Effective Teaching Hours in Primary Schools: A report on the group research project

Findings and Recommendations

A study conducted by:

PROFESSEURS ALLIANCE FOR DEVELOPMENT (PAD)
KHMER DEVELOPMENT OF FREEDOM ORGANIZATION (KDFO)
HUMAN RIGHTS AND DEVELOPMENT ORGANIZATION (HRDO)

Technical Supported
and
Supervised by

NGO EDUCATION PARTNERSHIP (NEP)

Funded by

unicef

Phnom Penh
December 2005

ACKNOWLEDGEMENTS

This study on effective teaching hours in Cambodia was made possible through the combined efforts and commitment of a number of key people to whom NEP would like to express its appreciation. First of all many thanks to the participating local NGOs who have spent a huge amount of time being trained in research methods on-the-job It has not always been easy, but you came up with useful information.. It took much longer than expected, but you maintained good spirits. NEP is grateful for your efforts and hope that your NGOs will be able to use the research findings in strengthening the programs in the studied areas that would further education in Cambodia.

NEP wishes to thank to Bob McLaughlin. Bob was the author of the Effective School Hours report on the basis of a survey that was conducted in 1999 through World Bank funding. Our research project has hugely benefited from your involvement at crucial stages of the survey preparations and the analysis of the information on Classroom. Thank you also for that fluent Khmer tongue of yours which was a great asset in several group training sessions.

UNICEF deserves mention for the flexibility they have shown in both granting funds for the research (we needed more than initially budgeted!) as well as the flexibility in which NEP could implement its grant. We also would like to thank UNICEF for being patient with us.

The NEP Board wishes to acknowledge the tireless efforts made by staff of NEP's Secretariat to make this survey into a success. It was a tough assignment to implement a novel approach of working with groups of NGOs in conducting one survey, and to maintain a good balance between academic rigor and training of staff within local NGOs in the skills of data collection and reporting. Dara, Sothath and Eric: you did well.

Last but not least of course, a big thank you to all Ministry of Education, Youth and Sport (MoEYS) officials, local authorities, school directors, teachers and school children who played an essential role in allowing the survey to take place and in providing the data for the survey.

Nuy Bora
Chair, NEP
Phnom Penh, December 2005

GLOSSARY

CRO	Class room observation
CRT	Class room time
DOE	District Office of Education
DoP	Department of Planning
ECRT	Effective Classroom Time
EMIS	Education Management Information System
ESH	Effective School Hours
ESHS2004	The Effective School Hours Survey 2004
ESP	Education Strategic Plan
ESSP	Education Sector Support Plan
HRDO	Human Rights Development Organization
KDFO	Khmer Development for Freedom Organization
MoEYS	Ministry of Education Youth and Sport
NEP	NGOs Education Partnership
PAD	Professor's Alliance for Development
PAP	Priority Action Program
POE	Provincial Office of Education, Youth and Sport
TGL	Technical Group Leader
TSDD	Thursday Staff Development Day
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

The overall role of NGOs Education Partnership (NEP) is to create a coordinated partnership that facilitates communication and collaboration between the Ministry of Education Youth and Sports (MoEYS), NGOs and Donors working within the education sector. The rebuilding of the Cambodian education system continues to face many constraints, including critical shortages of human, material and financial resources, the NEP seeks to improve the impact and efficiency of NGO interventions in response to Government initiatives through the creation of a pro-active interchange on educational issues and policies.

NEP believes that education is a key factor in working towards the country's socio-economic development. Inevitably it takes time before a better-educated youth can turn their educational gain into improved livelihoods that will have impact at a national level. General education is very important in building basic skills of the future labor force. However, the impact of investments in education, more in particular in basic education, are rarely shown in direct results and have yet to be fully surveyed and analyzed.

Therefore, this operational research project focused on two objectives: the first was to improve the capacity of some of NEP's local NGO members in research techniques. The second objective was to establish a fundamental baseline survey that could be conveyed to the MoEYS on how effective the current teaching hours have been in laying a good foundation for the future.

Four research questions were formed:

Research Question 1: To what extent do schools adhere to the official norms regarding official school holidays and number of weeks of study in the school year as mandated by the Ministry of Education, Youth and Sport?

Research Question 2: What is the number of lesson periods that children actually spent in the classroom compared to the 27-30 mandated by the Ministry?

Research Question 3: What factors if any reduce the effectiveness of classroom contact between teacher and student, and to what extent?

Research Question 4: Is the Thursday staff development day (TSDD) effective? What are the perceptions from headmasters, teachers and pupils concerning the use of this day?

The information presented within this report is based upon the perceptions of people working within the education sector and living in the provinces of Bantey Manchey, Kampong Thom and Kampong Cham. It was recognized that a streamlined framework is required to manage the activities and resources essential in implementing an efficient and effective education system. This places demands on a country that is already affected by a lack of resources.

A continued coordinated approach is required to strengthen and sustain the culture of change within the education system. The main goals of the MoEYS have been conveyed to key stakeholders of the education system. There is now a need to continue to implement and monitor activities that will meet those goals so that this generation of children, and those that follow, are the ultimate beneficiaries.

Evidence gathered during the survey indicates that work within the education sector has improved over the last few years. However, there is still a great deal to be done to ensure that time spent in school is effective learning time. It is now even more important that the MoEYS, Donors and NGO's work together to act upon and continue to assist in strengthening the development of Cambodia's education system.

Nuy Bora
Chairperson
NEP Board
Phnom Penh, December 2005

FOREWORD: BACKGROUND TO THE RESEARCH PROJECT

This survey has been a major activity in the program of NGOs Education Partnership (NEP). NEP is a membership organization for NGOs working in the field of education. NEP strives to provide a good link between the Ministry of Education, Youth and Sports (MoEYS) and the NGO Education community.

One objective of NEP is to provide MoEYS with information on the activities of the international and Cambodian NGOs working in Cambodia, to channel views that NGOs have on education policy issues into the annual education review processes (ESP, ESSP) and to encourage its member NGOs to be informed about and to work in the context of the national plans for education. One way in which NEP carries out its task of informing the MoEYS is through an education operational research scheme and for member NGOs to work together in partnership and offer support in improving capacity of local NGO members.

This year was the second round of NEP's research grant scheme. In both years the objectives of the research grant scheme were the same, namely:

(i) To produce research evidence a topical issue of relevance to the education policy for feedback into the national education planning mechanisms

(ii) To build capacity among Cambodian NEP-member NGOs in collecting and analyzing information

(iii) to help participating NGOs to use the research findings for initiating new education initiatives in areas where the survey was conducted. area

The implementation of this years' research grant scheme has been quite different from the previous year because: (i) the selection of research topics was more closely controlled by NEP in order to ensure a good balance between maximum relevance to "informing education policy" and programmatic use for the researching NGOs, and (ii) the group approach to the research.

Nineteen people from three NGOs undertook approximately fifteen days training to improve capacity in monitoring and evaluation. This included topics on research planning, questionnaire formulation, data collection, data entry, data analysis and report writing. Listed below is an outline of the chronological steps that the project went through:

- Soliciting a range of education sub-sector specific research topics from NEP members with particular expertise in the education sub-sector (May 2004).
- Inviting NGOs to apply for participating in the research grant scheme by drafting a short proposal on one of the initially selected topics (June 2004)
- selection of NGOs to be awarded research grant and group formation (July 2004), including visit to NGO before signing mutual agreement
- Selection of NGOs to be awarded research grant and group formation (July 2004)

- Developing group proposal including budget as a group: overall research questions, research topics (Aug-Sep 2005)
- Training in budgeting and financial reporting (Sep 2005)
- Approval by NEP Board of research proposal and budget (Oct 2004)
- Developing research instruments (survey questionnaires for headmasters, teachers, and pupils; class room observation sheets, school observation sheet; spot-check form) (Nov 2004 – January 2005).
- Fieldwork preparations, including contacting local authorities, getting clearance from MoEYS, interview training and training in sampling of schools, teachers and students (January 2005)
- Conducting the fieldwork (February 2005)
- On-the-job training in data processing using SPSS; concepts of scales of measurement; categorization of information (March-May 2005)
- On-the-job training in analyzing survey data using basic descriptive statistics (frequencies and 3 variable- cross tabulations; Chi-square test (X^2-test) to test for statistically significant relationship between variables (May 2005)
- Carry out analyze and write-up findings in a report (June 2005)

The approach used in the training is best described as "very practical/on-the job" and "follow-the-example". These approaches did not make for quick delivery of the survey results, but certainly have been effective in creating understanding and practical skills in the art of data collection and basic analysis. It has the added advantage that it has built the capacity to continue using the research data after the research project has officially closed.

The above approach was particularly needed at the stage of data analysis and report writing. The process of analysis in which the NGOs were required to discuss the preliminary survey findings with stakeholders back in the fieldwork areas with the purpose of (i) deepening insights and (ii) come up with practical recommendations for possible NGO program implementation in the area meant that the analysis of all the data and the report writing phase was not as comprehensive as originally planned.

The NGOs involved were encouraged to submit independent reports after the consultations in the fieldwork area. These individual NGO-reports will have a stronger emphasis on how the findings of the survey can be used for project- or program purposes.

The report that you have started reading is therefore an analysis of some of the statistical information that was collected by the 3 NGOs in the provinces of Bantey Manchey, Kampong Thom and Kampong Cham. The final NGO-reports in Khmer will be published after the consultations in the fieldwork area if the agencies choose to do so. These individual NGO-reports will be less statistical and more programmatic in nature.

In the main text of this overall report we will commonly present findings by type of locality (urban, rural and remote areas) or provinces.

CHAPTER 1 BACKGROUND TO THE STUDY TOPIC

The introduction to the CARE/World Bank study on Effective School Hours conducted in 1999 also provides a good starting-point for the current study.

The issue of school hours is in no way new to Cambodia. The Cambodian Government has faced since the 1960's a difficult struggle to provide its children with an adequate number of hours in school. At that time, the Ministry of Education temporarily instituted half-day classes due to a severe shortage of teachers. By 1967, primary school education consisted of 30 hours of teaching per week (Ayres, 1997), but this was not to last long due to the expanding war.

By the 1970's, the country was engulfed in an intense civil war. Urban primary schools were faced with a huge influx of students resulting from displaced families fleeing the hostilities in the countryside. The majority of primary schools in the country were no longer under the control of the government and the remaining schools were faced with a reduction in the number of school hours to only 21 hours per week (Ayres, 1997). Two years later, after the installation of the Khmer Rouge government, the entire education system was dismantled as part of a radical attempt to restructure Cambodian society.

More than two decades later, the education system has still not recovered from the devastation of the civil war and the Khmer Rouge regime. The lack of human and financial resources has hampered efforts to bring educational standards, including the time children spend in school, to the level of international or even regional standards.

The political, social and economic changes brought about by the disintegration of the Soviet Union and the shift from a centrally planned supply economy to a free market system have had profound effects on the education system. Teachers, along with other civil servants, have found their wages steadily shrinking in relation to the cost of living. Supplementary income has become necessary in order for teachers to provide their families with a basic subsistence level of living.

The impact on the status of teachers, traditionally highly regarded in Cambodian society, has been dramatic. Though proud of their profession and highly dedicated to their work, teachers have felt forced to sacrifice the quality of their teaching. Poor working conditions, including low pay, poor benefits, and insufficient material resources, as well as limited professional qualifications, have all contributed to a gap between high aspirations for educational quality and the capacity to reach those aspirations.

Due to a variety of factors, primary school hours have remained much below international standards, with all but a handful of elite schools employing a half-day shift schedule. This causes reasonable concern among educators because of the clear relationship that has been established through research between teaching hours and student achievement. There is also considerable evidence that school closures, teacher and student absence, lack of strict adherence to the official teaching schedule, and inefficient use of instructional time further reduces the amount of actual teaching and learning time." (McLaughlin, June 1999)

Six years have passed since the CARE/World Bank study was published. They have been years of relative stability and improvement in most of the indicators of access to education: enrolment and enrolment rates in primary and other levels of education are higher now then when that they were in 1999. Transition rate from primary to secondary school is also up.

It is less clear whether this increased access to education also has resulted in spending the required number of hours in school, and whether the actual time spent in the classroom has become better utilized, i.e. that is more effective in terms of learning outcomes. These are what this study will be focusing on. The CARE/World Bank study has been a guide for the design of this study, and it is tempting to compare the findings of both surveys. However, comparisons should be interpreted with great care because the CARE/World Bank study was based on a national sample of teachers, unlike the Effective School Hours Survey (ESHS) 2004. The CARE study also systematically employed a wide range of techniques (spot checking, classroom observation, opinion statement questionnaires) that were not used in the ESHS2004, or only used for purpose of giving a chance to a participating NGO to gain experience in using some of these methods.

It goes beyond the scope of the ESHS2004 to comprehensively cover the issue of effectiveness, but a limited number of factors that play a role in effective class-room time will be covered. This applies in particular to the Thursday Staff Development Day (TSDD). Effectiveness of what happens in the classroom of course strongly depends on teaching methods and qualifications of teaching staff, both of which are major concerns. The MoEYS has responded to this concern by institutionalizing in-service (teaching) staff training through setting aside one day per week that teachers can use to improve their teaching skills. Recently the MoEYS has proposed to change the TSDD into an afternoon only, creating more in-classroom time to be devoted to teaching of locally defined ‘ Life Skills’.

1.1 Literature consulted

Effective Teaching Hours; Findings and Recommendations
Bob Mc Laughlin, CARE International in Cambodia; MoEYS, Planning Department, June 1999

Results of the national Teacher Survey; Study on Effective Teaching Hours in Cambodian Primary Schools; Findings and Recommendations; Bob Mc Laughlin, CARE International in Cambodia; MoEYS, Planning Department, May 1999

CHAPTER 2 STUDY OBJECTIVES AND FRAMEWORK

2.1 THE STUDY OBJECTIVES

Cambodia aims for Education For All (EFA) by 2015, which means that every Cambodian child has reached at least a certain level of basic education by 2015. To meet this target Cambodian children will all have to be in primary school for a certain number of years. However, to reach the EFA goal is not simply a matter of making sure that all children are in school. It is also a matter of ensuring that the time spent in school is effective learning time. The main topic of study in this survey is therefore: the effective and sufficient number of school hours, or in short further referred to as Effective School Hours (ESH).

The study of ESH has two aspects:

1. The amount of classroom time the average student receives (= quantitative aspect).
2. The quality of education: is what happens in classroom effective learning? (= qualitative aspect)

It is far beyond the scope and objectives of this NGO survey to fully study all aspects of effective school hours. We have limited the topic to an investigation of 4 aspects, resulting in 4 specifically formulated research questions.

1. There is the issue of the school calendar. The ministry issues a calendar for each school year which shows which days are Public Holidays, which periods are breaks in between terms etc. Do schools follow this calendar as required?

***Research Question 1*: to what extent do schools adhere to the official norms regarding official school holidays and number of weeks of study in the school year as mandated by the Ministry of Education, Youth and Sport?**

2. There is also the weekly school time table that shows which subjects for each of the 6 grades will be taught, and for how many lesson periods per week. For the school year 2004-05 the Ministry's roster indicates that all pupils in primary school should have between 27 and 30 lesson periods per week. To what extent are schools able to offer this number of hours to each of their pupils?

***Research Question 2*: what is the number of lesson periods that children actually spent in the classroom compared to the 27-30 mandated by the Ministry?**

3. The actual lesson periods in the classroom are not necessarily effective learning periods, as time might get lost in the class room by activities that do not meaningfully engage all students.

***Research Question 3*: what factors if any reduce the effectiveness of classroom contact between teacher and student, and to what extent?**

4. In recent years the Ministry has introduced the Thursday staff development day. This is an attempt to rapidly upgrade the standards of teaching in primary schools. The responsibility for organizing this staff development Thursday lies to a large extent with the individual schools and the local education authorities. This has given rise to practices with varying degrees of effectiveness. The benefit of a day spent on teacher upgrading should be weighed up against a day that teachers do not spend in the classroom. Recently the MoEYS has put forward plans to reduce the Thursday staff development day to an afternoon, leaving time in the morning for life skills teaching. What is the current practice on development Thursdays? And how do school directors and teachers in the sampled districts perceive the role of this day?

***Research Question 4*: is the Thursday staff development day (TSDD) effective? What are the perceptions from headmasters, teachers and pupils concerning the use of this day?**

2.2. ANALYTICAL FRAMEWORK AND OUTLINE OF SURVEY REPORT

2.2.1 The two dimensions

The first dimension in this study is the issue of **policy versus actual practice** in the day-to-day management of primary schools in the studied areas. Several polices developed by MoEYS are in place that effect ESH. In this study we will give a short outline of the latest policies, and then focus our attention to the extent to which the policies are effectively implemented. These policies include issues such as: school inspection, school calendar, school time-table and curriculum, teacher in-service training, teacher absenteeism and remedial teaching.

The second dimension refers to the **qualitative and quantitative aspects of ESH** mentioned above that determining whether the actual number of hours spent in class is sufficient and whether the time spent in class is sufficiently effective for Cambodian pupils to lay a good foundation for their future.

These two dimensions are used to frame the analytical part of the survey report into 4 sections:

1. Policies affecting number of school hours
2. Policies affecting effective class-room time
3. Practice of implementing the policies regarding number of school hours
4. Practice of implementing the policies regarding effective classroom time

Within these two dimensions there are four different levels of players. Effective and sufficient education depends on fruitful interaction between (i) officials at the MoEYS, the Provincial Office of Education (POE), the District Office of Education (DOE), (MoEYS level); (ii) the school management (school level); (iii) the teachers (teacher level); and (iv) the pupils (level of socio-economic background of the student).

CHAPTER 3 METHODS

3.1 RESEARCH INSTRUMENTS

Research Question 1 *(*to what extent do schools adhere to the official days of study mandated by the Ministry) was studied by comparing the situation in the fieldwork areas with the official guidelines on public school holidays issued by the MoEYS. Because the fieldwork was limited to a few weeks in February 2005 it was not possible to observe whether schools stick to the school calendar, but by independently collecting evidence from school directors, teachers and pupils a plausible picture could be built up. In addition, in Bantey Manchey province a simple spot-check was carried out in all schools in the fieldwork area where the research team check whether or not the school was open and normally functioning.

Research Question 2 *(*what is the number of lesson periods that children actually spent in the classroom compared to the 27-30 mandated by the Ministry?) was also studied by comparing the situation in the fieldwork areas with the official ministerial guidelines on the school curriculum (number of lesson periods per week by grade and subject). Interviews with school headmasters and questionnaire response from teacher and pupils were used to establish which factors curtail the number of lesson-periods that pupils have every week.

Research Question 3 introduces the aspect of effectiveness of the contact between teacher and student in the classroom context. Effective classroom-time is best assessed through classroom observation when the researcher has an opportunity to look at the various aspects of the teaching-learning process. Classroom observation on actual time spent on task was carried out by Professors Alliance for Development (PAD), an association of school teachers that will be working in the Kampong Cham district. Other information on this topic was obtained from school directors, teachers and pupils.

Research Question 4 As is shown in Table 3.1 (Thursday staff development day) was also studied by collecting evidence from headmasters, teachers and pupils.

TABLE 3.1: RESEARCH INSTRUMENT USED FOR THE STUDY OF THE 4 RESEARCH QUESTIONS

	Research instruments	Research question (RSQ)
1	School records and school observation sheets	1, 2
2	Semi-structured interviews with school directors and deputies of primary schools	1,2, 3, 4
3	Self-administered questionnaire for primary school teachers	1, 2, 3, 4
4	Questionnaire for grade 5 and grade 6 pupils	1, 2, 3, 4
5	Classroom observation (only in Kampong Cham province)	3
6	Spot checks (in Bantey Manchey province only)	1

(RSQ1 =Adherence to official school calendar; RSQ2 = Number of actual classroom lesson periods; RSQ3 = Effectiveness of classroom contact between teacher and student; RSQ4 = Perceptions on Thursday Staff Development Day)

3.2 SAMPLING

Three local NGOs closely collaborated with each other and with NEP to conduct this survey. The three agencies are: Professors Alliance for Development (PAD), Khmer Development of Freedom Organization (KDFO) and the Human Rights for Development Organization (HRDO).

3.2.1 Fieldwork areas

The provinces and the districts within the provinces were purposively selected by the NGOs because they would understandably and justifiably prefer to work in the areas where they run projects. Through the survey the NGOs hopes to gain insights that might benefit current projects or that will help them formulate new projects in the near future, and fulfils thereby one of the objectives of the survey.

Table 3.2 shows the fieldwork areas for each of the three agencies

Table 3.2 Fieldwork areas

AREA	**HRDO**	**PAD**	**KDFO**
Province	Kampong Thom	Kampong Cham	Bantey Meanchey
Districts	Stueng Sen Kampong Svay	Kampong Seam Tbong Khmum Ponhea Krek Cheng Prey Batheay	Thmor Pourk; Sery Sorphorn
Communes	Kompong Thom, Orkun Thor, Tapoung, Archar Lak, Trapeng Russey, Kompong Svay, Tbeng	(See agency report)	Thmor Puork, Bortey Chmar, Phoum Svay, Kum Rour, Kompong Svay, Pras Ponlay

3.2.2 Sampling of schools

Table 3.3 The sample of schools and target groups

TARGET GROUP	Kampong Thom	Kampong Cham	Bantey Manchey	TOTAL
No of Schools	9	10	7	26
- urban	3	3	0	5
- rural	3	4	4	10
- remote	3	3	3	11
no school directors	8	11	7	27
no of teachers	91	305	200	596
no students	298	328	209	835

Within the chosen district or commune the primary school is the prime sampling unit for the school hours survey. The list of primary schools in the country maintained by the MoEYS was used as the sampling framework. Because the survey team expected that differences might occur in the research findings among remote, rural and relatively urban schools, a stratified random sampling procedure was used to ensure that schools in each type of locality were included among the selected schools. In total 26 primary schools were sampled, distributed by locality as shown in Table 3.3

3.2.3 Sampling of teachers and pupils

All headmasters of the 26 sampled schools were interviewed. They also gave valuable support to the survey teams in ensuring participation of the teachers and a sample of grade 5 or 6 pupils in the school.

The aim was to have all teachers in the 26 schools fill out a self-administered questionnaire. During the fieldwork no problems were encountered with getting collaboration from the teachers, but in practice the teachers who participated in the survey were the ones present in the school at the time the survey team was visiting, which was commonly during the morning shift. Efforts were made to invite afternoon shift teachers to come to school early to ensure their participation, but this strategy did not always work.

Before the survey it was decided that for statistical and analytical reasons the teacher sample ought to be or exceed 500. It was anticipated that the total number of teachers that could be surveyed in the 26 selected schools would not quite reach 500. Two of the three NGOs therefore drew an additional sample of primary schools in their fieldwork area where only the teacher survey was conducted. The total teachers included in the sample were 596.[1] A small sample of approximately 15 grade 5 and 15 grade 6 students was randomly selected from the list of pupils made available by the headmaster in each of the 26 schools. In some schools this target was more than reached resulting in an overall pupil sample of 835. In Table 3.3 the number of respondents is given separately for each of the three fieldwork areas.

3.3 Data processing, data tabulating and data analysis

3.3.1 Data processing

Few of the NGO staff involved in this survey had prior experience with data processing, so training was given in the concepts of data processing before starting the data entry using the SPSS software. Four different types of questionnaires were processed. Each of the NGOs were responsible for processing their own data. NEP supervised this process, did most of the correcting of the data files and combined the three data files for schools, headmasters, teachers and pupils into one.

[1] In Kpg Cham one headmaster for an additionally sampled school to increase the sample size of teachers was also interviewed

3.3.2 Data tabulation

After the data were processed the frequency distributions of the values for each of the many variables (questions) were grouped by topics, and subsequently tabulated using frequencies and the simplest form of cross-tabulation: the 1-by-1 table. For many topics there was input from headmasters, teachers and pupils, e.g. on the issue of teacher absenteeism. Having this framework of variables by topic was very useful:

1 First, it ensured that all collected information was tabulated and its merits assessed. In a few instances variables were deleted at this stage. It was not possible to analyze all information in detail, but all throughout the report tables are included that shows the variation in key values for all variables by topic and by locality (urban, rural and remote) and by province.

2 Secondly, it made it easy to systematically compare opinions and perceptions from "different players in the education field" on similar topics.

3.3.3 Data analysis

In the choice of statistical techniques to be used we had to take into account that this survey contains answers to questions obtained from a small sample of 26 schools and 26 headmasters only. This means that using percentages to show variation should be used with care.[2] It also means that writing about the total of all schools in all provinces can present misleading information when the distribution of the values is skewed[3]. The problem of small sample size does not exist for the pupils and teachers.

A conscious choice was therefore made to apply only the simplest of descriptive statistical techniques to show variation in the data. The most frequently techniques are: (i) frequencies, (ii) simple 1-by-1 cross-tabulations, and (iii) comparison of means used for data variables measured on a ratio scale (e.g. expected income in dollars, number of trainees etc). For the teacher and pupil data larger tabulations (2 by 1 tables) are sometimes used and frequently we use the Pearson's X^2 (Chi square) technique to measure whether there is a statistically significant level. In this study we use the 99% confidence level for testing whether there is a statistical relationship between variables.

[2] Often we will use phrases like: "6 of 26 headmasters said " instead of "47% of the headmasters said".

[3] For example, if a variable scores 20% in province A and B and 80% in province C, the average score for the 3 provinces combined would be 40%. However, this statistic is utterly meaningless as it does not represent the reality in any of the three provinces.

CHAPTER 4 PROFILE OF SCHOOLS, HEADMASTERS, TEACHERS, AND STUDENTS

4.1 Profile of schools and headmasters

4.1.1 Characteristics of the headmasters

The age of the 26 headmasters ranged from 31 to 59, with an average age of 49.4 years. Only 2 headmasters are female. All of them had at least completed lower secondary education, 9 of the 26 had completed upper secondary education or teacher training. Whatever the headmasters may lack in initial formal education, they definitely compensated this through long-standing experience in the education sector. The average headmaster in this study has worked in education for nearly 22 years, has worked in his/her current school for 17 years of which 13 as a director.

Table 4.1 Headmasters' profile: level of education by average age, and average number of years of experience in education, in the current school and as director

Directors' completed level of education		How many years have you worked in this school?	For how many years have you been a headmaster?	For how long have you been working in education?	Director's age
Lower secondary school	Mean	18.41	12.71	21.94	51.25
Upper secondary school	Mean	12.67	14.33	23.50	47.00
Teacher training	Mean	13.33	10.67	18.00	44.33
Total	Mean	16.50	12.85	21.85	49.40

The data in Table 4.1 also shows that not surprisingly the group of headmasters with lower secondary education are on average older than the headmasters with more formal education. This group appears to be less mobile: they have a highest ratio of working years in the current school to working years in education.

4.1.2 Staff of schools

The top panel in Table 4.2 shows summarized information for the number and type of teachers in the sampled primary schools.

As expected, schools in the urban areas are larger than schools in rural and remote areas. The urban school in our sample employ on average nearly 36 teachers, whereas the average remote school has about 9 teachers. There is also a striking difference in the sex ratio of teaching staff. Although in all schools just over half of the teachers are female, in remote schools only about 1 in 4 teachers are female. Very few schools in our sample employed contract teachers and they were as expected predominantly employed in remote schools.

Table 4.2 Profile of the schools by province and type of locality.

	Urban	Rural	Remote	TOTAL	Bantey Man-chey	Kg Thom	Kp Cham
STAFF							
Average Number of Teachers	35.7	23.1	9.4	22.3	14.0	18.6	30.3
Percentage of female teachers	60.3	49.3	27.3	50.9	25.5	57.0	55.6
Average Number of Contract Teachers	0.0	0.3	1.4	0.5	1.1	0.0	0.5
SIZE OF SCHOOLS							
Average Number of classrooms	23.0	17.3	7.6	15.7	9.7	10.0	24.2
% of schools with separate administrative office	100	69	75	78	86	56	91
% of schools with separate library	67	85	38	67	86	33	82
Quality of library (scale 1-5; 1= high, 5 = low))	3.3	3.1	4.3	3.5	3.6	3.9	3.1
SCHOOL ENVIRONMENT	**% Teachers who say that the following events have disrupted classes in the last school year**						
Noise from other class rooms	48	36	47	42	62	30	33
Noise from outside	27	23	18	24	20	41	23
Leaking roofs	21	25	27	24	31	15	20
Flooding	15	7	16	11	3	17	15
Strong winds/storms	3	6	3	4	6	7	2
SCHOOL CONVENIENCES							
Toilets (scale from 1 to 5)	2.8	3.0	4.1	3.3	3.7	3.2	3.1
Drinking water (scale 1 to 5)	4.0	3.6	4.3	3.9	4.6	4.8	2.7

The differences by the three provinces show clearly that the Bantey Manchey statistics are very close to those for remote schools, and the statistics for Kampong Cham are close to the ones for urban areas. This finding partly reflects the geography of the country: Bantey Manchey is located in a relatively isolated part of the country far from Phnom Penh, whereas Kampong Cham is close to Phnom Penh in the most populated part of the country. All sampled schools in Bantey Manchey were classified as either rural or remote.

4.1.3 Physical Infrastructure of the schools

The 2nd panel of Table 4.2 shows summarized information about for the size of schools in terms of number of classrooms and other buildings.

All schools in the sample have on average 16 class rooms, urban schools have 23 and the remote schools less than 8. The larger urban schools all have a separate office for administration. Remote schools stand out because they have far fewer and poorer quality libraries than the rural and urban schools.

4.1.4 School Environment

Several questions were put to teachers, headmasters and pupils aimed at assessing their opinions about factors which affect the proper functioning of schools and effectiveness of classes. In general the physical surroundings and facilities of the school can probably not be considered important factors that determine number of school hours and quality of classroom time. Nonetheless, physical surroundings are bound to make some difference to how much motivation pupils and teachers have for learning and teaching.

Effective school hours can be reduced through disrupting factors like flooding or leaking class room roofs in the rainy season, exposure to strong winds in poorly constructed class rooms, and disturbances by noise inside the school from other class rooms or from outside the schools. Bad weather during the rainy season can be the cause for school closure or interrupted classes. Teachers and headmasters were asked whether classes in their school were sometimes interrupted due to flooding, leaking roofs or strong winds. Pupils were asked whether the school was ever closed during the last rainy season because of weather conditions.

The 3rd panel in Table 4.2 shows that the biggest disturbing environmental factor is noise from other class rooms (42% of teachers reporting confirming this), followed by noise from outside (24%), leaking roofs (24%), flooding (11%) and strong winds (only 4%). The differences between types of locality are statistically insignificant, but the differences between the three provinces are. Bantey Manchey teachers report much higher disturbance due to noise from other class rooms as well as leaking roofs compared to Kp Thom and Kp Cham. This is likely to be related to the generally poorer conditions of the classrooms. Bantey Manchey suffers less from flooding which is related to further distance of the BM schools from the Mekong River.

School closure due to the effects of the rainy season is rare. 90% of the pupils reported that their school never closed in the previous rainy season. Incidentally, there is a significant difference between the provinces caused by two schools in Kp Cham district that were closed for around 25 days during the last rainy season as is shown in Table 4.3

Table 4.3 Pupils on school closure in last rainy season by province

		PROVINCE			
		Bantey Manchey	Kampong Thom	Kampong Cham	TOTAL
Closure in rainy season	School never closed	203	289	258	750
	1-6 days closed	6	9	32	47
	7-29 days closed	0	0	14	14
	30 days closed	0	0	24	24
TOTAL		209	298	328	835

4.1.5 School Conveniences: drinking water and toilets

Access to safe drinking water and clean toilets can hardly be assumed to have a strong impact on effective school hours. These factors might be play a stronger role for pupils than they do for teaching staff because teachers often have facilities that pupils do not have like access to a staff room and separate staff toilets. The bottom panel in Table 2 describes drinking water and toilet facilities in the schools.

4.1.5.1 Drinking water

However, the situation regarding these conveniences is rather bleak. Only 4 of 26 schools are reported to have access to safe water for pupils from a deep well. Most schools do either not provide safe water, water from a well is of poor quality, or water is stored in a barrel. In 9 of 26 schools pupils fend for themselves: they bring their own drinking water, or get it from sources outside the school.

The described schools were measured on a scale from 1 (Safe Water Provided) to 5 (No Water Provided or Unsafe Access to Drinking Water Only). The average score was 3.9, which indicates a bad situation for access to drinking water. Kampong Cham (score = 2.7) is in a better situation than the schools in the other provinces. Most of them did not provide drinking water at all.

4.1.5.2 Toilet facilities:

Toilet facilities in the school were described in terms of total number of toilets available, hygiene of the toilets, whether toilets were in use or locked and whether there staff toilets and pupils toilets were separate. Based on these descriptions the toilet facilities in a school were measured on the 1-5 scale, where 1 = adequate access for teachers and pupils to a toilet. The average score was 3.3. Sampled schools in Bantey Manchey with a higher proportion of schools in rural and remote areas were worse-off (mean = 3.7) than the schools in Kampong Thom (3.2) and Kampong Cham (3.1).

4.2 Profile of teachers

In this section we present information about many personal, family and economic background characteristics of Cambodian primary school teachers, as before compared for urban, rural and remote localities and the three provinces covered in this survey. After having shown the main characteristics of the teachers we will see then study whether there is a connection between the teacher's personal, family and economic circumstances and the way the teacher professionally behaves in school as measured by

(i) teacher absenteeism
(ii) lesson plan preparation
(iii) use of library
(iv) frequency with pupils do not participate actively in teacher's classroom
(v) pupils being absent in the teacher's class
(vi) frequency with which teacher starts classes late
(vii) frequency with which teacher finishes classes early
(viii) attendance at the Thursday technical meetings
(ix) attendance at the administrative meetings
(x) skipping lessons or canceling classes after second term exams

4.2.1 Personal and family characteristics of the teachers

Table 4.4 Characteristics of male and female teachers			
Qst #	**DESCRIPTION OF CHARACTERISTIC**	**Male Teachers N=319**	**Female teachers N=277**
	PERSONAL CHARACTERISTICS		
	Mean age	36.4	33.6
T15	Average distance from school	2270 meters	2540 meters
	FAMILY CHARACTERISTICS		
T2	Average number of family members	5.4	5.4
T4	Average number of other income earners in family	0.53	0.88
T17	Time needed to get to school in minutes	17.4	16.8
	TEACHER STATUS/AND WORKLOAD		
T7	Worked in primary education since...	Jan 1991	October 1992
T8	Worked in this school since	Oct 1991	May 1993
T12	Average number of lessons taught in a week	28.3	27.2
T14	Number of pupils in the class	46.4	44.6
	ECONOMIC CHARACTERISTICS		
T18	Gross salary in Riel per month	R116,200	R111,900
T21	Delay in receiving salary in days	29 days	23days
T23	How many Riels do you need to pay to receive your salary	R3900	R3550

The most significant information is summarized below:

Personal characteristics:

- *Age*: 58% of the teachers are younger than 35 years.
- *Sex*: 47% of the teachers are female: in urban areas female teachers are the majority (60%), whereas in remote areas only 18% of the teachers are female.
- *Marital status*: about 23% of teachers is not yet married: the % of never-married teachers is lowest in the remote, highest in the urban areas.
- *Head of family*: at least 60% of the teachers carry responsibility as the head of the family. This percentage is significantly higher in remote areas (79%).
- *Level of education*: in urban areas only 1 in 4 teachers has at most lower secondary education. In remote areas more than half have never gone beyond basic education themselves.
- *Travel time from school to work and mode of transport*: there are significant differences by locality: teachers in urban areas walk and cycle far less to school, they ride motorbike more often and only 24% of urban teachers need more than 15 minutes to get to school. The most common way for teachers to get to school in Kpg Cham is motorbike-riding, in Kpg Thom bicycle-riding and in Bantey Manchey walking.

Family characteristics:

- *Family size***:** the average size of a teacher's household is 5.4.
- *Other income earners in family***:** about half of the teachers (51%) are the only income earner in their families. In urban areas it is 44%, in Kpg Cham 42% and in Bantey Manchey 62%.
- *Suffering exceptional circumstances:* this is common in 71% of teacher households; with bad health being quoted as the most frequent problem (54%), followed by chronic illness (20%) and recent bereavement (family death) (12%). Differences by locality or province are unremarkable.

4.2.2 Sex differences in teacher characteristics

Socio-economic background of male and female teachers does not differ much as is clear from Table 4.4. Female teachers are less often the main bread winner than male teachers: they live in households with on average nearly one other income earner. This other income earner will often be the male head of the family, most likely the husband. 67% of male teachers are head of household, and 45% of female teachers are.

4.2.3 Economic characteristics of the teachers

The most significant information on economic characteristics of the teachers are given in the set is listed below.

Teacher salaries in Cambodia are very low. The average reported teacher salary is R114,200 (or $28.55 against using the approximate exchange rate of 1$ = R4,000 at the time of writing). The maximum reported basic salary is R150,300. Less than 3% of all teachers said the last salary they received was R135,000 or above. This suggests that a 15% salary increase up to R135,00 that was announced in late 2004 had not yet filtered through to the teachers in January. Because teacher salaries are controlled at the state level, it could be expected that there are insignificant differences in salaries reported by teachers in different localities or provinces.

Given the low salaries, it has become an accepted phenomenon that teachers take up other jobs to supplement their income. 40% of the teachers reported that their additional income is larger than their teacher salary, again with no differences according to locality or province. 9% of the teachers also mentioned that they received bonuses for work done for them from NGOs. This percentage was almost zero (0.5%) in Bantey Manchey, only 2% in Kpg Cham, but as high as 50% in Kpg Thom.

4.2.3.1 Conditions of payment of teacher salaries

Besides low salaries, many teachers also live with uncertainty about when the salaries will be paid. 41.5% of the teachers said that the salaries are usually delayed by more than 3 weeks. 82% of the teachers collect their salary from the District Office of Education. It is common for teachers to have to pay varying amounts before they receive the salary. 31% of the teachers say they pay more than R4000/$1 to receive their salaries. As expected with this kind of unofficial payments, there is a large variation in the amounts that teachers say they must pay before they get their salaries. Several teachers do not pay anything, some teachers pay R20,000.

4.2.4 Teacher's level of education, experience and number of lessons taught

Data in Table 4.5 show that the average teacher in this study is 32 years old, has worked in education for nearly 12 years, more than 10 of which in his /her current school. The data also shows that not surprisingly the group of teachers with less formal education (Primary and Lower secondary) are on average older than the teachers with more formal education. On average the teachers have spent 87% of their education service years in the current school with the exception of teachers trained at the teacher training colleges (75%)

Table 4.5 Teacher experience and level of education

Level of education you have completed	Teacher's age (average age in years)	Number of years teacher has worked as a primary school teacher	Number of years teacher has taught in this school
primary	42.11	17.4	15.6
lower secondary	39.07	16.9	15.0
upper secondary	30.95	9.7	8.5
teacher training or university	34.00	12.5	9.2
Total	**32.42**	**11.7**	**10.2**

Within the primary teaching profession there are two distinct groups. The largest group (53%) start teaching after having attended teacher training college or university. The smaller group (44%) started teaching after completing lower secondary school. This last group are the "old-hands" in primary education: they are older in years and have served much longer in education or their current school. This group dominates in remote schools (62%), the first group of better-qualified and younger teachers in the urban areas (also 62%). 3% of the teachers have only finished primary education themselves before coming teachers.

The average number of pupils in the class the teacher is teaching is 45. This average is pretty standard with only minor differences by locality or province. However there is a big difference in the number of lessons taught between teachers in urban schools compared to colleagues from rural and remote areas. Only 6% of the urban teachers teach more than 25 lessons per week compared to the teachers in rural and remote areas (around 30%). This finding is consistent. Many more urban teachers earn additional income through working for NGOs.

4.2.4.1 Status of contract teachers

How frequently primary schools use contract teachers to cope with the demands on the school? Headmasters of the schools that were fully included in the survey reported that among their total number of teachers (580) there were only 14 contract teachers, or 2.4%.

Several other schools were visited to increase the sample of teachers for the teachers survey. In the teacher sample 32 out of 596, or 5.3%, worked on a contract basis. The Ministry's policy to phase out the use of contract teachers and to only make use of their services when the state cannot provide the school with a fully-qualified teacher appears to be effective. The percentage of contract teachers is higher the more remote the school is, that is in urban, rural and remote schools this percentage increases from 0.5% in urban, to 7.2% in rural and to 14.4% in remote schools.

Not surprisingly, also the characteristics of state and contract teachers differ, as shown in Table 4.6.

Table 4.6 Characteristics of contract teachers compared to state teachers

Qst #	DESCRIPTION OF CHARACTERISTIC	Contract Teachers N=32	State teachers N=562
	PERSONAL CHARACTERISTICS		
	Mean age	30.0	35.4
T15	Average distance from school	2050 meters	2917 meters
	FAMILY CHARACTERISTICS		
T2	Average number of family members	5.3	5.4
T4	Average number of other income earners in family	0.53	0.70
T17	Time needed to get to school in minutes	16.5	17.2
	TEACHER STATUS/AND WORKLOAD		
T7	Worked in primary education since...	April 1999	January 1991
T8	Worked in this school since	Sept 1998	October 1992
T12	Average number of lessons taught in a week	25.8	27.9
T14	Number of pupils in the class	49.5	45.3
	ECONOMIC CHARACTERISTICS		
T18	Gross salary in Riel per month	R105,300	R114,700
T21	Delay in receiving salary in days	77 days	24 days
T23	How many Riels do you need to pay to receive your salary	R8190	R3535

Contract teachers are younger than state teachers, usually live a little nearer the school, and have far less teaching experience: the average contract teacher has been working in primary education as a teacher for about 6 years (compared to 14 years for state teachers) and have worked in the current school for longer than these 6 years, namely on average 7 years (compared to 12.5 years for state teachers). Apparently several contract teachers started getting involved with the school in a different capacity before being selected to become a teacher. There is no significant difference the workload of contract and state teachers if measured by the number of lessons taught in one week, nor is there a real difference in the level of salary, but there are in the conditions of payment: All 31 contract teachers said they collected their salaries from the District of Education Office compared to 80% of the state teachers, but payment was on average delayed by two and a half months, and on average had to pay about two dollars to receive their salaries.

4.2.5 Links between teacher background and teacher behavior affecting effective school hours[4]

4.3 Profile of pupils

In this section we present information about personal characteristics of the pupils as well as data on the socio-economic background of the pupils that we will study comparing it for urban, rural and remote localities. We will then study whether there is a connection between the pupils' economic and family circumstances his or her performance in school as measured by:

(i) position on the achievement list lesson plan preparation
(ii) pupils being absent from school
(iii) frequency with which pupil arrives late for school
(iv) attendance on Thursday school cleaning day
(v) attending extra classes
(vi) How many hours do you learn

4.3.1 Personal and family characteristics

4.3.1.1 Age and grade

The age patterns of the grade 5 and grade 6 students that were included in our sample by sex and locality is as expected. The average age of the grade 5 student is 13.1 years old, the grade 6 student 14.1 years. This suggests that pupils are generally over-age for their grade by about two years assuming entry into primary school grade 1 at the age of 7. The average age of urban and female pupils is consistently lower by 3-6 months compared to the male pupils and the pupils of schools in rural and remote areas. See table 4.7

Table 4.7: Average age of pupils by grade, sex and locality

	TOTAL	Locality			Sex	
Grade		Urban	Rural	Remote	Male	Female
5	13.10	12.93	13.16	13.07	13.23	12.99
6	14.09	13.67	14.27	14.11	14.33	13.83

4.3.1.2 Travel time and means of transport

In rural and urban areas, approximately/3 of students lives within 10 minutes from the school, another 1/3 between 10 and 15 minutes and the last 1/3 more than 15 minutes away from the school. More than 80% of the urban pupils live within 15 minutes travel from the school. The average travel time by locality is shown in Table A3 in the attachment: in urban areas it is just less than 13 minutes, in remote areas just under 15 minutes. 96.6% of the pupils get to school within 30 minutes. The highest number of minutes travel needed by students is 60 minutes, and only 1.2% of the sample said they travel for one hour to get to school.

[4] Tabulations to write up this section are ready

Walking is by far the most common way for children to get to school. 2 of 3 children walk to school, in urban areas this percentage is lower, but even in the more urban parts of Kampong Cham and Kampong Thom 58% of urban pupils joined the pedestrian-brigade. The bicycle is the second form of transport commonly used: 41% of the urban pupils and 31% of the rural ride to school. Less than 2% of the pupils come to school by motorbike or by other means.

It is also interesting to see the pattern of bicycle use by the travel time from home to school: Table 4.8

Table 4.8 Percentage of pupils using bicycles, by locality and travel time

LOCALITY	Travel time			TOTAL
	Less than 10 minutes	10-15 minutes	More than 15 minutes	
Urban	57.4	30.6	30.0	40.5%
Rural/	27.7	32.5	34.3	31.3%
Remote	30.7	22.2	54.5	35.2%

In urban areas the percentage of pupils using bicycles drops as the stated travel time increases, in remote areas exactly the opposite is happening. A possible explanation for this is that the bicycle in urban areas is more often a convenience for the pupil that can be afforded by the parents and is less crucial in gaining access to primary education. In remote areas the bicycle is a crucial tool to get to the school for children who, without the bicycle, might not have been able to get to school every day. If Cambodia is to achieve Education for All by 2015, special effort needs to be made to ensure that children can get to a school within 30 minutes, either by walking or cycling. Greater affordability of a bicycle could be a way to overcome problems of distance to school for children in rural and remote areas.

4.3.1.3 Family characteristics

Pupils commonly live in large family groups. More than half the pupils live in families with more than 6 members; the average size of the family is 6.7 in urban, 6.8 in rural and 7.2 in remote areas). 14% of the pupils do not have the father living with them, and about 7% live without the mother. In about 60-70% of the cases where a parent is not staying with the family the reason is that the father or the mother has died. The absence of one or both parents is generally compensated by other adult relatives living within the family the pupil belongs to. A grandmother is present in 1 in 4 families of pupils.

Living conditions are usually harsh. More than 25% of the pupils said that there was at least one member of the family suffering from a chronic disease. Over half of the families earn their living through farming. Virtually all pupils help in the family before they go to school. However, the pupils do not seem to suffer too badly from the chores: nearly 30% of the pupils said they were in good health, the majority said their health was normal, and only 3.4% mentioned their health was not good.

Strikingly, none of the family characteristics show any difference according to locality. This is further evidence that the “urban” is a very relative concept.

4.3.1.4 Economic background of pupils

More than half of the fathers and mothers of pupils are farmers, irrespective of locality. Parents' occupation is a key factor in determining the amount of pocket money that a pupil brings to school. Children of businessmen and government officials give their children close to R500, more than what children of employees get (approximately R400) and much more than children of farmers or children who have lost their father or mother. A big part of Cambodian economy is still (food) self-sufficient and hardly part of the money economy and therefore often in need of ready cash. Table 4.9 also shows that pupil's perception of what they think a school day costs is positively correlated to what they receive as pocket money.

Table 4.9 Comparison of pocket money pupils gets and amount of expenditure pupil perceives is needed for a school day, by occupation of pupil's father and mother

Father's or mother's job	N	Pocket money for pupil in Riel per day	Average expenditure that pupil thinks is needed every school day (in Riel)	Amount a child thinks a school day costs as % of pocket money received
Father's job				
Father died	80	237.50	352.50	148
Farmer	512	235.74	316.05	134
Employee	40	417.50	582.50	140
Businessman	112	531.25	683.04	129
Government Official	80	356.38	356.25	100
Other	11	345.45	454.55	132
Mother's job				
Mother died	36	244.44	325.00	133
Farmer	545	230.83	320.40	139
Employee	23	395.65	469.57	119
Business woman	192	467.24	575.00	123
Government Official	11	527.27	409.09	78
Other	28	321.43	403.57	126
TOTAL	**835**	**297.26**	**387.29**	**130**

4.3.1.5 Attending and payment for extra classes

Payment for extra classes has been and is a hot issue for debate in the Ministry policy circles, because payment for this officially violates the regulation that primary education is considered a child's right as is to be free of charge up to a certain level. Therefore parents should not be forced to pay for extra classes that are commonly acknowledged to be necessary to meet the minimum educational requirements.

How big and real is this issue? **Our survey shows that about 22.5% of the pupils attend extra classes**, and this implies therefore that the parents of the pupil can choose to have their child attend or to not attend. It is not obligatory to have a child attend extra classes. Parents will have different reasons for sending children for extra classes.

Some pupils might attend extra classes in order to improve their performance in exams and increase the chances of getting a place lower secondary school, for other parents it might be just a way to ensure that the child does not fall behind and to avoid drop-out from the school system. Table 4.10 shows that there is no relationship between whether a child attends extra classes and his or her standing on the list that ranks the pupils from the very best downwards. There is no bias towards either the top students or the bottom students.

Table 4.10 Pupils' attendance of extra classes by position on achievement list

Did you ever attend extra class?	Position on the achievement list				Total
	Top 5	Top 10	Top 20	Outside top 20	
YES	49	37	50	45	181
%	27.1%	20.4%	27.6%	24.9%	100.0%
NO	140	92	169	112	513
%	27.3%	17.9%	32.9%	21.8%	100.0%
TOTAL	189	129	219	157	694
%	27.2%	18.6%	31.6%	22.6%	100.0%

Is lack of money a reason that pupils cannot attend extra classes? According to the pupils interviewed in this survey, the average number of Riel paid to the teacher for an extra lesson is R128 (which is about $0.03) and there are no significant differences by locality. Nonetheless, even a small fee can be prohibitive for many poor people.

Yet, about half of the pupils say they do not pay anything for extra classes. One quarter pays between 50 and 200 Riel and the last quarter more than R200 (see Table 4.13). These differential levels of payment suggest that there is not a commercial system based on a fixed charge per extra lesson that a pupil needs to pay before he/she will be allowed to attend. There is ample evidence that this system is in fact more human than that. It is generally recognized in the community that the primary school teacher has a low basic salary and that he/she needs additional income from the extra lessons that they give. The fact that several children do not pay fees but are still not denied access to the extra lessons confirms that the system is not a purely commercial one.

Further evidence on this issue is available from 4 questions asked to pupils about the practice of working with handouts in the extra lessons and they answered as follows: see Table 4.11

TABLE 4.11 INCIDENCE OF SELLING OF HAND-OUTS FOR EXTRA CLASSES AND IMPACT ON PUPILS									
		Locality (count)				Locality (%)			
QUESTION		**Ur**	**Ru**	**Re**	**Total**	**Ur**	**Ru**	**Re**	**Total**
P28 Does your teacher (or school) sometimes sell handouts?	No	113	318	128	559	69%	69%	59%	67%
	Yes	50	138	88	276	31%	31%	41%	33%
ONLY IF YES to P28:									
P29 Have you had difficulty paying for hand-outs last year?	Yes	42	131	80	253	84%	95%	91%	92%
P30 Did you ever had to miss classes because of inability to pay for hand-outs?	Yes	8	23	18	49	16%	17%	20%	18%
P31 Do you think you get less attention from teacher if you cannot pay for hand-outs?	Yes	12	22	24	58	24%	16%	27%	21%

The key findings are:

- Of all pupils who sometimes attend extra classes 33% said that teachers sell hand-outs sometimes

Of those who said that the teacher sells hand-outs:

- 92% had difficulty in paying for it in the last year
- 18% said that they had to miss classes because they could not pay for it
- 21% felt that they received less attention from the teacher because they could not pay him/her

CHAPTER 5 NUMBER OF SCHOOL HOURS

"The MoEYS places priority on national standards and uniformity in implementation. Schools are expected to adhere strictly to both the school calendar and the curriculum. At the beginning of the 1996/97 school year, major changes were introduced to the academic calendar and teaching timetable. These changes were part of a series of reforms designed to improve both the quality and quantity of basic education services. They were specifically designed to meet the requirements of the new primary cycle, which had been extended from five to six years in order to meet the international standard of twelve years of primary and secondary education." (McLaughlin, May 1999)

In this chapter on the number of school hours we will first concentrate on MoEYS policies that relate to the topic in section 6.1. We do not aim for being comprehensive, but will mainly focus on those issues for which data were collected in the field. In section 5.2 we will discuss the evidence from the field to assess the current status of the policy.

5.1 Policies of the MoEYS on number of school hours

The policies discussed in this section are:

a) Primary School Time-table and number of shifts
b) Curriculum issues: number of class periods by topic and grade
c) Thursday Staff Development Day and Life Skills curriculum
d) The official school calendar
e) Policy regarding teacher absenteeism

5.1.1 School Timetable and number of shifts

In 1996 and as a temporary measure due to the shortage of classrooms, schools were instructed to conduct half-day shifts according to the timetable below. This timetable shown in Table 5.1 set out for the 1996/97 year (MoEYS, 1996) stipulated a different daily school timetable for grades 1 through 4 and grades 5 and 6, because Grades 5 and 6 received an additional period at the end of the shift.

Table 5.1 School timetable included in the 1996 MoEYS circular.

Time	Minutes	Activity
07:00 - 07:45	45	Period 1
07:45 - 07:55	10	Break
07:55 - 08:40	45	Period 2
08:40 - 08:50	10	Break
08:50 - 09:35	45	Period 3
09:35 - 09:50	15	Break
09:50 - 10:35	45	Period 4
10:35 - 10:45	10	Break
10:45 - 11:30	45	Period 5
11:30 - 11:40	10	Break
11:40 - 12:00	20	Period 6

Note: Grey-shaded areas for grades 5 and 6 only.

Following this schedule, grades 1 through 4 receive 25 periods for a total of 18.8 actual instructional hours per week (or 712.5 per year), grades 5 and 6 a total of 30 periods or 21.3 instructional hours per week, or 810 hours per year.

In response to complaints about this schedule and in recognition of the many constraints that made it difficult to implement (i.e. long shifts, lack of teachers for foreign language instruction), a new timetable was issued for the 1998/99 school year. The daily timetable was changed to last from 7:00 to 11:10 for all grades and class periods were reduced from 45 to 40 minutes, for a total of 25 class periods per week. This 1998/9 schedule, shown in Table 5.2 provides students with 16.7 hours of instruction per week (635 hours per year), which is far below international standards.

Table 5.2 Timetable for primary schools for the school year 1998/99

Time	Minutes	Activity
07:00 – 07:10	10	Flag Raising
07:10 – 07:50	40	Period 1
07:50 – 08:00	10	Break
08:00 – 08:40	40	Period 2
08:40 - 08:50	10	Break
08:50 - 09:30	40	Period 3
09:30 - 09:40	10	Break
09:40 - 10:20	40	Period 4
10:20 - 10:30	10	Break
10:30 - 11:10	40	Period 5

5.1.2. Curriculum: class periods by grade and subject

As part of an on-going process, a draft primary curriculum was introduced along with new textbooks covering the core subjects: Khmer language, mathematics, science and social studies for grade 1 and for the newly added grade 6. Both the daily timetable and the school year were lengthened in an attempt to meet the needs of the new six-year primary school cycle with its expanded curriculum.

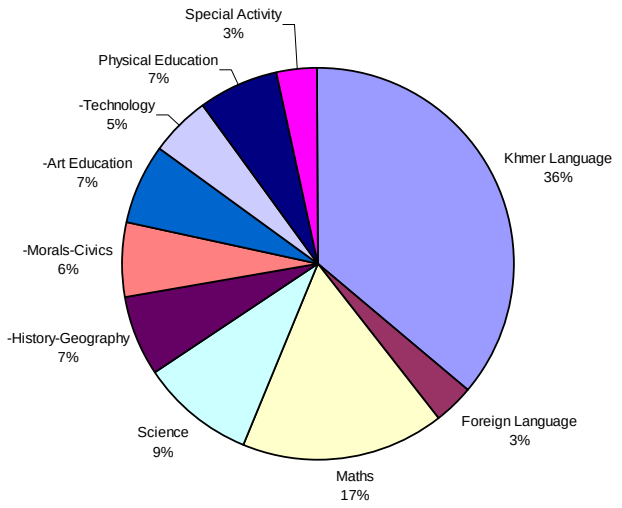
The 1996 draft curriculum is based on 30 weekly teaching hours per grade, with each hour consisting of 45 minutes. Coinciding with the publication of this draft curriculum, the MoEYS issued a circular that established the academic calendar for schools, which had a total duration of 38 weeks. The year was divided into two semesters: October 1 to February 17, and February 21 to July 30. Thursdays were set aside for manual labor (students) and meetings (teachers). Table 5.3 shows the allocation of class periods by subject for each grade.

Table 5.3 Number of weekly class periods by subject for Cambodian primary school grades (according to 1996 curriculum)									
No	Subjects	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total	%
1	Khmer Language	14	12	12	11	8	8	65	36.11%
2	Maths	5	5	5	5	5	5	30	16.67%
3	Science	2	3	3	3	3	3	17	9.44%
4	Social Studies	6	7	7	8	8	8	44	24.44%
	-History-Geography	2	2	2	2	2	2	12	6.66%
	-Morals-Civics	1	2	2	2	2	2	11	6.11%
	-Art Education	2	2	2	2	2	2	12	6.66%
	-Technology	1	1	1	2	2	2	9	5.00%
5	Foreign Language	0	0	0	0	3	3	6	3.33%
6	Physical Education	2	2	2	2	2	2	12	6.66%
7	Special Activity	1	1	1	1	1	1	6	3.33%
	TOTAL	**30**	**30**	**30**	**30**	**30**	**30**	**180**	**100**

Note: Grey-shaded areas represent core subjects.

The class-time distribution by Subjects is shown in Chart 1

Chart 1 Class-time Distribution by Subject



Since 1996 further changes were made to the allocation of class periods by subject and grade, as well as the length of a class period. The length of a class period was reduced to 40 minutes.

More recently plans have been made to change the curriculum by giving greater emphasis to teaching life-skill subjects following a local curriculum rather than a nationally designed and controlled curriculum that all schools are obliged to follow. The national curriculum would consist of 25 class periods, supplemented by 2-5 class periods for teaching life skills that should be developed at sub-national levels to do maximum justice to teaching what is thought most useful and most appropriate within the geographical, social and cultural context of the school.

Although these plans have been circulated and discussed for some time, latest contact with MoEYS indicated that at the time of writing the 1996 curriculum is still the one used in primary schools. We will therefore use this curriculum in section 5.2.1.4 when we analyze the actual curricula used in the surveyed schools.

5.1.3 Thursday Staff Development Day

As we have seen the 1996 draft curriculum introduced the system of six periods a day for 45 minutes and five teaching days a week. In this curriculum Thursdays were set aside for manual labor/school cleaning (pupils) and meetings (teachers). In the school year 2004-05 MoEYS has developed ideas to adjust the Thursday school days by: (i) reserve the Thursday morning for local curriculum life skills teaching, and (ii) have the Thursday technical meetings for staff shift to the Thursday afternoon.

5.1.4 The school calendar

The calendar stipulates 38 instructional weeks per year, as well as the special public holidays when the school will be closed. Several public days are celebrated in certain parts of Cambodia or among certain population groups that are not part of the authorized official school calendar, like Chinese New Year, Bon Phkar, Bon Kakthen and Bon Dalien.

5.1.5 Policy regarding staff absenteeism

Twenty-two of the 26 headmasters mentioned that they had received internal regulations from MoEYS on the issue of staff absenteeism

The internal regulations are very general in nature and do not prescribe in detail how the Headmaster needs to act in given situations. The overall responsibility for active participation of teachers in school rests with the Headmaster and in practice headmasters may have their own policy or set of rules with whom they manage the day-to-day running of the issue of teacher absence. Headmasters were asked an open question whether they have a policy on teacher absences. All headmasters said they indeed had a policy. Please consult the Khmer NGO-reports for full details

5.1.5.1 Record keeping of and disciplinary measures on teacher absenteeism

All 26 headmasters also reported that they keep records on teacher absenteeism. This is no change since 1999, because also the ESSH1999 reported that all schools keep staff absence records. We analyzed the school staff absence records for the months of December 2004 and January 2005 and found that generally these records tally well with information on absenteeism directly given by the teachers in the same school.

Table 5.4 "How does the Headmaster handle teachers who are regularly absent or late?"" by locality and province							
Measure taken	**Locality**			**Province**			**Total**
	Urban	**Rural**	**Remote**	**Bantey Manchey**	**Kampong Thom**	**Kampong Cham**	
Give Advice	3	5	4	5	7	0	12
Give warning	0	1	1	2	0	0	2
Ignore the issue	0	1	0	0	1	0	1
Other	2	4	2	0	0	8	8
TOTAL	**5**	**11**	**7**	**7**	**8**	**8**	**23**

How do headmasters in practice deal with teachers who are regularly not attending to their classes or arrive late for them? 23 of 26 headmasters answered this question as shown in Table 5.4. The gentle approach by given advice to the teachers is by far the preferred method by Bantey Manchey and Kampong Thom teachers. In Kampong Cham all headmasters use methods that are different from giving advice, giving a warning, or ignoring the problem.

5.2 Number of School Hours: The Practice

5.2.1 School Time Table and number of shifts

The 1998/99 time table with the morning shift starting at 7:00 and ending at 11:00 as shown in Table 5.1 is indeed the norm and used in virtually all schools in the studied provinces. This was confirmed by information from grade 5 and 6 pupils who almost all stated that they started school at 7 and left school at 11. Only a few schools in Kampong Thom operated on a time-table with 15 minute breaks between periods.

5.2.1.1 School bell

Another issue is whether the time-table stipulating 40 minutes of instruction and 10 minutes of break between instructional periods is strictly adhered to or whether these 40 minutes is eroded by slack systems of time control. It is a concern that school bells often do not ring on time, causing early finishing or late starting of classes, in particular in a time-table system where there is an official ten or fifteen minutes break after every period. It is for this reason that the survey included a question regarding school bells).

As shown in Table 5.5, while most urban teachers and a large proportion of rural teachers said that bells rang on time in their schools, in remote areas nearly 40 percent said that the bell did not ring on time or that the school did not have any bell, which affected the duration of classes.

Table 5.5 Percent distribution of teachers by information regarding ringing of school bell, according to area.				
	Bell rings on time	Does not ring on time	No bell	Total percent
Province				
Bantey Manchey	77.5	21.5	1.0	100.0
Kampong Thom	81.1	13.3	5.6	100.0
Kampong Cham	95.6	4.4	0.0	100.0
Area				
Urban	93.7	6.3	0.0	100.0
Rural	79.5	17.4	3.2	100.0
Remote	60.9	30.7	8.4	100.0
Total	**87.2%**	**11.6%**	**1.2%**	**100.0**

These statistics are a slight improvement over the 1999 findings which showed that overall 82% of the schools rang the bell in time. Evidence from the teachers is consistent with evidence from the headmasters. 20 of the 24 headmasters of schools that had a bell (83%) confirmed that the bell usually rings in time. It also means that about 1 in 6 schools will regularly experience loss of classroom time due to poor time control.

The fieldwork teams tried to find out who were responsible for beating or ringing the bell. There are widely varying customs. In some schools the same person is permanently in charge (a generator or a “”teacher in office” with administrative responsibilities) or the operating of the bell is done by a different person (a grade teacher or grade 5 or 6 pupil) every week in a rotation system.

5.2.1.2 Duration of breaks

Teachers were also asked about the duration of the breaks between lessons. About 94% of the teachers replied that the duration of the break was either 10 or 15 minutes. If we assume that all teachers answering “15 minutes” taught in schools were the time-table indicates a 15 minute break between periods, the stipulated break time is not adhered to in only between 3 to 10% of the schools in the 3 different provinces. This would represent only a moderate eroding of class-room time, although of course it is possible that several teachers answered the question by thinking about the official duration of the break, not so much from the perspective of what normally happens.

5.2.2 Multiple shift system

A crucial factor in is that the primary school system is forced to operate using a multi-shift system. Among the 26 schools none of the schools used a one-shift system. Double-shift systems are the norm, a triple shift system the exception. In Kampong Cham one school privately owned by a rubber plantation owner for schooling of the pupils of the rubber estate workers, used a triple shift system.

In a double-shift system the pupils can still receive 25 instructional periods every week, given that each shift has 5 instructional periods, and it therefore does not directly affect the number school hours negatively. In a triple shift system the time-table is divided into a morning, noon and afternoon shift, with only 4 periods per shift.

In practice, matters can be more complex. A double-shift system does not automatically mean that both shifts have the same number of class periods, or 5 lesson periods that would be required to meet the 25 hours norm. For example, in Kpg Thom some schools runs two shifts, the afternoon shift having 3 class periods, the morning shift four with the same duration of a lesson of 40 minutes.

Although a double-shift system does not necessarily reduce the time-tabled instructional hours below the norm of 25, it may have indirect disadvantages. A double-shift system is demanding on teaching staff that work in both shifts. About 22 percent of the teachers included in the survey teach a double-shift.

As expected a high proportion of the teachers teaching double-shifts teach more than 30 periods a week. This applies to 95 teachers (=13.5% of all teachers in the survey), with 52 of them teaching exactly 50 periods every week which corresponds to teaching two entire shifts every school day.

A double-shift system also makes it necessary that teacher and learning needs to take place in the less popular afternoon when it can be very hot. Some double-shift schools recognizing this have adjusted and operate with an alternate system in which teachers and pupils rotate from teaching or attending a morning shift to the afternoon shift etc on a regular basis. In our survey nearly 20% of the teachers teach morning and afternoon shift, another 28% alternate between morning and afternoon shift. This means that approximately 1/3 of the teachers in the studied schools teaches in the afternoon.

5.2.2.1 Curriculum: class periods by grade and subject

The policy on number of instructional hours is officially still the 1996 policy of 30 instructional hours for grades 5 and 6, and 25 hours for grades 1 to 4. However, we also noted that the timetable that could accommodate 30 class periods per week for grades 5 and 6 was abandoned in the school year 1998/99 to be replaced by another half-day shift timetable that included 25 hours for all grades. It was also established that this reduction in number of instructional hours was not a pedagogical-driven choice, but merely a response to an emergency situation in a primary school system struggling with too many imposed restraints in terms of staff availability, infrastructure and finance.

In Table 5.6 we present the average number of instructional hours by grade and topic derived from administrative records from the 26 schools included in the survey.

Table 5.6 Average number of weekly class periods by subject and grade taught in selected Cambodian primary schools in the studied provinces						
Subject	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Khmer *	12.16	10.58	10.84	9.68	8.12	8.12
Social Science *	5.26	6.05	6.05	6.89	7.62	7.62
Mathematics *	5.00	5.00	5.00	5.00	5.04	5.04
Science *	1.32	2.11	2.11	2.21	2.12	2.12
Physical Education	.74	.74	.68	.68	.96	.96
Foreign languages	.05	.05	.05	.11	.77	.85
Art Education	.05	.05	.05	.05	.35	.62
Life skills	.00	.00	.00	.00	.27	.27
Library	.32	.32	.32	.32	.46	.46
Other	.05	.05	.05	.05	.05	.05
TOTAL	**24.89**	**24.89**	**25.05**	**25.00**	**25.81**	**26.15**
Number of schools	n=19	n=19	n=19	n=19	n=26	n=26

Source: Administrative records of primary schools

* Grey-shaded areas represent core subjects.

The total number of instructional hours in 2004 in the studied schools is around 26 in grade 5 and 6, around 25 in the other grades.[5] And in line with the adjusted timetable introduced in 1998-99. Sadly, the situation that gave rise to the further reduction in school hours following the introduction of the 1998/9 timetable has not changed. Due to shortage of class rooms, shortage of teachers, or a combination of shortage of class rooms and teachers the official number of instructional hours in 2005 does not seem to have improved, if at all. The fact that at least the reduced norm of 25 hours is kept is not comforting. We can quote here what was mentioned in the 1999 report", namely that "*the number of instructional hours received in Cambodia by primary school pupils is insufficient to do justice to the curriculum and much below international standards regarding number of instructional hours needed to meet the defined standards*".

Table 5.7 Shortfall in instructional hours, by grade and topic, compared to the 1996 curriculum						
Subjects	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Khmer Language	-1.84	-1.42	-1.16	-1.32	0.12	0.12
Social Studies	-0.74	-0.95	-0.95	-1.11	-0.38	-0.38
Maths	0	0	0	0	0.04	0.04
Science	-0.68	-0.89	-0.89	-0.79	-0.88	-0.88
Physical Education	-1.26	-1.26	-1.32	-1.32	-1.04	-1.04
Foreign Language	0.05	0.05	0.05	0.11	-2.23	-2.15
All other topics, including life skills.	-0.58	-0.58	-0.58	-0.58	0.13	0.4
TOTAL	**-4.63**	**-4.63**	**-4.43**	**-4.59**	**-3.11**	**-2.49**

[5] This difference is likely to have a mere statistical reason. In one province only data for grade 5 and 6 were collected. In other words, the samples of grades 1-4 and grades 5-6 are not exactly the same.

Development of a local life skill curriculum has not yet filtered through in the allocation of class periods on the time table in most schools. The exact pattern of shortfall in instructional hours by grade and subject is shown in Table 5.7 obtained by comparing our findings with the total number of 30 lesson periods in the official 1996 curriculum.

Shortfall is particularly worrying for the core subjects Social Studies and Science because these subjects fall short of the norm in all grades, thereby building up a huge deficit in instructional hours that pupils will receive as they move through the school. Physical education is another problematic subject presumably because many schools do not have good facilities or the expertise to teach this subject well. No doubt the shortfall for foreign language lessons in grades 5 and 6 is also caused by lack of personnel able to teach foreign languages.

5.2.3 Thursday Staff Development Day and Life skills program

Special study was made of how schools use the Thursday which for years has been a non-teaching day. The pupils are encouraged to come to school and do some public labor while the teachers meet to upgrade their teaching skills in various ways. We were particularly interested in comparing the current use of this Thursday with a new plan recently developed by the MoEYS that have two components:

(i) to introduce the Thursday morning as a morning to teach pupils life skills
(ii) to limit the staff development day for upgrading of teaching staff to the Thursday afternoon.

5.2.4 Knowledge of the plan

Headmasters were first of all asked whether they had heard of this plan: *"The Ministry has a new plan for the utilization of the Thursday. They would like your school to use Thursday morning to teach pupils life skills. And to spent the Thursday afternoon to do upgrading of your teaching staff. Have you heard about this plan?"* Subsequently they were asked what they think of the plan. Two headmasters who had not heard of the plan did not answer the last question. The results are shown in the Table 5.8.

TABLE 5.8 Headmasters answering questions on knowledge about and opinion of MoEYS plans to change the way of using the Thursday in primary schools

Locality/Province	Number of schools	Knows about plan	Don't know about plan	Number of schools	Good idea	Not good idea
Urban	6	66%	34%	6	50%	50%
Rural	13	61%	39%	12	75%	25%
Remote	7	43%	57%	6	67%	33%
TOTAL	**26**	**58%**	**42%**	**24**	**67%**	**33%**
Bantey Manchey	7	43%	57%	7	100%	0%
Kampong Thom	8	75%	25%	6	100%	0%
Kampong Cham	11	55%	45%	11	27%	73%

15 of the 26 headmasters had indeed heard about this plan. As before, the news about the plan had more often reached the urban than the remote schools or provinces.

Interestingly, headmasters of remote schools appear to feel more often positive about the plan than their urban colleagues do. All headmasters of the sampled schools in Bantey Manchey and Kampong Thom are in favor of the plan, whereas 8 of 11 headmasters in Kpg Cham are not viewing the plan favorably.

5.2.5 The use of the Thursday in practice

The practice regarding the Thursday Staff Development Day was probed into by questions to the headmaster teachers, and students. Headmaster and teachers were asked about the frequency of the staff development Thursdays in their schools. :

The results irrespective of province or locality are given in Table 5.9

Table 5.9 % distribution of the answers to the following questions

H33: Does your school use Thursday as the staff dev meeting day? If yes, how often ?
T52: In your school, how often is the Thursday used for upgrading of teaching staff?
T53: How often do you attend the Thursday technical team meeting?

Frequency of TSDD happening	H33 percent	T52 Percent	T53 percent	Frequency of teacher attendance
Every Thursday	53.8	60.3	68.6	Almost always
2-3 times a month	19.2	28.6	30.2	More than half the times
Once a month	19.2	8.6	.8	Less than half of the times
Once in 2 months	0.0	1.5	.3	Never
Never	7.7	1.0	100.0	
	100.0	100.0		

There is a reasonable agreement between headmaster and teachers on the frequency of the Thursday staff development days. Both state that these days happen more than half of the times every Thursday with headmasters more conservative in their perception of the frequency. 2 out of 3 teachers say that they almost always attend the technical staff development meetings. There is no difference between rural and urban areas.

Table 5.10 shows information by province and locality. Interestingly the staff development occurs most frequently in the remote schools with 5 out of 7 headmasters and 87% of the teachers reporting it takes place every Thursday. In Kampong Cham headmasters and teachers consistently report that the Thursday is used for staff development less than half the times. It is surprising that only 2 of 7 headmasters in Bantey Manchey say that every Thursday is staff development day, very different from their teachers of whom 86% say the TSDD regularly takes place every week.

Table 5.10 (left panel) Teachers and headmaster's perception on frequency of the Thursday Technical Meetings, measured by percentage of respondents saying that it takes place every Thursday			**Table 5.10 (right panel) Percentage of teachers by their attendance at the Thursday Technical Meetings**		
Locality/Province (number of schools in brackets)	Headmaster (% every Thursday)	Teacher (% every Thursday)	Almost always (%)	Between 50 and 90% of the times	Less than 50% of the times
Urban (6)	50	58.7	67.6	31.9	0.5
Rural (13)	46.2	55.8	67.8	30.0	2.2
Remote (7)	71.4	87.0	68.8	31.2	0.0
TOTAL	53.8	60.3	67.9	30.9	1.2
Bantey Manchey (7)	28.6	85.5	26.1	73.9	0.0
Kampong Thom (8)	87.5	63.7	96.7	3.3	0.0
Kampong Cham (11)	45.5	42.8	88.2	9.5	2.3

In the right panel of Table 5.10 we see that approximately 2 out of 3 teachers say they attend the Thursday technical meetings almost always. Only very few teachers say that they attend meetings less than 50% of the times or never.

5.2.6 Frequency of having Technical Meetings and teacher attendance

What do the above findings tell us about the MoEYS policy of wanting to reduce staff development Thursday time? Table 5.11 shows that the highest % of teachers almost always attending is in schools where staff development days do not take place every Thursday, but 2-3 times a month. The attendance is 85.2% compared to only 61% for schools were the Thursday technical meetings relentlessly take place every week. Having very infrequent meetings (once in 2 months or less) does not motivate to attend given the dropping attendance rates. The policy of reducing the length of the meetings might well be effective if shorter sessions are combined with better preparation.

Table 5.11 Teacher attendance at technical meetings by frequency of them happening						
How often Thursday meetings to upgrade teachers? (T52)		How often do you attend the school technical team meeting on teaching? (T53)				Total
		Almost always	More than half of the times	Less than half of the times	Never	
Every Thursday	Count	219	138	1	1	359
	%	61.0	38.4	0.3	0.3	100.0
2-3 times a month	Count	144	22	2	1	169
	%	85.2	13.0	1.2	0.6	100.0
Once a month	Count	38	11	2	0	51
	%	74.5	21.6	3.9	0.0	100.0
Once in 2 months	Count	5	4	0	0	9
	%	55.6	44.4	0.0	0.0	100.0
Never	Count	1	4	0	0	5
	%	20.0	80.0	0.0	0.0	100.0
Total	Count	407	179	5	2	593
	%	68.6	30.2	0.8	0.3	100.0

5.2.7 Pupils attendance at extra-curricular school activities on Thursdays

How would a change in the outlook of the school Thursday affect the pupils? Table 5.12 shows that 85% of the children come to school on Thursdays, mainly to do school labor (80%), only 13% do not come to school.

Table 5.12 What do you (pupils) do on Thursday?		
	Frequency (N)	Percent (%)
Study at school	40	4.8
School labor	665	80.3
Stay at home	107	12.9
Other	16	1.9
Total	828	100.0

This counteracts the argument put forward by proponents of a 5-day school week that many children benefit from two non-school days as they will be able to help their parents generating the income needed to pay for the school-fees. The survey did not collect information on the amount of time children spent doing labor on Thursdays, nor if the pupils, their parents and school staff feel there are benefits to these regular activities for the children in other than strictly formal-educational terms. These considerations should be taken into account when assessing whether it would be better or worse for children to have school labor replaced by instructional hours on life skills.

5.2.8 The status of the life skills program in the surveyed schools

The localized life skills program has not yet really got off the ground. Administrative records studied in 27 schools showed that 17 out of 27 schools do not have life skills on the time-table, whereas the remaining 10 schools put one life skills class per week on the time-table for each of the grades 1-6. Evidence from the interview with headmasters of the schools confirm this: 15 of 26 headmasters say that the school does not teach life skills; only 8 of the 26 mention that the school teaches between 2-5 periods of life skills as suggested by the Ministry. This is not surprising as the headmasters have had little exposure on how to introduce life skills in the curriculum. Although all headmasters attended courses in the last two years, only two indicated that life skills had been a topic of study and discussion.

5.2.9 Recommendations on use of Thursdays in primary schools

1 It may not be wise to introduce the new policy regarding the Thursday nation-wide and in the same way everywhere

2 Use the old-style Thursday technical meetings for staff discussing the topic of the desirability and practicality of introducing a local-curriculum life skills program before starting to teach it. In these sessions the particular limitations of the school can be fully looked at and plans developed on the basis of the current context.

3 Assess the benefits and cost for the pupils in terms of finance and educational gain. School labor has been a long-standing tradition. Has this maybe led to benefits for the pupil that could out-weigh the benefits of additional formal life-skill training? A good school labor/community participatory program might exactly be training the pupil in skills that the policy wants to be taught in the class room.

5.2.10 Factors affecting the number of weeks of instruction during the school year

In the ESHS1999 survey it was mentioned that:

"In addition, several other factors further reduce actual teaching time. For example, based on a MoEYS estimate for the school year 1998/99, several school weeks have been lost due to a variety of reasons (i.e. late start up of classes due to national election, Chinese New Year celebration, etc.). According to these figures, the MoEYS estimates that for the 1999 school year the actual school weeks will have been reduced from 38 to 33, that is, a loss of 5 weeks."

In this section we will present evidence from the ESHS2004 on similar factors that may have caused a reduction in the actual number of weeks of schooling during the school year 2004-05, as follows:

School closure on non-school holidays
Impact of farming seasons
Loss of instruction time after second semester exams
Late opening of the school year

5.2.11 School closure on non-school holidays

Headmasters were asked whether their school was open or closed on the last occurrence of Chinese New Year, Bon Phkar, Bon Kakthen and Bon Dalien. According to the reports closure on these days is rare. Table 6 shows that out of 26 schools, 21 schools were open on these four days that are not officially placed on the school calendar as a school holiday. A total of 6 school days were lost by 5 schools, none of which were in the urban areas. School closure on unofficial public holidays appears to be more common the more remote the location of the school is. This is confirmed by the provincial breakdown with 3 lost school days by the schools in Bantey Manchey, only 1 in Kampong Cham.

TABLE 5. 13 Number of schools closed on special days not listed in the school calendar, according to school headmasters

Locality/Province	Number of schools	Chinese New Year	Bon Phkar	Bon Kakthen	Bon Dalien
Urban	6	0	0	0	0
Rural	13	0	2	1	0
Remote	7	0	3	0	0
TOTAL	**26**	**0**	**5**	**1**	**0**
Bantey Manchey	7	0	2	1	0
Kampong Thom	8	0	2	0	0
Kampong Cham	11	0	1	0	0

5.2.12 Teachers and public holidays

Teachers were also asked whether the school was open on these 4 special days, and if yes, whether they were teaching that day.

For Chinese New Year, Bon Kakhten, and Bon Phkar over 95% of the teachers said that the school was open and that they had come that day to teach as normal. Teachers of Kampong Thom and Kampong Cham schools also said that during Bon Dalien schools were normally functioning, unlike the schools in Bantey Manchey. Two-thirds of the teachers there said they did not come to school, the other 1/3 that the school was closed. Bon Dalien can be counted a lost school-day in Bantey Manchey.[6]

5.2.13 Impact of agricultural activity on school hours

To what extent does the rhythm of the agricultural seasons in rural and remote areas affect effective school hours? Evidence was gathered from Headmasters, teachers and pupils.

Headmasters were asked: **"Do you sometime have to close the school in the harvesting or planting season?"** All answered their schools had not been closed at all in the past agricultural seasons.

[6] Two NGOs carried out spot-checks on whether schools were open and closed during the Chinese New Year festivities.

Information from the teachers in Bantey Manchey district was not consistent with that of their headmasters. Table 5.14 shows that 97% of the BM teachers indicated that their schools had been closed for 3 days in the last harvesting season.[7] Virtually all Kampong Thom and Kampong Cham teachers said their schools did not close during the busy agricultural seasons. There is no significant difference by locality.

Table 5.14 Teachers in different provinces answering the question ""How many days has your school given extra time off during the last harvesting season? (T43)

		How many days has your school given extra time off during the last harvesting season?				Total
		0	1	2	3	
		%	%	%	%	%
Province	Bantey Manchey	0.5	2.0	0.5	97.0	100.0%
	Kp Thom	96.7	0.0	3.3	0.0	100.0%
	Kp Cham	92.0	7.2	0.0	0.0	100.0%
	TOTAL	**62.6**	**4.4**	**0.7**	**32.3**	**100.0%**
Locality	Urban	57.3	5.6	0.9	36.2	100.0%
	Rural	68.1	4.9	0.4	26.7	100.0%
	Remote	47.4	0.0	1.3	51.3	100.0%

5.2.14 Absence from school during agricultural season by teachers

Table 5.15 shows that 60 to 80% of teachers in rural and remote schools are not attending classes during the farming seasons once in a while, as expected a much higher percentage than teachers in urban schools. Almost 70% of urban teachers were never absent from school because of the peaks of the farming season. There is no difference by province.

Table 5.15 Teachers' absence from school during farming seasons to work on farm, by locality

Frequency		Locality			TOTAL
		urban	rural	remote	
Never	N	90	73	5	168
	%	68.7%	35.4%	13.5%	44.9%
Once in a while	N	37	122	29	188
	%	28.2%	59.2%	78.4%	50.3%
Often	N	4	11	3	18
	%	3.1%	5.3%	8.1%	4.8%
TOTAL	N	131	206	37	374
	%	100.0%	100.0%	100.0%	100.0%

5.2.15 Pupils helping teacher on his farm on school days

The need for teachers to be a farmer sometimes was also measured by asking pupils whether they were ever asked by the teacher for help on his farm during school-time in the last agricultural season. Table 6.15 shows the results. 37% of the 835 pupils confirmed that they had indeed missed school days because of this reason with the percentage ranging from 29% in Kampong Cham to 49% in Kampong Thom.[8] Interestingly, this percentage is quite low for Bantey Manchey, but this is consistent with the finding that in this province several schools were closed for purpose of harvesting according to the teachers. A harvest break from school means that teachers had more opportunity to attend to their farm and had less need to rely on their pupils. The study cannot confirm whether the pupils actually worked on the farm of their teacher, and whether this was indeed inside official school hours.

Table 5.16 Pupils answers to the question; "Did your teacher ask you to help him on his farm on school days?" by province

Answer		Province			Total
Yes/No		BM	KTh	KCh	
Yes	Count	67	146	94	307
	% within Province	32.1%	49.0%	28.7%	36.8%
No	Count	142	152	234	528
	% within Province	67.9%	51.0%	71.3%	63.2%
Total	Count	209	298	328	835
	% within Province	100.0%	100.0%	100.0%	100.0%

Kampong Cham is least affected by either school closure in harvesting time or pupils helping teacher on his/her farm during the harvesting period.

Headmasters confirmed that pupils were often missing school because of work in the peak agricultural season. Only 4 headmasters think that there are no pupils who are absent for this reason, and 11 of 26 headmasters think that 10 or more percent of the pupils stay away from school helping at home with planting or harvesting. Comparisons of the mean percentage of pupils that the headmaster think are absent from school during the farm season is nearly 20% in Bantey Manchey, less than 3% in Kampong Cham, and It is not surprising that the figures differ by type of locality; and more than 21% in remote areas, less than 4 in the urban ones, as is shown in Table 5.17

Table 5.17 "Which percentage of pupil do you think does not come to school in the busy agricultural season?" by locality and province

Locality	Mean	N	Province	Mean	N
urban	3.67	6	Bantey Manchey	19.43	7
rural	8.69	13	Kampong Thom	15.13	8
remote	21.86	7	Kampong Cham	2.82	11
Total	11.08	26	Total	11.08	26

[8] Pearson's X^2 (P33, provinces) = 30.4 > critical value 9.21 ($g_{0,99;}$ df = 2)

5.2.16 End-of-year lull and ability to finish curriculum core topics

The end of the school year is a potential wastage of instructional time. Several weeks before the official end of the school year final exams are held. After the exams but before the end of the school year both teachers and pupils might feel less pressure to stay involved and actively engaged in teaching and learning. Although this concern was quite generally felt as an issue of some importance by the survey team, the teacher survey findings presented below are not that alarming.

Teachers were asked: "**Do you usually skip some less important lessons after second semester exam?"** and only 45 out of 584, or 7.7% of the teachers answering this question replied that they did. And only 9 teachers or 1.5% said that in the period between the second semester exams and the end of the school year more lessons were cancelled than in a normal month of the school year.

Although there is apparently no serious wastage of instructional hours during the said period, it does not mean that teachers are comfortably able to finish the curriculum in the core topics Khmer, Social Studies, Science and Mathematics. 31 percent of the teachers said they were not able to finish the Science curriculum, followed by 29% for social Studies, 15% for Khmer and 8% for Mathematics. For Social Studies and Science the problems are not only more serious, there is also a significant difference between the urban schools on the one hand, and the rural and remote on the other. The latter schools have far more difficulty in completing the curriculum for Social Studies and Science with Pearson's X^2 much higher than the critical value of 9.21 *(cross tab T66a-d by province and locality)*

Table 5.18 Ability to finish curriculum before the end of the school-year by core topics Khmer, Social Studies, Mathematics and Science; percentage of teachers reporting that they could not finish the curriculum

Locality/Province	Science	Social Studies	Mathematics	Khmer
Urban	16.0	11.8	7.0	8.5
Rural	35.4	36.6	9.4	18.6
Remote	54.5	46.8	6.5	16.9
TOTAL	**30.7**	**28.7**	**8.1**	**14.5**
Pearson's X^2	44.8	50.3	1.2	10.4

* Pearson's X^2 (provinces) for all topics are below critical value of 9.21 ($g_{0,99;}$ df = 2)

5.2.17 Late opening of the school year

Headmasters were asked whether their school started the 2004-05 school year in the week stipulated by the MoEYS. All headmasters reported that they indeed started the school year on October 1, 2004.

5.2.18 Teacher absenteeism

Teacher absenteeism was studied by interviewing teachers about the number of days that they could not teach their class and by studying school records. The findings by province and by locality are shown in Table 5.19.

According to the teachers themselves they have been absent for on average 1.68 days in the last three months, or about half a day per month on average (see column 1, table 5.19). There are significant differences by province and locality. Teacher absenteeism is lowest in the urban (1.05 days) and highest in the remote areas (2.35 days).[9] Provincial differences are even larger. Kampong Thom teacher are absent for 3.04 days in a quarter, more than three times as high as Kampong Cham' s (0.96 days)

School records on the number of teachers absent in the school weeks of December 2004 and January 2005 were also studied. The total number of absent teachers over the two months period were added up and then divided by the number of teachers in the school. The result is the average number of teacher school days lost over a two-month period. Multiplying this result by 1.5 gives estimated number of days that a teacher on average is absent over a 3-month period. The outcome of this procedure is shown in column 2 of Table 5.19

Table 5.19 Average number of days that teacher is absent in the <u>three months</u> before the survey according to what teachers say and according to what school records show, by province and locality (see text for explanation)

	column 1	column 2	column 3	column 4	column 5
	Average number of teacher days absent in 3 months				
Locality	According to teachers: n=586	According to school records, n = 26	% of classes cancelled if teacher absent	% loss Minimum	% loss maximum
Urban	1.06	0.90	14.3	0.23	0.27
Rural	1.96	1.84	37.5	0.21	0.23
Remote	2.35	2.68	0.0	1.04	1.18
TOTAL	1.68	1.57	15.4	0.37	0.39
Province					
Bantey Manchey	2.19	3.43	16.7	0.48	0.75
Kpg Thom	3.04	1.28	7.7	0.74	1.76
Kpg Cham	.96	1.19	28.6	0.00	0.00

Comparing evidence from school records with reports from the teachers themselves shows that the evidence from the two sources is remarkably similar. School records show teacher absenteeism of 1.57 days per teacher per quarter, or also approximately 0.5 school days of teacher absenteeism per month.

[9] In the ESHS99 a *"much higher percentage of teachers from rural and remote areas said that teachers were frequently absent. Among urban teachers, 86 percent said that absence of teachers was relatively rare. Results clearly suggest that teacher absence is an issue of more concern in rural and remote schools"*.

Data from teachers and from school records are very consistent for Kampong Cham: both data sources indicate the same low figure of absenteeism of approximately 1 teacher-day per 3 months is lost. In Bantey Manchey school records show higher incidence of teacher absenteeism than what the teachers themselves report, but the opposite is true for Kampong Thom. The number of days that teachers are absent over a three-month period are lower in our survey than the figures reported in the ESSH1999. We quote:

"*On average, Cambodian primary school teachers said that their colleagues were absent for 1.7 days per month. As for the previous question, differences were observed according to geographical location. Respondents were also asked to record the number of days they personally had been absent from school in the three months preceding the survey. Results showed that, on average,* ***teachers were absent for 3 days during this time period, but large differences were observed according to area. Urban teachers were absent about two days during the three-month period preceding the survey, while teachers from remote areas said that they were absent for over four days****. The vast majority of teachers (92 percent) said that their schools kept records of teacher absence." (Bob McCouglin, 1999)*

5.2.19 Impact of teacher absenteeism on number of classroom periods

To study the impact of teacher's absence on the number of instructional hours that the pupil receives we need to know what measure a headmaster takes when a teacher is absent for class. Details are given in Table 5.20.

TABLE 5.20 ACTION TAKEN BY HEADMASTER WHEN TEACHER IS ABSENT, by province and locality

ACTION TAKEN		PROVINCE				LOCALITY		
		Bantey Manchey	Kpg Thom	Kampong Cham	TOTAL	Urban	Rural	Remote
Other staff stands in for absent teacher	Count	6	5	7	18	4	10	4
	%	85.7	62.5	63.6	69.2	66.7	76.9	57.1
Class is cancelled	Count	1	3	0	4	1	1	2
	%	14.3	37.5	0.0	15.4	16.7	7.7	28.6
Other solution	Count	0	0	4	4	1	2	1
	%	0.0	0.0	36.4	15.4	16.7	15.4	14.3
Total	Count	7	8	11	26	6	13	7
	%	100	100	100	100	100	100	100

Only 4 headmasters said that they usually have to cancel classes when a teacher is absent. Further evidence suggests that canceling classes is nowhere a habit, but sometimes necessary if there is truly no other solution. Class cancellation is most common in remote schools.

In Kampong Cham classes are never cancelled according to the headmasters, but they often need to find "other solutions" than having other staff take the class for the absent teacher or canceling the class. These other solutions include given work to the pupils that they can do with minimum supervision in schools with a larger teaching staff it will be easier for other staff to stand in for an absent teacher than in schools with a small staff.

Having an indication how often headmasters need to cancel classes we can estimate the effect of teacher absenteeism on the number of school hours. If all classes of absent teachers would be cancelled we can estimate the impact of teacher absence by dividing the average number of teaching days in a quarter by the total number of teaching days in a quarter. Because a month usually has 21 or 22 schooldays, we assume that there are 65 school days in a quarter. We know that only a small percentage of classes get cancelled.

Knowing the proportion of classes that get cancelled, we then use it to get an indication of the impact of teacher absenteeism. An example: we found that teachers according to themselves miss 1.68 school days per quarter. The percentage loss of school hours due to teacher absenteeism would be (1.68/65) * 100 = 2.58% if all classes that the teacher cannot attend needs to be cancelled. Multiplying 2.58% with the % of classes that get cancelled (given in Table 5.19, column 3) we then get the actual loss of school hours, which is (2.58% * 0.154) * 100 = 0.39% as shown in Table 5.19, column 5. If we had used the data from school records the result would have been the lower value of 0.37% (Table 5.19, column 4).

So we conclude that irrespective of locality or province, about 2.6% of classes are affected by teacher absence, but that only between 0.37 to 0.39% of the classes actually end up being cancelled with loss to the number of school hours. But in schools that have less flexibility in dealing with sudden teacher absence the impact could be as high as losing between 1 and 2 % of the school hours.

Of course it is very likely that teacher absenteeism has a negative effect on the quality of class room time. As we have seen, having another school staff take over the class is the most common response to a teacher being absent. Headmasters report that approximately half of the classes that are taken over by a stand-in teacher are taken by the director or the vice-director of the school (43%), e others are taking over by other teaching staff *(freq H20)*. Quality of the class time would be negatively affected if the stand-in teacher is less prepared for the lesson, if he or she may have to suddenly teach a larger group or a multi-grade class.

5.2.20 Teacher 's perceptions on reasons of own absenteeism

As expected, when asked to record the most important reasons for teacher absence from school, the most frequently mentioned reason was sickness (see Table 5.21). In rural and remote areas, however, a large percentage of Cambodian primary school teachers said that absences were often due to field activities during the agricultural season (38 and 49 percent, respectively)[10].

[10] The only statistically significant difference in this Table

Overall the third most important reason for teacher absence was ceremonies, a reason that was mentioned by 17 percent of all teachers. Housework and taking care of children is more often a reason for absenteeism than work outside of school. Although this is common among teachers, relatively few said that it affected school attendance (9 percent).

Table 5.21 Percentage of teachers who were absent from school in the three months prior to the survey by reason(s) for their absence, according to area, gender and age

	Sick-ness	Busy with farming in agricultural season	Busy with ceremonies, marriages, other events	House-work and taking care of children	Work for income genera-tion	Floods, rain, bad weathe r
TOTAL	41.7	28.5	17.1	14.3	8.6	1.5
Area						
Urban	41.8	9.4*	22.5	11.7	10.1	2.3
Rural	39.5	37.8	14.7	17.5	9.1	0.7
Remote	49.4	49.4	15.6	10.4	8.7	2.6
Gender						
Male	39.8	33.2	17.6	17.9	11.0	1.9
Female	42.2	23.1	16.0	10.1	5.8	1.1
Age						
Less than 35	40.5	31.0	20.2	16.7	10.4	1.8
35 or more	41.5	25.4	13.1	11.2	6.2	1.2
Total (ESHS 1999)	67.6	38.1	27.0		11.3	3.3

Comparing the data from 1999 and 2004 for the entire teacher sample in the top and bottom row of Table 6.25, we notice that the percentages given to each of the categories of reasons is generally lower in our survey, but that there is hardly any change in the ranking of the reasons.[11] Housework/taking care of children and work for income generation have traded places.

Unlike the 1999 survey, no significant differences in reasons for absenteeism were noted according to background characteristics, although male teachers quote agricultural activities, work for income and housework more often as the reason for not attending school than their female colleagues.

5.2.21 Headmaster's perceptions on reasons of teacher absenteeism

Overall the ranking of reasons for headmasters follows the same order as the teachers did in 1999. Sickness, busy with agricultural work and attending to ceremonies and other events are the top three reasons.

[11] In 1999 teachers were asked to give two reasons only.

Table 5.22 Percentage of headmasters who state the main reasons for teacher absenteeism in their school, according to area						
LOCALITY	Sickness	Agricultural season (planting, harvesting)	Ceremonies, marriages	Work for income generation	Housework and care of children	Floods, rain, bad weather
Urban	83.3	16.7	50.0	33.3	16.7	0.0
Rural	84.6	53.8	46.2	23.1	15.4	0.0
Remote	71.4	71.4	28.6	14.3	42.9	0.0
Total	80.8	50.0	42.3	23.1	23.1	0.0

5.2.22 Pupil's perceptions on teacher absenteeism

Ceremonies like marriages, funerals and other family events are the third-most important reason for teachers not attending classes. Pupils were asked whether they had missed school days because their teacher had to attend to any of these events. A very high 77% of all 835 pupils confirmed that they had indeed missed school days because of this reason; for pupils in urban areas this percentage was 63%. There was no difference by province.

5.2.23 Other factors that reduce instructional hours during the school week

There are a host of other factors that can impinge on the actual effective teaching/learning time in the classroom. Although it will not be possible to quantify by how much each of these other factors cause loss of actual classroom time, we will give an overview of how headmasters, teachers and pupils perceive the frequently with which classroom time gets eroded because of the following factors:

1 Classes starting late
2 Classes being interrupted
3 Classes finishing early
4 Checking attendance and methods of checking attendance
5 Administrative meetings
6 School events
7 Classes being cancelled for ceremonial reasons
8 Pupil's labor in public places
9 Visiting delegations

5.2.24 School events: sport's day

It is quite normal for schools in the same area or belonging to the same cluster to have an annual sports' event in which the different schools compete with each other. This can be considered as a healthy part of the school program so that the day spent should not be considered a waste of instructional hours. However, the headmasters and teachers of the school who hosts the annual event might be so heavily involved with the preparations that classes are getting cancelled. 30% of the more than 800 students in our sample said that the last annual school tournament took place at their school. Only one of the 26 headmasters said he closed his school for one day on the occasion of the school sport's day.

5.2.25 Pupil's labor in public places

We have seen that 80% of the pupils come to school on Thursdays to do labor at the school. 460 pupils (55 percent) also indicated that they have ever joined the school in doing labor in public places. It is not clear whether this activity coincides with the Thursday morning or whether this involvement took away from classroom time.

There is no significant difference on this variable between urban, rural or remote locality of the primary schools. The Pearson's X^2 (provinces) = 16.4, which is larger than the critical value 9.21 ($g_{0,99;}$ df = 2) because of a high percentage of Kpg Cham pupils being involved with work in public places.

5.2.26 Visiting delegations

Primary school pupils are often involved in lining the streets when a dignitary comes to visit their school or the area for an important occasion. Urban schools in the larger cities are likely to be drawn into the crew that welcomes the visitors. Schools in particularly strategic locations are likely to be called upon by the authorities more often than others.

Our data show that 54% of the pupils have been part of welcoming visitors on at least one occasion. There is a considerable difference between the populated and more urbanized province of Kpg Cham (71%) and the remote rural province of Bantey Manchey (35%) resulting in a statistically highly significant difference (Pearson's X^2 (provinces) = 68.4 > critical value 9.21 ($g_{0,99;}$ df = 2).

CHAPTER 6 QUALITY OF CLASSROOM TIME

6.1 National and school policies on improvement of quality of classroom time.

6.1.1 Policies regarding school inspection

There are three levels of inspection:

"National level inspectors are mainly concerned with checking compliance with PAP procurement, disbursement and reporting procedures. Each national inspector has a group of provinces which they are responsible for.

The provincial level inspection team comprises a group of members of education departments and experienced technical group leaders (TGL's) borrowed from the schools. At secondary school level the TGL's are normally subject specialists. In theory Provincial inspection teams should work as a group to ensure that all schools are visited 5 times in a month. In practice there is neither the time nor the budget. Schools are inspected an average, once or twice a month.

At the school level the School Director, Deputy or TGLs are responsible for monitoring. At primary school level the teams are usually organized by the cluster and they take it in turns to monitor each other's schools.

*The **government guideline** is that all schools must be inspected 5 times every month. This is easier to carry out within a secondary school. At primary level, within the cluster it is rare that each school will actually be inspected 5 times. It is more likely that 5 visits per month will be made to schools within the cluster."*[12]

6.1.2 Policies on in-service training of existing teaching staff

"It seems that there is, as yet, no clear policy as such. The ministry frequently provide national training on e.g. Priority Action Programs (PAPs) and they have also just completed a nation wide training of school directors. The teacher training department is more focused on pre-service than in-service training but the Education Sector Plan (ESP) and the Education Sector Support Program (ESSP) expresses a need to create a cohesive approach to in-service training and professional development. The majority of in service training is carried out by NGOs with approval from MoEYS"[13]

Our survey indeed found that many staff had been attending in-service training courses.

[12] NEP requested a resource person in Kampong Cham to write about the latest MoEYS policy regarding remedial teaching. This text was received with a note that the answer had been verified by a member of staff of the Provincial Office of Education in Kampong Cham.

[13] See footnote 9

6.1.3 Policies on remedial teaching and other forms of extra classes

"MoEYS has tried hard to create successful methods of providing remedial classes. The vacation program ran for three years and was only partially successful. A new guideline has recently been issued which allows for primary schools to hold remedial classes on Thursday mornings for two hours after the school cleaning has been done. This impacts on the traditional Thursday morning Technical Grade Meetings and early signs are that it is not being universally implemented".

6.1.4 School Development Plans

Almost all schools development school improvement plans. Of the 26 schools studied, 24 had a plan. At each school the Headmaster was requested for a copy of the plan so that the content of the plan could be analyzed. The focus of this content analysis is to what extent the proposed plans relate to effective school hours, especially measures that would improve the quality of education.

6.1.4.1 Headmaster's perspective on quality of teaching

In the context of talking about the school development plan the headmasters were asked whether they thought the quality of teaching at their school had much improved, a little improved, not improved or had become worse. All headmasters were positive that the quality of teaching had improved, 70% said a little, 30% more than just a little.

6.2 Quality of classroom time: the practice

6.2.1 Monitoring and school inspection

In this sub-section we will discuss issues that can be classified as systems in place to improve the quality of classroom-time. It includes: (i) school inspection by Inspectors from the Ministry of Education, (ii) lesson-plan preparation by school teachers and (iii) frequency of class-room observation by the headmaster or other staff to assess performance of teachers.

6.2.1.1 Last inspection date, focus and perceived usefulness of inspection

20 of the 26 headmasters were able to answer the question in which month and year their school was last inspected by inspectors from the higher educational authorities. 14 of the 20 schools were inspected in the 6 months preceding the survey that is within the period August 2004–February 2005. This included all schools in Kpg Cham and Kpg Thom and only 1 of 7 schools in Bantey Manchey. As expected there was not a great variety in schools having been inspected by locality, because the inspections are organized on a provincial or district basis from the respective Provincial and District Offices of Education that are in charge of inspecting all primary schools in the assigned area.

Headmasters were subsequently asked what topics the inspectors were particularly interested in during the last visit. The findings by province are given in Table 6.1

Table 6.1 Number and/or percentage of headmasters saying that inspection had focus on mentioned topics during last school inspection

	All headmasters		Headmasters by province		
Topic	n=26		n=7	n=8	n=11
	# HM saying yes	%	BM	KpTh	KpCh
Check staff absenteeism	12	46	2	3	7
Check student absenteeism	15	58	3	4	8
Check the work process in school	21	81	6	6	9
Check the teacher's teaching methodology	22	85	7	6	9

Checking teaching methodology of teachers and the work process in school were the main focus of the inspectors during the inspections mentioned by over 80% of all headmasters. From a perspective of improving classroom time this is a hopeful sign as both teaching methods and work processes can be assumed to have a stronger impact on quality of classroom time than issues of absenteeism that at most indirectly affect the quality of what happens in the classroom.

Finally, 24 of the headmasters confirmed that they had received comments and suggestions from the inspectors about how to improve the teaching and learning in your school. Two headmasters from schools in Kampong Cham said they did not receive comments, but this could have been due to the fact that inspection took place not long before the fieldwork was conducted. Only 1 of the 24 headmasters found the comments "not important", all other 23 headmasters found the comments important (11 headmasters) or very important (12).

6.2.1.2 Lesson plan preparation

The 1999 ESHS reported:
"An issue of concern is the amount of preparatory work teachers have to do prior to classes, especially since there is little incentive for out-of-classroom activities due to low salaries. Many teachers have no choice but to work outside of school to supplement household income, which also affects the time that teachers have available for lesson plan preparation. (...) nearly 30 percent of Cambodian primary school teachers said that their colleagues rarely came to class with prepared lesson plans. In remote areas, however, this percentage was significantly higher, with 43 percent reporting that the completion of lesson plans prior to class occurred rarely. These results are of major concern, since they suggest that a large proportion of Cambodian children, and in particular those from remote areas, attend classes for which teachers have not adequately prepared the lessons".

In our ESSH2004 study teachers were directly asked whether they themselves prepare plans for their lessons. The results are shown in Table 6.2

Table 6.2 Percentage of respondents by proportion of their lessons for which they say they prepare a lesson plan

LOCALITY		Do you prepare lesson plan for most lessons?				Total
		almost every lesson	more than half of my lessons	less than half of my lessons	none of my lessons	
Urban	Count	90	90	27	4	211
	%	42.7	42.7	12.8	1.9	100.0
Rural	Count	78	114	80	12	284
	%	27.5	40.1	28.2	4.2	100.0
Remote	Count	14	37	21	5	77
	%	18.2	48.1	27.3	6.5	100.0
TOTAL	Count	182	241	128	21	572
	%	31.8	42.1	22.4	3.7	100.0

** No significant differences according to province

Over 25% per cent of all teachers say they prepare lesson plans for at most half of their lessons, but this percentage is more than twice as high for the teachers of rural and remote schools (around 33%) than it is for their urban colleagues (less than 15%). This result compares well with the 1999 findings that lesson plan preparation is less problematic for the urban teachers than for their rural and remote colleagues.

The survey also contained a question which aimed to identify the most important reasons why teachers sometimes do not complete lesson plans. Table 6.3 shows that about half of the primary school teachers said that low salary and being busy with housework prevented them from lesson preparation. A low salary means that there was often no time for lesson plan preparation because they are busy with other income generation activities, probably often from the home base. These two factors were, in relative terms, of more concern than the formats for lesson plans or difficulty of plan preparation. Close to 10% of the teachers know their lessons from previous occasions and suggest there is no need to have a lesson plan.

Table 6.3 Percentage distribution of teachers by reasons why teachers sometimes do not prepare lesson plans

Reason	%
Low salary	55.6
Busy with housework	48.1
Formats for lesson plans not clear[a]	23.4
No time	18.1
Plans are difficult to prepare[a]	11.1
Remember lesson from last year(s)	9.2
Busy with extra earning[a]	6.4
Busy with other school work	1.0
Lazy to do it	0.2

a These variables had significant differences according to locality and province

6.2.2 Students' participation in class

The survey also included a question about the frequency of students' low participation in class. As can be observed in Table 7.13 below, the majority of Cambodian primary school teachers thought that this occurred relatively rarely, in 1999 as well as in 2004. Nonetheless, in 2004 still nearly 15% of teachers said that low participation of students occurred frequently or very frequently, suggesting that one out of six Cambodian primary school classes experiences this problem. Lack of active participation from students, as reported by teachers, could deteriorate effective education. Sampled teachers in 2004 feel much more positive about the students' participation than the teachers included in the national survey of 1999.

Table 6.4 Percent distribution of teachers by frequency of students' low participation in class

	All teachers in 2004 ESHS	All teachers in 1999 ESHS
Very frequently	2.0	2.9
Frequently	12.8	19.7
Rarely	53.7	63.1
Very rarely	31.5	14.3
Total percent	100.0	100.0

* No significant differences according to area in 2004 and 1999.
* No significant differences according to province

Although statistically there is no significant difference of student's participation in class by type of locality, only 5.2% of the teachers in remote schools said that their pupils do not participate actively in class sometimes compared to 14.8% for all teachers. If this is true it is probably explained by smaller class sizes in the remote schools.

6.2.3…Teacher perception on reasons why not good participation

Independently from their opinion regarding the frequency of low participation in class, primary school teachers were asked about the reasons for students' low activity in schools. The results are shown in Table 6.5 that also shows the response of the same questions in the 1999 survey.

Table 6.5 Percent distribution of teachers by reasons for students' low participation in class, according to area, 2004

REASON	Urban	Rural	Remote	Total 2004	Total 1999
Tired from work/housework*	7.5	14.0	19.5	12.3	67.7
Hot weather, classroom very hot	23.9	15.4	19.5	19.1	54.3*
Children do not eat before school**	19.2	17.5	3.9	16.3	47.6*
Too many children in one class	7.5	12.9	6.5	10.1	27.6*
Children are shy**	20.7	37.1	36.4	30.9	21.1*
Content too difficult	21.6	18.5	20.8	20.0	19.9*
Children are bored with class	3.3	4.9	3.9	4.2	10.4*
Discipline problems/Noise disturbs other pupils	15.5	9.4	10.4	11.8	7.7*

* Significant differences according to area in 1999 and 2004 at critical value = 5.99 ($=g_{0,95;}$ df = 2)
** Significant differences by area in 1999: Pearson's X^2 > critical value = 9.21 ($=g_{0,99;}$ df = 2)

According to teachers, shyness of children is one of the most important reasons for low participation in class, mentioned by 31% of the teachers, but with significantly higher percentages of teachers of remote and rural schools mentioning this reason. Excessive heat due to lack of fans in classrooms was also blamed for low participation in class and children's tiredness as well as the difficult content of the lessons. 16% of the teachers said that children did not eat before class, which affected their capacity to maintain focus during classes. 12% of all teachers say that being tired from housework is a reason for low concentration in class, which is particularly problematic for pupils attending remote schools compared to urban pupils.

The ranking of the reasons as well as the percentage of teachers mentioning the reason is very different between the 1999 and 2004 surveys.

CONCLUSION

According to the data collected from this survey we can identify a number of perceived factors that play a role in effective classroom time. Teachers have felt forced to sacrifice the quality of their teaching. Poor working conditions, including low pay, poor benefits, and insufficient material resources, as well as limited professional qualifications, have all contributed to a gap between high aspirations for educational quality and the capacity to reach those aspirations.

In the context of discussing the school development plan, headmasters were asked whether they thought the quality of teaching at their school had improved, or had become worse. All headmasters were positive that the quality of teaching had improved, 70% said a little, 30% more than just a little.

The number of primary school teaching hours has remained much below international standards. Under the MoEYS 12-year education framework the calendar specifies 38 instructional weeks per year with 5 learning days per week. Within this 5 day week there are 6 periods of learning per day, with each period of learning lasting 45 minutes. However, the policy on the number of instructional hours is officially still the 1996 policy of 30 instructional hours for grades 5 and 6, and 25 hours for grades 1 to 4. Although this was abandoned in the school year 1998/99 to be replaced by another half-day shift timetable that stipulates 25 hours for all grades.

This reduction in number of instructional hours was not a pedagogical-driven choice. It was a response to an emergency situation in a primary school system struggling with too many imposed restraints in terms of staff availability, infrastructure and finance. In consideration of the shortage of classrooms, the Ministry has also allowed schools to teach only 5 periods per day and each period of learning lasting only 40 minutes.

The total number of instructional hours in 2004 school year in the studied schools is approximately 26 in grade 5 and 6, around 25 in the other grades. Sadly, the situation that gave rise to the further reduction in school hours following the introduction of the 1998/9 timetable has not changed. Due to shortage of classrooms and/or a shortage of teachers, the official number of instructional hours in 2005 does not seem to have improved.

The 1998/99 time table with the morning shift starting at 7:00 and ending at 11:00 is used in virtually all schools in the studied provinces. Among the 26 schools double-shift systems are common place and none of the schools reported using a one-shift system.

There is also a big difference in the number of lessons taught by teachers in urban schools compared to teachers in rural and remote areas. Only 6% of urban teachers teach more than 25 lessons per week, compared to 30% of teachers in rural and remote areas. Many of the urban teachers can earn additional income by working for NGOs.

Although it is encouraging to note that the schools are almost always open when they were supposed to and that usually only official school holidays are taken. However, headmasters confirmed that pupils were often missing school because of work in the peak agricultural season.

It is very likely that teacher absenteeism has a negative effect on the quality of classroom time. Having another staff member take over the class is the most common response to a teacher being absent. Headmasters report that approximately half of the classes that are taken over by a stand-in teacher are taken by the director or the vice-director of the school. Quality of the class time would be negatively affected if the stand-in teacher is less prepared for the lesson, or if he or she may have to suddenly teach a larger group or a multi-grade class.

Irrespective of locality or province, about 2.6% of classes are affected by teacher absence, but on a positive note only between 0.37 to 0.39% of the classes actually end up being cancelled, causing additional loss to the number of school hours. However, in schools that have less flexibility in dealing with sudden teacher absence the impact could be as high as losing between 1 and 2 % of the already reduced school hours.

When asked to record the most common reasons for teacher absence from school, the most frequently mentioned reason was sickness. In rural and remote areas, however, a large percentage of Cambodian primary school teachers said that absences were often due to field activities during the agricultural season (38 and 49 percent, respectively). Overall the third most common reason for teacher absence was ceremonies, a reason that was mentioned by 17% of all teachers. Overall the ranking of the top three reasons for absence are sickness, busy with agricultural work and attending to ceremonies and other events.

Pupils were asked whether the school was ever closed during the last rainy season because of weather conditions. 90% of the pupils reported that their school never closed in the previous rainy season. School closure due to the effects of the rainy season is on the whole rare. Although there were two schools in the Kp Cham district that were closed for around 25 days during the last rainy season. The biggest disturbing environmental factor is noise from other class rooms (42% of teachers reported this), followed by noise from outside (24%), leaking roofs (24%), flooding (11%) and strong winds (4%).

When asked about the level of pupil participation the majority of primary school teachers thought that this occurred relatively rarely. However, 15% of teachers said that low participation of students occurred frequently or very frequently, suggesting that one out of six Cambodian primary school classes experiences this problem. Excessive heat due to lack of fans in classrooms was blamed for low participation in class. According to the teachers, children's shyness, tiredness and the difficult content of lessons all contribute to low class participation. 16% of the teachers said that children did not eat before class, which affected their capacity to maintain focus during classes. 12% of all teachers say that a pupil being tired from housework is often a reason for low concentration in class, which is particularly problematic for pupils attending remote schools compared to urban pupils.

Special study was made of how schools use Thursdays, which have for many years been used as a non-teaching day. The pupils are encouraged to come to school and engage in public labor, while the teachers meet to upgrade their teaching skills in various ways.

Our survey shows that 85% of the children come to school on Thursdays, mainly to engage in school labor (80%). This counteracts the argument put forward by proponents of a 5-day school week that many children benefit from two non-school days as they are able to help their parents generating the income needed to pay for school fees.

There is reasonable agreement between headmasters and teachers on the frequency of the Thursday staff development days. Both state that these days happen more than half of the time every Thursday, with headmasters more conservative in their perception of the frequency. 2 out of 3 teachers say that they almost always attend the technical staff development meetings. Interestingly staff development occurs most frequently in the remote schools with 5 out of 7 headmasters and 87% of the teachers reporting it takes place every Thursday. In Kampong Cham headmasters and teachers consistently report that the Thursday is used for staff development less than half the time.

Payment for extra classes continues to be a hot issue for debate within the education sector because payment officially violates the regulation that primary education is considered a child's right and is to be free of charge up to a certain level. Therefore parents should not be forced to pay for extra classes that are commonly acknowledged to be necessary to meet the minimum educational requirements.

Our survey shows that about 22.5% of the pupils attend extra classes, and this implies therefore, that the parents of the pupil can choose to have their child attend or to not attend. Parents will have different reasons for sending children for extra classes. Some pupils might attend extra classes in order to improve their performance in exams and increase the chances of getting a place lower secondary school, for other parents it might be just a way to ensure that the child does not fall behind and to avoid drop-out from the school system.

According to the pupils interviewed in this survey, the average number of Riel paid to the teacher for an extra lesson is R128 (which is about $0.03) and there are no significant differences by locality. Nonetheless, even a small fee can be prohibitive for many poor people, particularly as living conditions are harsh. More than 25% of the pupils said that there was at least one member of the family suffering from a chronic disease. Over half of the families earn their living through farming. Virtually all pupils help in the family before they go to school.

Approximately half of the pupils say they do not pay anything for extra classes. One quarter pays between 50 and 200 Riel and the last quarter more than R200. These differential levels of payment suggest that there is not a commercial system based on a fixed charge per extra lesson. There is ample evidence that this system is in fact more human than that. It is generally recognized in the community that the primary school teacher has a low basic salary and that he/she needs additional income from the extra lessons that they give. The fact that several children do not pay fees but are still receive extra lessons confirms that the system is not purely commercial.

33% of pupils who attend extra classes also said that teachers sell hand-outs sometimes and many pupils had difficulty in finding money to pay for them. Almost a quarter of all pupils also stated that they felt that they received less attention from the teacher because they could not pay him/her.

Besides low salaries, many teachers also live with uncertainty about when the salaries will be paid. 41.5% of the teachers said that the salaries are usually delayed by more than 3 weeks. 82% of the teachers collect their salary from the District Office of Education. It is common for teachers to have to pay varying amounts before they receive the salary, 31% of the teachers say they pay more than R4000/$1 to receive their salaries.

When pupils were asked how they traveled to school the majority of children either walk or use a bicycle. In urban areas the bicycle is more often a convenience for the pupil and is less crucial in gaining access to primary education. In remote areas the bicycle is a crucial means of transport for getting to school for children who, without the bicycle, might not have been able to get to school every day.

RECOMMENDATIONS

The Education Strategic Plan (ESP) is the long-term policy document of the MoEYS. The overall aim of the ESP is to provide 'Education for All' by the year 2015 and to ensure that all children have access to nine years of free basic education. The ESP states that the emphasis is pro-poor and should concentrate on reducing the cost burden of education to increase participation of even the poorest families.

There is a real commitment from people at all levels to build a successful and workable system that accommodates disadvantaged groups and responds closely to current demands. In order to achieve this a far more streamlined approach to ensure an improvement in adequate working conditions, material resources, professional training, lesson periods and shift schedules needs to be established and implemented.

The issue of teacher's salaries is still one of the underlying factors in providing a free education system for all children in Cambodia. The survey shows that teacher's salaries are often late and not paid in a timely fashion. Teachers also reported that they often had to pay to receive their salaries. As a result teachers still have to rely on payments from pupils, either for extra classes or handouts. Thus excluding some children from obtaining necessary information to meet the minimum educational requirements, or the chance to move on to lower secondary school. At the very least all teachers need to receive their salary on time and definitely not be expected to pay a fee for receiving their salary.

Primary school hours have remained far below international standards, with none of the schools surveyed using a one-shift schedule. The results from the survey show that it is still not practical to adhere to the 1996 official policy of 38 instructional weeks per year and 30 instructional hours per week.

The current national curriculum is largely considered to be too long and too complex. The curriculum was designed with a single-shift system of teaching in mind, whereas the current norm is double-shifts. There is great support for a more relevant and simplified curriculum and an opportunity for school headmasters to take more responsibility for the appropriateness of the curriculum in line with the teaching hours situation within their school.

The same could be said of the use of Thursdays. It may not be effective to introduce the new Thursday policy nation-wide and in the same way within every primary school. Headmasters could use the current Thursday technical meetings to develop the effectiveness of their schools. The topic of introducing a local-curriculum life-skills program could also be discussed during these meetings.

School labor on a Thursday has been a long-standing tradition within schools and could be used as a basis for discussing the importance of participating in community activities. A good school labor/community participatory program that combines practice and theory might be the type of life-skills training that pupils can benefit from. These considerations need to be taken into account when assessing whether it would be better or worse for children to have school labor replaced by instructional classroom hours on life-skills.

An assessment of operational and logistical constraints is required to try and diminish disrupting factors such as flooding or leaking classrooms in the rainy season, exposure to excessive heat in poorly constructed classrooms, and disturbances by noise inside the school from other classrooms or from outside the schools. There is also a need to provide further capacity development to headmasters on educational planning and assessment support for primary education to ensure that an efficient and effective education system is being implemented

If Cambodia is to achieve Education for All by 2015, special effort needs to be made to ensure that children can get to a school within 30 minutes, either by walking or cycling. This is particularly important within the remote areas and thought needs to be given as to how families could be supported to obtain bicycles for their children.

There are many institutional structures and regulatory frameworks in management, education planning and monitoring that need to be developed. There is still a need for continuing research on the effectiveness of primary school teaching hours in meeting the needs of the pupils. There have and continue to be many problems also with the accurate and timely collection of data. These problems are not only in terms of human capacity but also in terms of the many physical and environmental constraints, all of which are likely to continue for the foreseeable future.

Developing and defining assessment systems and procedures, improving data collection and using information effectively are all areas in which Central Government and NGOs could work more with the authorities to improve capacity at a local level. This would allow communities and headmasters to have a greater say and more responsibility in the running and management of primary education services. This is also in line with the MoEYS strategic objective of reducing poverty by providing *Education for All*.

ATTACHMENTS

ATTACHMENT B QUESTIONNAIRES

On the following pages are examples of the questionnaires in Khmer that were used by the research teams.

HRDO-KDFO-PAD-NEP Effective School Hours Study

No: _____ /S

MARY SCHOOL PUPILS QUESTIONNAIRE FORM

No: _____ /P

Directions: *Please fill in the information about yourself in the box below and answer the following questions by circling the most appropriate answer or by filling in any blanks. Any information that you provide will be kept confidential*

Name: _____ Sex: _____ Age: _____ Class: _____

Province: _____ District: _____ Commune: _____

No	QUESTION	ANSWER	Code
I Background information			
1	How many members are there in your family?	…….. members	
2	Who are those members?	Father	1
		Mother	2
		Grandmother	3
		Grandfather	4
		Aunt	5
		Uncle	7
		Uncle 1	8
		……Bothers	
		……. Sisters	
		…… other persons	
3	What village are you living in?	……	
II Distance			
4	How do you usually come to school?	On foot	1
		By bicycle	2
		By motorbike	3
		By boat	4
		Other, specify ……	5
5	How long does it take from home to school?	..... minutes	
6	Last month, how many times were you late for school?	..... times	

III FAMILY CONDITION			
7	What does your father do?	Died	1
		Farmer	2
		Worker	3

		Vendor Government Official Other, specify .	4 5 6
8	What does your mother do?	Died Farmer Worker Vendor Government Official Other, specify	1 2 3 4 5 6
9	Before coming to school, do you usually help your mother with housework?	Yes No	1 2
10	Is there chronically ill person in your family?	Yes No	1 2
11	How is your health condition?	Good Normal Not good	1 2 3
12	When coming to school, how much money does your parent give you?	…….. Riels	
IV EDUCATION			
13	What are the textbooks you receive from school? *Circle the appropriate column regarding the textbooks you have received.*		

Textbooks	**No textbook 0**	**Borrow the school 1**	**Sharing 2**	**Personal Copy 3**
Khmer Language	0	1	2	3
Mathemathics	0	1	2	3
Social Study	0	1	2	3
Science	0	1	2	3

14	Where did you stand in the achievement list for last month?	classification	
15	How many hours do you learn per day ?	…… hours	
16	What time do you usually start school?	Start at …….	
17	What time do you usually leave school?	Leave at ……..	
18	Do you have break fast before coming to school?	Breakfast provided by school No breakfast because the school did not provide it School provides breakfast, but I didn't have it	1 2 3
19	Which shift do you study?	Morning shift Noon shift Afternoon shift Morning and afternoon in shift 2-3 shifts	1 2 3 4 5

HRDO-KDFO-PAD-NEP Effective School Hours Study

No. ____ /S

No. ____ /T

Name Teacher:_____ Sex: ____ Age: _____ School Name: _____

Province: _____ District: _____ Commune/Khan:

Directions for Teachers: ***Please follow instructions as provided in italics in the appropriate places.***

No	QUESTIONS	ANSWERS	***Code***
1	Are you married?	single married widower widow	1 2 3 4
2	How many members are there in your family?	..... persons	
3	Are you the head of your family?	Yes No	1 2
4	Are there other income earners in your family? How many, excluding yourself ?	.....……. other income earners	
5	Has your family experienced any exceptionally difficult circumstance in the last year that has caused you having to be absent from school some times? Which ones? <Circle all valid responses>	No exceptional circumstance Bad health Chronically-ill person in the family Death in the family Other (specify)	1 2 4 8
6	What level of education have you completed?	Primary Lower Secondary Upper Secondary Teacher training University degree	1 2 3 4 5
7	For how many years have you worked as a primary school teacher?	..... Years	
8	For how many years have you taught in this school?	.....Years	
9	Are you a (permanent) state or a contract teacher?	State teacher Contract teacher	1 2
10	How many shifts do you teach per day?	..... shift(s)	
11	Which shift/shifts do you teach per day? (Circle all shifts you teach)	Morning Noon Afternoon Morning and afternoon Morning and afternoon in shift	1 2 3 4 5
12	How many lessons do you teach per week?	..... lessons	

13	What grade(s) do you teach now? <Mention all grades you teach>	Grade(s).....	
14	How many pupils do you have in your current class?	..... pupils	
15	How far is your home from school?	..... km	
16	How do you usually travel to school?	Walk Bicycle Motor Car Boat Motorbike pulling cart Motor taxi Other (specify)	1 2 3 4 5 6 7
17	How long time does it take you from home to school?	..... minutes	
18	What is your monthly salary you get from the MoEYS?	..... Riels	
19	In a normal month, do you get more money from your additional jobs than from your teaching in school?	Yes, the other jobs give more income No, my job as a primary school teacher gives more income	1 2
20	For the months that you were paid, did you receive it on time, that is at the end of the month?	Always in time Sometimes in time, Sometimes late Always late	1 2 3 4
21	If your salary payments was delayed in the last 3 months, by how many days was your salary late?	..... days	
22	Where do you receive your salary?	In school At district education office Other, specify)	1 2
23	Do you need to pay a fee for receiving your salary? How much? <If nothing needs to be paid, write “0 riels”>	..... Riels	
24	Have you ever received Do you now also receive a bonus or any other allowance from an NGO or other organization?	Yes No	1 2
25	Do most of your pupils have textbooks or not?	all have textbooks most have textbooks about half have textbooks less than half have textbooks very few or none have textbooks	1 2 3 4 5
26	For which topics are your pupils short of	Khmer	1

	textbooks? (Circle all topics that are short of text books)	Mathematics Social study Science Other, specify	2 3 4
27	Is your class sometimes affected by any of the following?		Yes / No
		Fflood	1 / 2
		Leaky roof	1 / 2
		Storm	1 / 2
		Noise from other class	1 / 2
		Noise from outside	1 / 2
28	Do you usually check children's attendance?	everyday most days occasionally check never	1 2 3 4
29	When do you <u>check</u> the pupils' attendance?	during 1st class during other classes at the end of the school day	1 2 3
30	How do you check pupils' attendance?	class plan pupils list report from the head of the class	1 2 3
31	Usually how many minutes do you spend on attendance checking?	.....minutes	
32	How many pupils are usually absent per day?	.....pupils	
33	Are boys or girls more frequently absent, or is there no difference between boys and girls?	Girls Boys Same for boys and girls	1 2 3
34	From your experience, what are the <u>main reasons</u> for children's absence from school? Circle <u>the three most important reasons</u>	Sickness No pocket money Working outside Help with housework Take care of young brother or sister Help with farming job The school is too far Natural issues (flood, rain, miserable weather) Go out with friends Lazy, do not want to go to school Busy with some events/parties/ceremonies/ marriages	1 2 4 8 16 32 64 128 256 512 1024
35	Do some children sometimes come late to school? How often does that happen?	Very frequently Frequently Rarely	1 2 3

		Very rarely	4
36	What are the main reasons of coming late? Circle the three most important reasons	The school is away from home Traffic jam No means of transport Children play with others, are lazy Busy with earning Busy with housework miserable weather Other, specify.....	1 2 4 8 16 32 64
37	What do you do when a child is late for class?	.....	
38	Does it happen that children sometimes do not participate actively in class? How frequently does that happen? Circle one response	Very frequently Frequently Rarely Very rarely	1 2 3 4
39	What are the main reasons why children sometimes do not participate actively in class? Circle the three most important reasons	The classroom or weather is too hot. The pupils do not have breakfast before coming to school/pupil is hungry They are bored with class Tired with housework Children are shy Too many pupils in one class Lesson is too difficult Distraction from or noise made by other pupils Other, specify	1 2 4 8 16 32 64 128 256
40	For the last three months, how many DAYS have you been absent from school?	..... days	
41	What are the reasons for you to be absent? (Circle the two most important reasons)	Sickness Housework Busy with farming job Flood, rain, and miserable weather Busy with earning Busy with other events/parties Other specify	1 2 4 8 16 32 64
42	During farming seasons were you absent to do the farming job?	Never Once in a while Often	1 2 3
43	Has your school given extra time off during the last harvesting season? How many days? <write “0” if no days off given>	..... days	

44	Were you teaching in school during the last occasion of Chinese New Year, Bon Kakthen, Bon Phkar, and Bon Dalien? <circle of the following codes> 1 No, school was closed 2 No, I did not come to school 3 Yes, I came to school to teach 4 Other	1 2 3 4 Chinese New Year Bon Kakthen Bon Phkar Bon Darlien	
45	Do you sometimes start your classes late?	never rarely sometimes often	1 2 3 4
46	Do you sometimes finish the official last lesson of the shift early?	never rarely sometimes often	1 2 3 4
47	When you finish the official last lesson early, how do you use the remaining time? <Circle any appropriate response>	Dismiss children so that I can do other school work Dismiss children to leave school early myself Work with children to consolidate the days ' learning (e.g. quiz, small test, homework) Work with children to have a relaxed end to the school day (sing song, jokes, tell stories)	1 2 4 8
48	Do you sometimes have to go out from class during a lesson? How often does that happen?	very often often rarely very rarely	1 2 3 4
49	What is the main reason that you have to go out from class?	administrative work have a talk with other teacher personal reasons	1 2 3 4
50	In your school, does the school bell usually ring on time?	yes no there is no bell	1 2 3
51	How long do breaks between lessons usually take?	..... minutes	
52	How often does your school use the Thursday to meet with its teachers to upgrade their teaching skills?	every Thursday in the school calendar 2-3 times a month once a month once in two months Never have meeting	1 2 3 4 5 6

53	How often do <u>you</u> attend the school's technical team of teaching meeting?	almost always more than half of the times less than half of the times Never no meetings in my school	1 2 3 4 5
54	Besides staff dev meeting day, did your school ever send you for some extra training outside?	yes no.	1 2
55	If yes, please give us details in the Table below for the last two courses that you attended		

DATE (Month-Year)	**Title/topic of Course attended**	**1 = During school holiday** **2 = during term time** ***(please circle correct answer)***
		1 Holiday 2 Term-time
		1 Holiday 2 Term-time

56	How often does your school have **administrative** meetings that you must attend?	more than one meeting per week one meeting per week 2-3 meetings per month One meeting per month Once in two months never	1 2 3 4 5
57	How often do you attend the administrative meetings?	almost always more than half of the times less than half of the times Never no meetings in my school	1 2 3 4 5
58	In your school, do classes sometimes need to be cancelled for administrative meetings that teachers should attend?	Almost always Sometimes Almost never	1 2 3
59	Do you prepare lesson plans? For most lessons?	almost every lesson more than half of my lessons less than half of my lessons none of my lessons	1 2 3 4
60	What are the main reasons why teachers sometimes do not prepare lesson plans? *<Circle the two most important reasons>*	No time Low salary Remembered Lazy to do it Busy with housework Formats for lesson plans not clear Plans difficult to prepare Busy with extra earning Busy with school work Other (specify)	1 2 4 8 16 32 64 128 256 512
61	How often do you use the library to check up information that you need for your classes?	Never once in a while often	1 2 3
62	How many times have you been observed in this school year? *If none record 0.*	__ __ times	

HRDO-KDFO-PAD-NEP Effective School Hours Study

No. _____ /S.ID

No. _____ /H

HEADMASTERS QUESTIONNAIRE FORM

Directions for Interviewer: Please follow instructions as provided in italics in the appropriate places. Emphasize that any information that the head master provides will be kept confidential.

Headmaster: _____ Sex: ____ Age: _____
Province: _____ District: _____ Commune/Khan: _____
School Name: _____ Official school code:_____
Date:_____

No	Questions	Answers	Code
	I. Personal Background		
1	How many teachers are there in your school?	Total: ..... teachers Female: ..... teachers Contract teachers: .....teachers	
2	How long have you been working in this school?	..... Years	
3	How long time have you been a head master in this or any other school?	..... Years	
4	How long have you been working in education?	..... Years	
5	What level of education have you completed?	Primary Lower Secondary Upper Secondary Teacher Training University	1 2 3 4 5
6	Have you ever attended any extra training course from MoE or PoE?	Yes No	1 2
7	If yes, please tell us which courses you attended **since the start of the school year 2003-04 (August 2003)** for example courses on School Management and Governance, Staff Management and Administration, etc. Please prompt the Headmaster whether s/he has attended the *Primary Director Training course provided by the Teacher Training Department*		

DATE (Month-Year)	**Title/topic of Course attended**

	II. STUDENTS ABSENTEEISM		
8	**Have you received any regulation/policy regarding the teachers' and the students' absenteeism from the MoEYS?**	Yes No	1 2
9	Are children absent from school very frequently, frequently, rarely or very rarely? *Circle one response*	Very frequently Frequently Rarely Very rarely	1 2 3 4
10	Do you keep records about children's attendance? *Circle one response.*	Yes No	1 2
11	Do you keep a record of reasons for students' absence from school? *Circle one response*	Yes No	1 2
12	From your experience, what are the <u>main reasons</u> for children's absence from school? *Circle <u>the three most important reasons</u>*	Sickness No money Children have to work Children help with housework Children take care of siblings They help in agricultural season School very far Floods, rain, bad weather Children go with gangs Lazy, do not want to go to school Ceremonies, marriage Other, specify	1 2 4 8 16 32 64 128 256 512 1024
13	*What can the school do to improve pupil's attendance in classes?*	……. ……. ……. …….....…… ……	
	III. CHILDREN'S LATE ARRIVAL		
14	What are the main reasons for children's late arrival? *Circle <u>the three most important reasons</u>*	Schools are very far from home Traffic No transportation Children play with others/ lazy They have to work for income They have to do housework Bad weather ***Other, specify .....***	1 2 4 8 16 32 64
	IV. TEACHER ABSENTEEISM		
15	How many days per month are teachers usually absent?	_____ days	
16	Does your school keep records about teachers' absence? *Circle one response*	Yes No	1 2
17	From your experience, what are the <u>main reasons</u> for teachers' absence from school? *Circle <u>the two most important reasons</u>.*	Sickness Housework/take care of children Planting and harvesting	1 2 4

		Floods, rain, bad weather Work for income generation Ceremonies, marriages Other, specify	8 16 32
18	What is the school policy regarding teacher absenteeism?		

19	How does the school handle <u>teachers</u> who are regularly absent or late? <*How is the school policy implemented?*>	Advice Warning Reporting Ignoring Other…….....…… …	1 2 3 4
20	How do you handle a situation in which a teacher is absent for a day?	- Director or vice-director to stand in for absent teacher - Other teacher to take care of class of absent teacher - Cancel the class Other, specify....	1 2 3
21	What can the school do to improve teachers' attendance in classes? Do you think the 15% increase in teacher salary will reduce teacher absenteeism? Explain		
	....		
	V. CLASSES START LATE		
22	In your school, do teachers sometimes start classes late? How often does that happen? *Circle one response*	Very often Often Rarely Very rarely Never	1 2 3 4 5
23	In your school, do teachers sometimes finish classes early? How often does that happen? *Circle one response*	Very often Often Rarely Very rarely Never	1 2 3 4 5
24	In your school, do teachers sometimes go out from class? How often does that happen? *Circle one response*	Very often Often Rarely Very rarely Never	1 2 3 4 5
25	What is the main reason for teachers having to go out from class? *Circle one response*	Administrative work Discussions with other teachers Personal reasons Other, specify……....	1 2 3

26	In your school, does the class bell usually ring on time?	Yes No No Bell	1 2 3
	VI. SCHOOL PLAN		
27	Does your school have a school improvement/development plan?	Yes No	1 2
	VII. SCHOOL CALENDAR		
28	Was your school closed during the rice harvesting season in <*refer to the months of the last rice harvesting season in the area, e.g. Dec04/Jan05*>*? For how many days* Write zero if no school closure>	..... days	

29	which percentage of pupils do you think did not come to school on average over the last rice harvesting season in <*state same months as above*>?	…….per cent		
30	When did the school start the current academic year?	Date: ..... Month:		
31	Was your school open or closed on the last special days in the annual calendar?		Open	Closed
		Chinese New Year	1	2
		Bon Kakthen	1	2
		Bon Phkar	1	2
		Bon Dalien	1	2
		Other, specify ……....		
32	Did your entire school close for participating in or organizing the annual school sports day last year? For how many days?	.....days		
	VIII. STAFF DEVELOPMENT			
33	Does your school use Thursday as the staff development day? If yes, how often?	Every Thursday 2-3 time a month Almost never Never have meeting		1 2 3 4
34	How many of your teaching staff usually do not come to the Thursdays meeting?	……. . teachers		
35	The Ministry has a new plan for the utilization of the Thursday. They would like to spend Thursday morning to teach pupils Life Skills. And to spend the Thursday afternoon to do upgrading of your teaching staff. ***Have you heard about this plan?***	Yes No		1 2
36	**<Interviewer:** Only if the Head master has heard of the plan, please ask: "What do you think of this plan", and record the answer that he spontaneously gives in the space below> ***What do you think of the plan?***			

	.....		
37	During last school year 2003-04, how often was your school offered places by the Ministry to attend any training for your teaching staff?		*……times*

38	How often do you organize administrative meetings that need to be attended by your teachers every month? *<Note: this should **not** include staff development meetings!>*		……times
39	At what time do you usually organize these meetings?	Most meetings are inside teaching hours Most meetings are outside teaching hours Other, specify	1 2
	IX. CURRICULUM IN YOUR SCHOOL		
40	*<Officially the Ministry of education prescribes that every primary school student should receive 25 lessons every school week in core subjects and 2-5 lessons in life skill topics. <We also know that many school can not meet this target>* How many lessons/hours on average do the pupils in your school receive during a normal school week?	.....Core Topics Lessons .....Life skill Lessons	
	X. TEACHING MATERIALS		
41	How do you get the bulk of the textbooks for your school?	Provided by MoEYS Purchased from own PAP funds *Other, specify..*	1 2
42	Are there sufficient textbooks supply in your school?	Sufficient Not sufficient	1 2
43	Is the books' supply situation the same for all topics or are books for certain topics more problematic than others? Which topics are problematic? *<more than 1 answer allowed>*	About the same for all topics Problematic for Khmer Problematic for Maths Problematic for Social Studies Problematic for Science	1 2 3 4 5
44	Are you satisfied with the supply of teacher handbooks/manuals that help your teachers prepare their lessons easily?	Supply very satisfactory Supply satisfactory Supply difficult Supply extremely difficult	
	XI. TEACHING METHODS		
45	Would you say that the quality level of teaching in your school has improved over the two years?	Yes, it has improved It has slightly improved The same/stay still No, has become worse	1 2 3 4

46	What are the reasons for the change that you have perceived in quality of teaching in the last years in your school?	
	.....	
	XII. INSPECTION	
47	**When was your school last visited by the provincial- or district Inspectorate of Education office?**	..... ago

48	What did the inspectors particularly interested in during this last visit?	Check staff absenteeism Check students' absenteeism Check the work process in school *Check teachers' teaching methodology* Other, specify…….....……	1 2 4 8
49	Did you get comments and suggestions from the inspectors about how to improve the teaching and learning in your school?	**Yes** **No**	1 2
50	If you got comments and suggestions, were those comments useful?	very useful useful not so useful not useful at all	1 2 3 4
51	Do you sometimes observe classes in school? How often?	.....…….times per month	
52	What are you particularly interested in when you do a class inspection?	Check staff absenteeism Check students' absenteeism Check the work process in school *Teachers' teaching methodology* Other, specify.....	1 2 4 8

We are very grateful for talking to us and answering so many questions. Thank you. To do our work very well it would help us if we could consult some of administrative records.

B1	School time table		1 Yes 0 No
B2	School development plan	Qst 27	1 Yes 0 No
B3	Teacher absenteeism	Qst 16	1 Yes 0 No
B4	Lessons by grade and topic		1 Yes 0 No

63	If you got observed, did you get feedback from observers about how to improve your classes? Are those comments useful? *Circle one response*	Comments are useful Comments are not very useful Teachers do not get feedback	1 2 3
64	Do you usually finish the ministry's curriculum in time?	Khmer yes no Social studies yes/no Science yes/no	1 2 3

		Mathematics yes/no	4
65	Do you usually skip some less important lessons after the second semester exam?	Yes No	1 2
66	Do you cancel more classes after the second semester exam has been held than in 'normal' months?	More classes are cancelled than a normal month The same as the other normal months	1 2

HRDO-KDFO-PAD-NEP Effective School Hours Study No. ____ /S

SCHOOL QUESTIONNAIRE FORM/ SPOTCHECK FORM

Name School:	School ID *(from EMIS-list):*
Province: _____	District: _____
Commune/Khan: _____	Date: _____

A. BY OBSERVATION:

A1. SIZE OF SCHOOL

Qst no	TYPE OF BUILDING	Write number in this column
1	Total Number of School Buildings (irrespective of building material or state of repair)	
2	Classrooms	
3	Staff rooms	
4	Libraries	
5	Administrative offices	
6	Other, specify	
	Other, specify	

A2. CONDITION OF SCHOOL PREMISES AND FACILITIES

7	***Toilets***	*Describe in space below*: Total number of toilets; toilets locked/not locked; hygienic/not hygienic; separate toilets for girls/staff?
8	**Drinking water**	*Describe in space below:* Is it available? If yes, describe where and what kind of container and how hygienic
9	**School yard/Play ground**	(How well cared for? Is there litter around? Is there a ground for children to entertain themselves during break-time? Is their shade to protect against the heat? Is the yard used a lot by children at break-time?

10	**Library**	*Describe in space below:* Is there a library? Is the library in a separate room, or is library also used as classroom? Is the library well-stocked with textbooks/ teaching materials? At the time of observing, was it used by pupils? By staff?
11	***Condition classrooms***	Describe how many classrooms have: • windows and doors that can protect against strong winds; • roof that keeps rain out or are roofs of. non-permanent roofing material like grass, leaves; or permanent roofing material (tiles or plastic or iron sheets) in poor repair
12	***Bell***	Please describe briefly what happens at the end of a lesson or a break. Does the bell ring in time. Who is in charge? Does the school seem to respond to the bell, e.g. do you see many pupils coming out of the classrooms immediately after the bell? Do children go back to class immediately after the break?

A3. TEXTBOOKS IN DIFFERENT LOCATIONS

1 Textbooks in Storeroom *<Describe how many textbooks (by topic, number of copies are stored). If possible, try to find out why they are stored and not in use. Write your answer in space below*
2 Library *<Describe how many textbooks (topic, number of copies) are found in the library on the shelves). Check with the 'librarian' how many textbooks are issued to pupils or teachers. Use space below to write down your observations, use additional paper if needed. >*

3 Textbooks in Classrooms *<Instructions: Visit all classrooms during one lesson period. Record grade and subject taught below and in the right column indicate what percentage of the students have access to textbooks. If2 students in one bench share one book, circle 3, etc.*	
1 all have textbooks (90-100%) 2 most have textbooks (60-90%) 3 about half have textbooks (40-60%) 4 less than half have textbooks (10-40%) 5 very few or none have textbooks <10%.	
Class room 1, grade ..., subject	Circle 1 2 3 4 or 5
Class room 1, grade ..., subject	Circle 1 2 3 4 or 5
Class room 1, grade ..., subject	Circle 1 2 3 4 or 5
Class room 2, grade ..., subject	Circle 1 2 3 4 or 5
Class room 3, grade ..., subject	Circle 1 2 3 4 or 5
Class room 4, grade ..., subject	Circle 1 2 3 4 or 5
Class room 5, grade ..., subject	Circle 1 2 3 4 or 5
Class room 6, grade ..., subject	Circle 1 2 3 4 or 5
Class room 7, grade ..., subject	Circle 1 2 3 4 or 5
Class room 8, grade ..., subject	Circle 1 2 3 4 or 5
Class room 9, grade ..., subject	Circle 1 2 3 4 or 5
Class room 10, grade ..., subject	Circle 1 2 3 4 or 5
Class room 11, grade ..., subject	Circle 1 2 3 4 or 5
Class room 12, grade ..., subject	Circle 1 2 3 4 or 5
Class room 13, grade ..., subject	Circle 1 2 3 4 or 5
Class room 14, grade ..., subject	Circle 1 2 3 4 or 5
Class room 15, grade ....., subject	Circle 1 2 3 4 or 5

B. FROM ADMINISTRATIVE RECORDS

B1 SCHOOL TIME TABLE: Number of shifts, number of lessons per shift; starting and finishing time of lessons and breaks

Instructions: If there is no break between two lessons, please put an "X" in the table cells

SHIFT 1	start	end	SHIFT 2	start	end	SHIFT 3	start	end
Lesson 1			**Lesson 1**			**Lesson 1**		
Break			Break			Break		
Lesson 2			**Lesson 2**			**Lesson 2**		
Break			Break			Break		
Lesson 3			**Lesson 3**			**Lesson 3**		
Break			Break			Break		
Lesson 4			**Lesson 4**			**Lesson 4**		
Break			Break			Break		
Lesson 5			**Lesson 5**			**Lesson 5**		
Break			Break			Break		
Lesson 6			**Lesson 6**			**Lesson 6**		
Break			Break			Break		
Lesson 7			**Lesson 7**			Lesson 7		
Break			Break			Break		
Lesson 8			Lesson 8			Lesson 8		

B2 Summary of topics in school development plan.

From the school plan of which the school director gave you permission to take a copy, please list all the topics that are covered in the plan. Try and find out whether plan was implemented

N0	**DESCRIPTION OF ITEMS IN LAST YEAR's SCHOOL PLAN**	**IMPLEMENTED (ask Headmaster at 2nd visit to school)** **0 not at all** **1 partly** **2 almost entirely**
1		0 1 2
2		0 1 2
3		0 1 2
4		0 1 2
5		0 1 2
6		0 1 2
7		0 1 2
8		0 1 2
9		0 1 2
10		0 1 2
11		0 1 2
12		0 1 2

B4 RECORD OF TEACHER ABSENTEEISM IN PRIMARY SCHOOL FOR JANUARY 2005 AND DECEMBER 2004

DATE	# absent	DATE	# absent	DATE	# absent	DATE	# absent
January		**January**		**January**		**January**	
29		22		15		8	
28		21		14		7 PH	
27		20		13		6	
26		19		12		5	
25		18		11		4	
24		17		10		3	
Total Week 4		**Total Week 3**		**Total Week 2**		**Total Week 1**	
December		**December**		**December**		**December**	
PH		25		18		11	
31		24		17		10 PH	
30		23		16		9	
29		22		15		8	
28		21		14		7	
27		20		13		6	
Total Week 52		**Total Week 51**		**Total Week 50**		**Total Week 49**	

PH = Public Holiday

B5 NUMBER OF LESSONS BY GRADE AND TOPIC

TOPIC	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Khmer language						
Social Studies						
Mathematics						
Science						
Physical Education						
Foreign Languages						
Art Education						
Life Skills						
Library						
Other, specify.....						
TOTAL for all topics						

20	Do you ever attend extra classes *If no skip to question 24.*	Yes No	1 2
21	What subjects do you study in extra class? *Choose the subjects you study.*	Khmer language Social study Mathematics Science	1 2 3 4
22	How much do you spend for your extra classes?	…….. Riels	
23	What do you usually do on Thursdays?	Have class Labor day Stay home Other, specify.	1 2 3 4
24	How many times were you absent in January?	……. Times	
25	Why were you absent?	Ill No pocket money Help with housework Other, specify	1 2 3 4
26	How many times was your teacher late for class?	……. Times	
27	How much do you spend in a day for schooling, including everything; food, transport, any fees for teachers or handouts etc?	…….. Riels	
28	Does your teacher sometimes sell lesson handouts?	Yes No	1 2
29	Have you had difficulty paying the teacher for hand-outs or other fees in the last year?	Yes No	1 2
30	If YES, have you ever had to miss classes because you could not pay the teacher for handouts or other fees?	Yes No	1 2
31	Do you think you get less attention from your teacher because you could not pay the teacher for handouts or other fees?	Yes No	1 2
V ABSENTEEISM FROM CLASS DUE TO SPECIAL EVENTS			
32	**Have you missed a school day in the last year because your teacher had to attend the ceremonies like the marriage, funeral, and sickness etc.)**	Yes No	1 2
33	Has your teacher ever asked you to help him during farming seasons on his farm on school days?	Yes No	1 2
34	**Has your school ever joined in with doing labor in public places?)**	Yes No	1 2
35	Usually when there is delegation visiting your district/commune, does your school attend this occasion?	Yes No	1 2
36	Where does your school join in the annual sport event?	In the school In other school	1 2
37	During the last rainy season, has your school ever closed because of flood? how many days?	……. Days	

ATTACHMENT C TABLES

APPENDIX TABLES

C1: Personal and family characteristics of teachers, by locality and province
C2: Economic characteristics, status and workloads of teachers, by locality and province
C3: Personal, family and economic characteristics of pupils, by urban, rural and remote areas

PERSONAL AND FAMILY CHARACTERISTICS OF TEACHERS, BY LOCALITY AND PROVINCE

Qst #	Variable	**Answer**	**Urban n=211**	**Rural n=286**	**Remote n=77**	**TOTAL n=594**	**X^2 [1]**	**Bantey Manchey n= 200**	**Kpg Thom n=89**	**Kpg Cham n=305**	**Total n=594**	**X^2 [1]**
PERSONAL CHARACTERISTICS												
	Age	% younger than 35	54.9	59.9	55.8	57.5		[3]	[3]	[3]	[3]	
	Sex	% female	59.6	44.8	18.2	46.7	39.89					
T1	**Marital status**	% never married	25.4	22.7	14.3	22.6		22.5	30.8	19.3	22.1	20.05
T3	**Head of family?**	Yes	59.9	60.6	**79.2** [2]	62.8	10.26					
T6	**Level of education**	% with lower secondary or below	27.2	44.3	63.1	40.5	44.61					
T16	**Means of transport going to work**	Motorbike	39.0	17.8	13.0	25.0	96.57	12.0	53.8	26.2	25.7	119.58
		Bicycle	14.9	43.4	57.1	38.4		28.0	33.0	46.2	38.1	
		Walk	19.2	36.0	29.9	29.0		42.5	12.1	24.9	28.9	
T17	Time needed to get to school in minutes	> 15 minutes	24.4	47.6	35.1	37.3	29.21					
FAMILY CHARACTERISTICS												
T2	Average number of family members		5.09	5.40	6.00	5.38		4.88	6.02	5.55	5.38	
T4	Average number of other income earners in family	None	44.1	52.8	64.9	51.2		62.0	49.5	42.3	50.0	31.41
T5	Exceptional circumstances	YES	63.8	76.6	72.7	71.4	9.75	62.0	70.3	76.7	70.8	12.68
	- Family death	Yes	13.2	9.6	16.1	11.7						
	- *Chronic Illness*	Yes	10.3	23.7	25.0	19.5	10.95					
	- *Bad health? Whose?*	Yes	63.2	48.9	51.8	54.0		48.4	71.9	51.7	53.8	10.29

Note 1: The value for the Pearson's X^2 is only given if there is a significant difference at the 99% confidence level
Note 2: Statistics shown in bold are particularly striking and cause the identified statistical significance. See text
Note 3: Data by province only shown if there is a statistically significant difference

ECONOMIC CHARACTERISTICS, STATUS AND WORKLOADS OF TEACHERS, BY LOCALITY AND PROVINCE												
Qst #	Variable	Answer	Urban n=211	**Rural** **n=286**	**Remote** **n=77**	**TOTAL** **n=594**	$X^{2\ 1}$	**Bantey Manchey n= 200**	**Kpg Thom n=89**	**Kpg Cham n=305**	**Total n=594**	$X^{2\ 1}$
ECONOMIC CHARACTERISTICS												
T18	Gross salary in Riel per month	Average	R115900	R112200	R114600	R113900						
T19	Additional income > teacher salary	YES	41.1	39.3	38.7	39.9						
T24	Bonuses from NGOs?	Yes	19.3	3.2	2.7	9.1	42.83	0.5	50.0	2.0	8.8	225.36
T21	Delay receiving salary in days	> 21 days	22.1	56.6	37.7	41.3	66.25	38.0	23.1	49.5	41.6	117.95
T22	Where is salary paid?	Distric off of Educ	82.6	77.5	93.5	81.6	44.43	97.0	80.2	71.1	81.2	71.90
T23	How many riels do you need to pay to receive your salary	> 4000	27.7	40.6	3.9	30.9	64.38					
TEACHER STATUS AND WORKLOAD												
T6	Level of education	% Lower Sec Sch	25.8	38.9	61.8	37.1	43.5					
		%Teacher Training	62.4	50.5	31.6	52.4						
T7	Worked in primary education since...	16+ years	39.0	37.4	28.6	36.8	20.48	28.5	36.3	42.3	36.7	**31.86**
		< 5 years	15.0	24.8	20.8	20.7		19.0	24.2	20.3	20.5	
T8	Worked in this school since	16+ years	19.2	30.8	24.7	25.7		16.0	20.9	33.4	25.7	**34.86**
		< 5 years	21.1	26.9	26.0	24.7		23.0	34.1	22.6	24.5	
T9	State or contract teacher	% contract teachers	0.5	7.0	14.5	5.6	23.01	3.0	0.0	8.6	5.4	13.48
T12	% of teachers teaching more than 26 lessons in a week	26 or more	**6.1**	31.1	28.6	21.5	67.22	10.0	15.4	35.7	24.0	59.26
T14	Number of pupils in the class	Average class size	43	47	46	45		47	41	46	45	

Note 1: The value for the Pearson's X^2 is only given if there is a significant difference at the 99% confidence level
Note 2: Statistics shown in bold are particularly striking and causing the identified statistical significance. See text
Note 3: Data by province only shown if there is a statistically significant difference

PERSONAL, FAMILY AND ECONOMIC CHARACTERISTICS OF PUPILS, BY URBAN, RURAL AND REMOTE AREAS							
Qst #	**Variable**	**Answer**	**Urban**	**Rural**	**Remote**	**TOTAL**	**X^2 [1]**
PERSONAL AND FAMILY CHARACTERISTICS							
	Sex	% female	48.5	47.6	52.8	49.1	insig
P11	Your health	%Good (> normal)	30.1	32.1	24.5	29.7	insig
P4	Means of transport going to school	% walking	57.1	67.8	62.0	64.2	insig
		% Bicycle	40.5	31.4	35.2	34.1	insig
P5	Time needed to get to school	% > 15 minutes	18.4	30.7	30.6	28.3	insig
		Average in	12.76	14.05	14.70	13.97	insig
P1	Family size	% > 6 members	49.1	50.0	57.9	51.9	insig
		Average family	6.7	6.8	7.2	6.9	insig
P2a	Father present in family	% No	14.1	13.6	13.9	13.8	insig
P2b	Mother present in family	% No	8.6	7.9	4.6	7.2	insig
P2c	Grandmother present?	% Yes	22.1	24.6	23.1	23.7	insig
P9	Help family before school?	% Yes	93.9	95.9	97.7	95.8	insig
P3	Chronic Illness in family?	% Yes	25.8	28.9	28.2	28.1	insig
ECONOMIC CHARACTERISTICS							
P7	Job father	% Farmer	50.3	66.4	58.8	61.3	
P7	Job father	% Farmer	50.3	66.4	58.8	61.3	
		% Father died	9.8	9.4	9.7	9.6	
P8	Job mother	% Farmer	55.2	70.6	61.6	65.3	
		% Mother died	4.9	4.2	4.2	4.3	
P12	How much pocket money?	Nothing- R100	12.3%	34.6%	26.4%	28.1%	50.444
		R101-R200	31.3%	33.3%	22.7%	30.2%	
		> R200	56.4%	32.0%	50.9%	41.7%	
P27	How many Riels needed for school expenses per day	Nothing- R100	15.3%	31.2%	24.1%	26.3%	55.010
		R101-200	19.6%	30.8%	17.1%	25.1%	
		R201-500	47.2%	28.8%	37.5%	34.7%	
		> R500	17.8%	9.2%	21.3%	14.0%	
P22	Fee for extra class	Nothing	44.4%	54.8%	50.0%	51.2%	insig
		1-200	27.8%	19.8%	21.8%	22.0%	
		> R200	27.8%	25.4%	28.2%	26.8%	