

SWOT ANALYSIS OF THE CAMBODIAN GENDER EQUALITY INTERVENTION

Sometimes the use of an effective tool can be crucial to assess the effectiveness of an intervention. Such was the case in Cambodia where a team of practitioners implemented a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in order to identify the critical points of their gender intervention. Through this analysis it was possible to discuss the implications of the internal and external factors of an intervention aiming at ‘conducting training for teachers and teacher trainers on gender-sensitive pedagogy’ (see Table 1).

Strengths <i>(i) What is working well? (ii) What are some advantages? (iii) What resources currently exist?</i>	Weaknesses <i>(i) What could be done better? (ii) What are the risks?</i>
<ul style="list-style-type: none"> - Positive political will - Also mentioned in Education Strategic Plan (ESP) - Part of Development Partners’ (DP’s) agenda - Based on existing initiatives - Concrete action by Ministry of Education Youth and Sport (MoEYS) supported by DPs - Embedded in the curriculum - Making use of existing structures such as District Training and Monitoring Teams (DTMTs) and Teaching Training Centers (TTC) 	<ul style="list-style-type: none"> - High personnel turnover at teacher training colleges - Weak coordination of stakeholders and DPs in providing In-Service Teacher Education (INSET) - Lack of follow-up of monitoring at district level - Low capacity of DTMTs (responsible for INSET)
Opportunities <i>What new frontiers can be explored?</i>	Threats <i>What are the external issues that can hinder progress?</i>
<ul style="list-style-type: none"> - Training of DTMT in monitoring and follow-up - By including gender-sensitive pedagogy at Pre-Service Teacher Education (INSET) a sustainable structure is in place - Revision of the textbooks will happen soon (in line with principle of gender-sensitive pedagogy) - Strong commitment of DPs and NGOs 	<ul style="list-style-type: none"> - Lack of funding for follow-up - High workload of the DTMS in providing the training - Delay in curriculum and textbook revision - DP’s coverage of selected provinces - Overloaded curriculum

Table 1: SWOT Analysis applied to the Gender Equality Intervention. Source: Lenaerts, Braeye, Cnuddle, and Say (2016)