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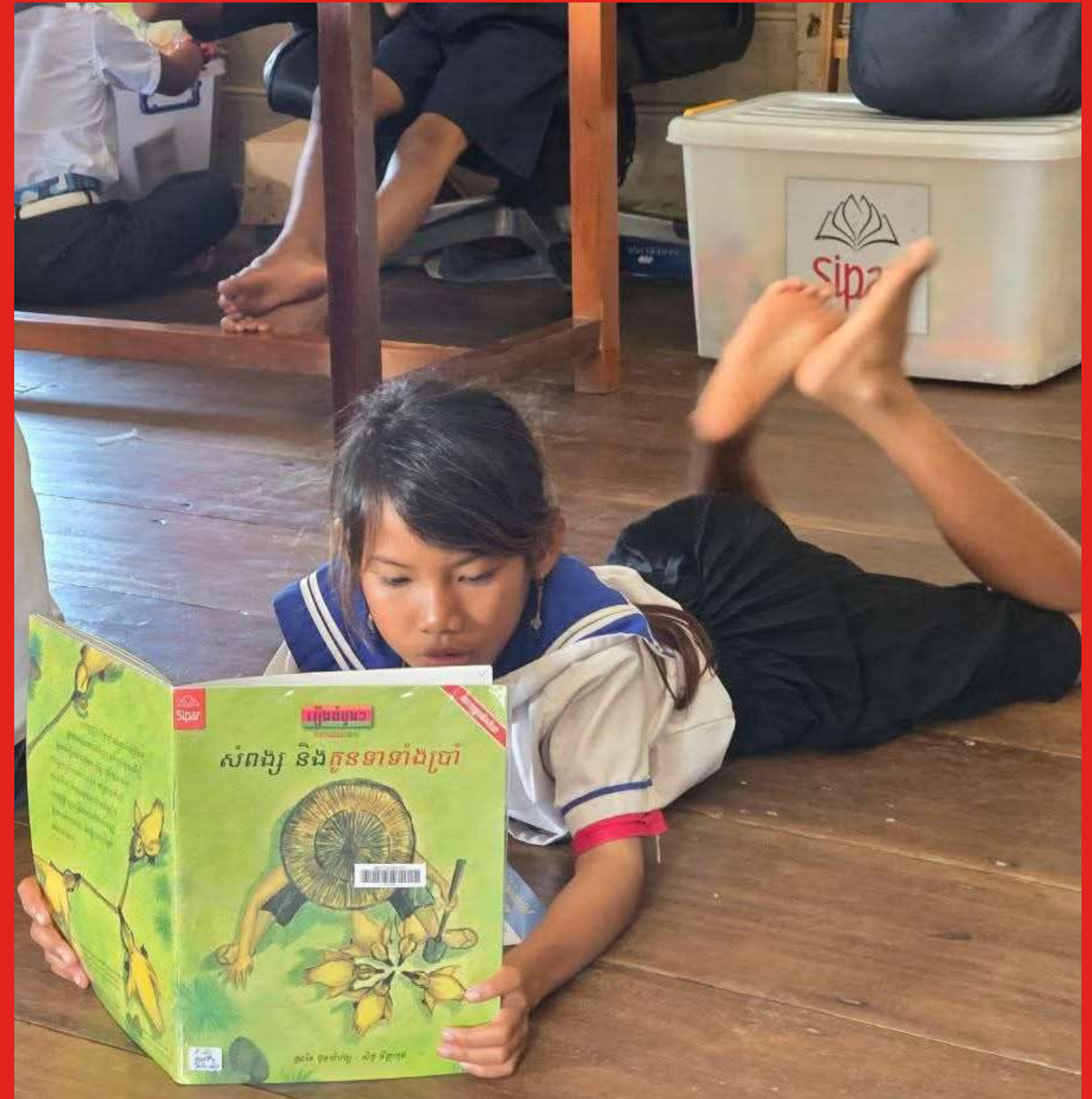
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# MEASURING THE OUTCOMES AND IMPACT OF SIPAR'S PROJECTS (2024–2026)

METHODS, RESULTS AND PERSPECTIVES



## EXECUTIVE SUMMARY...

For more than forty years, Sipar has been implementing educational programmes in Cambodia for the most vulnerable populations, particularly children and youth living in remote rural areas, disadvantaged communities, brick factories, floating villages, and prisons. Between 2024 and 2026, the organization strengthened its monitoring and evaluation systems to better measure the outcomes of its interventions and continuously improve its impact assessment practices.

This report summarizes the main methodological approaches implemented by Sipar, as well as the results observed across several projects supported notably by the French Development Agency (AFD), the French Development Innovation Fund (FID), and various private partners. The analyses are based on baseline, midline, and endline surveys, complemented by focus group discussions, attendance records, educational assessments, and external evaluations.

The findings highlight positive developments in several key areas:

- Improved access to reading and learning opportunities for children from vulnerable communities;
- Strengthened academic, social, and civic skills among young people;
- Improved living conditions and educational practices among families living in brick factory communities;
- Development of innovative reintegration support mechanisms for incarcerated individuals through Multimedia Learning Centers (MLCs).

In particular, the mobile library and library boat projects contributed to strengthening reading habits, increasing the use of educational services, and enhancing children's motivation to learn in contexts where access to education remains highly constrained. In brick factory communities, educational and social interventions helped improve school attendance, basic competencies, and family practices related to health, education, and daily household management.

The pilot project introducing Multimedia Learning Centers (MLCs) in prisons demonstrated the relevance of digital learning approaches adapted to the penitentiary environment. Evaluations revealed high levels of satisfaction among both beneficiaries and institutional partners, as well as improvements in skills that support future social and professional reintegration.

Programmes targeting rural youth also contributed to strengthening educational and career guidance services, increasing the use of libraries equipped with orientation spaces, and fostering civic engagement and volunteerism among young people within their communities.

The report nevertheless highlights several methodological and operational limitations, including the absence of control groups, challenges in conducting long-term beneficiary follow-up, and logistical constraints linked to certain intervention areas. To strengthen the quality of future evaluations, Sipar plans to progressively develop comparative methodologies, harmonize monitoring indicators, and further digitalize data collection and management systems.

As part of its continuous improvement approach, Sipar remains committed to strengthening its monitoring and evaluation mechanisms in order to better document the outcomes and long-term impact of its projects on beneficiaries and the communities it serves.

# 1 INTRODUCTION AND OBJECTIVES OF THE REPORT

For more than forty years, Sipar has been implementing educational programmes in Cambodia aimed at improving access to reading, education, and skills development for the most vulnerable populations. Through projects carried out in diverse contexts—including remote rural areas, disadvantaged communities, ethnolinguistic minorities, brick factory communities, schools, prisons, and reintegration centres—the organization contributes to strengthening the educational and social capacities of beneficiaries.

Monitoring and evaluation play a central role in the design and implementation of Sipar’s projects. Beyond tracking activities and immediate results, Sipar seeks to assess the changes experienced by beneficiaries, including improvements in educational practices, learning outcomes, skills development, youth participation, and prospects for social and professional reintegration.

This report presents the main approaches and tools used to measure the outcomes of Sipar’s interventions, as well as the results observed across several recent projects supported notably by the French Development Agency (AFD), the French Development Innovation Fund (FID), and various partner foundations.

The analysis is based on data collected through Sipar’s monitoring and evaluation systems, including field surveys, focus group discussions, attendance records, educational assessments, certification examinations, and external evaluations.

At this stage, the methodologies primarily rely on comparisons over time within the same group of beneficiaries through surveys conducted at the beginning, midpoint, and end of project implementation. This approach makes it possible to identify significant changes and positive trends.

However, Sipar aims to progressively strengthen its impact evaluation systems through comparative methodologies incorporating control groups and the support of specialized experts. This report is therefore part of a continuous learning and improvement process aimed at better documenting project outcomes and strengthening monitoring and evaluation practices.



## MONITORING AND EVALUATION APPROACHES AND TOOLS USED BY SIPAR

### 2.1 A PROGRESSIVE APPROACH TO MEASURING OUTCOMES

Baseline, midline, and endline surveys are the main monitoring and evaluation tools used by Sipar to measure changes generated by its projects. They make it possible to compare an initial situation with the results observed during and after project implementation.

Sipar uses these surveys in the majority of its projects targeting brick factory communities, informal settlements, prisons, high schools, and Youth Community-Based Organizations (CBOs).

The questionnaires are developed in collaboration with project partners and combine open-ended questions, multiple-choice questionnaires, and targeted focus group discussions in order to enrich qualitative analysis. The tools are piloted with a small sample before validation to ensure their relevance and clarity.

Data are collected through KoboToolbox, which facilitates data processing and analysis.



## BASELINE SURVEY

### BASELINE

The baseline survey is conducted before project activities begin or at the very start of implementation.

#### ITS MAIN OBJECTIVES ARE TO:

- Establish an initial situation assessment;
- Measure the baseline status of beneficiaries or targeted institutions;
- Collect quantitative and qualitative data that will subsequently allow comparison of observed changes and help design project activities in response to identified needs.

#### IT SEEKS TO ANSWER THE FOLLOWING QUESTIONS:

- What is the situation before the intervention?
- What needs, practices, knowledge, or challenges currently exist?
- Which baseline indicators can be measured?

## MIDLINE SURVEY

### MIDLINE

The midline survey is conducted midway through the project or at a significant intermediate stage.

#### ITS MAIN OBJECTIVES ARE TO:

- Assess the initial effects of project activities;
- Verify whether the project is progressing in line with its objectives;
- Identify challenges, necessary adjustments, or possible reorientation of activities.

#### IT SEEKS TO ANSWER THE FOLLOWING QUESTIONS:

- Are the activities generating the expected changes?
- What progress is already visible?
- What obstacles are limiting results? Should certain approaches be adapted?

## ENDLINE SURVEY

### ENDLINE

The endline survey is conducted at the end of the project and aims to:

#### ITS MAIN OBJECTIVES ARE TO:

- Measure the results achieved;
- Compare the final situation with baseline data;
- Assess the effectiveness and, in some cases, the longer-term outcomes of the project.

#### IT SEEKS TO ANSWER THE FOLLOWING QUESTIONS:

- What changes have been achieved?
- To what extent have the project objectives been met?
- Which outcomes are the most significant?
- What lessons can be drawn for future interventions?

## DATA PROCESSING, ANALYSIS AND REPORTING

The data collected are analyzed and consolidated into reports that help measure progress and identify any adjustments required to achieve project objectives. Combined with field observation reports and monthly monitoring data, these findings provide an essential

evidence base for the preparation of interim and final reports submitted to donors and project partners.



## 2.2 MAIN TOOLS USED IN THE MONITORING AND EVALUATION SYSTEM



| TOOL                                           | PURPOSE                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LOGICAL FRAMEWORK                              | Defines project objectives, expected results, monitoring indicators, outcome indicators, assumptions, and risks                                                                                                                                                                                                  |
| ACTIVITY PLAN                                  | Operational monitoring of activities by implementation phase/ tranche                                                                                                                                                                                                                                            |
| THEORY OF CHANGE                               | Visual representation of expected outcomes and impact                                                                                                                                                                                                                                                            |
| SURVEYS<br>(BASELINE, MIDLINE AND ENDLINE)     | Identification of needs and measurement of changes among beneficiaries                                                                                                                                                                                                                                           |
| MONTHLY DATA                                   | Monitoring attendance and participation levels (data collected through the PMB library management software used in all libraries established by Sipar).                                                                                                                                                          |
| OBSERVATION GRIDS AND<br>COMPLEMENTARY SURVEYS | Collection of objective field data (behaviors, living conditions, situations, etc.) to complement monthly monitoring data and surveys, supporting reporting and corrective actions.                                                                                                                              |
| TESTS AND EXAMINATIONS                         | Measurement of learning outcomes among beneficiaries: reading assessments for primary school children; pre- and post-tests for prisoner reintegration preparation modules; English as a Foreign Language final examination (MLC Project); final examination of the Basic Education Equivalency Programme (BEEP). |
| EXTERNAL FINAL EVALUATIONS                     | Independent project assessments based on the six OECD evaluation criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. Includes recommendations for future actions (project closure or subsequent phase).                                                                       |



# 3

## OVERVIEW OF THE PROJECTS ANALYZED

| PROJECT                                                                                   | TARGET GROUP                                                                                | MAIN OBJECTIVE                                                                     | PERIOD ANALYZED                                                    | DURATION  |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------|
| Mobile Libraries: Informal Settlements, Floating Villages and Ethnic Minority Communities | Disadvantaged children and youth                                                            | Improve access to reading and educational support (Khmer language and mathematics) | 2025                                                               | 12 months |
| Brick Factory Communities                                                                 | Children and families living in vulnerable conditions                                       | Promote education, school attendance, and social development                       | (Phase 1 – First Tranche)<br>October 2023 - March 2025             | 18 months |
| Prisons                                                                                   | Prisoners in 7 correctional facilities                                                      | Support reintegration through a multimedia educational programme                   | (Pilot Project (FID) – Second Tranche)<br>August 2024 – March 2026 | 20 months |
| Youth Empowerment                                                                         | High school students and Youth Community-Based Organization (CBO) volunteers in rural areas | Promote autonomy, educational and career guidance, and civic engagement            | (Phase 2 – First Tranche)<br>October 2024 – March 2026             | 18 months |



## 4

## KEY RESULTS AND OBSERVED CHANGES

### 4.1 MOBILE LIBRARIES SERVING VULNERABLE COMMUNITIES

#### Project of Socio-Educational Development of Tampoun and Jarai Minority Children in Ratanakiri through the Tuk Tuk Library Service

##### PROJECT OBJECTIVE:

To contribute to the educational development of Tampoun and Jarai ethnolinguistic minority children and help prevent school dropout.

##### PROJECT SUMMARY

For more than twelve years, the Tuk Tuk Library has been operating in 11 villages in Bokeo District, serving Tampoun and Jarai minority communities. Every week, the two librarian-educators provide reading activities, storytelling sessions, educational games in mathematics and Khmer, as well as a book lending service.

As the majority of children under the age of five do not yet speak Khmer, this Khmer-language immersion plays a crucial role in preparing them for future schooling. For primary school students in Grades 1 to 4, these activities also provide opportunities to practice reading outside the classroom and progressively strengthen their proficiency in Khmer as a second language.

Additional awareness-raising activities on health, nutrition, and environmental issues complement these educational interventions.

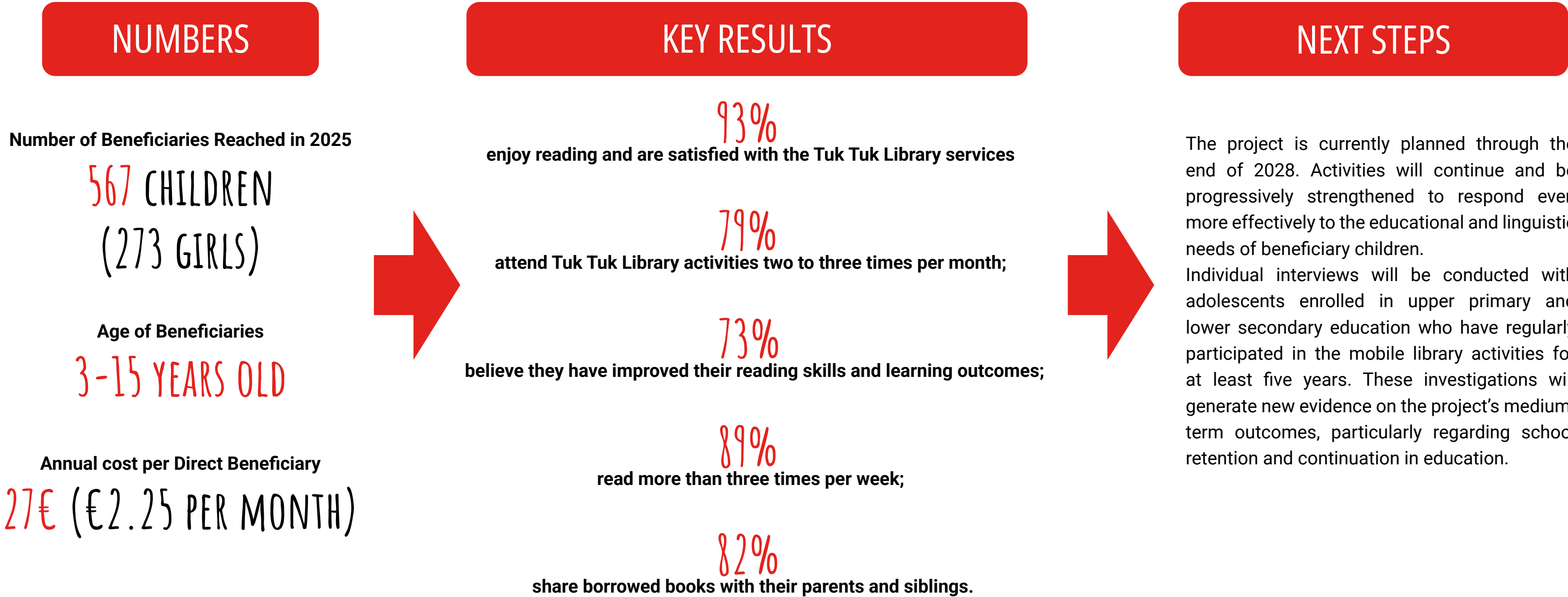




Period Analyzed: January – December 2025

In January 2026, Sipar’s Monitoring and Evaluation Manager conducted an internal evaluation through focus group discussions across the 11 project sites. The evaluation aimed to assess participation rates, children’s interest, motivation, and satisfaction with the activities and books provided by the Tuk Tuk Library, as well as to analyze changes observed in learning outcomes and reading skills. It also sought to identify areas for improvement in order to further strengthen access to and quality of services.

This analysis focuses exclusively on the educational and reading activities delivered directly to Tuk Tuk Library beneficiaries and does not include micro-libraries or school libraries.



## Project of Socio-Educational Development of Communities Living in Floating Villages on the Sen River (Phat Sanday Commune) and on Tonle Sap Lake (Dei Roneat Village) through the Services of Two Boat Librariesx

### PROJECT OBJECTIVE

To contribute to the socio-educational development of populations living in floating villages through the operation of two boat libraries, each managed by a local committee. The services are delivered by two librarian-educators in Phat Sanday on the Sen River, and by one librarian-educator and one volunteer in Dei Roneat on Tonle Sap Lake, providing reading, educational, and information services tailored to the needs of children and youth.

### RÉSUMÉ

The Boat Library project serving the floating villages of Phat Sanday Commune in Kampong Thom Province is planned for a minimum period of three years, from January 2024 to December 2026. The programme implemented in the isolated village of Dei Roneat, located on Tonle Sap Lake in Pursat Province, is also scheduled over a three-year period, from January 2025 to December 2027.

The four librarian-educators conduct weekly activities across the different sites, providing reading promotion activities, book lending services, and educational support in mathematics and Khmer through educational games. Guidance and counselling sessions are also organized for adolescents.

Since 2025, the Basic Education Equivalency Programme (BEEP), developed by UNESCO and the Ministry of Education, has been implemented for 15 young people from Dei Roneat who completed primary education but were unable to continue to lower secondary school due to the geographical isolation of their community.





## Period Analyzed: January 2025 – May 2026

To date, no comprehensive internal evaluation has been conducted in the floating villages served by the two boat libraries. Consequently, only quantitative attendance and participation data collected on a monthly basis are currently available. However, the 15 participants enrolled in the BEEP programme in Dei Roneat sat for the final examination in May 2026, and the results are available.

### NUMBERS

Total number of direct beneficiaries reached

**1071 CHILDREN**  
(542 GIRLS)

Age of beneficiaries

**4-15 YEARS**

Enrolled in the BEEP programme

**15 STUDENTS (11 GIRLS)**

Annual cost per direct beneficiary

**22€ (€1.80 PER MONTH)**

### KEY RESULTS

**48%**

of beneficiaries in Dei Roneat are regular users of the services;

**80%**

of beneficiaries in Phat Sanday are regular users of the services;

**100%**

of BEEP students successfully passed the final examination.



### NEXT STEPS

Building on the internal evaluation model implemented in the villages of Ratanakiri, focus group discussions will be conducted in Phat Sanday and Dei Roneat to assess more qualitatively the outcomes of the services provided by the two boat libraries. The evaluation will examine participation rates, user satisfaction, motivation, progress in learning outcomes, literacy development, and school retention.

Additional support will be provided to the librarian and volunteer in Dei Roneat in order to increase the regularity of beneficiary participation and strengthen the impact of the programme.

## Project to Improve Reading Skills among Children Living in Eight Disadvantaged Urban Communities through the Services of a Tuk Tuk Library (Phnom Penh)

### PROJECT OBJECTIVE

The project aims to strengthen reading habits and foster a love of reading, while improving the literacy skills of children and adolescents living in eight disadvantaged communities in Phnom Penh and its surrounding areas.

### PROJECT SUMMARY

The project targeting children in eight disadvantaged urban communities is planned for an initial two-year period, from February 2025 to February 2027, with the possibility of a one-year extension or even more.

The Swiss foundation Magic Libraries, the project's financial partner, has been closely involved from the design stage and throughout implementation and monitoring. Its support helps Sipar strengthen literacy and reading skills among disadvantaged children in the early years of primary education.

The librarian-educator and a volunteer visit each of the eight communities for half a day per week to provide reading activities, a book lending service, and educational support in mathematics and Khmer through games and learning activities adapted to young beneficiaries.

**Note:** A second component of the project, implemented in partnership with the Magic Libraries Foundation, consists of twice-weekly interventions by a volunteer working with children receiving treatment in the pediatric oncology department of Jayavarman VII Hospital in Siem Reap. The activities include reading sessions and educational games. As this component started only recently, it has not yet been evaluated.





## Period Analyzed: February – December 2025

15

A needs assessment was conducted at the start of the project to identify the most appropriate types of books based on the number, age, and profile of future beneficiaries. Attendance and book borrowing data are subsequently collected on a monthly basis to ensure regular monitoring of service utilization. At this stage, no in-depth internal evaluation similar to the one conducted in Ratanakiri has yet been carried out. However, in accordance with recommendations from the Magic Libraries Foundation, a

baseline literacy assessment was conducted in October 2025, prior to the start of the school year, with a sample of 100 children (50% girls) enrolled in Grades 2, 3, and 4. The results will be compared with those of a second assessment scheduled for August 2026, at the end of the school year, in order to measure learning progress achieved through the project.

### NUMBERS

Total number of beneficiaries reached

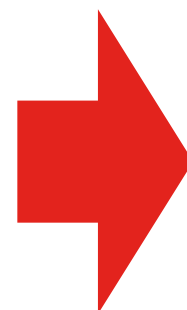
**466 CHILDREN**  
(236 GIRLS)

Age of beneficiaries

**4-12 YEARS**

Annual cost per direct beneficiary

**22€ (€1.80 PER MONTH)**



### KEY RESULTS

**27%**  
are regular book borrowers;

**285**  
average books borrowed each month.



### NEXT STEPS

Activities will continue over the coming months, with a gradual strengthening of interventions and enrichment of the educational tools used in mathematics and Khmer in order to better meet the needs of beneficiary children.

Before the end of the project's second year, a qualitative study based on focus group discussions will be conducted, following the model used in Ratanakiri. The study will assess participation rates, children's satisfaction and motivation, and perceived changes in learning outcomes.

In addition, a second literacy assessment will be carried out in August 2026 with the same sample of Grade 2, 3, and 4 students in order to measure progress achieved during project implementation.

## LIMITATIONS AND LESSONS LEARNED FROM THE THREE MOBILE LIBRARY PROJECTS SERVING VULNERABLE COMMUNITIES

At this stage, only the number of direct beneficiaries and the volume of books borrowed have been measured in the Boat Libraries sites and the Phnom Penh Tuk Tuk Library project. In Ratanakiri, however, evaluations have also made it possible to assess the effects of the interventions on learning outcomes, motivation, and user satisfaction. The highly informal nature of the activities nevertheless makes individual beneficiary tracking more challenging. There is therefore a need to strengthen monitoring and evaluation tools in order to improve data collection and analysis.

To this end, qualitative surveys based on focus group discussions conducted at different stages of project implementation should gradually be extended to all sites. This will provide stronger evidence of the direct outcomes of the interventions and help better document their effects on beneficiaries





## 4.2 SOCIO-EDUCATIONAL DEVELOPMENT OF FAMILIES LIVING IN BRICK FACTORIES ON THE OUTSKIRTS OF PHNOM PENH

### OVERALL PROJECT OBJECTIVE

To help break the cycle of poverty affecting worker families living in 32 brick factories by promoting their socio-educational development through innovative and adapted programmes, with a particular focus on children, youth, and women.

### TESTIMONY

Chan Dy is in Grade 6 and lives with her family at the Lao Kung brick factory in Kandal Province. In this challenging environment, where access to books is almost non-existent, her encounter with Sipar's mobile library was a turning point.

*«Before, I didn't really know how to organize myself to improve at school,» she says. Having become one of the most dedicated readers during the weekly sessions, she found much more than a book in Sipar's \*11 Tips to Be an Effective Student\*—she discovered a practical study method. «That book changed everything for me. I started applying the advice immediately. I manage my time much better now and set myself goals every day.» Chan Dy no longer sees reading as simply a leisure activity, but as a pathway to her future. «I want to succeed in my studies so that my family can be proud of me. Moving on to lower secondary school is a major milestone, but thanks to the habits I've developed through reading, I feel ready.»*





**Outcome 1:**  
Children Strengthen Their Academic Learning,  
Improve Their Reading Skills, and Successfully  
Continue Their Basic Education

SUMMARY

The weekly interventions carried out by four teams of librarian-educators through reading promotion activities and tutoring on Khmer and Math, together with the distribution of school supplies at the beginning of each school year and the establishment of libraries in partner primary schools, contribute significantly to achieving the expected outcomes.

NUMBERS

Target number of beneficiaries  
**800 CHILDREN (3 - 14 YEARS)**

Number of Beneficiaries Reached  
**953 CHILDREN (55% GIRLS)**

Variance from target  
**+20%**

Annual cost per beneficiary  
**6.15€**

KEY RESULTS

**91%**  
of children aged 6 to 14 are enrolled in school;

**96%**  
have strengthened their basic skills in mathematics and Khmer;

**100%**  
of the 734 students enrolled in school were promoted to the next grade level.

NEXT STEPS

Educational and reading activities implemented for children living in the 32 brick factories, as well as support provided to the six libraries established in partner primary schools, will continue and will be expanded to eight new sites in Siem Reap Province starting in October 2026. Endline surveys will be conducted in September 2026 at the conclusion of this first phase of the project.





**Objective 2**

Out-of-School Youth Benefit from Tailored Socio-Educational Programs Offering New Opportunities

**SUMMARY**

Following surveys conducted to assess the specific needs of out-of-school youth aged 12 to 17, the project team developed educational content, pedagogical tools, and interactive learning methodologies aimed at strengthening their life skills, including stress and emotion management, occupational health and safety, positive communication, and financial literacy.

**NUMBERS**

Target number of beneficiaries

**250** YOUTH AGED (12 - 17)

Number of beneficiaries reached

**463** (55% GIRLS)

Variance

**+85%**

Annual cost per beneficiary

**16€**

**KEY RESULTS**

**63%**  
of beneficiaries participated in all four training sessions;

**96%**  
reported having acquired useful skills to improve their daily lives, particularly in financial management and communication.

**NEXT STEPS**

An adapted literacy program for the 60% of participating youth who are illiterate is currently being explored in collaboration with local education authorities, drawing on digital learning tools. In addition, a socio-professional guidance and counselling mechanism is under consideration. Young peer educators will be identified and trained to support project teams in disseminating key messages among youth. Final surveys will be conducted in September 2026.



**Objective 3**

Families Improve Their Quality of Life Through Awareness Sessions on Key Social Issues and Advocacy Efforts Targeting Brick factories' Managers and Owners.

**SUMMARY**

Staff members of the partner NGO Cambodian Women for Peace and Development (CWPD) designed questionnaires and carried out in-depth surveys to identify the main concerns of families living in brick factories. Based on the findings, a programme of awareness-raising sessions was developed covering key social topics such as hygiene, nutrition, health, family planning, domestic violence, financial literacy, and stress and emotion management. Community resource persons (peer educators) are subsequently trained to ensure the dissemination of key messages among families.

**NUMBERS**

Target number of beneficiaries

**900 ADULTS (70% WOMEN)**

Number of beneficiaries reached

**1550 ADULTS (74% WOMEN)**

Variance

**+72%**

Annual cost per beneficiary

**5.90€**

**KEY RESULTS**

**62%**

of families have reduced their household expenditures, compared to 23% at the beginning of the project;

**78%**

of families now adopt healthy nutrition practices and maintain clean living environments, compared to 38% at baseline;

**80%**

of brick kiln managers have been mobilized to support the project.

Overall, significant improvements have been observed in family management practices, environmental hygiene, household health, and support for children's education.

**NEXT STEPS**

The awareness sessions will continue and be further strengthened, while new topics will be introduced, including early childhood care and education (ages 0–6) and occupational safety. Enhanced collaboration with the Commune Committees for Women and Children will help ensure continued support for the most vulnerable families. Final surveys will be conducted in September 2026.





## LIMITATIONS AND LESSONS LEARNED

At this stage, only the project's immediate outcomes have been measured. Longer-term evaluation will be required to assess its sustained impact. Several monitoring and evaluation tools will also need to be strengthened.

Families living in the newly identified sites in Siem Reap will serve as the control group for baseline surveys conducted prior to project implementation. Their results will subsequently be compared with the findings of the final surveys carried out among beneficiaries living in the current brick factory communities.

Institutional partnerships with the Ministry of Education, as well as with commune and local education authorities, are essential to ensuring the sustainability of several project components, including school scholarships, educational support for children and out-of-school adolescents, social assistance for the most vulnerable families, advocacy with employers to improve living and working conditions and prevent child labor, and support for young people's access to vocational training opportunities.





## 4.3 CONTRIBUTING TO THE SOCIO-PROFESSIONAL REINTEGRATION OF PERSONS IN DETENTION THROUGH ACCESS TO INNOVATIVE MULTIMEDIA EDUCATIONAL SERVICES IN SEVEN PRISONS IN CAMBODIA PILOT PROJECT

**July 2023 to March 2026**

### TESTIMONY

*« Helping others learn gives me a reason to keep moving forward. »*

Radyna, 35, has been incarcerated in the women's prison since 2017. After earning her high school diploma, she began studying law but had to interrupt her studies to start working. Passionate about learning, she now serves as the prison librarian. Since the launch of the BEEP remedial education program in December 2024, she has also taken on the role of tutor for the young women enrolled in the program.

*« My role is not to teach, but to guide, support, encourage, and explain. Very quickly, the participants came to see me as someone they could truly rely on. This role has a deeply personal meaning for me: helping these young women with their studies partly makes up for the fact that I cannot be there to support my own children, who are now 17 and 18 years old.»*





## BACKGROUND: THE NATIONAL NETWORK OF PRISON LIBRARIES-EDUCATIONAL CENTERS (2012–2025)

This pilot project builds on the experience developed by Sipar in partnership with the Directorate General of Prisons (DGP) from 2012 to 2025 to establish, develop, and sustain a national network of prison libraries-educational centers across the country's 28 prisons, in support of national education and prisoner reintegration policies.

Achievements include:

- Libraries built, equipped, and computerized using the PMB library management software.
- Prison officers and inmates trained in library management.
- Several thousand books available in each library and accessible to all detainees, both on-site and in prison cells (125,000 documents in total, averaging 4,500 per prison).
- Open-access, offline digital learning lab equipped with educational, reading, and recreational program and applications.
- Literacy classes established in every prison, with support from the Ministry of Education.

### KEY FIGURES

10 000

Average number of detainees use prison libraries each month  
(20% of the prison population)

16 000

books are borrowed every month.

89%

of users report that the library helps reduce stress and depression.

86%

state that they have strengthened skills useful for their future reintegration.

## PILOT PROJECT OF MULTIMEDIA LEARNING CENTERS IN SEVEN PRISONS

### PROJECT OBJECTIVE

The project aims to strengthen prisoners' preparation for reintegration by adapting support services to current socio-economic realities, contributing to the reduction of reoffending risks and, in the longer term, improving the living conditions of former prisoners' families.

### SUMMARY

The pilot phase of the project, supported by the FID and launched in July 2023 for an initial duration of 24 months, was ultimately completed in March 2026 following a project extension.

A preparatory year was devoted to assessing the needs of more than 900 detainees across seven targeted prisons. This phase also enabled the commitment of senior staff from the Directorate General of Prisons (DGP) and the prison teams involved in the project.

Self-learning modules were developed and digitized in three areas: English as a foreign language, digital literacy, and social skills for reintegration. These modules were integrated into a Moodle platform called the Skills for Development Program (SDP).

The most appropriate digital equipment, including computers and servers, was identified and tested.

A partnership was also established with UNESCO and the Department of Non-Formal and Inclusive Education within Ministry of Education to implement the Basic Education Equivalency Program (BEEP), which provides an equivalent qualification to lower secondary education.

With the opening of the Multimedia Learning Centers (MLCs), an individual tutoring system was introduced and delivered by trained prison officers and volunteer inmates





## Period Covered by the Analysis: August 2024 – March 2026

As the first year of the project (July 2023–July 2024) was dedicated to preparation and development activities, the analysis covers the period from August 2024 to March 2026 (20 months), during which the Multimedia Learning Centers made their educational services available to detainee learners.

### NUMBERS

Number of DGP managers and prison officers from the seven beneficiary prisons

30 (5 WOMEN)

Number of inmate beneficiaries

850 (118 WOMEN)

Total direct cost per beneficiary

141€

(Including investments in digital and audiovisual equipment.)

### KEY RESULTS

96%  
of participants reported feeling better prepared for reintegration;

100%  
pass rate in the official lower secondary equivalency and English language certification examinations;

12 PTS  
Average points between pre-test and post-test scores in social skills;

100%  
of DGP managers and prison officers surveyed recognized the Multimedia Learning Centers (MLCs) as innovative and effective learning facilities.

### NEXT STEPS

Although quantitative results remained below the initial targets, this pilot phase significantly strengthened the motivation, commitment, and mobilization of key stakeholders within the Directorate General of Prisons (DGP) and the Ministry of Education, Youth and Sport.

These achievements have led project partners to jointly prepare a new three-year phase under the FID's "Innovation and Public Policies" window. If funded, the next phase aims to expand the project to eight additional prison sites, support its gradual and full transfer to national institutions, and prepare a rigorous impact evaluation with the support of specialized experts.



## LIMITATIONS AND LESSONS LEARNED

Logistical challenges occasionally slowed the implementation of activities and monitoring processes within prison facilities. The follow-up of beneficiaries after their release also remains a major challenge, as no structured mechanism currently exists to support and monitor former inmates throughout their reintegration process.

The pilot phase also highlighted the need to strengthen and adapt certain monitoring and evaluation tools, particularly by streamlining individual outcome surveys to make them more practical and operational.

Furthermore, the quality of the institutional partnership with the Directorate General of Prisons (DGP) and the Ministry of Education, proved critical in ensuring both the relevance and sustainability of the intervention.

Finally, the involvement of specialists in impact measurement constitutes an essential source of support for structuring the project's evaluation framework and assessing its long-term impact during the forthcoming "Innovation and Public Policies" phase.





## 4.4 YOUTH EMPOWERMENT, CAREER GUIDANCE, AND CIVIC ENGAGEMENT IN RURAL AREAS

### OVERALL PROJECT OBJECTIVE

In support of national youth development policies, the project aims to contribute to the career guidance, voluntary community engagement, and empowerment of young people aged 12 to 25 in rural areas across 24 provinces through the strengthening and expansion of socio-educational programs in 25 secondary schools, 3 Youth Centers, and 23 Community-Based Youth Organizations.

### TESTIMONY

Dy Tonsereyloth is a Grade 12 student at Bun Rany Hun Sen Chakriyavong High School in Kep Province. Passionate about innovation, he attended the Career and Education Forum not only as a visitor but also as an exhibitor—an experience that revealed his full potential. .

« By explaining different career pathways to my classmates, I gained a level of confidence I never knew I had. Beyond meeting experts, I was particularly inspired by discovering locally made products. Seeing the craftsmanship with my own eyes strengthened my desire to innovate for my country.” Looking to the future, he now has a clear goal: “I want to study agriculture, a sector that is vital to Cambodia’s development. My ambition is to use the skills I acquire to modernize our agricultural tools and, in my own way, contribute to the progress of our nation.»



Objective 1

Students from the 25 Secondary Schools and beneficiaries of the three Youth Centers equipped with Libraries and Multimedia Orientation Corner have strengthened their Academic and Digital Skills and developed educational and career pathways aligned with their abilities and Labor Market opportunities

SUMMARY

Libraries with Orientation Corner (LOCs) established in 25 rural secondary schools across Cambodia’s 24 provinces, as well as in three Youth Centers, provide secondary school students (Grades 7 to 12) and young people with access to fiction and non-fiction books for reading and research, along with digital tablets equipped with career guidance applications. Each LOC also includes a dedicated guidance area featuring personal development resources and documentation on educational pathways and occupations. Trained guidance counsellors provide both group and individual support on educational and career planning. In addition, Education and Career Forums are organized annually in each secondary school, bringing together representatives from companies, vocational training centers, and universities through presentations, exhibitions, and networking opportunities.

NUMBERS

Target number of beneficiaries

17 000 YOUNG PEOPLE AGED 12-25  
(50% GIRLS)

Number of beneficiaries reached

21 000 (55% GIRLS)

Variance

+22%

Direct cost per beneficiary

16€ (€0.90 PER MONTH)

KEY RESULTS

82%  
of students in the 10 newly supported secondary schools regularly use the library, compared with 24% at the start of the project;

60%  
report being highly satisfied with their Library with Orientation Corner, compared with 25% at baseline;

97%  
of secondary school students know which educational pathway or training programme they intend to pursue, compared with 54% at the beginning of the project.

NEXT STEPS

The project team and partners from the four departments within Ministry of Education involved will continue providing technical and pedagogical support to school principals, librarians, teachers, and guidance counsellors in the 25 secondary schools and three Youth Centers. This support will aim to further improve and strengthen the range and quality of services delivered through the Libraries with Orientation Corner for students and young people.





**Objective 2**

Active Members of the 23 Community-Based Youth Organizations (CBOs), Youth Council Members from the 25 Secondary Schools, and Young People participating in Youth Center Activities have strengthened their social and civic skills to lead extracurricular activities for the benefit of their communities.

**SUMMARY**

The 558 members of the 23 Community-Based Organizations (CBOs), 77% of whom are girls, operate across three rural provinces and participate in organizing community awareness campaigns on a range of social and environmental issues, including road safety, children's rights, food security, and environmental protection.

Among them, 64 «young tutors» provide weekly academic support sessions for primary school children, while 328 members facilitate reading activities.

In addition, 375 Youth Council members from 14 secondary schools have received training in leadership and volunteerism. Nearly 2,400 secondary school students are also engaged in study clubs or sports activities.

**NUMBERS**

Target number of young beneficiaries

2 800 (58% GIRLS)

Number of young beneficiaries reached

2 953 (57% GIRLS)

Variance

+5%

Direct cost per beneficiary

12€ (€0.70 PER MONTH)

**KEY RESULTS**

85%

of CBO members report increased self-confidence, improved communication skills, and greater confidence in taking initiative;

93%

wish to continue their voluntary engagement in service of their communities.

**NEXT STEPS**

As the network of CBOs is not intended to expand further, members of the 23 organizations will be encouraged to strengthen their links with Youth Councils in neighboring secondary schools and to share their experience and expertise in reading promotion, tutoring for children, and the organization of community awareness campaigns.

This transfer of knowledge and skills will take place through extracurricular activities, including face-to-face and online peer-learning workshops, as well as through the production and dissemination of audiovisual tutorials.

**Objective 3**

Key Staff from the five Departments of the Ministry of Education and the 24 Provincial Offices of Education, together with education leaders from the 25 Secondary Schools and 3 Youth Centers, have strengthened their capacity to manage, promote, facilitate, and sustain Libraries with Multimedia Orientation Corner in alignment with the Education Strategic Plan 2024–2028

**SUMMARY**

In collaboration with focal points from the Ministry of Education's five partner departments, the project team provided training, monitoring, technical assistance, and pedagogical support to school principals, librarians, teachers trained in Inquiry-Based Learning (IBL) methodologies, and guidance counsellors. This support aims to ensure full ownership and long-term sustainability of the Libraries with Orientation Corner (LOCs) and their related services, particularly the Education and Career Forums.

**NUMBERS**

**Target number of beneficiaries**

**282 (40% WOMEN)**

**Number of beneficiaries reached**

**288 (34% WOMEN)**

**Variance**

**+2%**

**KEY RESULTS**

**100%**

**of trained librarians are competent and actively performing their duties on a daily basis;**

**56%**

**of trained teachers have integrated inquiry-based learning methodologies into their teaching practices;**

**93%**

**of guidance counsellors have started providing counselling services to secondary school students and young people.**

**NEXT STEPS**

Monitoring, evaluation, and continuous professional development activities, including seminars and webinars, will continue and be further strengthened to ensure both the sustainability and the replicability of Library with Orientation Corner services, Education and Career Forums, and Youth Council extracurricular activities in other educational institutions.





## LIMITATIONS AND LESSONS LEARNED

Baseline and midline surveys have made it possible to measure, after 18 months of project implementation, the changes observed among a representative sample of students in the newly supported schools, particularly regarding library attendance, user satisfaction, awareness of career pathways, and educational and training choices.

However, indicators related to civic engagement, personal development, and self-confidence could not yet be assessed, as Youth Councils had not yet begun implementing their extracurricular activities at the time of the evaluation.

Furthermore, stronger involvement of focal points from the Ministry of Education departments and the Provincial Offices of Education will be required within the monitoring and evaluation system to ensure broader coverage, stronger ownership, and the long-term sustainability of the approach.



## 5

## CROSS-CUTTING LESSONS LEARNED AND FUTURE OUTLOOK

## 5.1 MOST EFFECTIVE APPROACHES IDENTIFIED

The results observed highlight the effectiveness of approaches based on close engagement with beneficiary communities and sustained support over time. Such approaches help build trust and enable interventions to respond more effectively to identified educational and social needs.

The active involvement of public institutions, education authorities, local authorities, and community stakeholders has also proven to be a key success factor, strengthening both the local ownership of interventions and their alignment with public policies.

Furthermore, the combination of educational activities with community-based social support promotes a more holistic approach to beneficiary assistance and helps address barriers to learning and educational participation.

Finally, the gradual implementation of sustainability strategies based on community engagement and the involvement of local authorities and public institutions appears essential for ensuring the continuity, ownership, and long-term viability of project activities beyond the duration of external funding.

Projects supported by institutional donors, particularly the French Development Agency (AFD) and the Fund for Innovation in Development (FID), benefit from rigorous monitoring and evaluation systems that enable the effects of interventions to be measured in a precise and well-documented manner.

By contrast, more informal initiatives, such as mobile library activities, primarily collect data on attendance rates and book borrowing. To date, with the exception of the Tuk Tuk Library sites serving ethnic minority communities in Ratanakiri Province, the direct effects of these interventions on beneficiaries' motivation, satisfaction, and learning outcomes have not yet been the subject of comprehensive and systematic evaluation





## 5.2 CURRENT LIMITATIONS IN IMPACT MEASUREMENT

The measurement of the impact of projects implemented by Sipar and its partners continues to face several methodological and operational challenges.

The absence of control groups limits the ability to conduct comparative analyses and to isolate effects directly attributable to project interventions. At the same time, long-term tracking of beneficiaries remains difficult to implement.

Available human and financial resources also remain insufficient to conduct regular and in-depth evaluation studies.

Certain context-specific constraints further compound these challenges, including the absence of a post-release monitoring mechanism for beneficiaries involved in prison-based projects and the significant logistical difficulties associated with accessing highly remote project sites, such as Dei Roneat and some areas of Ratanakiri Province.



## 5.3 AREAS FOR IMPROVEMENT

Several avenues for improvement are being considered to strengthen the quality of monitoring and evaluation systems.

While maintaining the current framework of baseline, midline, and final surveys, the development of comparative methodologies will make it possible to establish control groups drawn from new target populations that have not yet benefited from project interventions. This approach is already being considered as part of the second phase of the brick factories project.

Progressive harmonization of monitoring indicators across projects will also be pursued in order to facilitate cross-project analysis and comparison of results.

In addition, whenever feasible, the establishment of beneficiary tracking systems following participation in project activities will help measure medium- and long-term outcomes more effectively.

The systematic digitalization of data collection, particularly through Kobo Toolbox, will further strengthen the reliability, centralization, and utilization of monitoring information. Finally, technical support from impact evaluation experts within the framework of the proposed “Innovation and Public Policies” project, which may be implemented in prisons subject to FID funding approval, will provide an important opportunity to strengthen methodological learning and progressively apply these lessons across Sipar’s wider portfolio of projects.

## 6. CONCLUSION

The projects implemented by Sipar and its partners are generating significant positive outcomes for some of the most vulnerable populations. These interventions contribute to improving access to education, strengthening educational practices, and fostering beneficiary empowerment across school, community, and prison settings. The various evaluations conducted highlight high levels of beneficiary satisfaction and motivation, as well as improvements in educational, social, and professional prospects. These results encourage Sipar to continue strengthening its monitoring and evaluation systems and to progressively enhance its capacity to measure outcomes and long-term impact in a more robust and systematic manner.



Report made in May 2026 by Béatrice MONTARIOL Consultant