

Toolkit

SUCCESS STORY

Of the Textbook Monitoring Project in Cambodia Using Social Accountability Tools



Khmer Institute for National Development (KIND) in partnership with Affiliated Network for Social Accountability-East Asia and the Pacific (ANSA-EAP)

Contact Office

KIND and ANSA-ESP Cambodia

458J, St. 24BT, Beung Tompon, Meanchey, Phnom Penh, Cambodia

Tel : (+855) 81 44 56 42 / (+855) 17 55 91 22

Email : kindcambodia@gmail.com/info@kindcambodia.org

Website : www.kindcambodia.org

ABOUT KIND

Founded and officially registered at the Ministry of Interior on September 19, 2003, KIND is a Non-Government Organization with role of neutrality and not for profit. KIND aims to engage young Cambodians to economy, social participation in order they are able to generate income, study, debate, share concern and monitor the public development programs in health, education, other public services and natural resource management.

KIND works to promote democracy, anti-corruption, good governance, and involving citizens, especially the youth to monitor the public services through capacity building and networking. KIND strongly believes in strengthening the democracy and quality of public services through partnership with government entities and civil society organizations. KIND also enhances peace building, youth capacity in leadership, and working on demanding transparency and accountability in public service delivery, especially the problems affecting youth interest. KIND plays a role in building a bridge between the supply and demand sides to create a constructive dialogue that will benefit the most vulnerable citizens.

Vision: A Non-Profit organization with a role of neutrality that envisions a Cambodia where people are capable of developing themselves, their families, and society with creative initiatives and active participation.

Mission: Work with young Cambodian people, especially those who are marginalized, excluded, and vulnerable, so that they are able to integrate themselves into social participation and decision making in the areas of economy, rights, and governance.

Our Goal: Aims to engage young Cambodians in the economy, social participation so they are able to generate income, study, and debate, share concerns, and monitor the public development programs in health, education, and natural resource management.

CORE VALUES: KIND strongly believes in

- A respective atmosphere for all human rights and freedom of expression amongst citizens.
- Gender balance in development in all programs
- Commitment to give dignified lives and capacity to the younger Cambodian generation
- Peace building and cooperative culture in everyday lives at work and home
- Open cooperation with both Government agencies civil society organizations and communities of international and national levels.

Address: # 458J, St. 24BT, Sangkat Boeung Tompon, Khan Meanchey, Phnom Penh, Cambodia
Tel: 081 445 642 **E-mail:** kindcambodia@gmail.com, **Website:** www.kindcambodia.org

Facebook: Kind Cambodia

Table of Contents

Introduction	3
List of Abbreviations	4
Acknowledgement	4
Social Accountability	5
Social Accountability in the Cambodian Context	5
Risks and Benefits of Social Accountability	5
Social Accountability in Practice	6
Social Accountability and Textbook Monitoring	7
Public Expenditure Tracking Survey (PETS)	7
A Citizen Report Card (CRC).....	9
Social Audit (SA).....	10
Contextualizing the Methodology	12
References	13
Appendix 1	14

Introduction

The Khmer Institute for National Development (KIND), founded in 2003, aims to promote good governance in state institutions and defend violations against the poor, marginalized, excluded, and/or vulnerable people. To achieve this, KIND works to advocate and integrate these groups into social participation.

The Affiliate Network for Social Accountability-East Asia and the Pacific (ANSA-EAP), founded in 2008, aims to promote citizen monitoring of government performance and protection of rights and welfare of communities. This involves monitoring of the quality of public service delivery and transparency of public transaction. ANSA-EAP achieves this through the use of programs of networking, research and knowledge management, capacity building, information awareness, and resource mobilization.

To promote the improvement of the quality of education, KIND collaborated with ANSA-EAP, to form a joint project titled Feedback for Improving the Quality of Education (FIQE), a textbooks monitoring initiative. During this two and a half year project, KIND and ANSA-EAP used three social accountability tools of Public Expenditure Tracking Survey (PETS), Citizen Report Card (CRC) and Social Audit (SA) to find and debate on textbooks issues for feedback and recommendation to improve this specific service. Some of the issues addressed include: the distribution of state textbooks in markets at inflated prices, the poor quality of textbooks, poorly regulated textbook distribution and textbook shortage. Each tool identified these issues differently. The PETS explored the causes leading to textbook leakage at the high school level by tracking the flow of textbook delivery from PDH to upper secondary schools. The CRC measured the level of consumer satisfaction and the Social Audit provided a forum whereby the citizenry could directly ask the MoEYS about textbook related issues. In addition to these Social Accountability tools, Media played an important role in disseminating the project finding and allow the youth and stakeholders to debate and voice out the concern for improving the education quality. The Social Mirror “We Demand” is an hour weekly radio talk-show broadcasts in every Monday at Radio Voice of Democracy (VOD/CCIM). It aims at providing the opportunities to youth and stakeholders to raise up the problems and needs of the quality of Education in communities to government. It also disseminates the project findings and promote the implementation of education polices and activities plan in trasparency, accountability and getting better education quality in Cambodia for regional needs. The ANSA-EAP provided resources through their network fellow and network associate that joined as lead project coordinators in facilitating and supporting KIND staff in conducting PETS, CRC, and Social Audit tools.

The objectives of FIQE were to:

- Review the existing law, policy, and development plan of MoEYS related to the Education Sector Support Program
- Conduct research on how the national budget transact for textbook publication at the national level through PETS
- Study the result of textbook distribution by the MoEYS in the city and three provinces through CRC and Social Audit
- Advocate for improving education through public problem solving session, stakeholders building, and media use

With the relevant experiences of public service monitoring, KIND and ANSA-EAP moved forward for implementing the project under a “learning by doing” methodology; ultimately building internal capability within the KIND staff. Technical expertise was provided by the donor and the regional team provided by ANSA-EAP. Financial support was provided by USAID Indonesia, Building Bridges for Better Spending in South East Asia Program through Results for Development Institute Inc (R4D).

The purpose of this tool-kit is to present the methodology, findings, recommendations and share story obtained by KIND and ANSA-EAP through using Social Accountability Tools in relation to textbook monitoring; specifically the flow of delivery, distribution and quality of textbooks to upper secondary schools in Cambodia.

This tool-kit also explores the benefits, risks and importance of social accountability and the use of social accountability tools within the Cambodian context. The report ends with an outline of the tangible results of the project as well as future recommendations for social accountability research in Cambodia. It is intended that this is read in conjunction with the PETS, CRC and Social Audit Reports on the textbook monitoring project.

List of Abbreviations

- ANSA-EAP : Affiliated Network for Social Accountability — East Asia Pacific
- CRC :Citizen Report Card
- CISA :Coalition for Integrity and Social Accountability
- CICA :Cambodia's Independent Civil Servants Association
- DCD :Department of Curriculum Development
- DOE :District Office of Education
- DFGG :Demand For Good Governance
- ESP :Education Strategic Plan
- FGD :Focus Group Discussion
- GRLC :Governance Resource Learning Center (GRLC)
- KIND :Khmer Institute for National Development
- KYA :Khmer Youth Association
- MoEYS :Ministry of Education, Youth, and Sport
- NEP :NGO Education Partnership
- PDE :Provincial Departments of Education
- PDP Center ;People Center for Development and Peace
- PDH ;Publishing and Distribution House
- TSWG ;Core Textbook Supply Sub-Technical Working Group

Acknowledgement

KIND and ANSA-EAP Foundation Inc. would like to thank Mr. SAN Chey, the representative of ANSA-EAP in Cambodia who leads all activities of the Social Audit and the project team, including foreign interns, in contributing to this report. The recommendations were made with the critical input of stakeholders from civil society, government institutions, and development partners.

Hopefully, all report findings will be used for improving the quality of textbook governance. KIND and ANSA-EAP is grateful for financing by USAID/Building Bridge For Better Spending In Southeast Asia and technical support from R4D, PI, BIGS, and peer review NGO partners of AER, ASoG, API, NEP, and AFAP for commenting on the value of this report.

KIND and ANSA-EAP would like to thank the Department of Curriculum Development (DCD) of the Ministry of Education, Youth, and Sport for its cooperation throughout PETS, CRC and Social Audit.

The KIND and ANSA-EAP staff would also like to thank the Radio Voice of Democracy (VOD/CCIM) for its cooperation and contribution. This included providing additional airtime and staff, which ran the Social Mirror program smoothly, allowing the programs popularity to increase. Our thanks are also extended to national and international media whose coverage of the activities and results throughout the duration of the project, in particular the government response, was instrumental to the project's success.

About USAID: The U.S. Agency for International Development (USAID) is an independent federal agency that provides economic, development, and humanitarian assistance around the world in support of the foreign policy goals of the United States. Since 1961 USAID has been the principal U.S. agency to extend assistance to countries recovering from disaster, trying to escape poverty, and engaging in democratic reforms.

Disclaimer: The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Social Accountability

ANSA-EAP defines Social Accountability as actions and mechanisms initiated by citizen groups to hold public officials, politicians, and service providers to account for their conduct and performance in terms of delivering services, improving people’s welfare and protecting people’s rights.¹

There is a growing belief that civic engagement is key to hold governments more accountable for their services, behaviors and actions; overall reducing corruption and driving democratic practices. One of the ways in which to achieve this is through actively encouraging, empowering and engaging the people in holding governments responsible and accountable for the services they are meant to provide. This can be done through using specific research methods, tools and creating platforms for civic engagement

Social Accountability in the Cambodian Context

Social accountability is a relatively new concept in Cambodia; a country where there has been minimal transparency and accountability in relation to the actions, services and behaviors of the government towards civilians.

In developing countries in particular, where records are hard to find, corruption is high, transparency poor and where the people feel disempowered; social accountability is a powerful approach in reducing poverty and in creating sustainable development.

Like many developing countries Cambodia has not historically had a strong tradition of civic engagement; the concept of civic engagement with the government is both new and possibly anxiety producing in much of the civilian population.

Roles and Responsibilities in Social Accountability

Who	What	Responsibilities
Civil Society	NGO’s, Development Partners	<ul style="list-style-type: none"> • Obtain and analyze information • Give a voice to the people • Elicit a response from the government
The Public	All people, citizens of Cambodia	<ul style="list-style-type: none"> • Awareness and exercise of their rights • Willingness to act on those rights • Willingness to actively seek out accountability from the public service /government
Government/ Public Service	Public Service providers Government departments Ministers and Officials	<ul style="list-style-type: none"> • Willingness to be held accountable for services delivery • Willingness to respond to the needs of the public • Willingness to be transparent • Willingness to work with

The Royal Government of Cambodia (RGC) has made significant strides to fight against corruption, promote good governance and improve public service delivery; primarily through actively initiating national decentralization in order to develop democratic, participatory, accountable and effective institutions of government. However, neutral third-parties, such as NGO’s and development partners will continue play a significant role in providing the social groundwork in empowering the public in driving accountability of public service providers and reducing corruption.

Risks and Benefits of Social Accountability

¹ A Manual for Trainers on Social Accountability, ANSA-EAP, 2010

With the Social Accountability initiative; the risks and benefits need to be considered within the context of the government, environment and culture where the initiative is being driven. These are particularly important when considering an approach, analyzing results and developing recommendations.

Risks to consider are the stability of the government and the possibility of conflict, a lack of true buy-in by the government (political will), focusing on the wrong target population (excluding minorities and focusing on the elite) which will capture inaccurate results and raising impossible or unrealistic expectations amongst the citizens.

While the benefits to social accountability are considerable; the risks must be analyzed and measures put in place to ensure the right target audience is captured, that the parties involved are themselves free of corruption and bias, and that the approach used is constructive and solution driven.

Social Accountability in Practice

While there are a number of social research tools available which promote social accountability, three tools were chosen to specifically address the Textbook monitoring project by KIND and ANSA-EAP. These three tools were the Public Expenditure Tracking Survey (PETS) and CRC (Citizen Report Card); both of which were used to create civic engagement and foster discussion using a Social Audit.

Diagram of Social Accountability Framework used in the Textbook Monitoring Project, KIND and ANSA-EAP



Social Accountability and Textbook Monitoring

By 2030 the Royal Government of Cambodia (RCG) aims to transition the country from a lower-middle income economy to an upper-middle income economy; and to a developed country by 2050. The success of this partially relies on the Cambodian people being able to have access to quality education.

In Cambodia, education is funded through two main sources; government funds and development partners. The Enhancing Education quality Project (EEQP) is a project with funding provided through a grand provided by the Asian Development Bank (ADB). The project has three main target areas:

1. Education system management and development;
2. Teacher professional development; and
3. Strengthening upper-secondary education

An important tool for improving secondary education is through the appropriate use and distribution of textbooks. The Cambodian Ministry of Education, Youth and Sports (MoEYS) is the agency in charge of the EEQP, and carries out these responsibilities under the auspices of its Department of Curriculum Development Department (DCD). The DCD is responsible for the quality and distribution of textbooks.

The Education Strategic Plan (ESP) 2009-2013, developed by the MoEYS developed an Education Books Policy and Guild lines for the development of Textbook Prescriptions. One of the mandates identified include 2 new textbook ratios: 1 textbook to 2 students in grades 10-12 in urban areas and 1 textbook to 1 student in grades 10-12 in remote areas. Subsequently the RGC has been allocating a significant amount of the national budget towards textbooks in public schools. In 2012, the DCD planned to distribute 157,595 students' textbooks for upper secondary schools to the areas of Phnom Penh, Kampong Cham, Kampong Speu and Kampot.

To measure the effectiveness in textbook management, MoEYS and the DCD developed a textbook mechanism in 2012 to ensure the transparency in procurement and distribution of textbooks to students. The Publishing and Distribution House (PDH) is the single semi-autonomous state institution that provides the publishing and delivery service of textbooks.

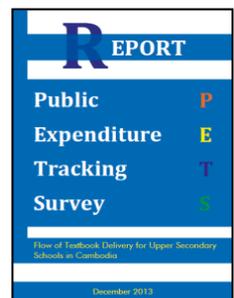
The textbook monitoring project looked to establish the success of textbook distribution across secondary schools in Cambodia. The methodology used investigated the distribution and trail of public funds (PETS), citizen satisfaction with the service (CRC) and presenting the findings to a social forum to eng age civic and government communication and transparency (Social Audit).

Each of these processes are further explained below with the methodology, results and recommendations.

PETS Public Expenditure Tracking Survey

The PETS is a social accountability tool used for the tracking the flow of public resources from the highest levels of government through to the front line service provider. While the implementation of using a tool like PETS can be challenging in the Cambodian environment; the results are tangible and supports the accountability of officials towards the community while promoting transparency and the overall reduction of corruption.

KIND and ANSA-EAP used the PETS to track the funds allocated towards the textbook program by evaluating the performance of the Department of Curriculum Development (DCD). DCD is responsible for monitoring the distribution from the Publishing and Distribution House (PDH) directly to the schools

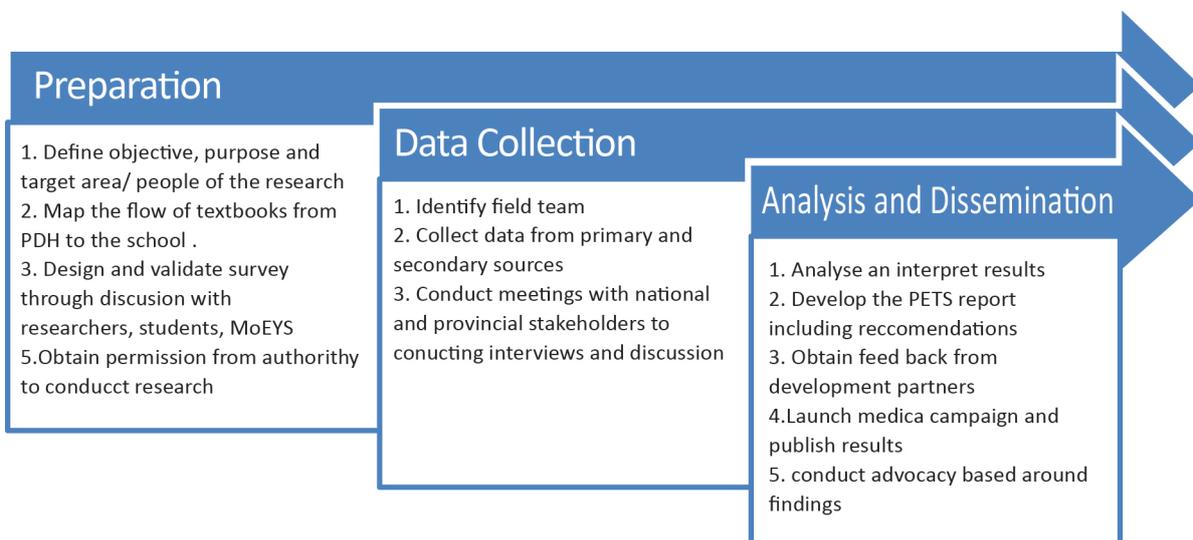


Methodology

In order to track the flow of funds a number of research methods were employed by KIND and ANSA-EAP using the PETs methodology. A series of qualitative and quantitative interviews were conducted targeting various stakeholders. These included representatives from the DCD, PDH and the government in relation to the funds allocation and planning of the textbook program, as well as school principals, councillors and teachers in relation to the flow of textbooks from PDH to the schools themselves. A total of 33 high schools from Phnom Penh, Kampong Cham, Kampong Speu and Kampot were selected to participate in the research.

The information obtained from both the qualitative and quantitative surveys were supplemented through secondary resources, such as documents and official reports. Finally, the results were analysed and interpreted with recommendations on improvement; following this a substantial media campaign involving print, social and audio media was launched.

Overview of the PETS process conducted by KIND and ANSA-EAP



Below outlines the results and recommendations obtained through the PETS research:

Results	Recommendations
<ul style="list-style-type: none"> • Delivery made through DOE required payment by the school representative (S) • No clarification on the timing or quantity of textbooks being delivered • Lack of accountability and verification of deliveries • Sale of textbooks in markets of surveyed districts • Lack of engagement and involvement of community 	<ul style="list-style-type: none"> • Quicker approval and improvement of Ministry of Education budget by Ministry of Economy and Finance • Ministry of Education should investigate and predict any future problems in relation to textbook distribution and publication • Ministry of Education should establish greater policies and stricter controls around contractual obligations with vendors • Minimum of two upper secondary school representative should document the arrival of textbook deliveries • A Hotline should be set up and published on the textbooks so any irregularities can be reported and tracked • The student to textbook ratio should be revised to be

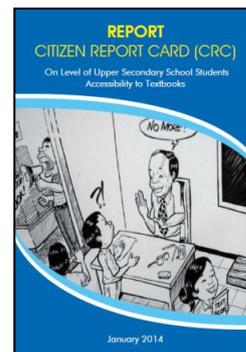
	<p>1/1 in all subjects and all locations</p> <ul style="list-style-type: none"> • The DCD should take a more active role in auditing the arrival of textbooks across Cambodia • There should be stricter enforcement of the copyright law
--	---

Source: Public Expenditure Tracking Survey (PETS) report, KIND and ANSA-EAP 2013

CRC Citizen Report Card

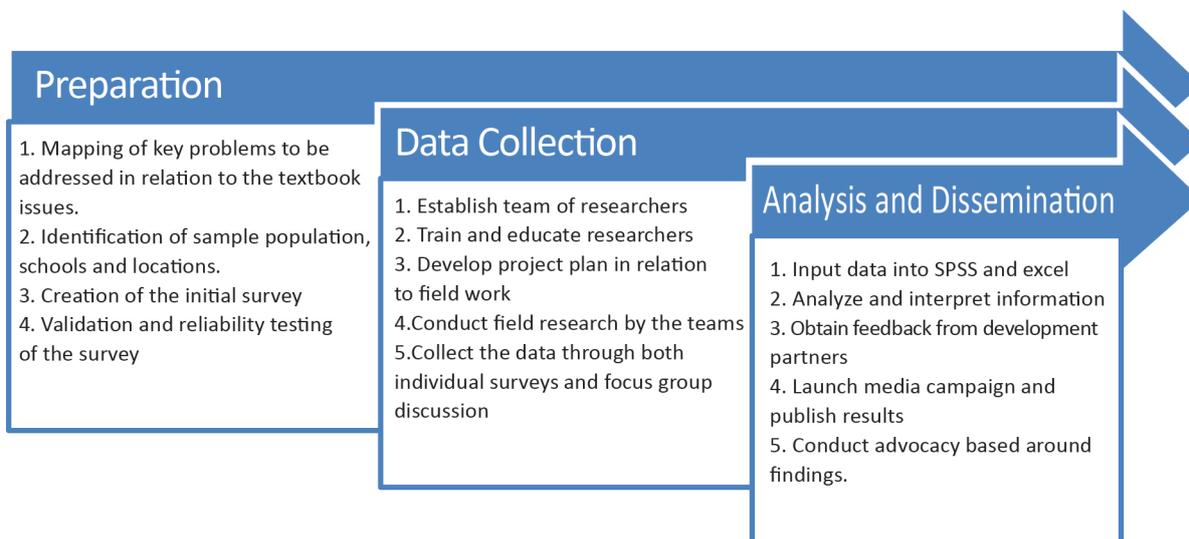
The Citizen Report Card (CRC) is designed to provide public agencies with information from users of public services so they are able to identify strengths and weaknesses in their services. The purpose of the CRC used by KIND and ANSA-EAP was to specifically investigate the effectiveness of the distribution of textbooks from the school to the student.

The CRC was conducted using both qualitative and quantitative surveys in the field. The surveys investigated four specific areas of textbook distribution: Timing of arrival, Availability and Accessibility, Quality, Cost. In the study, 489 randomly selected students were interviewed from 33 upper secondary schools in 15 districts across the City of Phnom Penh and the provinces of Kampong Cham, Kampong Speu, and Kampot.



Methodology

The methodology of the CRC used by KIND and ANSA-EAP involved a number of steps outlined below:



There were a number of activities that were conducted which ensured the success of the PETS. These included a thorough validation of the questions being asked of participants, as well as ensuring an accurate sampling and obtaining useful demographic information. Providing training and education to KIND and ANSA-EAP staff in being able to conduct field research was also imperative to the success of the results of the CRC. Data was collected using both group interview methods where participants filled in the survey, and individual face to face methods where individuals were asked questions directly by the researchers. The analysis of the data was done using the statistical package SPSS and converted into excel.

Below are the results and subsequent recommendations from the CRC:

Results	Recommendations
<ul style="list-style-type: none"> • Poorly regulated distribution and no clear definitions around the distribution from school to student • 61% of students did not receive textbook in time • There are not enough textbooks available to students in each school (Some students reported they share books with 1,2,3 or more other students) • Textbooks distributed through the state can be found in markets across Cambodia, often at highly inflated prices • Textbooks are of poor quality, with many mistakes • 22.66% of students were required to pay a fee to borrow a book from the school 	<ul style="list-style-type: none"> • Implement a monitoring mechanism for textbook distribution • Investigate underground textbook rental fees • Implement a program disseminating information about the Education Strategic Plan to students; informing students of their rights • Consider an open bidding process for textbook contracts to create competition; leading to improved quality of textbooks • Improve management of textbooks belonging to the state to ensure they are not leaked to the black market

Source: Citizen Report Card (CRC) report, KIND and ANSA-EAP, 2014

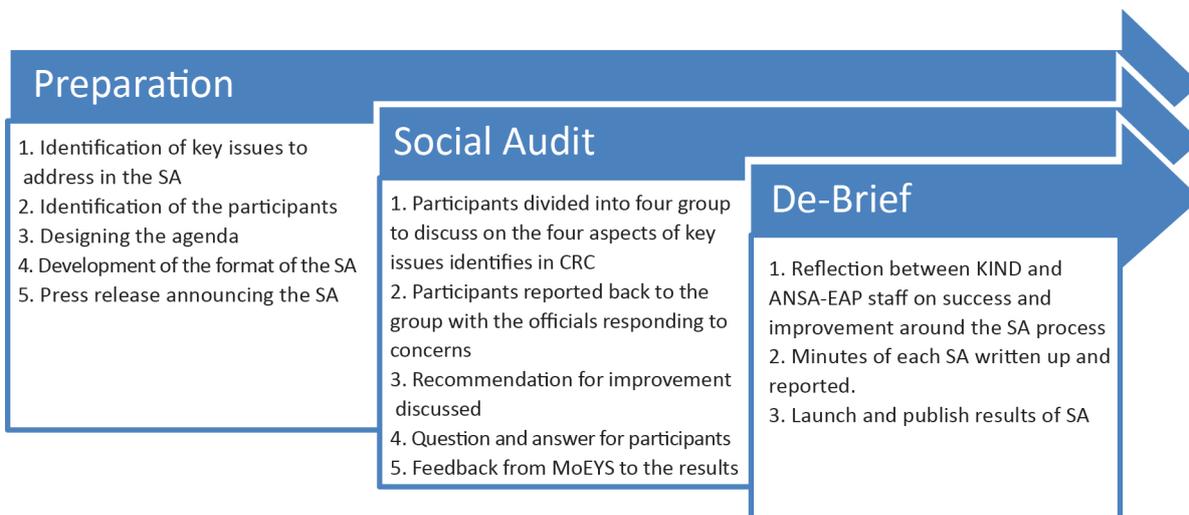
SA Social Audit

The Social Audit was designed to increase the dialogue between the service providers in the education sector, upper secondary school students, and stakeholders in the city and provinces on the students' need and textbooks. The dialogue relied on the information gathered through the use of the PETs and the CRC and covered four issues regarding textbooks; the time to receive textbooks from the school, accessibility and availability of textbooks to students, textbook quality and cost to borrow textbooks from school and buy from the market.

During May-June, 2014, four Social Audits were conducted in the capital city of Phnom Penh and provinces of Kampong Cham, Kampong Speu and Kampot in relation to textbook monitoring. There were a total of 213 participants, including officers from the MoEYS, City/Provincial Department of Education and District Office of Education, upper secondary school teachers and students, parents and stakeholders.

Methodology

The Social audit methodology employed by KIND and ANSA-EAP followed a three step process and took into consideration the contextual and cultural factors found within Cambodia.



The success of the Social Audit relied heavily on the ability to mitigate any concerns and fears of the participants in raising their opinions. This was managed through some of the work with KIND and ANSA-EAP directly with participants. Additional challenges were in obtaining official approval from the government in conducting the forums, and ensuring that officials and schools were willing to participate and solving problem. Through the involvement of KIND and ANSA-EAP, these challenges were overcome by providing supportive and direct engagement between CSOs and Government.

The subsequent results and recommendations obtained from conducting the four Social Audits are found below:

Results	Recommendations
<ul style="list-style-type: none"> • Similar findings as per the CRC and the PETs in relation to timing and distribution of textbooks • Libraries were generally inaccessible much beyond one or two days per week with a lack of resources available to students • The textbooks were inaccurate, poorly written and often had mistakes across multiple subjects • The outline of the curriculum did not follow the structure of the textbooks • Students were often required to pay for textbooks, or pay a lending fee to the library 	<ul style="list-style-type: none"> • The MoEYS should strengthen the textbook quality monitoring system to ensure relevant stakeholders are consulted to improve the quality of textbooks prior to printing • The MoEYS should strengthen the implementation of TSWG's work to ensure that it works efficiently • Textbook policy should be amended to a ratio between students and textbooks of 1:1 for all areas in all subjects for high school students • The MoEYS should increase textbooks provisions for libraries and ensure that it opened and easy for students to conduct research • The MoEYS should urge the education officers at all levels to implement the textbook guideline efficiency

Source: Social Audit Reportk , KIND and ANSA-EAP, 2014

Results and Impact of the Textbook Monitoring Project

One of the challenges in Cambodia is in establishing, implementing and driving tangible improvement programs when issues are identified across various sectors. Following the distribution and dissemination of the published findings and recommendations of the PETs and CRC, KIND and ANSA-EAP have received significant and positive responses from the Cambodian government to improve the distribution, quality and monitoring of textbooks for secondary education.

These initiatives include two official statements made on January 13 2014 where the MoEYS publically announced that stealing and selling state owned textbooks would be considered a criminal offence. At the same time, they are investigating how the textbooks were leaked into the market in the first place. The MoEYS also requested the cooperation of both the MOI and local and provincial authorities to support the crackdown on textbook theft and illegal sales. The MoEYS is also looking to MOI to partner with them on driving policy change at both national and local level (See Appendix 5 for copies of the statements).



Response to the public to stop illegal selling of textbooks

On upon Receipt of the official statement from MoEYS, MOI sent an official letter to all city and province authorities to cooperate with MoEYS to stop the illegal selling of textbooks this occurred on March 26, 2014

On April 21, 2014, the MoEYS appointed a Core Textbooks Supply Sub-Technical Working Group (TSWG) to manage the supply and monitor textbook distribution for public schools. This group consists of 20 members who represent the MoEYS, NGO's, development partners and Education Development.

Finally, on May 12, 2014, a Textbook Guideline was developed by the MoEYS. This guideline is intended to manage and develop textbook planning, publishing, and distribution by identifying specific tasks, responsibilities and roles that are to be played by education officers and school Principals. Following the

publication of this guideline, training was provided to impacted stakeholders in both Phnom Penh and provinces. Furthermore, there has been significant improvement in terms of the design of the textbooks; improving the appearance and usability for students and teachers alike.

At the time of the publication of this document, the Social Audit report had not yet been published and disseminated to the stakeholders. However it is expected that through the already promising results described above, that this will only further support the existing recommendations.

Key Lessons Learned

The textbook monitoring project served two purposes; to investigate the distribution and delivery of textbooks to upper secondary schools and to build knowledge and capability in social accountability within Cambodia. The methodology used was underpinned through “learning by doing” and involved a partnership approach between KIND, ANSA-EAP, the donor and the government.

Contextualizing the Methodology

The approach between the CSO, the government and the public is important to consider; and a diplomatic, non-biased attitude is important in ensuring that the information gathered is accurate, recommendations are realistic and relationships are constructive and well maintained. For social accountability tools to be successful; they must be adapted to the environment that they are being used in.

In this project, training the KIND researchers in how to use social accountability tools also involved learning how to extract information, create a safe environment for honest responses and encouraging diplomatic and constructive discussion.

Role of the Media

The role of the media played a significant part in driving the success of the project; using radio outlets, print media and online media as well as social media campaigns ensured forums for distributing the findings of the research as well as encouraging the public to participate and raise concerns. Other media involvement included press releases, and direct marketing campaigns through tricycle advertising and t-shirts (See Appendices 1, 2, 3).



Facebook campaign



Voice of Democracy, Radio Program



Tricycle campaign



Footballers wearing KIND t-shirts

In order to further social accountability in relation to education in Cambodia, KIND and ANSA-EAP conduct a weekly radio program called “Social Mirror - We Demand” which allows for the public, government officials and experts within the field to discuss current issues and develop recommendations for improvement. This has provided an important platform for the discussion around the textbook project results.

KIND and ANSA-EAP also held a national conference in February 2014 where multiple NGO’s, government officials and ministers participated in discussion around how to increase integrity and quality of education in Cambodia. This served an important venue for further recommendations in this sector, as well as discussing the results of the social accountability tools findings (See Appendix 4).

Future Recommendations

While KIND and ANSA-EAP have already seen tangible results and improvements driven by the MoEYS; further monitoring and development of textbook distribution and quality must continue to be undertaken. While the capacity to do this will always be influenced by available funding; additional initiatives to monitor improvement will continue to be discussed on a year on year basis by KIND an ANSA-EAP.

What the textbook monitoring project has shown is that employing social accountability methods of investigation and adapting them to the Cambodian culture and environment can result in tangible recommendations for political reform. It also promotes greater transparency, civic engagement and accountability between the people and the government.

References

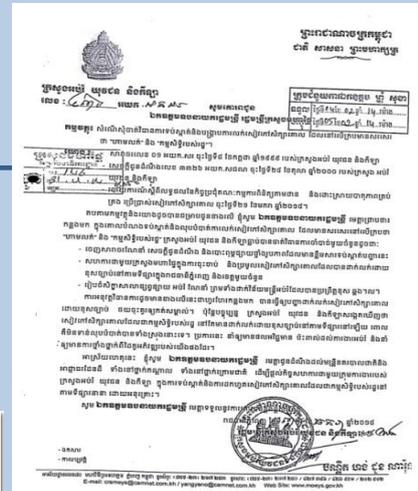
- <http://web.worldbank.org/>
- <http://www.citizenreportcard.com/>
- Textbook policy of the Ministry of Education, Youth and Sport (MoEYS) March, 2012
- Public Expenditure Tracking Survey (PETS) report, KIND and ANSA-EAP 2013
- Social Audit Report, KIND and ANSA-EAP 2014
- Citizen Report Card (CRC) report, KIND and ANSA-EAP, 2014
- Rectangular Strategy” for Growth, Employment, Equity and Efficiency Phase III of Royal Government of Cambodia, September, 2013
- A Manual for Trainers on Social Accountability, ANSA-EAP, 2010

Appendix 5

Official Government Response



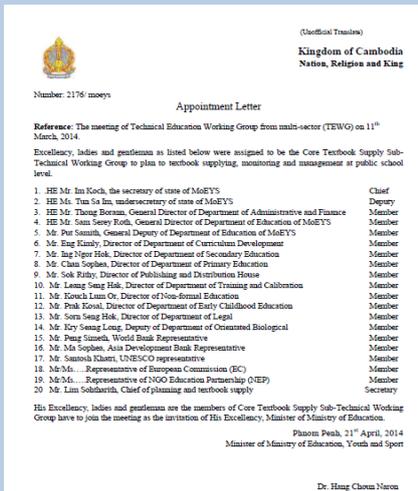
Official letter from MoEYS stopping the illegal sale of state property textbooks



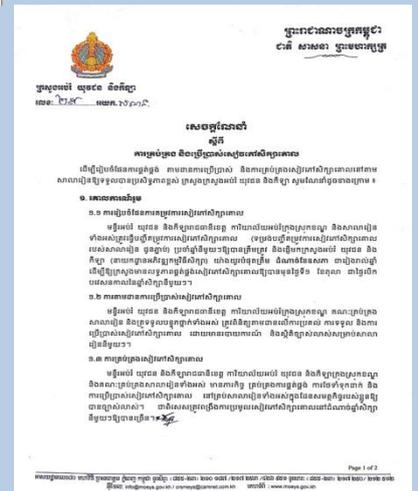
Official letter from MoEYS to MOI asking for collaboration to reduce illegal sales of textbooks



Ministry of Interior letter to Ministry of Education and the governors of the city, provincial and local authority to support the ban on sales of state property.



Letter of appointment for the Core Textbook Supply Sub-Technical Working Group



Official Letter from MoEYS regarding the changes to textbook guidelines in regards to distribution and delivery

PUBLISHED BY:



www.kindcambodia.org



ANSA EAST ASIA
PACIFIC

www.ansa-eap.net
www.ansacambodia.org

FINANCIAL SUPPORTED BY:



USAID
FROM THE AMERICAN PEOPLE

[USAID / Building Bridge](#)

DECEMBER 2014