

## **IMPACT ASSESSMENT OF THE "ANATHA" PROJECT IN BATTAMBANG (CAMBODIA)**



**FINAL REPORT**

**September 2025**

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## LIST OF ACRONYMS

**DAC:** Development Assistance Committee

**FGD:** Focus Group Discussions

**KBO:** Karuna Battambang Organisation

**OECD:** Organisation for Economic Co-operation and Development

**PYA:** Power Youths from Anatha

**ToC:** Theory of Change

**ICT:** Information and Communication Technologies

**WASH:** Water and Sanitation

## FOREWORD

This final impact evaluation has been commissioned by the **ADEY Foundation** and carried out between February and June 2025 by **Pedro Surja**, the independent consultant who carried out the previous mid-term evaluation of the project in 2022.

The evaluator would like to thank the ADEY team for their insightful ideas and suggestions throughout the evaluation process, as well as the **Sauce and KBO team**, including especially **Ana Artacho and Mom**, for their support during the desk phase and the conduct of the household surveys and focus discussion groups in Battambang (Cambodia). Finally, it remains to thank all the **families surveyed and/or interviewed** during this final evaluation for giving up their valuable time to share information and insights with the evaluator.

The views expressed in the document do not necessarily coincide with those of ADEY and/or Sauce/KBO, given the external nature of the evaluation.

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For any communication regarding this document, please contact:

**ADEY Foundation**

Sandra Ybarra

Phone: (+34) 91 515 80 93

Email: [info@fundacionadey.org](mailto:info@fundacionadey.org)

# 1 INTRODUCTION

## 1.1 Objectives of the evaluation

The subject of the evaluation is the **"Anatha" Project in Battambang (Cambodia)** co-financed by **the ADEY Foundation**. Although the project started more than 10 years ago, the concrete intervention supported by ADEY that is the focus of this evaluation started in 2021 and is ongoing.

**The objectives of the evaluation**, defined by mutual agreement between the ADEY Foundation, Sauce/KBO and the evaluator, were as follows:

- To make an **assessment of the effects and final impact of the project**, comparing the indicators analysed during the interim evaluation (carried out in 2022) as a Baseline with those measured now in 2025.
- Therefore, the evaluation focused on the **criteria of effectiveness and impact**, although some aspects of relevance, efficiency and sustainability were also analysed on an ad hoc basis, comparing them with the interim evaluation.

## 1.2 Constraints and limits of the study

The evaluation **was based mainly on the results of the household surveys carried out by the KBO team in Cambodia**, without the Spanish evaluator having travelled to the field. A massive Focus Group Discussion in which 300 people participated was also held, but this was used as a secondary source of information. Documentary analysis was conducted to a limited extent, mostly focused on KBO's internal database and register, not to other external sources. This means that the bulk of information analysed has been based mainly on the **subjective opinion/perception of the families on the aspects consulted**. This alternative was decided during the desk phase, even knowing the limitations it entails, because it was the most efficient and **adapted to the capacities and resources of the KBO team** in Cambodia.

In addition, the **lack of systematized statistics and written information on enrolment and completion rates in the project schools** is a potential limitation.

In any case, the absolute transparency, accessibility to information and openness to dialogue and discussion of the conclusions demonstrated by both Sauce/KBO and the ADEY Foundation should be highlighted.

## 1.3 Description of the work carried out

The **following phases and their products** or deliverables have been followed during the evaluation:

PHASE	DATES	DELIVERABLE PRODUCT
Preparatory	1-28 February 2025	Preparation and specification of the work to be carried out (approach, methodology, timetables, contacts, communications and coordination, logistical aspects, collection of documentation, etc.).
Sauce/KBO local team training	1-20 March 2025	Training workshop on the use of KoBo with the local KBO and Sauce team.

Information gathering in the field	21 March - 10 May 2025 25-28 August 2025	Household surveys conducted and uploaded into KoBo system FGD with 300 people
Draft final report produced	1-30 June 2025	Initial draft of final report
Discussion and review with ADEY and Sauce/KBO	1 July-15 September	Successive drafts of final report
Final report produced	15 September	Final report

## 2 DESCRIPTION OF THE INTERVENTION ANALYSED

### 2.1 The Anatha Project

The Anatha project **was born in 2005 as an initiative of a group of Spanish university students** in collaboration with members of the Cambodian movement "*Initiatives of Change*". This movement was mainly made up of young Cambodian university students who carry out humanitarian work in Battambang. The activities of *Initiatives of Change* were mainly aimed at **getting children off the street**.

The initial support for 50 children and young people has grown to the current scope, where Anatha's project is dedicated to **facilitating and ensuring the education of 300 children and young people**, aged between 6 and 18, until they finish their schooling. These are children and young people who have dropped out or are in danger of dropping out of school because of the need to work to contribute to the family economy.

The programme **provides support to their families in the** form of rice, school, hygiene and household supplies, as well as scholarships. In addition, the team monitors the pupils' progress, both at school and at home, through regular visits to their homes and schools. This project seeks to give continuity to Anatha's activity, introducing innovative aspects that contribute to improving the quality of education in the villages.

Anatha's **main objective** is to collaborate in improving the education of Cambodian children and young people. **The specific objective** of the project is to facilitate access to education for children and young people in vulnerable situations in the province of Battambang.

### 2.2 SAUCE/KBO

**Solidaridad, Ayuda y Unión Crean Esperanza (SAUCE)** is an NGO created in 2001 by a group of friends and relatives of Kike Figaredo (Bishop of Battambang) to channel the desire to encourage, support and help him in his responsibility in Battambang in favour of the most needy. It supports the efforts to care for the Cambodians.

SAUCE, inspired by the example of Kike Figaredo, believes that it is the duty of every person to act with compassion, charity and solidarity; that one has a responsibility to think and care for those who suffer and that, with help and joy, united together, one can build a better world and make the lives of the Cambodian people a little better. In 2003, it was awarded the distinction of "Association of Public Utility".

**Karuna Battambang (KBO)** is a local non-governmental organisation registered with the Ministry of Interior of the Kingdom of Cambodia on 8 June 2016. It constitutes the Diocesan Caritas of the Apostolic Prefecture of Battambang covering all its provinces. Its activities are focused on education and improving the living conditions of people from vulnerable backgrounds. The leaders and social workers of Karuna Battambang have been working on the Anatha project since its inception in 2005.

## 3 EVALUATION METHODOLOGY AND DESIGN

### 3.1 Evaluation design

Using **common typologies in evaluation methodology**, an evaluation was proposed:

- a. In relation to the evaluation approach, a project/programme evaluation was considered.
- b. From a temporal point of view, it was formally a final evaluation.
- c. From the point of view of its usefulness, and in line with what was outlined in the previous paragraph, the evaluation has a summative function (analysis of the effects and performance of the intervention).
- d. From the point of view of the evaluation agent, the evaluation was mixed, where the evaluation criteria were set by the external evaluator and the Sauce/KBO teams were in charge of carrying out the family surveys in the field (after training by the evaluator) and uploading the raw results on the KoBo digital platform. The analysis of the information and the drafting of the final report was the exclusive responsibility of the evaluator, although it was discussed and shared with all the actors involved.
- e. In relation to the object of the evaluation, the main focus has been on outputs (results and outcomes).

The evaluation has focused on the **criteria of effectiveness and impact**, according to the standard OECD/DAC methodology.

### 3.2 Tools used

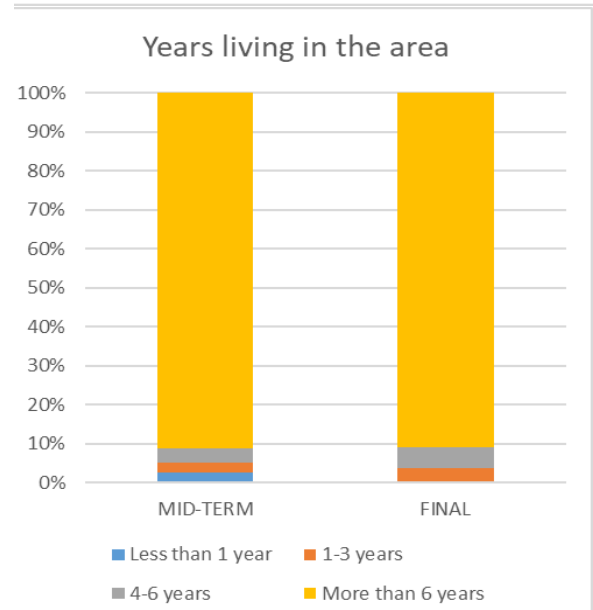
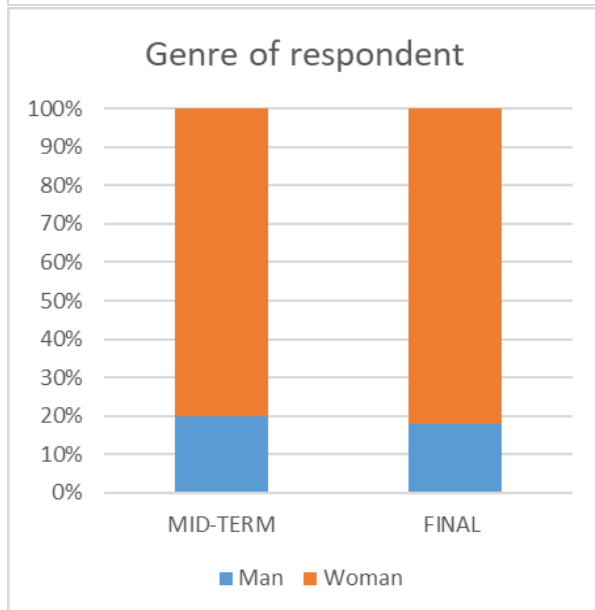
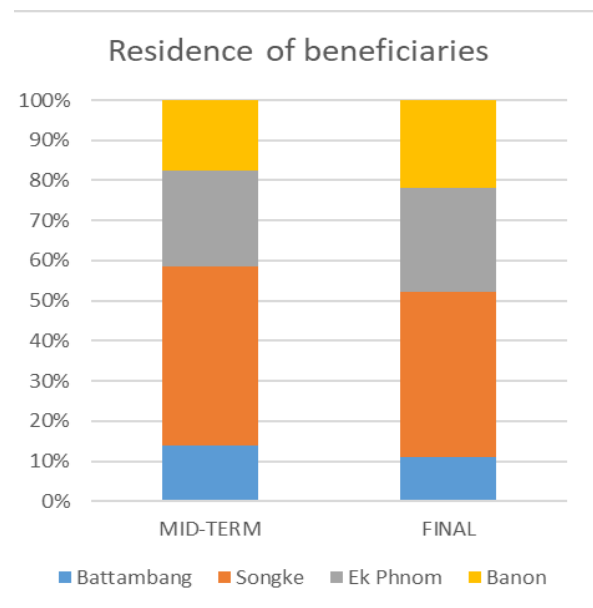
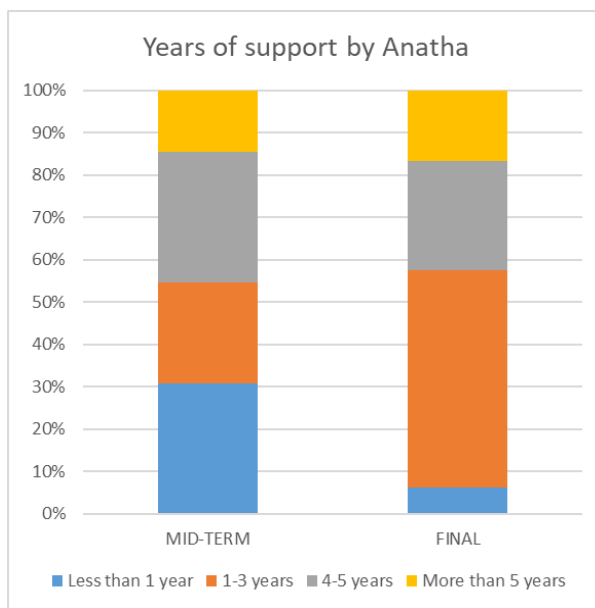
A quantitative tool was used for the evaluation: **surveys of families participating** in the Anatha project (the survey used can be found in the Annexes). Specifically, **187 surveys** were carried out **with families** selected partially at random (i.e., groups were delimited by geographical areas and families were **randomly selected** within them). The digital tool [Kobo Toolbox](#) was used to collect the information.

A massive **Focus Group Discussion, in which 300 people from 37 communes in 5 districts** was held for 3 days to gather qualitative information from families, children and students

## 4 ANALYSIS OF THE INFORMATION COLLECTED

### 4.1 On the socio-economic profile of the families

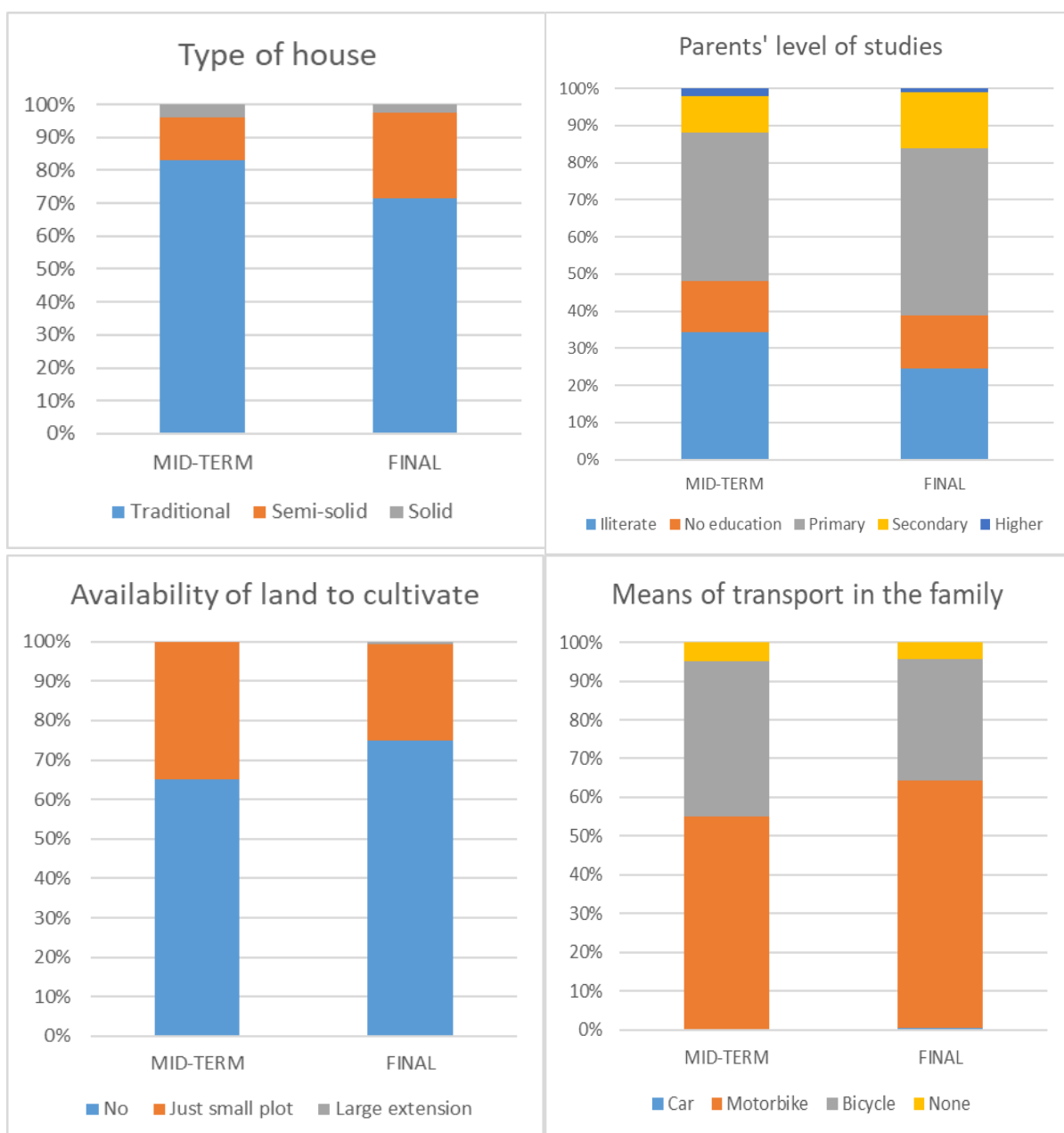
**1.** The **general profile of the families** surveyed for this impact evaluation **does not show significant differences** with those who responded in the mid-term evaluation, despite being randomly selected in both cases, which is important because it **ensures the comparability of the results**. Aspects such as area of residence and years living in the same area, gender of the respondent, age, marital status, number of family members, religion or presence of disability continue to be similar, confirming the relevance of their inclusion in the project, given their vulnerability. There is only a slight difference in the **duration of support from Anatha, which is now longer** than in the mid-term evaluation, which is logical since most of the families who started the intervention now have more years of support from Anatha.

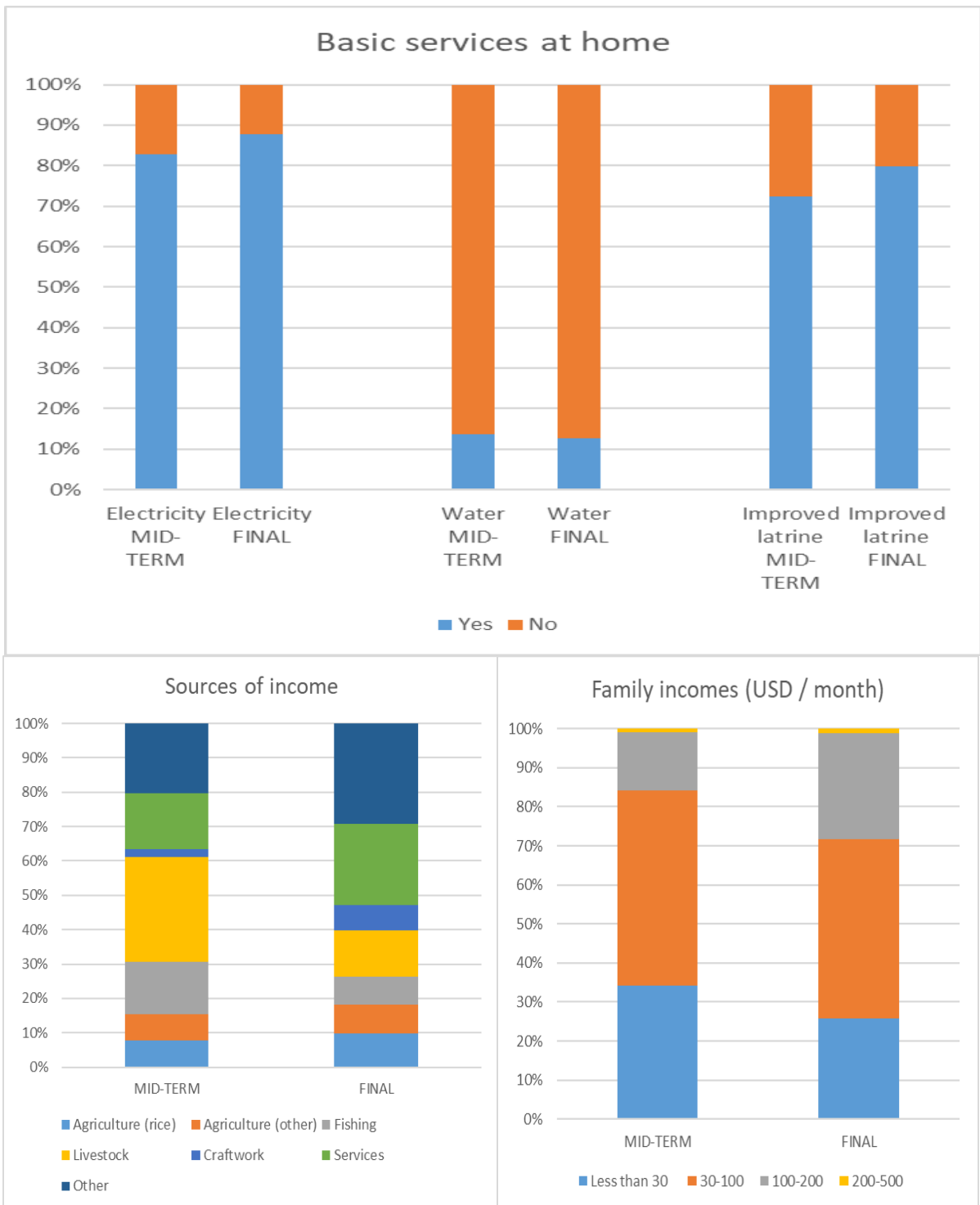




**Fig. 1:** General profile of Anatha project families

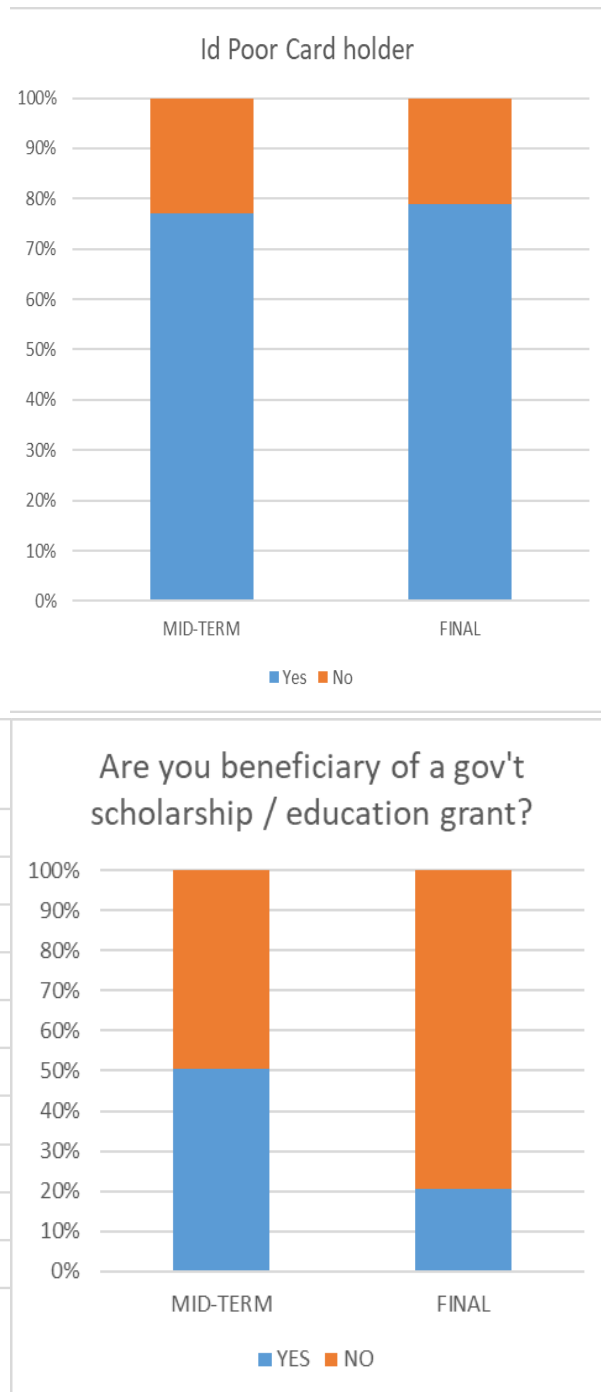
2. If we compare the **economic and poverty profile of the families** now and in the mid-term evaluation, we **do not find major differences**, confirming the relevance/vulnerability of those included in the Anatha project, as well as the comparability of the results between the two evaluations. However, in general, there has been a **slight improvement** in several key aspects since the mid-term evaluation, which might suggest that **the project is contributing**, even partially and indirectly, **to improving the living conditions of the families** it works with. In particular, 1) the **quality of the houses** has slightly improved, including access to electricity and improved latrines; 2) the percentage of illiterate **parents** has slightly decreased; 3) the proportion of **families with a motorbike** has slightly increased; 4) finally, and perhaps most relevantly, the percentage of families engaged in subsistence activities (especially fishing and animal husbandry) has significantly decreased and those engaged in services (shops, workshops, etc.) has increased, with a **higher level of average monthly income**.





**Fig. 2:** Economic profile of Anatha's families

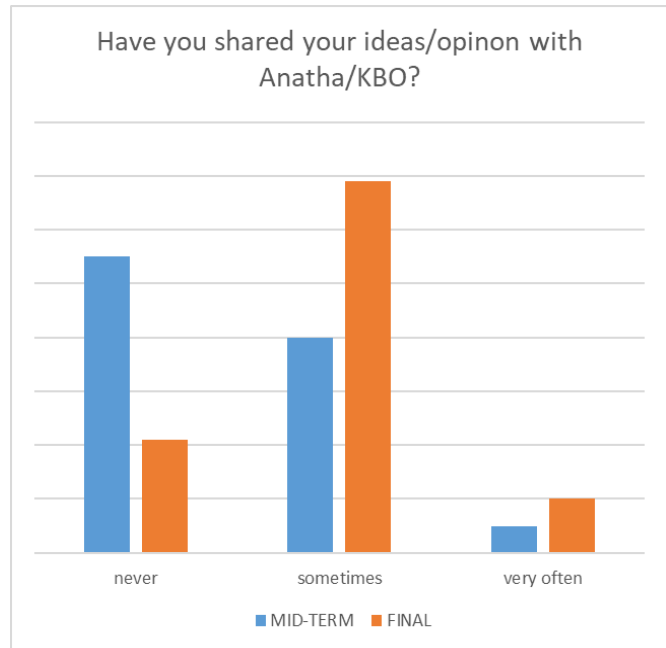
3. If we look at the "official" poverty status assigned by the Cambodian government, there has been little variation between the mid-term and the final impact assessment, with around 80% of the families participating in the Anatha project being **Id Poor Card holders**, and around 70% of them being **Grade 2** (more severe poverty). Again, this reflects the vulnerability of the families and the relevance of Anatha's support to them, although this has not had much impact on improving their "official" poverty status. There has been a significant **decrease in families benefiting from government school bursary programmes** since the mid-term evaluation, which could be explained by the fact that KBO tends to give more priority to families with no other support (including from government). Another reason could be that families improving their economic status usually leave the project as they become more self-reliant.



**Fig. 3:** Official poverty rating of families and access to public grants

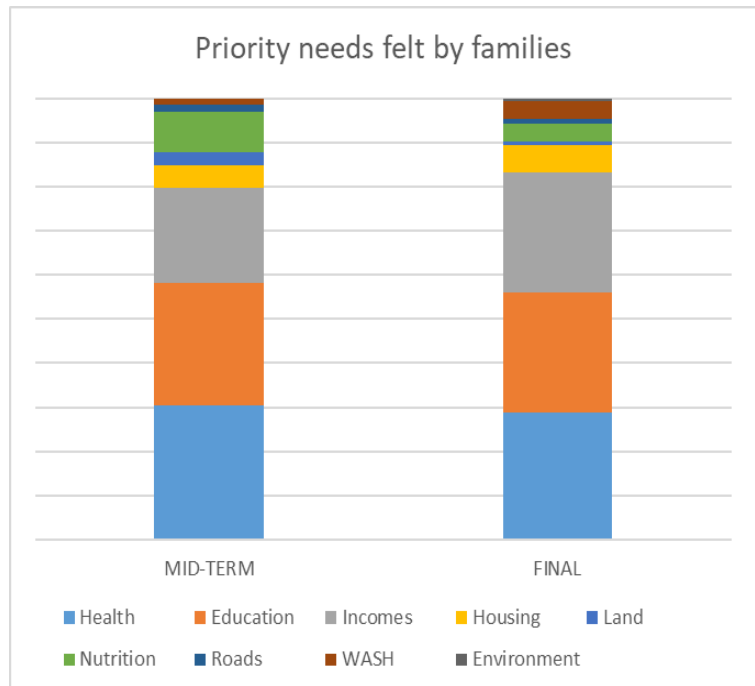
## 4.2 On participation, relevance and accessibility of education

**4. The participation and consultation of the families** Anatha works with **has improved significantly since the mid-term evaluation**, with fewer now feeling that they have not been given the opportunity to share their ideas, opinions and impressions of the project and KBO. The percentage of those who consider that they are sometimes consulted is almost double that of the mid-term evaluation and those who say that they have never been consulted are almost a third of the initial ones. However, there are still few families who say that they are consulted on a regular and constant basis, an area in which KBO can therefore improve in the future. In any case, it must be noted that in Khmer culture, people are not used to sharing their ideas and, even less, to request support, but they just receive it with gratitude.



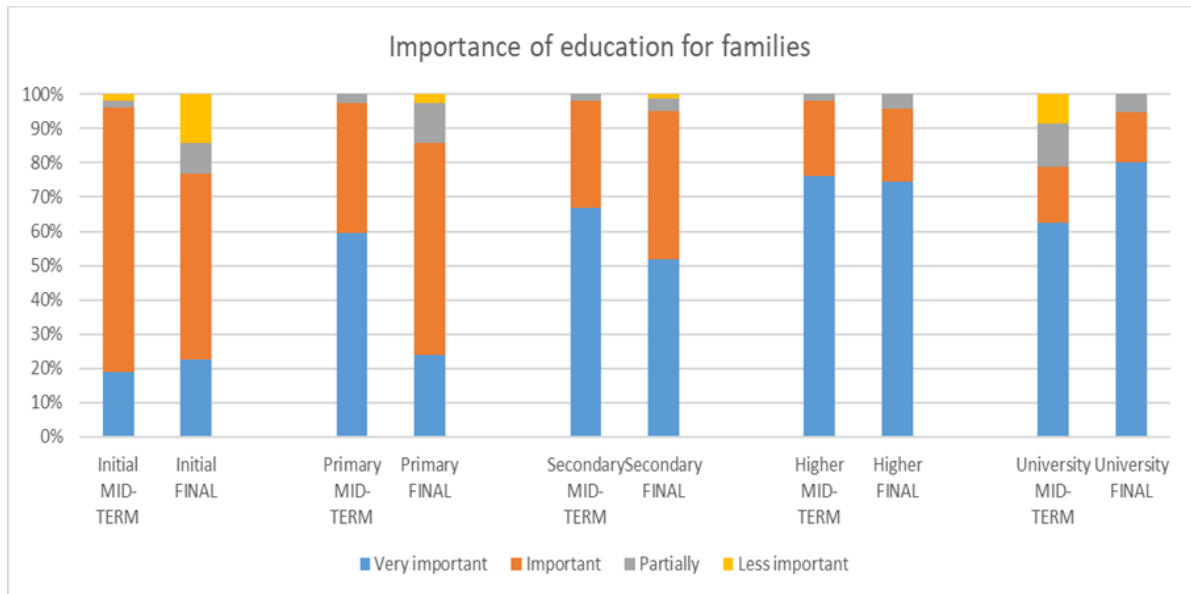
**Fig. 4:** Involvement and consultation of families by KBO

**5. The priorities felt** by the families KBO works with in the Anatha project **have not changed significantly** since the mid-term evaluation. **Health, education and income** remain the top 3 issues of concern, although income shows increasing concern, becoming the main challenge/priority for families. **Education remains one of the key issues**, with no significant change in priority since the mid-term assessment. On the other hand, **concern about nutrition** (especially of children) **has decreased**, which may be due to a significant improvement in nutrition, but also to a certain loss of awareness among mothers (especially younger mothers) about it.



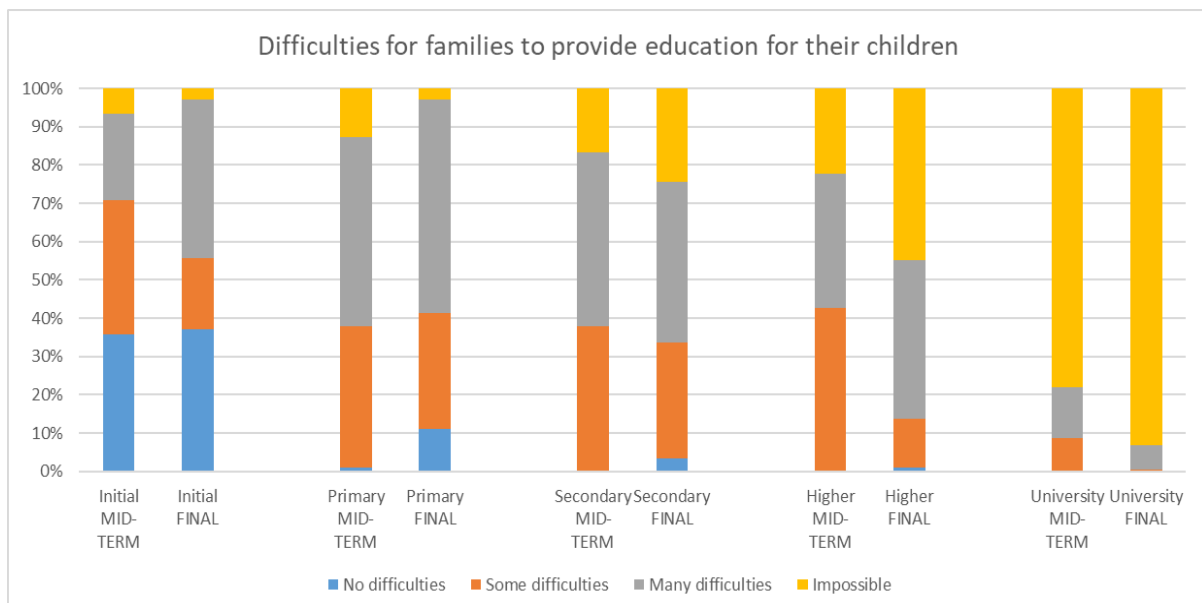
**Fig. 5:** Priorities spontaneously felt by families

**6. The importance given by families to education** remains in similar terms to those of the mid-term evaluation, **increasing as the level of education increases**. However, there is a **significant decrease in the number of families who consider primary education very important**, compared to the mid-term evaluation, which in reality could reflect the perception of families about the difficulty to send their children to each level (i.e., it is assumed that all children have universal access to primary education, with less limitations for it, while their concern starts when their kids enter secondary school, with the school farther from home and more expenses needed). On the other hand, there is a slight increase in those who attach **importance to their children's university studies**, which might indicate that the level of ambition and expectations for their children's educational future has increased.



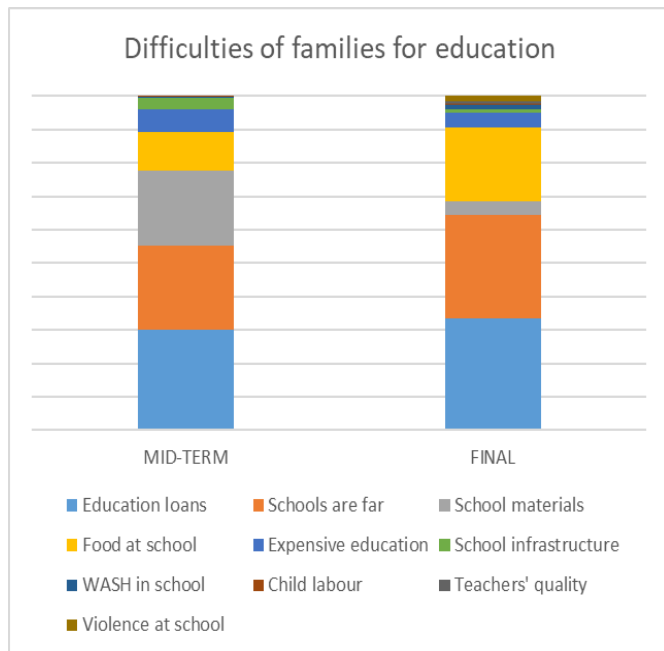
**Fig. 6:** Importance of each educational level for families

**7. In terms of the difficulties encountered by families** in facilitating their children's access to education, **there is not much variation** with respect to the mid-term evaluation, although the proportion of families who have significant difficulties (or find it directly impossible) for their children to access **higher education, and especially university**, has **increased slightly** (although this depends much on each family's home location, close or far to primary and/or secondary schools).



**Fig. 7:** Difficulty of families in providing access to education for their children

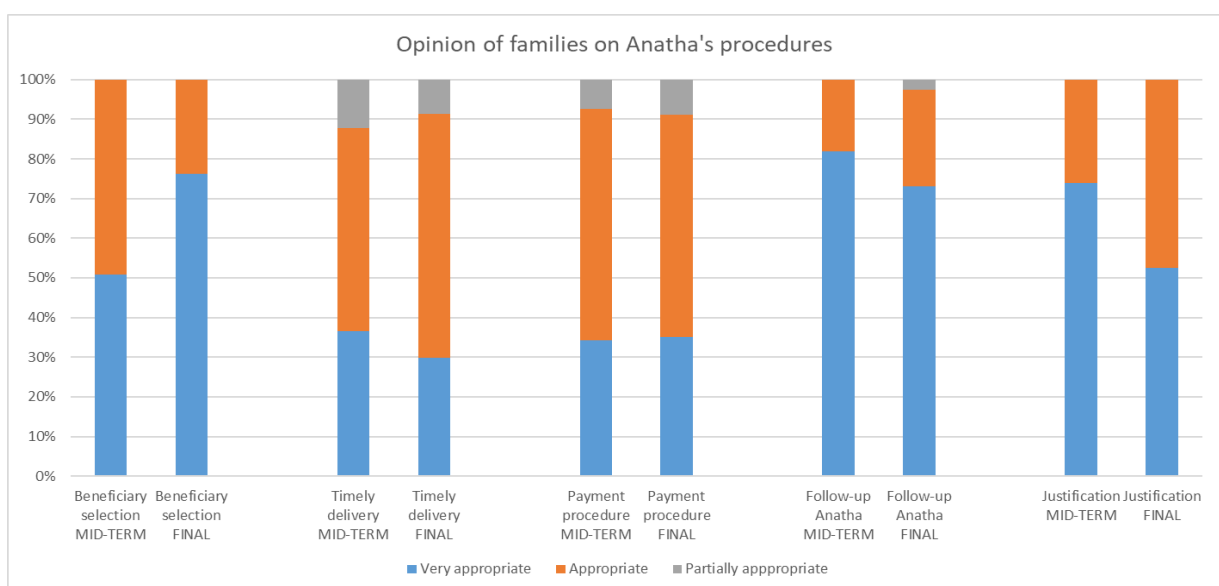
**8.** The **main difficulties** encountered by families in ensuring their children's access to education **have not changed significantly** compared to the mid-term evaluation. Lack of access to **sources of funding** (loans, etc.) to pay for educational costs, and **remoteness from schools** continue to be the main constraints, with a slight increase in the lack of physical accessibility to schools (transportation for the kids to schools, particularly secondary ones, is the main cost). However, the **lack of adequate materials and resources**, which was a major concern in the mid-term evaluation, is hardly a concern now, which may reflect a direct impact of the project, as a significant part of the project was aimed at providing these materials and resources. In contrast, difficulties in receiving **adequate school meals** seem to have increased in recent years.



**Fig. 8:** Difficulties for families to ensure access to education for their children

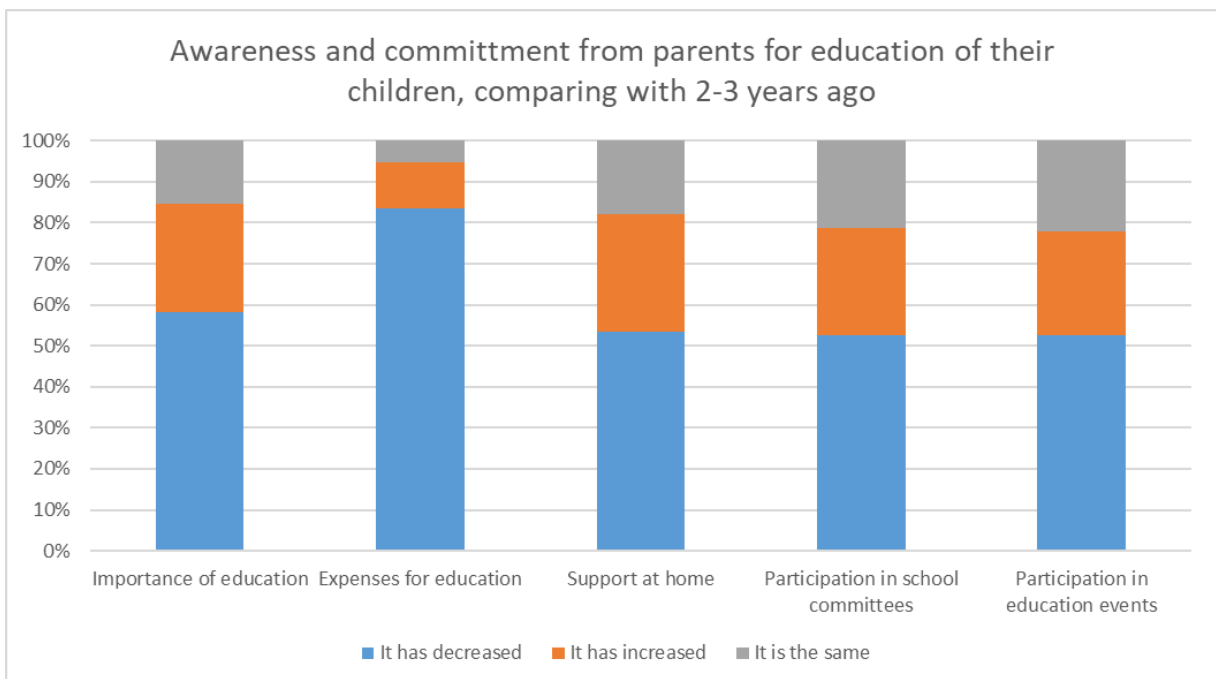
### 4.3 On the effectiveness and direct short-term performance of the project

**9.** If we compare the families' assessment of the **performance and procedures** put in place by KBO, we do not observe major differences with respect to the mid-term evaluation, confirming **the good opinion of the families**, especially with regard to the **monitoring and justification** of the grants received. The **timing and mode of delivery of the grants** is also considered as good, but somewhat less so than the previous aspects. Finally, there is a **significant improvement** compared to the mid-term evaluation with regard to **the selection of beneficiaries**, which is interesting because it was one of the key recommendations of that evaluation, in order to ensure that the **most vulnerable families are really being prioritised**, an aspect that seems to have improved significantly in the last two years.



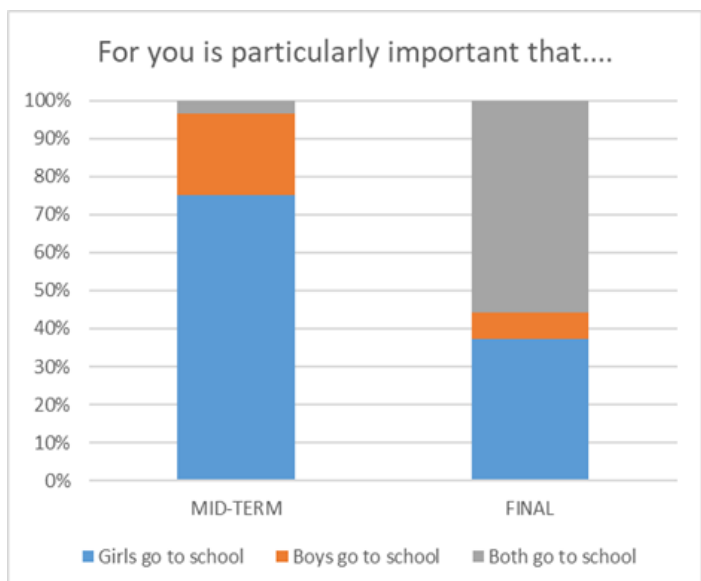
**Fig. 9:** Families' views on KBO's performance and procedures

**10.** If we analyse **the evolution of families' awareness and involvement** in their children's education compared to the mid-term evaluation (2-3 years ago), the results show a certain and **worrying setback in most aspects**. Specifically, more than half of the families consulted consider that the importance of education, the support for education at home by parents and/or the participation of families in school committees and educational events in the community have worsened. **Only 20-30% say that these aspects have improved**. This could be interpreted, in a positive sense, as meaning that it is now more affordable for families to send their children to school. However, taken together with the other aspects of this final evaluation, it seems more **likely that this is due to a certain demotivation and/or lack of interest on** the part of families. In general, parents of children studying at primary schools are more likely to participate in the school meetings, either personally or via mobile, while for secondary schools and onward, they find it more difficult to participate and get involved, as schools are further. According to some focus group discussions carried out during the evaluation, some families have the feeling that the relevance of education in general has declined, due to some external factors, as the use of social media, Covid, and/or lack of awareness/motivation from younger parents.



**Fig. 10:** Evolution of awareness and involvement of families in education

**11.** The importance given by families to **their children's education according to gender** shows some interesting nuances when compared to the mid-term evaluation. While 2-3 years ago it was more important for girls to go to school, nowadays families consider it **equally important for girls and boys to go to school**. Although it might seem that the importance of educating girls has decreased in the families, it could also be understood that after several years of the project it has become **normalised for girls to go to school** and there is now no perception of serious inequalities in this respect (i.e. now that the parents are aware of the importance of education to both girls and boys, they send them all to school)



**Fig. 11:** Importance of education by gender

**12.** The overall subjective impression of families on the quality of schools, the accessibility of schools and the active participation of students in committees and events has significantly worsened compared to 2-3 years ago, with only 10-20% considering that it has improved. This is a worrying setback, especially in conjunction with the same negative perception reflected in other key aspects of this evaluation. According to the results of some focus group discussions carried out with families and students, this could be partially explained by the lack of direct information of parents about the schools where their children go; in general, many of them have the impression that the quality of education has decreased, due to external factors, as social media, Covid, etc. In any case, it must be noted that improving the quality of the schools was not the direct goal of Anatha project, which is more focused on providing support to students and parents.

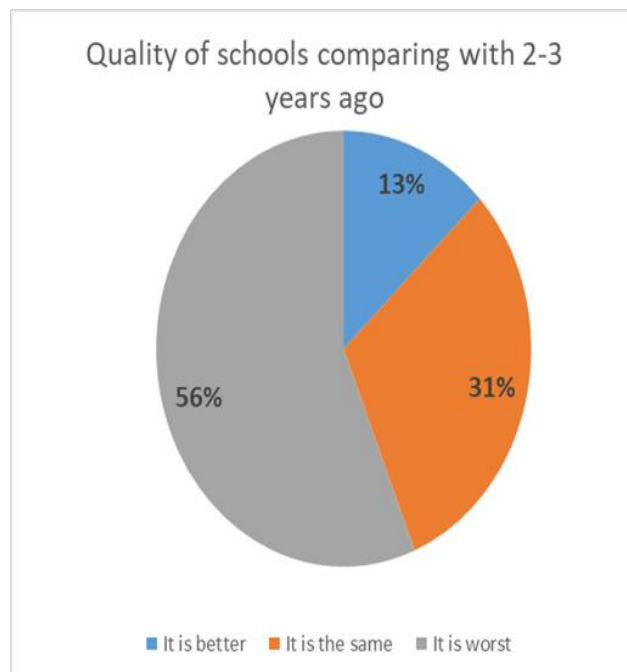


Fig. 12: Families' opinions on school quality

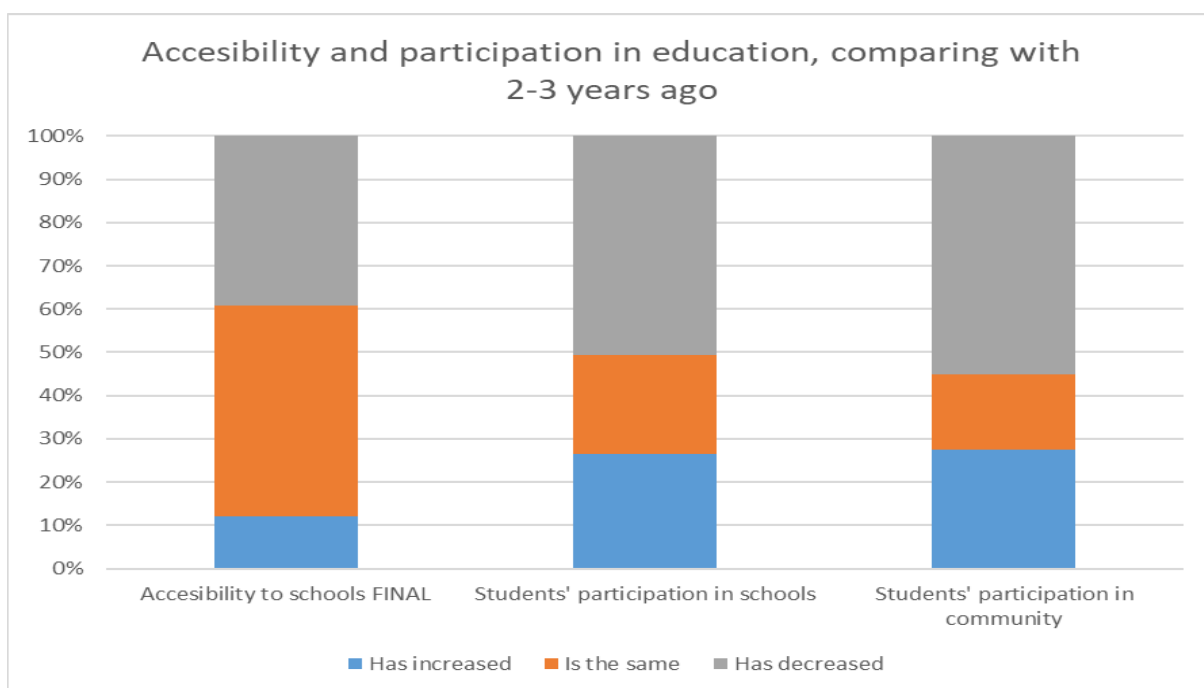
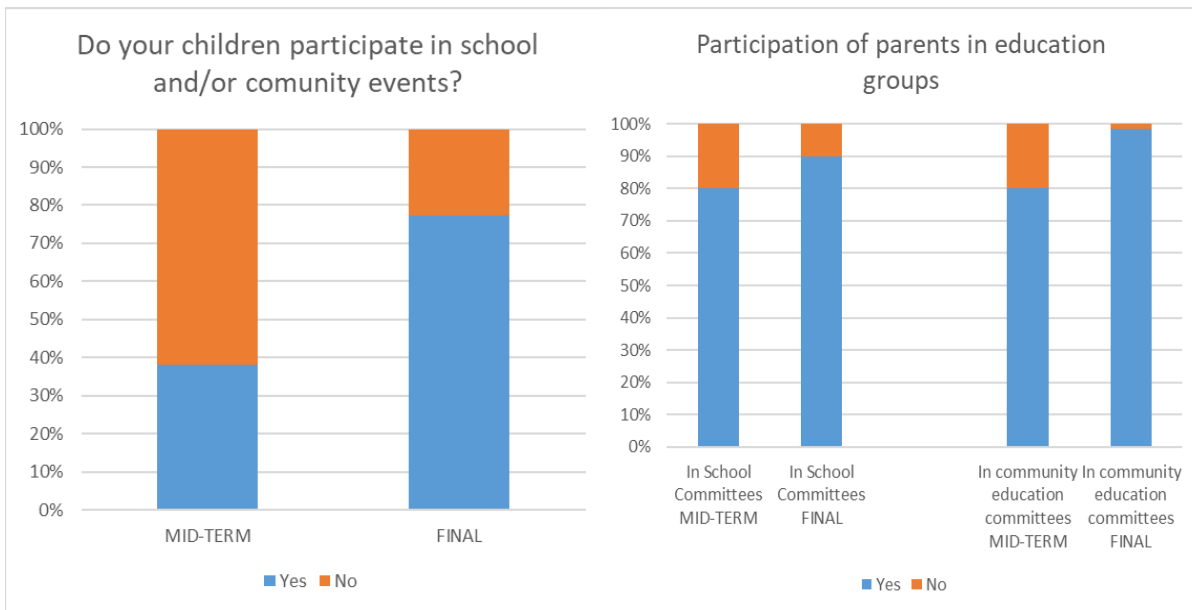


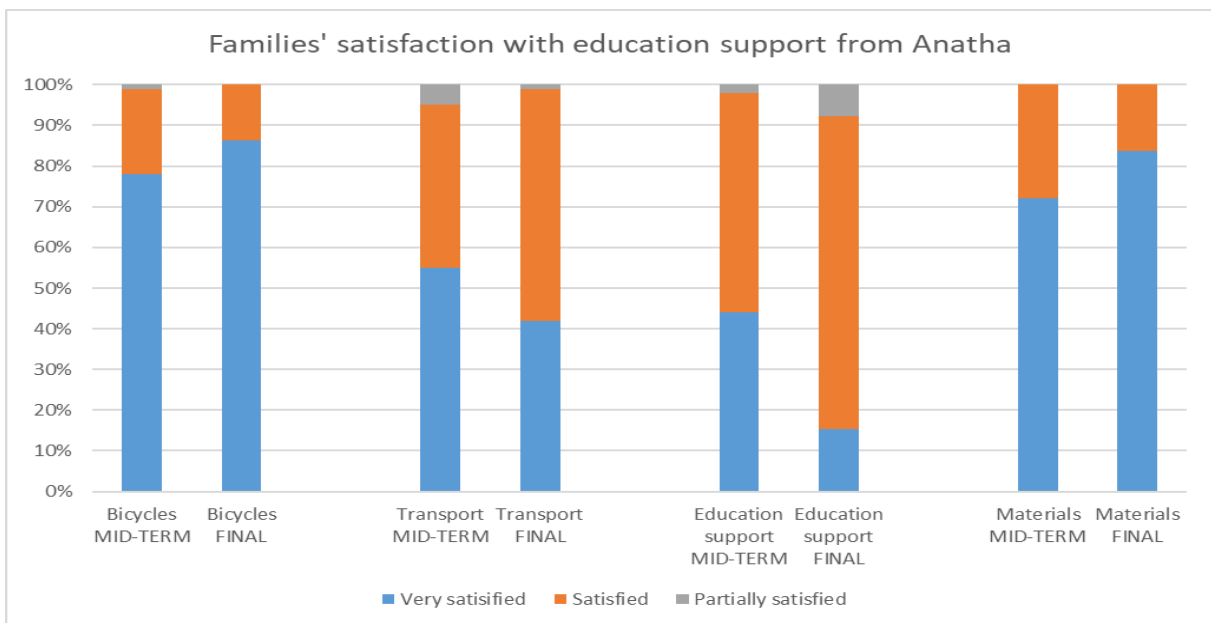
Fig. 13: Families' opinion on accessibility and active participation of students in schools and events

**13.** The participation of students and their families in school committees, events, and community groups related to education has improved significantly compared to the mid-term evaluation, especially in the case of children, with almost 8 out of 10 saying that they participate regularly, compared to only 4 out of 10 2-3 years ago. In the case of families, the increase is not as great, but also significant. In both cases, this objective aspect contrasts with the subjective perception of families that their own and their children's participation in educational matters has worsened in recent years, as reflected in Figures 10 and 13, an aspect which, as mentioned above, raises some doubts about its validity and needs to be further investigated.



**Fig. 14:** Participation of students and families in school committees and educational events

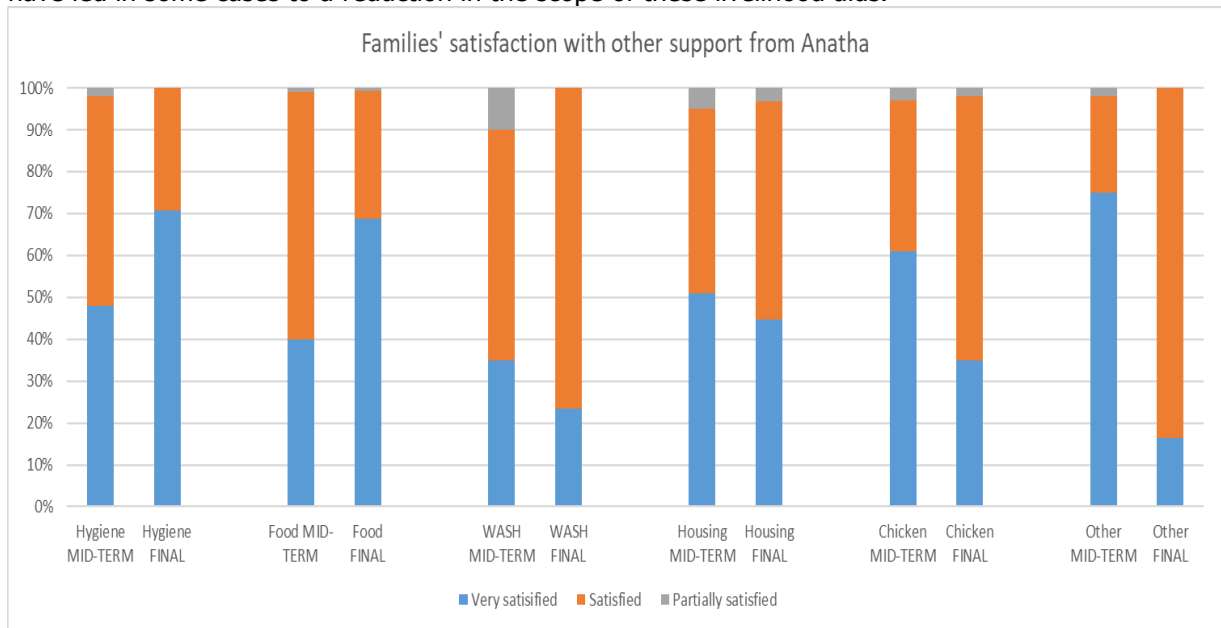
**14. Families' satisfaction with the direct support KBO/Anatha** provides for their children's education **is very good**, as was the case in the mid-term evaluation, and has even **improved with regard to the provision of bicycles and school materials** (school kits, including uniforms). The rating of support for transport and for extracurricular activities (extra classes and summer camps) remains high, although it seems to have **decreased slightly in recent years, especially with regard to extracurricular support**, which may be due to some cuts due to budget constraints for these activities in KBO.



**Fig. 15:** Satisfaction of families with educational support in Anatha

**15. Families' satisfaction with other types of support** received from Anatha to alleviate their poverty situation **also remains high**, having even improved with respect to the mid-term evaluation in aspects such as **basic food (rice) and hygiene inputs**. In other areas, such as water, sanitation and cleaning inputs, house improvement, provision of animals for breeding, and especially in various emergency support such as assistance to the elderly, emergency and funeral expenses, etc., the

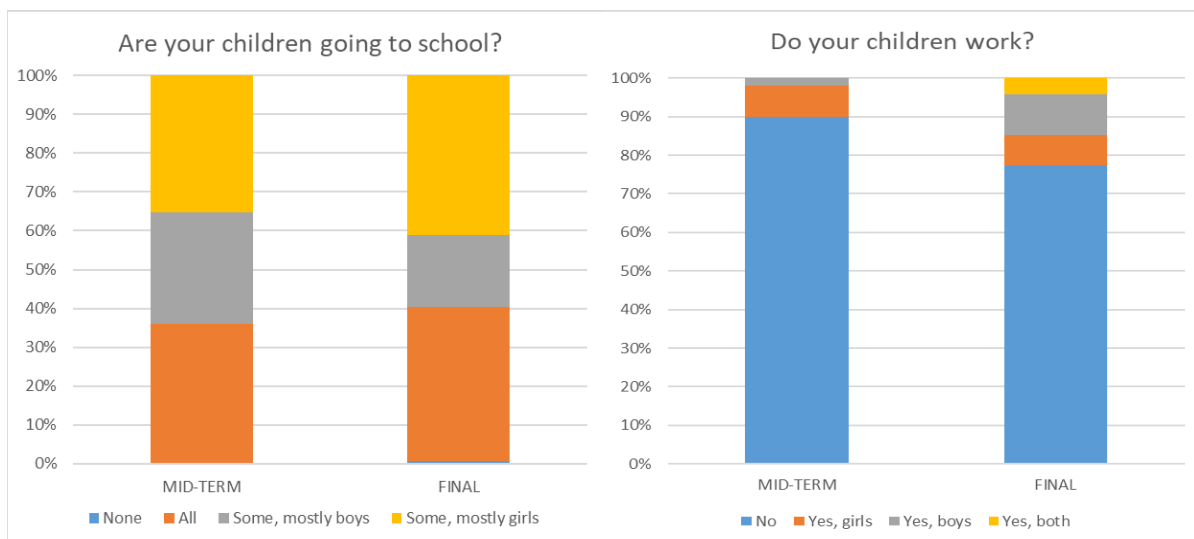
assessment has decreased slightly. Again, this may be due to **KBO's budgetary constraints**, which have led in some cases to a reduction in the scope of these livelihood aids.



**Fig . 16:** Satisfaction of families with other Anatha supports

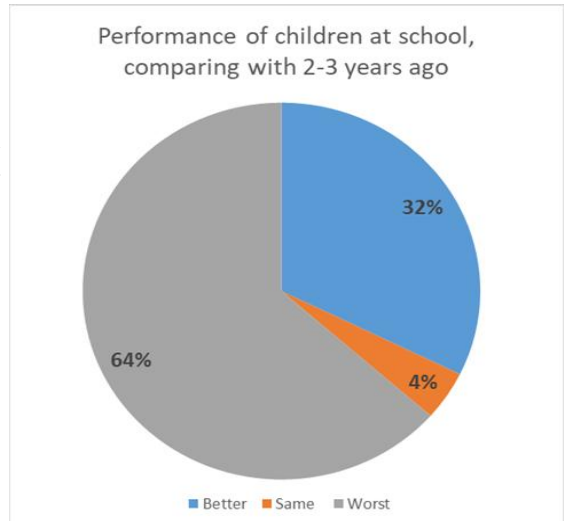
#### 4.4 On the long-term impact or effects of the project

**16.** The percentage of **children in the project families who attend school regularly** (this being one of the ultimate educational objectives of the project) remains at similar or even **slightly higher** levels **than in the mid-term evaluation**, with 36% to 40% of families reporting that all their children attend school daily. There has **also been a slight increase** over the last 2-3 years in the number of families who send their **boys to school regularly**, which is positive because boys are more likely to drop out of school at an early age to work at home or to help bring in income. However, this data contrasts with the responses obtained when families are asked directly whether their **children work**, with the percentage of those who say that they do work **having increased from 10% to 22%**, especially with a significant increase in **the case of boys/boys** who work. The explanation for this apparent contradiction may be that many of the children do attend school more, but more of them also work in the afternoons (at home or outside), so that parents answer yes to both questions, not considering the work done by their children outside school hours as "child labour".



**Fig. 17:** School attendance and child labour in project families

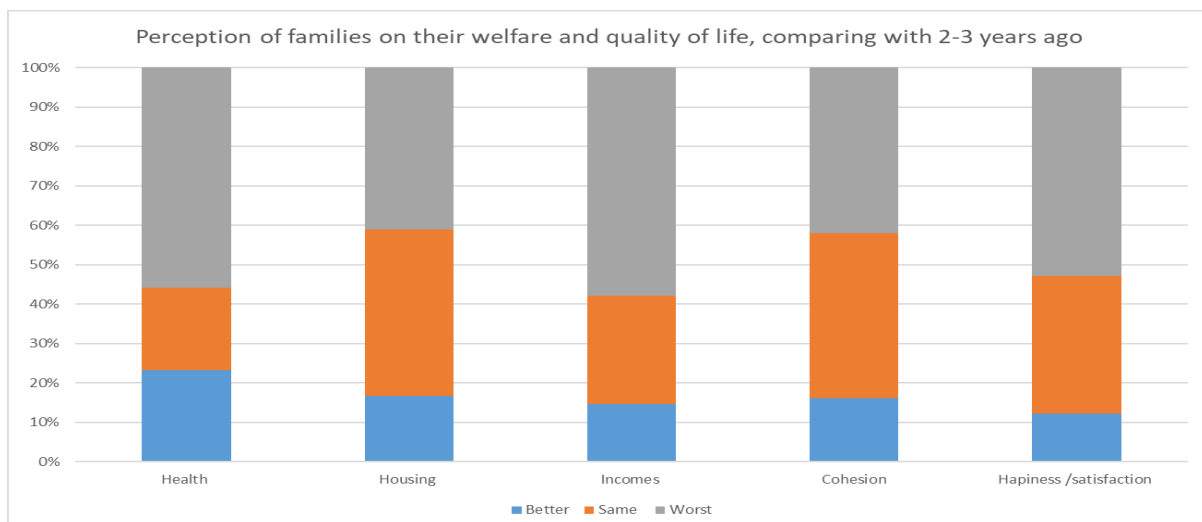
**17.** Overall, the majority of families (2 out of 3) consider that **their children's performance at school has worsened** compared to 2-3 years ago. This is a worrying finding as it potentially affects **one of the key issues of Anatha's project**, and its *Theory of Change* (i.e. *if school access conditions are facilitated and families are supported in their children's education, their children's school attendance and performance will be better and they will be able to improve their future life expectations*). However, this subjective perception is partially contradictory with the **results of students under Anatha project, who show a higher passing rate than in previous years**. The negative perception from parents could be affected by external bias and/or caused by external factors, as mentioned in previous sections (i.e. general perception of a lower quality in education, children have less respect than before, negative impact of social media, Covid-19, etc.).



**Fig. 17:** Anatha families' perceptions of their children's school performance

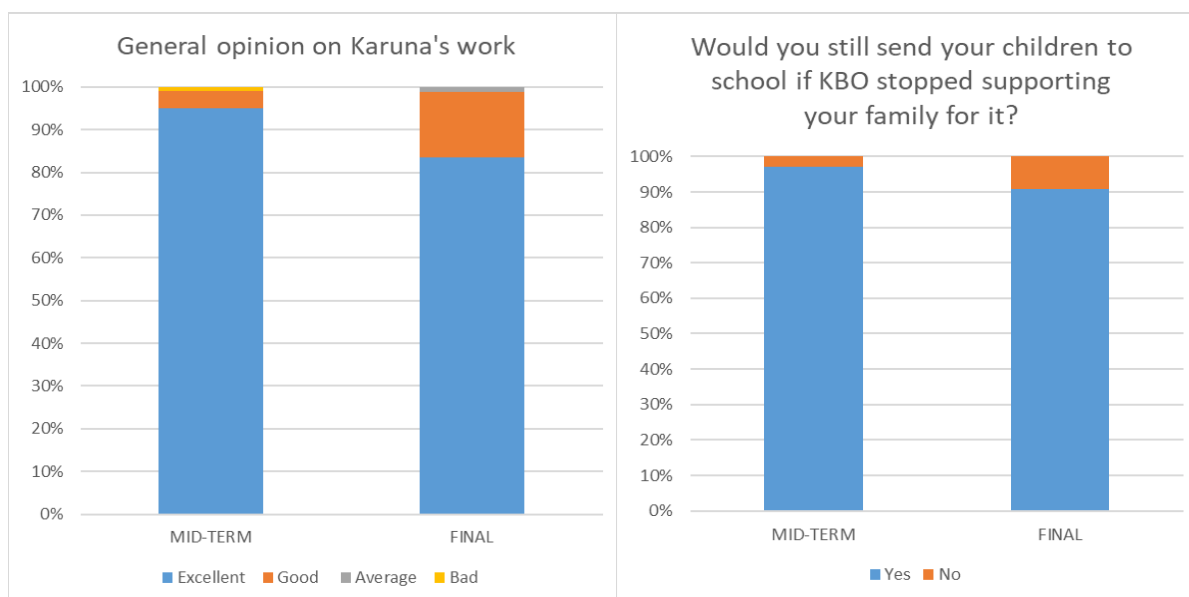
During the **focus group discussions** carried out for this evaluation, **most families affirmed that, in general, their children's performance is now better**. However, they mentioned that some important challenges and limitations are still faced, namely lack of transportation, lack of digital devices by families, parents working away from home and/or poor family conditions.

**18.** The Anatha project **families' perception** of their own well-being and living conditions shows a **worrying setback**. Around half of the families consider that the conditions of health, housing, income, social cohesion and general satisfaction with life are now worse than 2-3 years ago. In particular, almost 60% of households perceive a significant deterioration in health and income, both key aspects of a full and happy life. **Only 15-20% of households consider that their living conditions have improved**. However, as with other worrying findings discussed in previous sections, these aspects need to be explored further to better understand their causes. In particular, the **possible difference between families' subjective perception of their own well-being and the more objective indicators in this respect** should be taken into account (in this respect, the analysis of the evolution of the socio-economic profile of families in the previous sections of this report should be consulted, which **do not seem to reflect a serious worsening** of their objective conditions of poverty, but quite the opposite). During the focus group discussions carried out for this evaluation, many families affirmed that they are happy and satisfied, despite their modest living conditions. They mentioned some **external causes that could have affected their wellbeing during the last years** (such as diseases -Covid, dengue-; damage to rice crops due to floods and frosts, leading to debt; low crop prices; need to change their residence / occupation looking for incomes; needs to care for elderly in the family, etc.).



**Fig. 18:** Perception of Anatha families on the evolution of their living conditions and well-being

**19.** The overall opinion of the families participating in the Anatha project about KBO's work is highly positive, as was the case during the mid-term evaluation, with almost all families rating it as excellent or good. However, there seems to be a slight decrease in the percentage of families who consider it excellent (from 96% in the mid-term evaluation to 83% in this final evaluation). The cause, as noted above, may be due to KBO's budgetary constraints which may have reduced the scope of support provided to families, thus generating some dissatisfaction among them. However, there is no strong dependency on KBO's support, with most families stating that they would continue to send their children to school even without external support from Anatha, as was the case during the mid-term evaluation (although there is a slight increase in the number of families stating that they would not be able to send their children to school without KBO's support).



**Fig. 19:** Overall opinion of families on KBO's work and dependence on KBO's work

## 5 CONCLUSIONS

- The final impact evaluation of the Anatha project has been based on information collected from a **representative sample of families**, chosen partially at random, whose **socio-economic profile was** similar to that of the families surveyed during the mid-term evaluation, thus ensuring the **comparability of the results** and their internal validity.
- The **socio-economic profile** of the families confirms their **vulnerability and thus the relevance** of Anatha's support to them. However, as with the mid-term evaluation, it cannot be said that most of the project families are extremely vulnerable (i.e. no income, disability, etc.).
- The objective data on the **socio-economic situation of the families** (type of housing, access to basic services, income level, literacy, etc.) **show a slight improvement** compared to those obtained in the mid-term evaluation. This could reflect, even partially and indirectly, a contribution of the Anatha project to the **improvement of the quality of life** of the families it works with.
- The families feel that they are **more involved and their ideas and needs are now taken more into account** by KBO than before, which is positive as this was one of the recommendations of the mid-term evaluation. In general, the **priorities and needs** of the families remain the same (education, health and income) although the importance of primary education seems to have decreased slightly, while the perception of difficulty in sending their children to higher education has increased.
- The **selection of beneficiary families seems to have improved in the** opinion of the families themselves, who now show a higher degree of satisfaction with the process followed than 2-3 years ago. This is an important point, as this was again a major recommendation of the mid-term evaluation, in order to **increase transparency and ensure priority for the most vulnerable families**, in line with the original spirit of Anatha. On the other hand, the timetables and modalities for the delivery of benefits seem to continue to generate some complaints among families.
- Families show a **high degree of satisfaction with the direct support provided by KBO** in the framework of the Anatha project, remaining generally at similar levels to those expressed during the mid-term evaluation. In particular, the **provision of bicycles, school materials, hygiene materials and food aid** (rice) are the most highly rated, even higher than 2-3 years ago. On the other hand, satisfaction with other aspects, such as transport assistance, after-school support or the provision of animals for breeding seem to have decreased somewhat, apparently not so much because of their low quality/usefulness, but because of KBO's budgetary constraints which have led to a reduction in their scope in recent years.
- **Families' awareness of the importance of** their children's **education** and their participation in educational committees and events **shows some regression** since the mid-term evaluation. Similarly, **families' perceptions of the accessibility of education**, quality of schools (which is not a direct goal of the project) and active participation of students in their own education **also seem to have worsened** in the last 2-3 years. However, this could be **due to some external factors** (i.e., negative impact of social media; Covid-19 and dengue; lower awareness among young parents; children passing from primary to secondary school, where they face more difficulties and challenges to afford transportation and schooling costs; lack of digital devices to be used for school tasks by poor families). In any case, as in the mid-term evaluation, families state that they **would continue to send their children to school** even if KBO withdrew its support for this, an important positive nuance that should be considered.

- The project appears to be having some **impact on the schooling of boys**, who were previously more likely to be absent from school due to having to work at home or away from home. However, in more general terms, some families **do not perceive a clear impact in terms of increased schooling** of their children in general, **nor in the decrease of child labour**, with even a slight increase in child labour in the last 2-3 years. Again, this subjective perception from the questionnaires was **disputed by some families during the focus group discussions** and could be biased by the **external factors** already mentioned above.
- In general, there is a perception among some families that **their children's school performance is now worse than 2-3 years ago**. However, this conclusion might be biased by a subjective impression of parents, as school results available at KBO show a better performance. In any case, this is a **point that should be considered** by KBO, as it might **affect the Theory of Change (ToC) itself** and the very essence of the impact of the Anatha project.
- Regarding the eventual improvement in the **living conditions of Anatha project families**, as an indirect impact of the project, some families surveyed consider that these **have worsened in the last 2-3 years**, especially in terms of health and income. However, other families participating in the focus discussion group affirmed that they are happy and satisfied, despite their limitations. It is necessary to compare this subjective perception with more objective data, without the **evolution of the socio-economic profile** of the families reflecting a worsening as perceived. It is also necessary to consider some external factors potentially affecting the welfare of the families involved in the project (floods, bad crops, Covid-19, dengue, migration, etc.)

## 6 FINAL SUGGESTIONS / LESSONS LEARNT

KBO should take into account **some lessons learnt** when identifying, formulating and/or evaluating similar projects as the Anatha one evaluated now:

- Families have a **tendency to subjectively distort their perception**, thinking that "*any time in the past was better*", but this does not correspond to an objective worsening of the aspects analysed (as some of the findings of this final evaluation seem to suggest).
- Some negative results could also be influenced by the fact that KBO decided, after the mid-term evaluation, to **focus more on the care of highly vulnerable people** (the essence of the Anatha project in its beginnings) and less on a comprehensive educational intervention, so that the impacts on this second aspect would not be as evident.
- **Budgetary constraints faced by KBO** in recent years are a possible factor to consider, as it might have led to reduce the scope and intensity of many of its Anatha project activities. This may have generated some dissatisfaction and a sense of regression among the families (which, on the other hand, would confirm some dependence on the project).
- **Accessibility of education** for Anatha families gets **more complicated as their children move up from primary to secondary education**, which has more costs, and schools are generally further from their homes. Access to higher education is almost "a dream" for many of them. However, completing **just primary school will have a limited impact** on their future welfare and living conditions, being the secondary, VET and/or upper education what really makes a significant change for future generations, compared to their parents.
- Finally, it is necessary to consider the **influence of external aspects that may have negatively** affected the quality of education and/or the vulnerability of the project families in the last 2-3 years. We refer to budget cuts by the Cambodian government for education, floods and other climatic crises, Covid-19 and dengue, global economic crisis, deterioration of school conditions in the project area, social, political and/or community conflicts, etc.

## 7 ANNEXES

### 7.1 Table of project achievements, indicators and sources

#### A) MEDIUM-TERM ULTIMATE ACHIEVEMENTS (IMPACTS)

RESULT/ ACHIEVEMENT	INDICATOR	SOURCE
Inclusive, equitable and quality education for all improved in the target districts	<ul style="list-style-type: none"> <li>-school enrolment ratio (disaggregated by gender and school level) increased in the target areas, including target students</li> <li>-school completion rate (disaggregated by gender and school level) increased at target schools, including among target students</li> <li>-school repetition rates (disaggregated by gender and school level) decreased at target schools, including among target students</li> <li>-average qualifications / learning assessment at target schools (disaggregated by gender and school level) enhanced (particularly in Maths, Khmer and English) including among target students</li> <li>-adult literacy rate (15 year and above) increased in the target areas and among the target families</li> </ul>	<ul style="list-style-type: none"> <li>-Official registers from the schools / education authorities</li> <li>-Reports and registers from KB</li> </ul>
Poverty and vulnerability reduced among target families	<ul style="list-style-type: none"> <li>-number and % of students supported by the project (disaggregated by gender and school level) who find a job and/or have access to income generation opportunities</li> <li>-number and % of families supported by the project who have increased their incomes / livelihood opportunities</li> <li>-number and % of families supported by the project who consider that their quality of life (health, nutrition, cohesion, participation, happiness) has improved</li> </ul>	<ul style="list-style-type: none"> <li>-Reports and registers from KB</li> <li>-Interviews, workshops and questionnaires</li> </ul>
Education system improved in the target areas	<ul style="list-style-type: none"> <li>-new initiatives, programs, policies and/or tools adopted/replicated by education authorities, school managers and/or teachers in the target areas, taking the project as a model</li> <li>-new initiatives, programs, policies and/or tools adopted/replicated by other organisations/private schools in the target areas, taking the project as a model</li> </ul>	<ul style="list-style-type: none"> <li>-Interviews, workshops and questionnaires</li> </ul>

#### B) DIRECT SHORT-TERM ACHIEVEMENTS (RESULTS)

RESULT/ ACHIEVEMENT	INDICATOR	SOURCE
Awareness on the importance of children's education increased among target families	<ul style="list-style-type: none"> <li>-% of families considering education of their children (disaggregated by gender and school level) as a high priority and willing to send their children to school</li> <li>-Out-of-pocket average expenditure per family for the education of each child (including scholar and extra scholar expenses, as food, transport, clothes, materials, etc.) increased</li> <li>-% of parents (disaggregated between father and mother) regularly participating in school committees and/or attending school meetings and activities</li> <li>-% of parents (disaggregated between father and mother) supporting their children with the school homework and/or contributing to their education at home</li> <li>-number of parents (disaggregated between father and mother) attending community education events, such as the International Children's Day, Education Day, Christmas Day, etc.</li> <li>-number of families regularly receiving support and monitoring visits by KB's staff</li> </ul>	<ul style="list-style-type: none"> <li>-Reports and registers from KB</li> <li>-Interviews, workshops and questionnaires</li> </ul>
Capacities and resources of schools targeted enhanced	<ul style="list-style-type: none"> <li>-% of teachers considering that conditions and resources of their schools (by education level) have improved</li> <li>-% of schools with a strategy plan and a school management committee established and operational</li> <li>-number of schools (by education level) that have improved WASH facilities (water tank, handwashing, well, toilet, etc.)</li> <li>-number of schools (by education level) that have improved other infrastructures/resources (library, books, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Reports and registers from KB</li> <li>-Interviews, workshops and questionnaires</li> </ul>
Accessibility of education increased for target children and their families	<ul style="list-style-type: none"> <li>-% of families considering that now is easier / more accessible to send their children (disaggregated by gender and school level) to school, including economic and physical accessibility</li> <li>-average time required by the students to reach to their school from their homes is reduced</li> </ul>	<ul style="list-style-type: none"> <li>-Reports and registers from KB</li> <li>-Interviews, workshops and questionnaires</li> </ul>

	<p><b>-% of students actively participating in child and youth councils at schools</b></p> <ul style="list-style-type: none"> <li>-number of families / students (disaggregated by gender and school level) who have received scholarships and /or economic support for extra class fees</li> <li>-number of students (disaggregated by gender and school level) who have participated in additional/extra support education activities (extra class, weekend class, summer camps, etc.)</li> <li>-number of students (disaggregated by gender and school level) who have received school/education materials, uniforms, etc.</li> <li>-number of students (disaggregated by gender and school level) who have received bicycles and/or support for transportation to the school facilities</li> </ul>	
Health, nutrition and socio-economic conditions of the target students and their families improved	<p><b>-% of malnutrition among students in the target schools</b></p> <ul style="list-style-type: none"> <li>-number of students (disaggregated by gender and school level) who have received personal hygiene support (hair washing and haircut, hygiene materials...)</li> <li>-number of families who have received food and nutrition support (rice, milk, powder, etc.)</li> <li>-number of families who have improved their WASH facilities</li> <li>-number of families who have improved their housing facilities</li> <li>-number of families who have received agricultural and farming kits (seeds, chickens, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Reports and registers from KB</li> <li>-Interviews, workshops and questionnaires</li> </ul>

## 7.2 Questionnaire to families

### Anatha project Cambodia

**District of residence**

- Battambang
- Songke
- Ek Phnom
- Banon
- Other

**The person who answers is**

- man
- woman

**Age**

- more than 65
- 51-65
- 41-50
- 31-40
- 20-30
- less than 20

**Years living in the same area**

- less than 1
- 1-3
- 4-6
- more than 6

**Do you plan to move to another district / region in the next 1-2 years**

- yes
- no

**Marital status**

- married
- single
- widow
- divorced / separated

**Number of persons living together in the family**

- 1-2
- 3-5
- 6-10
- more than 10

**Number of children under 18 in the family**

- no one
- 1
- 2
- 3
- more than 3

**How many of your children go to school**

- all of them
- just some, mostly boys
- just some, mostly girls
- none of them

**Any member of your family with a disability (physical, mental)**

- no
- yes, some adult/s
- yes, some child(ren)
- yes, adult/s and child(ren)

**Religion**

- buddhist
- muslim
- catholic
- other religion
- no religion

**Level of studies of the respondent**

- illiterate
- no studies, but can read/write
- primary education (grade 1-6)
- lower secondary (grade 7-9)
- higher secondary (grade 10-12)
- university

**How is your house**

- traditional (wood, bamboo, palm)
- semi-solid (wood and concrete)
- solid (bricks, tiles)

**Do you own some land to cultivate**

- yes, a small plot
- yes, a large extension
- no

**Have you got electricity at home**

- yes
- no

**Have you got tap water at home**

- yes
- no, I fetch and/or buy it outside

**Have you got letrine at home**

- yes, basic letrine (sand)
- yes, septic letrine
- yes, WC in the house
- no

**Means of transport**

- car
- motorbike
- bicycle
- none of them

**Main sources of income**

- agriculture (rice)
- agriculture (other crops/vegetables)
- fishing
- livestock
- craftwork (furniture, textile, cooking...)
- service work (trade, repair, transport...)
- others
- no incomes at all

**Average monthly incomes**

- less than 30 USD
- 30-100 USD
- 100-200 USD
- 200-500 USD
- more than 500 USD

**Main needs, concerns or problems in your life (SELECT ONLY 3 MOST IMPORTANT)**

- health
- education
- incomes
- housing
- land
- water and sanitation
- environment
- nutrition
- roads
- other

<b>Regarding education of your children how important is for you</b>	<b>less important</b>	<b>partially important</b>	<b>important</b>	<b>very important</b>
<b>pre-school / kindergarden</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>primary education (grade 1-6)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>lower secondary education (grade 7-9)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>higher secondary education (grade 10-12)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>university</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>And where do you find more difficulties to provide for your children</b>	<b>no difficulties</b>	<b>some difficulties</b>	<b>several difficulties</b>	<b>impossible</b>
<b>pre-school / kindergarden</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>primary education (grade 1-6)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>lower secondary education (grade 7-9)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>higher secondary education (grade 10-12)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>university</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What are the main issues or difficulties regarding your children's education (SELECT 3 MOST IMPORTANT)**

- very expensive
- no access to credits / loans for it
- schools are very far
- small classrooms and/or in bad condition
- no WASH at schools
- poor teaching materials, resources
- teachers not prepared and/or motivated
- children need to work, no time for school
- no food provided at school
- violence / corporal punishment at school

**In average, how much do you spend (including all concepts) for EACH ONE of your children's education**

- nothing, all is free
- less than 5 USD/month
- 5-15 USD/month
- 15-30 USD/month
- 30-50 USD/month
- more than 50 USD/month

**Since how long you know Karuna Battambang (Kike Figaredo's organisation)**

- I do not know it
- less than 1 year
- 1-3 years
- 4-6 years
- more than 6 years

**Have you given your opinion / ideas about Karuna B. projects**

- yes, many times
- sometimes
- no, never

**Have your children received any scholarship from Karuna B.**

- no, never
- yes, 1 children
- yes, 2 children
- yes, more than 2 children

**For which education level/s are your children receiving scholarships from Karuna B**

- just for primary (grade 1-6)
- just for lower secondary (grade 7-9)
- just for higher secondary (grade 10-12)
- just for university
- for more than one of those levels

**How long have your children received / are receiving scholarships from Karuna B.**

- less than 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- more than 5 years

**Have your children received / are receiving other scholarship support, aside from Karuna B.**

- no
- yes, from the government
- yes, from other NGO
- yes, from other sources

<b>Your opinion on the scholarships received from Karuna B.</b>	not appropriate	partially appropriate	appropriate	highly appropriate
<b>Selection of beneficiaries</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Amounts received</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Time of payment</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Procedure of payment</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Follow up by Karuna B.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Justification of its use</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Have you or your children received other support from Karuna B. aside from scholarships**

- no
- yes, bicycles
- yes, support for transport
- yes, weekend classes, summer camps, etc.
- yes, school material, books, uniforms, etc.
- yes, personal hygiene support
- yes, food and nutrition support
- yes, WASH facilities
- yes, housing improvements
- yes, agriculture / farming kits
- yes, other support

**Your opinion on that other support from Karuna B.**

	not satisfied	partially satisfied	satisfied	very satisfied
<b>bicycles</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>support for transport</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>weekend classes, summer camps</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>school material, books, uniforms</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>personal hygiene support</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>food and nutrition support</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>WASH facilities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>housing improvements</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>agriculture / farming kits</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>other support</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What is more important for you**

- my children work and earn some money, even if they have to drop off the school for it
- my children complete all their studies, even if they reject a chance to work for it
- my children study and work at the same time, even if that affects to their studies

**For you is important**

- that boys particularly go to school
- that girls particularly go to school
- no preference for boys or girls going to school

**Is any of your children supported by Karuna S. already working and earning money after completing the studies**

- no
- yes, boys
- yes, girls
- yes, both boys and girls

**If Karuna B. stopped giving scholarships for your children, would you still keep on sending them to school**

- yes
- no

**Do you belong to and/or participate regularly in school committees**

- yes
- no

**Do you belong to and/or participate regularly in community education committees**

- yes
- no

**Do your children belong to and/or participate regularly in school, child or youth committees**

- yes
- no

Comparing now and 2-3 years ago	has decreased	is the same	has increased
performance / success of your children at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
money you spend for your children's education (including all concepts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time you spend educating your children and supporting them with homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time needed by your children to reach the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in general, accessibility of schools in your area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quality of the schools / teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your children's participation in school, child or youth committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your children's participation in community events related to education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health and nutrition of your children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
importance given by parents to education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your own participation in school committees / meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your own participation in community events / committees related to education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health, nutrition and hygiene in your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your housing conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
level of incomes in your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
level of cohesion, participation and mutual support in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, your level of satisfaction and happiness in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In general, what is your opinion on Karuna B. and their work, particularly regarding education of children**

- excellent
- good
- average
- bad
- very bad

**Please, share with us any other comment, idea, recommendation and/or complaint you might have regarding Karuna B. and their work**

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### 7.3 Conclusions of Focus Group Discussion

This FGD was held on 25-28 August 2025. Which there was about 300 people who joined from 37 communes out of 5 districts. There were men, women, children, and students from our project participants in the discussion. In each group, they were mixed from different communes with different ages.

1. How important is for you that your children go to school? It is more or less important than 2-3 years ago?

តើការបញ្ជូនកូនអោយទៅរៀនមានសារៈសំខាន់យ៉ាងណាចំពោះអ្នក? បើប្រៀបធៀបកាលពី 2-3 ឆ្នាំមុន និងឥឡូវមួយណាសំខាន់ជាង? ចូរប្រាប់?

Sending children to school is very important for parents. It helps children gain knowledge, prepare for a good job in the future, understand society, and develop good behavior and manners.

**Why parents value education:**

- To give their child a good future and a stable job
- To study, learn, and gain knowledge
- To receive an education and become brave
- To become a good citizen in society
- To avoid going down the wrong path
- To know how to live a healthy life in society
- To help develop people, society, and the nation
- To help families prosper, overcome poverty, and live happily
- To provide human resources for national development (including language skills)
- To improve family living conditions
- To make it easier to find work
- To contribute to the country's progress in all sectors

**Compared to 2–3 years ago:**

- Education feels even more important now because of support from Karuna Battambang, where teachers care more, and children's reading and writing have improved. Schools are also more developed, with modern learning, apps, libraries, and cleaner facilities.
- Parents are notified each year to register their children, which makes access clearer.
- It was also important 2–3 years ago when schools were nearby and costs were lower.
- Now, challenges have increased because:
  - Children move from primary to secondary school, which is farther from home
  - Education costs are higher
  - School supplies are lacking, but Karuna Battambang provides uniforms, rice, and other support (Takok Village, Sangke District).

2. Which are the main difficulties that you face currently for sending your children to school? Are those difficulties the same as 2-3 years ago or they have somehow changed (for better or for worse)?

តើសព្វថ្ងៃនេះបញ្ហាប្រឈមរបស់អ្នកក្នុងការបញ្ជូនកូនអោយទៅរៀន? ហើយបញ្ហាទាំងនោះមួយណាសំខាន់ជាង 2-3 ឆ្នាំមុន ឬខុសគ្នា (បើខុសតើខុសយ៉ាងណា ឬអាក្រក់ជាង)?

**Nowadays (current situation):**

- Overall, sending children to school is **less difficult** than before because organizations now provide support such as bicycles, school supplies, hygiene materials, rice, uniforms, and other necessities.
- Children's education has improved: they study regularly, show good behavior, have mature principles, and are able to help their parents.
- Parents' income is a little better due to assistance from charitable organizations.
- Children feel safer and receive more warmth (less violence at home).
- **Remaining challenges today:**
  - Schools are still far away (12 km), travel by bicycle takes a long time, and road safety is a concern (Takok village, Sangke district).
  - High expenses despite low family income.
  - Poor living conditions and lack of school supplies for some families.

**Compared to 2–3 years ago:**

- In the past, there was **less support** for education; families struggled more to provide necessities.
- Main difficulties then included:
  - Not enough money for education
  - Lack of school supplies and other essentials

- Families not harmonious: arguments, sometimes violence, children not receiving warmth
- Difficult living conditions and limited income opportunities
- No jobs available in the village/district (parents wanted more opportunities and skills for business)
- Mental health struggles (stress, lack of advice, even family crises)
- Some parents felt unsupported in family life (“having a husband is like not having a husband”)
- Health and mental health problems, with no local place to get help

**Summary:**

- **Now:** Education is somewhat easier because of organizational support and improved children’s learning.
- **Before (2–3 years ago):** Families faced greater hardship due to lack of support, more family conflicts, and no opportunities in the village.
- **Today’s biggest ongoing challenge:** Distance to school, safety on the road, and high expenses compared to limited income.

3. According to the results of the survey conducted for this evaluation, many families think that nowadays it is more difficult to send their children to school than 2-3 years ago. Do you agree with it? Do you have any idea why they think so? Has anything happened in these last years that makes sending children to school more difficult than before?

បើយោងតាមលទ្ធផលនៃការវាយតម្លៃ ភាគច្រើនគ្រួសារបាននិយាយថាសព្វថ្ងៃនេះមានការពិបាកក្នុងការបញ្ជូនកូនអោយទៅរៀនជាងកាលពី ២ ឬ៣ឆ្នាំមុន។ តើអ្នកយល់ស្របតាមគំនិតនេះទេ? តើអ្នកអាចគិតបានទេថាហេតុអ្វីបានជាគាត់គិតបែបនេះ? តើមានអ្វីខ្លះកើតឡើងកាលពីឆ្នាំមុន ដែលបណ្តាលអោយការបញ្ជូនកូនទៅរៀនមានការលំបាកជាងពីមុន?

**Answer:**

I do not agree, because today schools are more developed than they were three years ago. Children benefit from improved facilities, better teaching, and more opportunities for learning.

**Why some families may think it is more difficult now:**

- Schools are farther away, especially when children move from primary to secondary or high school.
- Transportation is limited, and bicycles often break down, which affects learning time.
- Families have low incomes and struggle with the higher costs of education at upper levels.
- Poor living conditions make it harder for parents to support their children.
- Lack of sufficient school supplies and materials.
- Roads are in poor condition, making travel more difficult.
- Some students do not have enough food, leading to sickness and affecting daily learning.

**Summary:**

- From my perspective, things are better now because schools are more developed.
- However, families who face poverty, long travel distances, and limited resources experience greater difficulties, which is why they feel education has become harder than before.

4. How is currently the quality of the education in the schools of your area? Do you think it has changed, comparing with 2-3 years ago (for better or for worse)?

តើបច្ចុប្បន្ននេះគុណភាពនៃការអប់រំនៅតាមសាលានៅក្នុងតំបន់អ្នកមានលក្ខណៈដូចម្តេច? តើអ្នកគិតថាសាលាមានការផ្លាស់ប្តូរដែរឬទេ បើប្រៀបធៀបទៅពី 2-3ឆ្នាំមុន (ល្អជាង ឬអាក្រក់ជាង)?

**Current quality of education:**

- The quality of education is **good and has improved compared to 2–3 years ago.**
- **Teachers**
  - Teach carefully, come on time, and are disciplined
  - Encourage and support students, even offering extra hours for those who want to learn more
  - Hold meetings with parents to discuss children’s studies
- **Students**
  - Show progress, better discipline, and regular attendance
  - Are more eager to learn, follow school rules, and help one another
- **School environment**
  - Clean classrooms, bathrooms, and proper toilets
  - Spacious yards, fans, lights, clean water, good hygiene, and security
  - Additional school buildings and a library

- Safe traffic rules (students get off motorbikes before entering, greet elders/teachers)
- **Extracurricular activities**
  - Classes in dance, music, volleyball, hockey, computer, and gardening (Bak Amrek Village, Ek Phnom District)
- **Infrastructure and access**
  - Improved roads make it easier for students to reach school
  - Schools are now seen as model schools in some villages

**Compared to 2–3 years ago:**

- There has been a lot of growth and positive change.
- Schools are cleaner, better managed, and more organized.
- Teachers are more attentive, disciplined, and better at helping students understand lessons.
- Students are more disciplined and eager to learn.
- Parents feel more reassured, as schools provide both education and safety.

**Summary:**

Education is clearly **better now than 2–3 years ago** — with stronger teaching quality, improved infrastructure, more extracurricular opportunities, better discipline, and closer cooperation between teachers, students, and parents.

5. According to the results of the survey conducted for this evaluation, many families think that nowadays the quality of education in their area is worst than 2-3 years ago. Do you agree with it? Do you have any idea why they think so? Has anything happened in these last years that has affected the quality of education in your area?

បើយោងតាមលទ្ធផលនៃការវាយតម្លៃ, ភាគច្រើនគ្រួសារបានគិតថា គុណភាពនៃការអប់រំនៅសាលាក្នុងតំបន់គាត់មានការធ្លាក់ចុះជាងបើប្រៀបធៀបកាលពី 2-3ឆ្នាំមុន។ តើអ្នកយល់ស្របទេ? តើអ្នកអាចគិតបានទេថាហេតុអ្វីបានជាគាត់គិតបែបនេះ? តើមានអ្វីខ្លះកើតឡើងកាលពីឆ្នាំមុន ដែលបណ្តាលអោយប៉ះពាល់ដល់ការអប់រំមានការធ្លាក់ចុះក្នុងតំបន់អ្នក?

**Agreeing perspective:**

Yes, I agree that in some ways education quality has declined.

- Students are not trying hard to learn because of excessive use of social media and influence from bad friends.
- Many parents and guardians do not pay enough attention to their children's studies.
- The COVID-19 pandemic caused students to lose study time, drop out of school, and fall behind because families had low income and children had to help support the household.
- Some children lack encouragement, suffer from poor health, and cannot study well.
- After school, some children face scolding from parents, which discourages them from learning.
- Other problems include: lack of transportation, lack of school supplies (clothes, bags, books), and parents forcing children to work instead of studying.  
(Pong Yang Village & Kien Kes Village, Thma Kol District)

**Disagreeing perspective:**

On the other hand, I do not agree, because in my area the quality of education has actually improved compared to 2–3 years ago.

- Children are now more disciplined, better behaved, and achieving better grades.
- Schools are more organized, teachers are attentive, and families are more engaged.

**Summary:**

- **Those who think education quality is worse** point to social media, weak parental support, poverty, lack of resources, and the effects of the COVID-19 pandemic.
- **Those who disagree** observe that schools have improved, teachers are more committed, and children are performing better than before.

6. How is currently the performance and results of your children in the school? Do you think it has changed, comparing with 2-3 years ago (for better or for worse)?

តើបច្ចុប្បន្ននេះ ការរៀនសូត្រ និងលទ្ធផលនៃការរៀនសូត្រកូនរបស់អ្នកយ៉ាងណាដែរ? តើមានការផ្លាស់ប្តូរទេ បើធៀបទៅនឹងកាលពី 2-3ឆ្នាំមុន (ល្អជាង ឬអាក្រក់ជាង)?

**Current performance and results:**

- Children are studying harder, paying more attention in class, and achieving better results.
- At school, they listen to teachers carefully; at home, they read and review lessons every day.
- Teachers and principals are attentive, disciplined, and apply clear rules that help students learn well.
- Children are motivated, attend school regularly, and are eager to participate in learning.
- Support from organizations and the school principal has helped provide study materials and encouragement.
- Schools provide extracurricular opportunities (computers, dance, cheerleading, sports), which motivate students.
- Model schools (e.g., in Bak Amrek Village, Ek Phnom District) have clean grounds, good facilities, and strong discipline, making it easier for children to study.

**Change compared to 2–3 years ago:**

- Children's results are **better now than before**.
  - They read, write, and speak better.
  - They ask more questions when they don't understand.
  - They are more motivated to go to school every day (in the past, some children did not want to go).
- Schools have improved: ranked as model schools, cleaner environments, more activities, and better teaching quality.
- Parents and guardians are more engaged, encouraging children to study harder at home.
- Organizational support has provided study materials, guidance, and motivation, making children love learning.

**Summary:**

Children's performance and results have **significantly improved compared to 2–3 years ago**. They are more disciplined, motivated, and successful in their studies, supported by both schools and organizations.

7. According to the results of the survey conducted for this evaluation, many families think that nowadays the performance and results of their children in the schools are worst than 2-3 years ago. Do you agree with it? Do you have any idea why they think so? Has anything happened in these last years that has affected the performance and results of your children in the school?

បើយោងតាមលទ្ធផលនៃការវាយតម្លៃ, ភាគច្រើនគ្រួសារបានគិតថា ឥឡូវនេះ ការរៀនសូត្រ និងលទ្ធផលនៃការរៀនសូត្ររបស់កូន មានការធ្លាក់ចុះជាងបើប្រៀបធៀបកាលពី 2-3ឆ្នាំមុន។ តើអ្នកយល់ស្របទេ? តើអ្នកអាចគិតបានទេថាហេតុអ្វីបានជាគាត់គិតបែបនេះ? តើមានអ្វីខ្លះកើតឡើងកាលពីឆ្នាំមុន ដែលបណ្តាលអោយប៉ះពាល់ដល់ការរៀនសូត្រ និងលទ្ធផលនៃការរៀនរបស់កូនអ្នកនៅសាលា?

**Disagreeing perspective (my view):**

- I do not agree because my child's studies have improved:
  - Attends school regularly and reads books at home
  - Organizations (e.g., Karuna Battambang) provide bicycles, school supplies, hygiene items, uniforms, and other support, helping children travel to school easily and focus on learning
  - School rules are stricter, students are more disciplined, and teachers are attentive
  - Children are motivated to study, and overall school performance is good or excellent

**Agreeing perspective (why some families think performance has declined):**

- Decline in children's learning and performance compared to 2–3 years ago due to:
  - Lack of transportation and long distances to school
  - Poor family living conditions and low income
  - Irregular school attendance
  - Lack of warmth, attention, or encouragement from parents
  - Parents working away from home, putting pressure on children, or engaging in gambling
  - Insufficient school materials and resources

- Difficult roads, especially when it rains
- Students not paying attention in class or studying at home

**Events in the last 2–3 years affecting performance:**

- Many parents were unable to support children during the pandemic
- Children had to work or help at home due to financial constraints
- Lack of motivation and guidance caused learning performance to decline in some families

**Summary:**

- **Improvement:** Children in supported families are achieving better results due to school improvements, stricter rules, attentive teachers, and support from organizations.
- **Challenges:** In families with low income, poor living conditions, or absent parental support, children's learning and performance are negatively affected.

8. How is currently your living conditions, your happiness and satisfaction with life? Do you think it has changed, comparing with 2-3 years ago (for better or for worse)?

តើស្ថានភាពរស់នៅរបស់អ្នកយ៉ាងណាដែរ, ភាពពេញចិត្តនៃជីវិត និងសុភមង្គល? តើអ្នកមានការផ្លាស់ប្តូរទេ បើធៀបទៅនឹងកាលពី 2-3ឆ្នាំមុន (ល្អជាង ឬ អាក្រក់ជាង)?

**Current living conditions and happiness:**

- Overall, living conditions are still modest, but families feel **satisfied and happy** with what they have.
- Donors and organizations (e.g., Karuna Battambang) help children with school supplies, bicycles, uniforms, and other materials, which positively affects family satisfaction.
- Families attend monthly meetings with supporting organizations, receiving guidance and encouragement.

**Changes compared to 2–3 years ago (improvements):**

- **Better living conditions:** More job opportunities, such as earning wages from dry rice farming.
- **Health:** Health centers are closer, doctors are more attentive, and medicines are better.
- **Children's education:**
  - Children attend school regularly and achieve better grades
  - Teachers are more supportive and provide extra learning materials
  - Organizations provide additional support for education
- **Infrastructure:** Roads have improved, and schools (especially primary) are more accessible
- **Family happiness:** Increased income, better education for children, and stronger family satisfaction

**Acknowledgment:**

- Families express gratitude to Karuna Battambang (Orphanage) for ongoing support, which has positively impacted children's education and family well-being.  
(*Kampong Preah Village, Sangke District; Kampongkeut Village, Banan District*)

9. According to the results of the survey conducted for this evaluation, many families think that nowadays their quality of life and happiness are worse than 2-3 years ago. Do you agree with it? Do you have any idea why they think so? Has anything happened in these last years that has affected the family's welfare, happiness and satisfaction with life?

បើយោងតាមលទ្ធផលនៃការវាយតម្លៃ, ភាគច្រើនគ្រួសារបានគិតថា ឥឡូវនេះ ពេញចិត្តនៃជីវិត និងសុភមង្គលគឺមិនល្អដូច កាលពី 2-3ឆ្នាំមុន។ តើអ្នកយល់ស្របទេ? តើអ្នកអាចគិតបានទេថាហេតុអ្វីបានជាគាត់គិតបែបនេះ? តើមានអ្វីខ្លះកើតឡើងកាលពីឆ្នាំមុន ដែលបណ្តាលអោយប៉ះពាល់ដល់សុខុមាលភាពគ្រួសារ សុភមង្គល និងការពេញចិត្តនៃជីវិត?

**Disagreeing perspective (my view):**

- I do not agree because life today is **better than 2–3 years ago**.
- **Reasons for improvement:**
  - Education has improved; children study regularly and get higher grades.
  - Modern infrastructure: water, electricity, roads, and safer residences make life easier.
  - Families have clear addresses, vehicles, and occupations.

- Better access to health centers and a larger job market.
- Families can farm twice a year, increasing income.
- Support from charitable organizations provides food, school supplies, and other materials.
- Communities and countries are more developed, with better roads, transportation, and consumer goods.

**Why some families might think life is worse:**

- 2–3 years ago, families experienced hardships such as:
  - Diseases (Dengue, COVID-19) and natural disasters (floods, landslides)
  - Damage to rice crops from floods and frosts, leading to debt
  - Low income, insufficient food, and insufficient money for education
  - No fixed residence or occupation, poor access to water, electricity, and transportation
  - Some families had to care for elderly relatives without income
  - Limited land, low crop prices, poor health, and discouraged morale
  - Children not receiving enough education  
(*Doung Village, Banan District*)

**Summary:**

- Overall, life **has improved** in terms of education, infrastructure, income, health, and family well-being.
- Negative experiences from 2–3 years ago (disease, disasters, low income, poor resources) shaped the perception that life was worse, but current conditions show clear improvement.

**Some of the pictures from the FGD**

