

Client	The Asia Foundation, Cambodia
Project	Evaluation: Provincial Business Education through the Community Information Centers (CICs) project
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Evaluation Conducted by SilkRoad Cambodia for The Asia Foundation July-October 2005
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Background & Objectives

In 2003, The Asia Foundation established a network of 22 Internet-enabled Community Information Centers (CIC), covering every province in Cambodia. The CICs provide a public space for local members of the community to access news and information and to communicate with people outside of their community, primarily over the Internet.

Established and in full operation, the CICs have been leveraged to deliver business education to areas that remain underserved. By utilizing the already existing infrastructure of CICs, formal business courses for credit are being provided to groups of individuals that would under normal conditions lack such an opportunity.

The Asia Foundation engaged a consultant to conduct an evaluation of the *Provincial Business Education through the CICs project (eLearning project)*. The goal of this assessment was to determine the extent and nature of the program's impact on the students, institutions involved in implementing the project, and broader education sector in Cambodia.

The project had one main objective as identified in the terms of reference:

Expand and improve the pool of trained job candidates in the provinces, by providing accredited business education courses for students, teachers and the broader community in the provinces outside of Phnom Penh.

Scope of Work

The evaluation assessed the impact of the eLearning Project on the students, IIC, the CICs and Cambodia's educational sector in general. The evaluation focused on the documentation of any changes/improvements that have resulted from project activities. According to the Terms of Reference and scope of work agreed with The Foundation the evaluation attempted to illuminate the following specific areas including, but were not limited to:

- IIC's institutional understanding and acceptance of eLearning as an educational option.
- The competence of IIC teaching faculty in designing and facilitating online courses.
- The competence of IIC IT staff to provide technical support for online course delivery.
- The ability of CIC staff to provide onsite student support.
- The student recruitment process and marketing of the courses (awareness).
- Technical and other constraints faced by remote students.
- The degree to which online students learned the subject matter (grades).
- Women's participation in the online courses and their experiences/perceptions.
- Numbers of students enrolled in and completing courses including reasons for non-completion.
- Stakeholder impressions of the advantages/disadvantages of this approach.
- Differences/similarities between online and classroom students.

Target groups and sample population

The evaluation focused on four target populations:

- Students enrolled in eLearning course (150)
- IIC lecturers and the Institution
- The five CICs that hosted the IIC courses
- The broader education community including the Ministry of Education

Field missions

Field coverage included the five provinces where the eLearning course operated in the CICs.

- ▣ Kampong Som
- ▣ Kampong Cham
- ▣ Pursat
- ▣ Pailin
- ▣ Banteay Meanchey

The Foundation provided a translator for the field missions, Mr Kao Sophal the Education Consultant for this project.

Research Methodologies

The consultant conducted a multi-faceted, comprehensive evaluation to address the agreed objectives as outlined in the TOR, with a particular focus on empirical evidence to support conclusions. In order to achieve the aforementioned objectives, SilkRoad utilized the research and evaluation methods outlined below. SilkRoad used both qualitative and quantitative techniques in order to provide an appropriate depth of data for this evaluation of the Provincial Business Education through the Community Information Centers (CICs) project. The Implementation Plan & Timeline is outlined in Appendix 1

Desk Research

To understand the context of eLearning and provincial business education in Cambodia, SilkRoad reviewed existing studies on eLearning initiatives in developing countries. Relevant works such as the UNESCO studies on Performance Indicators on ICT Use in the World Bank's Education and Global Distance EducationNet (Global DistEdNet) were reviewed during the initial phase of the research to assist and provide guidance on project implementation and development of the Evaluation Log Frame Matrix which is outlined in Appendix 2. This provided the framework for the evaluation and was devised in consultation with The Foundation to ensure that the specific indicators required were met.

Interviews (Qualitative Research)

The consultant conducted semi-structured one-on-one interviews in order to understand the identified target groups perceptions and experiences of the eLearning program. The schedule of these interviews is included as Appendix 3. Specific areas that the evaluation addressed for the following three sample groups included:

IIC Staff Interviews (3)

- ▣ IIC's institutional understanding and acceptance of eLearning as an educational option.
- ▣ The competence of IIC teaching faculty in designing and facilitating online courses.
- ▣ The competence of IIC IT staff to provide technical support for online course delivery.
- ▣ The degree to which online students learned the subject matter (grades).
- ▣ Stakeholder impressions of the advantages/disadvantages of this approach.
- ▣ Differences/similarities between online and classroom students.

CIC Interviews (10 – 2 per CIC)

- ▣ The ability of CIC staff to provide onsite student support.
- ▣ The student recruitment process and marketing of the courses (awareness).
- ▣ Technical and other constraints faced by remote students.
- ▣ Stakeholder impressions of the advantages/disadvantages of this approach.

Student Interviews (10 – 2 per CIC)

- The student recruitment process and marketing of the courses (awareness).
- Technical and other constraints faced by remote students.
- Women's participation in the online courses and their experiences/perceptions.
- Numbers of students enrolled in and completing courses including reasons for non-completion.
- Stakeholder impressions of the advantages/disadvantages of this approach.
- Differences/similarities between online and classroom students.

Surveys (Quantitative Research)

The SilkConnect Call Centre team conducted a phone survey in order to quantify the issues raised during the qualitative research phase. The survey questions were developed building on the qualitative research results providing an opportunity to further explore the issues identified in the field visits.

Survey Instrument

A sample of the questionnaire was made available to the Foundation for perusal, comment, and feedback and discussion took place before the questionnaire was implemented to ensure that it met the requirements of this part of the evaluation. The final survey instrument is included in Appendix 4.

Pilot Survey – The content and form of the questionnaire was tested by way of a “pilot” survey using experienced interviewers to conduct phone interviews with random respondents. This pilot survey ensured that the final questionnaire used in the actual survey was as accurate and efficient as possible.

Computer Aided Telephone Interviews (CATI)

The method recommended was Computer Aided Telephone Interviews (CATI). Phone interviews were conducted with respondents via our SilkRoad call center to a sample of students as identified by IIC as having enrolled and or completed the course.

A database was developed to enter respondent's answers and then tabulate the data ready for analysis. This method is more efficient than traditional face-to-face interviews and also more cost effective as it combines data collection with simultaneous data entry.

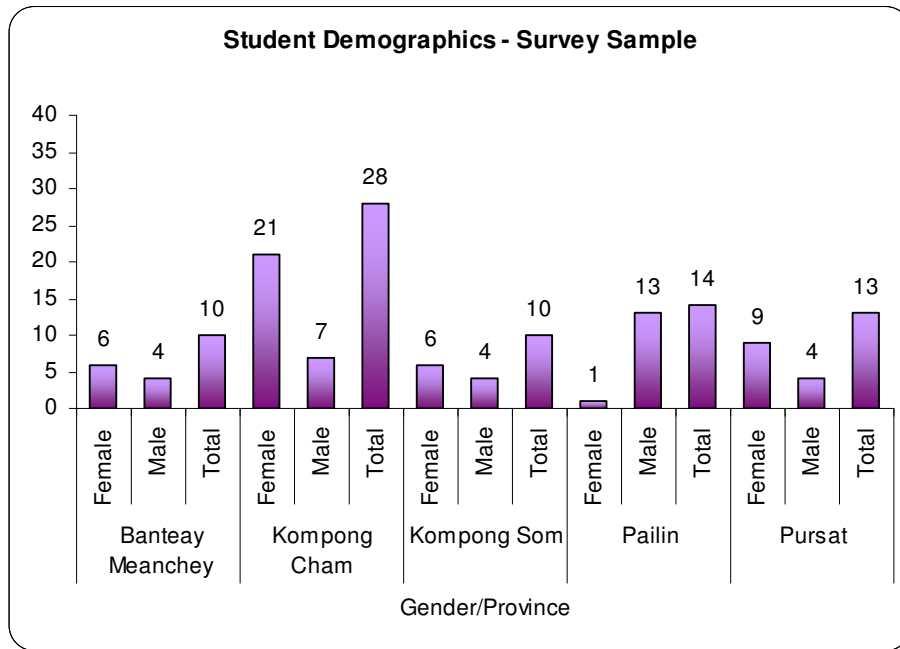
Sample of student participants in the eLearning program

Computer-aided telephone interviews targeted the students enrolled in the eLearning course. There were 150 students enrolled in the program however some did not have phone access. As such a total sample of 75 students was surveyed via CATI. This included both students who completed and those who did not complete the course.

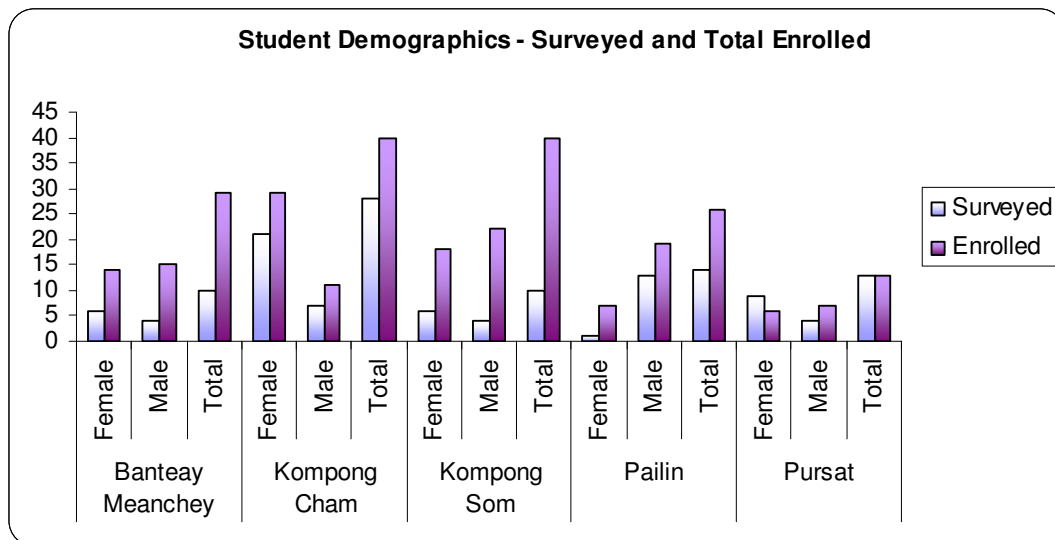
There were some issues with contact details for students with the data provided by IIC and The Foundation. Once duplicates and incomplete records were deleted the sample was reduced to 75 successful interviews.

As many of the students did not have individual phones, SilkRoad made arrangements with the CICs to conduct the phone interviews from within the Centers. Whilst a researcher was visiting the CIC a phone was made available for students to be surveyed by the team in Phnom Penh. This worked well to capture the remaining students who did not have access to phones and complete an adequate sample for data analysis.

The gender mix across provinces varied greatly, all attempts were made to try and provide a representative sample, and however the program itself had a disproportionate allocation across genders and provinces so this sample does not reflect the student cohort who undertook the online courses in the first promotion in 2005.



The final demographic breakdown per province is listed in the table below mapped with the survey respondents compared to the total enrolment.



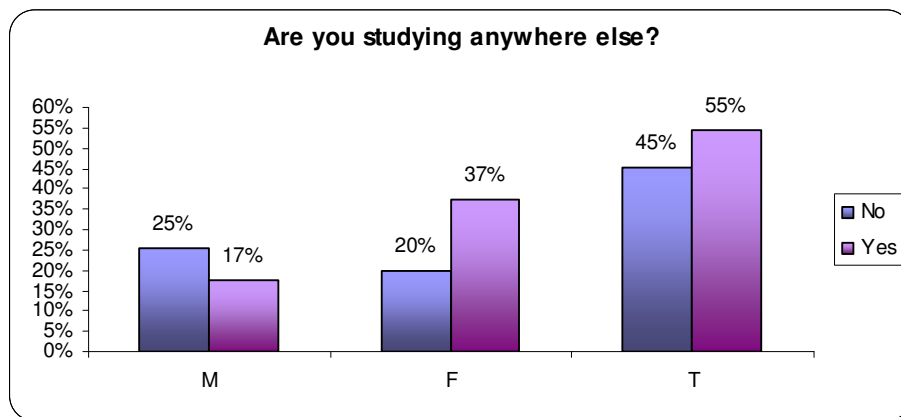
Key Results

The following summary and analysis is based on the results from the quantitative phone survey conducted of 75 students. Where suitable this material is supplemented by data from the qualitative interviews. Some recommendations are included where relevant however detailed recommendations are at the end of the report.

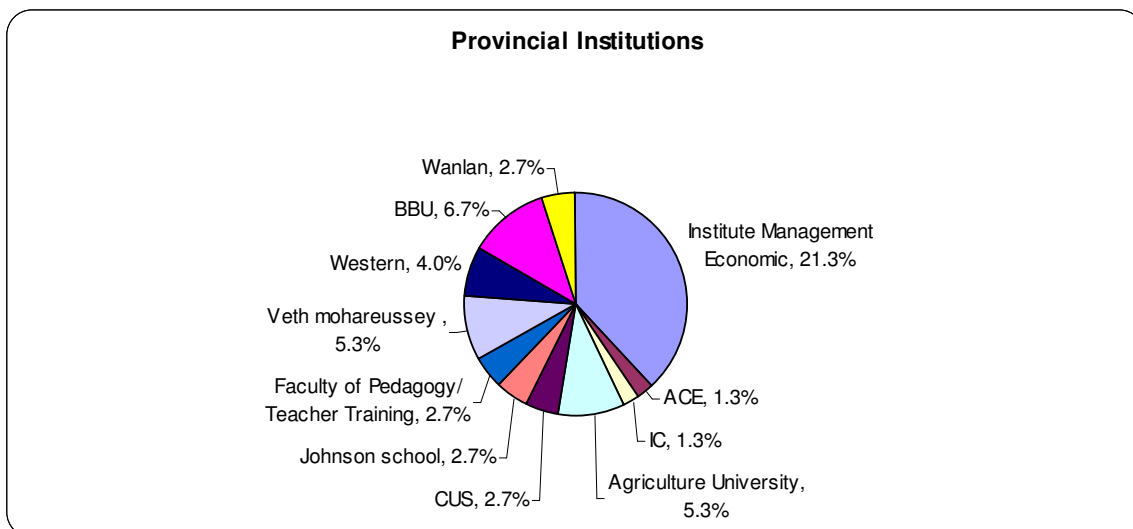
Student Status

Many of the students of the IIC online courses were also studying at another institution. Women were more likely than men to be studying with 37% compared to 17%. This is positive given the focus of the project on increasing opportunities for women’s education in the provinces as it allows them to stay with family instead of traveling to Phnom Penh which is a major deterrent for women to undertake further studies.

The high completion rates for students compared to non students indicates that successful online learning is reliant on the ability to study independently. This is not a common educational approach in Cambodia where the face to face and communal education environment prevails. However if a student is motivated and can see a connection between the online course and their current studies there is a higher likelihood of success.



The provincial education sector is increasingly competitive as private sector institutions compete for limited students. The expansion of many institutions in the provinces such as Institute of Economics and Management which accounts for 21% of students surveyed across four provinces.



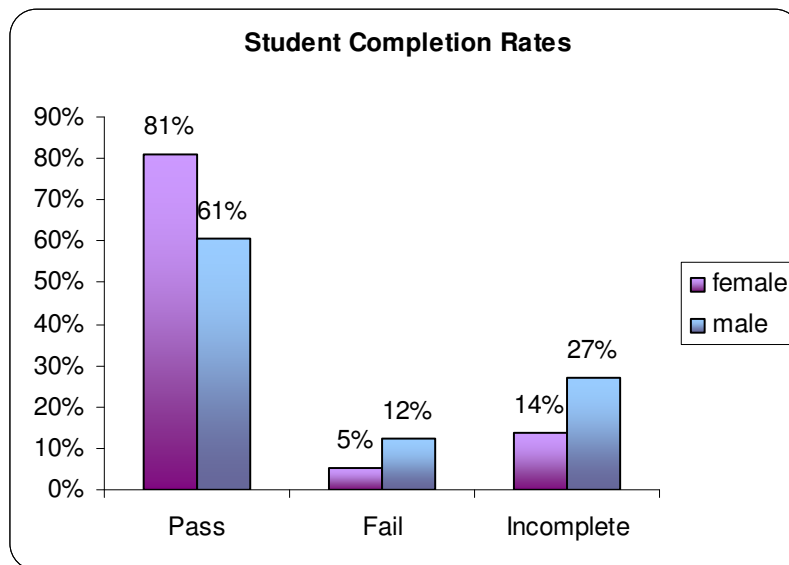
It is interesting to note that IME only has schools in two of the four provinces with students from Bateay Meanchey (8%) and Pailin (4%) traveling to IME in Battambang to attend classes. This illustrates how until now students have had to travel even between provinces to attain education. The lack of distance education was one of the key drivers of this current eLearning project and indicates how this program run by IIC in conjunction with the CICs is meeting a real need for access to education in all provinces.

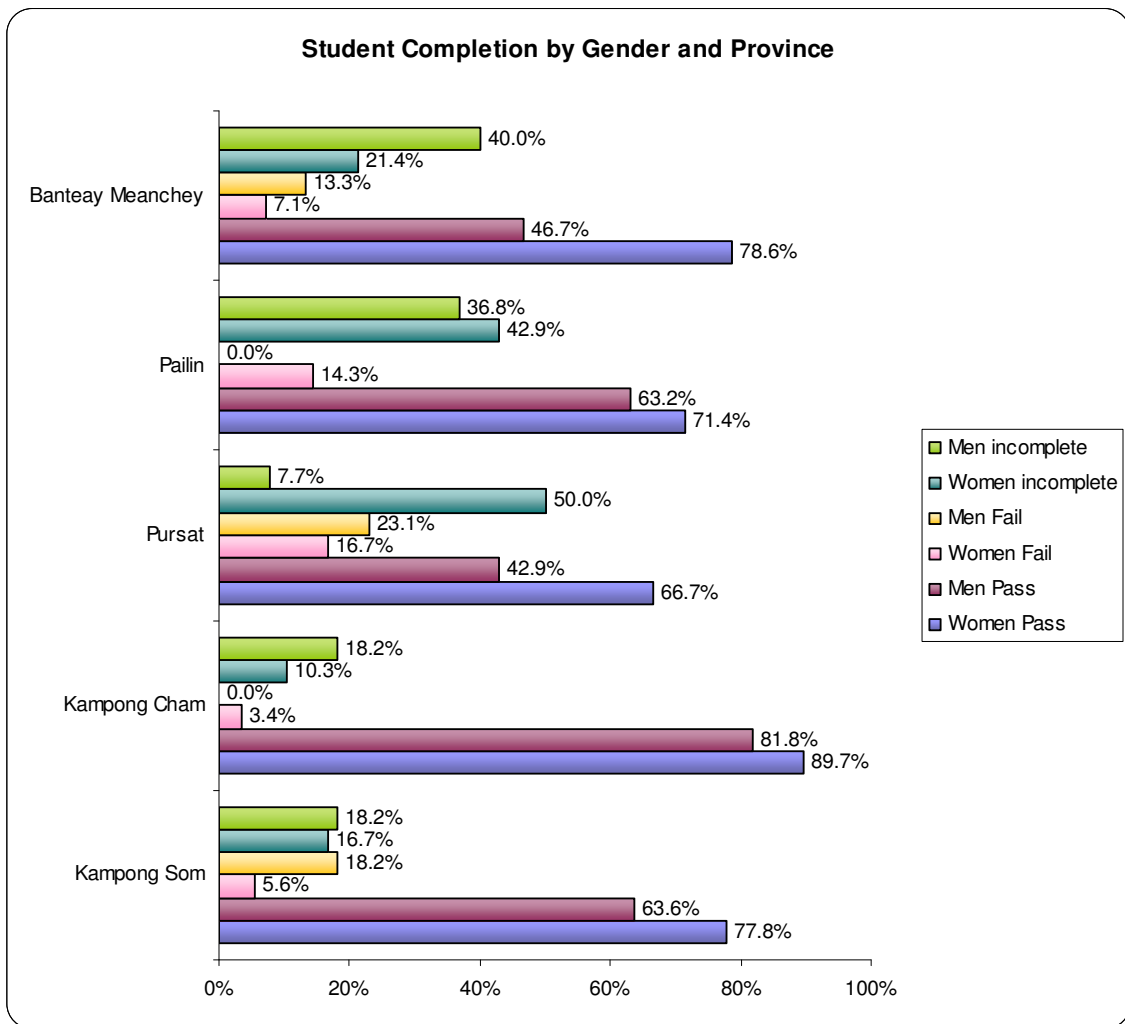
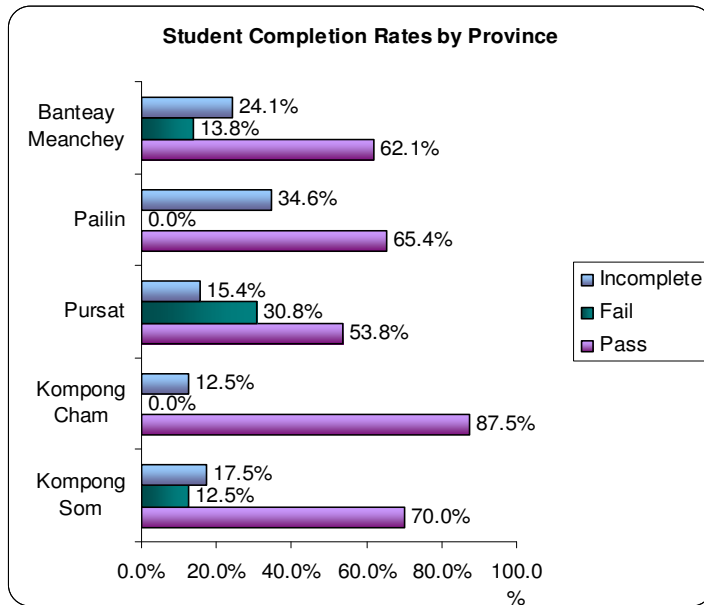
Of the 75 students interviewed 55% were also studying at local institutions whilst undertaking the IIC online course. The various institutions listed below indicate the range of education options available in the provinces. The lack of choice in some locations means that there is an opportunity for online courses to fill a gap within the current education market.

Province	Institutions	%
Banteay MeanChey	Institute Management Economic	8.0%
	ACE	1.3%
	IC	1.3%
Kampong Cham	Agriculture University	5.3%
	CUS	2.7%
	Institute Management Economic	2.7%
	Faculty of Pedagogy/ Teacher Training	2.7%
	Veth mohareussey	5.3%
Kompong Som	Western	4.0%
	BBU	6.7%
Pailin	Wanlan	2.7%
	Institute Management Economic	4.0%
Pursat	Johnson school	2.7%
	Institute Management Economic	6.7%

Student Completion Rates

81% of women successfully completed the courses compared to 61% of men





Student Drop Out Rates

Those students who found it difficult to undertake and complete the online course were often full time employed workers who had taken a break from study for a while.

The issues students face when undertaking any course are also present when studying online. However the lack of face to face contact and independent learning requires a more disciplined commitment to completion which is a challenge.

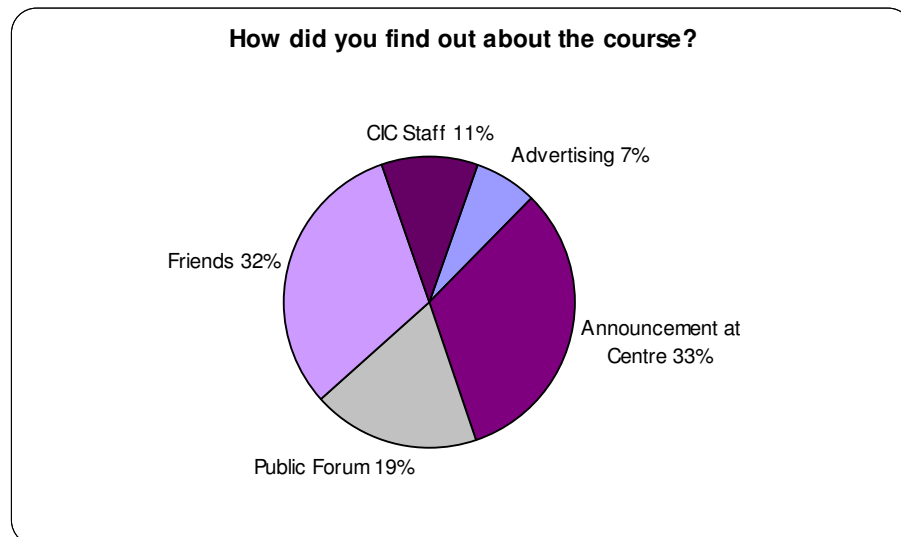
The perception of CIC staff and the experience of students interviewed indicated that a number of key issues contributed to students failing to complete the program. These include but are not limited to:

- time frame for submission of assignments
- unable to attend exams
- illness
- work commitments

The implication is that if the project aims to provide accredited business education courses for students, teachers and the broader community in the provinces outside of Phnom Penh, then consideration needs to be taken when mature age or workers returning to study enroll in the program. They require different support and perhaps a longer orientation period to establish good study habits from the start of the course.

Course Awareness and Marketing

The promotion of the course is a crucial component of recruitment and as this was the first ever distance education project undertaken by a local institution it was important to raise awareness of both the methodology and courses within the target communities. IIC held public forums in each provincial town to promote the new course offerings. The feedback from both the CICs and students was that while this was a good marketing exercise the timing around Khmer New Year limited the potential impact. Hence only 14% of students found out about the course via the public forum. Whilst the inherent benefit of a public forum as a marketing tool is recognized, there is a need for IIC to promote the courses more strategically.



Considering that the majority of students (33%) found out about the course from CIC staff or announcements at the centers the role the CICs play in promoting the IIC courses cannot be underestimated. The referral of friends (32%) as the next highest awareness raising category reflects the usual practice of personal recommendation which is preferred in Cambodia. According to the interview data these students' friends were usually existing CIC users. It is therefore reasonable to assume that the CICs accounted for almost 90% of awareness raising. Without the CICs only 7% of

students would have found out about the course from advertising which would not have been adequate to raise awareness to translate into enrolments. Considering that the public forum was also held within all CICs it can be concluded that without the continued use of the CICs as a key promotion point the uptake of IICs online courses will be limited.

Feedback from the CICs indicates that they require more marketing material to promote the courses and request that IIC provide these in advance in future so they can maximize promotional opportunities. They also requested that IIC staff attend at least two promotional events and visit targeted organizations to raise awareness of IIC and their online courses as it is not within the scope of the current CIC contract to conduct outreach marketing activities. If IIC wishes to contract the CICs to undertake the marketing of the courses they need to pay for this service and provide adequate material to ensure a successful promotional program. Until the IIC online courses profile is raised, they will find it difficult to compete within the competitive education sector in the provinces as the face to face classroom based delivery is easily quantified and preferred by students.

Student Learning Experience

One of the desired outcomes of this program as outlined in the Log Frame Matrix was that students' experience of online education environment inspires further professional development. There was an improved perception of job opportunities in the provinces for graduates and students felt the program was beneficial to their career development.

Evaluation data indicated that students felt their education experience was enhanced by the online course as it allowed them to develop their individual academic skills which they saw as a benefit. The new learning experience improved their confidence in new found skills and knowledge. Comments from students below illustrate their perceptions of online learning compared to classroom based or face to face learning which indicate their development as individual learners engaged with the material.

Advantages as identified by students

- They have time on the reading not in class which is better
- Studying online gives lots of benefits, learn on her own, which is better
- Online: access to innovation such as computer, internet etc.
- E-learning spend time to research by myself
- Online-remember for long time, whereas classroom easy to forget

Studying online compared to face to face classroom

- E-learning different model- have to wait for answer
- F2F easy-ask question directly
- F2F easier can ask teacher direct or SMS teacher
- F2F ask question straight away response and remember gestures
- F2F easy-quick feedback from teacher
- F2F interaction can give more detailed and examples relating to situation of business

These results indicate the preference for classroom based learning as this requires less input from the students. In spite of their improved perception of the value of eLearning courses this did not however translate into their willingness to pay for future services. Most students felt that as online courses required more input from them as individual learners they preferred face to face as it was easier having direct contact with faculty and peers.

Use of materials-online and textbook

Most students used the materials in both versions, finding it allowed them to adjust to their needs accordingly.

Used both-online material as a summary and the textbook as it had more detail

- Downloaded and printed summaries to read at home
- Online summaries easy to understand
- Textbook is more detailed so more useful

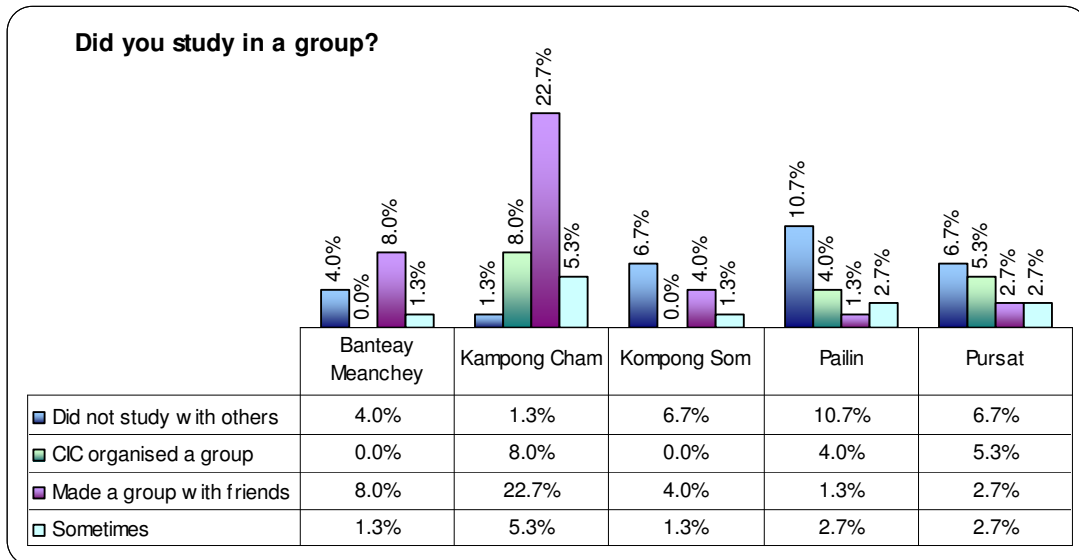
CIC Staff support

98% of answers ranged from helpful to extremely helpful indicating students were satisfied with the level of support provided by the CIC staff.

The learning environment provided by the CICs was important to the success of completion. The level of student satisfaction with support provided by CIC staff was a key indicator of project success according to the Log Frame Matrix.

Peer support

The need for peer support and face to face discussion as a supplement to online course delivery is commonly accepted as a key success factor. In the case of this project the students engaged in a study groups either formally arranged by the CIC or informally when friends met at the CIC. Of those students surveyed 70% actively engaged in some form of study group at some time throughout the course.



Some CICs were very active in facilitating this exchange and peer support system. For example Kampong Cham instituted timetables for students from specific courses to access the internet and have dedicated support for the allocated time. This provided those students who had time and the need to study in a supported environment the opportunity to benefit from the added services the CIC provided for the IIC online courses. This also had a positive flow on effect with 22% students more likely to make their own group with friends when they saw the benefit of the scheduled sessions. In discussion with the CICs during this evaluation it was generally agreed that the timetabling of access and support would provide both benefit to the students but also help the CIC staff better manage their support activities for IIC. Most CICs indicated that they would implement some version of a peer support and timetabled access for the next intake.

Khmer Learning Online

One of the significant contributions that this project has made to the educational development of Cambodia is the creation of a local Khmer language based learning management system. The work undertaken by SD Learn to develop this system is to be commended as it has moved Cambodia into the new realm of eLearning that until now was impossible given the technical limitations of local language systems. In terms of evaluating the project the combination of software development, IIC course adaptation and CIC student support and training is a success. The partnership of these various entities has brought about this Khmer LMS which is a significant contribution to the educational development of Cambodia and should be acknowledged accordingly.

Khmer Unicode

All students learnt Khmer Unicode as part of their orientation at the beginning of the course. Most found it easier than Limon and whilst some found it hard to learn at the start once they were taught they found it easy to use. It is important to note that this project as well as the CICs in general has been instrumental in the dissemination, implementation and uptake of local language ICTs in Cambodia through the promotion and training of Khmer Unicode as the standard.

Learning Management System

Of students surveyed 72% found it easy to use, especially because it was in Khmer which was a welcome new experience for the students. For those who found it difficult reasons varied from lack of IT skills to lack of time for online learning. This was addressed by the CIC staff who provided tutorials and continued support for students who struggled with the new online learning system. Without the continued support provided by the CIC staff it can be surmised that more students may have dropped out of the course. As such it is vital to offer an assisted learning environment such as the CICs for online learning programs for those students who require ongoing or ad-hoc support in using the LMS.

Khmer language website usage

In order to understand the user profile of this student cohort it is interesting to note that 38% did not regularly access any Khmer language websites apart from the IIC online learning forum. Approximately 10% listed www.cambodiatic.org as a site they regularly used whilst almost 50% accessed www.everyday.com.kh on a regular basis. These access statistics should be considered when marketing future online courses as the www.everyday.com.kh website appears to be the most popular in this demographic. A partnership with Mobitel the provider of this website might prove a viable avenue to reach more students in the provinces.

Potential for non formal education and vocational training

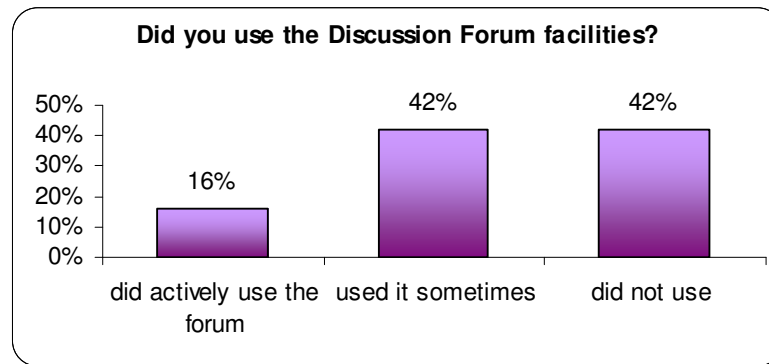
It is also interesting to note that this form of training can also be adapted to non formal and vocational programs not aligned with any particular institution. The new Khmer language online learning management system is perfect for NGOs or government agencies to conduct distance training for provincial officers in agriculture or health programs.

Communication

Student interaction with faculty and other students is an essential characteristic of a successful eLearning program and in this project this was facilitated through a variety of ways, including e-mail, SMS and phone calls. Students were also able to phone and SMS faculty if required which is the norm for education system in Cambodia.

TAF monitoring reports of online interactions between IIC, CICs and students via email communication and the discussion forum indicate that students and faculty worked well within this process. The Education Consultant employed by The Foundation for this project Mr Kao Sophal monitored the communication and provided feedback to IIC faculty regarding pedagogical advice when teaching via distance. Faculty were recommended to provide specific feedback yet not to directly answer the question as is the usual practice in classroom based programs, rather to encourage students to find the answer themselves via the course material whether it is online or in the textbook.

The use of student-to-student email and the discussion forum was limited. This meant the online interaction with peers was limited. Students did however engage in face-to-face study groups in the various CICs which they found added to their educational experience. Some students tried to access the chatroom but found no-one there to chat with so left. It was suggested that there could be a scheduled chat this could address issues of communication— and for those students who are unable to chat at the allocated time, the lecturer could archive the chat discussion in forum for further reference.



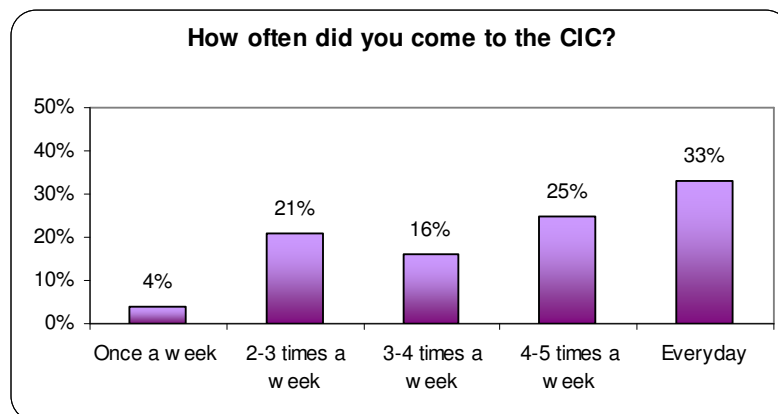
Of students surveyed 42% did not use the discussion forum and only 42% used it sometimes, the remaining 16% who did use the forum found it a good tool for learning as it helped develop their ideas and see other student's experience and enhance their learning experience. From the faculty perspective the use of the discussion forum by staff as a channel to provide direction to all students from the question of one student was identified as a good teaching tool but it was acknowledged that faculty could use this tool more effectively in the future.

Students felt communication with teachers at IIC good to very good to excellent, with no negative responses so students were satisfied with communication. Students felt that although there was sometimes a 24hr delay in responses that faculty provided them with timely and informative support. Feedback to student assignments and questions was constructive and provided guidance on where to find further information which assisted in their individual development.

Online Course Access

A significant number of students (46%) found the allocated internet time adequate for their studies. Whilst the majority (54%) paid for extra internet time which indicates that students are prepared to spend their own funds to be able to keep up with their studies. This is important to consider when planning future online courses as roughly half students found the allocated 5 hours per week inadequate to complete their studies.

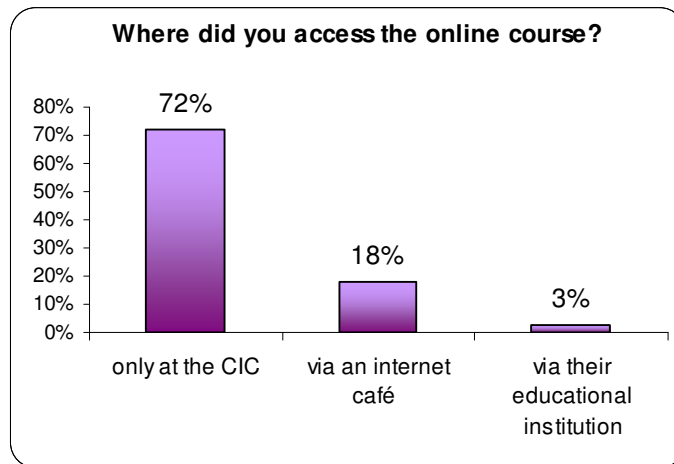
According to the student's interviewed they found they used their internet time to do administrative tasks such as email assignments, check course notes, view the discussion forum, and email lecturers questions. A number of students used offline access to complete their work which was outside their weekly internet access allocation at the CIC.



The rates paid for internet access varied between provinces with internet cafes charging 3000-4000 riel per hour and the CIC charging 1000-3000 riel per hour. Students who used internet café's did so when they could not access the CICs as they were closed or too busy. Students who used internet café's mostly used their personal email accounts to email assignments to lecturers or to work on their homework as they could not access the LMS as the café did not use Khmer Unicode. When considering future online courses it is recommended that a discount rate or a bonus system of buy 10 hours get 2

free is implemented for online students at the CICs to encourage them to use the CIC not an internet café as the CICs provide a supported learning environment. This also allows the CICs to increase their income thus strengthening their position and increasing awareness of the CICs as a venue for education and training in the provinces.

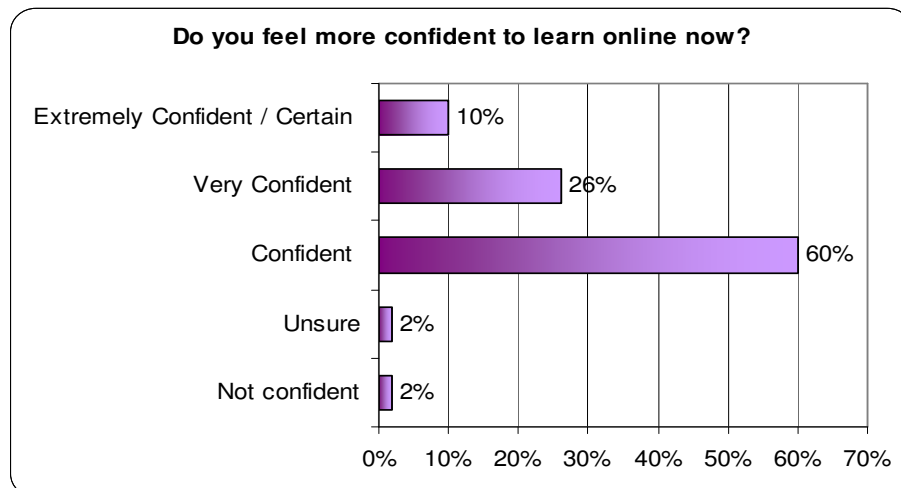
The CICs managed through this program to promote the Centers as a venue for education and training in the provinces. With 72% of students only accessing the LMS and the online courses at the CIC this illustrates the new position and role that the CICs have in providing education courses in the provinces. With 18% of students connecting via an internet café and 3% accessed it via their educational institution thus indicating that the preference is for supported access within the CICs.



If this result is considered with the previous question, with 54% of students paying for extra internet time and 72% of access is within the CICs then most extra internet time is being paid into the Centers income stream. This is noteworthy when considering the future viability of the CICs as online learning Centers and should be balanced within the contracts and partnership of both the CICs and the online course provider, IIC.

Student Development

One of the key indicators of success for an online learning program is the confidence of students to engage in the new electronic education environment. Only 2% of students surveyed felt unsure whilst the majority (60%) felt confident and with a good allocation feeling Very Confident and 10% even feeling Extremely Confident / Certain



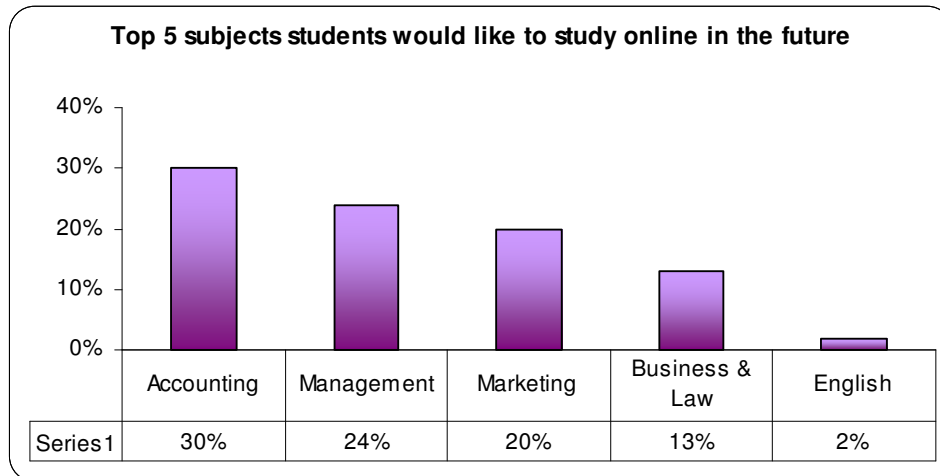
New Skill Development

Whilst on first assessment the majority of students surveyed didn't feel they learnt any new skills apart from the subject material, perhaps the question was unclear. A quarter of students felt more skillful using internet to search and find information and if this question is considered in relation to the previous question, in regard to their confidence to learn online, then students had inherently learnt new skills evidenced in their new found confidence as online learners. The fact also that the majority of students learnt Khmer Unicode and found this and the LMS easy to use indicates that they have developed new skills required to actively engage in the online learning environment however they are not able to identify and articulate this when questioned.

Future Sustainability

Potential Subjects

Of those surveyed 90% said they would be interested to undertake more online subjects in the future. They considered that with their new skills they were confident enough to undertake further courses. The courses suggested were mostly in the more practical and applied fields of business including the standard accounting, marketing, management and law. The only difference that the interviews uncovered was a request for English language programs online as students felt the medium allowed for innovative techniques that they would like to explore. CIC staff also requested IT courses in order to continue to develop their technical skills and improve the services and sustainability of the CICs.



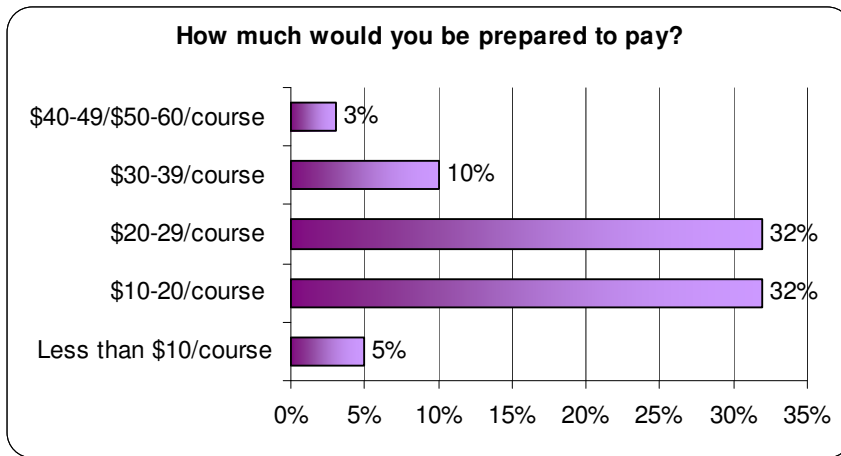
Those who did not wish to continue with online learning had other commitments and were too busy to study whilst a small number felt it was too hard to study online and they preferred classroom based teaching.

Fee Structure

One of the key issues for the future sustainability of this project is the willingness of students to pay for online course delivery. Given the competitive nature of the Cambodian education sector price is an important factor that influences student choices more than any other issue. The provision of courses in the provinces is still limited and there is a monopoly in some towns where one or two institutions dominate and can set the price category. This sees an annual full time course being offered from \$250 to \$400 depending on the location. One institution, the Institute of Economics and Management in Banteay Meanchey also offers free computer and English classes on top of the standard core subjects. It is within this highly competitive market that IIC and all Cambodian education providers operate and the unique added value that online learning provides may not be a strong enough differentiation within such a competitive environment.

The average price students were willing to pay ranged from \$20 to \$30. The general consensus amongst students was the price for the course needed to include the internet access. If this was the case then \$30 was the average fee suggested. Given the model of the current scholarships where students are provided 5 hours of internet access per week for the 9/10 week 45 hour course. The table above indicates the range that students would be prepared to pay for online courses. This price point is

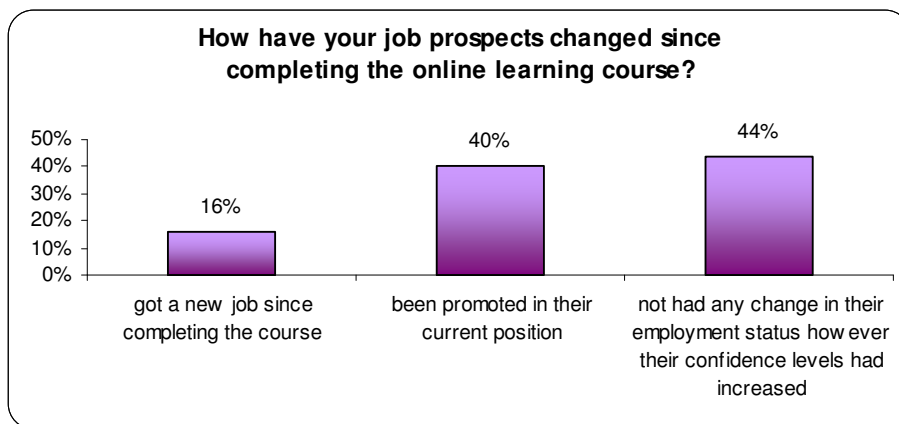
comparable to classroom based delivery but also includes the internet time. Another concern is the balance of payment from the fee for the education institution and the internet access point, in the case of the current project, IIC and the CICs.



In spite of their improved perception of the value of eLearning courses this did not however translate into their willingness to pay for future services. Most students felt that as online courses required more input from them as individual learners they would expect online courses to be cheaper than classroom based as they had to do more work independently. There was some acknowledgement that the quality of learning was higher with online courses due to the individual research required however this did not equate to a willingness to pay for quality. The dominant perception was that classroom based is easier and is at a particular price point. In comparison online courses should be cheaper as there is less reliance on the teacher and more work is required of the individual student.

Improved Job prospects

More than 85% of students felt the course has helped their job prospects. As a major goal of this project was to expand and improve the pool of trained job candidates in the provinces, it is an indication of success that the participants felt their future had been enhanced by their online learning experience.



Of those students surveyed, 16% had got a new job since completing the course, and almost 40% had been promoted in their current organization. Even the 44% of students who had not had any change in their employment status felt their confidence levels had increased and although they had not yet achieved career success they now felt more confident for their future once completing the course.

This program by providing accredited business education courses for students, teachers and the broader community in the provinces outside of Phnom Penh has moved significantly towards achieving the goal of expanding and improving the pool of trained job candidates in the provinces.

Evaluation Findings

In accordance with the Log Frame Matrix the following ranking has been allocated as a result of the evaluation process. The data from both the qualitative and quantitative research activities has been analyzed and a relative rank placed against each outcome based on the indicators/benchmarks outlined at the start of the evaluation. A summary of supporting evidence is also provided for reference.

Ranking	Poor	Moderate	Good	Very Good	Excellent
	★	★★	★★★	★★★★	★★★★★

Goal 1 IMPACT OF eLEARNING METHOD

Evaluation of eLearning as a method of online supported distance education in provincial Cambodia

Faculty Development Expected professional development outcomes are achieved

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> IIC's increased institutional understanding and acceptance of eLearning as an educational option. 	<ul style="list-style-type: none"> Faculty preparedness Professional development needs Stakeholder impressions of the advantages/disadvantages of this approach. 	<ul style="list-style-type: none"> IICs uptake of the new methodology and acceptance of it as a viable option for education provision 	Good ★★★
<ul style="list-style-type: none"> Improved competence of IIC teaching faculty in designing and facilitating online courses. 	<ul style="list-style-type: none"> Involvement in course development Involvement in curriculum development 	<ul style="list-style-type: none"> Successful completion of the SDLearn online program in course development 	Good ★★★
<ul style="list-style-type: none"> Improved competence of IIC IT staff to provide technical support for online course delivery. 	<ul style="list-style-type: none"> Technical and other constraints faced by IIC faculty in delivering eLearning courses are addressed and improved 	<ul style="list-style-type: none"> Throughout the project the technical issues were addressed and IT services improved 	Moderate ★★
<ul style="list-style-type: none"> Increased awareness of eLearning as an appropriate method of online supported distance education in provincial Cambodia by the broader education community including the Ministry of Education 	<ul style="list-style-type: none"> Interviews with the broader education community 	<ul style="list-style-type: none"> Overview of local education market and perspective of provincial institutions as to the competition this new method brings. The limited internet access and high costs outside of the CICs indicated that online learning still has a long way before it is adopted widely within Cambodia. 	Poor ★

Teaching/Learning Expected learning outcomes are achieved

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Skills 	<ul style="list-style-type: none"> Assessment items specific to course objectives 	<ul style="list-style-type: none"> 71% of students passed the courses showing evidence of new skill acquisition as required 	Very good ★★★★
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students are instructed in the proper methods of effective research, including assessment of the validity of resources 	<ul style="list-style-type: none"> Through use of online course material and the text book, students had adequate resources to successfully complete their studies 	Very good ★★★★
<ul style="list-style-type: none"> Knowledge 	<ul style="list-style-type: none"> Comparison of student performance against intended learning outcomes 	<ul style="list-style-type: none"> Faculty commented that students work was of standard for the classroom based course 	Good ★★★
<ul style="list-style-type: none"> Process 	<ul style="list-style-type: none"> Feedback to student assignments and questions is constructive and provided in a timely manner. Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail. 	<ul style="list-style-type: none"> TAF monitoring reports of online interactions between IIC, CICs and students via email communication and the discussion forum indicate that students and faculty worked well within this process. 	Excellent ★★★★★

Faculty Support

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Introduction of new skills required for online learning course management 	<ul style="list-style-type: none"> Orientation program is adequate 	<ul style="list-style-type: none"> Majority of faculty found the orientation program provided a good foundation for their new skills development 	Good ★★★
<ul style="list-style-type: none"> Improved competence of IIC teaching faculty in designing and facilitating online courses. 	<ul style="list-style-type: none"> Faculty members are assisted in the transition from classroom teaching to online instruction 	<ul style="list-style-type: none"> Faculty felt the online learning delivery of their own professional development enhanced their competency in this new field 	Good ★★★
<ul style="list-style-type: none"> Improved competence of IIC IT staff to provide technical support for online course delivery. 	<ul style="list-style-type: none"> Instructor training and assistance, including peer mentoring, continues through the progression of the online course Ongoing technical and pedagogical support Technical assistance for course development 	<ul style="list-style-type: none"> Faculty felt they had adequate support from both within IIC and the technology partner SDLearn during the set up and delivery of the online courses 	Good ★★★

Goal 2 IMPACT ON PARTICIPANTS

Evaluation of the impact on participants, their perceptions of eLearning and their instructional experience

Performance

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Experience of online education environment inspires further professional development 	<ul style="list-style-type: none"> Expected learning outcomes achieved Numbers of students enrolled in and completing courses Level of customer/student satisfaction with support provided by CIC staff 	<ul style="list-style-type: none"> Interview data indicated that students felt their education experience was enhanced by the online course as it allowed them to develop their individual academic skills which they saw as a benefit 98% of answers ranged from helpful to extremely helpful indicating students were satisfied with the level of support provided by the CIC staff. 	Very Good ★★☆☆
<ul style="list-style-type: none"> Improved confidence in new found skills and knowledge 	<ul style="list-style-type: none"> Expected attitudes Interest Motivation Participation 	<ul style="list-style-type: none"> Only 2% felt unsure whilst the majority felt confident and with a good allocation feeling Very Confident and 10% even feeling Extremely Confident / Certain 26% felt more skillful using internet to search and find information. The majority found learning Khmer Unicode and the LMS was easy to use indicating that they developed new skills used for online learning. 	Excellent ★★★★★
<ul style="list-style-type: none"> Improved perception of the value of eLearning courses 	<ul style="list-style-type: none"> Willingness to pay for future services 	<ul style="list-style-type: none"> In spite of their improved perception of the value of eLearning courses this did not translate into their willingness to pay. Most students felt that as online courses required more input from them as individual learners they would expect online courses to be cheaper than classroom based as they had to do more work independently. 	Moderate ★★
<ul style="list-style-type: none"> Improved perception of job opportunities in the provinces for graduates 	<ul style="list-style-type: none"> Program perception as beneficial to career development 	<ul style="list-style-type: none"> More than 85% of students felt the course has helped their job prospects. Of those who completed the course, 16% had got a new job since completing the course, and almost 40% had been promoted in their current position. With 44% of students who had not had any change in their employment status their confidence levels had increased and although they had not yet achieved career success they now felt more confident for their future once completing the course. 	Very Good ★★☆☆
<ul style="list-style-type: none"> Women's participation in online courses 	<ul style="list-style-type: none"> Experiences/perceptions of women in the course 	<ul style="list-style-type: none"> Women participated in the courses across all provinces and feedback was positive on their learning experience. 	Very Good ★★☆☆
	<ul style="list-style-type: none"> Completion ratios for Women 	<ul style="list-style-type: none"> 81% of women successfully completed the courses compared to 61% of men 	

Student Experience Social interaction and learning environment

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> The impact on participants, their perceptions of eLearning and their instructional experience 	<ul style="list-style-type: none"> Access to delivery systems, email, etc. 	<ul style="list-style-type: none"> Students had access to delivery systems via the CICs and were allocated 5 hours per week for internet access. They communicated with faculty in variety of ways, including e-mail, SMS and phone calls. Students were also able to phone and SMS faculty if required which is the norm for education system in Cambodia. 	Excellent ★★★★★
	<ul style="list-style-type: none"> Learner preparedness for independent study 	<ul style="list-style-type: none"> Evaluation data indicated that students felt their education experience was enhanced by the online course as it allowed them to develop their individual academic skills which they saw as a benefit as this is not the usual practice in Cambodia. 	Good ★★★
	<ul style="list-style-type: none"> Students receive information about program, technical and academic requirements, and student support services 	<ul style="list-style-type: none"> The LMS was used by all students to communicate with faculty, keep informed of the program and the various academic requirements. 	Very Good ★★★★
<ul style="list-style-type: none"> Improved confidence in new found skills 	<ul style="list-style-type: none"> Students are provided with hands-on training and information to aid them in securing material through electronic databases, news services, and other sources. 	<ul style="list-style-type: none"> There is limited material in Khmer so access to such materials was not possible given the level of online local language resources. However students were actively supported in searching for resources online 	Moderate ★★
<ul style="list-style-type: none"> Technically supported environment 	<ul style="list-style-type: none"> Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff. 	<ul style="list-style-type: none"> A comprehensive Orientation program at the beginning taught students Khmer Unicode the language they required to use the dedicated LMS. CIC staff provided support and students felt they had the required skills for this new online learning environment 	Excellent ★★★★★
<ul style="list-style-type: none"> Engaged in the online community 	<ul style="list-style-type: none"> Communication/interaction with faculty 	<ul style="list-style-type: none"> Students felt that although there was sometimes a 24hr delay in responses that faculty provided them with timely and informative support. They were also able to phone and SMS faculty if required. 	Very Good ★★★★
	<ul style="list-style-type: none"> Communication/interaction with peers 	<ul style="list-style-type: none"> The use of student-to-student email and the discussion forum was limited. This meant the online interaction with peers was limited online. Students did however engage in face-to-face study groups in the various CICs which they found added to their educational experience 	Online Poor ★ Real Time Very Good ★★★★★

Goal 3 IMPACT OF CICs AS eLEARNING CENTRES

Evaluation of the CICs role in providing education courses in the provinces

Programmatic

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Increased awareness of CICs as a venue for education and training in provinces 	<ul style="list-style-type: none"> Market reach 	<ul style="list-style-type: none"> The CICs managers felt that their role as an education provider had improved throughout the deliver of the IIC program. 	Good ★★★
<ul style="list-style-type: none"> Increased requests for IT training at CICs 	<ul style="list-style-type: none"> New service provision Financial viable 	<ul style="list-style-type: none"> Some CICs had more interest in their other training programs such as Kampong Som and Komponh Cham 	Very Good ★★★★
<ul style="list-style-type: none"> The student recruitment process for second intake is successful 	<ul style="list-style-type: none"> Numbers of students requesting places 	<ul style="list-style-type: none"> Centers had started the recruitment process earlier and had been keeping a list of those interested so when the final intake was open they already had a good pool of candidates 	Very Good ★★★★
<ul style="list-style-type: none"> Willingness to pay for similar courses in the future 	<ul style="list-style-type: none"> Fee structure 	<ul style="list-style-type: none"> Students consistently indicated that they would pay for future online courses if the internet access time was included in the fee and that the fee was lower than the comparable classroom based course available to them in town 	Moderate ★★

Capacity Development

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Increased confidence in IT staff's understanding of eLearning 	<ul style="list-style-type: none"> Facilitator Concerns Facilitator preparedness Professional development Ongoing technical and pedagogical support 	<ul style="list-style-type: none"> Orientation was helpful so staff could then support the students New system was hard at first but now confident Confident to deliver this new service to customers Had good access to technical support when required 	Very Good ★★★★
<ul style="list-style-type: none"> Increased ability of CIC staff to provide onsite student support 	<ul style="list-style-type: none"> Technological concerns Stability Maintenance Security Support 	<ul style="list-style-type: none"> Some technical issues with ISPs at the start of the course impacted as some students dropped out as connection was poor The need for reliable internet access is paramount to the success of the course and is a high priority for the CICs Security issues were managed well, most students forgot their password but this was easily fixed by calling IIC for support IIC staff were helpful with technical problems but CIC staff developed their confidence to solve most problems onsite 	Very Good ★★★★

Customer Development

Outcomes	Indicators/Benchmarks	Evidence	Rank
<ul style="list-style-type: none"> Increased use of the CICs by new users 	<ul style="list-style-type: none"> CIC usage level by participants 	<ul style="list-style-type: none"> Most CICs indicated that the usage increased during the period of the IIC courses 33% of students had never used the CIC before 	<p>Good ★★★</p>
<ul style="list-style-type: none"> Improved customer service attitude of CIC staff 	<ul style="list-style-type: none"> Level of customer/student satisfaction with support provided by CIC staff 	<ul style="list-style-type: none"> 98% of Answers ranged from helpful to extremely helpful indicating students were satisfied with the level of support provided by the CIC staff CIC staff's customer service perception increased and delivery improved with the need to provide orientation and support to students 	<p>Very Good ★★★★</p>
<ul style="list-style-type: none"> Increased use by existing CIC users of new services 	<ul style="list-style-type: none"> Willingness to pay for services 	<ul style="list-style-type: none"> 66% were prior users of the CICs before attending the course These students are now aware that the CIC is an access point for education indicating that they now may explore further study with IIC in the future 72% only accessed the LMS and the Online courses at the CIC whilst 18% connected via an internet café and 3% accessed it via their educational institution 54% paid for extra internet time which indicates that students are prepared to spend their own funds to be able to keep up with their studies. 	<p>Excellent ★★★★★</p>

Final Recommendations

In conclusion this report now presents recommendations for improvements to the current Provincial Business Education through the Community Information Centers (CICs) project and the future initiatives for eLearning in Cambodia. These suggestions are specific to the current stakeholders, IIC as the educational institution, the CICs as the delivery partner and SD Learn as the technology partner.

Student Support Program

Rationale

The creation of a student support program can improve the implementation of the e-learning program. By providing support and clear direction for both students and staff, the program should increase the satisfaction levels of all stakeholders and improve success rates. One aim is to streamline staff involvement with students directly to a more communal study environment based on group work and peer support

Benefits

- Relationship amongst group as a cohort like in classroom based courses
- Increased problem solving resources
- Team based learning emulates real world business experience
- Staff can provide specific support in a timely manner

Recommendations

1. CIC Based Study Groups

- Create study groups and schedule time for supported internet access in the CIC
- CIC support staff can be prepared and students received tailored assistance
- Students select a time and it is their individual responsibility to attend
- Study teams per subject per centre

2. IIC Online Study Groups

- The online discussion tools (chat and discussion forum) could be used more effectively. For example lecturers should establish time when they will be in the chat room for interaction with students.
- Answers from students and teachers can be recorded in the discussion forum and students can refer to them
- Promote this more actively amongst the students across locations within their subject group
- Teachers could encourage students to use discussion forum so a body of shared knowledge can be generated amongst the group

3. E-Learning Orientation

Face to Face Orientation

- Examples and exercises need to be flexible to allow more time for students to understand
- More practical input, for example show one task then practice

Online First Week

- Assessment of study skills online course – check students have read the material and have conducted all activities as required

First trimester

- Monitoring of students online usage/engagement with follow up emails from faculty to ensure students are engaged and comfortable with the online learning environment.

4. Faculty Support

- IIC faculty to visit each CIC at least twice per course – orientation and before midterm exam
- Faculty visit to each CIC before the midterm exam to discuss problems with students is timely and most helpful as they still have time to revise and learn before the final exam
- Students requested that IIC visits should be on Sunday so all online participants could attend the workshop. This would require both the CICs to be open and the IIC staff to work weekends. If this is planned in advance this can be accommodated

Managing Completion

Rationale

The issues students face when undertaking any course are also present when studying online. However the lack of face to face contact and independent learning requires a more disciplined commitment to completion which is a challenge for some students. A number of key issues contributed to students failing to complete the program and these have been translated into the following recommendations.

1. Study Skills

- Perhaps a longer orientation period to establish good study habits from the start of the course.
- Promote the benefits of online courses as a mobile learning experience. Students don't necessarily have to attend the CIC to study. If a student has to move provinces for work they can attend at another CIC
- Fully brief students about the expectations of the course and the criteria on prior knowledge of the subject material in order to ensure likelihood of successful completion

2. Mature/Full-time workers

- Acknowledgement that workers need to balance their paid commitments and also allocate time to their study.
- Consideration for mature age students or workers returning to study who enroll in the program as they require different support than students actively engaged in classroom based courses
- Some options could include:
 - Allow them more time to take the course. Complete the 45 hours in 16 weeks rather than 9 weeks.
 - Give them extensions for submission of assignments
 - Establish shorter courses specifically geared to working professionals

3. Assessment

- Flexible time frames for submission of assignments for those who request permission
- Clear understanding that students can resubmit assignments for remarking
- Flexible exam timetable to make sure that those students who want to finish the course but cannot attend the exam can sit a supplementary exam with agreement with faculty

4. Support

- Open communication between faculty and students is encouraged so students feel they can request additional support.
- Provide online support and advice on adapting to online study and have a discussion forum on the issue to follow up where students can post study tips and offer advice to each other

5. Identifying Students 'At Risk'

- Students who have not completed the first two assignment tasks to be contacted and check what the issue is.
- Support provided by way of academic advice or reassessment if the student identifies that they wish to complete the course but have faced some difficulties throughout the program.
- Make a contract with the student so they clearly know their commitments and are willing to progress to successful completion.

Marketing and Promotions

Rationale

As e-learning is new in Cambodia, IIC needs to raise awareness about the courses and method in the provinces. Until the IIC online courses profile is raised, it will be difficult to compete within the competitive education sector in the provinces as the face to face classroom based delivery is easily quantified and preferred by students. As such adequate resources need to be allocated to marketing and promotion activities to ensure maximum awareness is raised within the community which translates enrolments increase.

Exercise

The CIC Managers were all asked the following question and some of their responses are included below as recommendations: 'If you were to run another course what would you do to increase students and raise profile of CIC as e-learning centre?'

- Radio announcement
- Word of mouth to ex-students and CIC users
- Leaflets sent to schools and districts and public departments
- Posters in local cafés
- Hold an information session at the CIC showcasing the LMS
- Invite IIC to provide an online forum to raise awareness about the courses and method

1. Activities

- More marketing materials such as information leaflets to promote the courses provided in advance so as to maximize promotional opportunities.
- Conduct outreach marketing activities such as IIC staff attend at least two promotional events and visit targeted organizations to raise awareness of IIC and their online courses
- Hold a parent day where students bring in their parents and teach them how to use email and show them the course so they understand the benefits of elearning as they are the decision makers in regard to education spend.

2. Key Messages to feature in promotional activities

- Highlight the benefits of eLearning such as staying in the province whilst getting a Phnom Penh quality education.
- Acquiring new skills in IT as well as the subject material.
- These courses improving career prospects.

3. Public Relations

- As IIC produces a computer magazine there could be more promotion within this and other publications.
- Write articles and interviews with students about their experiences as this will inspire interest.
- Establish a partnership with Mobitel the provider of www.everyday.com.kh the most popular website and advertise or offer special rates for those with everyday.com.kh email addresses.

4. Promotional deals

Discount rate or a scholarship to attract students to enroll could include:

- bonus system of buy 10 hours get 2 free
- 1 person who can get 5 to pay gets it for free
- Students previously enrolled in a course are eligible for a partial scholarship, for example if 10 full scholarships are allocated then 20 partial scholarships could be provided for prior students who would have to pay the remaining 50%

Financial Considerations

Rationale

- The program needs to be financially viable for all stakeholders, both the education provider IIC and the access providers, the provincial CICs in order to achieve a sustainable e-learning program.
- A competitive education and internet access environment means that cost is a major deciding factor for students in the provinces when selecting online versus classroom based courses. In order to meet the financial needs of students a package of content and access is the best option.

1. IIC/CIC Partnership

- Develop a fair arrangement for both partners IIC and CIC so that all costs are covered and income generation opportunities are improved.
- Venue, internet, support staff—current contract is reviewed to make sure costs are realistic and based on market value
- Clear delineation of roles and responsibilities
- If IIC wishes to contract the CICs to undertake the marketing of the courses they need to pay for this service and provide adequate material to ensure a successful promotional program.

2. Fee Structure

- The average price students were willing to pay ranged from \$20 to \$30.
- Whatever the price for the course it needs to include the internet access. If this was the case then \$30 was the average fee suggested.
- Some provinces where there are no other education providers such as Pailin were prepared to pay more with \$50 suggested.
- Considerations of equity need to be evaluated if a differential pricing structure is to be applied.
- Taking into consideration the varying cost of internet access across provinces, there may need to be a subsidy for internet access to keep the fees within the students budget.

3. Special Offers

- 1 person who can get 5 to pay gets it for free
- New services for CIC /IIC graduates: job placement and register of skilled people

Access

Rationale

The CICs are now established and identified as a venue for education and training in the provinces. As this report indicates student preference is for supported access within the CICs as opposed to internet café unsupported access. This should be kept in mind by IIC when considering delivery in the future. Without the CICs the program would lose the benefits already gained from the course delivery thus far.

1. Access in CICs

- It is strongly recommended that the partnership between IIC and the CICs be cemented so that it is clear that the core access point for the IIC online courses is the provincial CIC.

2. Access in Internet Cafés

- If IIC wish to offer access through commercial internet cafés they need to ensure that Unicode is installed on the PCs which requires establishing a contract or agreement with selected independent internet access providers and communicating this clearly to students

Conclusion

The goal of this evaluation was to determine the extent and nature of the program's impact on the students, institutions involved in implementing the project, and broader education sector in Cambodia.

Online learning is a new method of education and this project is the first documented occurrence of distance learning in Cambodia. It is with this in mind that this report notes the significant achievements that this project has made in the development of provincial education for communities across Cambodia.

One of the most significant contributions of this project is the creation of the local Khmer language based learning management system. The work undertaken by SD Learn to develop this system is to be commended as it has moved Cambodia into the new realm of eLearning that until now was impossible given the technical limitations of local language systems.

This Khmer online system has the potential to be applied in many other training activities in both the formal and non formal sectors including vocational and industry training such as agriculture and health. Expansion of online learning is the true potential that this project brings and it is recommended that SD Learn offers this software packaged to government agencies, in particular the Ministries of Education, Health and Agriculture for their professional development programs.

Another key finding of this evaluation was the feedback from students that although they acknowledged that they had to study and read more with this form of course, and that they had a deeper understanding of the material due to their individual research, this did not translate into their willingness to pay a premium for the online courses.

Access provided by the CICs saw the Centers develop as supported learning environments as opposed to the regular internet café that did not have Unicode or support staff trained in the online learning system. Since the resources have been established within the CICs it is strongly recommended that future programs use the CIC network as the access point for the online distance education programs.

In terms of evaluating the project as a whole the combination of software development by SD Learn, the new pedagogical skills IIC learnt for course adaptation and the enhanced CIC student support and training is to be considered a success. The partnership of these various entities has brought about a significant achievement within the Cambodian education sector. If however this success is to be continued a number of issues still need to be addressed such as high internet costs for provincial access. Until there is a universal access policy implemented by the government then internet subsidies from donor funds will be most likely required in order to provide such online learning programs.

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Appendix 1

Implementation Plan & Timeline

Below is a draft implementation plan and timeline. Exact dates will be confirmed with the Foundation in line with other programs and requirements.

Activities	Location	Duration
Preliminary Interviews with the Asia Foundation	Phnom Penh	2 days
Desk Research	Phnom Penh	ongoing
Field mission	Kampong Cham	1 day
Interviews with IIC staff	Phnom Penh	1 day
Review of preliminary field missions and interviews to develop survey	Phnom Penh	1 day
Survey and Database set up	Phnom Penh	4 days
Field missions	Pailin Banteay Meanchey Pursat	4 days
Field mission	Kampong Som	1 day
Conduct Phone Surveys	Phnom Penh	5 days
Survey data analysis	Phnom Penh	2 days
Write report	Phnom Penh	5 days

Appendix 2

Evaluation Log Frame Matrix

Evaluation: Provincial Business Education through the Community Information Centers (CICs) project

Overall Objective: To expand and improve the pool of trained job candidates in the provinces, by providing accredited business education courses for students, teachers and the broader community in the provinces outside of Phnom Penh.

Goal	Outcomes	Indicators/Benchmarks	Data/Collection Methods
<p>IMPACT OF eLEARNING METHOD</p> <p>Evaluation of eLearning as a method of online supported distance education in provincial Cambodia</p>	<p>Faculty Development</p> <ul style="list-style-type: none"> • IIC's increased institutional understanding and acceptance of eLearning as an educational option. • Improved competence of IIC teaching faculty in designing and facilitating online courses. • Improved competence of IIC IT staff to provide technical support for online course delivery. • Increased awareness of eLearning as an appropriate method of online supported distance education in provincial Cambodia by the broader education community including the Ministry of Education <p>Teaching/Learning Expected learning outcomes are achieved</p> <ul style="list-style-type: none"> • Skills • Knowledge • Process 	<p>Faculty Concerns</p> <ul style="list-style-type: none"> • Faculty preparedness • Involvement in curriculum development • Involvement in course development • Professional development needs • Stakeholder impressions of the advantages/disadvantages of this approach. • Technical and other constraints faced by IIC faculty in delivering eLearning courses. <p>Faculty Support</p> <ul style="list-style-type: none"> • Orientation program is adequate • Technical assistance for course development • Faculty members are assisted in the transition from classroom teaching to online instruction • Instructor training and assistance, including peer mentoring, continues through the progression of the online course. • Ongoing technical and pedagogical support <p>Teaching/Learning</p> <ul style="list-style-type: none"> • Assessment items specific to course objectives • Comparison of student performance against intended learning outcomes • Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail. • Feedback to student assignments and questions is constructive and provided in a timely manner. • Students are instructed in the proper methods of effective research, including assessment of the validity of resources. 	<ul style="list-style-type: none"> • Review of project documents, course plan, eLearning platform, reports and other relevant documentation • Program Inputs <ul style="list-style-type: none"> - Course design - Number of participants - Resources <p>TAF monitoring reports of online interactions between IIC, CICs and students via</p> <ul style="list-style-type: none"> - Email communication - Discussion forum <ul style="list-style-type: none"> • Numbers of students enrolled in and completing courses including reasons for non-completion. • Interview TAF Education Officer • Interviews of IIC staff • Email interview of SD Learn education technology partner • Interviews with the broader education community including the Ministry of Education

Goal	Outcomes	Indicators/Benchmarks	Data/Collection Methods
<p>IMPACT ON PARTICIPANTS</p> <p>Evaluation of the impact on participants, their perceptions of eLearning and their instructional experience</p>	<ul style="list-style-type: none"> • Improved confidence in new found skills and knowledge • Improved perception of job opportunities in the provinces for graduates • Women’s participation in online courses • Improved perception of the value of eLearning courses • Experience of online education environment inspires further professional development 	<p>Performance</p> <ul style="list-style-type: none"> - Expected learning outcomes - Numbers of students enrolled in and completing courses including reasons for non-completion. - Level of customer/student satisfaction with support provided by CIC staff - Willingness to pay for future services <p>Attitude/Perception</p> <p>Expected attitudes</p> <ul style="list-style-type: none"> - Interest - Motivation - Participation <p>Unexpected attitudes</p> <p>Program perception</p> <p>Social interaction concerns</p> <p>Experiences/perceptions of women in the course</p> <p>Student Experience</p> <ul style="list-style-type: none"> - Access to delivery systems, email, etc. - Learner preparedness for independent study - Students receive information about program, technical and academic requirements, and student support services. - Students are provided with hands-on training and information to aid them in securing material through electronic databases, news services, and other sources. - Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff. - Communication/interaction with faculty - Communication/interaction with peers 	<ul style="list-style-type: none"> • Comparison of student performance against intended learning outcomes • Numbers of students enrolled in and completing courses including reasons for non-completion. • Data analysis by gender • TAF monitoring reports of online interactions between IIC, CICs and students via <ul style="list-style-type: none"> - Email communication - Discussion forum • Email/phone interview of SD Learn education technology partner • Face-to-face interviews of CIC staff • Face-to-face interviews of students • Phone survey of students

Goal	Outcomes	Indicators/Benchmarks	Data/Collection Methods
<p>IMPACT OF CICs AS eLEARNING CENTRES</p> <p>Evaluation of the CICs role in providing education courses in the provinces</p>	<p>Programmatic</p> <ul style="list-style-type: none"> • Increased awareness of CICs as a venue for education and training in provinces • Increased requests for IT training at CICs • The student recruitment process for second intake is successful • Willingness to pay for similar courses in the future <p>Capacity Development</p> <ul style="list-style-type: none"> • Increased ability of CIC staff to provide onsite student support • Increased confidence in IT staff's understanding of eLearning <p>Customer Development</p> <ul style="list-style-type: none"> • Increased use of the CICs by new users • Improved customer service attitude of CIC staff 	<p>Programmatic</p> <ul style="list-style-type: none"> - Market reach - Organizational change - New service provision - Financial viable <p>Facilitator Concerns</p> <ul style="list-style-type: none"> - Facilitator preparedness - Professional development - Ongoing technical and pedagogical support <p>Technological concerns</p> <ul style="list-style-type: none"> - Stability - Maintenance - Security - Support <p>Customer Concerns</p> <ul style="list-style-type: none"> - Level of customer/student satisfaction with support provided by CIC staff - CIC usage level by participants - Willingness to pay for future services 	<ul style="list-style-type: none"> • Interviews of CIC staff • Site visits to CICs • Appraisal of other education providers in each province • Review of marketing material for recruitment • CIC user statistics

These indicators/benchmarks are adapted from:
 'Measuring Success – Evaluation Strategies for Distance Learning' in *Educause Quarterly No 1, 2002* by Barbara Lockee, Mike Moore and John Burton
 'Quality on the Line. Benchmarks for Success in Internet-Based Distance Education' Prepared By: The Institute for Higher Education Policy, April 2002

Appendix 3

Survey Instrument for Quantitative Phone Interviews

	Question
Q1b	Are you studying anywhere else? No
Q1b	<i>If yes where?</i>
Q2a	How did you find out about the course?
Q2b	<i>Free text answer...</i>
Q3a	Had you used the CIC before? No
Q3b	<i>If No Why</i>
Q3c	<i>If Yes Why</i>
Q4a	Did you complete the course? Yes
Q4b	<i>No</i>
Q4c	<i>Why?</i>
Q5a	How did you find studying online compared to face to face?
Q5b	<i>How was it different?</i>
Q5c	<i>Free text answer...</i>
Q5d	<i>Advantages: Free text answer...</i>
Q6a	Did you have a study group? No
Q6b	Yes Made a group with friends
Q6c	Yes the CIC organized a group
	Yes Sometimes
Q7a	How was communication with teachers at IIC?
Q7b	<i>Free text answer...</i>
Q8a	How did you use the materials-online and textbook? Print?
Q8b	<i>Options: Downloaded and printed summaries to read at home</i>
	<i>Prefer online are summaries as easier to understand</i>
	<i>Textbook is more detailed so more useful</i>
	<i>Used both-online summary and textbook more detail</i>
Q9a	How did you find the LMS-was it easy to use?
Q9b	<i>Free text answer...</i>
Q10a	How did you find using Khmer UNICODE?
Q10b	<i>Free text answer...</i>
Q10c	<i>Free text answer...</i>
Q11a	Did you use the Discussion Forum facilities?
Q11b	<i>Free text answer...</i>
Q12a	How was the CIC Staff support?
Q12b	<i>Options: helpful > very helpful > extremely helpful</i>
Q13a	How often did you come to the CIC?
	<i>2-3 times a week</i>
	<i>3-4 times a week</i>
	<i>4-5 times a week</i>
	<i>Everyday</i>

	<i>Once a week</i>
Q14a	Did you need more internet time? Did you pay for it?
Q14b	<i>If yes, how much?</i>
Q15a	Did you access the LMS at any other location-home, internet shop?
Q15b	<i>If yes, where...</i>
Q15c	<i>If yes, where...</i>
Q16a	Do you feel more confident to learn online now?
Q16b	Confident > Very Confident > Extremely Confident/ Certain
Q17a	Did you learn new skills apart from the subject material?
Q17b	<i>If yes what...</i>
Q17c	<i>If yes what...</i>
Q18a	What other Khmer language websites do you use?
Q18b	<i>Please list...</i>
Q18c	<i>Please list...</i>
Q19a	Would you be interested in doing more online subjects in the future?
Q19b	<i>If Yes: Which subjects?</i>
Q19c	<i>If No: why?</i>
Q20a	How much would you be prepared to pay?
Q20b	<i>Less than \$10/course</i>
	<i>\$10-20/course</i>
	<i>\$20-29/course</i>
	<i>\$30-39/course</i>
	<i>\$40-49/\$50-60/course less than</i>
Q21a	Do you feel this course has helped your Job prospects? No/Yes select option below:
Q21b	<i>Got a new job since completing the course</i>
	<i>Been promoted in their current position</i>
	<i>Not had any change in their employment status however their confidence levels had increased</i>

Appendix 4

Field Mission Interview Schedule and Sample Data

Date	Location	Name	F/M	Course	Category	Status
20/7/05	Kampong Cham	Buorn Thuonthida	F		Student	Complete
		Kao Molika	M		Student	Complete
		Phon Tony	M	Marketing	CIC Support Officer	
25/07/05	Banteay Meanchey	Prum Vannareth	F	n/a	K C Mgr	
		Huot Reaksa	M	Marketing	Student	
		Thi Mouy Hong	F	Accounting	Student	
26/7/05	Pailin	San Sophat	M	Microeconomics	CIC Support Staff	Incomplete
		Bun Sothea	M		CIC Manager	
			M		CIC Manager	
27/07/05	Pursat		M		CIC Support staff	
		Ros Chanlakana	M	Accounting and Economics	Student	Complete
		Roeun Rany	F	Accounting		Incomplete
29/07/05	Kampong Som	Khove Hour	M	Marketing	Student	Complete
		Khovea Hong	M	Marketing	Student	Complete
		Voeun Vann Chhiv	M		CIC Support staff	
29/07/05	Kampong Som	Him Chandarith	M	Microeconomics	CIC Manager	Complete
		Vong Soseyleak	F	Accounting	Student	
		Som SoBunthoeun	M	Marketing	Student	
		Ly Sokha	M		CIC Manager	
		Sok Menhai	M	Accounting	CIC Support staff	