficiaries would be roughly 95,000 students, and unique indirect beneficiaries would be approximately 190,000 students. The unique count does not double count students who would benefit from program interventions for more than one year (i.e., it counts them the first year their school receives support, but then only estimates the number of new enrollees in each school during the second year of support).

*** Includes children accessing / downloads of e-books, made available through collaboration under the project.

+ Year 3 and Year 4 are currently not included in the contract for implementation of All Children Reading-Cambodia. However, we have made estimates of the reach of the project if implementation is continued to be supported in 2019–2020 and 2020–2021 based on the rollout plan, as included in the GPE-3 submission and the available data for the concerned provinces.