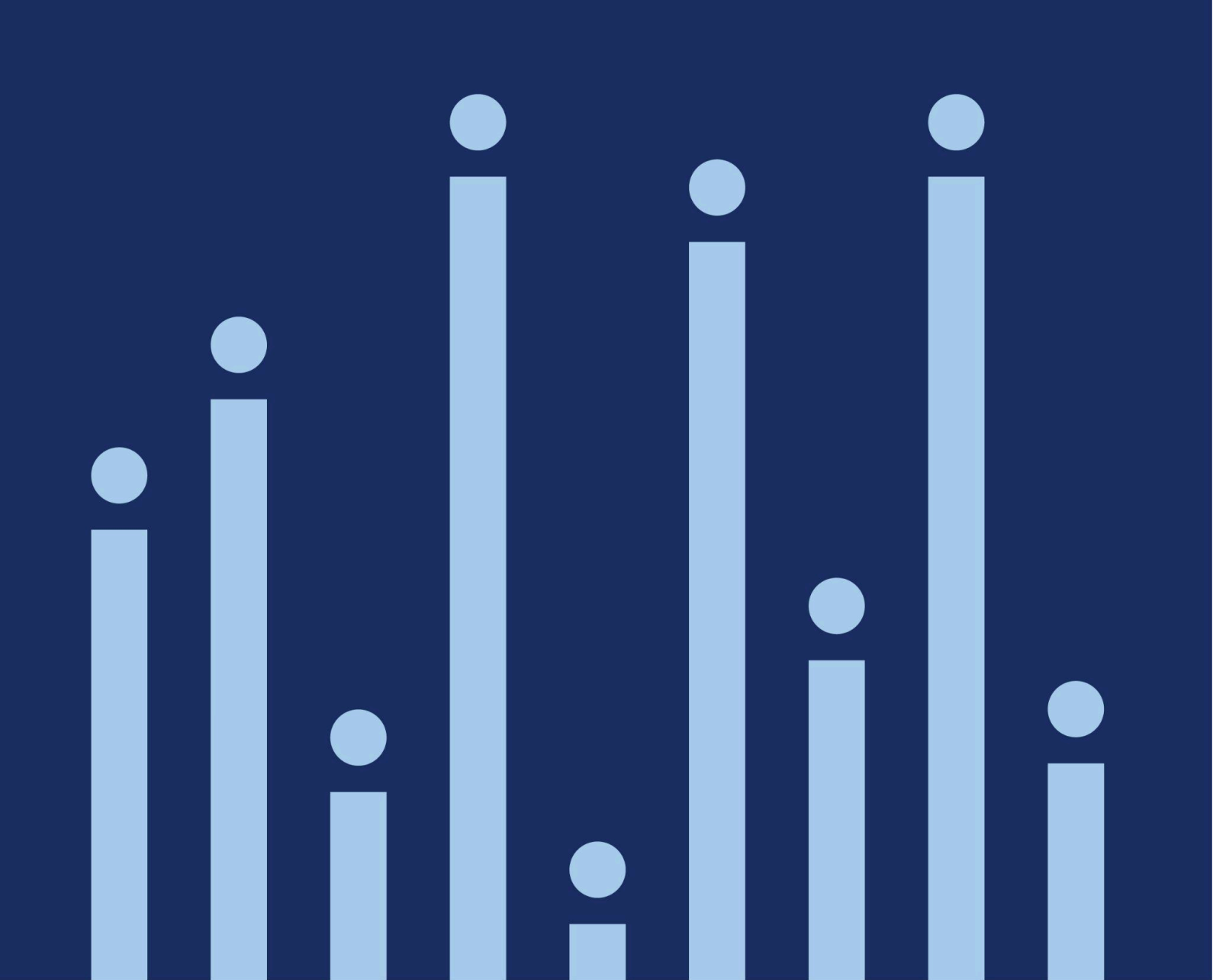




Process Evaluation of Cambodia's Early Grade Learning Program

Recommendations for Program
Improvement

IDinsight

**Process Evaluation of Cambodia's Early Grade Learning
Program: Recommendations for Program Improvement**

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Authors

Mia Jeong: mia.jeong@idinsight.org

Crystal Huang: crystal.huang@idinsight.org

Mikka Hipol: mikka.hipol@idinsight.org

Apurva Bhatnagar: apurva.bhatnagar@idinsight.org

Madison Hurst: madison.hurst@gmail.com

Linh Vo: linh.vo@idinsight.org

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List of Acronyms

EGLP	Early Grade Learning Program
EGM	Early Grade Math
EGR	Early Grade Reading
FGD	Focus Group Discussion
GPE	Global Partnership for Education
IPEA	Inclusive Primary Education Activity
KII	Key Informant Interview
MoEYS	Ministry of Education Youth and Sport
RTI	Research Triangle Institute
SBM	School Based Mentors
ToC	Theory of Change
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VVOB	Flemish Association for Development Cooperation and Technical Assistance

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Executive Summary

The Early Grade Learning Program (EGLP) in Cambodia aims to address critical learning deficits in primary education, particularly in literacy and numeracy among students in grades 1 to 3. The program includes a comprehensive package of curriculum, teacher training, mentorship, and new teaching materials, supported by a coalition of partners including USAID, UNESCO, and RTI. Initially piloted in Kampong Thom and Siem Reap in 2018-2019, the program has expanded to 24 provinces, with plans for nationwide coverage. This strategic expansion aims to enhance foundational math and literacy skills, leveraging tailored implementation to suit diverse educational contexts across Cambodia.

IDinsight conducted a process evaluation to highlight how the EGLP contributes to improved student learning outcomes and provides insights into operational challenges, offering actionable recommendations for the sustainable and effective scaling of the EGLP across all provinces. The study employed a mixed-method approach, combining quantitative and qualitative data collection. The quantitative component involved an online survey distributed via Telegram to all EGLP teachers across Cambodia, achieving a 34.1% response rate, with 7,641 responses analyzed. Data were weighted to ensure representativeness by province and gender. Qualitative data were collected through key informant interviews (KIIs) and focus group discussions (FGDs) in five provinces, representing varied educational contexts.

The evaluation findings shows that the EGLP made notable contributions to enhancing student engagement and learning outcomes, thanks to its

student-centered curriculum and effective pedagogical strategies. Teachers have effectively adapted to the interactive teaching methods, and the mentorship program has been widely appreciated for providing valuable support and feedback. Moreover, the introduction of new teaching materials and comprehensive teacher training programs has been positively received, with most teachers acquiring new skills and expressing satisfaction with the trainings. Stakeholders, including parents, recognize the program's benefits, noting improved student engagement and the potential for enhanced literacy and numeracy skills among early grade learners.

Despite these successes, the EGLP faces several challenges that need to be addressed for sustained impact and growth. Teachers report difficulties in time management, implementing extensive activities, and accessing sufficient teaching materials, particularly in under-resourced areas. The mentorship program requires more mentors, better selection processes, and stronger incentives to maintain effectiveness. Parental engagement remains inconsistent, with many parents lacking a clear understanding of the program and facing barriers to support their children's learning, such as language and literacy issues. Furthermore, monitoring and coordination efforts are hindered by resource constraints and inconsistent use of data management tools like Kobo, which limits comprehensive and effective program oversight. Addressing these challenges through targeted interventions and resource allocation will be crucial for the continued success and expansion of the EGLP.

Key Findings

Teacher training

Teacher training is a critical component of the EGLP, equipping teachers to effectively implement curriculum and materials. Teachers have expressed strong satisfaction with training quality (96%), with 99.2% acquiring new skills. However, 19.6% of reading teachers and 24.3% of math teachers faced attendance difficulties due to distance, insufficient budget, and time constraints. Some teachers (5.2% for reading and 1.3% for math) taught the curriculum without attending training, particularly contract, new, and returning teachers. While teachers generally praised the training content, issues such as rushed sessions, language barriers, and difficulties in retention were also noted, particularly by math teachers. Only 57% of teachers attended refresher sessions due to availability issues, signaling demand for more opportunities.

Classroom implementation

The EGLP package has had a positive impact on student engagement and learning, and has been positively received by teachers. Teachers have adapted to the new interactive methods, incorporating structured activities to enhance student participation and comprehension. Through a more accessible and student-centered curriculum and materials, EGLP has reportedly significantly increased student engagement and learning outcomes. The main challenges for teachers lie in time management and implementing extensive activities and utilizing teacher guides within class duration. Access to student materials remains a significant challenge: over 40% of teachers noted a lack of sufficient materials due to factors such as limited supply, affordability issues, and increased class sizes.

Student engagement

Many respondents highlighted the importance of ensuring that all students have access to these materials to maximize engagement and improve literacy and numeracy skills. However, the primary barriers to student engagement are challenges external to the EGLP itself. These include issues like seasonal migration for work, which affects student attendance, and language barriers, especially in regions like Tboung Khmum and Steung Treng, where many students speak a language other than Khmer at home. Such challenges make it difficult for students to engage fully with the curriculum, indicating a need for tailored support and flexible learning resources to accommodate these circumstances.

Parental engagement

Teachers have actively attempted to involve parents in supporting student learning through various methods, such as meeting parents, using study progress books, and creating communication groups via platforms such as Telegram. However, the actual level of parental involvement varies widely. About 80% of teachers indicated that parents were only "somewhat involved" in their children's learning, with communication often being infrequent and inconsistent. Many parents do not appear to fully understand the goals and objectives of EGLP beyond the use of student workbooks. While parents appreciate the workbooks for their engaging visuals and exercises, they face challenges such as unfamiliar teaching methods, literacy issues, and language barriers in regions where Khmer is not the primary language. These obstacles hinder their ability to effectively support their children's learning at home.

Mentoring

The mentorship program has received generally positive feedback from teachers, who valued the constructive feedback and support from their mentors. However, challenges persist, such as the need for a greater number of mentors and more involvement in the mentor selection process. A noticeable gap exists between subjects, with 67.7% of EGM teachers having mentors compared to 89.3% of EGR teachers. Due to mentor shortages, some SBMs need to travel across districts, exacerbating time demands and travel costs. Mentor incentives remain insufficient, affecting their ability to cover associated costs and potentially impacting their motivation. Master Mentors, who are often education officers, face challenges in time management but are observed to enhance the effectiveness of mentorship sessions significantly when present.

Monitoring and coordination

Interviewed education officials acknowledge that EGLP has had positive impacts on student engagement and teachers' professional development, yet face challenges in effectively monitoring and supporting its implementation. School directors often struggle to balance their administrative duties with the additional responsibilities of EGLP monitoring and support, which limits their effectiveness. Education officers and school directors experience funding and resource limitations, including delayed or denied approval for EGLP travel budgets. Moreover, the use of Kobo, a system designed to streamline monitoring, is inconsistent across stakeholders due to a lack of awareness and technical issues.

Recommendations

The study has identified areas where EGLP stakeholders could benefit from additional support to enhance implementation and effectively scale the program. Within each process area, recommendations have been discussed to address the results of the KIIs, FGDs and online teacher survey.

Provision of additional resources

1. **Improving resource distribution:** Ensure all classrooms, especially in rural areas, have adequate EGLP materials by prioritizing distribution to under-resourced areas, and providing targeted support to vulnerable

students. Encourage school directors to allocate school funds to purchase workbooks for low-income students, and resupply student learning materials as needed.

2. **Allocating budget for monitoring visits:** Some education officers expressed challenges faced when requesting budget from the District Administration Officer to conduct EGLP monitoring and school visits. MoEYS could consider allocating additional budget for these purposes to ensure these meetings are completed as needed.
3. **Adjusting mentor allowance:** Some mentors must travel to other schools to provide mentoring for other teachers. Consider adjusting mentor allowance based on travel distance/cost to ensure mentors are correctly compensated for their time.
4. **Expanding mentor availability:** Increase the number of mentors to ensure that all teachers have access to mentorship, especially at schools with fewer teachers. Consider utilizing dedicated mentors whose primary responsibility is mentoring teachers at the cluster level in more areas with fewer teachers eligible to become mentors.

Stakeholder engagement

1. **Enhancing communication:** Develop clear, consistent communication strategies to better inform parents about EGLP, emphasizing its benefits beyond just "new workbooks." Use multiple channels, including telegram groups, phone, study progress book and community meetings, to reach all parents.
2. **Strengthening parental engagement:** Strengthen efforts to involve parents in their children's education, especially in rural areas, by equipping them to support learning at home.
3. **Improving mentor engagement:** Ensure mentor roles are assigned with consultation and provide additional training for effective support.
4. **Offering refresher training for mentors:** Re-engage mentors through refresher trainings built on feedback received from mentors on their experiences and challenges in the program.
5. **Focusing efforts on engaging contract teachers:** Given the large number of contract teachers employed in grade one, two, and three teaching throughout Cambodia, MoEYS may consider how to engage these teachers within EGLP. Address issues specific to contract teachers, such as adjusting their hiring schedule to allow for training attendance.

Capacity building

1. **Making training more accessible and inclusive:** Consider including

training materials within EGLP to support teachers whose students are not all primarily Khmer speakers. Increasing accessibility to training through localization.

2. **Providing continuous opportunities for professional development:** Implement regular follow-up sessions and refresher courses to reinforce training content and ensure teachers feel prepared to apply new techniques.
3. **Supporting teachers with time management:** Provide strategies to help teachers integrate new content effectively without feeling overwhelmed.
4. **Provide additional instructions to teachers and school directors on how to engage parents in EGLP:** Develop and equip schools with comprehensive and inclusive guidance on how to better inform and engage parents.
5. **Facilitating use of Kobo:** Provide additional trainings and clear guidelines to resolve technical issues and increase Kobo adoption among all stakeholders.

Introduction

Project Background

In Cambodia, 59 percent of children are not proficient in reading, writing, and math by the end of primary education.¹ Poor, rural primary school students have particularly low learning outcomes. Notably, despite persisting gender norms and expectations that disadvantage girls, girls perform better than boys.² Learning deficits are built up in the early grades of primary education – grades 1, 2, and 3 – and increase year-on-year. By the end of grade 3, the average learner can only correctly answer 40% of the grade-3 level test questions in mathematics, and nearly 25 percent of children in Grade 3 cannot write a single word in a dictation test. Outcomes are particularly worrisome in mathematics: except for geometry (57%), percent scores remain well below 50% across all math content areas.³

Having identified early grade learning outcomes as a priority development outcome, the Ministry of Education, Youth and Sport (MoEYS) designed and implemented new Early Grade Learning packages for Math and Reading. These packages were aimed at improving children's literacy and numeracy skills through a comprehensive new curriculum and improved pedagogical training for teachers. Key program components include teacher training, mentorship, monitoring, and new teaching and learning materials to equip grade 1, 2, and 3

¹ The World Bank. (2020). Concept note for a Cambodia General Education Improvement Project.

² UNICEF & SEAMEO. (2020). SEA-PLM 2019 Main Regional Report: Children's learning in 6 Southeast Asian countries. Bangkok, Thailand: United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.

³ Cambodia National Assessment for Grade 3 Performance. (2020). As performed by the Cambodian National Government

teachers and improve foundational math and literacy skills among young learners.

MoEYS conducted a pilot of the program in Kampong Thom and Siem Reap during the 2018-2019 school year and has since expanded it to 24 provinces, with the support of various development organizations and funders. These partners include: the Research Triangle Institute (RTI), Inclusive Primary Education Activity (IPEA), Capacity Development. Partnership Fund (CDPF), Flemish Association for Development Cooperation and Technical Assistance (VVOB), United States Agency for International Development (USAID), United Nations Educational, Scientific and Cultural Organization (UNESCO), and Global Partnership for Education (GPE).

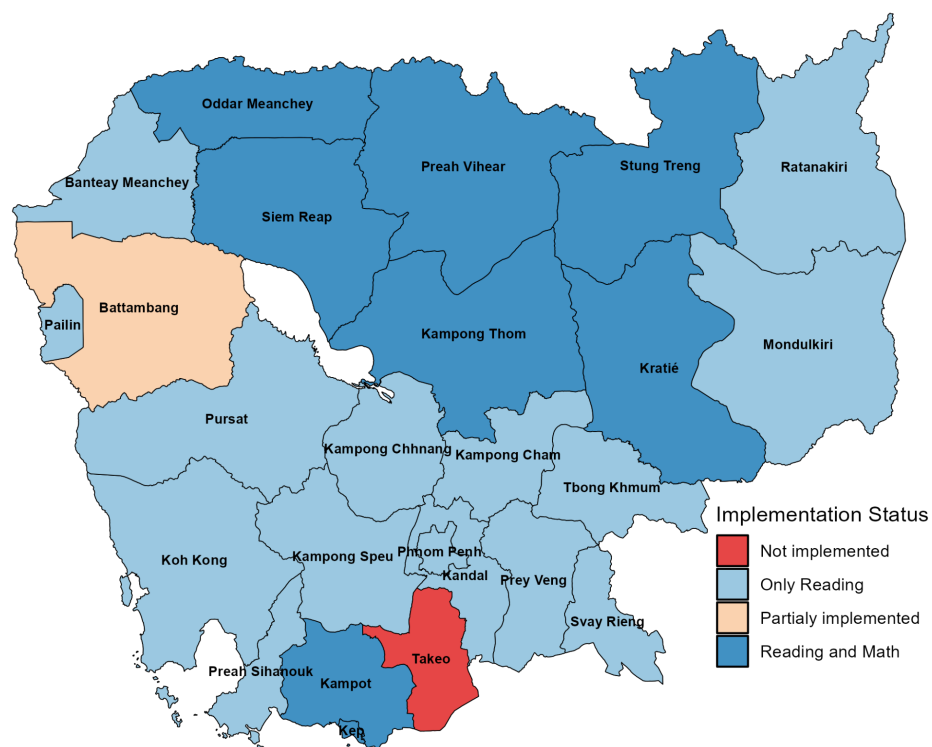
Table 1. List of implementing partners and locations

Program	Funder	Number of Provinces	Location
Early Grade Reading (EGR) Grade 1	USAID through ACR/RTI	3	Kampong Thom, Kampot, Kep
	GPE3 through UNESCO	5	Siem Reap, Kratie/Kracheh, Steung Treng, Preah Vihear, Oddar Meanchey
	CDPF	8	Preah Sihanouk, Koh Kong, Pailin, Banteay Meanchey, Kampong Speu, Ratanakiri, Pursat, Mondulkiri
	IPEA/RTI	3	Prey Veng, Svay Rieng, Kampong Chhnang
	Government-funded	3	Phnom Penh City, Kandal, Tbong Khmum
EGR Grade 2	USAID through ACR/RTI	3	Kampong Thom, Kampot, Kep
	GPE3 through UNESCO	5	Siem Reap, Kratie/Kracheh, Steung Treng, Preah Vihear, Oddar Meanchey
	CDPF	8	Preah Sihanouk, Koh Kong, Pailin, Banteay Meanchey, Kampong Speu, Ratanakiri, Pursat, Mondulkiri
	IPEA/RTI	3	Prey Veang, Svay Rieng, Kampong Chhnang
EGR Grade 3	IPEA/RTI	1	Kampong Chhnang

Program	Funder	Number of Provinces	Location
Early Grade Math (EGM) Grade 1	GPE3 through UNESCO	5	Siem Reap, Kratie/Kracheh, Steung Treng, Preah Vihear, Oddar Meanchey
	SMILE/VVOB project	3	Kampong Thom, Kampot, Kep
EGM Grade 2	GPE3 through UNESCO	5	Siem Reap, Kratie/Kracheh, Steung Treng, Preah Vihear, Oddar Meanchey
	SMILE/VVOB project	1	Kampong Thom

As shown in Table 1, the EGLP covers a broad range of provinces with different implementing partners, ensuring that the program reaches diverse contexts and implementation needs across Cambodia. MoEYS plans to scale the program to all provinces in Cambodia and to cover remaining grade levels and subjects in the coming years. While previous evaluations have demonstrated the program's positive impact on key student learning outcomes, there was a critical need to examine the processes behind these varied implementations. This process evaluation was conducted to understand how the program is being implemented on the ground, identify operational challenges, and uncover areas where adjustments can enhance effectiveness. It aimed to assess the strengths and weaknesses of current implementation practices and provide actionable recommendations to support the sustainable and efficient expansion of the program nationwide.

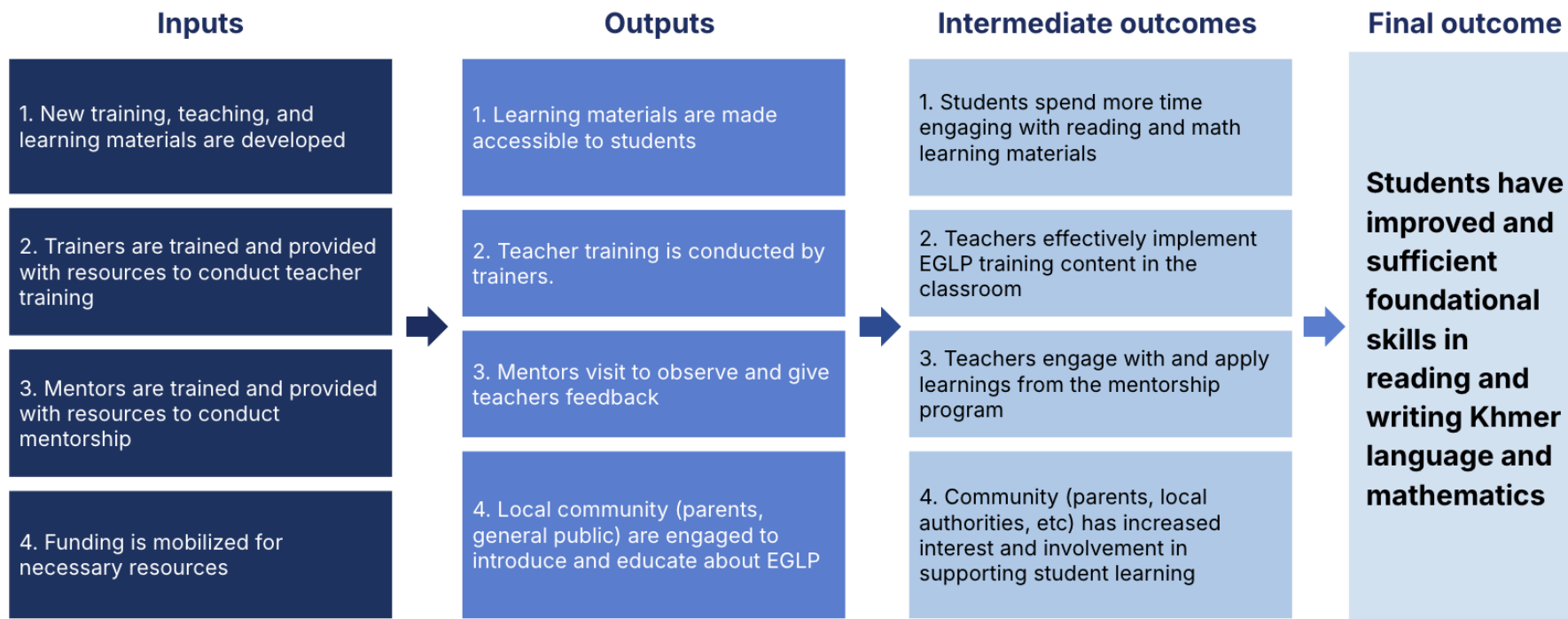
Figure 1. Map of EGLP implementation status, by province⁴



⁴ Implementation of EGLP in Takeo started after the onset of this process evaluation (July 2024) and as such has not been included in this analysis.

The following is a condensed version of the Theory of Change (ToC) outlining the primary components of the EGLP. More details can be found in the full refined version of the ToC (Appendix A).

Figure 2. Condensed version of the Theory of Change of the EGLP



Study Objectives

The study aimed to gather evidence to support and optimize the plan of MoEYS to begin the scale up of the EGLP to the rest of Cambodia. Specifically, the study sought to:

1. Understand the best practices and key gaps in the current implementation of the EGLP
2. Craft a plan to more effectively scale up the program to all schools across Cambodia
3. Understand the willingness and capacities of parents to contribute to the implementation of the EGL Packages
4. Understand the additional budget & resources needed from the Ministry of Finance for MOEYS to implement the ideal scale out plan

In light of the study objectives, the study pursued six key areas of research questions: Overall Implementation, Teacher Training, Mentorship Program, Parent Involvement, School Directors, and Monitoring.

Table 2. Research Questions

Research Questions
Overall Implementation
1. How does implementation of the EGL program differ across partners?
2. What are the key challenges that hindered implementation? How can these be addressed?
3. What are the enabling factors that support the successful implementation of the programs?
Teacher Training
1. Are the training modules being delivered to teachers as intended across the various implementers? If not, how and why?
2. What challenges do teachers encounter during the implementation of the EGLP?
3. Are teachers motivated to implement the new teaching and learning packages?
4. Are teachers effectively applying what they have learned in training sessions and mentoring during their teaching?
Mentorship Program

1. Are mentors supporting teachers with the implementation of the EGLP as intended?
2. What challenges do mentors encounter during the implementation of the EGLP?
3. Does the current selection process for mentors bring in qualified/capable mentors for the EGL program?
4. Is the current incentive offered to mentors sufficient to ensure mentors and teachers continue meeting?
5. How do mentors/mentees perceive their training/mentorship experience and the sustainability of the mentoring program?
Parent Involvement
1. What are parents' perceptions of the additional educational value of EGLP relative to the standard curriculum?
2. What role do parents play in supporting the development of foundational literacy and numeracy skills among early grade learners?
3. To what extent are parents able to provide the necessary resources to support their children's full engagement in EGL?
School Directors
1. Do school directors have the time/capacity to support teachers as part of the EGL process?
2. Do school directors have the time/ability to manage funds at the school cluster level for the mentorship program?
3. What additional support is needed from school leadership to ensure teachers are developing foundational literacy and numeracy skills among early grade learners?
Monitoring
1. To what extent are provincial and school level respondents reviewing gathered data to identify program challenges and opportunities for improvement as the program scales?

Methodology

The study employed a mixed-method approach, with data collected and analyzed from both quantitative and qualitative sources. An online teacher survey was conducted targeting all EGLP teachers in Cambodia. Key Informant Interviews (KII) and Focus Group Discussions (FGD) were also conducted across a range of EGLP stakeholders at the local and school level in five (5) selected provinces across the country.

Quantitative data

The survey was conducted over a 10-day period from July 15 to 24, 2024. The analysis only included responses from teachers within EGLP provinces and excluding those from regions where EGLP has not yet been implemented.

The survey was disseminated to teachers via telegram by the MoEYS. The link to the survey was sent to provincial education officers and cascaded down to the districts, schools, and teachers. An online survey methodology was chosen given limitations on timeline, funding, and logistics. While an online survey has its limitations, outlined in the following section, it offers the advantage of quickly reaching a large sample of teachers within the timeframe set by the MoEYS.

For the online teacher survey, a total of 8,686 responses were submitted. However, only 7,641 responses (88.0%) from teachers who are currently implementing EGLP were included in the data analysis. This accounts for 34.1%

of all EGLP teachers in Cambodia, based on data provided by MoEYS.

At the school level, out of 6,949 schools where EGLP has been implemented, there are 3,210 schools (46.0%) with at least one survey response.

In order to avoid over or under-representing responses from particular provinces, data were weighted prior to analysis with regard to the proportion of primary teaching staff in each province. Data were also weighted according to gender, with 73.4% female responses prior to weighting and 60.1% female responses after weighting. The following table summarizes the respondent sociodemographic characteristics:

Table 3. Sociodemographic characteristics of respondents to the teacher online survey

Characteristic	Estimate
Average age of respondents	35.8 years
Average experience in number of years	14.4 years
% of female respondents	60.1%
% of respondents from urban provinces	43.7%
% of teachers who taught Reading EGLP curriculum	98.9%
% of teachers who taught Math EGLP curriculum	28.4%
% of teachers who were also selected as mentors	51.8%

The exact proportion of responses by province before and after weighting can be seen below in table 4.

Table 4. Weighted and unweighted response rates by province relative to population of grade one, two and three teaching staff.

Province name	Sample Unweighted	Sample Weighted	Population of primary teaching staff
Banteay Meanchey	2.14%	6.70%	6.71%
Battambang	1.14%	9.20%	9.21%
Kampong Chhnang	3.98%	4.19%	4.18%
Kampong Cham	9.77%	5.87%	5.86%
Kandal	2.95%	5.70%	5.71%
Kep	0.45%	0.47%	0.47%
Koh Kong	3.11%	1.61%	1.61%
Kampot	4.10%	5.32%	5.32%

Kampong Speu	10.11%	4.93%	4.90%
Kratié	5.54%	3.60%	3.61%
Kampong Thom	9.32%	5.80%	5.78%
Mondulkiri	2.32%	1.51%	1.51%
Oddar Meanchey	3.23%	2.36%	2.37%
Pailin	1.34%	0.66%	0.66%
Phnom Penh	2.47%	7.26%	7.27%
Preah Sihanouk	2.53%	1.91%	1.92%
Pursat	5.58%	3.48%	3.48%
Prey Veng	2.47%	6.47%	6.48%
Preah Vihear	3.06%	2.96%	2.96%
Ratanakiri	3.45%	2.06%	2.05%
Svay Rieng	3.32%	3.76%	3.76%
Siem Reap	11.41%	7.28%	7.28%
Stung Treng	2.80%	1.87%	1.87%
Tbong Khmum	3.43%	5.02%	5.03%
Total Female	73.44%	60.08%	60.15%

Qualitative data

Qualitative data collection was conducted by the research team from Glocator, a local research and consulting firm based in Phnom Penh, Cambodia. In total, the team conducted 43 key informant interviews and focus group discussion in five (5) provinces.

Study site selection

Site selection was conducted in a way that would allow the study to generate insights from various contexts of operation. Since each implementing partner administers the EGLP differently, we stratified the provinces based on the implementer responsible for the program in each area and selected a province from each strata. One urban and one rural school were randomly selected in each province, except for government-funded provinces (Phnom Penh and

Tbong Khmum). A total of 8 schools across 5 provinces were selected.

Table 5. Province-level sampling process for qualitative data collection

Implementers	Province	Components Implemented	Province Sampling Process
RTI SMILE/VVOB	Kampong Thom	Reading G1-G2 Math G1-G2	Selected as the only province covered by VVOB with Math G2
IPEA	Kampong Chhnang	Reading G1-G3	Selected as the only province with Reading G3
MoEYS (GPE3 UNESCO-funded)	Steung Treng	Reading G1-G2 Math G1-G2	Randomly selected from externally-funded provinces which included Reading G2
MoEYS (government-funded)	Phnom Penh	Reading G1	These locations were prioritized to get insights on both a highly-urbanized (national capital) and a more rural area that were both funded and implemented by the government.
	Tbong Khmum		

Respondent selection

The study collected qualitative data from key program stakeholders at the local and school level.

Respondents for the KIs and FGDs were either randomly selected from official lists obtained from the schools selected for this study or purposively sampled based on respondents' knowledge on and experiences with EGLP implementation. The table below details the sampling process for respondent selection.

Table 6. Stakeholder-level sampling process for qualitative data collection

Research Activity	Stakeholder Group	Sampling Strategy	Target
Key Informant Interviews (KIs)	Program Officer	Purposive selection of individuals most knowledgeable and experienced on EGLP implementation	1 per implementer
	School Director		1 per school
	Provincial/District Education Officer		1-2 per implementer
Focus Group Discussion	Parents	Parents of grades 1-3 students that have gone through EGLP will be randomly selected	1-2 FGDs per school

s (FGDs)		based on lists provided by schools.	
	Mentors	Teachers and mentors will be randomly selected using lists provided by training implementers and schools.	1-2 FGDs per school
	Teachers		1-2 FGDs per school

The table below provides a detailed breakdown of respondent characteristics.

Table 7. Sociodemographic characteristics of respondents to the qualitative data collection

Province	Meetings Completed	Total # of Respondents	Urban/ Rural	Teacher FGD Count	% Female Teachers	Mentor FGD Count ⁵	% Female Mentors	Parent FGD Count	% Not from Sample (Parents) ⁶	% Female Parents
Phnom Penh	5/5	16	Urban	3	100.00%	NA	NA	8	25.00%	50.00%
Tboung Khmum	5/5	12	Rural	2	100.00%	NA	NA	6	83.33%	66.67%
Steung Treng	11/11	38	Urban	2	0.00%	3	66.67%	6	50.00%	83.33%
			Rural	2	100.00%	2	50.00%	18	77.78%	94.44%
Kampong Thom	11/11	41	Urban	1	100.00%	5	80.00%	14	100.00%	85.71%
			Rural	2	100.00%	5	80.00%	9	100.00%	77.78%
Kampong Chhnang	11/11	47	Urban	8	75.00%	7	28.57%	7	28.57%	28.57%
			Rural	2	50.00%	2	50.00%	8	0.00%	62.50%
Total:	43/43	154	Total:	22	81.82%	24	65.83%	76	65.79%	77.44%

⁵ Mentor FGDs were not conducted in Phnom Penh and Tboung Khmum as the mentorship component of EGLP had not yet been implemented at the time of this study.

⁶ In some cases, when parents were unavailable to participate or could not be contacted, school directors invited other parents outside of those originally selected from the sample frame.

Limitations

The study has certain limitations that should be considered when interpreting the findings. Firstly, the qualitative study was conducted in only five (5) out of 25 provinces and had a relatively small sample size. The results produced from these conversations may not capture the full diversity of experiences across all provinces. Discussions conducted in other provinces may reveal additional themes and ideas surrounding the program and its implementation. Additionally, the gender distribution varied between the FGDs and KIs, with FGDs primarily involving female respondents (over 65%), whereas only 28% of KI respondents were female. These demographic differences may be due to the gender make-up of education stakeholders in the general population.

The quantitative survey, while open to all EGLP teachers, had a response rate of 34.1%, with 7,641 out of 22,391 EGLP teachers participating. This low response rate could result in a sample which does not represent all EGLP teachers by potentially underrepresenting certain respondent types, such as teachers with limited internet access. Moreover, the sample size at the provincial level was too low to confidently distinguish differences across provinces.

In terms of data collection, there was a potential for bias in both qualitative and quantitative data. In most of the schools where qualitative data collection was conducted, school directors invited parents who were not part of the selected sample. These parents may have been chosen based on proximity to the school, their level of engagement in student learning, or their relationship with the school director, potentially under-representing less engaged parents.

For the quantitative surveys, there was limited oversight of who completed them, and we could not provide live clarification for interpreting different questions. Conducting online surveys also carries the risk of compromised data quality due to technical challenges and the lack of face-to-face interactions. Finally, because participation was voluntary, teachers who chose to take part might have different opinions or characteristics compared to non-participants, introducing potential bias into the study results.

Results

Teacher Training

Highlights

- Most teachers (96%) find the EGLP training valuable, noting the content as relevant and helpful.
- Despite positive perceptions, 20% of reading teachers and 24% of math teachers reported attendance barriers. These include distance to training venues, scheduling conflicts with teaching responsibilities, insufficient travel stipend and language barriers.
- While most teachers attended the required training, a small but notable percentage (5.2% for reading and 1.3% for math) taught without attending the corresponding training. Contract teachers, new teachers, and those returning from retirement were more likely to miss trainings.

Teacher trainings are the main avenue through which teachers learn about EGLP and are equipped to implement program curriculum and materials in the classroom. Trainings are rolled out progressively, generally starting with Early Grade Reading (EGR) grade one, before expanding to succeeding EGR levels or Early Grade Math (EGM) in subsequent years. For EGR, teachers are expected to attend three trainings held over 4-day, 3-day, and 2-day sessions across the

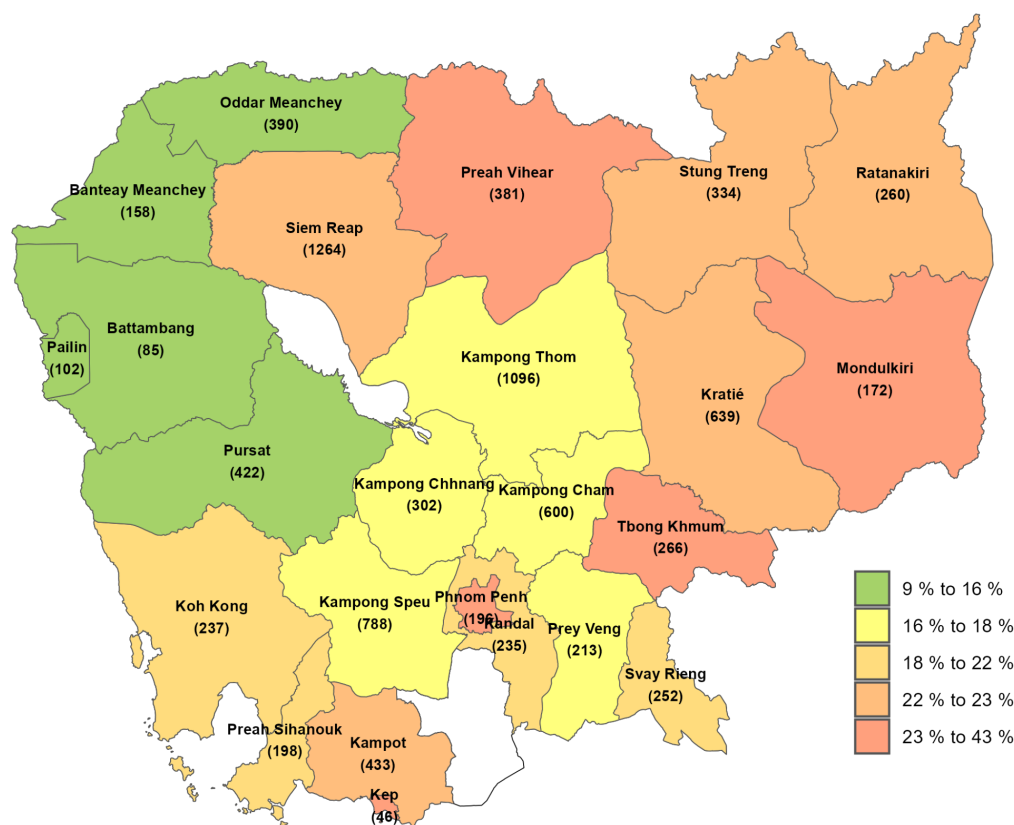
school year. EGM consists of 2 trainings, the first of which is held over 5 days followed by a 4 day training later in the year. Trainings are organized with support from the national pedagogy school, provincial and district education officers, and local school directors.

Over time, trainings have been held at the provincial and district levels, with some implementers offering incentives and/or travel stipends for teachers based on the distance traveled to attend. Attendance is generally required for all corresponding teachers for the target grade level. This section will consider respondents' experiences with how each of these processes functions in implementation, and suggest areas for improvement as the program continues to scale.

Training quality and attendance

The online teacher survey indicated that the majority of teachers were able to successfully attend the training for the EGR/EGM package they teach. Only 1.3% of Math teachers (88 respondents) and 5.2% of Reading teachers (110 respondents) reported that they taught the subjects without having attended any training. However, 19.6% and 24.3% of teacher respondents indicated that they did face challenges when attending the reading and math training, respectively. The primary attendance barriers identified by respondents in the survey included that the training venue was too far, the budget provided to attend the training was not sufficient, and the respondent did not have time. These issues may be unevenly dispersed across geographies, with teachers in provinces in eastern and central Cambodia reporting facing challenges with training attendance more than teachers in Phnom Penh and western provinces.

Figure 3. Percent of teachers indicating having challenges with attending EGLP training, by province



Note: Due to limited responses in the online teacher survey, data are representative at the national level, but not at the provincial level

Very few teachers in the FGDs indicated that they had not been able to attend all of the available EGPL trainings. The primary reason why teachers in the FGDs had not attended trainings was because they started the position only after the training had already taken place. This was the case for contract teachers, new teachers, or teachers who recently returned from retirement. A few teachers also mentioned scheduling challenges despite the training being scheduled before classes start or on weekends.

In some cases, provisions of travel stipends for training attendees was also affected: interviews showed that some schools which participated in the training had to share the cost responsibilities using their existing budgets. These financial challenges potentially impacted the quality of the training and made it more difficult for teachers to access the training.

Training quality

Teachers expressed a largely favorable view of the quality of EGPL training.

According to the survey, 96% of teachers were “satisfied” or “very satisfied” with the most recent training they attended, and 99.2% said they acquired new skills from the training. Some teachers stated in the FGDs that the techniques included in the training were new and interesting to them, and that they would be open to continuing to receive new trainings in the future.

Urban Teacher: “I gave [the training] a 10/10 since the training provided a very clear and precise explanation. The same score goes to second training. They gave very good instruction and explanation from one lesson to another, with clear content explanation and teaching demonstration in both training sessions.”

Rural Teacher: “[EGLP] has helped me a lot. I have gained new knowledge and experience that I have never learned anywhere before. After the training I reflected on my shortcomings and improved on that. For example in the past we would not pay much attention to the student. We just taught as the textbook instructed. With the new teaching techniques as well as the assessment like reading test and monthly test, we can know how much the student understands the lesson. For example we give them 10 words as their assignment. We correct them. If the students cannot recall, we place the words in front of the class, students have to try to recall until they get it.”

Most teachers (99%) rated most aspects of the training highly. In particular, 52.7% of respondents highlighted the quality of the training content as the best aspect of the EGLP training. The quality of the trainers and practice activities were mentioned in the teacher FGDs as key strengths for the EGLP trainings because these components helped make the content engaging and clear.

Table 8. Satisfaction rates of teachers to different aspects of the EGLP training

Aspects of the EGLP training	Teacher Responses to Quality of EGLP Training	
	Strongly Disagree & Disagree	Agree & Strongly Agree
All the training content was relevant to improving my skills for EGLP.	0.2%	99.8%
My trainer/s were able to deliver the training content well.	0.6%	99.4%
I received enough attendance and guidance from the trainer/s.	0.7%	99.3%
I learned new skills from the training.	0.8%	99.2%

Aspects of the EGLP training	Teacher Responses to Quality of EGLP Training	
	Strongly Disagree & Disagree	Agree & Strongly Agree
I was able to learn from my other trainees/attendees (excluding the trainers).	10%	90%
I was able to apply training content in my classroom teaching/implementation.	0.8%	99.2%

Note: Values reflect combined values for EGM and EGR trainings from teachers who attended at least one EGLP training (n=8887)

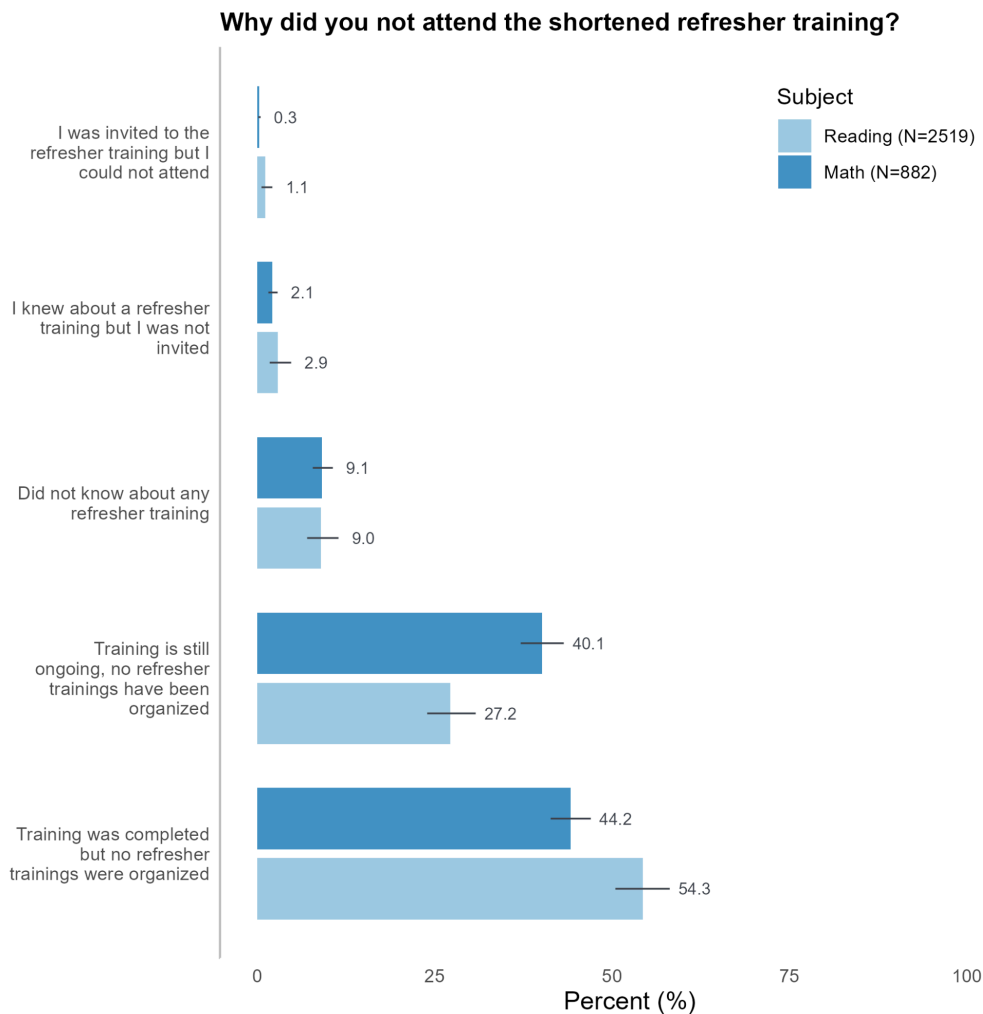
With the generally positive perception towards EGLP training and a general preference for the new EGLP curriculum, however, respondents identified several challenges. Some teachers and education officers reported that there was insufficient time to cover all the material, leading to some content being rushed or skipped. Additionally, education officers noted that teachers from communities where Khmer is not the primary language may have struggled more to engage in the training. Teachers who received math training mentioned in the FGDs that they faced difficulties in remembering everything and struggles with the curriculum post-training.

Urban District Education Officer: "During the training, there were 80 minutes of practice to implement the seven learning processes, which could be a lot at once and they had to be physically active. The language was also a barrier that hindered [teacher's] understanding and willingness to participate. They wanted to have practiced all seven but due to timing constraints, they were not able to do so. We sometimes had to cut out some activities due to timing."

Refresher trainings

There was also a strong demand for more refresher training for already trained teachers. While refresher training sessions were already a planned component of the EGLP training, only 57.0% of all trained teachers attended a refresher training. Among those who did not attend, 55.4% said no refresher training was organized or they did not know that there was a refresher training. Only a small percentage (0.4%) said they were invited to the training but chose not to attend.

Figure 4. Reasons why teachers did not attend the refresher training



Note: Responses by both EGM and EGR teachers who indicated that they did not attend a refresher training (n=3401)

These responses suggested that availability was a key factor in teachers missing refresher training. However, both teachers and education officers consistently emphasized the value of these sessions, highlighting the unmet demand for ongoing professional development. They expressed a desire for refresher trainings to enhance their confidence and mastery of the EGLP curriculum. This suggests that making these opportunities more accessible and targeted to specific classroom challenges could significantly improve implementation outcomes and teacher preparedness.

Rural teacher: "As I have not fully been trained as an official teacher, and haven't had the complete understanding of EGLP, I would need more training sessions, specifically the lower grades [grade 1]. This is because I don't have much pedagogical experience."

Recommendations

Recommendation #1: Conduct additional make-up and refresher trainings

With 43% of teachers missing refresher trainings, there is a clear need to offer more frequent and accessible make-up sessions. Prioritize contract teachers, new hires, and returning teachers who missed initial trainings. These refresher sessions should be structured to address specific classroom challenges and enhance teachers' confidence in delivering the curriculum.

Recommendation #2: Shift the hiring schedule for contract teachers.

Contract teachers are among the group of teachers who are not able to attend trainings due to scheduling issues. To address this, contract teachers should be hired at the end of an academic year or should be hired on a multi-year contract. These will ensure that contract teachers are able to attend trainings that usually take place during the school break.

Recommendation #3: Increase accessibility to training through localization when possible.

The primary attendance challenge identified by teachers was that the training venue was too far away. By hosting more trainings at district or commune levels, travel burdens can be reduced, increasing attendance and minimizing scheduling conflicts with teaching responsibilities.

Classroom Implementation

Highlights

- Teachers expressed strong appreciation for EGLP and demonstrated enthusiasm for continued expansion of the program
- Many teachers requested additional support to help teachers more effectively complete all of the EGLP activities required by the curriculum within the time limit

The EGLP packages consist of new early grade teaching methods, curriculum, teaching materials/guidebooks, and activities to be used by teachers in the classroom. Classroom implementation of these items is a key component of the EGLP theory of change, as these activities play a critical role in improving student engagement and impacts to student learning. This process evaluation considered assumptions underlying the various components of classroom implementation and revealed areas for improvement to strengthen program sustainability.

Classroom activities

Under the EGLP curriculum, teachers are encouraged to teach using both demonstrative and interactive teaching methods. Teachers explained that they follow three steps in their teaching lessons which further this aim: a teaching activity, a student activity, and a combined student and teacher activity. Teachers in the FGDs shared that the introduction of these components through EGLP have encouraged teachers to engage students more in their lessons and better assess how well students are understanding and remembering content.

Interviewer: *"In what ways are the teaching methods in the EGR different from your previous methods and curriculum?"*

Rural Teacher 1: *"The old method wasn't clear and detailed as the EGR. For the EGR, the goal is for students to understand a lesson clearly in that day. Like for vowels, the students study one vowel per day. It is not as messy as the old method. [...]"*

Rural Teacher 2: *"And another difference is that the old method did not have the three activities: teacher activity, student activity and student and teacher*

activity...."

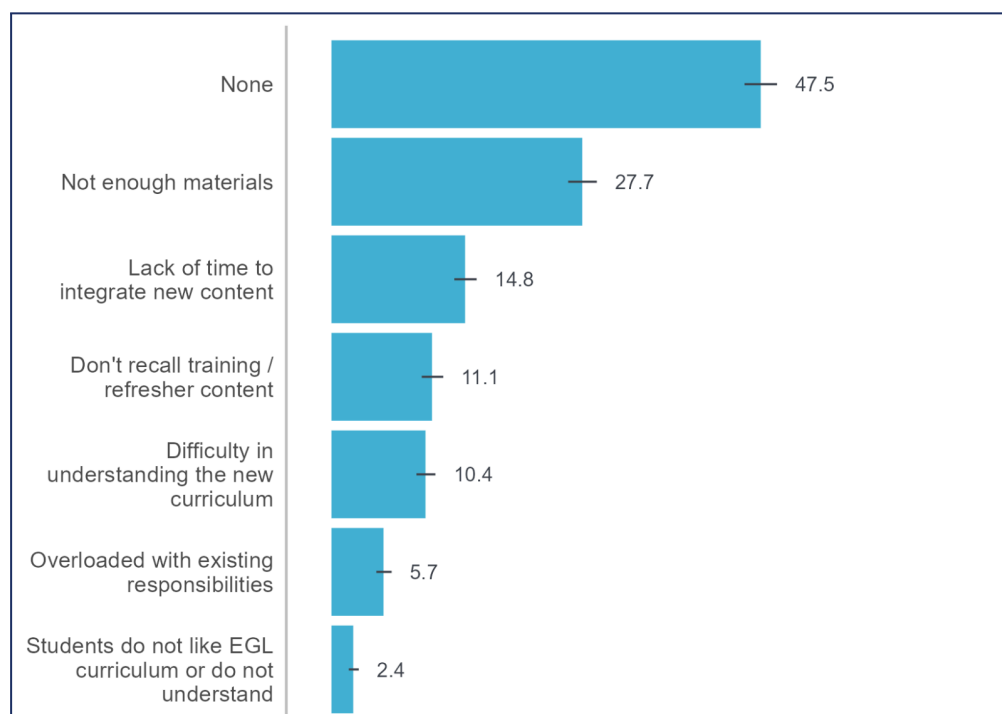
Interviewer: "How do you feel about these differences?"

Rural Teacher 2: "The [more recent] one is better. Because students practice and participate with us again and again. Like when we read with them, it encouraged them to read as well."

Rural Teacher 1: "Students are more interested in the new program. It is like teaching them how to ride a bike. Before we want them to ride a bike, we need to show them. Then help them to ride a bike, and lastly, let them ride the bike themselves."

In the qualitative interviews, teachers mentioned that the structure provided by these methods and the corresponding guidebooks have also assisted in the development of lesson plans, homework, and in-class games and activities. They indicated that they use the EGLP materials in combination with their own methods in order to best serve the unique needs of the students in their class. Some also incorporate special accommodations for slow learners or students with disabilities, seeking to ensure that all students are able to access and engage with the curriculum.

Figure 5. Barriers to implementation of all training content in the classroom



Note: Responses by both EGM and EGR teachers who attended EGLP training (n=6863)

With this appreciation for EGLP activities, teachers also expressed challenges, particularly related to time management and the length of certain activities

under the EGLP curriculum. This was the second most common challenge identified by teachers as a barrier to implementing training content, with 14.8% of teachers reporting that they lacked the time to integrate new content. Teachers also mentioned the difficulty of completing all required EGLP activities within allocated time in the FGDs. For some teachers this was due to the number of activities or resources, while for others it was due to the time required to understand and explain new activities to the class. Some teachers with double classes, those who teach two classes at the same time, also noted facing challenges with the level of engagement required by EGLP as they have two classes they must engage and teach in the time.

In some cases, teachers discussed challenges utilizing the EGLP teacher guides and reference books. Some teachers felt that the materials were time consuming to use as they required switching between materials and locating the correct page number for the referenced materials. Mentors also indicated that the teachers they meet with do not always use the teacher guidebooks, in part due to time constraints faced in class. When asked about how teachers had adapted to these challenges, teachers indicated that they were able to adjust to the activities and materials over time, which reduced the time it takes to complete tasks and made implementation easier.

Case 1: Challenges with the number of activities

Urban District Education Officer: *"In terms of the model for implementing the EGLP, I think that it is good as it is. It's just that sometimes, the process has too many steps. When there are too many steps, it makes it hard for the teachers to implement. When the students don't understand, they have to repeat the process again and again. This takes away from their time because they have a schedule for their teaching. If they repeat one activity for too long, it cuts off the time from other activities. So I think that the ministry can consider cutting down on the number of activities."*

Case 2: Improvements over time

Urban School Director: *"From what I heard during the visits with the SBMs, I can see that their teaching methods have improved a lot and they can follow everything in the program guidelines. At first they complained that it is very exhausting. The first two months were difficult because there are a lot of activities but as the teachers and students got used to the new flow, everything became easier. The activities are the same but before the students could get used to it, the teachers needed to work very hard. Once the students are familiar with the new method, it also gets easier for the teachers. The students learn better because they can enjoy with interactive games/materials. The learning of the students have improved a lot and so have the teachers."*

Case 3: Double Classes

Interviewer: *"Were there any aspects of the training you found difficult to incorporate into your teaching methods?"*

Rural Teacher 1: *"Yes, there are a lot of activities and require teachers to manage their time wisely. If the teachers do not manage the teaching time, they will go back and forth. And for teachers with double classes, it will be even harder."*

Rural Teacher 2: *"Like I said before, this requires us to be flexible because the school is small and teachers have double classes (teaching two classes at the same time). We can cut the time, or do other things so we can cover both classes. Like her (Respondent 1), both classes are under the program, so she can not fully go through the same process of it. But for me, I only go to one class under the program (Grade 3) and Grade 6 is the normal one. So I can put the exercises for the bigger grade (Grade 6) and come visit and observe the Grade 3."*

Case 4: Slow learners

Urban Teacher: *"If we are talking about the lesson plan and study program, they provided them to us. They divided the duration of studying into one month or one week periods. But sometimes we cannot follow that program plan. That program had divisions. When teaching, we need to observe the students. I know about my students' conditions, so we cannot run as fast as others. We focus on quality, not quantity. Honestly, for my students, I teach focusing on quality, not quantity. I prefer to teach slowly but ensure my students understand well. I don't rush if my students don't understand anything. You know, kids in rural areas don't learn as quickly as kids in market or city areas. The kids in rural areas and the city are different. I might be slower than the program plan, as the program plan for this month aims to reach lesson 50, but I might only reach 35 or around 40. I focus on my students' quality. [...] It is not really good because they want us to follow the program plan together, but we cannot do that."*

Student materials

Student materials were one of the most frequently discussed benefits of EGLP across respondents. Teachers and parents expressed the value of the materials for helping students understand and retain content, while promoting at-home learning and student engagement. Yet access to these materials was also one of the primary challenges raised by respondents in the interviews and online teacher survey.

In the FGDs teachers indicated that they generally liked the EGLP materials. Many indicated that the materials, especially through the use of symbols and pictures, make it easier for students to understand and remember content.

Materials also help teachers evaluate student learning and increase student engagement and enthusiasm for learning. Most parent FGDs also indicated that students seem to like workbooks (either purchased or provided by the school).

Many of the teacher FGDs suggested adding related content and teaching materials. Some teachers asked for more songs, dances and games to further engage their students. Similarly, some teachers asked for more pictures or symbols in the workbooks, noting how helpful they are for supporting student learning.

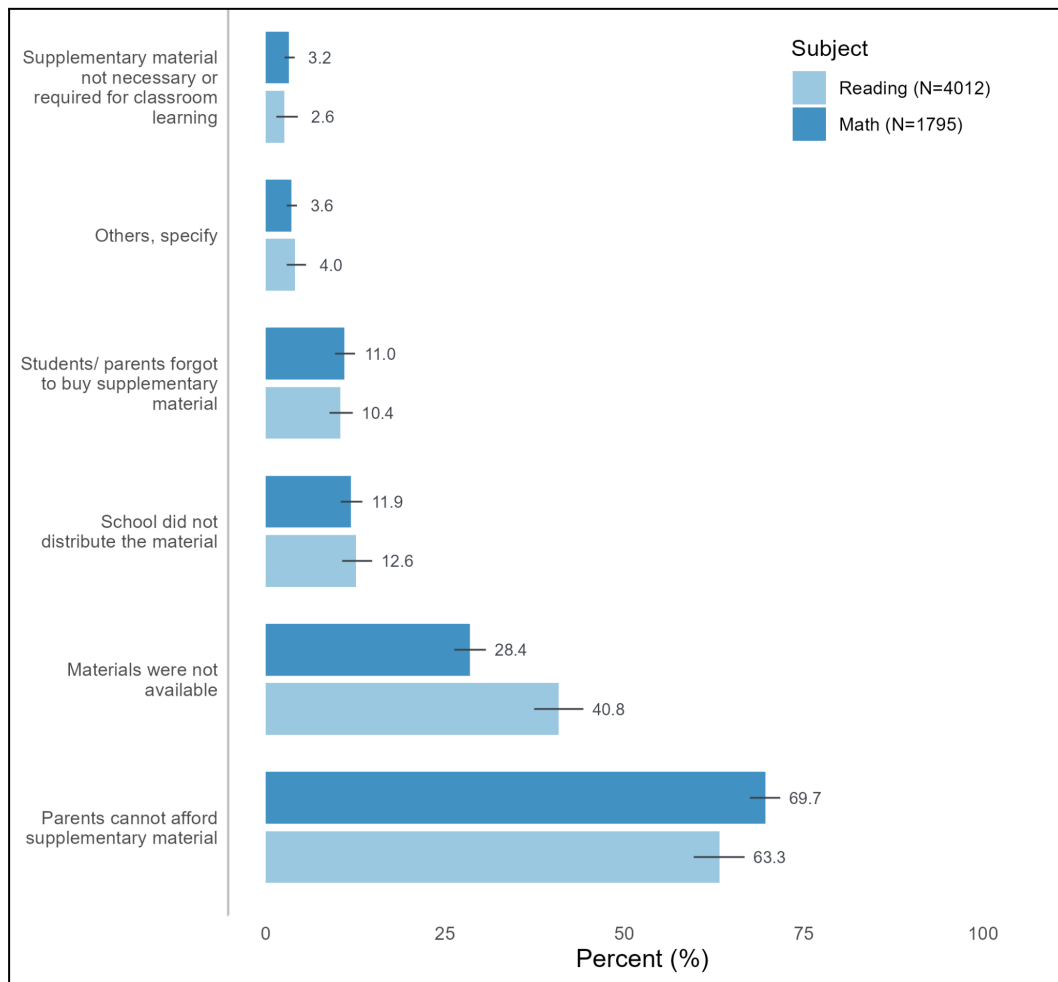
Interviewer: *"What are the differences between the books and teaching methods?"*

Parent: *"Unlike Khmer language reading books, the new program has a spelling table, whereas the old program book does not have a spelling table and spells words in a row. In the new program, sentences and phrases often have pictures below them. The new program books have a lot of pictures, while the old program books do not."*

Most teacher FGDs indicated that students do not have workbooks because there are not enough workbooks at the school and suggested they need more student materials. Only 42% of EGR teachers reported in the survey that all students in their classroom had supplementary materials, relative to 25% of EGM teachers. Similarly, when asked in the survey about additional support needed, 47.8% of teachers mentioned needing additional teaching materials and 44.3% requested additional supplementary learnings for students. This concern was reiterated by education officers, school directors, and mentors, who suggested that schools would benefit from more student materials or greater budget for materials.

When asked why there were not enough workbooks at the school, some school directors and teachers indicated that student materials were lost or not returned. Others indicated that they did not originally receive enough for their class size or that their class size had increased since first receiving the books. In the online survey, 63.3% of teachers who said that not all students had supplementary EGR materials did not receive the items due to parents being unable to afford them. For EGM, this rate was higher at 69.7%.

Figure 6. Reasons why students did not receive supplementary materials, by subject



Note: Responses from both EGM and EGR teachers who indicated that not all students in their classes received EGLP supplementary materials

Rural Teacher 2: "For me, I would like to have more student guide books for first and second sessions. It is not enough."

Rural Teacher 1: "For me, I only got the student guide books one time. Why are there not enough? [...]"

Interviewer: "What do you think is the reason for why the books are not enough? Like you give to the students and they lose it?"

Rural Teacher 2: "For me, the students lose it and some tear the pages in the book away. And so students after that can not use it."

Rural Teacher 1: "This is what I hope. I hope we get the books every year."

Rural Teacher 2: "For me, when it is not enough like this, I told the students that the ministry asked that the parents buy the books. But when I tell the students, they say they do not have money. I don't know what to do. We want [someone] to help."

Interviewer: "It is fine. We will pass on this information. Plus, this province is very remote as well."

Rural Teacher 1: *"When we have parent and teacher conferences, the parents always raise up that their children do not have books. I always tell them that there are not enough books so you are required to buy them for the children. Because the books will start losing pages and tearing apart after one year. And then they (parents) say they do not have money."*

This point was expanded upon within the parent FGDs, in which all of the groups identified reasons why some parents could not purchase materials for their students. In half of these conversations, some parents said that they did not purchase materials because the school their child attended purchased materials for them. Other parents expressed that they were not familiar with the EGLP materials prior to the discussion. Some of the barriers identified to purchasing materials include parents feeling that they were not affordable, not knowing where to purchase materials, or being unaware that the workbooks were available for purchase. In a few instances, parents noted that the workbooks near them were sold out or that they were able to get the book from an older student.

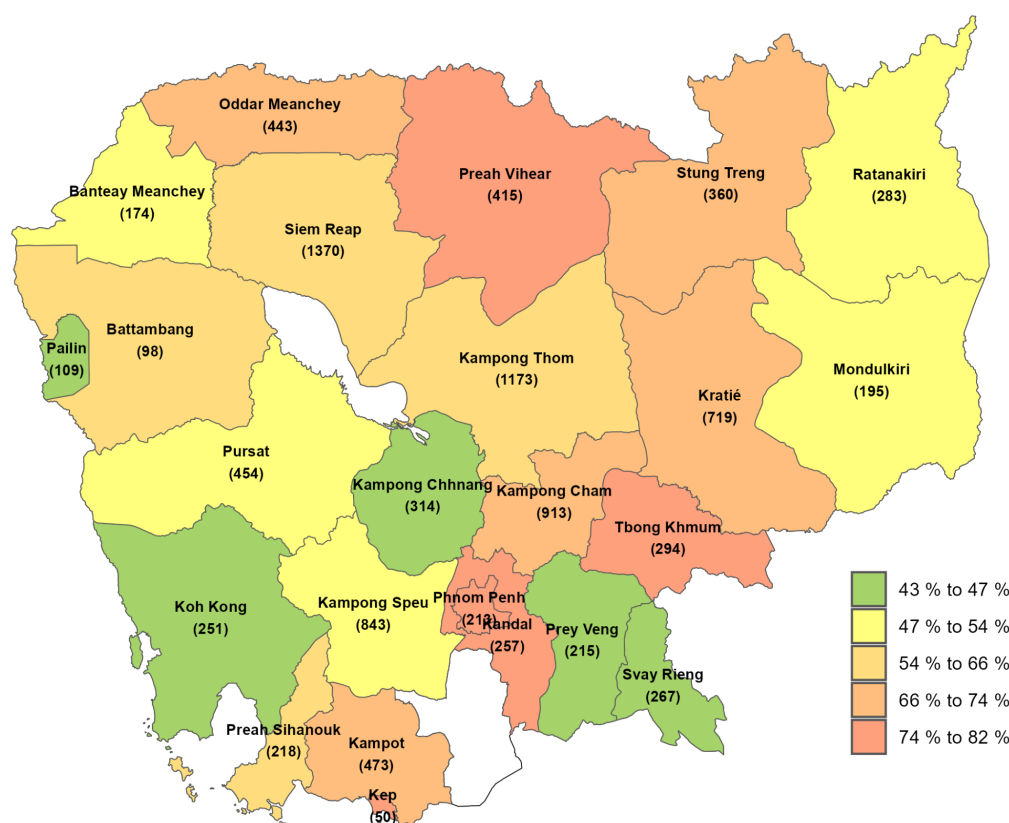
Parent 1: *"The parents who are able to afford the books can buy them for their children. We want our children to learn well so we are willing to spend money on buying the books for them."*

Interviewer: *"How many of you here are able to buy the workbooks for your children? Is everyone here able to do so?"*

Multiple respondents: *"Yes"*

Parent 2: *"But most of the parents could not afford the books. A lot of the families have financial constraints so only those who are a bit well-off can afford these books. We might think that the books are not expensive, only about \$2.50 each but for those who are struggling, they can only make \$2.50-5 per day to use for their daily needs. As a result, they cannot use this money to buy the books for their children."*

Figure 7. Percentage of EGLP teachers who said not all students had access to materials, by province



Note: Due to limited responses in the online teacher survey, data is not representative at the provincial level ($n=10,101$).⁷

Within the FGDs, some respondents discussed what options were available to them to replenish learning materials or provide workbooks for low income students. In some cases, it appeared that the school would like to purchase the materials, but was unable to allocate a budget towards this end. However, of the five provinces, only some respondents in Phnom Penh indicated that school directors use school funds to buy EGPL materials. Some respondents did not appear to consider the use of school budget as the intended course of action when there was a need for additional books and instead expressed a desire for MoEYS or corresponding development partners to provide additional supplies. It was unclear whether this response was due to a lack of local resources, confusion regarding expectations for budget allocation, or some other reason.

⁷ This is based on the combined responses from EGR and EGM teachers.

Provincial Education Officer: *"Generally speaking, we never ask [parents] to buy the books. Both the main books and the student guide books. But for the student guide book, there are no more. That is why we ask the parents to contribute because one book is 12,000 riel. Some parents buy it and some do not."*

Interviewer: *"According to your perspective, the affiliated institutions should provide more books?"*

Provincial Education Officer: *"Yes to provide the books because we will see, if we get all the books, it will be better because we here are always jealous of one another. If there is no choice, we will see for those who are really in need, we can provide for them. And we have advised the school that if there is anyone who is really in need, we might use a part of the funding support for the school to help them because without books, it will be hard to teach them. Because for both the Khmer and Math books, especially the Math books, we have the Smart Monkey. So if they don't have the book, they will be behind for both Khmer and Math. For Khmer, for reading sentences in pairs, so if they do not have the matching from picture to words, it might be hard."*

Recommendations

Recommendation #1: Consider how EGLP activities can be further streamlined and provide strategies for teacher who struggle to complete activities

To address issues on time management, it could benefit EGLP teachers for curriculum designers to consider how activities can be further streamlined or prioritized, and to provide teachers with best practices and additional instructions on how to maximize their time in class.

Recommendation #2: Resupply student learning materials as needed

Across provinces, teachers and parents consistently identified EGLP materials and activities as critical for engaging their students, while making content easier to understand and retain. However, over 40% of teachers in the online survey reported desiring additional teaching and student materials to more effectively implement EGLP. MoEYS should work with education officers and directors to identify resource gaps, and help supply books or additional budget to areas who need greater support. Particular emphasis should be placed on ensuring low income students, whose parents may be unable to afford EGLP workbooks, have access to these resources.

Student Engagement

Highlights

- Stakeholders feel EGLP has increased student engagement
- Many respondents felt EGLP increased student engagement and learning outcomes, emphasizing the need for all students to have access to EGLP materials.
- The primary identified barriers to student engagement are challenges which are external to EGLP

Improved student engagement is one of the key outcomes of the EGLP theory of change, an essential outcome before improved literacy and numeracy skills. To enhance student engagement, the EGLP curriculum and materials were designed to make content easier to understand and remember. This section considers to what extent respondents felt EGLP is achieving these ends and what areas for growth or improvement can be identified.

Student attendance and engagement

Most respondents found that the EGLP materials and activities encourage students to participate in the class and engage more deeply with their learning. Some teachers went on to say that students feel the class is fun, and that the student-centered approach to teaching encouraged through the EGLP curriculum has helped facilitate greater student/teacher interaction. This perspective aligns with teachers' appreciation of the teaching and student materials, as previously discussed in the Classroom Implementation section.

When asked whether participants had noticed any differences in the engagement of students based on gender, many respondents indicated that they had not observed differences for male and female students in this regard. Some participants, however, noted that female students were more engaged in class and seemed to particularly enjoy the reading materials provided through EGLP.

For individuals who identified that some students are not engaged in class, the reasons identified appeared to vary by school and region. Some teachers identified issues related to attendance, noting that their students sometimes needed to travel with parents seasonally for work or that students would become sick and miss classes. A few others identified that for some students,

their first language is not Khmer or students have limited vocabulary, which makes engagement and language teaching more difficult. These particular issues were more commonly raised in Tboung Khmum and Steung Treng, with teachers who participated in EGLP noting that some families in their communities speak a different language at home than they do at the school.

Urban District Education Officer: *"For the EGLP package, getting the teachers to join the training was not a problem because they needed to practice what they have learned into their teaching so they have to join. But a challenge would arise because the young students aged 5 or 6 who entered the program are not fluent in Khmer. They don't speak clearly yet. Sometimes their parents only speak the indigenous language to them so when we teach them in Khmer, they are not familiar with the consonants and alphabets yet so communicating with them is difficult. That is a challenge."*

Interviewer: *"What is the percentage out of the 24 schools that have parents who only speak to their children in their indigenous language?"*

Urban District Education Officer: *"Around 80%. Even in the suburbs, a lot of parents still only use Lao language but the students here are easier to teach than students who live in more remote villages. They consider themselves Laos, not Khmer, so it is hard for them to use the Khmer language."*

Recommendations

Recommendation #1: Provide targeted support to vulnerable students

While not specific to the EGLP, it would be helpful to address challenges like seasonal migration and language barriers with flexible and inclusive learning resources and materials tailored to non-Khmer speakers.

Parental Engagement

Highlights

- Stakeholders believe EGLP has significantly increased student engagement in learning activities
- Teachers reported various efforts to engage parents in supporting student learning; however, the actual level of parental involvement varied widely
- Most parents do not appear to fully understand EGLP goals and objectives beyond the use of student workbooks

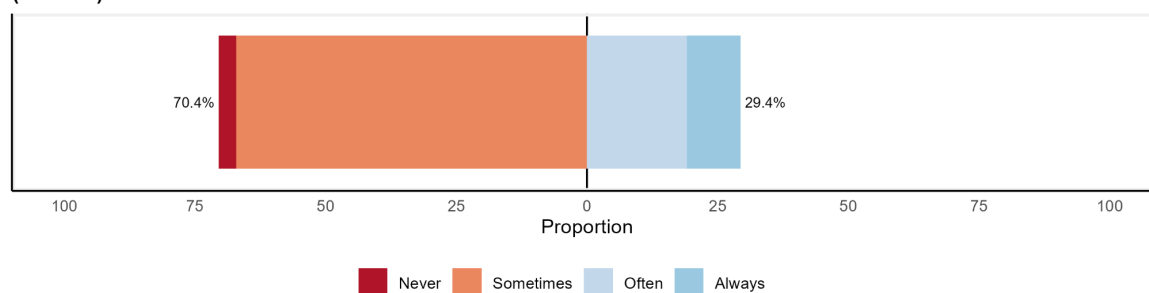
Community engagement is one component of the EGLP ToC which was identified as critical for maintaining student learning outcomes and increasing program sustainability. School directors and teachers are expected to engage parents or guardians to foster greater commitment to the program and promote at-home learning. Parents/guardians are asked to purchase student learning materials to instill ownership over their use and reduce costs associated with program maintenance.

Parental involvement in student learning

When asked about their interactions with parents, approximately 29% of teachers reported meeting with parents "Often" or "Always", while 67% reported meeting with parents "Sometimes". Parents in the FGDs shared their perspective on this engagement and noted a variety of ways in which teachers seek to engage them. These included teachers asking parents to assist students with homework, explaining EGLP materials to parents, and utilizing a study progress book to tell parents about student learning progress. Some parents also mentioned annual parent-teacher conferences, frequent or monthly parent/teacher meetings, or having access to teacher phone numbers for emergency situations. Some teachers also create Telegram groups to share updates with parents.

Figure 8. Frequency of teachers' meeting with parents about students' performance for EGLP

How often do you meet with parents about students' performance for EGLP?
(N=7618)



Note: Responses include both EGM and EGR teachers (n=7618)

Despite these efforts, the level of parental involvement varied significantly. When parents were less engaged, interactions between parent and teacher tended to be sporadic and indirect. For example, some parents reported only meeting teachers when picking up their child or received updates through student study progress books. According to the online survey, 80% of teachers indicated that parents were only “somewhat involved” in student learning, while approximately 5% said not at all involved and 15% said very involved. While teachers recognized the crucial role of parental involvement in enhancing student learning, many parents felt that communication from teachers was limited and inconsistent.

Interviewer: “Have you been invited to talk about your grandchild's learning?”

Rural Parent 1: “Yes, very often. The head of the cluster comes during the semester opening ceremony to celebrate the achievements of the school. We talked about the children's progress in school.”

Rural Parent 2: “I don't meet with the teacher often. Sometimes she sees me and stops me to talk briefly. But I have not joined any formal meetings at school. I'm not home a lot.”

Urban Parent: “Yes, the teachers invited us to give new updates, but most parents here work in factories, so most families are never home. Some teachers communicated through phone or through the student study progress book.”

Parents' knowledge of the EGLP

Many parents appeared to be unfamiliar with EGLP, and those who were aware primarily knew about the student workbooks. Some parents first learned about EGLP from teachers, while others were introduced to it from their children. Parents generally held a positive view of the EGLP workbooks, appreciating

their engaging visual aids and exercises, which they found helpful for supporting at-home student learning.

However, many parents face challenges in using these materials. The most commonly identified issues included unfamiliar teaching methods, low literacy levels of parents, and difficulties navigating the content. A few teachers discussed these challenges as well, noting that the QR code available on certain EGLP materials helps assist parents on how to utilize the books without teacher involvement. Language barriers were also a significant challenge in communities, particularly those near the Laos border, respondents discussed greater literacy and language challenges, where some households speak their ethnic languages at home. This challenge will be discussed in greater depth within the Student Attendance/Engagement section.

Rural Parent 1: *"I don't know a lot so for the homework, it is usually my older children who teach the younger ones."*

Rural Parent 2: *"I don't really know because I didn't get enough education. My children just do their own thing, study on their own. I don't know anything."*

Recommendations

Recommendation #1: Provide additional instructions to teachers and school directors on how to engage parents in EGLP

MoEYS should develop and equip schools with comprehensive guidance on how to better inform and engage parents. These include clear, consistent communication strategies with an emphasis on its innovative approach and benefits to students' learning, and utilization of different communication channels (parent-teacher meetings, messaging groups, community meetings, etc.) to reach all parents. These strategies should be designed with inclusivity in mind to overcome geographic, linguistic and educational barriers.

Mentoring

Highlights

- Both the online teacher surveys and qualitative interviews revealed that teachers have a generally positive perception of the EGLP mentorship program.
- Of the teachers who were assigned mentors, most felt that they received valuable feedback from their mentors.
- Some challenges identified include a need for more mentors, additional engagement with mentors in the selection process, and further support for mentors whose class schedule makes mentorship more difficult.

The mentorship program is designed to provide continuous professional development support to EGLP teachers after the initial training. There are two types of mentors under the program: School Based Mentors (SBMs) and Master Mentors (MMs). SBMs are selected from the pool of teachers who have completed the EGR and/or EGM training and provide support directly to other EGLP teachers. Master Mentors, on the other hand, are School Directors or Provincial/District Education Officers who are selected to provide support to SBMs. Both SBMs and MMs undergo mentor training to ensure that they have the necessary knowledge and skills to perform their role.

Mentor availability

The online teacher survey indicated that the majority of teachers have been assigned mentors. However, there is a discrepancy across subjects as only 67.7% of EGM teachers reported having a mentor compared to 89.3% of EGR teachers. In some provinces where EGM is implemented, mentors have been selected but have not yet been given the approval to start the engagement with their mentees.

Mentors and education officers also mentioned that not all schools in their area have school based mentors, due to limited funding for mentorship or shortage of eligible mentors. This issue occasionally overlapped with discussions on the number of contract teachers in the early grades, with one mentor group suggesting that the options for SBMs are limited due to the significant proportion of contract teachers in their area.

To bridge the gap in the availability of mentors, some SBMs need to travel within their district to provide mentoring support to EGLP teachers in other schools. Additionally, some school directors have stepped in to support their schools as SBMs when there are not enough teachers for the role. Both of these stopgap solutions have implications on the time demands on mentors and travel expenses.

Rural Mentor 1: *"For those who travel by ferry - they are teaching here but they need to observe the other class at the other districts."*

Interviewer: *"[When] traveling by ferry, do you face challenges related to the distance?"*

Rural Mentor 2: *"The distance is not so far. For example, I need to travel by ferry to observe a two hour long class. When I return back to teach my class, I kind of feel exhausted. My students are placed under another homeroom teacher's supervision. After the School Based Mentor's role, I have to return back to my class."*

Interviewer: *"So you travel two times back and forth and the workload is also multiplying."*

Rural Mentor 2: *"You cannot dismiss your class when you perform the School Based Mentor role. [...]"*

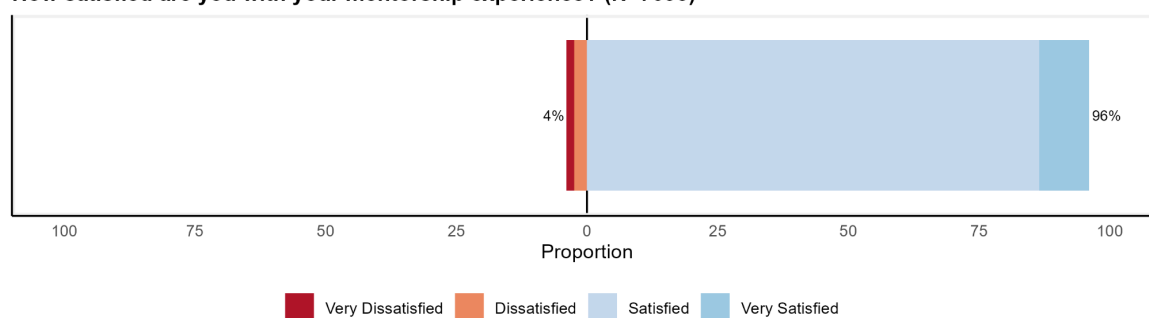
Rural Mentor 3: *"For me, from my school to the school I have to observe is about five to six kilometers in distance. My students are being placed under another homeroom teacher's watch. I have to observe Khmer language subject and then Maths subject."*

Mentor performance

Among those who were assigned mentors, 96% of EGLP teachers reported being either satisfied or very satisfied with their overall mentorship experience. This was confirmed in the FGDs with most teachers expressing that they had a positive mentorship experience in which they received helpful feedback.

Figure 9. Satisfaction of EGLP teachers with their mentorship experience

How satisfied are you with your mentorship experience? (N=7093)



Note: Responses from both EGM and EGR teachers who indicated having received mentorship for EGLP (n=7093)

In the FGDs, mentors seem to have a solid understanding of their role and are able to identify the responsibilities outlined in the Mentoring Manual: attendance to mentor trainings, classroom observation, post-observation feedback, student assessment, use of mentorship tool, and report submission on Kobo. Most teachers reported that they observed mentors completing the majority of mentor tasks often or always. The three most frequent tasks teachers reported were mentors conducting student assessments, providing post-observation feedback, and supporting school directors during weekly technical meetings. Teachers reported fewer instances of mentors engaging them in a professional learning community however, as most teachers (53%) indicated that mentors do this task sometimes or never.

Table 9. Frequency of mentorship activities according to teachers

Task	Always	Often	Sometimes	Never
Observe you in the classroom	43.4%	19.1%	35.2%	1.9%
Conduct student assessment	52.1%	18.7%	27.4%	1.4%
Conduct post-observation feedback	52.7%	17.4%	28.2%	1.4%
Discuss your improvement plan	48.9%	18.5%	30.6%	1.8%
Model instructional practices	41.4%	17.3%	35.3%	5.7%
Engage you through professional learning community	30.0%	16.1%	40.8%	12.5%
Support the school director during the weekly Thursday technical meetings	59.1%	16.9%	21.6%	1.7%
Support at cluster level workshops	42.5%	18.2%	32.0%	6.5%

Note: These questions were asked only to EGLP teachers who said they had at least one mentor visit in the most recent school year. Values reflect combined totals from EGR and EGM teachers (n=7093).

Teachers had an overall positive view of their mentors, with most teachers feeling that their meetings with mentors resulted in accurate/actionable feedback, motivation to improve, and a greater sense of preparedness surrounding their teaching and lesson planning. Most teachers (54%) who had mentors indicated that the post-observation feedback was their favorite aspect of mentoring, while 20% felt the pre-visit discussion was the best.

Table 10. Perceptions of teachers on mentorship quality and mentor performance

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I felt that my mentor's observations of me were accurate.	7.6%	91.3%	1.1%	0%
My mentor gave me concrete steps to improve my teaching.	9.1%	90.3%	0.6%	0%
After the feedback session, I felt motivated to apply my mentor's feedback to my succeeding lesson plans.	8.8%	90.9%	0.3%	0%
After the mentorship visit, I felt prepared to apply my mentor's feedback into my lesson plans.	6.5%	93.2%	0.4%	0%
I was able to concretely apply my mentor's feedback into my succeeding lesson plans.	5.5%	94.1%	0.4%	0%
After the mentorship, I felt prepared to apply my mentor's feedback into my classroom teaching/implementation.	5.9%	93.6%	0.3%	0.2%
I was able to concretely apply my mentor's feedback into my classroom teaching/implementation.	6.1%	93.6%	0.3%	0%

Note: These questions were asked only to EGLP teachers who said they had at least one mentor visit in the most recent school year. Values reflect combined totals from EGR and EGM teachers (n=6964).

Mentors indicated that they seek to give feedback which is constructive and encouraging and have experienced varying responses from mentees. In some

cases, the feedback was well received and the mentors saw improvements in teachers and student learning. In others, mentees would receive the feedback negatively or refuse to take advice from mentors. The experience was also the same for mentors working with older or more experienced mentees: some saw it as an opportunity to turn it into a mutual learning opportunity, whereas others experienced challenges with older mentees who were not open to receiving feedback from a younger mentor.

Selection of mentors

There appears to be a gap in the communication of the selection process to the mentors. While some mentors correctly identified that the selection is based on the completion of the EGLP training or outstanding performance in their teaching role, some mentors believed selection was random or did not know the basis for selection.

A few mentors expressed reservations about being a mentor and felt that they were not given an opportunity to decline the position. Others indicated that they were not provided adequate information on the role and its corresponding responsibilities prior to the training. Despite these issues, mentors opted to continue in their role due to the limited pool of eligible mentors in their area.

Urban Mentor 1: *"We join the Early Grade Learning Program because we are in charge of the 1st grade or 2nd. We are invited to join the training like other teachers have said. To become a School Based Mentor, our name is selected directly; they didn't ask anything from us. We are selected automatically, and the school director also has no idea about this. They didn't care whether we volunteered to do it or not. They just selected, and if they had asked, I wouldn't have joined this."*

Urban Mentor 2: *"I haven't joined the training, but in the end, they invited me to join the Early Grade Mathematics because my name was selected before becoming a School Based Mentor. It's not that I have joined training before becoming a School Based Mentor. All the names are selected by the Department of Education (ชลบุรีศึกษา) even though the school director had no idea about this. However, I have read one of the documents, it said that School Based Mentors need to be selected from those who have more experience and are outstanding teachers in the school and in the community. Most importantly, the teacher needs to be a proper teacher to be capable as a school-based mentor. This is what they said."*

Interviewer: *"[...] Is there anyone who volunteered to join as a school-based mentor?"*

All Respondents: *"No, we didn't."*

Urban Mentor 1: *"I also would like to quit but there is no other teacher to join this."*

Mentorship training

Most SBMs expressed that they attended the required mentor training, including reading or math and Kobo training. The mentors who attended the training indicated that they liked the training and felt more prepared for the role after the training. Mentors felt that the training helped them provide effective feedback and better understand teaching techniques and methodologies that they could then pass on to their fellow teachers.

Mentors indicated interest in receiving additional training for their mentor role, with some suggesting that additional training on the other EGLP package (reading or math), the Kobo system, or new teaching methods would help them to feel more prepared and engaged. There was also a suggestion to host a follow-up training for mentors to celebrate the achievements and discuss the challenges mentors have faced so far in the program. They felt that such a training could help mentors feel that their work is seen and their issues are heard, while further equipping the mentors to grow in their position.

Rural Mentor 1: *"We think for the next training, if the upper management who manages the KOBO system could understand the School Based Mentor problems that they [need] to overcome during their observation. From me, I think there should be another training to summarize the results of all the School Based Mentors from our four districts. [...] I want to express the challenges that all the School Based Mentors have faced and what are their achievements."*

Interviewer: *"Do you have anything else to add? Do you have any other topic in mind that you want to include in the next training? How about [respondent 2] since you have attended only one training?"*

Rural Mentor 2: *"We joined many training programs but we did not get to implement them. The trainings were online and offline. So I am not sure what else should be included."*

Scheduling and time management

While both mentors and mentees recognize the value of the program, they also acknowledge that mentorship activities require significant time commitment from all parties and would prefer to maintain or reduce the frequency of meetings. Most mentors indicated that they were meeting their assigned mentees once a month or more. Few mentors said they were meeting every other month or less, and in a couple instances, mentors indicated that they had not started meeting with their mentee for this school year. Of the teachers who were assigned mentors, 16% of EGR teachers and 20% of EGM teachers reported that they did not have mentor visits.

Provincial Education Officer: *"In selecting the SBMs, their capacity and skills also depend on how big their school is. Some might select five good SBMs in one area, but there might be fewer SBMs from schools further away. As a result, they may not be able to conduct all six visits for all the teachers compared to other SBMs responsible for nearer schools in the cluster."*

One of the challenges that mentors frequently experience in relation to schedule is the conflict between their role as teachers and mentors, especially when there are overlaps between their class schedule and mentorship activities. Mentors have implemented workaround solutions to this issue: assign student work, request a replacement teacher to oversee the class, or shift the class schedule to another time. These solutions are necessary, but have raised concerns over their impact on student wellbeing and learning outcomes.

Urban Mentor 1: *"I think that ideally, for grade one, two, and three we should meet the teachers every month. This will help both the teachers and the students in their teaching and learning."*

Interviewer: *"How many visits would that mean for you if you have to visit the teachers every month?"*

Urban Mentor 1: *"So three times a month since I have three teachers. I understand that it is a lot but for schools where there are vice principals, the SBMs should visit the teachers every month. I think that would be great. [...] But since I also have to teach, it is challenging for me. But we don't have a choice because there are not enough teachers."*

Urban Mentor 2: *"I think that as long as we are constant with the visits, once every three months or once every two months is okay. We might think that there is a large gap in between the visits but if we do it consistently, it would still be effective. But honestly, lately I haven't been able to formally do the mentoring visit. I have only looked at the classroom from outside because I cannot leave two of my classes by themselves. I would briefly stop by and give some quick feedback before I have to return to my own class. [...]"*

Urban Mentor 3: *"I try to follow the plan so when I have to do the visit, I would leave my students with some classwork while I was away. I explain the work to do and give them a good amount of tasks to do so that they will take the whole class time while I observe another teacher."*

Mentor incentives

While incentives are not the main driver of mentor performance, the insufficient allowances provided to mentors limit their ability to support their mentees and affect their morale. Mentors suggested that the standard rate of 10,000 riels or 2.5 USD per visit is not enough to cover costs associated with the role, including

travel and printing expenses. Compounding this issue is the fact that rates have not been adjusted to align with the increasing cost of living and the additional time demands for mentors who need to travel to conduct mentorship activities. Mentors worry that this could affect motivation, particularly for mentors who have been assigned additional workload. Despite these challenges, mentors continue to work with their mentees out of a desire to help their peers become better EGLP teachers.

Case 1: Travel cost are greater than the allowance amount

Interviewer: *"Is there any support you need to continue the program in the future?"*

Rural Mentor: *"There is little funding (support for the transportation). Including taking a ferry, \$2.5 is not enough for us. We have to pay for the ferry fee everytime we do monitoring."*

Interviewer: *"[...] It's not enough for the transportation fee, so you would like to suggest more funding?"*

Rural Mentor: *"Yes."*

Case 2: Incentive does not cover printed material

Rural Mentor 1: *"You can deem that I only think of money. But I feel like 10,000 Khmer Riels per time is not enough to cover our expenses."*

Rural Mentor 2: *"The document printing cost is already one factor. Sometimes, we have printed out the documents but it is not the correct one. The people in-charge ask us to change and reprint a new one. So we have to reprint a new set of documents. For me, since the beginning of the observation until now, I have not received any [reimbursement]"*

Case 3: Allowance has not increased with rising cost of living

Urban Mentor: *"I am not afraid to speak about [the incentive] even with the Ministry of Education, provincial district level and the department. I also raised the [topic of the] incentive during the technical meeting. The price of rice is increased - everything the price went up, but the incentive remains unchanged. I asked about [why the incentive did not increase], then I was told that they will report this to the management team and how they would deal with this. All teachers have the same question as I do but they dare not ask about it because they didn't know who to ask."*

Case 4: Mentors who have more responsibilities are not compensated more

Urban Mentor: "Generally speaking, we all work, but sometimes we are class teachers and another one is based in the library. What I want to say is that the incentive amount is the same as each other, however, the role and responsibilities for some teachers are more. But there is no incentive for those who do more jobs. We are given the same amount of incentive, [so] there is no motivation for those who do more work. So, I'm afraid those who work with the heart start to lose motivation to work."

Master mentors

Consistent with the selection criteria of MoEYS, Master Mentors in many districts are either education officers or heads of clusters who are able to provide technical expertise on the program. However, in a few districts where there aren't enough officials or when they don't have capacity to perform the role, teachers who are knowledgeable about and experienced in the program are also selected to be Master Mentors in order to reach the target number determined by MoEYS.

The biggest challenge for Master Mentors mentioned across districts is not having enough time for the role, followed by finding schedules that work for both Master Mentors and their mentees. Despite these challenges on availability, the majority of teachers observe that Master Mentors join School-Based Mentors during their mentorship sessions. This happens more often in rural areas (83.6%) than in urban areas (81.6%). Further, the majority of teachers observe improvements in the school-based mentors' performance when Master Mentors join the SBMs for classroom observation and feedback.

Table 11. Perceptions of teachers on mentor performance when master mentor is present

Task	Strongly Agree	Agree	Disagree	Strongly Disagree
My mentor was more active during the visits with the senior/master mentor compared to when they were visiting alone.	3.0%	85.2%	11.4%	0.5%
After the senior/master mentor visit, my mentor's feedback quality improved.	4.1%	92.7%	3.1%	0.1%
The senior/master mentor was able to provide additional	3.0%	84.6%	12.0%	0.4%

feedback that my mentor would not have usually been able to give.				
After the senior/master mentor visit, my mentor's observational skills improved.	4.0%	92.8%	3.1%	0.1%

Note: Responses from EGM and EGR teachers who indicated that their mentor was accompanied by a master mentor in at least one of the mentorship visits (n=5816)

Recommendations

Recommendation #1: Expand EGLP mentorship for all grade one, two and three teachers

Over 90% of teachers in the online survey who were meeting with a mentor indicated that they were satisfied with their experience and want to continue meeting with their mentor. Mentors also appear to be completing the tasks expected of them in their position and bring value to their mentees. These findings appear to indicate that mentorship is a valued component of the EGLP, which teachers are eager to continue in. The mentorship program should continue to grow to ensure all EGLP math and reading teachers have access to this resource.

Recommendation #2: Supply additional mentors for under-resourced areas

Some areas do not have enough resources to have a SBM for each school. This has led to some mentors traveling to conduct classroom observations and some school directors filling the role themselves. Additional mentors could help distribute the workload for SBMs who must cover multiple schools. MoEYS could consider including contract teachers with strong performance as mentors to fill the gap in areas with few eligible teachers. Alternatively, hiring dedicated mentors, whose job is entirely focused on providing mentorship, to cover multiple schools in areas with few teachers could help consolidate work in this space.

Recommendation #3: Engage mentors more when selecting individuals for the role

Many mentors expressed not knowing why they were selected for the SBM role, with some noting that they were not consulted about their capacity and desire to participate. When mentors are initially selected and contacted for the role, it may be valuable to provide more information related to the position and someone to contact regarding questions or concerns. If possible, speaking with mentors regarding their capacity and willingness to participate prior to selection may help solidify buy-in to the program and help mentors feel that they have autonomy in the process. Engaging school directors in the process of notifying

selected teachers may also help mentors feel they have a local contact they can speak with regarding their selection.

Recommendation #4: Consider adjusting mentor schedules and allowance in response to identified time management challenges

Mentors expressed that they often struggle to find time for their other school responsibilities, especially when their role conflicts with their primary position as teachers or principals. Travel to other schools may exasperate these concerns, and place increased pressure on the sufficiency of the provided mentor allowance. It may be beneficial to consider adjusting mentor allowance to be increased based on travel costs for mentors who must cover multiple schools. Reducing the frequency of visits for mentees who are consistently receiving high marks may also decrease the workload for mentors who meet with multiple teachers.

Monitoring and Coordination

Highlights

- School directors struggle to balance their administrative duties with the additional responsibilities of monitoring and supporting EGLP implementation, affecting their effectiveness.
- Education officers supplement monitoring efforts with site visits and remote communication
- Monitoring of EGLP is inconsistent, with many stakeholders not fully using Kobo due to lack of awareness or technical issues

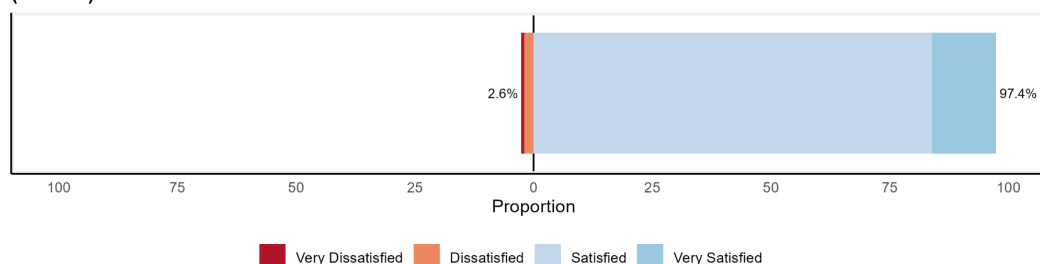
The primary mode of monitoring for the Early Grade Learning Program are the school visits and classroom observation conducted by School Directors and Education Officers. This allows SDs and EOs to identify challenges in implementation and to provide support to schools, as needed. To further streamline monitoring, RTI developed Kobo, a data collection and monitoring system where mentors upload reports from their mentoring visits. EGLP stakeholders, including SDs and EOs, are given access to the dashboard and are encouraged to use the system to monitor the status and quality of implementation in their respective schools, provinces, and districts.

School directors

In the online teacher survey, 97.3% of teachers reported being satisfied or very satisfied with the support that they receive from school directors.

Figure 10. Teachers' satisfaction with support from school directors

How satisfied are you with the support from your school director?
(N=7006)



Note: Responses by both EGM and EGR teachers (n=7006)

The primary support provided to teachers by SDs was conducting classroom

visits and reviewing lesson plans. Through these activities, school directors help teachers problem solve and share general knowledge on teaching and educational practices. However, this level of support is not universal as only 61% of teachers reported that their school director conducted classroom visits. This is in line with qualitative findings where many directors indicated they were not able to conduct classroom observations.

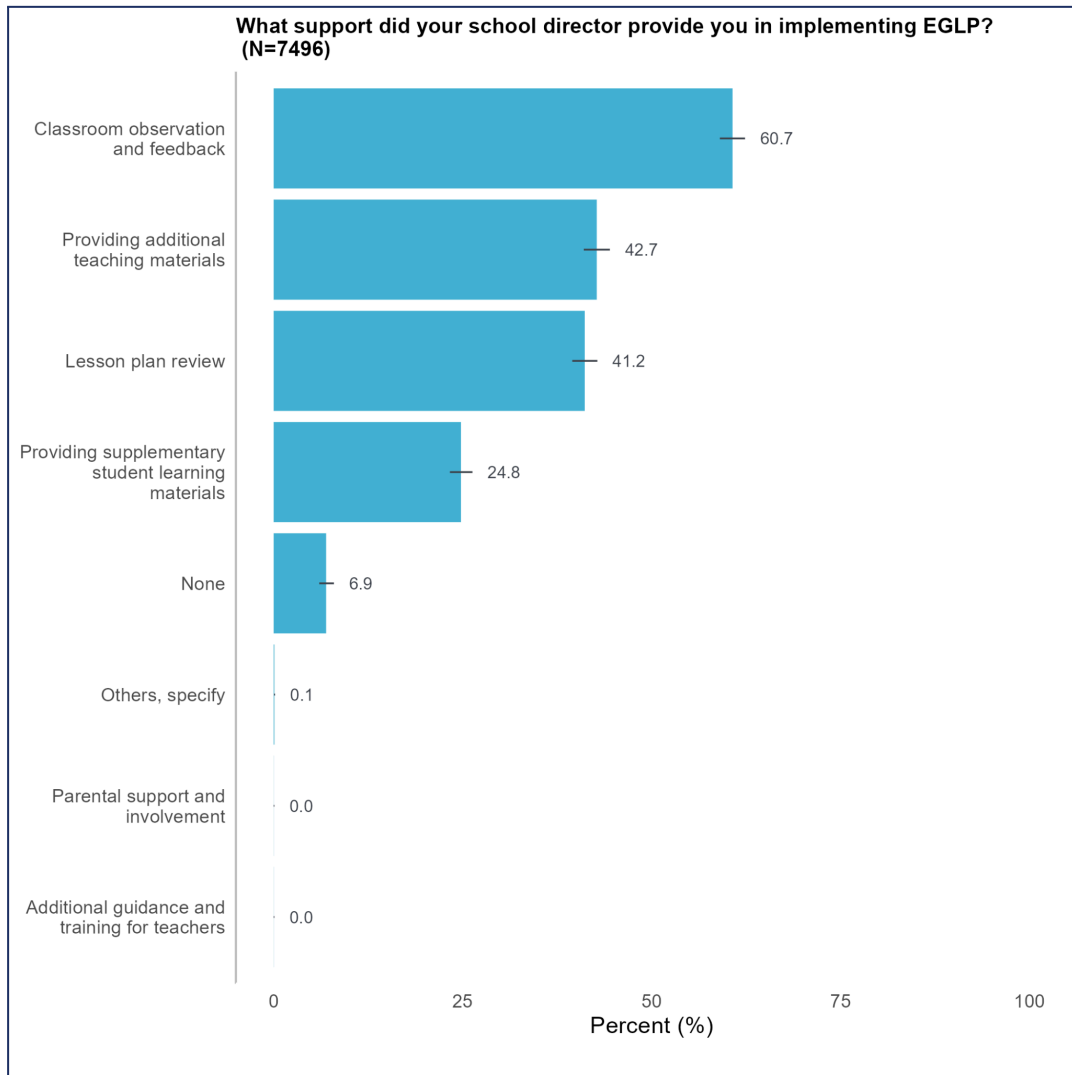
Urban School Director: *"Most challenges aren't about the utilization of the program tools; it's about students' assistance. For example, the student who is not good at reading, critical thinking, and so on. Then we discuss how to help them. Some teachers bring up EGR to solve those challenges like maybe the lesson wasn't divided correctly if it requires two hours teaching, we teach only one hour. For example, the instruction said to start the class by using tools but we start with theory. That's what we discuss, and sometimes we test the solution proposed by other teachers. Mostly the teachers discuss more about technical tasks."*

Interviewer: *"How often do you meet with the first, second, and third grade teachers to see their teaching and how well they are using the new resources?"*

Urban School Director: *"Not very frequent because I have been preoccupied. This has been quite a busy year because there are many plans to review so I don't have time to conduct the visits. Last year I was also teaching so I didn't have time"*

The other forms of support that teachers received from school directors include provision of additional teaching materials (43%), lesson plan review (41%), and provision of supplementary student materials (25%). Only a very small percentage of teachers (7%) said that they did not receive any support from their school director.

Figure 11. Support provided by school directors to EGLP teachers



Note: Responses include both EGM and EGR teachers (n=7496)

POEs and school directors mentioned that school directors struggle with the time requirements of EGLP activities, and it appears that some support activities align with core tasks already conducted by directors outside the program (such as reviewing lesson plans). School directors sometimes fill other roles within EGLP in addition to their director position, including operating as the head of EGLP established clusters of schools, providing mentorship to SBMs as Master Mentors, and operating as SBMs when there are not enough teachers available for the position.

When EGLP is introduced into a new district, school directors are invited to attend an orientation to help equip them with the tools necessary to support teachers as they are introduced to the new curriculum and materials. While most school directors indicated that they received orientation about the EGLP, some suggested that they would benefit from the provision of more training or greater autonomy in the implementation of the program.

Education officers

Provincial and district education officers also reported experiencing challenges in the availability of funding and human resources to conduct site visits. In particular, some education officers shared that they have faced delays receiving approval from the District Administration Offices for EGLP travel budgets, and that there have been times when these requests have been denied.

Interviewer: *"How often do district officers who are master mentors meet with their mentees? How often do they meet in one month?"*

Urban District Education Officer: *"So the plan from the past was in one year, they met at least 3 times according to the guideline. For this year, they did not meet yet. It was because they went there based on the funding and secondly regarding the management. It was very hard because the administration has been transferred to the district. The communication is now 2 ways, one is through the department and one is within the district administration. Therefore, it is hard for them."*

Interviewer: *"They need to do 2 reports right?"*

Urban District Education Officer: *"Yes, 2 reports. As for the District Administration, when we meet them, they say that working with the District Administration is harder than with the department. Some District Administration understands and let us go there. But sometimes they are difficult too."*

Usage of Kobo for monitoring

Lack of awareness of the Kobo system and information on how to use it seems to be the primary barrier for stakeholders who do not use the system. Some school directors and district education officers in the KIs mentioned that they have not heard of it or do not know how to use it.

For stakeholders that know about Kobo, the level of user engagement and the challenges encountered while using the system varies depending on their role. At the school level, only a few school directors mention using Kobo for monitoring. At the provincial and district level, education officers have varying opinions about its value. Some POEs do not see monitoring through Kobo as part of their role. District education officers, on the other hand, use Kobo and mention not being able to access reports and edit data directly as challenges. The experience is also different among mentors: some found the system easy to use while some found it challenging.

Urban District Education Officer: "The [Provincial Education Office] can access and review the reports in the system, but we at the [District Education Office] cannot. I would suggest that MoEYS and partners consider creating a link in Kobo that allows us to access reports on the monthly activities completed by School-Based Mentors in our district. This would help us stay updated and better support the program [...] we can't fully manage the reading package implementation. We have to rely on monitoring visits and meetings with SBM and teachers."

Provincial Education Officer: "Generally, we update the reports on Kobo every year, so a problem could arise if there are too many reports to check, and the ministry has a lot of work to do on their side. But so far, they've managed. However, they might not be able to complete everything as planned."

Recommendations

Recommendation #1: Provide additional training to school directors

School directors expressed a desire for additional training and support in the time management aspect of their role. Providing school directors with extra tools to manage their monitoring and support duties could help ensure EGLP's sustainability in the classroom.

Recommendation #2: Allocate additional budget to education officers for EGLP travel.

Education officers suggested that they have faced challenges due to lack of budget and human resources. To improve the overall coordination and monitoring of the program, it is recommended that additional budget be considered for education officers to visit schools and monitor EGLP implementation.

Recommendation #3: Facilitate additional Kobo trainings

With the issues and challenges identified above, to enhance the use of kobo, it is recommended to provide training and clear guidelines to resolve technical issues and increase adoption among all stakeholders. Additionally, monitoring processes should be streamlined by standardizing procedures with regular site visits and remote communication.

Recommendation #4: Consider updating Kobo dashboard based to enhance user experience

Given the wide range of feedback from stakeholders, it will be useful to conduct

user research to understand the requirements and capacity of different users. The findings from this exercise can be used to redesign the dashboard to improve the use of Kobo for monitoring.

Conclusion

EGLP represents a significant educational reform effort that has received positive feedback from program stakeholders. These findings and recommendations underscore the importance of quality materials and trainings which are relevant to local needs and supported by strong leadership and implementers. In addition to the specific recommendations provided under each thematic area, this section outlines broader suggestions for future reforms and research to further build on EGLP's success and strengthen Cambodia's public education system.

MoEYS educational reforms

Some key areas for growth which MoEYS may consider include:

1. **Comprehensive stakeholder engagement:** Involve teachers, parents, local authorities, and students early in the reform process to ensure buy-in and alignment. Implement regular feedback loops to continuously refine and improve strategies.
2. **Resource planning:** Ensure equitable distribution of materials and resources, particularly in underserved areas, to minimize disparities and support effective implementation.
3. **Phased implementation:** Implement reforms in phases, beginning with pilot programs in selected regions. This approach helps identify challenges and opportunities for improvement before full-scale rollout.
4. **Support for vulnerable populations:** Address challenges like seasonal migration and language barriers with flexible learning resources and

materials tailored to non-Khmer speakers.

Further research

This study sought to evaluate the implementation of the EGLP and consider where program components can be improved and improved upon. Future studies could be utilized to build upon these learnings and determine to what extent EGLP is impacting student learning.

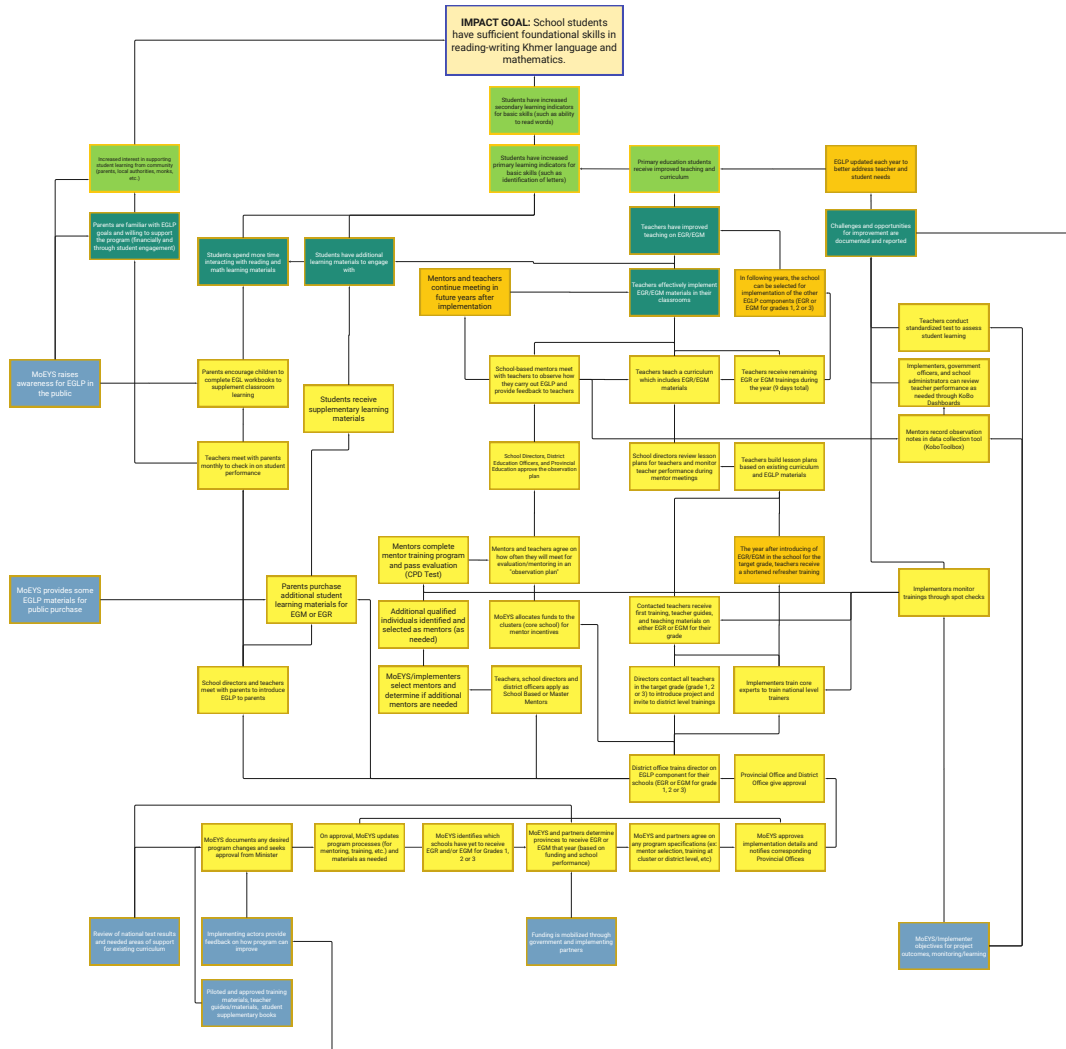
1. **Impact evaluations:** The objectives of this study did not include determining to what extent EGLP has impacted student learning outcomes. However, future studies may serve to evaluate how post-COVID19 implementation of EGLP is affecting student learning. Such an impact evaluation would build upon existing literature on the program to provide implementers with greater awareness of the present impact of the program.
2. **Mentor survey:** The quantitative component of this study, an online teacher survey provided to all EGLP teachers, was critical for providing nationally representative data on the experiences of teachers in the program. MoEYS may want to consider conducting a survey for SBMs on their experience in the program, as they are key actors for sustaining EGLP following initial implementation. Findings from such a study could be utilized in the making of a targeted training curriculum if mentor refresher trainings were to be conducted.
3. **Research on Kobo user experience:** This study revealed that, while many actors are utilizing kobo as intended, there exists gaps in the utilization of the platform that could lead to under-representation of certain data. A study on users' experience with Kobo could reveal specific areas for improvement to increase universal uptake and persistent use of the platform going forward.

Appendices

Theory of Change

See next page for the complete TOC.

Early Grade Learning Program (EGLP) Theory of Change



Acronyms

- EGR: Early Grade Reading
- EGM: Early Grade Math
- EGLP: Early Grade Learning Program (EGR and EGM)
- CPD:

Primary Actors

Funders/Program Sponsors

- USAID
- UNESCO (GPE 5)
- UNICEF (CDPF)

Implementers

- MoEYS
- IPEA/RTI (Primarily reading)
- VVOB (Mathematics)
- Room to Read (Reading)
- World Vision (Reading)
- World Education (Reading)
- FH (Reading)
- PIAN international (Reading)

Local Government Actors

- Provincial Officer
- District Officer

School Level Actors

- School Director
- Master Mentors (cluster/director)
- School Based Mentor
- Teacher
- Parents
- Students

Data Collection Tools

Key Informant Interview Guides

Provincial/District Education Officers

Introduction:

"My name is _____, and I work for a data collection firm in partnership with a research organization called IDinsight. IDinsight is an independent research organization conducting a study on the implementation of the Early Grade Learning Program by the Ministry of Education, Youth and Sport. What have you already been told regarding the purpose of this interview? [Pause]

We are conducting interviews for the Early Grade Learning Program, an initiative that aims to help build foundational learning skills for students in grade 1, 2 and 3. The purpose of this research is to understand how the program is currently being implemented and to identify areas for growth and improvement as the program continues to reach more schools. You were selected for this interview due to your district having participated in the Early Grade Learning Program in the past. We are here to learn from you about your experiences with the program, and your honest answers will help us learn best. There are no right or wrong answers to our questions. This interview does not affect your ability to participate in the program in any way. The goal is to understand your opinions and experiences. Insights from the research will be used to help the Ministry of Education, Youth and Sport improve implementation of the program.

Rest assured, your responses will be kept anonymous. This means that they will not be shared with anyone in a way that can be traced back to you. In order for me to document this conversation, we will be taking notes throughout. In addition, we would like to record your responses. You have the right to refuse to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. The interview should last about one and a half hours. Do you have any questions? Do you agree to participate in this discussion and have some of your answers recorded?"

[READ, SIGN, AND GATHER INFORMED CONSENT]

[READ, SIGN, AND GATHER PHOTO CONSENT]

Make sure each of the participants has agreed to participate before proceeding with the discussion.

[Pass out identification number for each participant which they will reference during the recording]

[Start audio recording]

Interview Start

Thank you so much for taking the time to have this interview with us. First, we would like to know more about you, your work in the [provincial/district] office, and your role in the Early Grade Learning Program.

1. Please tell us your whole name and your official job title.
2. How long have you been working in your current position?

Thank you for sharing. We are very excited to be speaking with you today, and greatly appreciate your time. Before we discuss the Early Grade Learning Program in more detail, we would like to ask you more about the program and your role in it.

3. Can you each please tell us about your specific role and responsibilities in the implementation of the Early Grade Learning Program in your school?
 - a. When did you first learn about the Early Grade Learning Program and your role in it?
 - i. Who first introduced you to the Early Grade Learning Program?
4. From your perspective, what is the main purpose of the Early Grade Learning Program? What would you say are some of the core components of the program?

Thank you for that answer. It sounds like the main components of the program that stand out to you are... [recap what was shared, and ask if our understanding is correct. Then share the following overview of our overall understanding of their role in the program. You may highlight any differences between what the respondent shared and the following text]. From our understanding, the [provincial/district] office is involved with approving and facilitating the implementation of the Early Grade Learning Program in their local schools and corresponding with school directors to ensure participating schools are familiar with the program prior to the training of teachers. We are also under the impression that district officers sometimes serve as Master Mentors in the Early Grade Learning Program and as such offer additional support to School Based Mentors and directors throughout the year.

5. *[If there are differences between the mentors' description and the above text, please probe and ask for additional information on the*

corresponding program component]

6. Do you feel that there is anything we missed in describing your role in the Early Grade Learning Program? [Pause to allow the respondent a chance to reflect and respond]

Coordination of the EGL Program

We would like to ask you some questions about **coordination of Early Grade Learning Program activities** in your province/district.

[For the following questions, please adjust or skip questions if they have already been thoroughly discussed in introductory section of this interview]

7. It is our understanding that MoEYS is the primary contact coordinating with Provincial and District officers at the start of the implementation of Early Grade Learning Program in a region. Is our understanding correct?
 - a. [Probes:] How frequently does MoEYS engage with officers like you in this district? What are the general objectives of these engagements?
 - b. Have any partner organizations (such as IPEA, RTI, VVOB etc.) worked with your team directly in the implementation of the program?
 - i. [If so:] Can you specify what role, according to your understanding, such partner organizations play in grassroot implementation of Early Grade Learning Program?
 1. [If so:] In the past school year, how often have partnered organizations contacted your office to coordinate training, school visits, or other local Early Grade Learning Program activities? What activities were coordinated?
8. When MoEYS [and any identified partner organizations] began implementing the Early Grade Learning Program in your [district/province], did you receive any formal training on how the program would be implemented? If yes, can you tell me more about that training? When did it happen last?
9. To what extent is your team involved in the roll-out of Early Grade Learning Program training to teachers in your province? What activities do you do to coordinate these trainings?
 - a. Has your team faced any challenges while supporting coordination of Early Grade Learning Program teacher trainings at the district and/or provincial level? What were they?

- i. [Further probe if necessary:] Could you describe some of key characteristics for schools in your [province/district]? (examples: many/few resources available, urban/rural, # of teachers)
 - ii. Do schools who are/have [certain identified characteristic] face any unique challenges or require any additional steps when coordinating for Early Grade Learning Program activities? Please describe these considerations and how your team addresses them.
- 10. How do school directors become aware of and involved in implementing the Early Grade Learning Program? What is your role in this process?
 - a. [Further probe if necessary:] Can you describe any communications, trainings and/or meetings your team coordinates to engage local school administrators?
 - b. How frequently do such meetings/ training happen?
- 11. Has your team identified any enabling factors/ good practices for coordinating with local school directors to ensure that all schools are informed and engaged in new programs and processes? What are they?

Master Mentors

[Skip these questions for Phnom Penh and Tbong Khmum] Next we would like to ask you a few questions regarding the Early Grade Learning mentoring program. Is this correct that district officers are sometimes selected to be master mentors?

- 12. Are there any officers in this [district/province] who support as master mentors?
- 13. [If yes:]
 - a. What has been your team's experience with the mentoring program?
 - b. Can you share more about the steps involved in district officers becoming master mentors?
 - c. How often do district officers who are master mentors meet with their mentees?
 - d. What would you say is the main benefit of master mentors district officers meeting with their mentees?
 - e. Have master mentor district officers in your area faced any challenges when meeting with their mentees? Have there been any areas of the Early Grade Learning mentorship program that

did not meet your team's expectations?

- i. [Probe if necessarily:] What such challenges have they faced?
 - ii. [Probe if necessarily:] What aspects of the program have not met expectations, and why?
14. It is our understanding that school based mentors and teachers must agree upon a schedule for how often they will meet (referred to as an "observation plan"). This plan is then approved by the school director, before being given to a district education officer and a provincial officer for approval. Is that correct?
- a. [If no:] Could you please share more on your understanding of how to mentor/mentee observation plan gets approval?
 - b. [If yes:] How many observation plans does your team approve each year? How long does the approval process tend to take on average?

Program Monitoring

Next we would like to ask you a few questions regarding the monitoring of the Early Grade Learning Program.

15. We have heard that the KoBo toolbox has been implemented to collect reports on mentorship and teacher performance. This tool provides implementers with live dashboards to support monitoring of the Early Grade Learning Program. Has your team been introduced to this tool? [Please show respondent the KoBo dashboard. If they are not familiar, skip these questions]
- a. If so, could you show us KoBo and outline for which activities you and your team use this tool?
 - i. [Probe if necessary:] Have you or your team used KoBo to monitor teacher performance or other aspects of the implementation of Early Grade Learning Program?
 - 1. Does your team take any actions based on the information you receive through KoBo?
 - a. [Probe if necessary:] For example, if your team were to see in KoBo that teacher performance was low, are there follow-up steps your team would take? Do you contact school directors to provide them feedback based on the dashboards?

- b. Have you encountered any challenges or areas for improvement while using Kobo for these activities?
- 16. How often does your team meet with school directors and/or visit schools in person to discuss how the schools are doing?
 - a. Does your team conduct meetings or visits to specifically ask about the implementation of Early Grade Learning Program? If so, how often do these meetings happen?
 - i. Have you seen schools in your province/district face any challenges when implementing the Early Grade Learning Program?
 - ii. Does your team take specific actions to address such challenges or document them for future reference?
 - 1. [Probe if necessary:] What such actions does your team take?
 - b. Are there any other monitoring mechanisms in place to ensure that Early Grade Learning Program is being implemented smoothly at schools? (If you get a very short answer probe to elaborate)
- 17. Have you heard of any differences in the challenges faced by male and female educators in your [province/district]? [If so, please probe further. Are there any areas where female educators could use additional support from the Early Grade Learning Program?]

Officer's Opinion on Program

Finally we would like to ask you a few questions about future areas for improvement to the Early Grade Learning Program as the program continues to scale.

- 18. [Please recap some key points you have discussed so far, including things the respondent has liked or has found challenging about the program.] As the Early Grade Learning Program continues to grow, do you have any suggestions for what you think should stay the same about the program? Is there anything you wish could be different in the future?
- 19. If there were unlimited resources and budget to use for the Early Grade Learning Program, how do you think the implementation of the Early Grade Learning Program would change from what is currently being practiced?
 - a. What would be your role and responsibilities in this hypothetical scenario?

- b. Is there any additional support you feel that you or those you manage would request to implement the Early Grade Learning Program more effectively?
- c. What would you ask MoEYS to do differently if they had unlimited budget and resources?
- d. What would you ask partner organizations and implementers to do differently if they had unlimited budget and resources?

Conclusion

We are coming to the end of our discussion, but before we close, we would like to ask if there is anything else anyone would like to share about the Early Grade Learning Program. [Allow participants a chance to share additional thoughts on the program and probe as needed to gather additional information.]

Thank you so much for everything you have shared with us today. Your ideas and experiences will help MoEYS continue to strengthen the Early Grade Learning Program. Before we close, is there anything else you would like to share about your experience with the Early Grade Learning Program?

School Directors

KII Introduction

"My name is _____, and I work for a data collection firm in partnership with a research organization called IDinsight. IDinsight is an independent research organization conducting a study on the implementation of the Early Grade Learning Program by the Ministry of Education, Youth and Sport. What have you already been told regarding the purpose of this interview? [Pause]

We are conducting interviews for the Early Grade Learning Program, an initiative that aims to help build foundational learning skills for students in grade 1, 2 and 3. The purpose of this research is to understand how the program is currently being implemented and to identify areas for growth and improvement as the program continues to reach more schools. You were selected for this interview due to your district having participated in the Early Grade Learning Program in the past. We are here to learn from you about your experiences with the program, and your honest answers will help us learn best. There are no right or wrong answers to our questions. This interview does not affect your ability to participate in the program in any way. The goal is to understand your opinions and experiences. Insights from the research will be used to help the Ministry of Education, Youth and Sport improve implementation of the program.

Rest assured, your responses will be kept anonymous. This means that they will not be shared with anyone in a way that can be traced back to you. In order for me to document this conversation, we will be taking notes throughout. In addition, we would like to record your responses. You have the right to refuse to answer any or all questions, to stop the recording at any time, or to stop the interview at any time. The interview should last about one and a

half hours. Do you have any questions? Do you agree to participate in this discussion and have some of your answers recorded?"

[READ, SIGN, AND GATHER INFORMED CONSENT]

[READ, SIGN, AND GATHER PHOTO CONSENT]

Make sure each of the participants has agreed to participate before proceeding with the discussion.

[Pass out identification number for each participant which they will reference during the recording]

[Start audio recording]

Interview Start

Thank you so much for taking the time to have this interview with us. First, we would like to know more about you, your work in the school, and your role in the Early Grade Learning Program.

1. Please tell us your whole name and your official job title.
2. How long have you been working in your current position?

Thank you for sharing. We are very excited to be speaking with you today, and greatly appreciate your time. Before we discuss the Early Grade Learning Program in more detail, we would like to ask you more about the program and your role in it.

3. Can you each please tell us about your specific role and responsibilities in the implementation of the Early Grade Learning Program in your school?
 - a. When did you first learn about the Early Grade Learning Program and your role in it?
 - i. Who first introduced you to the Early Grade Learning Program?
4. From your perspective, what is the main purpose of the Early Grade Learning Program? What would you say are some of the core components of the program?

Thank you for that answer. It sounds like the main components of the program that stand out to you are... [recap what was shared, and ask if our understanding is correct. Then share the following overview of our overall understanding of their role in the program. You may highlight any differences between what the respondent shared and the following text]. From our understanding, school directors are involved in the coordination of Early Grade Learning teacher training, overseeing meetings between mentors and teachers, and sometimes serving as master mentors for other nearby schools. These responsibilities are done in conjunction with other related director responsibilities, such as reviewing teacher lessons, overseeing teacher performance, and meeting with

parents.

5. [If there are differences between the mentors' description and the above text, please probe and ask for additional information on the corresponding program component]
6. Do you feel that there is anything we missed in describing your role in the Early Grade Learning Program? [Pause to allow the respondent a chance to reflect and respond]

Now I would like to ask you some specific questions about each activity, starting with how you were first introduced to the Early Grade Learning Program.

Trainings for the EGL Program

We would now like to ask you some questions about trainings conducted for the Early Grade Learning Program at your school.

7. When the Early Grade Learning program was first implemented in your school, did you receive any communications, trainings and/or meetings to familiarize you with the Early Grade Learning Program?
 - a. [If they received training:] Can you tell me more about that training? Who organized it, and when did it happen last?
8. How many early grade Khmer language or math trainings has your school participated in as part of the Early Grade Learning Program?
 - a. [Further probe if necessary:] For what grade levels have you received these trainings?
 - b. How many teachers at your school have received these trainings?
 - c. When was the last Early Grade Learning Program training run in your school?
 - d. [Further probe if necessary:] We have heard that there may sometimes be short refresher trainings conducted following the first year of the Early Grade Learning Program in a school. Has your school received any refresher trainings? If so, how many and for which subjects/grades?
9. Have you received any feedback from the teachers in your school regarding the Early Grade Learning trainings they received? How do you think teachers in your school have felt about the Early Grade Learning trainings?
 - a. [Further probe if necessary:] Did teachers seem to want more or less training sessions offered for the program?
 - b. [Further probe if necessary:] Did teachers indicate anything they

really appreciated about the trainings? What about things they disliked or would have changed about the trainings?

10. Have you noticed any differences in the challenges faced by male and female teachers in your school? [If so, please probe further. Are there any areas where female educators could use additional support from the Early Grade Learning Program trainings. Any areas where the trainings have particularly helped support them?]
11. [Probe:] Are there any areas of the training that you think could be improved or changed to better equip your teachers to teach students on early grade Khmer language or mathematics?

EGL Mentoring

[Skip question 7 for Phnom Penh and Tbong Khmum] Next we would like to ask you a few questions regarding the Early Grade Learning mentoring program.

12. How many school based mentors do you currently have in your school?
 - a. For mentors who are still meeting with teachers, for how long have these mentors been meeting with their mentees?
 - i. How often do these mentors/mentees meet together?
 - ii. Do you join mentors/mentees when they meet?
 1. What sort of activities do mentors/mentees carry out in their meetings?
 - b. Have any school based mentors stopped meeting with their mentees?
 - i. [Probe:] What led to these individuals stopping their meetings? What challenges have you seen mentors and teachers face as they try to meet together?
13. Is this correct that school directors are sometimes selected to be master mentors?
 - a. Are you a master mentor?
 - b. [If yes:]
 - i. What has been your experience with the mentoring program?
 - ii. How many schools and corresponding school based mentors have you met with as a mentor?
 - iii. Can you share more about the steps involved in school directors becoming master mentors?
 - iv. How often do school directors who are master mentors meet with their mentees?
 - v. What challenges have master mentors in your area faced when meeting with their mentees?
 - vi. What benefits have you seen to the mentorship program while meeting with their mentees?

- c. [If no:]
 - i. Is there a master mentor who is assigned to meet with school based mentors in your school?
 - 1. If so, who is this individual? [Probe if necessary:]
Are they a school director or district officer or someone else?
 - 2. How often does this individual meet with your school's mentors?
 - 3. What challenges have you seen master mentors face when trying to meet with their mentees?
 - 4. What benefits have you seen to the mentorship program since having mentors in your school?

Program Monitoring

Next we would like to ask you a few questions regarding the monitoring of the Early Grade Learning Program.

- 14. How often do you meet with early grade teachers to review how they are doing with the Early Grade Learning materials?
 - a. Do you conduct classroom visits to specifically monitor the implementation of Early Grade Learning Program? If so, how often do these visits happen?
 - i. What challenges have you seen teachers in your school face when implementing the Early Grade Learning Program?
 - ii. What steps have you taken to address such challenges or document them for future reference?
- 15. Are there any monitoring mechanisms in place to ensure that Early Grade Learning Program is being implemented smoothly at your school? (If you get a very short answer probe to elaborate)
 - a. [Probe if KoBo has not yet been discussed:] We have heard that the KoBo toolbox has been implemented to collect reports on mentorship and teacher performance. This tool provides live dashboards to support monitoring of the Early Grade Learning Program. Have you or your school been introduced to this tool?
 - i. If so, for what activities do you and your school use KoBo?
 - ii. Have you encountered any challenges or areas for improvement while using Kobo for these activities?

School Director's Opinions on Program

Finally we would like to ask you a few questions about future areas for improvement to the Early Grade Learning Program as the program continues to scale.

16. [Please recap some key points you have discussed so far, including things the respondent has liked or has found challenging about the program.] As the Early Grade Learning Program continues to grow, do you have any suggestions for what you think should stay the same about the program? Is there anything you wish could be different in the future?
17. If there were unlimited resources and budget to use for the Early Grade Learning Program, how do you think the implementation of the Early Grade Learning Program would change from what is currently being practiced?
 - a. What would be your role and responsibilities in this hypothetical scenario?
 - b. Is there any additional support you feel that you or those you manage would request to implement the Early Grade Learning Program more effectively?
 - c. What would you ask MoEYS to do differently if they had unlimited budget and resources?
 - d. What would you ask partner organizations and implementers to do differently if they had unlimited budget and resources?

Conclusion

We have come to the end of our discussion, and we thank you for everything you have shared with us. Your ideas and experiences will help MoEYS continue to strengthen the Early Grade Learning Program. Before we close, is there anything else you would like to share about your experience with the Early Grade Learning Program?

Focus Group Discussion Guides

School-Based Mentors

Introduction

"My name is _____, and I work for a data collection firm working in partnership with a research organization called IDinsight. IDinsight is an independent research organization conducting a study on the implementation of the Early Grade Learning Program by the Ministry of Education, Youth and Sport. What have you already been told regarding the purpose of this focus group discussion? [Pause]

We are conducting focus group discussions for the Early Grade Learning Program, an initiative that aims to help build foundational learning skills for students in grade 1, 2 and 3. The purpose of this research is to understand how the program is currently being implemented and to identify areas for growth and improvement as the program continues to reach more schools. You were selected for this focus group discussion due to your district having participated in the Early Grade Learning Program in the past. We are here to learn from you about your experiences with the program, and your honest answers will help us learn best. There are no right or wrong answers to our questions. This discussion does not affect your ability to participate in the program in any way. The goal is to understand your opinions and experiences. Insights from the research will be used to help the Ministry of Education, Youth and Sport improve implementation of the program.

Rest assured, your responses will be kept anonymous. This means that they will not be shared with anyone in a way that can be traced back to you. In order for me to document this conversation, we will be taking notes throughout. In addition, we would like to record your responses. You have the right to refuse to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. The focus group discussion should last about one and a half hours. Does anyone have any questions? Do you agree to participate in this discussion and have some of your answers recorded?"

[READ, SIGN, AND GATHER INFORMED CONSENT]

[READ, SIGN, AND GATHER PHOTO CONSENT]

Make sure each of the participants has agreed to participate before proceeding with the discussion.

[Pass out identification number for each participant which they will reference during the recording]

[Start audio recording]

Interview Start

Thank you all so much for taking the time to have this interview with us. First, we would like to know more about you, your work in the school, and your role in the Early Grade Learning Program.

1. Can everyone please tell us their whole name and official job title? [Go around the room to ensure every person has a chance to respond]
2. How long have you been working in your current position? [Go around the room to ensure every person has a chance to respond]
3. Can you each please tell us about your specific role and responsibilities in the implementation of the Early Grade Learning Program in your school? [Go around the room to ensure every person has a chance to respond]

Thank you each for sharing. We are very excited to be speaking with you all today, and greatly appreciate your time. Before we discuss the Early Grade Learning Program in more detail, we would like to ask you how you would describe the program in your own words. [Pause to allow the group time to think about and respond to the following question. Please emphasize that there is no right or wrong answer: we want their honest answers and this is not a quiz]

4. From your perspective, what is the main purpose of the Early Grade Learning Program? What would you say are some of the core components of the program?

Thank you for that answer. It sounds like the main components of the program that stand out to this group are... [recap what was shared, and ask if our understanding is correct. Then share the following overview of our overall understanding of the program. You may highlight any differences between what the mentors shared and the following text].

From our understanding, school based mentors are teachers who have received Early Grade Reading and/or Math training. The mentors are selected to support other teachers in their school to implement the Early Grade Learning Program. After receiving additional training for mentors, school based mentors decide with teachers how often they will meet. During these meetings, school based mentors observe teachers as they prepare for and conduct lessons in the classroom, provide feedback to teachers on areas for improvement, and document notes in KoBo. School based mentors also meet with Master Mentors to receive support and mentorship themselves.

5. [If there are differences between the mentors' description and the above text, please probe and ask for additional information on the corresponding program component]
6. Does anyone feel that there is anything we missed in describing your role

in the Early Grade Learning Program?[Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]

Now I would like to ask you all some specific questions about each activity.

Mentor Selection

First I would like to ask you a few questions about how you first became a mentor for the Early Grade Learning Program.

7. [For this question and the following probes, please go around the room to ensure every person has a chance to respond.] [Probes:] How were you each identified and selected to become mentors?
 - i. [Probes:] If you volunteered for the position, what made you want to become a mentor?
 - ii. [Probe if not yet discussed:] When did each of you first learn about the Early Grade Learning Program and your role in it?
8. What were some expectations you had about the mentor role when you were first selected? [Please allow the group time to think about the question and then encourage them to share their thoughts. Not everyone needs to respond]
9. Can you each describe any communications, trainings and/or meetings you have received to familiarize you with the Early Grade Learning Program and your role in it? [Go around the room to ensure every person has a chance to respond to this question and the following probes:]
 - a. [f they received training:] Can you tell me more about that training? Who organized it, and when did it happen last?
 - b. Were there any training topics you found particularly helpful in carrying out your responsibilities as a mentor?
 - c. Can any of you think of a topic that was not covered in the mentor training that you think would be helpful to add? [Please allow the group time to think about the question and then encourage them to share their thoughts. Not everyone needs to respond]
 - i. [Probe if necessary:] What topics would you add and why?
10. Were any of you required to pass an evaluation to become a mentor? If so, what did that evaluation involve? [Go around the room to ensure every person has a chance to respond to this question]
11. Is there anything else anyone would like to add about how you first became a mentor for the Early Grade Learning Program? [Pause to allow the group time to think about and respond to the question. Not everyone

needs to respond]

Mentor/Teacher Meetings

[Please skip this section of questions for Phnom Penh and Tbong Khmum as they have not started mentorship] Next I would like to ask you a few questions about your experience meeting with your mentees.

12. What is the process for determining how often you will meet with your mentee? Is there an established or recommended frequency for these visits? [Go around the room to ensure every person has a chance to respond to this question]
 - a. In actuality, do you think this recommended amount is too frequent or not frequent enough? [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
 - i. [Probe if they are struggling to answer:] How manageable is it to maintain this meeting frequency?
13. How often do each of you meet with the individuals you mentor?
 - a. [Probe if necessary:] Are there any challenges you face when trying to meet with your mentees? [Please allow the group time to think about the question and then encourage them to share their thoughts.]
 - b. [Probe by asking what such challenges they face and how they address them]
14. When was the last time each one of you met your mentees? [Go around the room to ensure every person has a chance to respond to this question]
 - a. Could anyone share more about what activities you completed when you had that meeting with your mentee?[Please allow the group time to think about the question and then encourage them to share their thoughts.]

Teacher Observations/Feedback

[Please skip this section of questions for Phnom Penh and Tbong Khmum as they have not started mentorship] It is our understanding that when teachers and mentors meet, a few key activities take place. First, teachers and mentors discuss any questions/challenges the teachers have, and which lesson the mentor should observe. Then the mentor joins in the classroom to observe the lesson being taught while taking notes on feedback for the teacher. Finally,

teachers and mentors meet to discuss the feedback and agree upon a plan for improvement as needed. The notes from these conversations are also documented in KoBo.

15. Is there anything that you would add or otherwise change about our understanding of your meetings with teachers? [Please allow the group time to think about the question and then encourage them to share their thoughts. Not everyone needs to respond]
16. Are there any specific rubrics or observation forms you are supposed to complete during the observation? If so, can you please explain what they are, whether they are located on paper or virtually, and what evaluation criteria they include? [Go around the room to ensure every person has a chance to share if they have a different process]
 - a. In actuality, how easy or difficult is it to use these forms for the observation? [Please allow the group time to think about the question. The below probe can be used to encourage people to share. Not everyone needs to respond.]
 - i. [Probe:] Do you feel that these resources help you provide better feedback to the teacher? Do these resources ever make the observation more difficult to conduct?
17. Can you each give a general example of feedback you have provided to teachers based on a classroom observation you have conducted? [Go around the room to ensure every person has a chance to share. We are not asking them to share about a specific teacher they mentor - just general examples of the type of feedback they provide]
 - a. Have the teachers you mentor faced any challenges when carrying out Early Grade Learning activities? Could anyone share some examples of challenges they have seen their mentees face? [For this question and the following probes, please allow the group time to think about the question and encourage them to share their thoughts. Not everyone needs to respond.]
 - b. Have any of you ever faced challenges when trying to provide feedback to the teachers you mentor? Please share some examples of these challenges and how you addressed them. [Please allow the group time to think about the question before responding. The below examples may be used as a probe.]
 - i. [Example] We have heard that it could be uncomfortable to provide feedback to teachers at the same school, or to provide feedback to teachers who have more experience than the mentor. Have any of you ever encountered similar challenges? If so, please share more about this experience

and how you navigated it.

18. Have you noticed any differences in the challenges faced by male and female teachers in your school? [If so, please probe further. Are there any areas where female educators could use additional support in the Early Grade Learning Program]
19. After you have completed your classroom observations, are there any steps you are supposed to carry out to document your observations and feedback? If so, can you please share more about that process and any forms or systems you are supposed to use? [Go around the room to ensure every person has a chance to share if they have a different process]
 - a. [Probe:] In actuality, how easy or difficult is it to document your observations and feedback? Do you ever encounter challenges when trying to access required systems and forms? [Please allow the group time to think about the question and encourage them to share their thoughts. Not everyone needs to respond.]
 - b. [Probe if they have not already mentioned/discussed KoBo:] Have you been introduced to KoBo toolbox as a resource for documenting observation notes and feedback? What is your experience with the system?

Mentors' Opinion on Program

Before we conclude our discussion today, I would like to ask you a few final questions.

20. [If mentors have already discussed how long their mentorship tasks take and/or challenges when balance their responsibilities as a mentor/teacher, you may instead recap what was discussed and ask if anyone would like to add anything] During this discussion, we have discussed how mentors are responsible for... [recap some of the responsibilities previously mentioned]. How much time do your mentorship responsibilities take?
 - a. [Probe:] Do you ever feel that your mentor responsibilities conflict with your teaching responsibilities? What do you do in these situations?
21. What support do you feel you would need to receive in order to continue meeting with your mentees long-term (for example, the next 2 or 5 school years)? [Please allow the group time to think about the question and encourage each person to share if they are willing. The below probe can be used if individuals seem to be struggling to answer the question.]

- a. [Probes if necessary:] Do you feel like the support you are currently receiving, through school directors, master mentors and in the form of incentives, is enough to continue meeting with your mentees for the next two years?
 - b. Are there any challenges you feel would make it difficult to continue meeting long-term?
22. Earlier we discussed some challenges teachers that you mentor may be facing. [Reference one challenge as an example] In what ways do you feel the mentorship program does or does not sufficiently support teachers when facing these challenges?
- a. [Probe if needed:] Can anyone identify a time when they felt like their observations and feedback really helped their mentee? Could you tell us more about this experience?

Conclusion

We are coming to the end of our discussion, but before we close, we would like to ask if there is anything else anyone would like to share about the Early Grade Learning Program. [Allow participants a chance to share additional thoughts on the program and probe as needed to gather additional information.]

Teachers

[If there are more than 7 teachers attending the FGD: As teachers arrive (before you begin the Teacher Focus Group Discussion), please ask teachers the following question. They may write their answers down on a piece of paper. Split teachers into 2 groups based on those who answered above or below the median answer (for question #4) for the group. Carry out the focus group discussion in these separate groups]

1. What is your name and age?
2. What grade do you teach?
3. For which subject did you receive training as part of the Early Grade Learning Program?
4. How beneficial do you feel the Early Grade Learning Program has been for your classes on a scale from 1 to 10 (1 being Not At All Beneficial and 10 being Very Beneficial)?"

Introduction:

"My name is _____, and I work for a data collection firm working in partnership with a research organization called IDinsight. IDinsight is an independent research organization conducting a study on the implementation of the Early Grade Learning Program by the Ministry of Education, Youth and Sport. What have you already been told regarding the purpose of this focus group discussion? [Pause]

We are conducting focus group discussions for the Early Grade Learning Program, an initiative that aims to help build foundational learning skills for students in grade 1, 2 and 3. The purpose of this research is to understand how the program is currently being implemented and to identify areas for growth and improvement as the program continues to reach more schools. You were selected for this focus group discussion due to your district having participated in the Early Grade Learning Program in the past. We are here to learn from you about your experiences with the program, and your honest answers will help us learn best. There are no right or wrong answers to our questions. This discussion does not affect your ability to participate in the program in any way. The goal is to understand your opinions and experiences. Insights from the research will be used to help the Ministry of Education, Youth and Sport improve implementation of the program.

Rest assured, your responses will be kept anonymous. This means that they will not be shared with anyone in a way that can be traced back to you. In order for me to document this conversation, we will be taking notes throughout. In addition, we would like to record your responses. You have the right to refuse to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. The focus group discussion should last about one and a half hours. Does anyone have any questions? Do you agree to participate in this

discussion and have some of your answers recorded?"

[READ, SIGN, AND GATHER INFORMED CONSENT]

[READ, SIGN, AND GATHER PHOTO CONSENT]

Make sure each of the participants has agreed to participate before proceeding with the discussion.

[Pass out identification number for each participant which they will reference during the recording]

[Start audio recording]

Interview Start

Thank you all so much for taking the time to have this interview with us. First, we would like to know more about you, your work in the school, and your experience with the Early Grade Learning Program. [For the following 2 questions, please go around the room to ensure every person has a chance to respond]

1. Can everyone please tell us their whole name and official job title?
2. How long have you been working in your current position?

Thank you each for sharing. We are very excited to be speaking with you all today, and greatly appreciate your time. Before we discuss the Early Grade Learning Program in more detail, we would like to ask you how you would describe the program in your own words. [Pause to allow the group time to think about and respond to the following question. Please emphasize that there is no right or wrong answer: we want their honest answers and this is not a quiz]

3. From your perspective, what is the main purpose of the Early Grade Learning Program? What would you say are some of the core components of the program?
 - a. [Probe if needed:] If you were explaining the program to a friend who has not participated in the program, how would you explain it?

Thank you for that answer. It sounds like the main components of the program that stand out to this group are... [recap what was shared, and ask if our understanding is correct. Then share the following overview of our overall understanding of the program. You may highlight any differences between what the teachers shared and the following text]. From our understanding, teachers who are involved in the Early Grade Learning Program receive specific trainings for their grade level for Khmer language and/or mathematics. Participating

teachers also receive teacher guides and teaching materials which guide teachers on how to carry out lessons on these topics for their classes. Teachers meet with School Based Mentors throughout the year to receive feedback and support, and may receive additional refresher trainings in the following years.

4. [If there are differences between the teachers' description and the above text, please probe and ask for additional information on the corresponding program component]
5. Does anyone feel that there is anything we missed in describing your role in the Early Grade Learning Program?[Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]

Teacher Trainings and Program Materials

Now I would like to ask you all some specific questions about each activity. First we will discuss the Early Grade Learning teacher trainings and materials.

6. When, and for which grades and subjects, did each of you receive training as part of the program? [Probe:] Can you tell me more about that training, who organized it, and when it happened last? [Please go around the room to ensure every person has a chance to respond]
 - a. Did you receive any incentive to participate in the program? If so, what incentive did you receive, and from whom? If not, why did you choose to participate in the training?
 - b. Were there any training topics you found particularly helpful in preparing you to teach Khmer language or mathematics classes? [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
 - c. Can any of you think of a topic that was not covered in the trainings that you think would be helpful to add? [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
 - i. [Probe if necessary:] What topics would you add and why?
7. [For this question and the following probes, please go around the room to ensure every person has a chance to respond] Were any teaching materials provided to you as a part of the Early Grade Learning Program? [If yes:] What materials did you receive?
 - a. [Probe if yes:] Were you given specific instructions on how to incorporate these materials into your lesson plans, or is there some degree of flexibility in how you use them?

- b. [For this question and the following probes, please emphasize that there are no right or wrong answers, and encourage the respondents to share their honest thoughts]
Some teachers may prefer to stick to a pre-specified approach while others may improvise and adapt the learning tools to their own style and classroom needs. Can you share with us some of your experiences integrating these materials in your teaching? There are no right or wrong answers, we just want to learn about your experiences.
 - i. [For teachers who have integrated materials to teaching:]
Was it easy or difficult to incorporate these materials? Have your teaching methods changed as a result of these materials (if so, in what ways have they changes)?
 - ii. [For teachers who have not integrated the materials or who have faced challenges with the materials:] If you could change 1 thing about the teaching materials to make it more useful for you, what would you change?
 - c. [If no one has shared any challenges or concerns, please reiterate that there is no right or wrong answer and ask more directly:] Is there anyone who has faced challenges with using these materials?
- 8. In what ways do the Early Grade Learning teaching methods and curriculum differ from your previous methods and curriculum? [Probe:] In what ways are they similar? [Please go around the room to ensure every person has a chance to respond]
 - a. How do you feel about these differences and similarities? Remember, there are no right or wrong answers; we would like to hear your honest thoughts. [Pause to allow the group time to think about and respond to the question. Please encourage people to share, especially if they seem a bit shy. You may use the following probe if you need to be more direct]
 - i. [Probe if necessary:] Were there any aspects of the training that you found difficult to incorporate into your teaching methods? Why or why not?
- 9. Is there anything else anyone would like to share about the Early Grade Learning Teacher Trainings or Teaching Guides/Materials? [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]

Mentorship

[Please skip this section of questions for Phnom Penh and Tbong Khmum as they have not started mentorship] Next we would like to ask you each about your experiences with the Early Grade Learning Mentorship program.

It is our understanding that when teachers and mentors meet, a few key activities take place. First, teachers and mentors discuss which lesson the mentor should observe. Then the mentor joins in the classroom to observe the lesson being taught. Finally, teachers and mentors meet to discuss feedback and agree upon a plan for improvement as needed. Is there anything that you would add or otherwise change about our understanding of your meetings with mentors? [Please allow the group time to think about the question and then encourage them to share their thoughts. Not everyone needs to respond]

10. How often do you meet with your mentor? [Please go around the room to ensure every person has a chance to respond]
 - a. Are there any challenges you face when trying to meet with your mentor? [Please allow the group time to think about the question and then encourage them to share their thoughts.] [Probe by asking what such challenges they face and how they address them]
 - b. Some teachers may prefer to meet with a mentor more or less frequently. How often would you ideally like to meet with a mentor, and why? [Please go around the room to ensure every person has a chance to respond]
11. [This question can be kept somewhat vague, so teachers don't feel they have to say it was feedback they themselves received. Please go around the room to ensure every person has a chance to share.] When mentors join in your classroom, what components of the lessons do they note feedback on? Can anyone provide some examples of the type of feedback mentors provide?
 - a. Can anyone identify a time when they felt like their mentor's observations and feedback really helped them? Could you tell us more about this experience? [Please allow the group time to think about the question and then encourage them to share their thoughts. Not everyone needs to respond]
 - b. [The following question may be sensitive as the mentor is likely another teacher at the school. Please allow the group time to think about the question and encourage them to share their thoughts.

Not everyone needs to respond] Sometimes, feedback or observations might not have the impact we hope for, and that's perfectly normal. Can anyone think of a time when the feedback or observations you received didn't quite meet your expectations? We'd love to hear more about your experience and any suggestions you have for making feedback more helpful in the future. [If the group seems hesitant to share, please remind them that there is no right or wrong answer]

12. Would anyone like to share more about feedback or other support received from mentors? Your insights are really valuable and can help us improve the process for everyone [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
13. Is there any additional support you would ideally like to have from mentors? [For this question and the following probe, pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
 - a. [Probe:] Do you feel like it would be feasible to continue meeting with mentors for another 2 years, 5 years, or longer? Why or why not?
14. Is there anything else anyone would like to share about the Early Grade Learning Mentorship Program? [Pause to allow the group time to think about and respond to the question. Not everyone needs to respond]

Teachers Opinions on Program

Lastly, we would like to ask for your thoughts on the overall impact of the Early Grade Learning Program.

15. From your experience, do you think the Early Grade Learning Program affects learning among your students? [For this question and the following probes, please pause to allow the group time to think about the question and encourage them to share their thoughts]
 - a. [If positive response:] Can you please tell us which aspects of the Early Grade Learning Program you feel most benefit student learning? [examples if they seem confused about the question, include changes to teaching methods, student workbooks, teaching materials, how students are engaged in the classroom, etc.]
 - i. Do you think there are certain aspects of the program that can be improved or changed to make it more effective?
 - b. [If negative/neutral response:] Why do you think the program might not help in learning? What do you think are the main

shortcomings of the program?

- i. How can the program be improved or changed to make it more effective?
16. Are there any students in your class who seem to face more challenges with early grade reading and math? [Example if needed: students who have the lowest test scores, or students with learning disabilities]
- a. Do you feel the Early Grade Learning Program has assisted you in teaching these students?
17. Do you feel that both male and female students are engaged with the Early Grade Learning Program materials and curriculum for Khmer language studies? What about for the materials and curriculum for mathematics?
- a. Do you think the program can have different effects on the learning outcomes for male and female students in your classroom? Why or why not?
 - b. [If either question reveals perceived difference in learning for female/male students:] Are there any ways in which you would update the materials or curriculum for either subject to further engage students of both genders?

Conclusion

We are coming to the end of our discussion, but before we close, we would like to ask if there is anything else anyone would like to share about the Early Grade Learning Program. [Allow participants a chance to share additional thoughts on the program and probe as needed to gather additional information.]

Parents/Guardians

Introduction

"My name is _____, and I work for a data collection firm working in partnership with a research organization called IDinsight. IDinsight is an independent research organization conducting a study on the implementation of the Early Grade Learning Program by the Ministry of Education, Youth and Sport. What have you already been told regarding the purpose of this focus group discussion? [Pause]

We are conducting focus group discussions for the Early Grade Learning Program, an initiative that aims to help build foundational learning skills for students in grade 1, 2 and 3. The purpose of this research is to understand how the program is currently being implemented and to identify areas for growth and

improvement as the program continues to reach more schools. You were selected for this focus group discussion due to your district having participated in the Early Grade Learning Program in the past. We are here to learn from you about your experiences with the program, and your honest answers will help us learn best. There are no right or wrong answers to our questions. This discussion does not affect your children's ability to participate in the program in any way. The goal is to understand your opinions and experiences. Insights from the research will be used to help the Ministry of Education, Youth and Sport improve implementation of the program.

Rest assured, your responses will be kept anonymous. This means that they will not be shared with anyone in a way that can be traced back to you. In order for me to document this conversation, we will be taking notes throughout. In addition, we would like to record your responses. You have the right to refuse to answer any or all questions, to stop the recording at any time, or to stop the discussion at any time. The focus group discussion should last about one and a half hours. Does anyone have any questions? Do you agree to participate in this discussion and have some of your answers recorded?"

[READ, SIGN, AND GATHER INFORMED CONSENT]

[READ, SIGN, AND GATHER PHOTO CONSENT]

Make sure each of the participants has agreed to participate before proceeding with the discussion.

[Pass out identification number for each participant which they will reference during the recording]

[Start audio recording]

Interview Start

Thank you all so much for taking the time to have this interview with us. First, we would like to know more about you and your children's experience with the Early Grade Learning Program. [For the following questions, please go around the room to ensure every person has a chance to respond]

1. Can everyone introduce themselves and share something about themselves?
[Can do a quick icebreaker question if the group seems a bit nervous]
2. How many children do you currently have enrolled at the school in grades 1, 2 or 3?
 - a. Do you have any older children who previously completed grades 1, 2 and 3?
3. Had anyone here heard about this program being run at your school before they were invited to participate in this discussion? [Please request a show of hands and note how many individuals have or have not heard

of the program]

- a. [If there are individuals who had heard of the program before, please ask the following probes:]
 - i. Where did you first hear about the program? Have you heard the term “Early Grade Learning Program” used, or did you hear the program referred to under another name?
 - ii. If you were to explain what you know about the program to a friend, how would you explain it?
 - iii. [Probe if needed:] How would you describe the main purpose and activities of the Early Grade Learning Program?

[If there are individuals who had heard of the program before, please use this transition:] It sounds like the main components of the program that stand out to this group are... [recap what was shared, and then share the following overview of our overall understanding of the program. You may highlight any differences between what the parents shared and the following text].

Thank you for sharing! It sounds like the main components of the program that stand out to this group are... [recap what was shared, and ask if our understanding is correct.] Since some of the program components take place before the school year or outside of the classroom, we would like to share a general overview of the program components for everyone's reference. [Connect the following description to the components shared by parents (such as the student workbooks). They are not expected to know all of these details, and that is perfectly okay] It is our understanding that in previous years a program was run in your school called the Early Grade Learning Program. In that program, teachers receive additional training and mentorship on teaching methods for grades 1, 2 and/or 3 Khmer language and mathematics. We have also heard that teachers sometimes meet with parents to discuss student performance, and student workbooks are made available in school and for sale locally. [For the following questions, please go around the room to ensure every person has a chance to respond]

4. Does anyone have any questions or additional comments about the program we have described before we begin the discussion? [Pause for questions. Please make sure parents know that it is okay if they do not know much about the program - they do not need to be experts. Emphasize that we would still like to hear their thought on their child's education and how they may have experienced these program components]

[Once questions have been answered:]

Now I would like to ask you all some specific questions about the Early Grade Learning Program and your opinions on the program impact.

Meetings with Teachers and Program Materials

First we will discuss different activities and materials included in the program that you may have experienced. [For the following questions, please go around the room to ensure every person has a chance to respond]

5. Does your child's teachers ever meet with you to discuss your child's performance?
 - a. [If yes:] How often do these meetings occur?
 - i. [Probe :] Can you elaborate on the topics discussed in these meetings?
 - ii. [Probe:] Do these meetings involve specific discussions around Early Grade Learning curriculum and your role in it?
6. [Please skip section b for Phnom Penh and Tbong Khmum schools, as workbooks were not provided through the school] Are you familiar with any Early Grade Learning workbooks or tasks provided by the school?
 - a. Do you see your children using these resources at home? If so, how often? (every day, a few times a week, once a week)
 - i. Do the children seem to be able to use these resources on their own and work through them fairly independently? Or do they require a lot of adult supervision? [For this question and the following probe, pause to allow the group time to think about and respond to the question. Not everyone needs to respond]
 1. [If they require more adult supervision:] Do you feel that you are able to give that supervision or support? If not, what are some of the challenges ?
 - ii. Have you heard anything from your child about how these materials are used at the school?
 - b. How do you feel these materials affect your child's learning?
7. Is anyone here familiar with the Early Grade Learning workbook materials that are published for purchase? [Please show the provided workbooks as a reference and request a show of hands.]
 - a. Have any of you seen such Early Grade Learning workbooks and materials available for purchase near you? [Show of hands] If so, where have you seen them (at stores, schools, etc.) and how

much did they cost?[For the following probes, please pause to allow the group time to think about and respond to the question. Not everyone needs to respond]

- i. [If yes:] What do you think about these materials? Do you think they are helpful for student learning?
 1. [Probe if they seem shy to share:] What do you think is the perception of parents in your community towards these materials?
 2. [Probe:]Do you know whether other parents in your community have purchased these workbooks?
- ii. [If yes:] Do you think parents in your community would face challenges if they wanted to purchase additional workbooks and materials for their child? If so, could you please give some examples of challenges you think they would face?
 1. We have heard that some parents may not be able to purchase these books due to the book being unavailable or too costly for the family. Does anyone know how parents can get the books for their children if they are not able to purchase them?

Guardians' Opinions on Program

Next we would like to ask you all a few questions about your feelings on the Early Grade Learning Program. [For the following questions, pause after each question to allow the group time to think about and respond to the question. Please emphasize that there are no right or wrong answers, Not everyone needs to respond]

8. Do you speak with your child about their classes or the tasks they need to complete for school? [Please emphasize that there are no right or wrong answers]
 - a. Have any of you heard your child speak about their Khmer language or mathematics classes? [Probe if yes:] What have they seemed to like or not like about these classes?
 - b. Are there any areas where you feel your child could use additional support in learning Khmer language and mathematics? If so, please share more.
9. If you have older children who previously attended the school, have you noticed any changes in how Khmer language or mathematics are taught for grades 1, 2 or 3?

10. Do you feel like girls and boys are both equally engaged with the Khmer language materials and curriculum? What about the materials and curriculum for mathematics?
 - a. If not, how do you think the materials could be improved to be more engaging for your children?
11. Overall, what are your perceptions about the Early Grade Learning Program in terms of how it affects your children's education? Do you anticipate there to be a largely positive effect, a negative effect, or no difference compared to how things were done before? [Probe here on answers to ensure each person has a chance to share. There are no right or wrong answers]
 - a. Is there anything you think would be helpful to add to the program to better support your children's learning?
 - b. Is there anything you think has been particularly beneficial to your student learning?

Conclusion

We are coming to the end of our discussion, but before we close, we would like to ask if there is anything else anyone would like to share about the Early Grade Learning Program. [Allow participants a chance to share additional thoughts on the program and probe as needed to gather additional information.]

Online Teacher Survey

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intro_risk	This study poses little or no risk. If you choose to participate, you can be assured that your responses will be confidential and will not be shared with anyone. We will present aggregated, de-identified information in our final report, your responses will not be traced back to you by your facility or your colleagues.																																																			
intro_benefit	The study will not have a direct benefit to participants. Your response to this survey will guide efforts of MoEYS at the national and regional level in scaling the implementation of EGLP which may or may not benefit you in the future.																																																			
intro_consent (required)	Your participation in this survey is voluntary, and you have the right to withdraw at any time. Would you be willing to participate in this survey? Note that by answering yes, you are agreeing to the information you share being used for the purposes of this study as stated in the consent form. https://bit.ly/eglp-teachersurvey-consentforms	<table><tr><td>1</td><td>Yes</td></tr><tr><td>0</td><td>No</td></tr></table>	1	Yes	0	No																																														
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24	Tbong Khmum																																																			
25	Takeo																																																			
dem_district (required)	What district does the school you currently teach in belong to?	<table><tr><td>district_code</td><td>district_kh</td></tr><tr><td>88</td><td>Other</td></tr></table>	district_code	district_kh	88	Other																																														
district_code	district_kh																																																			
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dem_school (required)	What school are you currently teaching in?	<table><tr><td>school_code</td><td>school_name_kh</td></tr><tr><td>88</td><td>Other</td></tr></table>	school_code	school_name_kh	88	Other																																														
school_code	school_name_kh																																																			
88	Other																																																			
dem_school_oth (required)	Please input your school name:																																																			
dem_gender (required)	What is your gender?	<table><tr><td>1</td><td>Female</td></tr><tr><td>2</td><td>Male</td></tr><tr><td>88</td><td>Other</td></tr><tr><td>-999</td><td>Refuse to answer</td></tr></table>	1	Female	2	Male	88	Other	-999	Refuse to answer																																										
1	Female																																																			
2	Male																																																			
88	Other																																																			
-999	Refuse to answer																																																			
dem_age (required)	What is your age as of your last birthday?																																																			
dem_tenure (required)	How many years have you been teaching in total?																																																			

Field	Question	Answer
dem_subjects <i>(required)</i>	Which of the following subjects have you taught under the new curriculum of EGLP? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None 1 Grade 1 Reading 2 Grade 2 Reading 3 Grade 3 Reading 4 Grade 1 Math 5 Grade 2 Math
dem_mentor <i>(required)</i>	Were you selected as a mentor under EGLP?	1 Yes 0 No
consent_grp > II. Demographics > dem_id_group		
dem_id <i>(required)</i>	What is your teacher ID number? <i>If you don't know your teacher ID, enter 0.</i>	
dem_id_check <i>(required)</i>	Please re-enter your teacher ID. <i>If you don't know your teacher ID, enter 0.</i>	
dem_id_nomatch <i>(required)</i>	The teacher ID did not match. Please go back and correct the entries.	
dem_email	What is your e-mail address?	
dem_phone <i>(required)</i>	What is your phone number? <i>If you don't have a phone number, enter 0.</i>	
consent_grp > eglp_teacher		
consent_grp > eglp_teacher > reading		
consent_grp > eglp_teacher > reading > II.a Reading Training		
training_r_note	Thank you. We will not ask you information about your training for teaching Early Grade Reading (EGR).	
training_r_year <i>(required)</i>	For what academic year/s did you attend training for Early Grade Reading? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None 1 2018 to 2019 2 2019 to 2020 3 2020 to 2021 4 2021 to 2022 5 2022 to 2023 6 2023 to 2024 7 2024 to 2025
training_r_levels <i>(required)</i>	For what grade levels was the training you attended in [r_training_recent_lab]? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	1 Grade 1 Reading 2 Grade 2 Reading 3 Grade 3 Reading
consent_grp > eglp_teacher > reading > II.a Reading Training > II.a Reading Training		
training_r_reminder	For the following questions, please answer for the EGR training you attended most recently.	
training_r_implem <i>(required)</i>	Which organization/s organized and/or conducted the most recent training that you were invited to? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 MoEYS 2 IPEA 3 USAID-RTI 4 Other NGOs (VVOB, World Vision, etc.) 55 Don't know / don't recall 88 Others, specify
training_r_implem_oth <i>(required)</i>	Which organization/s organized and/or conducted the most recent training that you attended? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	
training_r_req_yn <i>(required)</i>	Do you remember how many training sessions you were required to attend? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 Yes 0 No
training_r_req <i>(required)</i>	How many teacher training sessions were you required to attend for the most recent training you've attended? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	
training_r_attend_yesno <i>(required)</i>	Did you attend any training sessions? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 Yes 0 No
training_r_attend_yn <i>(required)</i>	Do you remember how many training sessions you were able to attend? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 Yes 0 No
training_r_attend <i>(required)</i>	How many training sessions were you able to attend for the most recent training you've attended? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	
training_r_attend_chal <i>(required)</i>	What challenges did you encounter in attending the training for the most recent training you've attended? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGR training you attended in [r_training_recent_lab]</i>	0 Did not encounter any challenges 1 Did not have time 2 Training venue was far 3 No budget for travel 4 Lack of transportation options 5 Was not aware of training schedule 88 Others: specify
training_r_attend_chal_oth <i>(required)</i>	What challenges did you encounter in attending the training for the most recent training you've attended? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	
consent_grp > eglp_teacher > reading > II.a Reading Training > II.a Reading Training > II.a Reading Training		
consent_grp > eglp_teacher > reading > II.a Reading Training > II.a Reading Training > II.a Reading Training > training_r_agree		

Field	Question	Answer
training_r_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent training that you attended in [r_training_recent_lab] for EGR.	
training_r_a_venue <i>(required)</i>	The training venue was conducive for training.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_time <i>(required)</i>	There was sufficient time allocated for training to cover all of the training content.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_relevant <i>(required)</i>	All of the training content was relevant to improving my skills for EGLP.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_trainer_content <i>(required)</i>	My trainer/s were able to deliver the training content well.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_trainer_ratio <i>(required)</i>	There were enough trainers for the number of teachers attending the training.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_trainer_guidance <i>(required)</i>	I received enough attention and guidance from the trainer/s.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_engaged <i>(required)</i>	I felt engaged throughout the entire training.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_newskills <i>(required)</i>	I learned new skills from the training.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_skillshare <i>(required)</i>	I was able to learn from my other trainees/attendees (excluding the trainers).	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_prepared_lpd <i>(required)</i>	After the training, I felt sufficiently prepared to apply EGLP content into my new lesson plans.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_apply_lpd <i>(required)</i>	I was able to incorporate EGLP content in my lesson plans.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_prepared_ci <i>(required)</i>	After the training, I felt sufficiently prepared to apply the training content into my classroom teaching/implementation.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_a_apply_ci <i>(required)</i>	I was able to apply training content in my classroom teaching/implementation.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_r_sat <i>(required)</i>	How would you rate the most recent set of training you've attended for EGR? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 Very dissatisfied 2 Dissatisfied 3 Satisfied 4 Very satisfied
training_r_best <i>(required)</i>	Which of the following would you say is the best aspect of the training you attended? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	1 Venue/facilities 2 Quality of trainers 3 Quality of training content 4 Pacing of training 5 Training structure 6 Trainer to teacher ratio 7 Training materials provided 0 None

Field	Question	Answer	
		88	Others, specify
training_r_best_oth (required)	Which of the following would you say is the best aspect of the training you attended? Please answer about the EGR training you attended in [r_training_recent_lab]		
training_r_worst (required)	Which of the following would you say needs the most improvement from the training you attended? Please answer about the EGR training you attended in [r_training_recent_lab]	1	Venue/facilities
		2	Quality of trainers
		3	Quality of training content
		4	Pacing of training
		5	Training structure
		6	Trainer to teacher ratio
		7	Training materials provided
		0	None
		88	Others, specify
training_r_worst_oth (required)	Which of the following would you say needs the most improvement from the training you attended? Please answer about the EGR training you attended in [r_training_recent_lab]		
training_r_ref_yn (required)	Did you attend a shortened refresher training after the training you attended? Please answer about the EGR training you attended in [r_training_recent_lab]	1	Yes
		0	No
		55	Don't know / don't recall
training_r_ref_whynot (required)	Why did you not attend the shortened refresher training? Please answer about the EGR training you attended in [r_training_recent_lab]	0	Training is still ongoing, no refresher trainings have been organized
		1	Did not know about any refresher training
		2	Training was completed but no refresher trainings were organized
		3	I knew about a refresher training but I was not invited
		4	I was invited to the refresher training but I could not attend
		55	Don't know / don't recall
training_r_ref_attend_chal (required)	What challenges did you encounter in attending the refresher training for the most recent training you've attended? This is a multi-select question. If applicable, you may select more than 1 answer. Please answer about the EGR training you attended in [r_training_recent_lab]	0	Did not encounter any challenges
		1	Did not have time
		2	Training venue was far
		3	No budget for travel
		4	Lack of transportation options
		5	Was not aware of training schedule
		88	Others: specify
training_r_ref_attend_chal_oth (required)	What challenges did you encounter in attending the refresher training for the most recent training you've attended?		
consent_grp > eglp_teacher > reading > II.a Reading Training > II.a Reading Training > II.a Reading Training > II.a Reading Training - Refresher			
training_r_ref_sat (required)	How satisfied were you with the refresher training you most recently attended? Please answer about the EGR refresher training you attended in [r_training_recent_lab]	1	Very dissatisfied
		2	Dissatisfied
		3	Satisfied
		4	Very satisfied
consent_grp > eglp_teacher > reading > II.a Reading Training > II.a Reading Training > II.a Reading Training > II.a Reading Training - Refresher > training_r_ref_agree			
training_r_ref_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent refresher training that you attended in [r_training_recent_lab] for EGR.		
training_r_ref_a_time (required)	There was sufficient time for the refresher.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_r_ref_a_recall (required)	The refresher helped me recall the training content.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_r_ref_a_prepared_lpd (required)	After the refresher, I felt better prepared to apply EGLP content into my new lesson plans.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_r_ref_a_prepared_ci (required)	After the refresher, I felt sufficiently prepared to apply the refresher training content into my new lesson plans.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_r_ref_a_apply_ci (required)	I was able to apply refresher training content in my classroom teaching/implementation.	1	Strongly disagree
		2	Disagree
		4	Agree

Field	Question	Answer
		5 Strongly agree
consent_grp > eglp_teacher > reading > II.b Reading Mentorship		
mentor_r_note	Thank you. We will now ask you about the mentorship you received for EGR.	
mentor_r_year <i>(required)</i>	For what academic year/s were you assigned a mentor? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None 1 2018 to 2019 2 2019 to 2020 3 2020 to 2021 4 2021 to 2022 5 2022 to 2023 6 2023 to 2024 7 2024 to 2025
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship		
mentor_r_reminder	Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned a mentor for EGR.	
mentor_r_ment_title <i>(required)</i>	What was the position / job title (outside mentorship) of your mentor? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	1 Teacher 2 School Director 3 District Officer 4 National Trainer 55 Don't know 88 Others, specify
mentor_r_ment_title_oth <i>(required)</i>	What was the position / job title (outside mentorship) of your mentor? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	
mentor_r_ment_gender <i>(required)</i>	What is the gender of your mentor? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	1 Female 2 Male 55 Don't know / don't recall 88 Others
mentor_r_req_yn <i>(required)</i>	Do you remember how many times your mentor was supposed to visit you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	1 Yes 0 No
mentor_r_req <i>(required)</i>	How many times was the mentor supposed to visit you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	
mentor_r_visited <i>(required)</i>	Did your mentor visit you during the school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	1 Yes 0 No
mentor_r_visits_yn <i>(required)</i>	Do you remember how many times your mentor actually visited you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	1 Yes 0 No
mentor_r_visits <i>(required)</i>	How many times were you visited by your mentor / literacy coach in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship		
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship > mentor_r_freq		
mentor_r_freq_note	For the following set of questions, please answer how frequently your EGR mentor in [r_mentor_recent_lab] was able to conduct the stated activity. How often did your EGR mentor do the following:	
mentor_r_freq_pre <i>(required)</i>	Have a pre-visit discussion with you (e.g. to discuss what to observe)	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_r_freq_obs <i>(required)</i>	Observe you in the classroom	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_r_freq_sa <i>(required)</i>	Conduct student assessment	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_r_freq_post <i>(required)</i>	Conduct post-observation feedback	1 Never 2 Sometimes 3 Often 4 Always

Field	Question	Answer
		55 Don't know / don't recall
mentor_r_freq_ip <i>(required)</i>	Discuss your improvement plan	1 Never
		2 Sometimes
		3 Often
		4 Always
		55 Don't know / don't recall
mentor_r_freq_model <i>(required)</i>	Model instructional practices	1 Never
		2 Sometimes
		3 Often
		4 Always
		55 Don't know / don't recall
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship > mentor_r_agree		
mentor_r_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent year you received mentorship for EGR in [r_mentor_recent_lab].	
mentor_r_a_prep <i>(required)</i>	I prepared more than usual because I knew my mentor was going to visit me.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_nerve <i>(required)</i>	I felt nervous because I was being observed.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_acc <i>(required)</i>	I felt that my mentor's observations of me were accurate.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_concrete <i>(required)</i>	My mentor gave me concrete steps to improve my teaching.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_motivate <i>(required)</i>	After the feedback session, I felt motivated to apply my mentor's feedback to my succeeding lesson plans and classroom implementation	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_prepared_lpd <i>(required)</i>	After the mentorship visit, I felt prepared to apply my mentor's feedback into my lesson plans.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_apply_lpd <i>(required)</i>	I was able to concretely apply my mentor's feedback into my succeeding lesson plans.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_prepared_ci <i>(required)</i>	After the mentorship, I felt prepared to apply my mentor's feedback into my classroom teaching/implementation.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
mentor_r_a_apply_ci <i>(required)</i>	I was able to concretely apply my mentor's feedback into my classroom teaching/implementation.	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship > mentor_r_freq_others		
mentor_r_freq_other_note	For the following set of questions, please answer how frequently your mentor in [r_mentor_recent_lab] was able to conduct the stated activity.	
	How often did you observe your EGR mentor do the following...	
mentor_r_freq_tech <i>(required)</i>	Support the school director during the weekly Thursday technical meetings	1 Never
		2 Sometimes
		3 Often
		4 Always
		55 Don't know / don't recall
mentor_r_freq_plc <i>(required)</i>	Engage you through professional learning community (e.g. telegram group chat)	1 Never
		2 Sometimes
		3 Often
		4 Always
		55 Don't know / don't recall
mentor_r_freq_workshop <i>(required)</i>	Support at cluster level workshops	1 Never

Field	Question	Answer	
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_r_freq_master (required)	Being accompanied/observed by a senior/master mentor during one of your mentorship visits.	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
consent_grp > eglp_teacher > reading > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship > II.b Reading Mentorship - Master Mentor			
mentor_r_mm_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent EGR Senior / Master mentor visit in [r_mentor_recent_lab]		
mentor_r_mm_a_prep (required)	I prepared more because I knew the senior/master mentor was also coming to visit.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_r_mm_a_active (required)	My mentor was more active during the visits with the senior/master mentor compared to when they were visiting alone.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_r_mm_a_fb (required)	The senior/master mentor was able to provide additional feedback that my mentor would not have usually been able to give.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_r_mm_a_obs_i (required)	After the senior/master mentor visit, my mentor's observational skills improved.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_r_mm_a_fb_i (required)	After the senior/master mentor visit, my mentor's feedback quality improved.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_r_ment_keep_yn (required)	If you had the choice, would you like to continue working with your mentor? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Yes, I would prefer to work with my mentor again.
		2	No, I would like to switch to a different mentor.
		3	No preference.
mentor_r_ment_change_why (required)	Why do you want to switch mentors? This is a multi-select question. If applicable, you may select more than 1 answer. Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Level of expertise
		2	Quality of feedback
		3	Frequency of visits
		4	To get additional input
		88	Others, specify
mentor_r_ment_change_why_oth (required)	Why do you want to switch mentors? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.		
mentor_r_ment_best (required)	What do you like most about your mentor? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Level of expertise
		2	Quality of feedback
		3	Frequency of visits
		4	Responsiveness
		0	None
		88	Others, specify
mentor_r_ment_best_oth (required)	What do you like most about your mentor? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.		
mentor_r_sat (required)	How satisfied were you with your overall mentorship experience? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Very dissatisfied
		2	Dissatisfied
		3	Satisfied
		4	Very satisfied
mentor_r_best (required)	Which would you say is the best aspect of mentorship? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Pre-visit discussion
		2	Classroom observation
		3	Student assessment
		4	Post-observation feedback
		5	Improvement planning
		6	Modeling of instructional practices
		7	Professional learning community
		0	None

Field	Question	Answer	
		88	Others, specify
mentor_r_best_oth (required)	Which would you say is the best aspect of mentorship? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.		
mentor_r_worst (required)	What about the mentorship do you think needs the most improvement? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	1	Pre-visit discussion
		2	Classroom observation
		3	Student assessment
		4	Post-observation feedback
		5	Improvement planning
		6	Modeling of instructional practices
		7	Professional learning community
		0	None
		88	Others, specify
mentor_r_worst_oth (required)	What about the mentorship do you think needs the most improvement? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.		
consent_grp > eglp_teacher > reading > II.c Lesson Plan Development & Classroom Implementation			
lpdci_r_note	For the next set of questions, we will be asking about Lesson Plan Development and Classroom Implementation for EGR.		
lpdci_r_lp_training_barrier (required)	What are the barriers to you implementing all of the EGR content in your lesson plan development? This is a multi-select question. If applicable, you may select more than 1 answer. Please answer about the EGR training you attended in [r_training_recent_lab]	0	None
		1	Don't recall training / refresher content
		2	Don't believe it is helpful
		3	Not enough materials
		4	Not monitored / required
		5	Lack of time to integrate new content
		6	Difficulty in understanding the new curriculum
		7	Overloaded with existing responsibilities
		8	Students do not like EGL curriculum
		88	Others, specify
lpdci_r_lp_training_barrier_oth (required)	What are the barriers to you implementing all of the EGR content in your lesson plan development? Please answer about the EGR training you attended in [r_training_recent_lab]		
lpdci_r_lp_ment_barrier (required)	What are the barriers to you implementing all of the mentorship feedback in lesson plan development? This is a multi-select question. If applicable, you may select more than 1 answer. Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.	0	None
		1	I did not receive any feedback or advice
		2	I don't recall my mentor's feedback or advice
		3	I don't believe my mentor's feedback or advice is helpful
		4	I don't believe my mentor's feedback or advice was relevant
		5	I don't have time to implement the feedback or advice
		6	I don't have the resources to implement the feedback or advice
		88	Others, specify
lpdci_r_lp_ment_barrier_oth (required)	What are the barriers to you implementing all of the mentorship feedback in lesson plan development? Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.		
lpdci_r_ci_training_barrier (required)	What are the barriers to you implementing all of the training content in the classroom? This is a multi-select question. If applicable, you may select more than 1 answer. Please answer about the EGR training you attended in [r_training_recent_lab]	0	None
		1	Don't recall training / refresher content
		2	Don't believe it is helpful
		3	Not enough materials
		4	Not monitored / required
		5	Lack of time to integrate new content
		6	Difficulty in understanding the new curriculum
		7	Overloaded with existing responsibilities

Field	Question	Answer
		8 Students do not like EGL curriculum 88 Others, specify
lpdci_r_ci_training_barrier_oth <i>(required)</i>	What are the barriers to you implementing all of the training content in the classroom? <i>Please answer about the EGR training you attended in [r_training_recent_lab]</i>	
lpdci_r_ci_ment_barrier <i>(required)</i>	What are the barriers to you implementing all of the mentorship feedback in the classroom? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	0 None 1 I did not receive any feedback or advice 2 I don't recall my mentor's feedback or advice 3 I don't believe my mentor's feedback or advice is helpful 4 I don't believe my mentor's feedback or advice was relevant 5 I don't have time to implement the feedback or advice 6 I don't have the resources to implement the feedback or advice 88 Others, specify
lpdci_r_ci_ment_barrier_oth <i>(required)</i>	What are the barriers to you implementing all of the mentorship feedback in the classroom? <i>Please answer the following questions for the most recent school year ([r_mentor_recent_lab]) that you were assigned an EGR mentor.</i>	
lpdci_r_studmats <i>(required)</i>	How many of your students were able to get access to the supplementary EGR learning materials?	1 None 2 Some 3 Most 4 All 55 Don't know / don't recall
lpdci_r_studmats_whynot <i>(required)</i>	Why didn't all students receive supplementary EGR material in your classroom? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	1 Materials were not available 2 Parents cannot afford supplementary material 3 School did not distribute the material 4 Students/ parents forgot to buy supplementary material 5 Supplementary material not necessary or required for classroom learning 55 Don't know / don't recall 88 Others, specify
lpdci_r_studmats_source <i>(required)</i>	How did students get access to the supplementary EGR learning materials? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	1 Provided by the school 2 Purchased by parents/family 3 Provided by implementers or donors (e.g. USAID, RTI, IPEA) 55 Don't know / don't recall 88 Others, specify
lpdci_r_studmats_source_oth <i>(required)</i>	How did students get access to the supplementary EGR learning materials?	
consent_grp > eglp_teacher > math		
consent_grp > eglp_teacher > math > II.a Math Training		
training_m_note	Thank you. We will not ask you information about your training for teaching Early Grade Math (EGM).	
training_m_year <i>(required)</i>	For what academic year/s did you attend training for Early Grade Math? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None 1 2018 to 2019 2 2019 to 2020 3 2020 to 2021 4 2021 to 2022 5 2022 to 2023 6 2023 to 2024 7 2024 to 2025
training_m_levels <i>(required)</i>	For what grade levels was the training you attended in [m_training_recent_lab]? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	4 Grade 1 Math 5 Grade 2 Math
consent_grp > eglp_teacher > math > II.a Math Training > II.a Math Training		
training_m_reminder	For the following questions, please answer for the EGM training you attended most recently.	
training_m_implem <i>(required)</i>	Which organization/s organized and/or conducted the most recent training that you were invited to? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGM training you attended in [m_training_recent_lab]</i>	1 MoEYS 2 IPEA 3 USAID-RTI

Field	Question	Answer	
		4	Other NGOs (VVOB, World Vision, etc.)
		55	Don't know / don't recall
		88	Others, specify
training_m_implem_oth <i>(required)</i>	Which organization/s organized and/or conducted the most recent training that you attended? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>		
training_m_req_yn <i>(required)</i>	Do you remember how many training sessions you were required to attend? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>	1	Yes
		0	No
training_m_req <i>(required)</i>	How many teacher training sessions were you required to attend for the most recent training you've attended? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>		
training_m_attend_yesno <i>(required)</i>	Did you attend any training sessions? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>	1	Yes
		0	No
training_m_attend_yn <i>(required)</i>	Do you remember how many training sessions you were able to attend? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>	1	Yes
		0	No
training_m_attend <i>(required)</i>	How many training sessions were you able to attend for the most recent training you've attended? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>		
training_m_attend_chal <i>(required)</i>	What challenges did you encounter in attending the training for the most recent training you've attended? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGM training you attended in [m_training_recent_lab]</i>	0	Did not encounter any challenges
		1	Did not have time
		2	Training venue was far
		3	No budget for travel
		4	Lack of transportation options
		5	Was not aware of training schedule
		88	Others: specify
training_m_attend_chal_oth <i>(required)</i>	What challenges did you encounter in attending the training for the most recent training you've attended? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>		
consent_grp > eglp_teacher > math > II.a Math Training > II.a Math Training > II.a Math Training			
consent_grp > eglp_teacher > math > II.a Math Training > II.a Math Training > II.a Math Training > training_m_agree			
training_m_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent training that you attended in [m_training_recent_lab] for EGM.		
training_m_a_venue <i>(required)</i>	The training venue was conducive for training.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_time <i>(required)</i>	There was sufficient time allocated for training to cover all of the training content.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_relevant <i>(required)</i>	All of the training content was relevant to improving my skills for EGLP.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_trainer_content <i>(required)</i>	My trainer/s were able to deliver the training content well.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_trainer_ratio <i>(required)</i>	There were enough trainers for the number of teachers attending the training.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_trainer_guidance <i>(required)</i>	I received enough attention and guidance from the trainer/s.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_engaged <i>(required)</i>	I felt engaged throughout the entire training.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_newskills <i>(required)</i>	I learned new skills from the training.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
training_m_a_skillshare <i>(required)</i>	I was able to learn from my other trainees/attendees (excluding the trainers).	1	Strongly disagree
		2	Disagree
		4	Agree

Field	Question	Answer
		5 Strongly agree
training_m_a_prepared_lpd <i>(required)</i>	After the training, I felt sufficiently prepared to incorporate the EGM content into my new lesson plans.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_m_a_apply_lpd <i>(required)</i>	I was able to incorporate EGM content in my lesson plans.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_m_a_prepared_ci <i>(required)</i>	After the training, I felt sufficiently prepared to apply the training content into my classroom teaching/implementation.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_m_a_apply_ci <i>(required)</i>	I was able to apply training content in my classroom teaching/implementation.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
training_m_sat <i>(required)</i>	How would you rate the most recent set of training you've attended for EGM? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	1 Very dissatisfied 2 Dissatisfied 3 Satisfied 4 Very satisfied
training_m_best <i>(required)</i>	Which of the following would you say is the best aspect of the training you attended? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	1 Venue/facilities 2 Quality of trainers 3 Quality of training content 4 Pacing of training 5 Training structure 6 Trainer to teacher ratio 7 Training materials provided 0 None 88 Others, specify
training_m_best_oth <i>(required)</i>	Which of the following would you say is the best aspect of the training you attended? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	
training_m_worst <i>(required)</i>	Which of the following would you say needs the most improvement from the training you attended? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	1 Venue/facilities 2 Quality of trainers 3 Quality of training content 4 Pacing of training 5 Training structure 6 Trainer to teacher ratio 7 Training materials provided 0 None 88 Others, specify
training_m_worst_oth <i>(required)</i>	Which of the following would you say needs the most improvement from the training you attended? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	
training_m_ref_yn <i>(required)</i>	Did you attend a shortened refresher training after the training you attended? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	1 Yes 0 No 55 Don't know / don't recall
training_m_ref_whynot <i>(required)</i>	Why did you not attend the shortened refresher training? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>	0 Training is still ongoing, no refresher trainings have been organized 1 Did not know about any refresher training 2 Training was completed but no refresher trainings were organized 3 I knew about a refresher training but I was not invited 4 I was invited to the refresher training but I could not attend 55 Don't know / don't recall
training_m_ref_attend_chal <i>(required)</i>	What challenges did you encounter in attending the refresher training for the most recent training you've attended? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGM training you attended in [m_training_recent_lab]</i>	0 Did not encounter any challenges 1 Did not have time 2 Training venue was far 3 No budget for travel 4 Lack of transportation options 5 Was not aware of training schedule 88 Others: specify

Field	Question	Answer																
training_m_ref_attend_chal_oth <i>(required)</i>	What challenges did you encounter in attending the refresher training for the most recent training you've attended?																	
consent_grp > eglp_teacher > math > II.a Math Training > II.a Math Training > II.a Math Training > II.a Math Training - Refresher																		
training_m_ref_sat <i>(required)</i>	How satisfied were you with the refresher training you most recently attended? <i>Please answer about the EGM refresher training you attended in [m_training_recent_lab]</i>	<table> <tr><td>1</td><td>Very dissatisfied</td></tr> <tr><td>2</td><td>Dissatisfied</td></tr> <tr><td>3</td><td>Satisfied</td></tr> <tr><td>4</td><td>Very satisfied</td></tr> </table>	1	Very dissatisfied	2	Dissatisfied	3	Satisfied	4	Very satisfied								
1	Very dissatisfied																	
2	Dissatisfied																	
3	Satisfied																	
4	Very satisfied																	
consent_grp > eglp_teacher > math > II.a Math Training > II.a Math Training > II.a Math Training > II.a Math Training - Refresher > training_m_ref_agree																		
training_m_ref_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent refresher training that you attended in [m_training_recent_lab].																	
training_m_ref_a_time <i>(required)</i>	There was sufficient time for the refresher.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
1	Strongly disagree																	
2	Disagree																	
4	Agree																	
5	Strongly agree																	
training_m_ref_a_recall <i>(required)</i>	The refresher helped me recall the training content.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
1	Strongly disagree																	
2	Disagree																	
4	Agree																	
5	Strongly agree																	
training_m_ref_a_prepared_lpd <i>(required)</i>	After the refresher, I felt better prepared to incorporate the EGM content into my new lesson plans.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
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2	Disagree																	
4	Agree																	
5	Strongly agree																	
training_m_ref_a_apply_lpd <i>(required)</i>	I was able to apply training content in developing my lesson plans.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
1	Strongly disagree																	
2	Disagree																	
4	Agree																	
5	Strongly agree																	
training_m_ref_a_prepared_ci <i>(required)</i>	After the refresher, I felt sufficiently prepared to apply the refresher training content into my classroom teaching/implementation.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
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training_m_ref_a_apply_ci <i>(required)</i>	I was able to apply refresher training content in my classroom teaching/implementation.	<table> <tr><td>1</td><td>Strongly disagree</td></tr> <tr><td>2</td><td>Disagree</td></tr> <tr><td>4</td><td>Agree</td></tr> <tr><td>5</td><td>Strongly agree</td></tr> </table>	1	Strongly disagree	2	Disagree	4	Agree	5	Strongly agree								
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2	Disagree																	
4	Agree																	
5	Strongly agree																	
consent_grp > eglp_teacher > math > II.b Math Mentorship																		
mentor_m_note	Thank you. We will now ask you about the mentorship you received for EGM.																	
mentor_m_year <i>(required)</i>	For what academic year/s were you assigned a mentor for EGM? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	<table> <tr><td>0</td><td>None</td></tr> <tr><td>1</td><td>2018 to 2019</td></tr> <tr><td>2</td><td>2019 to 2020</td></tr> <tr><td>3</td><td>2020 to 2021</td></tr> <tr><td>4</td><td>2021 to 2022</td></tr> <tr><td>5</td><td>2022 to 2023</td></tr> <tr><td>6</td><td>2023 to 2024</td></tr> <tr><td>7</td><td>2024 to 2025</td></tr> </table>	0	None	1	2018 to 2019	2	2019 to 2020	3	2020 to 2021	4	2021 to 2022	5	2022 to 2023	6	2023 to 2024	7	2024 to 2025
0	None																	
1	2018 to 2019																	
2	2019 to 2020																	
3	2020 to 2021																	
4	2021 to 2022																	
5	2022 to 2023																	
6	2023 to 2024																	
7	2024 to 2025																	
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship																		
mentor_m_reminder	Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned a mentor for EGM.																	
mentor_m_ment_title <i>(required)</i>	What was the position / job title (outside mentorship) of your mentor? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	<table> <tr><td>1</td><td>Teacher</td></tr> <tr><td>2</td><td>School Director</td></tr> <tr><td>3</td><td>District Officer</td></tr> <tr><td>4</td><td>National Trainer</td></tr> <tr><td>55</td><td>Don't know</td></tr> <tr><td>88</td><td>Others, specify</td></tr> </table>	1	Teacher	2	School Director	3	District Officer	4	National Trainer	55	Don't know	88	Others, specify				
1	Teacher																	
2	School Director																	
3	District Officer																	
4	National Trainer																	
55	Don't know																	
88	Others, specify																	
mentor_m_ment_title_oth <i>(required)</i>	What was the position / job title (outside mentorship) of your mentor? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>																	
mentor_m_ment_gender <i>(required)</i>	What is the gender of your mentor? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	<table> <tr><td>1</td><td>Female</td></tr> <tr><td>2</td><td>Male</td></tr> <tr><td>55</td><td>Don't know / don't recall</td></tr> <tr><td>88</td><td>Others</td></tr> </table>	1	Female	2	Male	55	Don't know / don't recall	88	Others								
1	Female																	
2	Male																	
55	Don't know / don't recall																	
88	Others																	
mentor_m_req_yn <i>(required)</i>	Do you remember how many times your mentor was supposed to visit you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	<table> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No												
1	Yes																	
0	No																	
mentor_m_req <i>(required)</i>	How many times was the mentor supposed to visit you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>																	
mentor_m_visited <i>(required)</i>	Did your mentor visit you during the school year where you had mentorship?	<table> <tr><td>1</td><td>Yes</td></tr> </table>	1	Yes														
1	Yes																	

Field	Question	Answer	
	<i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	0	No
mentor_m_visits_yn <i>(required)</i>	Do you remember how many times your mentor actually visited you in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Yes
		0	No
mentor_m_visits <i>(required)</i>	How many times were you visited by your mentor / literacy coach in the most recent school year where you had mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship			
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship > mentor_m_freq			
mentor_m_freq_note	For the following set of questions, please answer how frequently your EGM mentor in [r_mentor_recent_lab] was able to conduct the stated activity. How often did your EGM mentor do the following...		
mentor_m_freq_pre <i>(required)</i>	Have a pre-visit discussion with you (e.g. to discuss what to observe)	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_m_freq_obs <i>(required)</i>	Observe you in the classroom	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_m_freq_sa <i>(required)</i>	Conduct student assessment	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_m_freq_post <i>(required)</i>	Conduct post-observation feedback	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_m_freq_ip <i>(required)</i>	Discuss your improvement plan	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
mentor_m_freq_model <i>(required)</i>	Model instructional practices	1	Never
		2	Sometimes
		3	Often
		4	Always
		55	Don't know / don't recall
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship > mentor_m_agree			
mentor_m_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent year you received mentorship for EGM in [m_mentor_recent_lab].		
mentor_m_a_prep <i>(required)</i>	I prepared more than usual because I knew my mentor was going to visit me.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_m_a_nerve <i>(required)</i>	I felt nervous because I was being observed.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_m_a_acc <i>(required)</i>	I felt that my mentor's observations of me were accurate.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_m_a_concrete <i>(required)</i>	My mentor gave me concrete steps to improve my teaching.	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree
mentor_m_a_motivate <i>(required)</i>	After the feedback session, I felt motivated to apply my mentor's feedback to my succeeding lesson plans and classroom implementation	1	Strongly disagree
		2	Disagree
		4	Agree
		5	Strongly agree

Field	Question	Answer
mentor_m_a_prepared_lpd <i>(required)</i>	After the mentorship, I felt prepared to apply my mentor's feedback into my lesson plans	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_a_apply_lpd <i>(required)</i>	I was able to concretely apply my mentor's feedback into my succeeding lesson plans.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_a_prepared_ci <i>(required)</i>	After the mentorship, I felt prepared to apply my mentor's feedback into my lesson plans	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_a_apply_ci <i>(required)</i>	I was able to concretely apply my mentor's feedback into my classroom teaching/implementation.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship > mentor_m_freq_others		
mentor_m_freq_other_note	For the following set of questions, please answer how frequently your mentor in [m_mentor_recent_lab] was able to conduct the stated activity. How often did you observe your EGM mentor do the following...	
mentor_m_freq_tech <i>(required)</i>	Support the school director during the weekly Thursday technical meetings	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_m_freq_plc <i>(required)</i>	Engage you through professional learning community (e.g. telegram group chat)	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_m_freq_workshop <i>(required)</i>	Support at cluster level workshops	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
mentor_m_freq_master <i>(required)</i>	Being accompanied/observed by a senior/master mentor during one of your mentorship visits.	1 Never 2 Sometimes 3 Often 4 Always 55 Don't know / don't recall
consent_grp > eglp_teacher > math > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship > II.b Math Mentorship - Master Mentor		
mentor_m_mm_agree_note	Please rate how strongly you agree or disagree with the following statements based on the most recent EGM Senior / Master mentor visit in [m_mentor_recent_lab]	
mentor_m_mm_a_prep <i>(required)</i>	I prepared more because I knew the senior/master mentor was also coming to visit.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_mm_a_active <i>(required)</i>	My mentor was more active during the visits with the senior/master mentor compared to when they were visiting alone.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_mm_a_fb <i>(required)</i>	The senior/master mentor was able to provide additional feedback that my mentor would not have usually been able to give.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_mm_a_obs_i <i>(required)</i>	After the senior/master mentor visit, my mentor's observational skills improved.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_mm_a_fb_i <i>(required)</i>	After the senior/master mentor visit, my mentor's feedback quality improved.	1 Strongly disagree 2 Disagree 4 Agree 5 Strongly agree
mentor_m_ment_keep_yn <i>(required)</i>	If you had the choice, would you like to continue working with your mentor? Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.	1 Yes, I would prefer to work with my mentor again.

Field	Question	Answer	
		2	No, I would like to switch to a different mentor.
		3	No preference.
mentor_m_ment_change_why (required)	Why do you want to switch mentors? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Level of expertise
		2	Quality of feedback
		3	Frequency of visits
		4	To get additional input
		88	Others, specify
mentor_m_ment_change_why_oth (required)	Why do you want to switch mentors? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
mentor_m_ment_best (required)	What do you like most about your mentor? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Level of expertise
		2	Quality of feedback
		3	Frequency of visits
		4	Responsiveness
		0	None
		88	Others, specify
mentor_m_ment_best_oth (required)	What do you like most about your mentor? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
mentor_m_sat (required)	How satisfied were you with your overall mentorship experience? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Very dissatisfied
		2	Dissatisfied
		3	Satisfied
		4	Very satisfied
mentor_m_best (required)	Which would you say is the best aspect of mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Pre-visit discussion
		2	Classroom observation
		3	Student assessment
		4	Post-observation feedback
		5	Improvement planning
		6	Modeling of instructional practices
		7	Professional learning community
		0	None
		88	Others, specify
mentor_m_best_oth (required)	Which would you say is the best aspect of mentorship? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
mentor_m_worst (required)	What about the mentorship do you think needs the most improvement? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	1	Pre-visit discussion
		2	Classroom observation
		3	Student assessment
		4	Post-observation feedback
		5	Improvement planning
		6	Modeling of instructional practices
		7	Professional learning community
		0	None
		88	Others, specify
mentor_m_worst_oth (required)	What about the mentorship do you think needs the most improvement? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
consent_grp > eglp_teacher > math > II.c Lesson Plan Development & Classroom Implementation			
lpdci_m_note	For the next set of questions, we will be asking about Lesson Plan Development and Classroom Implementation for EGM.		
lpdci_m_lp_training_barrier (required)	What are the barriers to you implementing all of the EGM content in your lesson plan development? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGM training you attended in [m_training_recent_lab]</i>	0	None
		1	Don't recall training / refresher content
		2	Don't believe it is helpful
		3	Not enough materials
		4	Not monitored / required
		5	Lack of time to integrate new content
		6	Difficulty in understanding the new curriculum
		7	Overloaded with existing responsibilities
		8	Students do not like EGL curriculum
		88	Others, specify

Field	Question	Answer	
lpdc_i_m_lp_training_barrier_oth (required)	What are the barriers to you implementing all of the EGM content in your lesson plan development? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>		
lpdc_i_m_lp_ment_barrier (required)	What are the barriers to you implementing all of the mentorship feedback in lesson plan development? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	0	None
		1	I did not receive any feedback or advice
		2	I don't recall my mentor's feedback or advice
		3	I don't believe my mentor's feedback or advice is helpful
		4	I don't believe my mentor's feedback or advice was relevant
		5	I don't have time to implement the feedback or advice
		6	I don't have the resources to implement the feedback or advice
		88	Others, specify
lpdc_i_m_lp_ment_barrier_oth (required)	What are the barriers to you implementing all of the mentorship feedback in lesson plan development? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
lpdc_i_m_ci_training_barrier (required)	What are the barriers to you implementing all of the training content in the classroom? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer about the EGM training you attended in [m_training_recent_lab]</i>	0	None
		1	Don't recall training / refresher content
		2	Don't believe it is helpful
		3	Not enough materials
		4	Not monitored / required
		5	Lack of time to integrate new content
		6	Difficulty in understanding the new curriculum
		7	Overloaded with existing responsibilities
		8	Students do not like EGL curriculum
		88	Others, specify
lpdc_i_m_ci_training_barrier_oth (required)	What are the barriers to you implementing all of the training content in the classroom? <i>Please answer about the EGM training you attended in [m_training_recent_lab]</i>		
lpdc_i_m_ci_ment_barrier (required)	What are the barriers to you implementing all of the mentorship feedback in the classroom? <i>This is a multi-select question. If applicable, you may select more than 1 answer.

Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>	0	None
		1	I did not receive any feedback or advice
		2	I don't recall my mentor's feedback or advice
		3	I don't believe my mentor's feedback or advice is helpful
		4	I don't believe my mentor's feedback or advice was relevant
		5	I don't have time to implement the feedback or advice
		6	I don't have the resources to implement the feedback or advice
		88	Others, specify
lpdc_i_m_ci_ment_barrier_oth (required)	What are the barriers to you implementing all of the mentorship feedback in the classroom? <i>Please answer the following questions for the most recent school year ([m_mentor_recent_lab]) that you were assigned an EGM mentor.</i>		
lpdc_i_m_studmats (required)	How many of your students were able to get access to the supplementary EGM learning materials?	1	None
		2	Some
		3	Most
		4	All
		55	Don't know / don't recall
lpdc_i_m_studmats_whynt (required)	Why didn't all students receive supplementary EGM material in your classroom? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	1	Materials were not available
		2	Parents cannot afford supplementary material
		3	School did not distribute the material

Field	Question	Answer
		4 Students/ parents forgot to buy supplementary material
		5 Supplementary material not necessary or required for classroom learning
		55 Don't know / don't recall
		88 Others, specify
lpdc_i_m_studmats_source <i>(required)</i>	How did students get access to the supplementary EGM learning materials? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	1 Provided by the school
		2 Purchased by parents/family
		3 Provided by implementers or donors (e.g. USAID, RTI, IPEA)
		55 Don't know / don't recall
		88 Others, specify
lpdc_i_m_studmats_source_oth <i>(required)</i>	How did students get access to the supplementary EGM learning materials?	
consent_grp > eglp_teacher > III. Implementation Support		
consent_grp > eglp_teacher > III. Implementation Support > III.a Implementation Support - Parents		
eglp_support_parents_note	For the next set of questions, we will be asking about the involvement of parents for the implementation of EGLP.	
sup_parents_meet <i>(required)</i>	How often do you meet with parents about students' performance for EGLP?	1 Never
		2 Sometimes
		3 Often
		4 Always
		55 Don't know / don't recall
sup_parents_meet_dir <i>(required)</i>	To your knowledge, did your school director meet with parents to introduce EGLP?	0 No
		1 Yes, to some but not all EGLP students
		2 Yes, to all EGLP students
		55 Don't know / don't recall
sup_parent_involve <i>(required)</i>	To your knowledge, how involved were the students' parents in their learning under EGLP?	1 Not involved at all
		2 Somewhat involved
		3 Very involved
		55 Don't know / don't recall
consent_grp > eglp_teacher > III. Implementation Support > III.a Implementation Support - General		
eglp_support_others_note	For the next set of questions, we will be asking about the support you receive for the implementation of EGLP.	
sup_overall <i>(required)</i>	Rate how strongly you agree with the following statement: Overall, I receive sufficient support to effectively implement EGLP	1 Strongly disagree
		2 Disagree
		4 Agree
		5 Strongly agree
sup_additional <i>(required)</i>	What additional support do you need in order to more effectively implement EGLP? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None
		1 Additional lesson plan review
		2 Additional classroom observation and feedback
		3 More regular mentorship
		4 Providing additional teaching materials
		5 Providing additional supplementary learning materials to students
		6 Additional parental support and involvement
		88 Others, specify
sup_additional_oth <i>(required)</i>	What additional support do you need in order to more effectively implement EGLP?	
sup_director <i>(required)</i>	What support did your school director provide you in implementing EGLP? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	0 None
		1 Lesson plan review
		2 Classroom observation and feedback
		3 Providing additional teaching materials
		4 Providing supplementary student learning materials
		55 Don't know / don't recall
		88 Others, specify
sup_director_oth <i>(required)</i>	What support did your school director provide you in implementing EGLP?	
sup_director_sat <i>(required)</i>	How satisfied were you with this support from your school director?	1 Very dissatisfied
		2 Dissatisfied
		3 Satisfied

Field	Question	Answer																																																																											
		<table> <tr> <td></td><td>4</td><td>Very satisfied</td></tr> </table>		4	Very satisfied																																																																								
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sup_pdeo <i>(required)</i>	What support did your provincial/district education office provide you in implementing EGLP? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	<table> <tr> <td></td><td>0</td><td>None</td></tr> <tr> <td></td><td>1</td><td>Lesson plan review</td></tr> <tr> <td></td><td>2</td><td>Classroom observation and feedback</td></tr> <tr> <td></td><td>3</td><td>Providing additional teaching materials</td></tr> <tr> <td></td><td>4</td><td>Providing supplementary student learning materials</td></tr> <tr> <td></td><td>55</td><td>Don't know / don't recall</td></tr> <tr> <td></td><td>88</td><td>Others, specify</td></tr> </table>		0	None		1	Lesson plan review		2	Classroom observation and feedback		3	Providing additional teaching materials		4	Providing supplementary student learning materials		55	Don't know / don't recall		88	Others, specify																																																						
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II. Demographics																																																																													
nr_note	We understand. If possible, we'd like to collect some information from you which will only be used to better understand our target demographic of EGLP teachers. This information will not be shared with anyone and will only be used for statistical purposes such as weighting to correct for biases with our sampling.																																																																												
nr_dem_province <i>(required)</i>	What province does the school you currently teach in belong to?	<table> <tr><td></td><td>1</td><td>Banteay Meanchey</td></tr> <tr><td></td><td>2</td><td>Battambang</td></tr> <tr><td></td><td>3</td><td>Kampong Chhnang</td></tr> <tr><td></td><td>4</td><td>Kampong Cham</td></tr> <tr><td></td><td>5</td><td>Kandal</td></tr> <tr><td></td><td>6</td><td>Kep</td></tr> <tr><td></td><td>7</td><td>Koh Kong</td></tr> <tr><td></td><td>8</td><td>Kampot</td></tr> <tr><td></td><td>9</td><td>Kampong Speu</td></tr> <tr><td></td><td>10</td><td>Kratié</td></tr> <tr><td></td><td>11</td><td>Kampong Thom</td></tr> <tr><td></td><td>12</td><td>Monduliri</td></tr> <tr><td></td><td>13</td><td>Oddar Meanchey</td></tr> <tr><td></td><td>14</td><td>Pailin</td></tr> <tr><td></td><td>15</td><td>Phnom Penh</td></tr> <tr><td></td><td>16</td><td>Preah Sihanouk</td></tr> <tr><td></td><td>17</td><td>Pursat</td></tr> <tr><td></td><td>18</td><td>Prey Veng</td></tr> <tr><td></td><td>19</td><td>Preah Vihear</td></tr> <tr><td></td><td>20</td><td>Ratanakiri</td></tr> <tr><td></td><td>21</td><td>Svay Rieng</td></tr> <tr><td></td><td>22</td><td>Siem Reap</td></tr> <tr><td></td><td>23</td><td>Stung Treng</td></tr> <tr><td></td><td>24</td><td>Tbong Khmum</td></tr> <tr><td></td><td>25</td><td>Takeo</td></tr> </table>		1	Banteay Meanchey		2	Battambang		3	Kampong Chhnang		4	Kampong Cham		5	Kandal		6	Kep		7	Koh Kong		8	Kampot		9	Kampong Speu		10	Kratié		11	Kampong Thom		12	Monduliri		13	Oddar Meanchey		14	Pailin		15	Phnom Penh		16	Preah Sihanouk		17	Pursat		18	Prey Veng		19	Preah Vihear		20	Ratanakiri		21	Svay Rieng		22	Siem Reap		23	Stung Treng		24	Tbong Khmum		25	Takeo
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nr_dem_age <i>(required)</i>	What is your age as of your last birthday?																																																																												
nr_dem_subjects <i>(required)</i>	Which of the following subjects have you taught under the new curriculum of EGLP? <i>This is a multi-select question. If applicable, you may select more than 1 answer.</i>	<table> <tr> <td></td><td>0</td><td>None</td></tr> <tr> <td></td><td>1</td><td>Grade 1 Reading</td></tr> <tr> <td></td><td>2</td><td>Grade 2 Reading</td></tr> <tr> <td></td><td>3</td><td>Grade 3 Reading</td></tr> <tr> <td></td><td>4</td><td>Grade 1 Math</td></tr> <tr> <td></td><td>5</td><td>Grade 2 Math</td></tr> </table>		0	None		1	Grade 1 Reading		2	Grade 2 Reading		3	Grade 3 Reading		4	Grade 1 Math		5	Grade 2 Math																																																									
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