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Reasons and solutions to student absenteeism in Battambang, Cambodia.

This report incorporates a literature review with results from interviews conducted with three schools in Ek Phnom, Battambang.

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Contents

Introduction

The purpose of this report is to combine a literature review on student absenteeism with the results from seven short interviews undertaken with local teachers and directors (principals) on this topic. The literature review outlines and discusses some reasons for and potential solutions to student absenteeism in Cambodia and the Global South. The local interviews focussed on why the teachers thought students were regularly absent and what people or solutions may help them to attend regularly. This research will inform the case management approach that Children's Future International (CFI) will take on this issue for children supported by the Education Advocacy (EA) team.

The literature review focussed on Cambodian research in the first instance, and expanded to research conducted in the Global South context as the situation is often similar (Momo, Cabus, De Witt & Groot, 2019). Government and NGO reports, and peer-reviewed articles have been included, favouring more recent sources where possible. Search terms used in Discover, the Massey University database and Google Scholar were: "global south" OR asia OR "third world" OR "developing country"; attend* AND school AND educat*; students or children or child or student or pupil or learners; issues or problems or challenges or difficulties or dropout or drop-out or "drop out"; school attendance in developing countries; absenteeism in school in developing countries. Bibliographies and the "cited by" function in Google Scholar was also used to find more recent Cambodian studies.

The interviews (referred to as "CFI interviews" within this report) were conducted by the EA team by phone with two primary schools and one secondary school in the Ek Phnom district. There were seven interviews in total, the aim was to find out how to increase school attendance from the teacher's perspectives. Questions included: *what are the contributing factors to students not attending school? Why did they return, and who do they think can motivate students to continue their schooling?* The themed results of interviews are in the appendix (click here).

Limitations

As a broad overview, this report does not cover many things in detail. Although there are many studies in Cambodia, some were old or not quite on topic, so searches were expanded to include other countries in the Global South. This may limit the applicability of some solutions, as local contexts will differ. This is why the interviews are important.

Originally interviews were going to be conducted by the social work student and EA team, with students, families, teachers and other community members. Due to COVID-19, this was not possible. This has meant that the data gathered has not covered a range of perspectives which would have given further insight into solutions, especially if students had been involved. In the future this would be a beneficial perspective to include.

Structure of report

This report will first establish the importance of this issue and CFI's role. As the reasons for absenteeism and drop-out often crossover, this correlation is made clear. Many studies showed that there were a plethora of influences that could result in absenteeism, pointing to the need to base any approach taken in a holistic theory or individualised approach, these theories will be discussed. The literature is then discussed in reference to personal, family and school level influences and compared to the CFI interview data. Solutions are offered at the end of each section and indicate how CFI could best support this, including strengthening of communication between parents, students and schools and community involvement. Intervention frameworks from literature are then compared and considered for the EA case management approach, considering local data. The current COVID-19 climate is considered in relation to the long-term impacts it could have on school attendance and achievement, if any. Finally, recommendations for further development of the EA case management approach are summarised.

Importance of this issue

The issue of student absenteeism or student non-attendance is important to address because of the ongoing impact education has on the future of the region and the country (Momo et al., 2019; USAID, 2050). Students who are regularly absent from school are at risk of falling behind or dropping out, not receiving the education they would need to pull families out of the poverty-trap and become self-sustaining adults (Bedi & Marshall, 2002; Pov, Kawai & Murakami, 2020; USAID, 2015). High school attendance has a favourable impact on the child's future, their families, communities and, in the long run, their country (Momo et al., 2019). As Shi et al. (as cited by Momo et al., 2019) explain, *"education is a key route to the development of a nation and it is a very vital input in fostering economic growth"* (p. 497). To this end, it is therefore necessary to facilitate an environment where students are motivated and supported to attend school regularly. By establishing the factors that limit students' attendance in the local region and comparing this with existing research, a broader understanding can be gained. This is the focus of this report.

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The role of CFI Education Advocacy team

Student absenteeism is a main focus of the Education Advocacy team at CFI. The team tracks attendance of students in local public schools and the CFI school, following up with families or public schools if the student is absent for three days in a row or more. At CFI school, a concern letter is sent in the first instance, followed by a visit to the family if the situation does not resolve itself. The visit includes a discussion with the parents and child as to why the child has not been attending, with focus on the child. The Signs of Safety framework, including a 'three houses' approach, is used for goal setting with these children. EA also undertakes the following activities; workshops with parents, outings with parents and public school teachers, peer group meetings, outings to vocational training institutions, educational workshops with children, advocacy workshops with children. These activities work to strengthen various areas in the child's life to support their ongoing education. This report will suggest which areas CFI should continue working on and strengthen, and provide evidence for a clear pathway to achieve this.

Absenteeism and dropout

There is a crossover in this literature review between absenteeism and dropout. Absenteeism has been noted as a precursor for dropout (Flisher et al., 2010; Kosel & KinKesa, 2015; Sabates et al., 2013; Tas, Bora, Selvitopu & Demirkaya, 2013 as cited by Momo, et al., 2019; No, Taniguchi & Hirakawa, 2016; USAID, 2015). In addition, many of the reasons children dropout of school are similar to those who are regularly absent, which were also reasons given in the CFI interviews. As there are more studies on the reasons for student dropout, the results of those studies could be related to absenteeism as well.

Considering all angles: theoretical approaches

A major finding from literature was the myriad of reasons given for absenteeism. Studies indicated that this issue is "multi-perspectival", there are many contributing factors in the students' personal, family, social, school or community contexts (Clothey, as cited by Rogers & Anderson, 2019, p. 551; Momo et al., 2019; Manzouli, Pineda-Báez & Sánchez, 2019). This perspective is acknowledged by Edwards Jr, Zimmerman, Sitha, Williams and Kitamura (2014), who use complexity theory from an educational angle in a Cambodian context. This theory has four principles: consider systems holistically, acknowledge that humans and institutions are "complex and dynamic", understand stakeholders' motivations to understand their responses to situations, and finally to bind these ideas to a local context (Edwars Jr. et al., 2014, p. 370). Their study on the transition from primary to secondary school uses this theory as "it focuses on the ways that development 'problems' are embedded in a web of influences that can

propitiate or stifle positive change" (Edwards Jr. et al., 2014, p. 369). Related, is the cultural-historical theoretical framework adopted by Lee-Hammond and McConney (2017, Solomon Islands), which "takes account of culturally situated practice and is not restricted by static notions of traditional child development" (p. 544). This allows a wider view of each child, assessing their situation from within their cultural environment and historical context (Lee-Hammond & McConney, 2017). Acknowledging that reasons for student absence may be complex and be impacted not only by the child's immediate surroundings but also culture and history of Cambodia highlights the importance of situating the case management approach in a local context.

Many aspects of children's lives were considered in the CFI interview responses including; personality and behaviour, their family's financial situation and home environment, academic achievement, the influence of peers, engagement at school, teacher's strategies and skills, and community involvement. From the theories outlined and CFI interview responses it is evident that complex and interacting systems from many levels of the child's life must be taken into account. This will be a useful perspective to engage when considering what interventions may be taken by the Education Advocacy team.

The following sections will examine reasons for non-attendance and offer some solutions from personal, family, school and community levels, as shown in the literature and compared to CFI interview data.

Personal level

Behaviour and motivation

According to USAID (2015), behaviour is one of the global indicators of drop-out. This was very much reflected in CFI interviews, with respondents making at least one comment about a child being lazy, having a lack of attention or not wanting to study. It was also noted in the CFI interviews that they believe this behaviour has been learned from their parents or caregivers. Momo et al. (2019) indicate that students may drop out due to a lack of interest in schooling, which is clearly stated in CFI interviews from primary schools: *'student doesn't want to study'* and '*[student] did not love learning'*. Lack of motivation could be related to the child's aspirations and their own or their parents' expectations of education, which has been shown to impact their likelihood of remaining in school (Eng, 2013; Rogers and Anderson, 2019). Momo et al. (2019) note a lack of self esteem and not being sociable as indicators of drop out. Kampuchean Action for Primary Education (KAPE, 2008) outlines that the comfort,

happiness and emotional wellbeing of students contribute to their behaviour and engagement in schools. None of these were mentioned in the CFI interviews.

Solutions

Solutions to behavioural issues were not explicitly given in the CFI interviews. Teachers from CFI interviews explained that they sought to motivate students by encouraging them to continue regular schooling, they *'explained the child to understand the future goal'* and *'thought about child's future and explained him/her to understand the future deeply'.* In addition, they provided *'good class or activities in the class to catch students interest'*, reflecting the recommendation of one study that an engaging school environment contributes to positive attendance (Manzuoli, Pineda-Báez & Sánchez, 2019). Graeff-Martins et al. (2006, Brazil) suggest a "helpline about behaviour, programmes about importance of education, mental health assessment for repeat absentees, connection to resources" have shown to assist school retention in developing countries (p. 444-445). This indicates deeper reasons for poor behaviour, such as mental health issues, may be present. Posso and Feeny (2016) show that community programmes for children which focus on increasing school children's desire or motivation to attend school have been effective.

What can CFI do?
- Career counselling is already undertaken by the EA team at certain ages. This could be developed to include increasing the aspirations of students to motivate them to remain in school, and focus on the importance of education.
- CFI has no influence on the classroom activities of public schools. The CFI school should continue to develop engaging lessons, and continue to respond to feedback from students, both of which they already do.
- The EA team currently facilitates peer group meetings in primary and secondary schools. These should continue and include focus on the benefit of continuing education.
- There may be deeper reasons for the lack of motivation or poor behaviour, which could mean referral to the social work team at CFI or another agency. Continue to discuss any concerning cases in the Panel meeting

Note on Positive Behaviour Management System

This is a system used by the CFI school team and has been shown to help student - teacher engagement. This could be shared with teachers at local schools to help with any behavioural issues, and bonus,

would help with consistency. After discussing with LCM and EA manager, this would not be straight forward however could be considered for the future.

Academic achievement

Behaviour and motivation can be linked to academic achievement, as each can influence the other. Pov et al. (2020) claims that a low level of academic achievement is the strongest predictor of secondary school dropout. Many studies have referred to this as being a considerable factor for all ages, both in Cambodia and elsewhere (Bedi & Marshall, 2002 (Honduras); Graeff-Martins, et al. 2006 (Brazil); Lee-Hammond & McConney, 2017 (Solomon Islands); KAPE, 2008; Momo et al., 2019; No, et al., 2016; USAID, 2015. Some studies suggest that this could be due to a late start to schooling (Lee-Hammond & McConney, 2017; No, et al. 2016; USAID, 2015). Another Cambodian study showed that parents or caregivers are less likely to invest in their child's education if they are not showing any promise, primarily due to any potential future economic gains (No, et al., 2016). Poor academic performance was mentioned in CFI interviews, several teachers noted that students who were regularly absent *'had no basic knowledge from the past'.* This could be influenced by their parents' views, for example, parents do not place importance on education so the child does not attend, then the child falls behind, so they do not want to return (Bedi & Marshall, 2002; Lee-Hammond & McConney, 2017). In addition to achievement, Pov et al. (2020) found that "the higher the educational level that students expected to achieve, the lower the likelihood they would drop out" (p. 10).

Solutions

These results suggest special attention should be paid to students who are falling behind by providing opportunities for extra learning which could encourage them to continue. They also show the importance of keeping children optimistic about their schooling, an important role for all teachers and parents, which can also be assisted by the EA team. Education workshops which focus on the importance of education (Graeff-Martins, et al. 2006) and strengthening communication between child, parents and schools, for example with parent-teacher meetings, could encourage improvement and provide extra support (Manzuoli, Pineda-Báez & Sánchez, 2019). CFI school has started parent-teacher meetings, but it is noted that they could be developed further.

What can CFI do?
- CFI school has streamed classes, which somewhat addresses this issue. More attention could be paid to those students who are falling behind.

- Continue to focus on the importance of education in community workshops, both with children of all ages and parents.
- Continue to facilitate relationships between school, parents and children. The EA team is actively engaged with public schools and involves parents in these activities, such as the parent-teacher outing at the beginning of Grade 7.
- The EA team should continue to send letters of encouragement, and provide opportunities for students to celebrate their successes. In addition, the creation of the case plan should include aspirations and goals.

Relationship with peers

One teacher in CFI interviews mentioned peers were likely to influence their friends and skip school together. In literature, the relationship with peers was discussed only in the positive. Social exclusion and lack of comfort at school were noted as contributing factors to non-attendance (KAPE, 2008).

Solutions

In CFI interviews all schools, but not all teachers, mentioned that friends would be able to support each other to stay in school. One teacher mentioned this was particularly helpful for older students. Rogers & Anderson (2015) show that friends can actively encourage each other to attend. Further, it has been shown that good student-to-student relationships are important for children to stay in school (KAPE, 2008; Momo et al., 2019; No, et al. 2016; Rogers & Anderson, 2015).

What can CFI do?

- Continue peer group meetings EA already conduct.
- Ensure this area is covered in case planning, and consider solutions with the student if this is an issue.
- Any workshops or outings could include activities to strengthen peer relationships.

Transitioning between schools

According to Edwards et al. (2014), problematic student transition between primary and secondary is a central issue for Cambodian school children. KAPE (2008) states that students leaving grade nine are particularly vulnerable to dropout. These studies indicate that school transitions, from primary to secondary and from secondary to high school, are difficult and vulnerable times. Dropout rates are also shown to increase after grade nine (MoEYS 2008/2009 as cited in Edwards et al. 2014 p. 368). CFI

interview questions did not focus on this and no high schools were interviewed, so enrollment data would be needed to establish any link in the local context. However, given the Cambodian evidence it still highlights a need for extra focus on students who are transitioning schools.

Solutions

Developing motivation through goal-setting is shown to be effective to retain students who are transitioning between schools (Eng, 2013; Rogers and Anderson, 2019). Grade eight students attend a 'Life Skills' course as part of the Next Generation Initiative, run by the CFI school, which helps them develop soft skills, such as confidence, motivation and being a responsible citizen. Parental encouragement and support is essential to student retention (KAPE, 2008; Pan, 2010; Rogers and Anderson, 2019; Zimmerman and Williams, 2016). The EA team already includes parents in the secondary school transition process. At the end of grade 7, the EA team meets with parents to explain that the child's schedule will be different (instead of going to school for the morning OR the afternoon, they will do both), and to encourage their children to attend.

What can CFI do?
- The EA team currently provides career counselling to students from grade 7 onwards to help them make their future aspirations clear and attainable. This should be developed and potentially applied to all students in the EA caseload.
- Continue the Life Skills programme.
- EA team should continue to meet with parents to discuss the transition from primary to secondary and from secondary to high school, focussing on the changes that will occur and how to best support their children, so that they are well prepared. This could be done in collaboration with public school teachers. It could also include a follow up meeting once the next year has begun.

Discrimination

One teacher from CFI interviews noted "no discrimination" as a reason for children returning to school however it is not clear what this was in relation to. Discrimination based on ethnicity was identified by a Cambodian study as a determinant of dropout (No, et al., 2016). Ethnicity was not mentioned in CFI interviews. A report by the Cambodian Center for Human Rights (CCHR, 2015) shows that sexual orientation, gender identity and expression (SOGIE)-based bullying in schools is a widespread issue that negatively impacts on student's attendance. SOGIE issues were not mentioned in CFI interviews.

Solutions

Cambodian schools will be teaching LGBT+ issues from 2020; a Reuters online newspaper report stated that "from grade seven, around age 13 modules covering sexual orientation and gender identity will be part of sex education in schools" (Blomburg, December 2019). What this will look like is unclear, however it is said to be aimed at increasing understanding to reduce discrimination. In addition, all CFI teams recently made plans with similar aims. The CCHR report emphasises the importance of teams to follow up with their action plans.

What can CFI do?

- Teams can make sure they have concrete SOGIE action plans and ensure they are followed up.
- A review of the changes made as a result of the plans could be made at the end of the year, or after 6 months.
- Little that can be done within public schools, but CFI can create their own SOGIE curriculum.

Disability and illness

One respondent mentioned disability as a reason for non-attendance, indicating autism as a reason for behavioural issues and learning difficulties. Disability is noted as a reason children in the global south don't attend school (UNESCO 2009, as cited in Hayashi & Edwards, 2016). Illness was mentioned by two teachers, one from each primary school, as a contributing factor to regular non-attendance. This was mentioned as a contributing factor in two studies (Ministry of Education, Youth and Sport [MoEYS], 2018; Momo et al., 2019).

Solutions

CFI has identified low levels of children with disabilities (CWD) so it is not a great concern at this time unless it is linked with behaviour, as this teacher noted. Considering that some disabilities are not visible, being aware of this issue would be beneficial so appropriate support can be explored. Solutions for regular illness were not mentioned in the literature studied, or from CFI interviews. Strengthening family wellbeing may be a solution, this would be done by the social work team so a referral may be needed.

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What can CFI do?

- Any issues resulting from a disability could be approached on a case by case basis, remembering that not all disabilities are visible. They could potentially have the same or similar solutions to behavioural issues or discrimination.

- If illness is an ongoing concern, this could be discussed with a manager or with the social work team.

Gender

Gender was not mentioned in any CFI interview. From the literature, gender related attendance issues in Cambodia, impact girls and boys for different reasons. These reasons relate to: both domestic and paid work, poverty, cultural beliefs, safety for girls and behaviour of boys. Menstruation related issues were not mentioned in Cambodian studies.

Some studies show that girls have a higher chance of staying at home because of household chores, especially if they are an older child (KAPE 2008; Mauney & Kimchoeun, 2019; Pan, 2010; Tamiru, et al., 2016; USAID 2015). Pan (2010) reports that girls were more likely to *only* work or *only go to* school; boys were likely to combine the two, resulting in fatigue or low motivation at school. Poverty, domestic work and cultural beliefs are cited by female students and parents as main reasons for early drop out for girls compared to boys (Valesco, as cited in No, et al. 2016). CFI interview respondents indicated domestic or paid work and poverty as reasons but did not specify them as a gender issue. This is discussed further below. Mauney & Kimchoeun (2019) showed that parents or caregivers of girls were concerned about travelling safely to and from school especially as they got older. The same report showed that boys were more likely to have behavioural issues in school, some leading to dropout or absenteeism (Mauney, & Kimchoeun, 2019). Further clarification from local schools would be needed to produce relevant data. Few studies were found on the impact menstruation has on girls' attendance, and the research that does exist yielded mixed and inconclusive results (Grant, Lloyd & Mensh, 2013; Kipchumba & Sulaiman, 2017). This may also relate to the cultural context; both studies referred to were based in East Africa. This was not mentioned in CFI interviews, potentially as teachers were the respondents and no specific question was asked.

Solutions

Based on the literature, more attention may need to be paid to the reasons different genders are not attending schools regularly, especially in relation to work. Understanding that limiting factors different

genders may experience is useful to provide targeted information and education. The issues discussed (work, fatigue, motivation, travel to and from school, behaviour) are outlined in other sections, so until local information regarding gender can be gathered, referring to those areas could be beneficial.

What can CFI do?
- To increase this knowledge and inform ongoing development of the case management approach, details of the child's gender identity and their reasons for non-attendance should be recorded and reviewed. This could be done by the EA team as part of their case planning.
- Education workshops run by CFI could potentially be geared towards 'parents of girls' and 'parents of boys' respectively, or, focus on these known issues.

Family level

Economic/financial

Economic instability in families is related to drop out and absenteeism (Kazeem, Jensen & Stokes, 2010; Kosel & KinKesa, 2015; Pan, 2010; Posso & Feeny, 2016; Tamiru, et al., 2016) (Nigeria, Cambodia, Melanesia and Ethiopia). This is related to children having to work either inside or outside the home (KAPE, 2008) and impacts on the ability to buy essential school resources such as travel, uniform, stationary and food (Pan, 2010). However, No, et al. (2016), found that economic reasons did not significantly factor into reasons for drop out. Financial reasons were mentioned by all teachers in the interviews, citing parent/s or caregivers migration, children having to work, poorness and no money for extra classes as reasons for absenteeism. Most literature combined with interview data points to economic reasons being a significant factor in absenteeism.

School resources

Lack of school resources was mentioned as an issue in CFI interviews. In some cases the teachers mentioned that their students returned to school because they provided school materials, and in one case, money for those who could not afford breakfast. School expenses was noted by USAID (2015) as a huge contributing factor to school dropout in Cambodia.

Solutions

Economic instability is a major reason why many children are being supported by CFI, there are many solutions already in place for this. However, if this was a significant issue and the child was not already

supported by the social work team, it may warrant referral to the social work team. CFI provides children with stationary and uniform needs throughout schooling, which would otherwise hinder their ability to attend as uniforms are mandatory.

Kosel and KinKesa (2015), in a survey of Cambodian dropout interventions, describe scholarships targeted specifically at families whose children have to work as successful. This is because the financial burden was lifted, but also motivated the children as they were held accountable, also found in Rogers and Anderson (2019). The scholarships were short-term, however to reduce dependency and lower risk, attention should be paid to supporting families' independence once the scholarship is over, as indicated in the CFI social work case management approach. One respondent in CFI interviews mentioned scholarships have been useful to help students return to school, but gave no details.

What can CFI do?
- EA team can refer to the social work team if family finances were impacting a child's attendance.
- Supporting students with necessary school resources should remain part of the service.
- Research into funding opportunities in this area may prove to be beneficial.
- Continue to support vulnerable children and families!

Household chores, domestic work, paid work

The influence of household chores or domestic work on school attendance in Cambodia was found by MoEYS, (2018), Pan (2010), Pov et al. (2020) and USAID (2015). This is related to economic instability and often to the child's gender (as discussed above). This reason was echoed in CFI interviews; it was commented that some children will *"go to work"*, harvesting family crops or earning money *"at night"*. Pan (2010) and Kosel and KinKesa (2015) show that older children in larger families are more likely to work. This is shown in CFI interviews with two of the four comments about children working were from secondary schools, and included comments like *"older students earn money for family"*. Non-biological children are even more likely to be sent to work to help with household income, parent's preferring to focus on their own children (No et al., 2012 as cited by Momo et al. 2019). This was not commented on in CFI interviews. Contrary to these Cambodian reports and the CFI interviews, another study found that child labour and parent views were not found to be a significant factor in school dropout rates in the Cambodian primary schools that were studied (No, et al. 2016). It is unclear why this differs as the study was based in rural areas, including Battambang, and focused on children grade 1-9 over a period of three years.

Solutions

In addition to potential scholarships, discussed in the previous section, attention could be paid to increasing parents or carers' awareness of their child's education. While this was not mentioned as a specific solution to children working, it could help to shift the priorities of the parents or carers to understand the importance of education for the long term wellbeing of their children (Lee-Hammond & McConney, 2017). This is discussed in more detail below, in relation to the parent's role. In addition, referral to the social work team may be necessary.

What can CFI do?
- Further work with parents on the importance of education.
- Working with the social work team to improve the financial situation of families so children do not have to work.

Rural locations

Many studies show that school attendance is made more difficult when children live in a rural location or far from their school, and students are more likely to dropout or be absent (Kazeem, Jensen & Stokes, 2010; Kosel & KinKesa, 2015; Momo et al. 2019; Pan, 2010; Pov, et al. 2020; Rogers & Anderson, 2019; Tamiru, et al., 2016). As a rural location, Ek Phnom is high risk. According to some studies, this is especially impactful for older girls' attendance, as parents or caregivers are concerned about safety when traveling long distances (Mauney, & Kimchoeun, 2019; Rogers & Anderson, 2019). It is known that many students travel long distances to attend CFI school, so it is interesting that this reason was not mentioned in the interviews. This may be a limitation of this data, as the questions were asked to teachers only.

Solutions

Where transport is an issue to attending school, CFI provides bicycles. As there is no firm local data, further inquiry could be made to students to establish if travel is a significant factor, especially regarding safety.

What can CFI do?
- Continue to provide bicycles when transport is an issue.

- Include this as a question in case planning and home visits to establish if it is a contributing factor, especially regarding safety.

Education of parents

The education of parents or caregivers has been shown to impact on the "families' positive educational values" (Rogers and Anderson, 2019, p. 542), and thus their attendance (KAPE, 2008; Pan, 2010). This is tied in with domestic work, discussed above, and is especially relevant for the mother's education or the values of the head of household (KAPE, 2008; Pan, 2010). The education of parents was not mentioned in CFI interviews. However, the level of support or motivation parents provided and the importance that parents placed in education were mentioned as reasons in CFI interviews, both for attendance and non-attendance.

Solutions

Improving adult literacy could improve the families' positive educational values. A quick search on Discover and Google Scholar revealed only a few studies on this topic, only one was recent and none specifically Cambodian. The key words for this search were "absenteeism or dropout" AND "adult literacy" AND "global south or developing or third world". The results of one thesis and one annotated bibliography showed a positive correlation between improving adult or family literacy and successful educational outcomes for their children (Le Roux, 2016; Padak & Rasinski, 2003). Both showed a relationship between adult literacy and child development, and improvements in family and community relationships. The bibliography by Padak and Rasinski (2003) showed there were many other improvements beyond school retention, such as employment and health, however as an American study it may not be as relevant in Cambodia. Further research is needed for more recent literature and in the local context to establish relevance and efficacy, as well as strategies for improvement. Adult literacy classes could then be considered.

What can CFI do?

- Consider further research into the positive impact of adult literacy on school attendance and other social issues.
- If successful, consider facilitating adult literacy programmes, or referral to other agencies.
- Support parents and carers to understand the positive impact of education for their children. This will be discussed in more detail in the following section.

Involving parents

Many studies showed that strengthening the relationship between parents or caregivers, the child, their teachers and their school had positive outcomes for the child's ongoing education and achievements (Edwards et al., 2014; Graeff-Martins et al., 2006; Jimenez & Sawada, 2014; Manzuoli, Pineda-Báez and Sánchez, 2019; MoEYS, 2018; Pov. et al., 2020; USAID, 2015). Involving parents in the child's education can be approached in a few different ways; letters and visits, strengthening communication between parents and schools through meetings and events, workshops, and other training. These are described in literature and mentioned in CFI interviews.

Letters and visits

Letters to parents and talking with parents is suggested by Graeff-Martins et al. (2006) as solutions to drop out. This is something the EA team already does, and the CFI interviews show that some schools also do this. School attendance at public schools is tracked in an attendance book, which all schools from CFI interviews said they use, when a child is regularly absent they will contact the parents. This was also described in a report by USAID (2015), who initiated the School dropout Prevention Pilot (SDPP) Program in Cambodia in 2014 and 2015. Their program was aimed at lower secondary schools. It included two interventions (the letter, and visiting families), the Early Warning System (the attendance book) and Computer Labs. These interventions were shown to be successful, and should remain in the case management approach.

Communication between schools and parents

Edwards et al. (2014) emphasise the importance of the school-parent connection in Cambodia. Studies and reviews by Jimenez & Sawada (2014, El Salvador), Manzuoli, Pineda-Báez and Sánchez (2019, Colombia) and Pov et al. (2020, Cambodia) all show that regular communication between parents or caregivers and the school was paramount for avoiding dropout or absenteeism, by creating a feedback loop for information or support. This communication would also assist the child's academic achievement (Manzuoli, Pineda-Báez and Sánchez, 2019). Pov et al. (2020) indicated that a parent and teacher meetings should occur at least once a month. Graeff-Martins et al. (2006, Brazil) suggest that parent-teacher meetings are effective to reduce dropout if combined with other interventions, such as letters to parents and workshops. In CFI interviews, parents and family were mentioned by all respondents as people who can or have supported children to stay in school. It was also commented that they *"use gentle and polite words to parents, governance [wider supports of the child] and the child to help understand the worth of study"*, indicating that public schools are reaching out to families. CFI

currently undertakes several activities with parents and public schools, especially when there are absentee issues. In addition, parent teacher meetings have started at CFI school.

School promotion

One primary school mentioned they undertook a '*school promotion'*, community education regarding the importance of education, which (in their experience) helped to ensure students attend school. This was also discussed in literature (Graeff-Martins, et al., 2006; Manzuoli, Pineda-Báez and Sánchez, 2019; MoEYS, 2018). Workshops for parents on the importance of education both encourage parents to get engaged with their child's education and help them to model positive behaviour, as shown in a report by MoEYS (2018). This report also argued that the more parents were involved in schooling, the more accountability there was for the students and schools to do well (MoEYS, 2018).

What can CFI do?

- Facilitate community education regarding the importance of education.
- Keep tracking attendance
- Continue to send concern letters and conduct family visits when a student is regularly absent
- Maintain a connection with public schools and parents, facilitating meetings where appropriate (e.g. case conference), and continue the outings that already exist.
- EA team could conduct workshops for parents, as described previously in the report. Parent teacher meetings should also continue.

School level

Quality of education and of teaching

The school environment plays a significant impact on children's motivation to continue schooling, with studies indicating that the quality of teaching and content were important factors (Marshall, 2011; Momo et al., 2019; Rogers & Anderson, 2019). One teacher from CFI interviews indicated that many students attend their classes because they are engaging.

Solutions

A director from CFI interviews noted that teachers needed to encourage students and provide engaging lessons. Few sources noted how this could be done besides policy changes on a national level, however as Manzuoli et al. (2019) show, a community-based approach to include closer communication with

children, parents and CFI regarding absentee issues may strengthen the school environment. This is discussed below.

In addition to strengthening the communication between school, child and parent, teachers also have a role within the classroom. A Columbian study showed that "schools must provide positive environments in which students are treated with respect and are supported as they transition through personal changes" Bryant, Shdaimah, Sander & Cornelius, 2013, as cited in Manzuoli et al., 2018, p. 36). This was discussed earlier in regards to behaviour and motivation, and school transitioning. Graeff-Martins et al. (2006) suggests that changing the school environment is beneficial. This was echoed in CFI interviews, all teachers and directors commented the school has a part to play. They mentioned who and what can help; *'teacher motivating the students', 'teacher providing better lessons', 'good teacher and directors'.* Two teachers noted the attitude of the teacher and quality of lessons has motivated students to attend classes; *'students in one class always attend regularly because the teacher always encourages students and cares about students', 'one teacher always explains and cares about the student. The student listens to her and wants to come to class every day'.*

What can CFI do?
- The EA team always discusses the reasons why students are absent with teachers and directors at public school, and teachers at CFI school
- Maintaining a positive relationship with public schools and facilitating meetings with parents, students and teacher may also assist

Teacher absenteeism

Regular teacher absenteeism has resulted in many children no longer attending classes, as they do not expect the teacher to be there (Edwards et al., 2014; KAPE, 2008). This will affect a student's academic ability and could lead to ongoing non-attendance (Benveniste et al. 2008; No, Sam, and Hirakawa 2012 as cited by Edwards et al. 2014, p. 369). This was mentioned by one of the primary school teachers in a CFI interview. CFI school teachers have low absentee rates. According to some studies, this could be related to the low wage that many teachers earn or the quality of teacher training (Rogers & Anderson, 2019). These aspects were not mentioned in CFI interviews. This could be a limitation of this research, in that the participants were all teachers or directors at schools and so would be less likely to discuss their salary or level of training.

Solutions

This is a public school issue, policy changes were noted as solutions (KAPE, 2008; Manzuoli, Pineda-Báez & Sánchez, 2019; Pov et al., 2020). It is unclear how CFI could support public schools with this issue, however if CFI maintains a strong relationship with local public schools as they currently do, this may provide a stronger support network for teachers.

What can CFI do?

- CFI teachers have low absenteeism rates (HR data), so it is important that it stays this way.
- Maintain a strong relationship with local public schools.

Community level

The following section outlines the impact of community involvement in schools, grounded in the literature and CFI interviews.

Decentralisation / community-based approaches

The concept of "decentralisation" is suggested by Jimenez and Sawada (2014), who discuss a community-based governance model in El Salvador. They suggest moving responsibility from top-down to community-up by bringing decision making and accountability closer to the parents, teachers, schools and the local community (i.e. direct stakeholders in the children's education), the schools are more efficient and it helps parents become more involved and more supportive in their children's futures (Jimenez & Sawada, 2014). Their program resulted in fewer student absences. This viewpoint is reflected in a Cambodian-based report that indicates involving the commune in student drop-out issues is shown to be beneficial (Kosel & KinKesa, 2015). Further studies support this, both Cambodian and elsewhere, indicating for example that those belonging to community groups are more likely to attend school and there is more accountability (Momo, et al., 2019; MoEYS, 2018; Posso & Feeny, 2016; Rogers & Anderson, 2019). This evidence suggests a community development approach could be a useful strategy to further support school children.

The School Dropout Prevention Pilot Program funded by USAID (2015) provided better quality resources and information to communities about the importance of education for young people in Cambodia. According to the report, they "succeeded in changing the communities' attitude towards schooling" (USAID, 2015, p. 4). As mentioned above, a secondary school in CFI interviews described a *'school*

promotion', a promotion in the village before the new school year starts. Some teachers in CFI interviews indicated that the school committee or '*governance'* (their community) were people who could help students remain in school. Kosel and KinKesa (2015) note that it is important to involve the local authorities, suggesting that to "improve coordination between local authorities, schools, and families could jointly solve dropout issues" (p. 30). This connection is something CFI is currently doing through case conferencing, a meeting between schools, parents or relatives. This could be further developed to include local authorities and the school committee as well.

A community-led approach would be difficult to implement, especially while COVID-19 is still a real threat. Further, the model described by Jimenez and Sawada (2014) requires much more involvement from parents, for example they choose the teachers, and parents and teachers work together to improve the classroom environment and lessons. This would be a big ask of any parent, but not dissimilar to the Board of Trustees system in New Zealand schools. MoEYS (2018), in a study of high school students and their school experience, states that engaging communities is challenging, especially in rural areas. However, they also argue that schools, communes and "the core network of community" (the pagoda) could work together to increase "positive perceptions of school and learning" in the community (MoEYS, 2018, p. 124). They suggest this could be done with meetings and public awareness, and bring greater accountability to schools (MoEYS, 2018, p. 124). This shows that community engagement could be an important first step to a community-led approach, and it could still bring positive outcomes.

What can CFI do?
- Early stages of community led work could be considered, such as continuing consumer advocacy groups and, over time, empowering members to lead them. Or, starting a new group with a similar format, but focussing on developing new skills.
- Continue connecting the community through case conferencing, and meetings between schools, parents or relatives. This could be further developed to include local authorities and the school committee.

This section has explained the contributing factors, solutions and CFI involvement in student absenteeism based on local data and literature. The following section will outline potential intervention models from the literature and assess applicability to the EA case management approach.

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Intervention and case planning

None of the studies discussed specific assessment or intervention models for absenteeism. Some studies used research analysis approaches that could potentially be adapted for this purpose.

A broader picture on interventions

Kosel and KinKesa (2015), a Cambodian-based report, suggest that there are five areas of intervention for absenteeism, each with varying efficacy; financial, structural, academic, health, and personal and social (p. 6). These help to frame the angles an intervention could take. According to Kosel and KinKesa (2015), the most effective interventions were financial and structural. Academic and health were sometimes effective, and personal and social was very effective but only if combined with other interventions. CFI would not be able to support on all levels, however there may be a degree of collaboration with local schools to achieve some aspects. Structural is beyond the scope of CFI, short of forming strong relationships with local authorities, schools and the wider community. Financial, academic and health are already part of CFI services. Personal and social are being addressed through the Positive Behaviour Management System at CFI school, career counselling and mentoring, and through the social work team. This would not greatly influence the focus of interventions the EA team could take, however it does show that CFI is already taking effective intervention approaches.

Framework

Lee-Hammond and McConney (2017) describe a model similar to an ecosystems approach in social work, it analyses a situation by different levels; individual, interpersonal, institutional, and societal (p. 545). Focusing on each level individually, then bringing them together provides a more holistic analysis. This was the theoretical approach taken in this report. Rogers and Anderson (2019) describe a 'community cultural wealth' (CCW) framework which assesses the resources available to school girls in the Global South. It was adapted from Yosso (2005) who developed it in part to challenge the deficit-focussed approaches that Western dominant research often focuses on. CCW, as adapted by Rogers and Anderson (2019), focus on six areas or 'capitals'; familial, social, aspirational, navigational, resistant and altruistic (p. 534). They excluded Yosso's (2005) 'literacy' capital is related to communication, development and education. These could be adapted to inform an assessment approach, combined with the levels described by Lee-Hammond and McConney (2017). Not all capitals will be relevant.

Familial, social and aspirational are shown to be useful. **Familial** refers to the home environment and family members (Rogers & Anderson, 2019). *How do families value and encourage education? What do the family do to support the child to attend school?* For example, parents pick the child up from school, encourage the child to do well, siblings support each other. It relates to the interpersonal level of Lee-Hammond & McConney (2017). Based on the results of this report, this category is relevant. **Social** refers to the influence and support of peers, NGOs, schools and community members known to the child (Rogers & Anderson, 2019). *How do they value and support education? How may they be helping the child attend school? How do the children in the local community support each other?* For example, peers sharing information about a scholarship, NGO support with school resources, community members making sure children get to school safely. This also relates to Lee-Hammond & McConney's (2017) interpersonal level, overlapping with societal. This category would be useful to include, it is backed up by evidence in this report. **Aspirational** refers to the child's hopes and dreams for their future in education. *What do they enjoy doing? What would they like to study towards? What are their short, medium, long term goals?* For example, they want to attend university, so know that they must first attend school regularly, pass their coursework, finish high school. This relates to Lee-Hammond & McConney's (2017) interpersonal level, and highlights an important area to cover in the case planning process.

The navigational and literacy capitals may be useful, but may already be covered as part of the existing CSI assessment. **Navigational** refers to social networking and personal agency. *Does the child know about local support agencies? Do they feel empowered to make their own decisions?* For example, if the child needed extra support, would they know where to go? **Literacy** refers to communication, emotional literacy and educational literacy. *How confident does the child feel to communicate their needs? Is the child keeping up with their school work?* For example, they are doing well in the grade they are in, but communicate that they need support with their peer group or their family. If these areas are lacking, that may be the reason they are being supported by CFI in the first place. Aspects of these capitals were not mentioned in any other literature.

Finally, resistant and altruistic capitals were not shown to be useful. **Resistant** refers to the capabilities of the child that are acquired when challenging social norms. This is not relevant for this approach in ways that could not be covered in the other categories. For example, gender issues may be contributing factors, the identified problems can be solved when referring to the 'social' category. **Altruistic** was not

found to be beneficial as it relies on other people's charity. Unlike the other categories, this is a 'bonus' rather than an aspect of the child's life that can be influenced.

Putting it together

Combining the CCW with Lee-Hammond & McConney's (2017) levels can form an individualised and multi-perspectival framework for the EA team to work from, strengthening the current case planning and intervention approaches. The individual, interpersonal, institutional, and societal levels align well with existing assessment approaches that CFI takes, these would form the structure. The societal level can not be influenced greatly through CFI case work, however it is useful to understand what wider supports a student has. Questions relating to the identified capitals from the CCW would then establish what resources the child has at their disposal, achieving two things. First, as a strength based perspective it would empower children to see what is going well, and to help maintain these things. Secondly, it would enable all parties (assessor, child, family, others) to understand where the challenges lie so they can be strengthened. This would allow the assessor to maintain and nurture the aspects that were going well and strengthen the others. Combining this with results from this report, a basic format could look like this:

Level	Questions could cover
Individual	aspirations, behaviour, motivations, academic achievement, feelings about the home environment, disability, any gendered concerns or attributes, whether they work or not.
Interpersonal	family economic capability and involvement, families' feelings towards education, potentially adult literacy, relationships with peers.
Institutional	the school environment, teachers, if they have just or are about to transition schools, how they travel to school.

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Societal	the support of the local community/commune, the general attitude towards education, safety in the community.

The content will differ depending on the age of the child, however the focus will remain on the student's goals and motivations, encouraging them to further their education however they choose to do this. The EA team already has this focus. This approach can be used for case planning and revisited if absenteeism becomes an issue. It aligns with the Partnering for Safety / Signs of Safety approach CFI currently takes, and could be combined with some of their tools such as three houses, for goal identification and setting.

Further research

Considering aspirations and goal setting have been shown to be significant factors to keep children motivated, further research could be conducted into the efficacy of motivational interviewing or similar models to better help staff support students.

COVID-19

Consideration should be given to the impacts of the COVID-19 pandemic on education. It is difficult to predict the actual impact this will have, however considering schools have been closed in the Ek Phnom region since 17th March, there are sure to be implications. Evidence shows that student absenteeism and drop-out is linked with low academic achievement, a potential outcome while children are away from school at this time (Lee-Hammond & McConney, 2017; KAPE, 2008; Pov et al., 2020; USAID, 2015). This was supported by the local interviews that were conducted. To mitigate this as a possible outcome, more support is being provided during this time. CFI school has developed learning opportunities for children to continue their education from home, and guidance was also provided by the government *(info from our Internal Facebook page)*. The actual consequences are unknown as the situation with COVID-19 evolves, however monitoring the situation and considering possible outcomes, such as those outlined in this report, would be beneficial.

Recommendations

The following recommendations are based on the analysis on data collected from local teacher interviews combined with the literature studied. They are divided into short, medium and long term.

Short term

EA team:

- Continue career counselling, especially for students who are transitioning between primary and secondary, and secondary and high school.
- Use the suggested framework from the report to inform case planning and interventions, this has been built into the EA case management process document.
- The creation of the case plan should always include aspirations and goals.
- Ensure peer support is covered in case planning, and consider solutions with the student if this is an issue.
- Include travel to and from school as a question in case planning to establish if location is a contributing factor, especially regarding safety.
- To increase this knowledge and inform ongoing development of the case management approach, details of the child's gender identity and their reasons for non-attendance should be recorded and reviewed. This could be done during case planning.
- Continue to discuss any concerning cases in the Panel meeting, considering referral to the social work team or other agencies e.g. in regard to behaviour, lack of motivation, family finances, illness, or immediate risks.
- Any issues resulting from a disability should continue to be approached on a case by case basis, remembering that not all disabilities are visible.
- Continue to track school attendance.
- Continue to send concern letters and conduct family visits when a student is regularly absent.
- Continue to send letters of encouragement, and provide opportunities for students to celebrate their successes.
- Continue to discuss the reasons why students are absent with teachers at CFI school
- Maintain a positive relationship with public schools by:
  - Continuing to discuss the reasons why students are absent with teachers and directors at public schools

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  ○ Continue active engagement with public schools and involving parents in activities, such as the parent-teacher outing at the beginning of Grade 7.
- Continue to facilitate relationships between school, parents and children.

Other teams:
- Continue the Life Skills programme.
- Continue to provide bicycles, school uniforms and stationary needs when transport is an issue.
- The CFI school should continue to develop engaging lessons, and continue to respond to feedback from students.
- Maintain low absenteeism rates for CFI teachers
- Continue parent teacher meetings at CFI school

Medium term

EA team:
- Develop career counselling to include
  - all students in the EA caseload
  - include aspirations and motivations of students
  - help them make their future aspirations clear and attainable
  - focus on the importance of education.
- Develop peer group meetings, focusing on the benefit of continuing education and peer support
- Any workshops or outings with peers could include activities to strengthen peer relationships, and included in student support meetings throughout the year.
- Strengthen communication and develop an ongoing relationships between students, parents/carers, public schools and CFI school. This could also assist with accountability around teacher absenteeism and positive public school environments. For example:
  - parent-teacher meetings
  - continuing the public school/CFI meeting that at the beginning of the school year.
  - Continue to meet with parents to discuss the transition from primary to secondary and from secondary to high school, focussing on the changes that will occur and how to best support their children, so that they are well prepared. This could be done in collaboration with public school teachers.
- The transition years could include a follow up meeting once the next year has begun (Grade 7, Grade 10) to discuss changes and further support.

- Continue to do, and develop workshops that focus on the importance of education with students, parents or caregivers, and the wider community.
- Consider gearing education workshops towards 'parents of girls' and 'parents of boys' respectively, or, focus on known gender related issues.
- Consider further research into the positive impact of adult literacy on school attendance and other social issues.
- If successful, consider facilitating adult literacy programmes, or referral to other agencies.

Other teams:

- Ensure all teams have concrete SOGIE action plans and ensure they are followed up.
- CFI could create their own SOGIESC curriculum.
- A review of the changes made as a result of the SOGIESC plans could be made at the end of the year, or after 6 months.
- Continue CFI streamed classes. More attention could be paid to those students who are falling behind. This could be discussed in school meetings and in management meetings to come up with a strategy to achieve this.
- Research into scholarship funding opportunities for all grade levels, if this is not already being done.
- Monitor the impact that school closures as a result of COVID-19 are having on school children, especially with regard to academic achievement.

Long term

EA team

- Include and connect with the wider community, for example:
  - Continue consumer advocacy groups and, over time, empower members to lead them.
  - Consider starting a new group with a similar format, focus on developing new skills.
  - Include local authorities and the school committee in case conferences, if appropriate.
  - Develop community led education workshops
- Develop disability awareness and a potentially a plan for children with disabilities in CFI services.
- Maintain usable data on the child's circumstances including: gender identity, grade, family size, commute to school (how far and how), given reasons for regular absence, given reasons for returning. In the long-run this should mitigate some limitations from the initial data gathering, further informing a locally-based response.

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- Considering aspirations and goal setting have been shown to be significant factors to keep children motivated, further research could be conducted into the efficacy of motivational interviewing for students.

Other teams
- PBMS could be shared with teachers at local schools to help with any behavioural issues, and bonus, would help with consistency.

Summary

This report shows that main concerns for student absenteeism are related to motivation, behaviour and academic achievement, which could be influenced by the family situation. Setting goals for the future has been shown to help this. Financial support, parental encouragement, good relationships with peers were also shown to have a big impact on student's attendance. Individual, family and group work is shown to improve and support students in these areas. Facilitating a regular feedback loop between parents, teachers and students, and engaging the local community are also ways that can support ongoing attendance. The approach the EA team is currently taking is reflected in the research from this report. There are some areas to improve on and develop and these are noted in the recommendations. There are some issues CFI does not have influence over. These are public issues that could only be solved with local authorities and relevant ministries.

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Appendix

Themed interview data

Or read on...

Legend:

Prekchhdor primary school
Somonors primary school
Peam Ek secondary school

Question One:
What are the reasons (contributing factors) that some students don't attend school regularly?

theme	sub-theme	sub sub theme	example (from interviews)
student	personal	motivation	student doesn't want to study
			Been lazy and did not take attention to study
			Did not love learning
			A child was lazy
			Did not take caution/bring attention to study at school
			Was lazy
			Did not bring attention to study
			Was lazy to study
		behaviour	Hasn't had classroom's rules
		peer pressure	Went along with the other child who did not go to school (two teachers said this)
		learning difficulties	A child has had autism (learning difficulty or behaviour issues)
			student have learning difficulty
	academic achievement	(related to above ^^)	for the slow student and grade behind
			Did not catch up with the lessons
			had no basic knowledge from previous learning

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			Had no basic knowledge from the past
			Had no basic knowledge from primary school
			Did not catch up what the teachers have taught
	health		Sickness
			Always got sick
family	financial	Migration	the parent are poor and need to move (migrate) Ex: several student in his school did not come to school regularly because their parent always move to works in others places.
			Moved with parents to go to work somewhere
			Parents moved to work at far place
			Parents have moved to work far away (For example : One student that his parents have moved to at Poi Pet and left him living grandmother)
			Parents moved to work faraway
		children have to work	Older student earn money for family
			In her [teachers] school some student to go to harvest the bean or corn to get money.Those students does not come to class regularly
			Went to work (at night)
			Has worked while learning at public school
		general	Poorness (Economic problem)
			Teacher taught extra class , so she/he did not have money to study
	support		Lack of motivation from teacher and parents and others (same e.g. as below)
			Had no motivation from parents
			Had no attention from parents
	influence		"bad behaviour or nature , like at home" / (Living with bad environment since he/she was born) = A child could copy the bad behavior from his/her family's members or from environment or from other children (the parents don't like study/children are the same)

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			behavior from nature
	violence		Had no attention from parents and had domestic violence in family
		(related to financial)	Parents did not have time to take care their child 's study (For example: Parents leaved to work from early morning until the evening when they came , they were tired , so they did not about their learning)
	misc...		Family situation
school	teacher	absenteeism	Teachers do not come regularly so students think that if they come no class.
		quality	Teacher's methodology/technique was not attractive /not good
	support		Lack of motivation from teacher and parents and others (same e.g. as above)

Question two:

What has made/helped them return to school?

theme	sub-theme	umm... sub sub theme	example (from interviews)
school	involvement of parents/family	contact book	Has had a book for contacting the parents or governance ('book' = contacts of children's parents and attendance tracing. Usually primary schools have this book, but not all. The gvt. Require it but not all do it. They'll call, and if they don't contact them they will visit, as below)
			Had a book for contacting parents and governance - (NB: Governance referred to Older people , Aunt and others who are responsible for his /her that a child is under the control of them.)
			Had a book for contacting to parent when their child has had study Issue (attendance issue)
			Had a book for contacting parents and governance to motivate their child to go to study regularly

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			Contacted to parents and governance to motivate their child to go to study regularly
		visit the home	Visited a child's home to meet him/her and his/her parents (NB: visiting homes is part of the teacher's job but some teachers did it ,some don't)
			School visit family
			Has taken a visit to family in order to meet with parents and a child to discuss about the child 's issue
			Follow up attendance and meeting with parents. Ex: His school teacher and director visit student families and encourage them to get back to school .
	teacher		Good class or activities in the class to catch students interest
		support	Encouragement. EX: For her class she always creates more fun activities ,So the students want to come to study every day.
			encouragement from teachers
			No discrimination
community	understanding imp. of education		School promotion (It means the school director and teachers do the promotion in the village before the new school year starts and also they visit some families that have student attendance issues. They also said that CFI also helps to to get students back to school because we always follow up and meet families and we inform school).
			School promotion (same school as above ^^)
student	understanding imp. of education		Explained the child to understand the future goal
			Explained the child to understand the future goal
			Thought about child's future and explained him/her to understand the future deeply
financial	(from school)		Provided school supplies

children's future

			Provided school supplies
			Has provided school materials
			Has given a little money for a child who has no ability to buy breakfast (make short very poor child)
			support/scholarship

Question three:

Who can motivate the students to return to school?

theme	sub-theme	umm... sub sub theme	example (from interviews)
school	individuals at school		Good school teacher/directors
			Ex: One class in his school always comes to class regularly because the teacher always encourages students and cares about students.
			Good teacher and directors
			Ex: She always explains and cares about the student. The student listens to her and wants to come to class every day.
			The school director x3
			Associated teacher x3
			Veteran teacher/ experienced teacher
			director x2
			teacher x2
	school wide		school committee (NB: School committed helps the services in school such as : council of school rules, administration tasks, Budget, and others which are relate to school management ....etc.)
			Community of school management committee
			Governance x2
			School management committee
family	support		parents x2
			Parents / relatives

children's future

			Parents x2
			Parents x2
community	NGO		Follow up form CFI
			NGOs partners (CFI)
	peers		Friend for the older students
			Friend x3
			Friend
			neighbour
			Neighbor

Question four:

Do you have any other comments about student attendance?

theme	sub-theme	umm... sub sub theme	example (from interviews)
reports			-Need to focus on attendance and report from the teacher on time.
encouragement	from teacher		-Teachers need to understand student situation and encourage student.
			Has used gentle and polite words to the parents, governance and a child to understand the worth of study for a child's future
			Has used a gentle and polite words to a child to make sure his/her good communication or engagement
	from parents		Has had a suggestion to the parents to push their child to go to school regularly and understand the child's welfare
			Parents should cooperate with school and help push a child to go to school regularly
			Has used gentle and polite words to the parents, governance and a child to understand the worth of study for a child's future
understand situation			-Teachers need to understand student situation and encourage student.

children's future

			Called/Asked parents or governance to know about the child's issue
engaging learning environment			-Teacher should find out more activities to make students want to study and come to study.