



New Generation School National Survey

Ministry of Education, Youth and Sport
(MoEYS)



September 2016



TABLE OF CONTENTS

1. INTRODUCTION	1
1.1 Purpose	1
1.2 Non-binding Nature of School Selections	1
1.3 NGS Site Typologies	2
2. PROCEDURE	3
2.1 Survey Sample Construction	3
2.2 Data Collection Methodology	3
2.3 Data Treatment & Analysis	4
3. SPECIFIC FINDINGS	5
3.1 Overview of All Provinces	5
3.2 Battambang	6
3.3 Kampong Speu	8
3.4 Kampot	10
3.5 Kandal	12
3.6 Phnom Penh	15
3.7 Prey Veng	19
3.8 Siem Reap	21
3.9 Stung Treng	24
3.10 Takeo	26
3.11 Tbong Khmum	28
3.12 Kampong Cham	32
4. RECOMMENDATIONS FOR NEW SITE SELECTION	35
4.1 Methodology Employed for School Selections	35
4.2 Actual School Selections	35

ANNEXES

Annex 1: Nomination Form (from NGS Operational Guidelines)

Annex 2: Data Collection Forms

1. INTRODUCTION

1.1 Purpose

MoEYS has created a new policy framework to promote more autonomous public schools that will be better empowered to experiment with improved governance and educational innovation. Known as New Generation Schools, these institutions are akin to *Charter Schools* in North America and *Academies* in the United Kingdom. New Generation Schools receive high investment from government and are expected to demonstrate high standards of performance and professionalism. Given the very high level of investment in New Generation Schools, it is important that the school sites selected for such programming offer the maximum possible potential for success so as to safeguard Ministry investments.

Given the above background, the Ministry of Education, Youth, and Sport commissioned KAPE to undertake the present survey to determine potential sites for NGS expansion in selected provinces. In all, a total of 10 provinces were nominated by Ministry as potential areas for NGS expansion (see Box 1). Accordingly, provinces were asked to attend an orientation on New Generation Schools to better understand the nature of the policy and to learn about key criteria to consider when nominating schools for consideration. Following the orientation, each province was asked to nominate two schools using an application form that was developed by Ministry as part of the NGS Operational Guidelines (see **Annex 1**). Some provinces nominated more than two schools resulting in more than 20 schools that had to be surveyed.

Box 1: Provinces Nominated by MoEYS for NGS Expansion

1. Battambang (2)
2. Kampong Speu (2)
3. Kampot (2)
4. Kandal (3)
5. Phnom Penh (3)
6. Prey Veng (2)
7. Siem Reap (3)
8. Stung Treng (2)
9. Takeo (2)
10. Tbong Khmum (3)

Note: Numbers in parentheses indicate nominated schools

1.2 Non-binding Nature of School Selections:

Provinces were informed that the site selections made under this survey should in no way lead to a promise for investment, as appropriate funds have not yet been identified. However, the identification of potential sites at this time will save time in an expansion of the NGS model should investment funds become available. Thus, it must be understood that recommendations made as a result of this survey are not binding. As of September 2016, tentative plans have been made to undertake investment in 'three' new NGS sites in 2017 and two more schools in 2018 (see Box 2). Accreditation visits will occur after one full year of operation and may lead to certification of a New Generation

Box 2: Planned MoEYS Investment in NGS Sites

2016: Investment in 2 sites (already selected)

2017: Investment in 3 sites*

2018: Investment in 2 sites

Total Investment Planned: 7 sites

*Does not include a 4th site that is being funded by Child Fund

School if it is compliant with policy guidelines.

1.3 NGS Site Typologies:

There are three possible site typologies that are being considered for NGS expansion (see Box 3). These include: (i) a new school that does not yet exist; (ii) an existing school; or (iii) a dying or contracting school that is losing students and has become quite small. Guidelines for exploring what an enumerator should investigate were provided for each of the typologies described. Existing schools, particularly when they are large, present the most challenges for NGS establishment and may require a 'school in a school' strategy for investments to be feasible. This is because it is difficult to build a consensus among 'all' teachers at such schools to adopt the NGS professional code that requires a cessation of practices that extort money from students for private classes, which are often required to pass. Similarly, most school directors are far too timid to enforce such rules with their teachers for fear of creating conflicts that will make life difficult for them. It is far easier to build such a consensus at new or contracting schools where teachers may be more willing to compromise or there is significant scope for hiring new teachers who are competitively selected, options that often do not exist in large existing schools with stable enrollment.

Provinces were advised to avoid nominating large schools, particularly in urban areas where private classes are endemic. If they did choose existing schools, these should be small to medium sized to minimize the challenges of creating systemic change at the site (see Existing School Typology in Box 3). As noted above these challenges mainly refer to the willingness of teachers to make changes in how they teach including their agreement to teach full-time, stop private classes (with their own students), use technology in instruction, and adopt new codes of professional conduct.

When a province nominated a school for consideration as a potential NGS site, the province was asked to explicitly indicate which of the typologies described above the nominated site exemplifies. Unfortunately, many provinces did not follow the advisories provided by the Oversight Board and chose schools that were often totally inappropriate as an NGS site because of their large size and endemic problems relating to private classes.

Box 3: NGS Typologies

New School: This is a school that does not yet exist but may be in planning. There is considerable scope for institutional change at such schools because there are no entrenched interests to confront from among teachers who do not want to change the way they teach.

Contracting School: This is a school that is losing students either due to competition with private schools, declining standards and management, and/or the loss of students to new schools in the vicinity are draining students away. Teachers at such schools are often more open to compromise than at stable existing schools.

Existing School: This is a school, which already exists whose enrolment is stable; however, there is little scope to add new teachers at such schools or move old teachers who refuse to adopt the NGS Professional code.

2. PROCEDURE

2.1 Survey Sample Construction

The survey process began with an orientation that was provided to representatives from ten provinces about New Generation School programming and the goals of future investment by MoEYS. Provincial representatives were oriented to the challenges for NGS establishment (e.g., building a consensus for teacher compliance with a new Professional Code of Ethics for teachers, etc.), the various typologies of an NGS site, useful criteria for selecting a school with high potential (e.g., smaller schools, dynamic school director leadership, etc.), and MoEYS planning for NGS investment in the future. Following the conclusion of the NGS Orientation, provincial representatives returned to their provinces and then nominated at least two schools that could be surveyed. The expectation was that each province would be able to have at least one potential NGS site suitable for investment.¹ In all, 25 schools were nominated by provinces (see Box 5) including an extra site in Kampong Cham Province that had received investment from KAPE in an earlier program that formed the basis for NGS establishment (i.e., the Beacon School Initiative²). Although significant investment has been made in this site, there remain questions about whether existing management conditions there justify additional investment.

2.2 Data Collection Methodology

Data collection methodologies were diverse and included one-on-one interviews with school managers and community members as well as focus group discussions with teachers and observations of building infrastructure. Key informants included:

- School managers
- Teachers

Box 4: Topical Areas of Inquiry on Data Collection Forms

1. School Background
2. Social Setting
3. Infrastructure Needs
4. Staffing Needs
5. Local Commitment
6. General Observations

Box 5: Schools Surveyed by Province

Battambang

1. Wat Kor LSS*
2. Oromal LSS

Kampong Speu

3. Tee-rom Ket Kampong Speu HS*
4. Kampong Speu HS

Kampot

5. Hun Sen Chuk HS
6. Mithapheap Kampuchea Japan HS

Kandal

7. Hun Sen Saraepheap HS
8. Jayvaraman VII HS
9. Preak Anchanh HS*

Phnom Penh

10. Boeung Keng Kang HS
11. Russey Keo HS*
12. Prek Leap HS*

Prey Veng

13. Kampong Ampil HS
14. Demonstration LSS*

Siem Reap

15. Angkor HS
16. 7 Makara HS
17. Kruos LSS*

Stung Treng

18. Preah Reaj Por Sanchey HS
19. Hun Sen Stung Treng HS*

Takeo

20. Om Rokha HS
21. Ang Tasom HS

Tbong Khmum

22. Hun Sen Suang HS
23. Amphoe Wan HS*
24. Chup PS*

Kampong Cham

25. Skon HS

**Indicates sites for potential investment*

¹ In the actual event, not all schools were visited because some provinces did not understand well about the school selection criteria suggested during NGS orientation. As a result, some provinces nominated huge schools with significant systemic problems that would not be suitable for NGS investment. Such school sites did not pass a desk review process and consequently were not visited by survey teams.

² The Beacon School Initiative started in 2011 and developed the first NGS prototype in Cambodia.

- Community Members
- Local Officials at POE/DOE level

Survey teams used one of three possible data collection forms based on the NGS school typology relevant to the nominated school (i.e., New, Contracting, or Existing School). These forms focused on several areas of inquiry that included basic statistics, social setting, infrastructure needs, management attitudes, etc. (see Box 4). Questions were mainly open-ended where interviewers had to follow specific guidance with respect to follow-up questions. Thus, much of the data generated during the survey was *qualitative* in nature. Data collection forms are provided in **Annex 2** of this document. The NGS Oversight Board worked with KAPE to organize two survey teams that assessed each of the 25 schools nominated by provinces. These teams were comprised of a combination of MoEYS and KAPE staff.

The first step in the data collection process was to undertake a *desk review* of the schools nominated by provinces. In several cases, provinces did not follow nominating guidelines, choosing gigantic schools with endemic problems of private classes and questionable governance practices. Such schools were automatically disqualified because they represent significant risks for successful investment. Only schools that complied with nomination guidelines were visited.

2.3 Data Treatment and Analysis

Qualitative data generated during school visits was reviewed with respect to several key criteria that are believed to maximize the probability of successful investment. These criteria are summarized in Box 6. Based on a review of compliance with these criteria, assessors made a determination of whether any given school had a *High, Moderate, or Low* probability of successful investment. These determinations were then converted into recommendations for future investment by MoEYS based on what schools should receive the highest priority.

Box 6: Criteria Suggesting the Highest Probabilities of Successful NGS Investment

- Small to medium size
- Teacher willingness to comply with NGS Professional Code
- Competence levels and dynamism among school managers
- Scope for competitive hiring if needed (geographical centrality)
- Infrastructure investment needs are low to moderate
- Access to electricity and internet
- Community is willing to share costs after 3 years of operation
- Majority of staff are under 45 and/or receptive to increased use of ICT in education

3. SPECIFIC FINDINGS

3.1 Overview

Of the 25 schools nominated by provinces, the vast majority were secondary schools (24) located in urban (16) or semi-urban (8) areas (see Table 3.1). Only one school could be described as completely rural. Three schools did not pass the desk review process as they were either too big or demonstrated other problems that greatly increased the risk to investment (e.g., too rural in location, too difficult to post teachers to the location, etc).

Table 3.1: Overview of Nominated Schools

Province	Btmbng	Kg Speu	Kampot	Kandal	Phnom Penh	Prey Veng	Siem Reap	Stung Treng	Takeo	Tbong Khmum	Kg Cham	Total
1. Schools Nominated												
Total	2	2	2	3	3	2	3	2	2	3	1	25
2. School Typologies												
New Schools	--	--	--	--	--	--	--	--	--	--	--	--
Contracting School	1	--	1	--	1	1	--	1	--	1	--	6
Existing School	1	2	1	3	2	1	3	1	2	2	1	19
3. Kind of School												
Primary										1		1
Lower Secondary	2	1	1			1	1					6
High School		1	1	3	3	1	2	2	2	2	1	18
4. % of Teachers under 45												
School 1	70%	65%	DQ	60%	40%	60%	DQ	60%	60%	100%	50%	--
School 2	80%	60%	30%	70%	50%	100%	DQ	95%	50%	100%		--
School 3				60%	50%		100%			40%		--
5. Director under 45												
School 1	No	No	DQ	No	No	No	DQ	Yes	No	No	Yes	--
School 2	Yes	No	No	No	Yes	Yes	DQ	Yes	No	Yes		--
School 3				No	Yes		Yes			Yes		--
6. Setting												
Urban School	2	2	1	1	2	1	3	2	0	2	0	16
Semi-urban School	0	0	1	2	1	1	0	0	1	1	1	8
Rural School	0	0	0	0	0	0	0	0	1	0	0	1
Remote	0	0	0	0	0	0	0	0	0	0	0	0
7. Qualifying Schools												
Total	1	1	0	1	2	1	1	1	0	2	0	10

*Note: DQ indicates Disqualified

The majority of schools nominated by provinces tended to be 'existing' schools (19) with stable enrollment. No 'new' schools were included among those nominated while there were 6 schools that could be described as 'contracting' in size. This was usually due to the competition for students with surrounding private schools or other public schools in the rural interior that were draining students away, particularly at the lower secondary school level. As noted earlier, existing schools represent special problems for NGS replication due to their size and the difficulty of building a consensus among 'all' or even most teachers to accept change. Often, what is known as a *school in a school* approach is the only feasible strategy to establish NGS programming in such sites. As a re-

sult, the 10 schools nominated under this survey for investment, 5 are classified as existing schools while 5 others were considered to be contracting schools that represent fewer challenges.

3.2 Battambang Province

The Provincial Office of Education nominated two existing lower secondary schools as potential NGS sites. Although both were relatively small schools with fewer than 500 students, a desirable trait for an NGS site, **Oramal LSS** was clearly the weaker school because of its poor management, the likely resistance from teachers to stop private classes, and the significant investment that would be needed to revamp the school's infrastructure, which is considerably run down. On the other hand, **Wat Kor LSS** seems to have strong community support as well as much more dynamic school leadership, leading to strong advocacy for upgrading the school's infrastructure. While additional investment would still be needed in the school's infrastructure, this would clearly be much less than required at Oramal LSS. In addition, the teachers at Wat Kor LSS appear to be much more receptive to accepting NGS teacher professional code and are not strongly wedded to their private classes.



Classroom at Oramal LSS

Table 3.2: Overview of Oramal Lower Secondary School

Indicator	Explanation
School Background	
Kind of School	Lower Secondary School
School Typology	Existing School
Number of Students/Female	480/282
Number of Teachers/Female	41/21
% of Teachers under 45	70%
School Director under 45 (Yes/No)	No
Setting	
Reason Provided for School Selection	POE selected without explanation
School Size	Small
Socio-economic Setting	Mixed urban and rural setting; school is in a market area that serves a rural interior as well as more urban students.
Population Density	Medium
Proximity to Main Road	On the main road to Pailin
Infrastructure	
General Condition of Infrastructure	Not good; mostly run down wooden structures
Intensity of Upgrading Needed	Major upgrading required
Access to Electricity	Yes
Access to Internet	Yes
Any particular Observations	Have a computer lab provided by the SDPP Project, no library, big campus with a sports field
Staffing Needs	
Assessment of School Management	Both Director and Vice Director retired at the same time so some senior teachers are now acting as the managers of the school on an interim basis.
Teacher Shortage Issues	No shortage of teachers
Challenges in Recruiting Additional Teachers for this Site	Because it is near Battambang Town on the main road, it would not be too difficult to recruit new teachers though there might be difficulties in assigning the best teachers.
Average Teacher Age	70% are under 45
Extent of Private Classes	All science and math teachers are engaging in private classes but

	<i>other subjects are clear.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Difficult to say/No opinion expressed</i>
Local Commitment	
Community Engagement	<i>There does not appear to strong community engagement at this school</i>
Community willingness to make contributions to school if selected	<i>Community did not make firm commitment because many of the stakeholders are poor farmers and it would be difficult for them to make any contribution to the school in later years.</i>
General Observations	
Anything Unusual About this School	<i>No gardens, environment is not very appealing, no special activities at this school; computer lab does not appear to be well maintained though they said the lab is still working.</i>
Overall Assessment	<i>Probability for successful investment at this school is LOW</i>

Table 3.3: Overview of Wat Kor Lower Secondary School

Indicator	Explanation
School Background	
Kind of School	<i>Lower Secondary School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>251/123</i>
Number of Teachers/Female	<i>29/10</i>
% of Teachers under 45	<i>80%</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>School actively requested to be nominated</i>
School Size	<i>Small</i>
Socio-economic Setting	<i>Urban area within the town of Battambang</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>100 meters from a main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Very nice new buildings built with contribution from Khmer Americans; new toilet block; teachers are responsible for taking care of the buildings</i>
Intensity of Upgrading Needed	<i>Minimum Upgrading</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>No computer lab but a nice library</i>
Staffing Needs	
Assessment of School Management	<i>Management has strong initiative; were able to successfully advocate for major investment in the school</i>
Teacher Shortage Issues	<i>No teacher shortage</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Not difficult because it is in the town</i>
Average Teacher Age	<i>80% are under 45; one teacher has a PhD in Literature</i>
Extent of Private Classes	<i>No private classes in evidence</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Very strong commitment to this idea</i>
Local Commitment	
Community Engagement	<i>Seems to be very good</i>
Community willingness to make contributions to school if selected	<i>Community felt confident that after 3 years they could manage the school on their own.</i>
General Observations	
Anything Unusual About this School	<i>Extremely high standards of management in evidence</i>
Overall Assessment	<i>Probability for successful investment at this school is HIGH due to strong leadership, high receptivity among teachers, and strong community support.</i>

3.3 Kampot Province

One of the two schools nominated by Kampot (**Hun Sen Chuk HS**) did not pass the desk review because the school selected was too large with endemic problems of private teaching. **Mithapheap Kampuchea-Japan HS** offered some moderate chance of successful NGS replication because the school is losing students to private schools, which are in close proximity; the remaining students are, therefore, poor with little ability to support private teaching. Infrastructure at the school is in good condition but the leadership at the school is very weak and not enthusiastic about NGS conversion. Thus, in order for investments at this school to be successful, there would need to be a change in leadership among school managers as well as a thorough review of teacher qualifications. Until such changes could be assured, the survey team could not make a strong recommendation for NGS investment in either of the schools nominated.

Table 3.4: Overview of Hun Sen Chuk High School (Failed Desk Review)

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>4,000 + students</i>
Number of Teachers	--
% of Teachers under 45	--
School Director under 45 (Yes/No)	--
Setting	
Reason Provided for School Selection	--
School Size	<i>Extremely large</i>
Socio-economic Setting	<i>Urban</i>
Population Density	<i>High</i>
Proximity to Main Road	--
Infrastructure	
General Condition of Infrastructure	--
Intensity of Upgrading Needed	--
Access to Electricity	--
Access to Internet	--
Any particular Observations	--
Staffing Needs	
Assessment of School Management	--
Teacher Shortage Issues	--
Challenges in Recruiting Additional Teachers for this Site	--
Average Teacher Age	--
Extent of Private Classes	--
Commitment of Local Authority to Competitive Staff Selection?	--
Local Commitment	
Community Engagement	--
Community willingness to make contributions to school if selected	--
General Observations	
Anything Unusual About this School	<i>School disqualified because it did not meet suggested nomination criteria.</i>
Overall Assessment	<i>Based on a cursory examination of basic features at this school, we conclude that the probability of successful investment would be LOW due to the school's size and the profusion of private classes at all levels. Challenges for successful replication are considerable.</i>

Table 3.5: Overview of Mittapheap Kampuchea-Japan High School

Indicator	Explanation
School Background	
Kind of School	<i>High School (upgraded to Grade 10 in 2016)</i>
School Typology	<i>Contracting School (losing students to private school across the street)</i>
Number of Students/Female	<i>572/272</i>
Number of Teachers/Female	<i>41/28</i>
% of Teachers under 45	<i>30% under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for Selection of This School	<i>The school is contracting and offers good potential for change.</i>
School Size	<i>Small</i>
Socio-economic Setting	<i>Urban, mostly middle class with some poor students</i>
Population Density	<i>High (market area)</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Generally very good because of a large contribution made by the Japanese;</i>
Intensity of Upgrading Needed	<i>Major upgrading, Moderate, upgrading, Minimum Upgrading</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>There is a big hall built by the Japanese that is not used but is very nice/Could be used for other facilities like library, etc.</i>
Staffing Needs	
Assessment of School Management	<i>School Director seemed average; but the Vice Director seemed hostile and uninterested</i>
Teacher Shortage Issues	<i>Teachers are in surplus (17 extra teachers due to loss of students)</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Probably not difficult but many of the existing teachers are relatives of officials in POE so it would be difficult to move them out.</i>
Average Teacher Age	<i>Mostly older (70% over 45)</i>
Extent of Private Classes	<i>Some private classes occurring but since most of the students that are left are poor, there is not much scope for private teaching.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>No opinion expressed</i>
Local Commitment	
Community Engagement	<i>Community engagement seems very low</i>
Community willingness to make contributions to school if selected	<i>Don't know because community was not invited to the meeting as requested</i>
General Observations	
Anything Unusual About this School	<i>There is a private school directly across the street; School managers seemed surprised by arrival of the team; office was in great disarray; poor preparation</i>
Overall Assessment	<i>Probability for successful investment at this school is only MODERATE to LOW on the condition that there could be major changes in school management and teachers assigned to this school. However, if these changes could not be guaranteed, the team would not recommend investment at this school.</i>

3.4 Kampong Speu

Of the two schools nominated in Kampong Speu, one definitely appears to have potential as an NGS site. In this respect, **Tee-rom Ket High School** is a small to medium-sized school with a relatively young group of teachers who generally do not engage in private teaching and very much welcomed NGS programming. The school is in an urban setting with strong community support and both willingness and ability to provide contributions to the school if standards improve markedly. The other school that was visited during the survey (**Kampong Speu Lower Secondary School**) is very large with pervasive private teaching. Teachers were not welcoming of NGS programming and early ADB investments for a Resource Center has largely not been effective with very low rates of utilization of materials earlier provided.

Table 3.6: Overview of Tee-rom Khet Lower Secondary School

Indicator	Explanation
School Background	
Kind of School	<i>Lower Secondary School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>790/406</i>
Number of Teachers	<i>50/27</i>
% of Teachers under 45	<i>65% under 45</i>
School Director under 45 (Yes/No)	<i>No (but Vice Director is under 45)</i>
Setting	
Reason Provided for School Selection	<i>School is in the town and the POE felt that it is a good school</i>
School Size	<i>Medium size</i>
Socio-economic Setting	<i>Urban with many middle class families in the area</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>Not far, one half kilometer</i>
Infrastructure	
General Condition of Infrastructure	<i>A new 3-story building is under construction and the other buildings are in reasonably good condition</i>
Intensity of Upgrading Needed	<i>Upgrading would require moderate investment</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes (in the office)</i>
Any particular Observations	<i>The school has a library but it is very conventional</i>
Staffing Needs	
Assessment of School Management	<i>The managers appear competent, have a good relationship with the community and welcome the idea of setting up a New Generation School</i>
Teacher Shortage Issues	<i>No teacher shortage in any subject</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Because the school is in the provincial capital, it would not be difficult to post teachers to this school</i>
Average Teacher Age	<i>Most are young</i>
Extent of Private Classes	<i>Private classes are not pervasive and only 3 teachers indicated that they engage in such behaviors</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>School and POE seemed open to this option</i>
Local Commitment	
Community Engagement	<i>Very good engagement from community</i>
Community willingness to make contributions to school if selected	<i>Willing to make contributions to the school in the future</i>
General Observations	
Anything Unusual About this School	<i>Teachers have organized their own subject classrooms.</i>
Overall Assessment	<i>The probability for success at this school seems MODERATELY HIGH given the willingness of teachers, school managers and community to establish NGS programming here. School managers seem competent but not certain whether they could show the kind of dynamic leadership to lead a New Generation School.</i>

Table 3.7: Overview of Kampong Speu High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>2,017/948</i>
Number of Teachers	<i>51/13</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>No (Vice Directors have all retired and no replacements in place)</i>
Setting	
Reason Provided for Selection	<i>POE felt that this school is in the town making it easy to provide assistance</i>
School Size	<i>Big</i>
Socio-economic Setting	<i>Urban setting; mixed demographic with both middle class and poor families</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Many buildings in very good condition;</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Three new buildings built by ADB (mostly 2-story buildings) including one Resource Center Building</i>
Staffing Needs	
Assessment of School Management	<i>School director is nearing retirement and works by himself; teachers do not appear to follow his direction</i>
Teacher Shortage Issues	<i>Teacher shortage in several subjects</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Not difficult to recruit post new teachers to this school because it is centrally located</i>
Average Teacher Age	
Extent of Private Classes	<i>Most teachers are engaged in extensive private classes at this school; there seemed to be little interest or willingness to accommodate NGS programming among teachers</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>There appeared to be some resistance to posting more teachers to this school</i>
Local Commitment	
Community Engagement	<i>Limited engagement from community</i>
Community willingness to make contributions to school if selected	<i>No commitment made</i>
General Observations	
Anything Unusual About this School	<i>The Resource Center appears to have a very low utilization rate; Computer Lab is also used as a storage room suggesting it is not used frequently; Teachers appear unenthusiastic about NGS programming and worry that it will affect their private teaching.</i>
Overall Assessment	<i>Although the infrastructure at this school is promising, there is no willingness or interest in setting up NGS programming at this school suggesting that the probability of successful implementation is LOW.</i>



← Classroom buildings at Tee-rom Ket High School

3.5 Kandal

A total of two schools were originally nominated for NGS emplacement in Kandal Province (*Hun Sen Sarepheap HS* and *Jayvaraman VII HS*). However, because the teachers at the first two schools rejected the idea of NGS establishment because it would affect their ability to extort money from students as part of their private classes, the POE suggested a third school *Prek Anchanh HS*. In addition to being quite large, the other two schools had leadership that seemed unable to deal with the issue of extensive private classes; one school director is close to retirement and seems to be disengaging. Hun Sen Sarepheap HS also had a Resource Center built by ADB, which appears to have very low utilization rates, suggesting that further investments would not be effectively utilized. The teachers at Jayvarman VII HS were particularly hostile to NGS programming and rejected any suggestion of such investments at their school, even though the community seemed quite supportive of the idea. Representatives from the POE were clearly disappointed and somewhat embarrassed by the attitude of teachers at both schools.

Table 3.8: Overview of Hun Sen Sarepheap High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>3,334/1,789</i>
Number of Teachers	<i>217/56</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for Selection of This School	<i>POE selected this school because it is in a central urban location</i>
School Size	<i>Very large</i>
Socio-economic Setting	<i>Urban setting (middle of the town); mixed demographic with both middle class and poor families</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Infrastructure is in very good condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required only</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>This school has a Resource Center but it appears to have very low rates of utilization; the school has a library but has very few books</i>
Staffing Needs	
Assessment of School Management	<i>The school director was competent but did not appear to have many ideas about re-organizing his school along NGS lines</i>
Teacher Shortage Issues	<i>Teachers are in surplus at this school</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Because this school is in the middle of the town, it would not be difficult to recruit new teachers for this school in terms of placement.</i>
Average Teacher Age	<i>60% under 45 years old</i>
Extent of Private Classes	<i>50% to 60% of teachers have outside jobs (private teaching) while the remainder do private teaching inside the school</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>There are many extra teachers at this school so it would be difficult to assign more teachers to this school</i>
Local Commitment	
Community Engagement	<i>Community engagement is moderately good</i>
Community willingness to make contributions to school if selected	<i>Community representatives expressed a willingness to consider making contributions to this school if standards were raised.</i>
General Observations	
Anything Unusual About this School	<i>ADB Resource Center is generally inactive and unutilized</i>
Overall Assessment	<i>The high incidence of private classes as well as the failure of teachers to utilize earlier investments made by ADB both suggest that the probability of successful investment is LOW.</i>

Table 3.9: Overview of Jayvarman VII High School

Indicator	Explanation
School Background	
Kind of School	High School
School Typology	<i>Existing School</i>
Number of Students/Female	2,384/1,200
Number of Teachers	156/80
% of Teachers under 45	70% under 45
School Director under 45 (Yes/No)	No (but Vice Directors are younger)
Setting	
Reason Provided for School Selection	No reason given other than that the school was chosen by POE
School Size	Very large
Socio-economic Setting	Semi-urban; mixed demographic though some stakeholders said that there were more poor people than middle class
Population Density	Medium
Proximity to Main Road	On the main road
Infrastructure	
General Condition of Infrastructure	Infrastructure is in very good condition
Intensity of Upgrading Needed	Moderate upgrading requiring
Access to Electricity	Yes
Access to Internet	Yes
Any particular Observations	No computer or science labs at this school; computer available in the main office; the school also has a small library (4 librarians)
Staffing Needs	
Assessment of School Management	School manager seems reasonably competent but is close to retirement
Teacher Shortage Issues	No teacher shortage
Challenges in Recruiting Additional Teachers for this Site	Difficult to add new teachers to this school because there is already a surplus
Average Teacher Age	Mostly young
Extent of Private Classes	Extensive private classes at this school both within and outside of the school; teachers do not accept NGS programming because they worry it will affect their private income
Commitment of Local Authority to Competitive Staff Selection?	No opinion expressed
Local Commitment	
Community Engagement	Good community engagement
Community willingness to make contributions to school if selected	Community is very willing to commit to make contributions if standards could be improved
General Observations	
Anything Unusual About this School	Community seemed very willing to welcome this program but teachers were very unwelcoming and opposed to the idea of NGS establishment
Overall Assessment	Due to strong teacher resistance, the probability of successful investment at this school would be LOW

Given the disappointing results at the above schools, the POE suggested a visit to **Prek Anchanh HS**, which is in a semi-urban location on National Highway 6a. Teachers at this school appear to be relatively young and seemed very welcoming of NGS establishment, as did all school managers. The school seems to have close cooperation among its managers and very low incidence of private classes. The community is also very supportive of the idea of NGS investment and made a strong commitment to making systematic contributions if educational standards improved. School infrastructure is also in solid condition and would



Courtyard at Prek Anchanh

require only moderate upgrading to bring it up to an NGS standard. Finally, the school has a very large campus that has ample scope for expansion of sports facilities. For all of the above reasons, this school appears to have very strong potential to be a New Generation School.

Table 3.10: Overview of Prek Anchanh High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,081/576</i>
Number of Teachers	<i>106/39</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>No (but Vice Directors are all young)</i>
Setting	
Reason Provided for Selection of This School	<i>Default school since two schools chosen by POE rejected the idea of NGS establishment</i>
School Size	<i>Medium</i>
Socio-economic Setting	<i>Semi-urban; mixed demographic (60% middle class)</i>
Population Density	<i>Medium</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Infrastructure is mostly in good condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Has a computer lab (from MoEYS) with 18 stations; the school also has a nice library</i>
Staffing Needs	
Assessment of School Management	<i>School manager seems good and active with close cooperation with Vice Directors</i>
Teacher Shortage Issues	<i>No teacher shortage</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Not difficult because this school is in a reasonably central location</i>
Average Teacher Age	<i>Moderately young</i>
Extent of Private Classes	<i>There is very little in the way of private teaching, and what there is is mainly for English (only 4 teachers do private classes)</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>There seems to be willingness to choose teachers in this way</i>
Local Commitment	
Community Engagement	<i>High community engagement</i>
Community willingness to make contributions to school if selected	<i>Strong willingness to make contributions to this school</i>
General Observations	
Anything Unusual About this School	<i>All school stakeholders seemed very willing to host NGS programming including teachers</i>
Overall Assessment	<i>Because of the strongly welcoming attitude of teachers and good management at this school, the probability of successful investment is HIGH</i>

3.6 Phnom Penh

The Municipality of Phnom Penh nominated three schools for consideration as NGS sites. One of these (**Boeung Keng Kang HS**) was a very troubled school where the former school director was recently removed due to bitter conflicts with teachers over issues of money and private classes. A new school director who appears competent has been given the difficult task of trying to rebuild consensus at the school.



Classroom at Boeung Keng Kang HS

The school is declining in size and has lost about 70% of its enrollment over the last several years, mainly to private schools. There are many unused buildings at the school as a result. Because of the focus of teachers on income producing activities revolving around their private classes, the situation at the school appears to be very much like Sisovath HS and portends significant resistance to Ministry efforts to bring in the new NGS professional code for teachers. As a result, this school was not recommended for NGS investment.

Table 3.11: Overview of Boueng Keng Kang High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Contracting School</i>
Number of Students/Female	<i>1,000/494</i>
Number of Teachers	<i>181/80</i>
% of Teachers under 45	<i>40% under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for School Selection	<i>POE just changed the school director and felt that this school might be ready for some changes</i>
School Size	<i>Medium</i>
Socio-economic Setting	<i>Urban: mostly middle class</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road in central Phnom Penh</i>
Infrastructure	
General Condition of Infrastructure	<i>Infrastructure is in moderate condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Several extra buildings; all 30 computers provided to this school are non-operational; ICT teachers are free</i>
Staffing Needs	
Assessment of School Management	<i>School director is new and seems able to build consensus among his teachers to solve earlier conflicts</i>
Teacher Shortage Issues	<i>No shortage</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Difficult to assign new teachers to this school due to the huge teacher surplus</i>
Average Teacher Age	<i>Older teachers are mostly in evidence</i>
Extent of Private Classes	<i>Private classes are rampant</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Open to competitive recruitment</i>
Local Commitment	
Community Engagement	<i>Community engagement is low</i>
Community willingness to make contribu-	<i>Community seems hopeless about raising educational standards at</i>

tions to school if selected	<i>this school but would be willing to do so if quality improved.</i>
General Observations	
Anything Unusual About this School	<i>The teachers at this school are unruly and divisive; there are many conflicts in the school that mainly revolve around money with teachers competing bitterly for the richest students to teach in their private classes. The school has lost 75% of its students (mostly to private schools) creating a surplus of teachers and buildings.</i>
Overall Assessment	<i>Due to the hostility and divisiveness of teachers at this school and the central role of private teaching, the probability of successful investment at this school is LOW.</i>

Table 3.12: Overview of Russey Keo High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>2,938/1,481</i>
Number of Teachers	<i>191/86</i>
% of Teachers under 45	<i>50% under 45</i>
School Director under 45 (Yes/No)	<i>Yes; (Vice directors are a bit older)</i>
Setting	
Reason Provided for Selection of This School	<i>POE reported that this school has the highest performance score in the city</i>
School Size	<i>Big</i>
Socio-economic Setting	<i>Urban; mostly middle class but with some poor students as well</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Some old buildings but ADB is building a new 3-story building</i>
Intensity of Upgrading Needed	<i>If the program was put into the new ADB building, this would minimize the cost of upgrading; otherwise, the school would need significant investment for infrastructure</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Library is mainly used as a warehouse; school has a nice sports field</i>
Staffing Needs	
Assessment of School Management	<i>School managers are reasonably competent but unwilling or unable to deal with the private teaching issue</i>
Teacher Shortage Issues	<i>Teachers are in surplus</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Difficult to assign new teachers to this school due to the huge teacher surplus</i>
Average Teacher Age	<i>Teachers are split evenly between old and younger teachers</i>
Extent of Private Classes	<i>Private teaching at this school is ubiquitous and 25% of teachers teach at private schools; nevertheless, about 70% of teachers said that they would be willing to work within an NGS program.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Open to competitive recruitment</i>
Local Commitment	
Community Engagement	<i>Community engagement at this school is high</i>
Community willingness to make contributions to school if selected	<i>Community representatives welcomed the idea of NGS programming at this school and would be willing to make contributions if standards could be raised.</i>
General Observations	
Anything Unusual About this School	<i>Infrastructure at this school would require major investment to upgrade (except for the new ADB structure).</i>
Overall Assessment	<i>Although the school managers and community welcome the establishment of NGS programming, the ubiquity of private teaching and the large size of the school both suggest present some risks to investment. Therefore, the probability of successful investment at this school is considered MODERATELY HIGH.</i>

Two other schools nominated by the POE appeared to have more promise. **Russey Keo HS** was nominated because it scores as one of the best-managed high schools in the city. The school managers at this school do appear to be strong but seem nevertheless unable to solve the private teaching issue among teachers, the vast majority of whom engage in private tutoring. To be sure, about 70% of teachers said that they might be willing to curtail their private teaching if an incentive were provided. Most of the infrastructure at Russey Keo is very old and would require significant investment for renovation although ADB is building a new three-story facility for the school, which school managers suggested could be used as an NGS facility. Although Russey Keo HS clearly has some potential to be an NGS site, the lack of unanimity among teachers about welcoming such programming does entail some risk, although these risks are lower than in other sites that have been rejected.

The other school nominated by the POE as a potential NGS site was **Prek Leap HS**, which is also located on National Highway 6a. This school seemed to have a very low incidence of private teaching and the few teachers that were engaged in such activities indicated that they would be willing to stop if an incentive were provided to them. The school managers are very young and imaginative and expressed high excitement that their school could be an NGS site. The community also welcomed the idea and promised significant outside support from philanthropic patrons to help Ministry pay for supporting the school. Prek Leap HS, therefore, seemed to have somewhat more potential than Russey Keo HS though the latter could still be considered for expansion if additional investment resources become available.



Teacher meeting at Prek Leap HS

Table 3.13: Overview of Prek Leap High School

Indicator	Explanation
School Background	
Kind of School	<i>Lower Secondary School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,290/634</i>
Number of Teachers	<i>104/40</i>
% of Teachers under 45	<i>50% under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>Default school since two schools chosen were less likely to succeed</i>
School Size	<i>Medium</i>
Socio-economic Setting	<i>Semi-urban; mixed demographic (70% middle class); high probability of parental support in the future</i>
Population Density	<i>Medium</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Infrastructure is in reasonably good condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>

Any particular Observations	<i>No computer or science labs in evidence; the school has a library</i>
Staffing Needs	
Assessment of School Management	<i>School managers appear to be very active and welcome the idea of NGS programming</i>
Teacher Shortage Issues	<i>No teacher shortage</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Not difficult to recruit for this location because it is in Phnom Penh</i>
Average Teacher Age	<i>Teachers are split between young and old</i>
Extent of Private Classes	<i>There seemed to be only a small amount of private classes occurring (20%) but those that are doing the private teaching would be willing to stop if they received an incentive.</i>
Commitment of Local Authority to Competitive Staff Selection	<i>Willingness to recruit teachers competitively if needed.</i>
Local Commitment	
Community Engagement	<i>High engagement from community with philanthropic support from outside</i>
Community willingness to make contributions to school if selected	<i>Community willing to make contributions if educational standards can be raised.</i>
General Observations	
Anything Unusual About this School	<i>The community has been very successful in raising private funds to support this school.</i>
Overall Assessment	<i>Due to the highly welcoming attitude expressed by school managers, teachers and community, the probability of successful investment at this school is HIGH</i>

3.7 Prey Veng

The survey team recommended the selection of one school as a potential site for NGS replication. This refers mainly to the **Demonstration School of Prey Veng**, which is located in the RTTC compound. The school is currently contracting, undermining the ability of teachers to teach private classes. This situation removes a major challenge for replication. In addition, the school manager appears to be both dynamic and imaginative with a strong desire to see his school converted into a New Generation School. Nevertheless, major investment would be needed for infrastructure as the latter is generally in poor condition. The second school nominated by the Prey Veng (**Kampong Ampil HS**) presents major challenges because of its more rural character, the ubiquity of private classes among science and math teachers, and the poor condition of most classroom buildings. Although the school possesses a Resource Center provided by ADB, utilization rates appear to be low. In addition, school managers appear to be competent, but not dynamic.

Table 3.14: Overview of Kampong Ampil High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,479/719</i>
Number of Teachers	<i>67/17</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for Selection of This School	<i>No reason given other than nominated by POE</i>
School Size	<i>Big</i>
Socio-economic Setting	<i>Semi-urban with mix of some middle class but mostly poor</i>
Population Density	<i>Medium</i>
Proximity to Main Road	<i>Close to the Main Road (National Highway 8)</i>
Infrastructure	
General Condition of Infrastructure	<i>Mostly in poor condition with a new ADB Resource Center</i>
Intensity of Upgrading Needed	<i>Major upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>This school has a Resource Center provided by ADB with library and science/computer labs</i>
Staffing Needs	
Assessment of School Management	<i>School managers seemed to be of moderate ability but not outstanding; no evidence of any special initiatives at the school</i>
Teacher Shortage Issues	<i>Lack science teachers</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Some difficulties would be anticipated because it is 45 km from Prey Veng Town</i>
Average Teacher Age	<i>60% are under 45</i>
Extent of Private Classes	<i>All science and math teachers are teaching private classes at this school</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>The local authorities did not seem open to this suggestion</i>
Local Commitment	
Community Engagement	<i>Not so strong engagement from community</i>
Community willingness to make contributions to school if selected	<i>Some willingness expressed to do so but strong commitment was not provided.</i>
General Observations	
Anything Unusual About this School	<i>There was nothing outstanding about this school or that would suggest dynamic leadership</i>
Overall Assessment	<i>Because of the lack of dynamic leadership at this school and the generally poor socio-economic status of the population, and the ubiquity of private teaching, we conclude that the probability of successful investment at would be LOW.</i>

Table 3.15: Overview of Demonstration School of Prey Veng

Indicator	Explanation
School Background	
Kind of School	<i>Lower Secondary School</i>
School Typology	<i>Contracting</i>
Number of Students/Female	<i>142/73</i>
Number of Teachers	<i>30/19</i>
% of Teachers under 45	<i>100% under 45</i>
School Director under 45 (Yes/No)	<i>Yes (Very young man)</i>
Setting	
Reason Provided for School Selection	<i>This school is contracting, which presents some opportunities</i>
School Size	<i>Small (but very big campus)</i>
Socio-economic Setting	<i>Urban; Mixed setting with both middle class and poor parents</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>Not on the main road but in town (in RTTC Campus)</i>
Infrastructure	
General Condition of Infrastructure	<i>Run-down masonry buildings</i>
Intensity of Upgrading Needed	<i>Major upgrading</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>This school is located in the RTTC campus; has a huge space for expansion and sports facilities. Make-shift science lab set up by director but no library</i>
Staffing Needs	
Assessment of School Management	<i>Acting School Director seems to be a young dynamic leader who has visited Japan and has many ideas for his school; previous school director was removed for unspecified reasons.</i>
Teacher Shortage Issues	<i>Teachers are in surplus (15 extra teachers because the school population is decreasing)</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Not difficult because the school is in Prey Veng Town</i>
Average Teacher Age	<i>All young</i>
Extent of Private Classes	<i>Not an issue because there are so few students</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>High commitment expressed for competitive staff selection</i>
Local Commitment	
Community Engagement	<i>Community not so engaged because the school is getting smaller and smaller</i>
Community willingness to make contributions to school if selected	<i>Unknown but seems to be some partial support</i>
General Observations	
Anything Unusual About this School	<i>The school is contracting rapidly as parents are withdrawing their children to attend other schools; NGS replication would be an opportunity for this school to grow and survive</i>
Overall Assessment	<i>Probability for successful investment at this school is HIGH because the school director is dynamic and there is significant scope for making changes at the school (e.g., no private classes to deal with, big campus, etc.).</i>

3.8 Siem Reap

Of the three high schools nominated by the POE of Siem Reap, two (*Angkor HS* and 7 *Makara HS*) were disqualified at the desk review stage because of their huge size and reports of wide-scale private teaching. Schools of this character depart significantly from guidelines provided to POE representatives during the NGS orientation because they present many challenges to successful NGS investment.



Table 3.16: Overview of Angkor High School (Failed Desk Review)

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>4,000+ students</i>
Number of Teachers	--
% of Teachers under 45	--
School Director under 45 (Yes/No)	--
Setting	
Reason Provided for Selection of This School	--
School Size	--
Socio-economic Setting	--
Population Density	--
Proximity to Main Road	--
Infrastructure	
General Condition of Infrastructure	--
Intensity of Upgrading Needed	--
Access to Electricity	--
Access to Internet	--
Any particular Observations	--
Staffing Needs	
Assessment of School Management	--
Teacher Shortage Issues	--
Challenges in Recruiting Additional Teachers for this Site	--
Average Teacher Age	--
Extent of Private Classes	--
Commitment of Local Authority to Competitive Staff Selection?	--
Local Commitment	
Community Engagement	--
Community willingness to make contributions to school if selected	--
General Observations	
Anything Unusual About this School	<i>Because this school departed too greatly from basic specifications provided by NGS Board to POE during orientation, the team did not visit this school.</i>
Overall Assessment	<i>Based on a cursory examination of basic features at this school (e.g. large number of teachers, extensive private teaching, etc), we conclude that the probability of successful investment at this school would be LOW and would present significant management problems.</i>

Table 3.17: Overview of 7 Makara High School (Failed Desk Review)

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>3,000+</i>
Number of Teachers	--
% of Teachers under 45	--
School Director under 45 (Yes/No)	--
Setting	
Reason Provided for Selection of This School	--
School Size	--
Socio-economic Setting	--
Population Density	--
Proximity to Main Road	--
Infrastructure	
General Condition of Infrastructure	--
Intensity of Upgrading Needed	--
Access to Electricity	--
Access to Internet	--
Any particular Observations	--
Staffing Needs	
Assessment of School Management	--
Teacher Shortage Issues	--
Challenges in Recruiting Additional Teachers for this Site	--
Average Teacher Age	--
Extent of Private Classes	--
Commitment of Local Authority to Competitive Staff Selection?	--
Local Commitment	
Community Engagement	--
Community willingness to make contributions to school if selected	--
General Observations	
Anything Unusual About this School	<i>Because this school departed too greatly from basic specifications provided by NGS Board to POE during orientation, the team did not visit this school.</i>
Overall Assessment	<i>Based on a cursory examination of basic features at this school (e.g. large number of teachers, extensive private teaching, etc), we conclude that the probability of successful investment at this school would be LOW and would present significant management problems.</i>

The third school nominated by the POE in Siem Reap, called ***Kruos Lower Secondary School***, is a relatively small urban school in the provincial town, which seemed more appropriate for NGS programming. Although, there is widespread private teaching at the school (especially in mathematics and science), teachers seemed willing to consider stopping such classes if the Ministry provided an incentive for this purpose. The school management at Kruos LSS seemed reasonably competent but not outstanding and would likely need some additional support if it became an NGS site. Similarly, community engagement appeared to be moderate; community leaders nevertheless expressed support for future contributions if educational standards improved markedly. Based on this review, it was concluded that the probability of successful investment at this school was moderately high.

Table 3.18: Overview of Kruos Lower Secondary School

Indicator	Explanation
School Background	
Kind of School	<i>Lower Secondary School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>428/228</i>
Number of Teachers/Female	<i>21/12</i>
% of Teachers under 45	<i>All under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>No reason given other than nominated by POE</i>
School Size	<i>Small</i>
Socio-economic Setting	<i>Urban, many middle class families plus some urban poor</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road (in Siem Reap Town)</i>
Infrastructure	
General Condition of Infrastructure	<i>Medium quality masonry buildings</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required (painting, ceilings, etc)</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>One building will be demolished and another new building will be built to take its place; all buildings have remote camera surveillance; multiple story buildings</i>
Staffing Needs	
Assessment of School Management	<i>Moderate school management ability but not outstanding</i>
Teacher Shortage Issues	<i>No teacher shortage (surplus for some subjects like social studies)</i>
Challenges in Recruiting Additional Teachers for this Site	<i>No difficulty in recruiting teachers for this school because it is in Siem Reap Town</i>
Average Teacher Age	<i>All young teachers</i>
Extent of Private Classes	<i>Extensive private teaching occurring, especially science and mathematics but teachers said that they would stop doing so if the government provided an incentive.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Moderate difficulties might be encountered because existing teachers would resent it</i>
Local Commitment	
Community Engagement	<i>Community engagement is moderate</i>
Community willingness to make contributions to school if selected	<i>High willingness expressed because the school is in town with many middle class families in the local population</i>
General Observations	
Anything Unusual About this School	<i>Seemed to be moderate receptiveness to the NGS establishment at this school</i>
Overall Assessment	<i>Probability for successful investment at this school is MODERATELY HIGH because of the local conditions (e.g., small urban school, etc.) but there may also be significant challenges presented by the leadership ability of the school managers.</i>

3.9 Stung Treng

The survey team visited two secondary schools nominated by the POE in Stung Treng. One of these (***Preah Reaj Por Chanyeakech High School***) is an urban school in the provincial capital with a resource center funded by ADB. The Resource Center is used to some degree but overall utilization rates appear to be low. With the exception of the Resource Center, most of the classroom buildings at Preah Reaj Por Chanyeakech HS are old and in very poor condition, requiring significant investment for upgrading. There are 9 buildings at the school of which 7 are in active use while two others are derelict. The school does not appear to be well-organized and most of the math and science teachers are engaged in private teaching. The school director is currently in an ‘acting’ status and does not appear to exert a strong leadership.

Table 3.19: Overview of Preah Reaj Por Chanyeakech High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,592/730</i>
Number of Teachers/Female	<i>112/52</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>No reason given other than nominated by POE</i>
School Size	<i>Big</i>
Socio-economic Setting	<i>Urban; reasonable number of middle class families mixed with poor households</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>On the main road in Stung Treng Town</i>
Infrastructure	
General Condition of Infrastructure	<i>Mostly old masonry buildings</i>
Intensity of Upgrading Needed	<i>Major upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>This school has a Resource Center with computer and science lab built by ADB but utilization rates appear to be low though it is still used on occasion.</i>
Staffing Needs	
Assessment of School Management	<i>The school does not appear to be well-organized nor is there any evidence of dynamic leadership.</i>
Teacher Shortage Issues	<i>No teacher shortage for most subjects except for Biology, Sports, and ICT</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Moderately difficult because Stung Treng is far from the center of Cambodian life</i>
Average Teacher Age	<i>Mostly young</i>
Extent of Private Classes	<i>Every science and math teacher is engaged in private classes</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Open to the idea of competitive selection</i>
Local Commitment	
Community Engagement	<i>Community engagement appears to be low (only two parents joined the meeting)</i>
Community willingness to make contributions to school if selected	<i>Difficult to say due to the low engagement of parents</i>
General Observations	
Anything Unusual About this School	<i>The school has a very unkempt appearance.</i>
Overall Assessment	<i>Because of the lack of dynamic leadership at this school, high infrastructure investment requirements, and high proliferation of private classes, we conclude that the probability of successful investment at this school would be LOW.</i>

The other school nominated by the POE is a smaller high school called ***Hun Sen Stung Treng High School***. It is also located within the confines of the provincial capital and close to the bridge leading to the Lao border. The school has a very dynamic young school director who actively advocated for his school to become a New Generation School. The school is currently ‘contracting’ because students are attending smaller lower secondary schools that are being built in nearby villages. The infrastructure at the school is in moderately good condition with 10 buildings available for classes but only 6 are currently used due to the declining number of students.

Although science and math teachers are engaged in private teaching, they agreed to stop if MoEYS provided an incentive. In view of these operating conditions, the school has a high probability of resulting in successful NGS investment.



Entrance to Preah Reaj Por Chanyeakech High School

Table 3.20: Overview of Hun Sen Stung Treng High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Contracting School</i>
Number of Students/Female	<i>636/296</i>
Number of Teachers/Female	<i>66/26</i>
% of Teachers under 45	<i>95% under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>School director actively advocated for NGS Programming</i>
School Size	<i>Medium</i>
Socio-economic Setting	<i>Urban; reasonable number of middle class families mixed with poor households (close to the bridge to Laos)</i>
Population Density	<i>High (because in the town)</i>
Proximity to Main Road	<i>100 meters from the Main Road</i>
Infrastructure	
General Condition of Infrastructure	<i>One masonry building is in poor condition but another building recently built by MoEYS is still in good condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Has a separate library but is poorly maintained because the librarian has to teach; Two buildings are not fully utilized due to the declining number of students (there are many new schools being built around this school causing students to move to closer schools).</i>
Staffing Needs	
Assessment of School Management	<i>School director just promoted to this position; appears very dynamic and has many ideas for innovation (e.g., has a plan to attract more students to his school by advertising that he has more young</i>
Teacher Shortage Issues	<i>Teacher surplus of 30 teachers</i>
Challenges in Recruiting Additional Teachers for this Site	<i>No need to recruit because there is a surplus and many of the teachers are young and dynamic</i>
Average Teacher Age	<i>Nearly all under 45</i>
Extent of Private Classes	<i>Every science and math teacher are teaching private classes but agreed to stop doing so if Ministry pays an incentive</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Seems to be willingness to do so</i>
Local Commitment	

Community Engagement	<i>Evidence of good community engagement and very active</i>
Community willingness to make contributions to school if selected	<i>Seems to be willingness to support the school because some of the 'rien kua' costs are much higher than this</i>
General Observations	
Anything Unusual About this School	<i>The school has very dynamic leadership and good teachers.</i>
Overall Assessment	<i>Probability for successful investment at this school is HIGH because the school director is dynamic and there is significant scope for making changes at the school (e.g., teachers willing to modify their behaviors regarding private classes, etc.).</i>

3.10 Takeo

The POE in Takeo nominated for consideration two very large high schools (***Om Rokha High School*** and ***Ang Tasom High School***) with weak and/or disinterested managers. The teachers at both of these schools are engaged in widespread private teaching and expressed little interest in participating in NGS programming. In addition to these obstacles, the large number of buildings at each of these sites would require significant investment. Finally, the rural nature of the communities surrounding both schools would suggest that there would be little scope for sustained support from local people after three years of operation. The only way that NGS investment could be successful at either of these schools is if a 'school in a school' strategy were used, which in and of itself has its own challenges. As a result, the survey team concluded the probability of successful investment in either of these schools was low.

Table 3.21: Overview of Om Rokha High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,958/1,028</i>
Number of Teachers/Female	<i>51</i>
% of Teachers under 45	<i>60% under 45</i>
School Director under 45 (Yes/No)	<i>No (school director is near retirement)</i>
Setting	
Reason Provided for Selection of This School	<i>No reason given other than nominated by POE</i>
School Size	<i>Very big school</i>
Socio-economic Setting	<i>Rural; some middle class families but mostly farmers (90%)</i>
Population Density	<i>Low</i>
Proximity to Main Road	<i>Near the main road but about 30 minutes from Takeo Town</i>
Infrastructure	
General Condition of Infrastructure	<i>Mixed; two buildings in good condition but one other is in very bad condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>Huge campus (6 hectares of land); library provided by Dutch organization but low utilization rates; ICT room but no computers; campus was well kept and free of trash</i>
Staffing Needs	
Assessment of School Management	<i>School director near retirement; School directors seemed competent but not outstanding</i>
Teacher Shortage Issues	<i>No teacher shortage</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Moderately difficult because the school is not centrally located</i>
Average Teacher Age	<i>Relatively young (60% under 45)</i>
Extent of Private Classes	<i>Science and math teachers all teaching private classes</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Seemed to be willingness to do competitive teacher selection if necessary</i>
Local Commitment	

Community Engagement	<i>Seemed reasonable</i>
Community willingness to make contributions to school if selected	<i>No commitment could be made at this time by the community</i>
General Observations	
Anything Unusual About this School	<i>This school was formerly supported by a Dutch organization with investments in toilets, library, infrastructure repairs, etc. Teachers seemed complacent and not interested in making radical changes</i>
Overall Assessment	<i>School management at this school did not appear to be very strong while a large number of teachers are engaged in private teaching. Because of the large size of the school, the only strategy that could be used at this school would be a 'school in a school' approach. The probability of successful investment at this school is, therefore, LOW.</i>

Table 3.22: Overview of Ang Tasom High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1,748/ 841</i>
Number of Teachers	<i>74/33</i>
% of Teachers under 45	<i>Around 50% under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for Selection of This School	<i>Nominated by the POE</i>
School Size	<i>Big school, over 1,500 students</i>
Socio-economic Setting	<i>Semi-rural; Mixed demographic but mostly poor</i>
Population Density	<i>Medium, town district</i>
Proximity to Main Road	<i>On the main road, easy access</i>
Infrastructure	
General Condition of Infrastructure	<i>Big school but run down buildings and surroundings</i>
Intensity of Upgrading Needed	<i>Major upgrading needed.</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>No</i>
Any particular Observations	<i>They have a very old ICT lab in bad condition, no science labs</i>
Staffing Needs	
Assessment of School Management	<i>Poor school upkeep reflects weak management, library in poor condition, poor communication between management, teachers and the community.</i>
Teacher Shortage Issues	<i>They need 2 more math teachers but surplus in other subjects.</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Difficult to get teachers for specific subjects.</i>
Average Teacher Age	<i>50% under 45</i>
Extent of Private Classes	<i>50 % involved in private classes</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>The POE doesn't send teachers according to school needs.</i>
Local Commitment	
Community Engagement	<i>Low</i>
Community willingness to make contributions to school if selected	<i>Don't know</i>
General Observations	
Anything Unusual About this School	<i>The school is located next to a Pagoda that gets more funds than the school for development.</i>
Overall Assessment	<i>Renovations at this school would require significant investment while school managers did not demonstrate strong leadership. This suggests that the probability of successful investment would be LOW.</i>

3.11 Tbong Khmum

Three schools were nominated by the POE in Tbong Khmum Province. Two of these were 'existing' secondary schools (**Hun Sen Suang High School** and **Amphoe Wan High School**) while a third school was a 'contracting' primary school (**Chup Primary School**). Suang High School presents many challenges because of its large size (over 2,300 students) and the widespread incidence of private teaching. Although school managers seemed competent, teachers were not particularly excited or interested in the prospect of NGS

programming, particularly as this might affect their private teaching. Similarly, community representatives did not attend the school meeting so it is unknown to what extent they support the idea of NGS emplacement. These findings suggest high risks to possible investment at this school.

Amphoe Wan HS seemed more promising because the school director there is very dynamic. Under his leadership, investments made under the Improved Basic Education in Cambodia Project are still in use with many activities in evidence in computer and science labs funded under the project. Similarly, teachers seemed very well disposed towards and interested in the prospect of NGS programming. The incidence of private teaching at the school was limited and those teachers that were engaged in this practice indicated their willingness to cease doing so if MoEYS provided an incentive to teachers. The school also recently received significant investment from the Prime Minister in a very nice three-story building that would help to minimize big investments in infrastructure. The main disadvantage of working in Amphoe Wan HS are its somewhat remote location in Krouch Chma District which can only be reached by traversing the Chup Rubber Plantation, a 90 minute drive from Kampong Cham Town. Nevertheless, the survey concluded that the chances of successful investment at this school were moderately high, especially given the very strong leadership exerted by the school director and welcoming attitude of teachers.



Library at Hun Sen Suang HS



New building constructed by Prime Minister at Amphoe Wan HS

Table 3.23: Overview of Amphoe Wan

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>565/296</i>
Number of Teachers	<i>22</i>
% of Teachers under 45	<i>All teacher are under 45</i>
School Director under 45 (Yes/No)	<i>No</i>
Setting	
Reason Provided for School Selection	<i>Used to be an IBEC school</i>
School Size	<i>Medium size</i>
Socio-economic Setting	<i>Mixed, mostly farming families</i>
Population Density	<i>Medium</i>
Proximity to Main Road	<i>Hard to get to (harder during the rainy season due to floods)</i>
Infrastructure	
General Condition of Infrastructure	<i>Decent condition</i>
Intensity of Upgrading Needed	<i>Minimum Upgrading required</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Not at this time</i>
Any particular Observations	<i>Small and well organized library, the lab provided by IBEC project is still in good condition and functioning</i>
Staffing Needs	
Assessment of School Management	<i>Strong management, teachers seem contempt</i>
Teacher Shortage Issues	<i>Shortage of 16 teachers</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Hard to get the right subject teacher and the location seems to be a challenge for getting new teachers</i>
Average Teacher Age	<i>Around 30 years old</i>
Extent of Private Classes	<i>Most of teachers do private classes, due to low salaries. This is especially true of those teaching science, math, and English.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>The POE Director in Tbong Khmum is the first Board Chair of the prototype school in Kampong Cham and has good knowledge of NGS programming. He is very open to being as flexible as possible to re-staff schools.</i>
Local Commitment	
Community Engagement	<i>Community engagement at this school is very high across multiple communities including the Muslim and Buddhist communities.</i>
Community willingness to make contributions to school if selected	<i>The community seemed willing to contribute at some point (about 80% of the families are committed)</i>
General Observations	
Anything Unusual About this School	<i>The director did a survey to check for community commitment that showed strong willingness from the community. This survey demonstrated a very strong motivation on the part of the director to get NGS programming at his school.</i>
Overall Assessment	<i>This site shows MODERATELY HIGH probability for success, mainly due to the dynamic leadership of the school director and the willingness of teachers to compromise on the adoption of the NGS professional code. In addition, the school is a former IBEC school where considerable prior investment in human resource development has already taken place. The primary disadvantage of this site is that it is far from large population centers, which will make monitoring difficult.</i>

Chup Primary School, the primary school nominated by the POE in Tbong Khmum, is a perfect example of a location where a New Generation School can easily be created. Chup PS is a contracting or ‘dying’ school similar to the Demonstration School in Kampong Cham Town. The school is down to 65 students and only 3 teachers. There are no entrenched interests to confront in setting up NGS programming at this school and the POE has expressed a willingness to competitively staff the school should there be additional investment to raise standards. The main challenges at this school are that there is

little infrastructure and what there is is in very bad condition. Infrastructure investment costs would, therefore, be very high.

Another issue to consider is the social demographic of surrounding communities that use this school. At the present time, the school mainly serves a small group of children from the local rubber plantation, children of laborers who are often quite mobile. Thus, the community served by the school is entirely poor. However, Suang Town is only about 7 km from the school with a large population of middle class families. If standards at this school were raised considerably, it is possible that a large contingent of better off families might be willing to attend this school, particularly if there was availability of technology. Another attraction of working at this school would be the push back that it would offer to critics of the NGS model that it only benefits the children of wealthy parents. Investment at this school could potentially provide high quality educational services to a very poor demographic. The survey team, therefore, rated the probability of successful investment at this school as very high.

Table 3.24: Overview of Hun Sen Suang High School

Indicator	Explanation
School Background	
Kind of School	<i>High School</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>2,306/1,167</i>
Number of Teachers	<i>164</i>
% of Teachers under 45	<i>40%</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for Selection of This School	<i>Nominated by POE</i>
School Size	<i>Very big school</i>
Socio-economic Setting	<i>Mixed (farmers and retailers)</i>
Population Density	<i>High</i>
Proximity to Main Road	<i>2 km from main road.</i>
Infrastructure	
General Condition of Infrastructure	<i>Most buildings are in good condition requiring renovations of a more moderate nature</i>
Intensity of Upgrading Needed	<i>Minimum upgrading needed</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>The school has a library and computer labs in good condition, as well as science labs.</i>
Staffing Needs	
Assessment of School Management	<i>Evidence of initiative, management seemed competent but teachers don't seem interested in NGS programming</i>
Teacher Shortage Issues	<i>In spite of a teacher surplus, the school has a shortage of teachers in Biology, Science and English.</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Given the size of this school, it would be difficult to justify the recruitment of additional teachers while at the same time, teachers do not appear to be willing to adopt the NGS Code of Professional Ethics.</i>
Average Teacher Age	<i>40</i>
Extent of Private Classes	<i>Most teachers engage in private classes</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>The POE can't meet the requirements for staff needs by sending the right subject teacher.</i>
Local Commitment	
Community Engagement	<i>Unknown</i>
Community willingness to make contributions to school if selected	<i>Unknown though there is a large middle class in the nearby town.</i>
General Observations	
Anything Unusual About this School	<i>This is a Resource School funded by ADB; however, most teachers appear to be highly resistant to any investments or changes that would require abandoning the widespread practice of private</i>

	<i>teaching.</i>
Overall Assessment	<i>The probability of successful investment at this school is very LOW due to the size of the school, the entrenched opposition of teachers to adopting NGS Professional Code, and the unwillingness of school managers to meet such a challenge should they be asked to do so.</i>

Table 3.25: Overview of Chup Primary School

Indicator	Explanation
School Background	
Kind of School	<i>Primary School</i>
School Typology	<i>Contracting School</i>
Number of Students/Female	<i>65/28</i>
Number of Teachers	<i>3 including the director</i>
% of Teachers under 45	<i>All under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for School Selection	<i>Nominated by POE because it is a contracting school</i>
School Size	<i>Very small school</i>
Socio-economic Setting	<i>Mainly poor with high proximity to the rubber plantation, suggesting that many of the students in attendance are the children of migrants who are likely to be highly mobile. Nevertheless, the school is only 7 km from Suang Town, which means that if it had high standards, it could attract a more mixed demographic than is currently the case.</i>
Population Density	<i>Low</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Mostly old and poorly maintained. Only two buildings including the office are located on the school campus.</i>
Intensity of Upgrading Needed	<i>Major upgrading required and perhaps a new building</i>
Access to Electricity	<i>Not at this time but connection is possible</i>
Access to Internet	<i>Not at this time but connection is possible</i>
Any particular Observations	<i>No facilities, no library, labs of any kind</i>
Staffing Needs	
Assessment of School Management	<i>The school manager at this school is new and recently appointed by the POE. He seems somewhat inexperienced. Nevertheless, given the declining status of this school, he would likely be easy to re-assign if the opportunity arose.</i>
Teacher Shortage Issues	<i>Shortage, 3 teachers for 65 students suggesting that there is considerable scope for bringing in new teachers as needed.</i>
Challenges in Recruiting Additional Teachers for this Site	<i>There would be few challenges to recruiting new teachers for this school as there are only two teachers currently assigned to the school.</i>
Average Teacher Age	<i>40</i>
Extent of Private Classes	<i>No private classes</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>Hard to say as this is a very mobile community comprised of poor migrants</i>
Local Commitment	
Community Engagement	<i>Low</i>
Community willingness to make contributions to school if selected	<i>Unknown</i>
General Observations	
Anything Unusual About this School	<i>This school appears to be a 'contracting' school that offers considerable scope for upgrading without resistance from entrenched teachers who are unwilling to change.</i>
Overall Assessment	<i>The probability of successful investment at this school is HIGH if the Ministry decided to rebuild the school from the ground up because there would be no resistance from entrenched interests. However, there is little infrastructure at the school, which would require significant investment in terms of 'new' construction rather than renovation.</i>

3.12 Kampong Cham

Background: The survey team reviewed the performance of Skon HS over the last several years given that this school has already been provided with significant investment to become a New Generation School. In this respect, it was found that Skon HS has been supported by the Beacon School Initiative as one of the first prospective sites for a *New Generation School* since 2011. Although the school is very large, it demonstrated modest improvements over the first 3 years of project investment. Since the start, the BSI project has invested approximately \$150,000 in the school for various improvements. In 2014, however, the Skon HS Director moved into a new position as the Director of the District Office of Education of Cherng Prey, creating a vacancy at the school. The former school director had been a good advocate for NGS programming who demonstrated imagination, leadership, and strong community relations. During his tenure, the community also made many investments to complement those made by the various projects working there.

Although the BSI project had urged the Provincial Office of Education to safeguard the investment made in the school by recruiting a new director competitively, the POE opted to observe the old practice, which is to simply promote the Vice Director to move into this position without reference to his management or leadership capacity. As it turned out, the new replacement has been unable to demonstrate adequate leadership to improve educational programming, as hoped.

Current Situation: Upon his appointment in 2014, BSI gave the new school director the benefit of the doubt in hopes that he would be able to continue the strong leadership of previous years. Although he had been an able administrator in his role as Vice Director, he did not demonstrate much leadership with teachers and community. And indeed, after two years of trying to move programming forward, it has become clear that the new director by his own admission simply does not possess the leadership skills needed to drive change at the school. Indeed, in a meeting with the Provincial Governor and to everyone's surprise, the school director actually requested to allow the school to revert back to being a 'normal' school, thereby returning the school to the previous status quo.

The new school director seeks to accommodate teacher desires for a very lax educational program at Skon HS in which they can place a high priority on their private teaching. As a result, he is strongly liked by many teachers there because he allows them to put the priority on their income generation activities rather than efforts to improve educational services. Even an offer by BSI to hire an external computer teacher to increase hours of ICT instruction at the school was rejected because teachers were unhappy that increased learning in the computer lab would lessen the time available for their private classes. The Director has also resolutely refused to work with parents to seek additional parental support to sustain the model as was done at the Demonstration School. His rationale for this refusal is that if parents actually agreed to support the school, he would have to make good on associated conditions to guarantee a certain standard of education that would make teachers unhappy. This would put him on a collision course with teachers, which he is unprepared to face.

Because BSI has sought to advocate for change at the school and has enlisted the strong support of both the DOE and the District Governor, the school director has felt strong pressure to adopt a leadership style to which he is not well suited. At the suggestion of the DOE, the school director was offered the possibility to move to a new position in the

District Office of Education as Vice Director. While the Skon Director seemed well disposed to such a change, the POE has asked him to reconsider because his quick movement out of the school would raise many questions about why he was leaving and would also make teachers unhappy, especially if an individual of strong leadership was appointed who would push back against the status quo. As a result, the school director has withdrawn his application.

Based on this assessment, the survey team does not feel that further investments under the current leadership would be money well spent by either the current donor or the Ministry. The School Director at Skon HS simply does not have the leadership skills to do what is needed nor does the POE support any leadership change there. Therefore, the only course available would be to acknowledge that investments at Skon HS have been a failure and allow the school to revert to a lower standard of education, as most teachers there desire.

Table 3.25: Overview of Skon HS

Indicator	Explanation
School Background	
Kind of School	<i>Hun Sen Skon HS</i>
School Typology	<i>Existing School</i>
Number of Students/Female	<i>1936/969</i>
Number of Teachers	<i>91/39</i>
% of Teachers under 45	<i>50% under 45</i>
School Director under 45 (Yes/No)	<i>Yes</i>
Setting	
Reason Provided for School Selection	<i>This is a Beacon School Initiative school and one of the first schools where NGS prototypes were piloted</i>
School Size	<i>Large school</i>
Socio-economic Setting	<i>Semi-urban: This school serves a large town population as well as more rural villages in the interior. Therefore, the demographic is very mixed</i>
Population Density	<i>Medium</i>
Proximity to Main Road	<i>On the main road</i>
Infrastructure	
General Condition of Infrastructure	<i>Most buildings are in excellent to medium good condition</i>
Intensity of Upgrading Needed	<i>Moderate upgrading would be required for this school including some major investments to expand the library.</i>
Access to Electricity	<i>Yes</i>
Access to Internet	<i>Yes</i>
Any particular Observations	<i>The school has a computer and science lab provided by BSI and IBEC. The grounds of one side of the school have been upgraded but the west side of the campus needs considerable investment for up-grading.</i>
Staffing Needs	
Assessment of School Management	<i>The school has a school director and 3 vice directors. The director is new and replaces a much more dynamic school manager under whom the school prospered. The new director lacks initiative and studiously seeks to avoid conflict with his teachers. Many of the investments made by earlier projects are as a result underutilized.</i>
Teacher Shortage Issues	<i>Some shortage for science teachers (but not great)</i>
Challenges in Recruiting Additional Teachers for this Site	<i>Because Skon HS is on the main road and in a growing urban area, it would not be very difficult to assign new competent teachers to this school.</i>
Average Teacher Age	<i>45</i>
Extent of Private Classes	<i>Private classes at Skon HS are rather extensive and the teachers do not allow extracurricular activities because this affects their ability to extort money from students.</i>
Commitment of Local Authority to Competitive Staff Selection?	<i>The POE will not agree to competitive teacher selection for this school.</i>

Local Commitment	
Community Engagement	<i>Under the old school director, there was a high degree of community engagement but this seems to have waned under the new school director.</i>
Community willingness to make contributions to school if selected	<i>Unknown because the school director never took any action to discuss the matter with community after many requests from the BSI Project.</i>
General Observations	
Anything Unusual About this School	<i>The school director requested that his school stop being a BSI school so that it could return to a more normal status as teachers were not happy about the many extracurricular activities that affect their private classes. After receiving considerable pressure from the DOE and POE, he has since reversed his stance but his 'true' commitment to NGS programming is in great doubt.</i>
Overall Assessment	<i>The probability of successful investment at this school under the current leadership is LOW. Although the school is attractive in many ways, especially given the significant investment that has already occurred, it is likely that further investments will similarly be underutilized. In addition, the POE has indicated that it will not consider changing the leadership at this school.</i>

4. RECOMMENDATIONS FOR NEW SITE SELECTION

4.1 Methodology Employed for School Selection

The recommendations for NGS site selection elaborated below have largely been guided by the Ministry's desire to roll out NGS programming as quickly as possible. Achieving this goal means selecting schools where the obstacles for NGS emplacement are few in number. In particular, this means avoiding locations where there is stakeholder resistance to NGS establishment that stems from various sources. This refers above all to teachers who see the high governance standards of the NGS model as a direct threat to their use of public schools as a place to generate income for private classes. It also refers to the interest of some school directors to avoid conflicts with their teachers at all costs, particularly as this relates to turning a blind eye to teacher practices that are technically illegal. On the other hand, schools that possess welcoming teachers, dynamic school directors, and economically diverse communities willing to foot part of the cost of the model (in the future) provide a context where NGS investment can move forward quickly. Thus, the two leading factors considered by the survey team in making school selections related to the level of dynamic leadership demonstrated by school managers and whether teachers and community stakeholders welcomed NGS programming or not.

Assessing a school director's dynamism was not an easy task, particularly if the director demonstrated competent management. The survey team's expectation, however, was that directors should demonstrate not only competence but imagination for innovation as well. Such leadership is essential to ensure that New Generation Schools are not only adequate in their performance, but 'outstanding.' This distinction is sometimes difficult for many stakeholders at provincial level to fully understand.

Other factors that were considered in the selection of schools included the geographical centrality of the school, possessing a mixed demographic, the size of the campus and needed investment for infrastructure. Geographical centrality could be a challenge when trying to recruit additional teachers of high ability to go and work at the site. Areas like Stung Treng Province or the northern part of Tbong Khmum may be present challenges for successful new recruitment. Similarly, having a mixed demographic is important to ensure that there will be local support in the future to absorb some of the costs of sustaining the school along with government.

4.2 Actual School Selections

A total of ten schools have been recommended for possible NGS emplacement starting in 2017. As noted at the outset of this report, these recommendations in no way suggest a firm commitment to investment at this time. Schools rated with a 'high' development potential have the most likelihood of successful and rapid development. Schools with 'moderately high' development potential are also promising sites but certain challenges elaborated in Table 4.1 below could slow the pace of implementation. As noted above, these challenges could relate to such issues as size, geographical centrality, and dynamic leadership.

With a few exceptions, most of the schools selected were small to medium-sized facilities with 1,000 students or less. Smaller school sizes are more manageable and require less investment for infrastructure and furniture. In four cases, the schools were classified as contracting schools where teachers are often more willing to try new things to arrest the loss of students (and where there are few opportunities for private classes anyway). The remaining schools were existing schools whose enrolment was relatively stable.

Table 4.1: Recommendations Summary

Province	School Recommended	Development Potential Rating	Remarks/Challenges
Battambang	1. Wat Kor LSS*	High	This school has many things to recommend it including its small size, urban setting, and welcoming stakeholders.
Kampot	--	--	<i>No schools could be recommended from among those nominated by the POE</i>
Kampong Speu	2. Tee-rom Ket LSS	Moderately High	This school has strong stakeholder support for NGS emplacement; while the director seems competent, his leadership skills will need improvement.
Kandal	3. Prek Anchanh HS	High	This is a medium-sized school with a dynamic director; the campus, however, is large and will require much investment.
Phnom Penh	4. Prek Leap	High	This is a medium-sized school with a strong director and welcoming teachers. The large campus, however, may require significant resources for investment.
	5. Russey Keo	Moderately High	This school scores high on POE annual assessments but is very large and a sizable minority of teachers are not in favor of NGS emplacement.
Prey Veng	6. Demonstration School*	High	This is a contracting school with a dynamic young school director and welcoming teachers.
Siem Reap	7. Kruos LSS	Moderately High	This is a small school with strong stakeholder support for NGS emplacement; however, the school director appeared to be competent but not dynamic, which could be a challenge.
Stung Treng	8. Hun Sen Stung Treng HS*	High	This is a contracting school with a strong director and welcoming teachers/ communities. A challenge, however, relates to the school's distance from major population centers as Stung Treng is seen as a backwater.
Takeo	--	--	<i>No schools could be recommended from among those nominated by the POE</i>
Tbong Khmum	9. Amphoe Wan HS	Moderately High	All factors are in place for successful NGS emplacement at this school; however, one key challenge could be its distance from major population centers.
	10. Chup PS*	High	This is a dying school that MoEYS could rebuild to a very high standard with little resistance from teachers as there are only 2 teachers working at this school. A key challenge, however, relates to the need for major infrastructure upgrading and the need to attract parents from Suang Town, which is about 7 km away.
Kampong Cham	--	--	<i>No schools could be recommended from among those nominated by the POE</i>

*Indicates contracting schools

Three provinces did not succeed in finding schools that demonstrated hopeful conditions for NGS replication. These included Kampot, Takeo, and Kampong Cham. The reasons for this often related to excessive school size (Takeo) and or a lack of dynamic school leadership (Kampot and Kampong Cham) or sometimes a combination of both. As it is the Ministry's goal to have at least every province with at least one New Generation School, these provinces should review once again the schools under their jurisdictions and identify new schools that can meet selection criteria.

ANNEX 1: Data Collection Forms

National Survey Guidelines for School Selection

Explanation:

1. **Purpose:** The present survey seeks to determine potential sites in selected provinces for an expansion of New Generation Schools. The latter are independent public schools that are eligible for special investment by the government and private donors.
2. **Non-binding Nature of School Selections:** Site selections made under this survey should in no way lead to a promise for investment, as appropriate funds have not yet been identified. However, the identification of potential sites at this time will save time in an expansion of the NGS model should investment funds become available. Thus, recommendations made as a result of this survey are not binding.
3. **NGS Site Typologies:** There are three possible site typologies that may be considered for NGS expansion. These include: (i) a new school that does not yet exist; (ii) an existing school; (iii) a dying or contracting school that is losing students and has become quite small. Guidelines for exploring what an enumerator should investigate are provided for each of the typologies below. Existing schools, particularly when they are large, present the most challenges for NGS establishment and may require a 'school in a school' strategy for investments to be feasible. Enumerators should keep this consideration in mind when reviewing school sites.
4. **Provincial Nominations:** When a province nominates a school for consideration as a potential NGS site, the province should explicitly indicate which of the typologies described above the nominated site exemplifies.

Nomination Details Provided By Provincial Office Of Education, Youth, & Sport

Name of Province: _____

SCHOOL 1

Name of School: _____

District Location: _____ Commune: _____

Type of Site: New School Existing School Contracting School

Type of School: Primary School Jr High School High School

Basic Education School

Total Enrolment: _____ Teachers Assigned: _____

Number of Vice Directors: _____ Average Age of School Managers: _____

Average Years of School Management Experience: _____

Average Teacher Age: _____; Average Years of Teachers' Education: _____

Average Years of Teaching Experience: _____

SCHOOL 2

Name of School: _____

District Location: _____ Commune: _____

Type of Site: New School Existing School Contracting School

Type of School: Primary School Jr High School High School

Basic Education School

Total Enrolment: _____ Teachers Assigned: _____

Number of Vice Directors: _____ Average Age of School Managers: _____

Average Years of School Management Experience: _____

Average Teacher Age: _____; Average Years of Teachers' Education: _____

Average Years of Teaching Experience: _____

SCHOOL 3

Name of School: _____

District Location: _____ Commune: _____

Type of Site: New School Existing School Contracting School

Type of School: Primary School Jr. High School High School

Basic Education School

Total Enrolment: _____ Teachers Assigned: _____

Number of Vice Directors: _____ Average Age of School Managers: _____

Average Years of School Management Experience: _____

Average Teacher Age: _____; Average Years of Teachers' Education: _____

Average Years of Teaching Experience: _____

**Line of Questioning for
NEW SCHOOL SITES**

Directions: The Assessor should review the information provided by the nominator and compare this with one's own findings. The Assessor should be sure to visit the site and meet with local community members, local officials, and local authorities as necessary to respond to the questions provided below. Be sure to make notes and comments as you explore stakeholders' responses to each of the question items. Some follow-up questions have been noted using bullet points to help the enumerator gather all necessary information.

What is the name of the school or site being assessed?

No	Question	Comments
A. Setting		
1.	Why was this site chosen as the site for a New Generation School? <ul style="list-style-type: none"> • Local requests • Site of a land donation? 	<hr/> <hr/>
2.	Does the nominator own land where the school will be built? <ul style="list-style-type: none"> • Has it been donated? • Are there any conditions for the use of the land (e.g., time limits, etc) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
3.	How densely populated is this site? <ul style="list-style-type: none"> • How many villages would this school serve? • How many students could the school serve? 	<input type="checkbox"/> Densely populated <input type="checkbox"/> Moderately populated <input type="checkbox"/> Sparsely populated <hr/> <hr/>
4.	How would you describe the demographic setting? <ul style="list-style-type: none"> • If a semi-urban setting, how far is the closest market? • Is the population mixed between farmers, sellers, etc 	<input type="checkbox"/> Urban <input type="checkbox"/> Semi-urban <input type="checkbox"/> Rural <input type="checkbox"/> Remote <hr/> <hr/>
5.	How far from a main road or high way is the school?	<input type="checkbox"/> On the main road <input type="checkbox"/> Close to a main road (2 km or less) <input type="checkbox"/> Far from the main road <hr/>

B. Infrastructure		
6.	<p>Is this the site of an old unused school?</p> <ul style="list-style-type: none"> • Why did the school fall into dis-use? • How decayed is the infrastructure? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
7.	<p>Is there any infrastructure at all on the site such as buildings, wells, fences, road access, etc.</p> <ul style="list-style-type: none"> • Is it an open field? • Is it flooded in the rainy season and would require land fill? • What is the state of infrastructure, if any? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
8.	<p>Is there access to electricity on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? • Is local electricity expensive? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
9.	<p>Is there access to internet on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? • Is internet service expensive? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
10.	<p>How significant would you estimate the need for infrastructure to be?</p> <ul style="list-style-type: none"> • Would this investment mainly be for new buildings? • Would this investment mainly be for repairs? • Do the old buildings need to be completely gutted and refurbished? 	<input type="checkbox"/> Very Significant <input type="checkbox"/> Moderately Significant <input type="checkbox"/> Not Significant <hr/> <hr/> <hr/>
C. Staffing Needs		
11.	<p>How difficult would it be to get good teachers and managers to work at this site?</p> <ul style="list-style-type: none"> • Is there available housing? • How many of the teachers would have to be brought in from the outside? • What is the current local human resource base like? 	<input type="checkbox"/> Very Difficult <input type="checkbox"/> Somewhat Difficult <input type="checkbox"/> Not Difficult <hr/> <hr/> <hr/>

12.	<p>Does the local nominating authority have someone in mind to lead this school?</p> <ul style="list-style-type: none"> • If yes, how good are they? • What is their background? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
13.	<p>Does the local authority already have teachers in mind to work at this site?</p> <ul style="list-style-type: none"> • If yes, how were they selected? • How many of them are there? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
14.	<p>How big of a problem is the issue of private classes in the local area?</p> <ul style="list-style-type: none"> • If it is a big problem, does it seem like a manageable problem? • Are local teachers very accustomed to doing private classes? 	<input type="checkbox"/> Big problem <input type="checkbox"/> No
15.	<p>How committed is the local education authority to a process of competitive staff selection to staff the school?</p>	<input type="checkbox"/> Very open to such selection <input type="checkbox"/> Not open to such selection <input type="checkbox"/> Difficult to ascertain <hr/> <hr/>
D. Local Commitment		
16.	<p>How would you describe the socio-economic status of the local community?</p>	<input type="checkbox"/> Mostly rich <input type="checkbox"/> Mostly poor <input type="checkbox"/> A combination of both rich and poor <hr/> <hr/>
17.	<p>How well organized does the local community appear to be?</p> <ul style="list-style-type: none"> • Is there an SSC? • Is there clear leadership of the community? Is it dynamic? 	<input type="checkbox"/> Very well organized <input type="checkbox"/> Moderately well organized <input type="checkbox"/> Not so well organized <hr/> <hr/>
18.	<p>Do local people in the community know about the proposed plans for a New Generation School?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>

**Line of Questioning for
EXISTING SCHOOL SITE**

Directions: The Assessor should review the information provided by the nominator and compare this with one's own findings. The Assessor should be sure to visit the site and meet with local community members, teachers, school managers, local officials, and local authorities as necessary to respond to the questions provided below. Be sure to make notes and comments as you explore stakeholders' responses to each of the question items. Some follow-up questions have been noted using bullet points to help the enumerator gather all necessary information.

What is the name of the school or site being assessed?

No	Question	Comments
	A. Setting	
1.	Why was this site chosen as the site for a New Generation School? <ul style="list-style-type: none"> • Local requests • Strong school managers • Strong teachers • Strong community engagement • Other? 	<hr/> <hr/> <hr/> <hr/> <hr/>
2.	How big is this school in terms of enrollment? <ul style="list-style-type: none"> • Enrolment size • Geographical size • Number of buildings • Etc. 	<input type="checkbox"/> Very large (over 500 students) <input type="checkbox"/> Moderately sized (300 and 499 students) <input type="checkbox"/> Small (Less than 300 students) <hr/>
3.	How would you describe the demographic setting of the school? <ul style="list-style-type: none"> • In a town • Near a market • Serves some rural communities • Serves mainly rural communities, etc. 	<input type="checkbox"/> Mainly urban <input type="checkbox"/> Semi-urban <input type="checkbox"/> Rural <input type="checkbox"/> Remote <hr/> <hr/>
4.	How would you describe the socio-economic status of local people? <ul style="list-style-type: none"> • Is this mainly an agricultural community • Are there many shopkeepers 	<input type="checkbox"/> Mostly wealthy <input type="checkbox"/> Mix of rich & poor <input type="checkbox"/> Mostly poor <input type="checkbox"/> Hard to say <hr/> <hr/>

5.	How far from a main road or high way is the school?	<input type="checkbox"/> On the main road <input type="checkbox"/> Close to a main road (2 km or less) <input type="checkbox"/> Far from the main road <hr/>
B. Infrastructure		
6.	<p>How much investment would be required to upgrade school facilities?</p> <ul style="list-style-type: none"> • Major Upgrading: gutting the building and replacing the roof • Moderate Upgrading: Infrastructure is sound but would require new doors, painting, floor tiling, and ceilings • Minimum upgrading: Upgrading would require mainly repairs and some painting but ceilings and floor tiling already in place 	<p>How many buildings would require major upgrading?</p> <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> <p>How many buildings would require moderate upgrading?</p> <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> <p>How many buildings would require minor upgrading?</p> <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> <hr/>
7.	•	<p><i>Fence and Gate:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Toilets:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Wash Stations:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Playing Field:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Playground:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Student Sitting Areas:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <p><i>Gardens:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?</p> <hr/> <hr/>

8.	<p>What is the condition of the library at this school?</p> <ul style="list-style-type: none"> • Advanced: very nice setting, well-furnished with technology • Moderately Nice: Very nice setting, well-furnished but no technology • Poor: Not such a nice setting, poorly maintained and little evidence of access • Does it have its own building? • Is it housed in a classroom? • Is it supported by another agency? 	<input type="checkbox"/> Advanced <input type="checkbox"/> Moderately nice <input type="checkbox"/> Poor <input type="checkbox"/> There is no library <hr/> <hr/> <hr/> <hr/>
9.	<p>Is there an ICT lab at the school?</p> <ul style="list-style-type: none"> • If yes, is there an ICT teacher? • Is it well-maintained and organized? • Is there a schedule for classes? • Is there frequent access? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <p>If yes, what is its condition?</p> <input type="checkbox"/> Well-organized and used <input type="checkbox"/> Moderately well organized and used <input type="checkbox"/> Poorly organized/maintained with little evidence of usage <hr/> <hr/> <hr/>
10.	<p>Is there access to electricity on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? • Is local electricity expensive? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
11.	<p>Is there access to internet on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? • Is internet service expensive? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
12.	<p>How significant would you estimate the need for infrastructure to be?</p> <ul style="list-style-type: none"> • Would this investment mainly be for new buildings? • Would this investment mainly be for repairs? • Do many buildings need to completely gutted and refurbished? 	<input type="checkbox"/> Very Significant <input type="checkbox"/> Moderately Significant <input type="checkbox"/> Not Significant <hr/> <hr/> <hr/>
C. Staffing Needs		
13.	<p>Would the current school man-</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Hard to say

	<p>ager need to be replaced at this school? (KEY QUESTION)</p> <ul style="list-style-type: none"> • If no, what reasons does the province/district give for keeping him/her • What sorts of outstanding things has this person done to recommend him/her • What is their background? <p>Is he/she a risk taker?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
14.	<p>How severe is the teaching shortage at this school?</p> <ul style="list-style-type: none"> • Are most teachers are teaching over the required hours • Are there many double shift teachers? (if a primary school) • Are there many contract teachers? (if a primary school) 	<input type="checkbox"/> Very Severe <input type="checkbox"/> Moderately Severe <input type="checkbox"/> Not so severe <hr/> <hr/> <hr/>
15.	<p>How difficult would it be to get good teachers and managers to work at this site?</p> <ul style="list-style-type: none"> • Is there available housing? • How many of the teachers would have to be brought in from the outside? • What is the current local human resource base like? 	<input type="checkbox"/> Very Difficult <input type="checkbox"/> Somewhat Difficult <input type="checkbox"/> Not Difficult <hr/> <hr/> <hr/>
16.	<p>Does the school have a librarian?</p> <ul style="list-style-type: none"> • If yes, what is the person like? • Does the library seem well-managed? • Is the library usually open? Was it open on the day of the visit? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/> <hr/> <hr/>
17.	<p>What is the average age of teachers at this site?</p>	<input type="checkbox"/> Mostly old (over 45) <input type="checkbox"/> Mixed <input type="checkbox"/> Mostly young (under 45) <hr/> <hr/> <hr/>
18.	<p>What is the average age of school managers at this site?</p>	<input type="checkbox"/> Mostly old (over 45) <input type="checkbox"/> Mixed <input type="checkbox"/> Mostly young (under 45) <hr/> <hr/> <hr/>

19.	<p>How many of the teachers at this school engage in private classes with their 'own' students?</p> <ul style="list-style-type: none"> • If it is a big problem, does it seem like a manageable problem? • Are local teachers very accustomed to doing private classes? 	<input type="checkbox"/> Most of them <input type="checkbox"/> About half of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them _____ _____
20.	<p>How committed is the local education authority to a process of competitive staff selection to staff the school?</p>	<input type="checkbox"/> Very open to such selection <input type="checkbox"/> Not open to such selection <input type="checkbox"/> Difficult to ascertain _____ _____
D. Local Commitment		
21.	<p>How well organized does the local community appear to be?</p> <ul style="list-style-type: none"> • Is there an SSC? • Is there clear leadership of the community? Is it dynamic? 	<input type="checkbox"/> Very well organized <input type="checkbox"/> Moderately well organized <input type="checkbox"/> Not so well organized _____ _____
22.	<p>Do local people in the community know about the proposed plans for a New Generation School?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No _____ _____
23.	<p>Has the local community made any financial commitment to improving the school?</p>	<input type="checkbox"/> Yes, a lot <input type="checkbox"/> Yes, some <input type="checkbox"/> No _____ _____
24.	<p>How receptive is the local community to making voluntary contributions to support the school in the future?</p>	<input type="checkbox"/> Very open to such support <input type="checkbox"/> Not open to such support <input type="checkbox"/> Difficult to ascertain _____ _____
E. General Observations		
25.	<p>Does there appear anything out-</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

	<p>standing at this school that is unusual?</p> <ul style="list-style-type: none"> • Beautiful gardens? • Very well maintained classroom learning environments? • Well-organized testing? • Places for special student activities? • Very nice playground facilities? • Excellent library services? • Canteen services? Clinic services, etc.? 	<hr/> <hr/> <hr/>
26.	<p>If this school were selected as a New Generation School, what is your impression about the best strategy to use at this school for NGS establishment?</p>	<p><input type="checkbox"/> School in a School strategy</p> <p><input type="checkbox"/> Whole School strategy</p> <p><input type="checkbox"/> Hard to say at this early stage</p>
	<p>Overall Assessment: Based on the above assessment and a visit to the site, what is your overall recommendation for selecting this site to be a New Generation School?</p>	
	<p>Recommendation of the Assessment Team:</p> <p><input type="checkbox"/> Recommend this site/school to be a New Generation School without reservation</p> <p><input type="checkbox"/> Recommend this site/school to be a New Generation School with reservations</p> <p><input type="checkbox"/> Do not recommend this site/school to be a New Generation School</p>	

**Line of Questioning for
CONTRACTING SCHOOL SITE**

Directions: The Assessor should review the information provided by the nominator and compare this with one's own findings. The Assessor should be sure to visit the site and meet with local community members, teachers, school managers, local officials, and local authorities as necessary to respond to the questions provided below. Be sure to make notes and comments as you explore stakeholders' responses to each of the question items. Some follow-up questions have been noted using bullet points to help the enumerator gather all necessary information.

What is the name of the school or site being assessed?

No	Question	Comments
	A. Setting	
1.	Why was this site chosen as the site for a New Generation School? <ul style="list-style-type: none"> • Local requests • Site of a land donation? 	<hr/> <hr/>
2.	Why is this school contracting? <ul style="list-style-type: none"> • Is it due to the loss of students to private schools? • Is it due to the establishment of other nearby public schools that are taking students? • Is it due to the extremely poor management of the school director? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/> <hr/> <hr/> <hr/>
3.	How densely populated is this site? <ul style="list-style-type: none"> • How many villages would this school serve? • How many students could the school serve? 	<input type="checkbox"/> Densely populated <input type="checkbox"/> Moderately populated <input type="checkbox"/> Sparsely populated <hr/> <hr/>
4.	How would you describe the demographic setting? <ul style="list-style-type: none"> • If a semi-urban setting, how far is the closest market? • Is the population mixed 	<input type="checkbox"/> Urban <input type="checkbox"/> Semi-urban <input type="checkbox"/> Rural <input type="checkbox"/> Remote <hr/> <hr/>

	between farmers, sellers, etc	
5.	How far from a main road or high way is the school?	<input type="checkbox"/> On the main road <input type="checkbox"/> Close to a main road (2 km or less) <input type="checkbox"/> Far from the main road <hr/>
B. Infrastructure		
6.	How much investment would be required to upgrade school facilities? <ul style="list-style-type: none"> • Major Upgrading: gutting the building and replacing the roof • Moderate Upgrading: Infrastructure is sound but would require new doors, painting, floor tiling, and ceilings • Minimum upgrading: Upgrading would require mainly repairs and some painting but ceilings and floor tiling already in place 	How many buildings would require major upgrading? <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> How many buildings would require moderate upgrading? <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> How many buildings would require minor upgrading? <input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/>
7.	<ul style="list-style-type: none"> • What is the condition of other infrastructure? 	<i>Fence and Gate:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Toilets:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Wash Stations:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Playing Field:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Playground:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Student Sitting Areas:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition? <i>Gardens:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Good Condition? <input type="checkbox"/> Bad Condition?

		<hr/> <hr/> <hr/>
8.	<p>What is the condition of the library at this school?</p> <ul style="list-style-type: none"> • Advanced: very nice setting, well-furnished with technology • Moderately Nice: Very nice setting, well-furnished but no technology • Poor: Not such a nice setting, poorly maintained and little evidence of access • Does it have its own building? • Is it housed in a classroom? • Is it supported by another agency? 	<input type="checkbox"/> Advanced <input type="checkbox"/> Moderately nice <input type="checkbox"/> Poor <input type="checkbox"/> There is no library <hr/> <hr/> <hr/>
9.	<p>Is there an ICT lab at the school?</p> <ul style="list-style-type: none"> • If yes, is there an ICT teacher? • Is it well-maintained and organized? • Is there a schedule for classes? • Is there frequent access? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <p>If yes, what is its condition?</p> <input type="checkbox"/> Well-organized and used <input type="checkbox"/> Moderately well organized and used <input type="checkbox"/> Poorly organized/maintained with little evidence of usage <hr/> <hr/>
10.	<p>Is there access to electricity on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? • Is local electricity expensive? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>
11.	<p>Is there access to internet on the site?</p> <ul style="list-style-type: none"> • If not now, is it possible that there will be in the future? <p>Is internet service expensive?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/>

12.	<p>How significant would you estimate the need for infrastructure to be?</p> <ul style="list-style-type: none"> • Would this investment mainly be for new buildings? • Would this investment mainly be for repairs? • Do many buildings need to completely gutted and refurbished? 	<input type="checkbox"/> Very Significant <input type="checkbox"/> Moderately Significant <input type="checkbox"/> Not Significant <hr/> <hr/> <hr/> <hr/>
C. Staffing Needs		
13.	<p>Would the current school manager need to be replaced at this school? (KEY QUESTION)</p> <ul style="list-style-type: none"> • If no, what reasons does the province/district give for keeping him/her • If no, then why is the school contracting? • What sorts of outstanding things has this person done to recommend him/her • What is the person's background? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Hard to say <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
14.	<p>What is the average age of the school managers at this site?</p>	<input type="checkbox"/> Mostly old (over 45) <input type="checkbox"/> Mixed <input type="checkbox"/> Mostly young (under 45) <hr/> <hr/> <hr/>
15.	<p>Is the current nominating authority willing to remove the manager(s) of this school if that is the main reason that the school is failing?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable <hr/> <hr/>
16.	<p>Does the local nominating</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

	<p>authority have someone in mind to lead this school?</p> <ul style="list-style-type: none"> • If yes, how good are they? • What is their background? 	<hr/> <hr/>
17.	<p>Considering the remaining teachers at this school, how much potential is there to expand the number of teachers?</p> <ul style="list-style-type: none"> • If the school is contracting and there are extra teachers, are these teachers coming to work everyday? • If many teachers have no work to do at the school, would it be possible to move them somewhere else? • Are there only a few teachers actually working at the school, which would create major scope to add new teachers? 	<input type="checkbox"/> High potential <input type="checkbox"/> Medium potential <input type="checkbox"/> Low potential <input type="checkbox"/> Hard to say <hr/> <hr/> <hr/> <hr/> <hr/>
18.	<p>What is the average age of teachers at this site?</p>	<input type="checkbox"/> Mostly old (over 45) <input type="checkbox"/> Mixed <input type="checkbox"/> Mostly young (under 45) <hr/> <hr/> <hr/>
19.	<p>How many of the teachers at this school engage in private classes with their 'own' students?</p> <ul style="list-style-type: none"> • If it is a big problem, does it seem like a manageable problem? • Are local teachers very accustomed to doing private classes? 	<input type="checkbox"/> Most of them <input type="checkbox"/> About half of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them <hr/> <hr/> <hr/>
20.	<p>Does the local authority already have new teachers</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/>

	<p>in mind to work at this site?</p> <ul style="list-style-type: none"> • If yes, how were they selected? • How many of them are there? 	<hr/> <hr/>
21.	<p>How difficult would it be to get good teachers and managers to work at this site?</p> <ul style="list-style-type: none"> • Is there available housing? • How many of the teachers would have to be brought in from the outside? • What is the current local human resource base like? 	<input type="checkbox"/> Very Difficult <input type="checkbox"/> Somewhat Difficult <input type="checkbox"/> Not Difficult <hr/> <hr/> <hr/>
22.	<p>How committed is the local education authority to a process of competitive staff selection to staff the school?</p>	<input type="checkbox"/> Very open to such selection <input type="checkbox"/> Not open to such selection <input type="checkbox"/> Difficult to ascertain <hr/> <hr/>
D. Local Commitment		
23.	<p>How would you describe the socio-economic status of the local community?</p>	<input type="checkbox"/> Mostly rich <input type="checkbox"/> Mostly poor <input type="checkbox"/> A combination of both rich and poor <hr/> <hr/> <hr/>
24.	<p>How well organized does the local community appear to be?</p> <ul style="list-style-type: none"> • Is there an SSC? • Is there clear leadership of the community? Is it dynamic? 	<input type="checkbox"/> Very well organized <input type="checkbox"/> Moderately well organized <input type="checkbox"/> Not so well organized <hr/> <hr/> <hr/>
25.	<p>Do local people in the community know about the proposed plans for a New Generation School?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <hr/> <hr/> <hr/>
26.	<p>Has the local community</p>	<input type="checkbox"/> Yes, a lot <input type="checkbox"/> Yes, some <input type="checkbox"/> No

	made any financial commitment to re-organizing the school?	_____ _____ _____
27.	How receptive is the local community to making voluntary contributions to support the school?	<input type="checkbox"/> Very open to such support <input type="checkbox"/> Not open to such support <input type="checkbox"/> Difficult to ascertain _____ _____
E. General Observations		
28.	If this school were selected as a New Generation School, what is your impression about the best strategy to use at this school for NGS establishment?	<input type="checkbox"/> School In A School Strategy <input type="checkbox"/> Whole School Strategy <input type="checkbox"/> New School Strategy <input type="checkbox"/> Hard to say at this early stage
Overall Assessment: Based on the above assessment and a visit to the site, what is your overall recommendation for selecting this site to be a New Generation School?		
Recommendation of the Assessment Team:		
<input type="checkbox"/> Recommend this site/school to be a New Generation School without reservation <input type="checkbox"/> Recommend this site/school to be a New Generation School with reservations <input type="checkbox"/> Do not recommend this site/school to be a New Generation School		