



Findings from a temperature check of teachers' and students' needs in Cambodia, to inform targeted support during school re-opening

All Children Reading–Cambodia

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WORLD EDUCATION

Background & Purpose

- 1 year of direct instruction lost
- Need for intensive, targeted support upon return
- “Temperature check”
 - Teachers’ well-being, concerns, plans and capacity
 - Student learning levels vis a vis curriculum



Research Questions

- What are teachers' levels of confidence and perceived proficiency in implementing the national reading package?
- What are teachers' concerns and priorities for students' learning as they look forward to the 2022 school year?
- What are students' current reading levels in grade 1 and grade 2, relative to where they should be in the curriculum at the beginning of semester 2?

Methods

Convenience Sample – 100 randomly selected schools in 2 Provinces



Kampong Thom



Kampot

Data collected by trained program literacy coaches (LCs): Sept 20 – 30 2021



Phone Interviews

170 G1 & G2 Teachers

107 School Directors



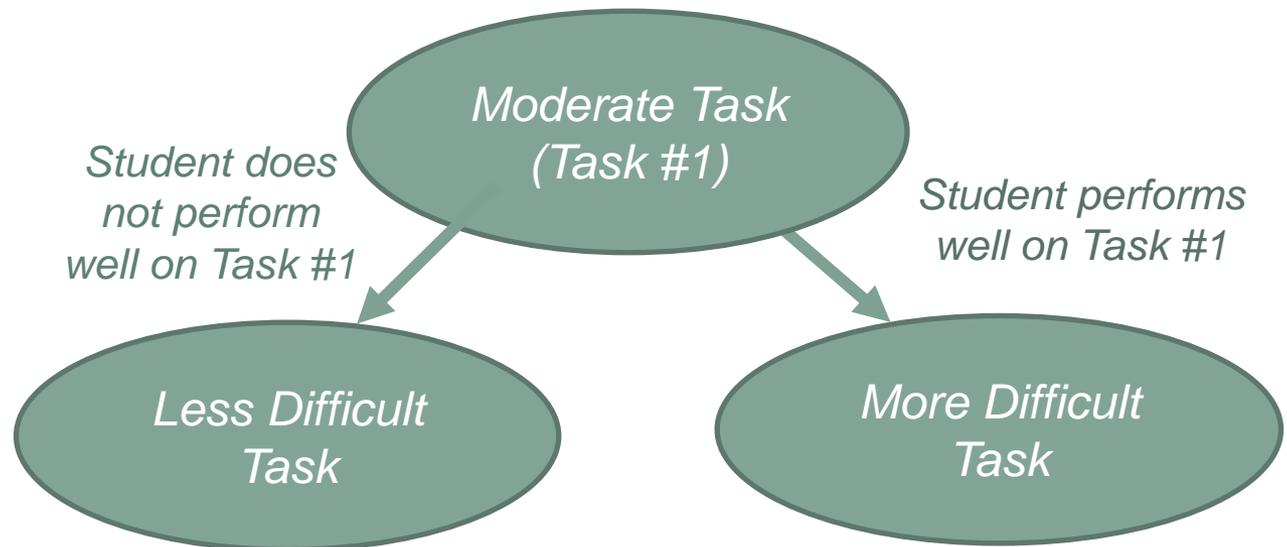
Student Learning Assessment

874 G1 Students

860 G2 Students

Assessment Tools

- Tools are based on the internationally recognized ASER reading assessment that is easy for Literacy Coaches and teachers to implement.
- Tools included one moderate task (task #1), and then either one less difficult task or one more difficult task. Students were only given **two** tasks to read total.
- For example:



Good/well = student could read/identify more than 70% of the letters/words

Assessment Tool: Grade 1

■ Grade 1:

- Moderate task (task #1) = read common letters
- More difficult task = read less common letters
- Less difficult task = identify letters based on pictures and sounds

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កិច្ចការមធ្យម (កិច្ចការទី១ - សិស្សត្រូវធ្វើទាំងអស់)				
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Assessment Tool: Grade 2

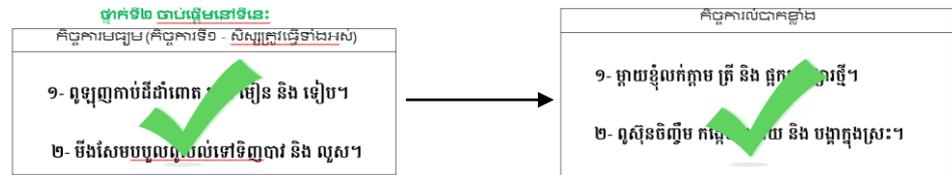
- Grade 2:
 - Moderate task = read simple sentences
 - More difficult task = read more complicated sentences
 - Less difficult task = read familiar words

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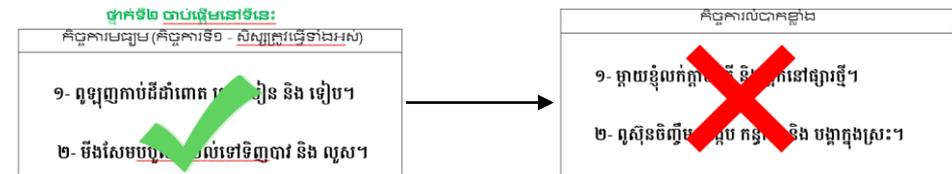
កិច្ចការមធ្យម (កិច្ចការទី១ - សិស្សត្រូវធ្វើទាំងអស់)				
១- ពូឡូញកាប់ដីដាំពោត ចេក មៀន និង ទៀប។				
២- មីងសែមបបូលពូសល់ទៅទិញបារ និង លូស។				
កិច្ចការលំបាកខ្លាំង				
១- ម្តាយខ្ញុំលក់ក្តាម ត្រី និង ផ្កកនៅផ្សារថ្មី។				
២- ពូស៊ុនចិញ្ចឹម កង្កែប កន្ទាយ និង បង្កាក្នុងស្រះ។				
កិច្ចការលំបាកកិច្ចក្នុង				
ញញួរ	អំបោះ	កីឡា	ហោប៉ៅ	សាប៊ូ
សំណាញ់	ញញឹម	រីករាយ	ប៉ះពាល់	សៀវភៅ
ក្រូចឃ្មុច	ឆ្លងឆ្លើយ	ផ្ទាក់ថ្មម	សួនច្បារ	ផ្តាឈូក
បង្កែម	ចម្រៀង	ទន្សាយ	សណ្តែក	ចង្រាន

Introduction of Student Categories

- **Light review needed =**
Students did well on the moderate (first) task, and students did well on the more difficult task. These students could use a light review before starting new content.



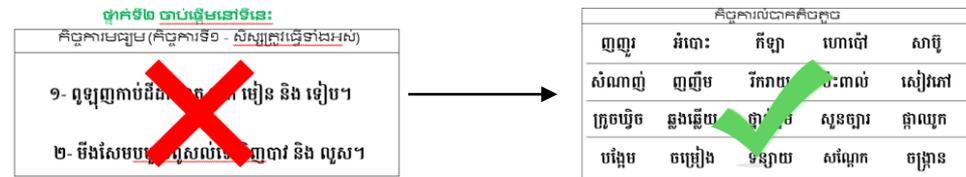
- **Some review needed =**
Students did well on the moderate (first) task, but students did not do well on the more difficult task. These students would benefit from some review.



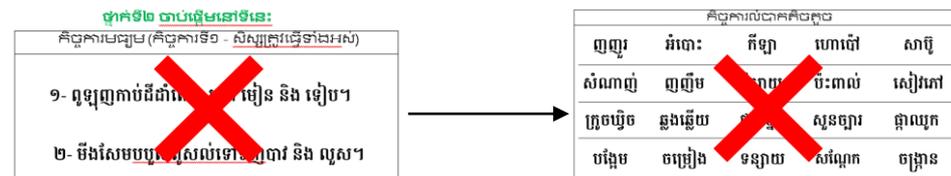
 > 70%
  < 70%

Introduction of Student Categories

- **Significant review needed** = Students did not do well on the moderate (first) task, but students did well on the less difficult task. These students need more review before they continue learning new content.



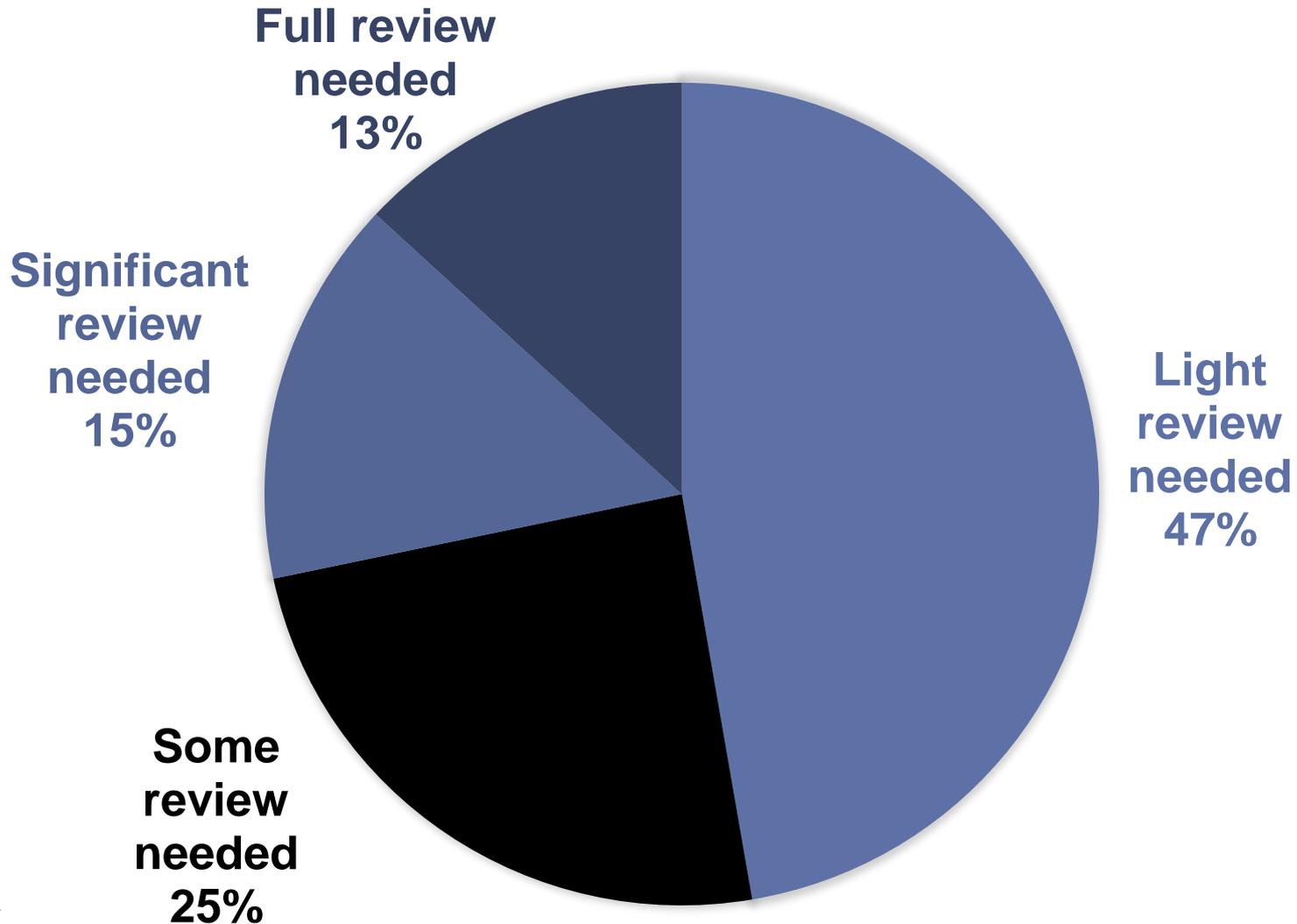
- **Full review needed** = Students did not do well on the moderate (first) task, and students did not do well on the less difficult task. These students will need significant review, if not re-teaching.



 > 70%

 < 70%

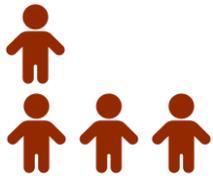
Findings: Grade 1



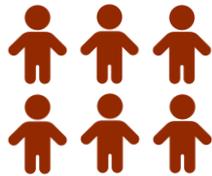
Findings: Grade 1

 = 1 student

When asked to read 10 easy letters, how would 50 G1 students do?



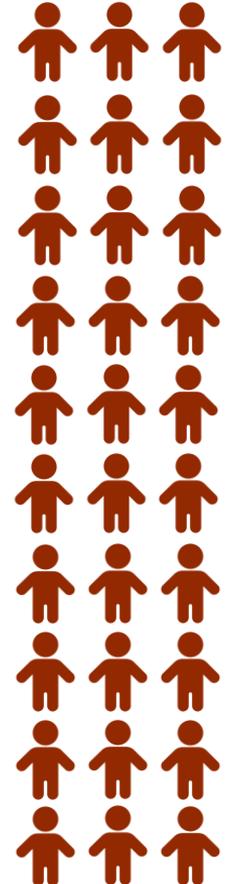
7% Read 0 letters



12% Read 1-4 letters

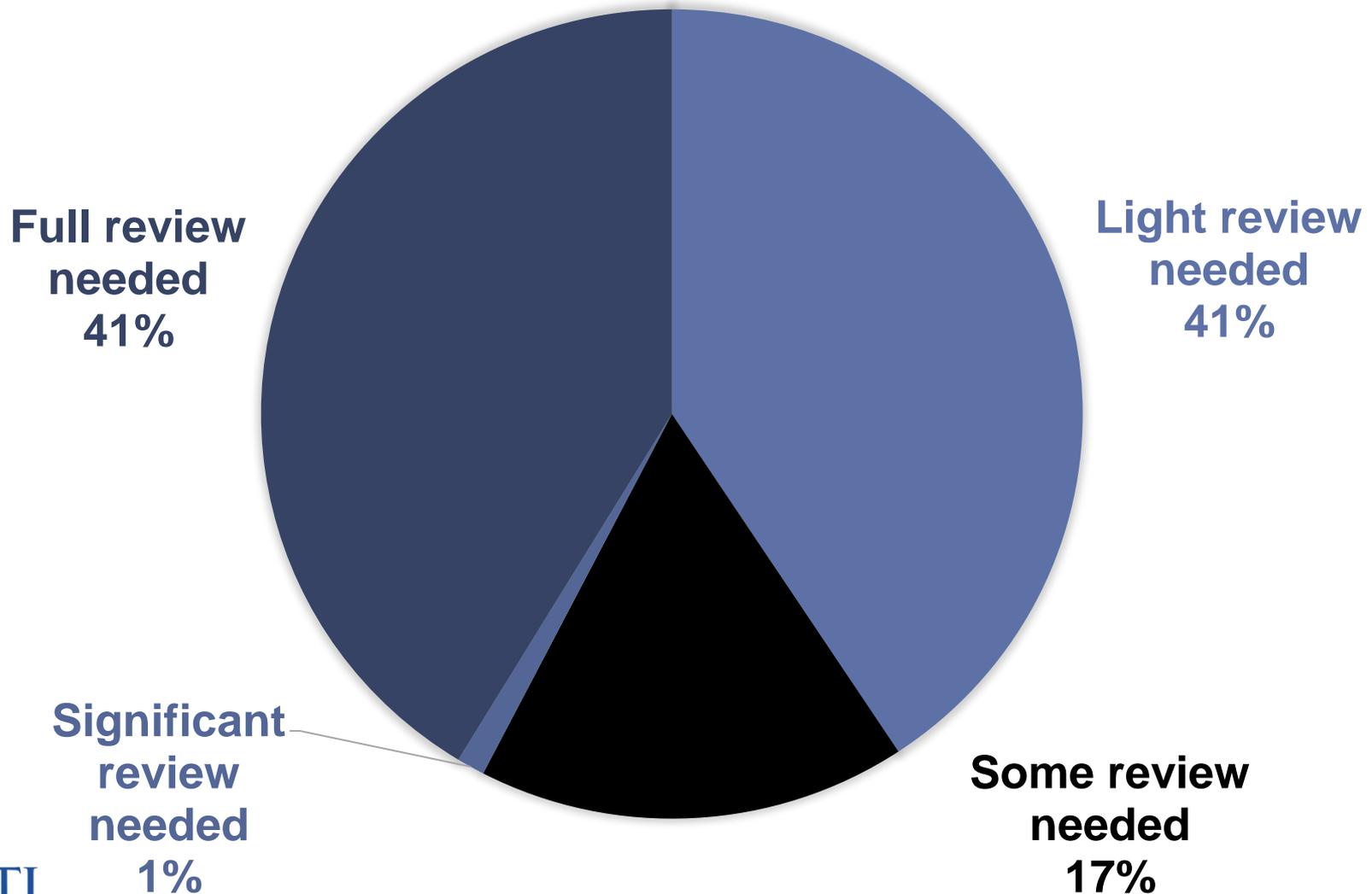


19% Read 5-7 letters



62% Read 8-10 letters

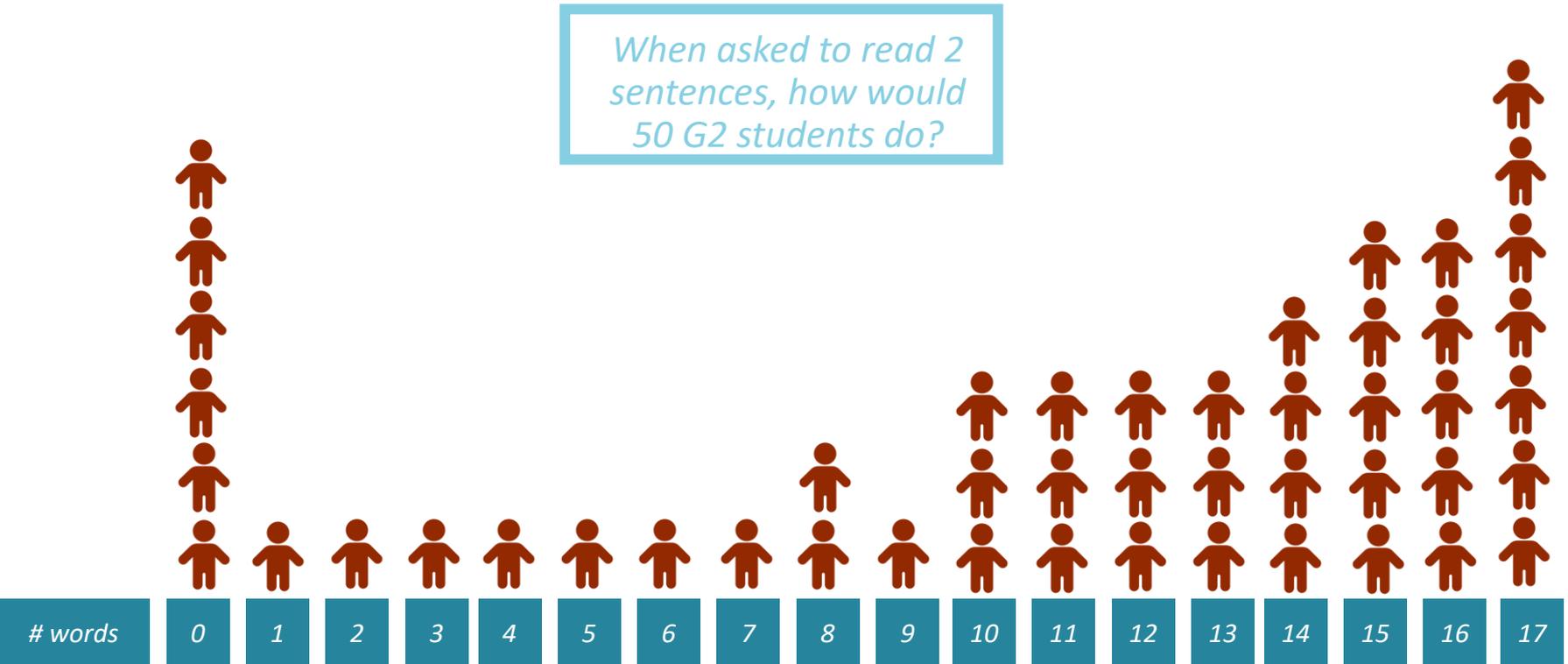
Findings: Grade 2



Findings: Grade 2

 = 1 student

When asked to read 2 sentences, how would 50 G2 students do?



Findings: Teacher Interviews

What do you think students will struggle with in reading when they come back to school?	Grade 1 % teachers	Grade 2 % teachers
foundational consonants	81	66
foundational vowels	73	55
reading words	44	64
blending sounds	40	35
prakob	36	53
vocabulary	15	30
comprehension (understanding what they read)	15	21
ability to focus/behave in class	7	10
speaking in class/interacting with others	1	4

Findings: Teacher Interviews

What, if anything, do you plan to do to help students catch up in reading when schools re-open?	Grade 1 % teachers	Grade 2 % teachers
Review content from the start of the previous year	78	75
Test children to see who needs additional support	46	47
Use Thursday sessions for remediation	40	41
Test children to see what needs to be reviewed or re-taught	40	42
Slow down the pace of my teaching	38	34
Hold after school sessions	20	18

Findings: Teacher Interviews

What aspects of the Komar Rien Komar Cheh EGR package would you most like additional training or support on?	Grade 1 % teachers	Grade 2 % teachers
Using the teacher's guide	69	71
Using I do, we do, you do	62	63
Using the SSB	58	56
Supporting parents with teaching at home	48	44
Helping students catch up in learning	34	32
The 5 components of reading	31	30
Teaching phonemic awareness (blending sounds)	29	26
Teaching the prakorb	16	17
Teaching writing	13	14
Checking individual student's ability	12	17
Teaching pcheung domroot	11	13
Teaching pyna chueng	10	10

Conclusion

- Using this quick measure of student performance and a teacher “temperature check”, Ministry and NGO partners have been better able to prepare teachers for how to support teachers and students after disrupted learning
- This information will contribute to the larger discussion around system resiliency and cost-effective ways to assess how we can reach students and teachers right where they are

Further explore EGRA results from Cambodia in USAID's Early Grade Reading Barometer



EarlyGradeReadingBarometer.org

