



The Cambodian
Consortium
for out of
School Children



**រួមកម្លាំងគ្នាដើម្បីធុនឡើងគុណភាពសិក្សាសមរម័យបរិយាយបំណុលប្រកបដោយ
គុណភាព និងសមធម៌ សម្រាប់ទាំងអស់គ្នា**

**JOINING FORCES TOGETHER TO ENSURE INCLUSIVE
AND EQUITABLE QUALITY EDUCATION FOR ALL**





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ACCELERATED

LEARNING PROGRAM

1. INTRODUCTION

The CCOSC program has three activities that specifically deal with children who have not completed primary education; these are included in OUTCOME 1 - "OSC in project target areas are able and encouraged to complete the primary education cycle." Then under OUTPUT 1.1, these three activities are listed: remedial classes, re-entry classes and accelerated learning classes but in terms of targets they are not differentiated. The first two are normally relevant to children who have been in school for some period of time, but the third is more specifically but not solely directed towards children who have never attended school.

The accelerated learning program (AL) has a long history, and in the first decade of this century textbooks were written by PSE with the assistance of MoEYS staff and funded through Save the Children Norway. Guidelines were also written for implementation on a pilot basis. MoEYS subsequently approved the program and issued a Prakas No 17 MoEYS in 2013.

The accelerated learning program, applying only to primary education, is for children whose age is not synchronized with the grade level they should enter if enrolled in school; i.e., they are "over-age children". In the CCOSC program AL brings together the policy of MoEYS, the program management of AEA and its IPS and the financial resources provided by EAC.

2. IMPLEMENTATION PROCESS

The objective is to attract over-age children to enroll or re-enroll in school by offering the chance to complete the six-year primary education cycle in three years) or less depending on the entry point into accelerated learning program). At an appropriate time when age and grade level reached under AL are synchronized, the AL students should then be transitioning to mainstream education or completing an entire primary education cycle. An associated objective of AL is to reduce recorded dropout rates in primary schools.

The three-year programme follows the national curriculum using specially written textbooks (12 in total) for Khmer, Mathematics, Social Studies and Applied Sciences. Courses are delivered by specially trained government teachers in normal public schools and at normal school hours. In essence the program is based around condensing the curriculum to deliver six grades through just three academic years as follows:



In each grade the total student contact time is 196 hours.

The steps for implementation were laid down and approved by MoEYS several years ago so there is

little variation particularly since it is a government program, not an activity specific to NGOs.

The point at which variation has occurred is in the process of identifying potential students for entry into the accelerated learning. Since PSE is one of the originators and the only deliverer under the CCOSC program, most participants have been identified by its team of social workers but some also have come through school mapping exercises. Although not under CCOSC, UNICEF is supporting delivery of AL in a number of other schools.

Another critical point is the selection/appointment of teachers; these usually are staff in the schools delivering the program but they need training to effectively deliver the course. This training has been delivered by a dedicated team of trainers engaged by PSE.



3. ANALYSIS OF THE IMPLEMENTATION PROCESS

The implementation process has faced a few issues that have led to poor delivery or outcomes, but these have not been inherent in the AL program itself but rather in specific issues that have arisen during implementation.

The critical step is selection of teachers because the pedagogy used is not the same as in normal classrooms; for example, the very fact that a grade is compressed into half the number of contact hours requires changes in both attitude and in teaching methods for those who deliver the program. That the AL has been delivered successfully can be mainly attributed to three factors; namely (i) teachers are trained in instruction methods, (ii) they get an extra salary for being accelerated learning teachers and (iii) there are detailed selection procedures for students who also have a strong motivation to succeed.

4. RESULTS OF THE IMPLEMENTATION

The Accelerated Learning program under CCOSC is considered to have a success rate in excess of 80% based upon the number of participants who have entered into the normal school program after AL or have completed the full 6 years of primary education under AL. This result has been within the same range for “failure” in a normal classroom where about 15% repeat or drop-out of school.

Anecdotal evidence suggests that once placed back into a normal class, the accelerated learning graduates perform at least as well as any other student and often better.

Result	Indicators	Global Project Target	Achievement to June 2017
1.1 School are built and infrastructures are improved to enable access to all OOSC	1- 3 Not applicable		
	4. Number of accelerated classes opened in the target areas	754 classes	3,504 including remedial & re-entry classes
	5 Not applicable		

5. BEST PRACTICES

The PSE experience clearly demonstrates the value of having social workers participate in student selection in order to provide counseling of both students and parents to ensure expectations are realistic; reports from PSE would strongly suggest that the counseling is a positive factor in the student success in AL classes.

The government regulation (PRAKAS) lays down clear guidelines for (i) teacher qualifications, (ii) teacher duties, (iii) class organization, (iv) student selection, (v) student dispersal and (vi) the use of textbooks. Adherence to the guidelines is a factor in success and should be copied in other activities for OSC teaching.

To better demonstrate the evidence of the success of the AL program, future projects should collect several quantitative indicators, for example EGRA scores for AL students for comparison with national averages for the relevant grade level and also drop-out rates during AL and after integration into normal school; such statistics could be used to measure success.

Other agencies are also implementing accelerated learning programs, for example UNICEF in four provinces, but although it is an approved program, it is still not being delivered nationally and so there is a clear need for a much wider rollout based on the uptake under the CCOSC.

In terms of the monitoring and evaluation of the CCOSC program, the bundling of accelerated learning, re-entry, and remedial classes into one indicator means that the number of each type of class is not readily obtained. In any future program, differentiation is needed in the results framework and in reporting.





6. CASE STUDY

LEARNING AT AN ACCELERATED PACE

Kong Sreynoeurn, 15 years old, lives in a poor family near the dumpsite of Steung Meanchey. Three years ago, she had to take care of her mother who had cancer, while her father was an alcoholic and violent. She dropped out of school. *"I didn't feel I could study when my family situation was so difficult. I often went scavenging with my friends,"* she says. A few months later, her mother passed away.

Sreynoeurn wanted to go back to school but she thought it was not possible. *"I was 13 years old and I could not read. How could I return to school?"* she explains. She contacted the NGO Pour un Sourire d'Enfant (PSE) and had the opportunity to attend Accelerated Learning Classes in the 2013-2014 academic year. The classes were equivalent to grades 1 and 2.

TWO YEARS IN ONE: THE OPPORTUNITY TO GO BACK TO SCHOOL

These classes offer older students who have dropped out of school a chance to catch up with their peers. Designed to help them complete two years of education in just one year, the project is implemented by PSE, as part of the Cambodian Consortium for Out Of School Children (CCOSC) led by Aide et Action (AEA) and co-funded by Educate A Child (EAC).

"At the beginning, Sreynoeurn reacted negatively because she thought that she had to study with young children. In reality, there were a lot of children the same age as her in her class," explains the PSE School director Mr. San Samet. AEA Programme Officer Sarym Heang also explains: *"Over-age students are often subject to teasing and discrimination by their fellow peers. The stigma associated with*

being older than other classmates pushes them out of school. Enrolling them in Accelerated Learning classes really helps them to feel comfortable to learn and actively engage in the learning process. By combining two years into one, accelerated learning helps bridge the age gap."

BUILDING SREYNOEURN'S FUTURE

Nearly one out of five school drop outs in Cambodia are over-age according to the Ministry of Education, Youth and Sport. The CCOSC provides learning spaces for children who would otherwise be kept out of school and produces materials such as textbooks developed specifically for accelerated learning.

"Accelerated learning is a bridging program providing opportunities for over-age students to learn in

a condensed primary school curriculum which allows them to catch up with the Cambodian educational system at the right age," adds Sarym Heang.

After only three months, Sreynoeurn was able to read and write in Khmer. This year, she is in a class that is equivalent to grades 3 and 4. Her results are very encouraging and she shows a lot of enthusiasm. She is the third best student in her class out of 34 students. There are good reasons to be proud of her ability to learn at a fast pace covering several grades in a short period of time.

"To live in better conditions, I need appropriate knowledge and qualified skills. I can achieve this through hard work," she says with confidence. She thinks about studying interpretation at the Institute of Foreign Languages or cooking at a vocational training center.



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*Joining forces
for education*

Our funder

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- Damnok Toek (Goutte d'Eau) (DT)
- Disability Development Service Program (DDSP)
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SCHOOL SUPERVISION And Monitoring DTMT



1. INTRODUCTION

District Training and Monitoring Teams (DTMT) consist of officials from the Cambodian government's District Offices of Education, Youth and Sport (DoEs); Provincial Offices of Education, Youth and Sport (PoEs) and school directors who monitor and report on school progress. They conduct regular

monitoring visits to schools in order to provide technical assistance to the school management to improve the quality of education that they provide for their students. The teams conduct monthly meetings to share experiences and results from those field visits. Their focus is on changing the behavior and attitudes of school directors and teachers and

increasing their academic and management skills in regard to students; this includes challenges faced, solutions and planning. DTMTs are directly mandated by the Cambodian government's Ministry of Education, Youth and Sport (MoEYS) through the Education Strategic Plan 2014-2018. Thus support for these bodies directly aligns with government policy.



2. IMPLEMENTATION PROCESS

The Cambodian Consortium for Out of School Children (CCOSC) programme has developed guidelines and tools for DTMTs on how to conduct school monitoring visits, including classroom observations and testing students' learning outcomes. DTMTs were provided with an orientation on how to use these tools. During a reflection meeting, partners, PoEs and DoEs acknowledged that they have put the school visit guidelines and tools into practice.

One Implementing Partner (IP) noted that with support from the project, DTMTs have provided regular monitoring and support to schools on teaching, learning, school infrastructure, administration and management and thus have successfully guided the schools through the new process of running accelerated classes.

Some IPs used their matching funds and grants to support DTMTs to conduct monitoring and follow up visits with schools on a monthly basis. Commonly, DTMTs have a limited budget to conduct their regular tasks, and external financial support can facilitate effective functions of DTMTs.

3. ANALYSIS OF THE IMPLEMENTATION PROCESS

Creating a common goal and mission amongst DTMT members in regard to the outcome from DTMT's regular visits is a foundation for their success; improved technical skills to conduct a visit is essential to achieve high quality outcomes. In addition, commitment amongst the members of DTMT to pay full attention to OSCs is essential to ensure that all OSCs are known to the duty bearers and that the school

management takes appropriate actions to assist OSCs to come back to school. Conducting an effective monthly meeting, identifying actions necessary and monitoring progress are also essential to ensure education for all the children and to respect the internationally agreed principle of 'no one left behind'.

One IP noted that through ongoing school visits and monitoring, DTMTs' capacities greatly improved but there were still the potentials to improve their capacity and increase their knowledge to effectively follow up and become more able to provide constructive feedback to schools. As a consequence, its education programme team continued to strengthen the capacity of the DTMTs, partners and project staff on follow-up, monitoring and support of OSCs through eight demonstrated field visits in all target provinces.

4. RESULTS OF THE INTERVENTIONS

DTMTs conducted visits to 1,403 schools and held 258 meetings between DoE/PoE and partners to ensure efficient school tracking at provincial level in quarterly provincial working meeting achieving a result significantly over the expected target. This is directly related to project Output 3.3 'District and Provincial Education Departments ensure efficient school tracking and provide necessary guidance for schools to support OSC'. The project made good progress towards this output by providing necessary guidance for schools to support OSCs through regular visits of DTMTs. A report from DTMTs on school monitoring visits shows that the number of teachers implementing tailored pedagogical tools to promote quality of teaching and a child-friendly environment for OSC and children with disabilities (CwD) has increased.

The DTMTs conducted school visits with all teachers who received training in order to follow-up on their teaching and class management to provide feedback. As a result, the trained teachers have a higher commitment and ability to teach CwDs in their classes, use appropriate technology and demonstrate good class management. Another IP noted that during July-September 2015, regular monitoring by the DTMT to follow up on school performance, as well as other factors,

contributed to higher school enrolment.

Reports from the DTMT teams indicated that 90% of teachers who had received training on inclusive education had implemented tailored pedagogical tools to promote the quality of teaching and a child friendly environment for OSCs. They especially noted that they demonstrated good class management for children with disabilities (CwDs) and had improved lesson plans to be more effective for CwDs. However, there were still some teachers who did not apply the skills and knowledge they were trained on. To overcome this, the DTMT teams discussed steps forward with school directors at those schools to find the best solutions, but more efforts are essential to motivate them to apply new and innovative approaches that they learned from the project.

According to a focus group discussion with teachers and principal in one primary school, instructional quality has gradually improved following IPs working with DTMTs to conduct a series of workshops on flexible learning services such as multi-grade, remedial and accelerated classes to help improve learning outcomes for OSCs, and on the establishment of village network groups, school information management, school enrollment campaigns, and support for children with learning difficulties.

DTMTs can also play a crucial role to enable children to con-

tinue to attend school. Some IPs have empowered some DTMTs to take additional efforts to ensure children stay in school instead of migrating with their parents by close contacts with students, and school management also can identify children who are at high risk of dropping out from school. In areas where migration is an issue which prevents children from attending school, such a mechanism is key to ensuring children do not miss out on education when they migrate.

Budget and time constraints are a challenge to DTMTs being able to conduct supervision in all schools. In response to this, a key best practice implemented by some IPs has been to technically and financially support them to organize monthly meetings between the DTMT and primary school principals to solve problems and share successes. To ensure sustainability, continuous efforts to encourage DTMT to ensure their own budget are also essential along with such support.

In addition, as demonstrated by one IP, an effective DTMT can be a best practice model for specifically ensuring access to education, inclusion and high quality teaching for CwDs by providing support for teachers/principals and by ensuring disability-specific teaching practices are being implemented in schools.



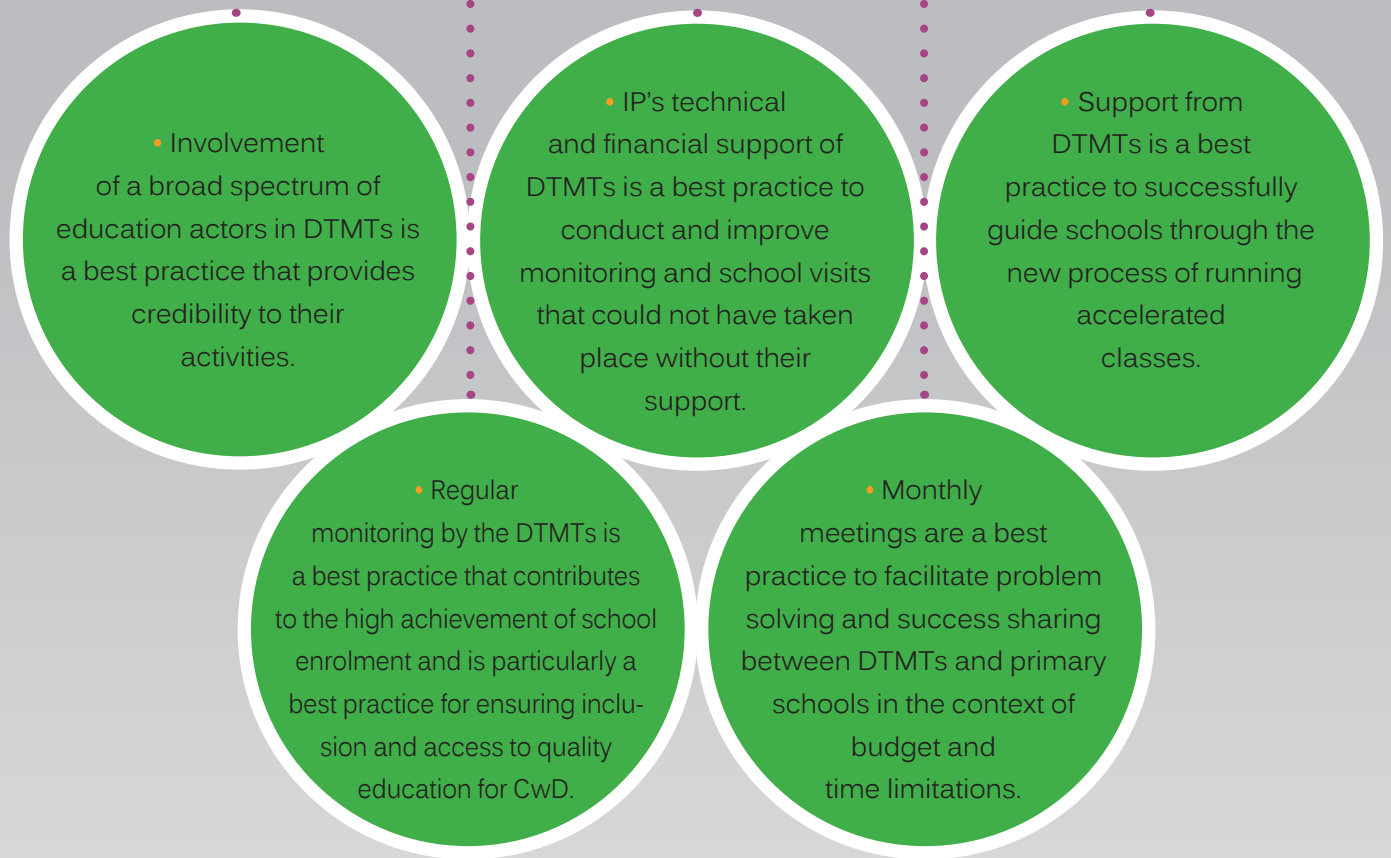
Table: Project Progress against Output 3.3 Indicators

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
3.3. DoE / PoE ensure an efficient school tracking and provide necessary guidance for schools to support OOSC	1. DTMTs monitor and report on school progress on a regular basis	396 monitoring visits	1,403 monitoring visits
	2. Number meeting held between DoE/PoE and partners to ensure efficient school tracking at provincial level in quarterly provincial working meeting	225 meetings	258 meetings
	3. PoE/ DTMTs provide adequate support to school as needed – e.g.teaching staff use a tailored pedagogical approach to answer OOSC needs...etc.	2,869 schools	1,931 schools

One of the visible successes directly linking the improvement of school management with DTMTs is identified as the preparation of action plans that were the outcome of DTMT visits. Many of the target schools produced new action plans incorporating new methodologies and skills in teaching children with disabilities to ensure a higher quality of learning.



5. BEST PRACTICES



6. CASE STUDIES

CASE STUDY 1

IP: Sovann Phoum and Plan

Sovann Phoum Organization supports thirty primary schools in Tboung Khmum province so that all OSC can attend school. As a part of its intervention, Sovann Phoum Organization has worked closely with DTMT, which are set up in the DoE as an official supervising body to regularly supervise school management. According to Mr. Pech Sovann, Program Manager of the Sovann Phoum Organization, *“Students at our target schools in Tboung Khmum province are commonly from poor*

families and the risk that they may drop out from school is very high. Many parents migrate and bring their children with them, and after they return the children cannot catch up with school and lose interest to attend classes, particularly when there are no attractive elements in school. Therefore, it is important that school management ensures that all children remain in school by providing a good learning environment.” To achieve this, DTMTs play a crucial role by supervising school management and supporting school principals to improve school environments and solve problems in a quick and effective manner. The CCOSC project closely

cooperates with DTMTs to support schools in a comprehensive manner.

An active member of a DTMT, Mrs. Kong Sokuntheary from the DoE in Ponhea Kraek district said, *“Supervision by DTMTs is very important and we use the check list from the Ministry of Education when we go to supervise the school management. We also talk with students and identify who is absent. Several issues and points for improvement are identified at each visit, and we recommend school principals to take action on points for improvement. There are visible improvements in many school after our visits.”*

However, due to time constraints and budget limitations, DTMTs cannot conduct direct supervision in all their target primary schools in a timely manner. In response to this problem, Mr. Ang Saphan, Director of the DoE in Ponhea

Kraek district, Tboung Khmum province said, *"The DoE organizes a monthly meeting, and all the primary school principals in this district must attend it without excuse. In the meeting, we share problems and find solutions together.*

The DTMT cannot visit them often but through our monthly meeting, principals know the members of the DTMT well and they can also call us if there is an emergency. This way, we supplement the gaps in the DTMT's functions."

Photo: Mrs. Kong Sokuntheary, DoE in Ponhea Kraek district



MRS. KONG SOKUNTHEARY

highly appreciates Sovann Phoum Organization's comprehensive support to the primary schools in her area. *"Technical support to leadership in each school through the DTMT works effectively owing to the on-going assistance from the Sovann Phoum Organisation,"* she said.

CASE STUDY 2

IP: DDSP

DDSP Organization supports 102 primary schools in Pursat province so that any children with disabilities (CwDs) who are out of school can access and attend school. DDSP's approach is holistic, supporting CwDs and their families, empowering communities to understand disability issues and assisting school teachers to improve their capacities to accept and teach CwD. Besides this direct support, DDSP also works closely with DTMTs to be able to conduct school supervision and monitoring. DTMT members have the authority to critically examine the school management and provide constructive and concrete advice for school improvement.

According to Mr. Nget Rithy, the project group leader of DDSP, *"In our target schools, there are many CwD who are marginalized and come from poor families whose parents are unaware of the importance of education. The rate of dropping out of school is so high among those children. The reason is not because of their parent's perspectives only, but also teachers' unspecialized skills related to disabilities. Even though teachers were trained on*

disability issues, we are not sure if teachers practice these skills, and children are treated equally. Therefore, it is important that we support the DTMTs to monitor and check what school principals and teachers are doing and to ensure that all students with disabilities remain in school by providing a good learning environment".

DTMTs play a crucial role by supervising school management and by supporting school principals and teachers. DTMT teams conduct school visits every month to make sure that teachers function in their roles appropriately and that CwDs are treated equally and offered special care. Commonly, there are three target groups for DTMTs to visit and monitor: school principals, teachers, and community people/parents (such as members of the School Support Committees).

As a member of DTMT since 2011, Mr. Tan Sambo, deputy director of DoE in Pursat town, said, *"The DTMT was established by the Ministry of Education to supervise school management; however, due to budget limitations the process was not so effective. To fill this gap, DDSP kindly offers finan-*

cial support for DTMTs to function more effectively in assisting teachers and to make sure they function well to keep CwDs in class. As I am a DTMT member, I always visit schools every month to identify gaps and limitations. Every visit, I always motivate them to take special attention and understand about students with disabilities. Now, school principals and teachers function well in supporting children with disabilities."

The DTMT's function became more effective thanks to DDSP's support. However, due to time constraints and budget limitations, there are still challenges and problems in some primary schools that need to be solved. In response to this problem, Mr. Hun Chandoeun, project coordinator of DDSP said, *"The DTMT organizes monthly meetings to share successes and challenges that need to be solved and we always invite primary school principals and some teachers to attend and solve problems together."*





Mr. Tan Sambo

highly appreciates DDSP's comprehensive support to primary schools in his area. *"I really appreciate DDSP's intervention. The DTMT works effectively and we have a very good relationship like siblings and friends,"* he said. Creating a good working relationship with DTMTs is one of the keys to ensure CwDs can continue schooling in a friendly environment.

Photo: Mr. Tan Sambo, deputy director of DoE in Pursat

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Changing the world through Education

School Infrastructures Improved To Enable Access To All OSC

1. INTRODUCTION

Ensuring that schools are equipped with the necessary basic facilities and an adequate infrastructure so that students can access them safely is a key consideration in ensuring school attendance. This is particularly relevant for children with disabilities (CwDs), some of whom require ramps, special toilets and playgrounds that meet their particular needs. The Cambodian government's Ministry of Education, Youth and Sport (MoEYS) takes school access and quality very seriously and has developed a detailed document on Quality Control Guidelines for School Building Construction to ensure schools meet access and safety requirements.



2. Implementation Process

In regards to school construction and facility improvement in the CCOSC project, school site selection was prioritized in areas where state schools currently do not exist and/or where overcrowded schools could not accommodate newly enrolled students from the program. This selection process is participatory and local community people/leaders, school directors and teachers and District

office of Education (DoE) are all involved to ensure a fair process.

Notably, the CCOSC project improved accessibility for CwDs in 27 schools, exceeding the target due to partners' expansion into new areas and more schools thus demonstrating the importance of IP's initiatives to facilitate the process in responding to the needs, even beyond the original plan. Commitment, motivation and capacities to take actual steps for school construction is also a key

for success.

In many instances, classroom renovation needed to be undertaken so that an adapted and inclusive classroom environment was created suitable for CwDs to participate in learning activities.

Usually, there is one integrated or special class per school and this CCOSC project is filling such gaps. The construction of ramps, toilets and playgrounds was supported for the target schools. In addition, classroom materials including tables, chairs, and boards were installed in the classrooms.

Furthermore, one IP reported that it supports transportation for children so that they can travel to school in a safe manner. Some IPs supporting CwDs also provide financial support to poor families to ensure that their CwD's can access school.

3. Analysis of the Implementation Process

Constructing and improving the quality of schools are essential aspects of ensuring school attendance by all children, and results show significant increases in school attendance (including CwDs) as a result. Good infrastructure can enable children to enjoy going to school and also to enjoy playing and learning with their peers. Enabling children to like school and enjoy attending classes is the promising practice to keep students in school. In addition, from an adult's parent perspective, a good school environment can ensure that children can be safe and can expect to have a high quality learning experience.

Constructing new schools in few provinces where communities

contributed in-kind resources demonstrates to other communities that supporting the improvement of school quality through construction and facilities encourages community members to mobilize resources for this purpose.

In the process of supporting construction, there are wider benefits, for example, the School Support Committees (SSCs) improved their planning, and according to IPs, have become more transparent through their handling of budgetary funds.

Construction and guaranteeing greater accessibility of school buildings, especially when the community is actively involved, has been found to play an essential role in mobilizing OSC. It has been jointly identified by CCOSC partners as one of the best program strategies to enroll children



in school.

It should be noted that one IP reported that there were challenges in building new stand-alone mini-schools in remote areas due to construction delays and costs over-runs against approved budget. Other challenges included two temporary schools being knocked down by strong winds during the rainy season in May, 2016. This delayed the provision of educational services for several weeks until repairs could be made. Additionally, efforts of the project and the community at Snuol District to build a new school were not successful in 2016 so children had to study at the local temple but the community will continue trying to raise funds to build a temporary school.

4. Results of the Implementation

In 2016, successful completion of eight new school buildings was reported (two standard and six temporary schools), and this came with learning materials. This led to an increase in quality, the efficiency of education, and capacity of local education leaders. The Poor and Remote Children Component (PRC) built one temporary school (two classrooms) and two standard schools (each with six classrooms and a library) in Ratanakiri, Kampong Cham and Kampong Thom provinces with contributions of land, fences and labor from the community. Approximately 800 students have access through these four new schools, and two more standard schools will be completed in the



next semester in new target areas where many out of school children (OSC) have been identified.

In addition, new classroom supplies (tables, chairs, whiteboards, bookshelves, and study and learning materials) and infrastructure (toilets, well pumps, ramps and playgrounds, were provided during the renovation of the six schools to ensure a friendly environment for students and promote active teaching and learning. In such programs, Implementing Partners (IPs) are working to encourage

schools to improve accessibility for both sexes, such as by building separate toilet facilities for girls and boys.

The below table shows the results from CCOSC project implementation in regard to school access.

Output 1.1 Schools are built and infrastructures improved to enable access for all out of school children (OSC). Again, the text of the indicators requires editing, which I cannot do. E.g., Number of schools which have provided

accessible facilities (a ramp is a facility, not a device) and number of accelerated, re-entry, and remedial classes opened in the target areas.

As of December 2016, the CCOOSC programme had the following achievements under Outcome 1:

- Renovated 257 classrooms (168% of global target)
- Built 30 schools (97% of global target)
- Opened 2,815 accelerated

/ re-entry classes (373% of the global target)

Construction of eight new school buildings was completed, which enabled more than 1,000 OSC to have access to education. Communities and local authorities were highly appreciative of CCOOSC's contribution and provided labor, material and cash support for activities. Communities contributed \$34,940 USD, representing 16% of the total cost of construction (\$225,376 USD); 7.5 hectares of land; and 400m of concrete fence-

ing. (The table below presents this information)

For children with disabilities, special integrated classes were opened and accessibility facilities for 30 schools such as ramps and toilets were constructed. For ethnic minorities, school buildings have been constructed (some with in-kind contributions, labour, and financial support from community members, and some of these have been taken over by the MoEYS.

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
1.1 School are built and infrastructures are improved to enable access to all OSC	1. Number of partnering schools set up accessibility devices and / or integrated, classes	242 schools	286 schools
	2. Number of schools/ center are built in provinces (inc. temporary schools)	31 schools	32 schools
	3. Number of classrooms renovated	153 classroom	293 classroom
	4. Number of accelerated classes/re-entry, remedial are opened in the target areas	754 classes	3,504 classes
	5. % of in kind contribution support from communities and schools for school building and renovation (i.e. land, materials, and labor	5% in kind contribution and cash	11% in kind contribution and cash



5. Best Practices

- Empowering local actors such as the SSC and the DoE is essential to improve school access and to mobilize resources for school construction and renovation. In the process of planning and construction, many SSCs demonstrated visible improvement in their planning, monitoring, transparency and accountability.
- Constructing and improving the quality of school facilities are best practices to increase school attendance, especially for CwDs who have the greatest need for specialized facilities, and to encourage community members to also contribute to this effort.
- Providing transportation for extremely marginalized children and CwDs can enable easier access for them to school.



6. Case Studies

CASE STUDY 1

IP: Damnok Toek

DamnokToek (“drop of water” in English and “goutte d'eau” in French) is a Cambodian organization working with vulnerable children and their families. Since 1999 Damnok Toek (DT) Poipet has been running various projects which directly assist vulnerable children and their families, including two non-formal education programmes that offer the opportunity to street-working children to have access to education as well as reducing the chances of illegal migration. One of the effective approaches of DT is to provide transportation (a large truck) to carry children back and forth from school so that they are safe and so that there are no extra costs to their families.

Mr. Sorn Samedy, Program Manager of DT, says, *“Marginalized children, such as street children or children*

whose parents migrate, are commonly not taken care of well by other adults or guardians. Without guidance from adults, children are abandoned in the community, and they do not go to school. We approach community people and identify children who are not attending school, and then we go to talk with their guardians. Guardians are commonly not interested to send their children to school, but we explain the importance of education for children and encourage them to send their children to our school. We explain that we pay for transportation, give all study materials and provide meals. Then, guardians often agree to send their children to us.” *“Study materials, food, transportation and clothes are important for children from poor families, because their parents cannot afford them. We try many things to get OSC back to school,”* said school teacher Mrs. Voun Sophea.

One of the keys to ensure those marginalized children

can attend school is to provide a means of transportation. DT equips large trucks to carry children from their community to school so that parents do not have to worry about transportation costs or the safety of their children. Providing scholarships and meals on top of emotional support is, needless to say, the most important foundation to encourage parents to send their children to school. In addition, if a transport truck appears in the community on a regular basis, community people recognize it is a sign that children are attending school. This can create an environment where adults and guardians understand that children must attend school. DT has created such an environment despite the fact that the operational cost is large and it is not always easy to sustain this transportation service.







Photo: Mrs. Voun Sophea

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INTEGRATE EDUCATION BUDGET INTO COMMUNE INVESTMENT PLAN

1. INTRODUCTION

Under the policy of decentralization and deconcentration being implemented by the government, the lowest level of sub-national government is the Commune Council [CC] which is a body elected through universal adult franchise. Amongst the CC responsibilities is the preparing the Commune Development Plan (CDP) and the associated Commune Investment Plan (CIP).

In the design of CCOSC there was recognition of the potential place for Commune Council involvement for including education [CCOSC] in its plans and budgets. The relevant body to be involved is the Commune Women's and Children's Committee (CCWC) which is an advisory sub-committee to the Commune Council whose role is to recommend, advocate, coordinate, monitor and report to ensure women and children receive appropriate, beneficial, and inclusive services in social and economic sectors. Members of the CCWC include key members of the CC, the Women and Children Focal

Point, the health centre, the cluster school, and the police.

The CDP includes the needs, goals, strategies, priority activities and estimated possible resources (the resources required for capital and current expenditures) for five years (the current CDPs are for 2012-2017). The drafting is participatory and meetings are held to include all villages in the commune. Included in the contents are two relevant sections:

- 1). Achievement of universal primary education
- 2). Promotion of gender equality and empowerment of women

By contrast the CIP is an annual plan for implementation of the CDP consisting of clear development projects and a budget as prioritized from the CDP. The CIP has 5 areas under which investment projects are categorized (i) economic, (ii) social, (iii) natural resources and the environment, (iv) administration and security and (v) gender.

2. Implementation Process

There does not appear to be any clear set of guidelines for this activity so that the IPs tend to adopt their own procedures. What is clear, however, is the objective of the activity and that is to get CCs engaged in consideration of OSCs as a part of the CDP. So holding discussions in which presentations can be made about OSC is one of the activities: the nature of OSC, ways they can be helped and education more generally are all issues for discussion.

The other part in implementing this activity is to engage CCs in activities under CCOSC such as being part of the scholarship committee, school mapping exercises and school support committees.



3. Analysis of the Implementation Process

The performance of the IPs is variable in light of the lack of standard guidelines; it is therefore not easy to analyse the implementation process. But it would ap-

pear that the activity has the right focus by working through the Commune Women's and Children's Committees (CWCC) which are mandated to promote social service delivery including the education of women and children.



4 Result of the Implementation

In the current CDP cycle from 2012 to 2017, CCOSC has been implemented in the middle so has had very limited opportunities to secure funds since no new projects can be added. The activities have therefore been more aligned with awareness raising and preparation for the inclusion of OSC into the next planning cycle. In some communes, funds under CWCC have been used or others under the social category.

Result	Indicators	Design Target	Achievement to date, Nov 2017
3.2. Local authorities include OSC in the CDP	1. A budget line is included in the CIP for OSC	50 communes	74 communes
	2. The number of communes committed to reach out to OSC	170 communes	197 communes

The table shows a good level of engagement and perhaps most importantly, it shows an in principle commitment by many Commune Councils to include OSC in the next planning cycle. Currently most communes have limited funds, and infrastructure gets the largest share of the money. But there are social outreach funds which the CC can use for specific cases, and some IPs have been able to mobilize these funds for OSC.

Several of the IPs have been able to attend all CC meetings which has enabled the issue of OSC to be constantly brought to the attention of the CC. Furthermore, the members of the CC have been involved in various activities such as school support committees and school mapping. This is part of the commitment which is an important step forward.

However, interest in OSC tends to be selective with reports that some of the CCs are more interested in street children such as in Banteay Meanchey province and also in children with disabilities.



5 Best Practices

- IPs should work towards being given permission to attend all CC meetings.
- Engaging CC in the issue of OSC is not an easy process and takes time for discussion and negotiation.
- School development plans can usefully be presented to the CC.
- It is possible to mobilize some small amount of funds available to the CC to support special needy cases; this is often, however, only for the short-term.
- It is important to maintain good relationships between IPs and CCs with a focus on Commune's Women's and Children Committee's.
- CCs should be involved as much as practicable in education through various committees.

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Community Motivation And Mobilization



1. Introduction

Engaging community members, including parents, local authorities and local businesses, in enhancing access to education for all children and raising awareness of the importance of education are key aspects to ensure children can enter -- and remain

and achieve -- in school until at least the completion of basic education. Support from the entire community can motivate parents to send their children to school, and an environment where all community members regard education as an essential foundation for children's personal growth can help ensure universal access to education. The Education Strategic Plan 2014-2018

of the government of Cambodia's Ministry of Education, Youth and Sport (MoEYS) specifically aims to "increase possibilities of private sector and community participation in the development of education and physical education." Strengthening community mobilization in education is a key way the (CCOSC) has aligned itself with government priorities.



2. Implementation Process

Community mobilization is a cross cutting issue that is important in many areas of CCOSC programming. One Implementing Partner (IP), for example, mobilized the significant participation of rep-

resentatives from commune councils, school directors, school support committees (SSC), village chiefs, and students during enrollment campaigns to promote the importance of integrated multilingual education (MLE) programs for ethnic minority groups, directly contributing to the enrollment out of school (OSC) students. Many

SCCs were also supported by the CCOSC project to mobilize more community members, including local authorities, traffic policemen, teachers, students and others, in campaign activities designed to reach street children and families living in slums and dump sites through three public marches and household visits to promote

school enrollment and retention and prevent drop-out. Teachers and students participated in a by parade walking, biking and driving trucks with microphones, and utilizing social media to send key messages of enrolling street children into schools across three different provinces. These campaigns contributed to the enrollment of street children.

Similarly, the Ethnic Minority Child component (EMC) ran advocacy campaigns to mobilize communities and engage support for enrolment and accessibility and successfully enrolled children into public schools with integrated classes for Children with Disabilities (CwDs). This component also increased awareness about the positive impact of “mixed schools” which facilitate diverse and inclusive classrooms of Khmer, Cham (Muslim) and other indigenous students.

The program also implemented activities regarding school, travel and home safety awareness, and some IPs also offered access to medical services and referrals to rehabilitation services for sick children or CwDs.

As a consequence of training on “How to Involve Parents and Community Members to Support Children’s Reading”, one IP noted that there was a noticeable change of parents’ and community’s behaviour toward children’s reading habits. Parents encouraged their children to read books at home, and community members contributed to the establish-

ment of reading places in village centers and/or at home.

The CCOSC program also trained education actors and community members in comprehensive and participatory school mapping, and supported the mapping of new target schools designed to identify OSC and their families. People participated in the mapping, which helped to identify new families with OSC and enroll them in school. These actors helped to identify and select CwDs, utilizing knowledge acquired from program training on different types of disabilities. Through this process, they both increased their knowledge about disabilities and were able to support them to school.

Another IP noted that due to cultural and economic reasons, fathers are rarely involved in the project’s activities, leaving the role to educate children to mothers. The project therefore tried to ensure that fathers are also part of children’s education by training fathers on how to support their children to be able to access schooling. In general, IPs held many parent meetings in provincial locations to raise awareness about children’s rights for education and the issue of OSC and to improve school-community relations.

3. Analysis of the Implementation Process

Mobilizing community members and local authorities in enroll-

ment programs for out of school children, including CwDs, street children and ethnic minority children, is a positive and effective way to make these programs more effective through local knowledge and encouragement. This process also helps hold duty bearers accountable for their efforts to ensure that no one is left behind and that education is truly available for all.

Similarly, community involvement in school mapping played an effective role in mobilizing OSC; it has been jointly identified by CCOSC partners as one of the best program strategies to enroll children into schools due to local knowledge and understanding of the grassroots education situation.

One IP engages youth volunteers to engage children in community mobilization. These volunteers help children to start children’s clubs or youth clubs where they plan and mobilize community members for events that raise awareness on the importance of education for children. Transforming children to be agents for positive change in the community turned out to be a successful model in community mobilization that also leads to resource mobilization.

Community mobilization was a highly positive way to advocate and raise awareness about the benefits of mixed language schools for ethnic minority children and about children’s rights. Direct community mobilization increased the participation of parents and others in reading for children

through the establishment of these issues. reading camps. Parent meetings engaged parents in a number of projects to provide them knowledge on a number education issues and improved dialogue on

Engaging children themselves to be a part of planning and identifying resources for community mobilization events empowers children

to bring positive change to their communities. By enabling children to assert and advocate for their rights, adults and other duty bearers tend to be more active in meeting their demands.



4. Results of the Implementation

With community participation, a total of 916 campaigns were held to promote the importance of education, directly contributing to the increased awareness among 781 educational actors, at least 28% female, to gain better and improved understanding about the effectiveness of inclusive education. In addition, a total of 1,177 schools conducted school mapping, which helped to identify 27,064 new families with OSC, and those efforts reached to 47,736 community members to improve their understanding about the importance of integrating all OOSC in community life.

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
1.2 Educational actors are willing and able to provide access to all OOSC	1. Educational actors aware of the positive effects of increasing the number of mixed schools (ethnic minorities / Khmer)	590 people; at least 40% female	781 people; at least 28% female
	2. Number of schools partnering with local NGOs open integrated classroom for OOSC (count both school and classrooms)	70 schools	110 schools
	3. Number of campaigns/visits/advocacy campaigns led by education actors and local authority	621 campaign	916 campaign
1.3 OOSC and Families of OOSC are identified and aware of importance of education	1. Number of school conducted school mapping	857 schools	1,177 schools
	2. Number of VC, CC, SSC, CEFAC, parents, community members involved in OOSC identification and importance of education	36,959 people; 20% female in leadership roles	26,477 people, 30% female in leadership roles
	3. Number of families identified in all targeted zone/communities as direct beneficiaries.	13,390 families	27,064 families
	4. VC, CC, SSC, CEFAC trained in identifying CwD/ (education actor trained)	3,320 peoples; 20% female in leadership roles	2,690 peoples, 39% female in leadership roles
4.1. Communities are better aware of the importance of integrating all OOSC in community life	1. Regular advocacy activities take place in all project provinces at least once a year.	75 advocacy activities	104 advocacy activities
	2. Number of community members reached by the project awareness raising activities on the importance of integrating all OOSC in community life	57,572 community members	47,736 community members

Community mobilization has contributed to increased knowledge on children's rights, education for CwD and the greater involvement of fathers in children's education.

5. Best Practices

- Encouraging children to actively engage themselves as a part of planning and identifying resources for community mobilization events is a best practice to empower children to bring positive change to their communities. Children's clubs and youth clubs can play a vital role in guiding children in the same direction to achieve this change.

- Engaging community members and local authorities in enrollment campaigns for out of school children is a best practice to increase enrollment (especially of vulnerable groups of children) through community peer encouragement and contributes to sustainable awareness raising about access to education.

- Community involvement in school mapping is a best practice for increasing enrollment of children into schools due to local knowledge and understanding of the grassroots education situation. This process can enable community people to be clearly aware of the gaps in resources in their community for ensuring education for all the children.

- Community mobilization is a best practice to advocate and raise awareness of the benefits of special education initiatives such as mixed language schools and inclusive education for CwDs, using community members as a trusted source of information.

- A parent meeting is a best practice to engage parents on many education issues. Approaching fathers to have a clear understanding about the importance of parenting is key to engaging all the community in education.

6. Case Studies

CASE STUDY 1

IP: Youth Star Cambodia

Youth Star Cambodia (YSC) is empowering members of the young generation through dispatching them as a volunteers to work on community development and to assist children who are in need of help. Young volunteers are sent to under-privileged communities, commonly in remote areas, where children have limited access to opportunities for personal growth outside of schools.

According to YSC's project staff, Ms. Kao Sokun pharady, *"We train the young generation who just graduated from university. They go to live in communities and assist children to set up youth clubs or students clubs and provide education opportunities for marginalized children in the community."* Young volunteers pay special attention to out of school children.

One of the activities targeting out of school children is a mobile library or reading camps. Volunteers mobilize children to join reading sessions so that they can learn and enlarge their horizons.

Amongst all the activities of the volunteers, one of the important tasks is resource mobilization. The volunteers empower students in the club to mobilize people to join activities to raise awareness about the importance of education for children. Those children's clubs plan and mobilize financial resources to organize community events such as those relating to dance and music, or a campaign for enrollment. Mr. Lay Sokpheap, a YSC volunteer who is working in Kampong Thom Province says,

"I have been serving as a YSC volunteer and working in the community. My work is to lead the youth club to organize the livelihood program and also help children and students that cannot catch up with the lesson at school and who are slow in learning. By doing this, I meet with the commune chief and villagers/parents of children; they are all so helpful. The community I stay is poor; however, when community people see what I am doing in helping children, they contribute money and material for youth clubs and me to continue our work in supporting those children."

Community mobilization can be successful when children themselves are empowered and act as agents to bring positive changes into their communities. In addition, enabling adults and duty bearers to pay attention to children's initiatives and join activities is also of crucial importance in order to organize an effective community event to confirm the importance of education to a community as a whole.



**Photo: Mr. Lay Sokpheap,
a YSC volunteer**

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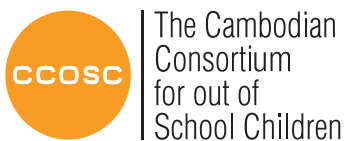
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INCOME GENERATION ACTIVITIES OF FAMILIES WITH OUT OF SCHOOL CHILDREN

1. Introduction

A major barrier to children participating in primary education in Cambodia is the level of poverty amongst their families. As of April 2016, the ADB estimated the national poverty rate to be 13.5%. Poverty is even more prevalent in rural areas where just under 80% of population live. A significant number of people live just above the poverty line, and they, too, are vulnerable to changes in the economic situation.



Parents keep their children out of school in order to have them contribute to the family income by working often as agricultural laborers or collecting saleable items from forested areas. Children also may drop out of school when their parents migrate to earn income either taking them along or leaving the children in the care of older relatives who may not only be less educated, even illiterate, and less knowledgeable about child health and nutrition but also may be less motivated and diligent in ensuring a child's continued attendance at school. In urban areas children may be sent out into the streets to beg or to collect recyclable rubbish.

Under Output 3.5 of the CCOSC Program it is stated that "households have improved livelihood to support their children to go to school". Some IPs refer to this activity as Income Generation Activities (IGA); others use the term "livelihood" and it is a moot point as to which is a better descriptor. The difference seems to be that "livelihood" has a wider definition and includes food production as well as quality of life factors. In this document the term Income Generation Activity is used to be consistent with the CCOSC indicators.

2. Implementation Process

The guidelines for the engagement of families of OSC in IGAs are not standardised across all IPs as some IPs have long experience and on-going projects in this process and their procedures are already well established. For example, money is in some cases a grant and in other cases a loan to be repaid into a so called revolving fund.

However, a number of key points in the implementation of IGAs can be identified and are presented below, not necessarily in order of being undertaken.

Preliminary to the actual activity, the IPs established the procedures and prepared all necessary documentation for the identification and engagement of beneficiary families. Where relevant, a committee is also set up to assist in the process. Included in this preparatory phase is the description of criteria to determine eligible families with poverty being a high priority and other criteria such as “dependency ratio”, single parenting, landlessness, and food security also taken into account. The next steps are as follows:

A) Potential beneficiaries are identified and an application form completed and submitted to the IP. Identification of potential beneficiaries may come through the IP or the school, or a social worker or village leaders.

B) Applications are assessed, additional information is collected and a home inspection is usually made as part of the assessment.

C) At some point the selection of the appropriate IGA is made based around interest, capability, location, ability to repay, etc., and ideally this is a joint decision made by the IP staff and family, not a unilateral decision by either party.

For at least one IP there is a suite of enterprises that are available - listed below with the amount of start-up funds provided (although it is noted that there may be a larger capital injection). Another IP also has assisted in cattle raising which does require more funds.

- Chicken raising with a cage: \$70
- Chicken raising without a cage: \$30
- Duck raising: \$50 as a minimum grant
- Pig raising: \$50 as a minimum grant
- Catfish raising: \$50 for start-up
- Crops/vegetable planting: \$50 for start-up
- Grocery shop or sellers: \$50 for set-up of a small shop
- Hair salon: \$50 for start-up

D) The families are given training in a number of topics – some related to business principles, some to the particular enterprise to be started and some around social issues that are often found in poor household situations. Such other courses might include (1) the value of education, (2) child marriage, (3) gender equality, (4) domestic violence and (5) safe migration.

E) Contracts/agreements are signed, and with at least one IP, it is a tri-partite agreement among the family, the lender and the village authority (Chief). The length of contract varies between IPs – up to 3 years - and the nature of the business being established with minimum monthly repayments stipulated. The money given may be a grant or it may be a loan drawn from a revolving fund established by the IP and into which repayments are made.

F) Once formalities are completed, arrangements made for the loan to be disbursed either as cash (e.g., for materials to be purchased in the case of a small grocery store as the family regularly needs to replenish stocks) or as equipment (e.g., for tailoring, a sewing machine of a suitable and agreed model).

G) Regular follow-up visits are made to track implementation ensuring agreements are followed to check cash-flow books and to assist in resolving any problems and issues that may arise. Repayments are sometimes made during the visits or may require the borrower to visit the IP office.



3. Analysis of the Implementation Process

The performance of the IPs is variable with arguably no single IP following what might be considered best practice but with several implementing at a high level in relation to their own guidelines. These guidelines are considered adequate for the activity and are usually not the causal factor for any failures of the enterprise or to repay the loan in full.

The guidelines could be fine-tuned especially in relation to agricultural production activities to ensure that “good agricultural practice” principles and the value chain approach are being followed. The other weakness noticed is that insufficient attention seems to be given to marketing issues – the approach being more supply-side driven than demand driven. In simple terms it means people are given knowledge and skills to “produce”, and it is hoped that the “market” comes along to buy the product or service.

After the initial activities were rolled out, it was noticed that a weakness showed up in many cases where cash was given, in particular for agricultural enterprises. Not all the money was used as intended so there has been a move to providing materials and supplies; e.g., piglets and chicks have been distributed along with feed.

4. Results of the Implementation

RESULT	INDICATOR	GLOBAL PROJECT TARGET	ACTUAL ACHIEVEMENT (Cumulative to June 2017)
3.5. Households have improved livelihood to support their children to go to school	1. Number of HH which have undertaken a new income generating activity	2,141 households	1,532 households
	2. Number of HH which experience increased income as a result of the IGA	25% of households (500 + of those who undertook a new activity).	871 households

There is little empirical evidence available of the results of giving loans (or grants) for income generation activities but the time scale on which the activities have been implemented is relatively short, with the first money only being disbursed in 2015.

There are three levels of result that are important:

(I) success in creating wealth for the recipients of funds

(II) use of the additional family income (at least in part) to support children to continue or enroll in school

(III) maintenance of the revolving fund where a loan has been made so that other needy families can benefit in the future.

It is also important to have collected information from the cash flow records so that simple economic analyses can be done to identify the best enterprises to

follow not just the most popular or easiest to undertake.

No properly designed (scientific) studies have yet been done on these important aspects and therefore no definitive conclusions can be drawn on the successfulness of the intervention. Some IPs in their follow up are examining records of cash flow kept by the loan beneficiaries but have not reported actual figures in the

semester reports so the estimates of success are often simply subjective. Anecdotally it can be said that households are increasing income through the CCOSC interventions with more than 50% of the beneficiary families claiming to experience increased income as a result of the IGA compared with a global target of 25%. Two questions might be asked in this regard: *"Why such a low target?"* and *"was a high failure rate expected?"*



5. Best Practices

- The best results seem to come when there is a schedule for regular follow-up (home visits) which include examination of cash flow records.
- More attention needs to be given to issues around marketing of products especially for agriculture - such information is available from many other projects and can be readily accessed).
- Materials/equipment distribution rather than cash has reduced leakage of funds but where the enterprise is a small retail business cash is needed to maintain stock.
- Key questions on effectiveness have not been asked but need to be with appropriate indicators set.
- Many families are benefitting from support provided to ensure any income generated is being equitably applied ie used for education as well as other family needs

6. Case Study

Mrs. Paen Sunlean is 43 years old and lives in Trapaing Neal village, Totung commune of Kampot province. Sunlean is a wife and a mother with two children – an 8-year old daughter and 3-year old son. Her husband, Yeav Chreng, 48, is the main family breadwinner. Neither person studied because they were of school age during the Khmer Rouge era when schools were closed down.

The family is considered as being among the poor in the village earning just a small daily income from being hired as farm labor for work such as rice transplanting and harvesting. They can earn an average of 7.5\$ per day (about 600,000 riel for a month's work); however, this income is irregular because the work is done in wet season only. They have 400 square meters of their own but no animals for planting rice.

Because of their poor situation, Sunlean does not send her children to school even though her daughter is already of school

age and wants to go to school. She said, "it is hard to decide to send them to school since I sometimes go to earn money outside, so they must stay at home." And "I also need to spend money to buy study materials and transport, yet sometimes we have so little money we are nearly without rice to eat."

In July 2014, having observed the family difficulties, the Commune Committee for Women and Children (CCWC) discussed and selected Sunlean's family to be given support through a CCOSC implementing partner; the support was:

- a breeding cow from the Cambodian Organization for Children and Development (COCD)
- a toilet
- a water filter, and
- a scholarship for her daughter

Sunlean also was able to borrow money as capital from CCWC in order to raise pigs, and the CCWC invited her to attend a training course on agricultural practices at Dong Tung Commune Hall. After the training and support in agricultural skills, Sun-

lean now has

- animals for sale
 - higher yields from her small rice field
 - better knowledge on how to reduce sickness among her pigs
- For her family, this means they:
- have better living conditions through an increased income and food supplies
 - have improved health and hygiene because of using the toilet and drinking filtered water and
 - can now afford to send her children to school.

Mrs. Sunlean says that her family enjoys life more since receiving the support from CCWC and COCD. She said that she could never have afforded to buy the things she received and so is very happy that now her family can generate income from her daily work in raising her chickens, ducks, and cows. Most important of all are the scholarships for her children to go to school.

Improved Livelihoods Help Children Attend School

Dressed in her school uniform while sitting on the stairs in front of her small wooden house, Thea Muoychhing, a 9-year-old girl, told us with a smile about her feelings after receiving support from Save the Children. *“ I am very happy that I can go to school again. I can concentrate on my studies because now my parents encourage me. ”*

Muoychhing is a Grade 3 student and the second child in a poor family from Moan Haeur village, Kampong Siem district, Kampong Cham province. Her father is a laborer who works in and outside the village doing all sorts of jobs to get even a small daily wage while her mother is a housewife and earns extra income by minding the neighbor's cattle and selling homemade cakes around the village. Muoychhing's family lives on a small plot of residential land next to the village stream, but they don't have any farm land. Her parents earn just enough for the family's daily expenses, but can't afford school materials and uniforms for their children.

Due to her family's financial situation, Muoychhing was often absent from her classes, instead going to the fields with her older sister to collect grass for cows or staying home to do household chores. Her frequent and long absences from school made Muoychhing a slow learner with poor study results. Her parents, who didn't finish primary school, did not prioritize their children's education and asked them instead to help earn income for the family. *“ At that time, I was [too] shy to go to school again. I preferred to stay at home to work for my parents, ”* recalled Muoychhing with a sad face.

In 2015, Muoychhing's situation changed when she received help from the CCOSC programme through Save the Children and its partner Operations Enfants du Cambodge (OEC). Muoychhing is one among the 51 children (21 girls) who received a two-year scholarship of study materials such as notebooks, pens, pencils, rubbers, rulers, school bags, and student uniforms. The project team met with her parents and explained to them about the importance of their children's education; the team also encouraged them to send their children to school.

More importantly, the project supported Muoychhing's parents through its Income Generating Activity (IGA) component. They received two piglets to raise at home. *“After raising them for ten months, I could sell them for around \$325. With this money, I bought some chickens to raise instead. I think it is more difficult for me to raise piglets because I need to spend more on their food, and I don't have enough space for them after water washed away some of my house land, ”* Muoychhing's mother said. *“ Now I'm very happy that I can get more income for the family, and I don't need help from my children anymore. I only encourage them to go to school and to get higher education. I don't want them to be illiterate like me and my husband, ”* she added.

Muoychhing's teacher, Mr. Soksavoeun, said that Muoychhing has been attending school regularly and has improved her studies. *“ I arranged for her to sit next to the good students in the class so that she can quickly learn from them. Muoychhing is now a top ten student in the class, ”* Mr. Soksavoeun added.

Mrs. Channeary, the Han Chey primary school principal, said that Muoychhing and the other 51 students in the community have really benefited from this project. *“ I highly appreciate this project as it greatly contributes to the positive change for these out-of-school children, ”* she said.

****Muoychhing is not her actual name given the CCOSC child protection policy.*



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SPECIAL AND INCLUSIVE EDUCATION

1. INTRODUCTION

Special and inclusive education focuses on education for children who have disabilities (CwDs) - physical, intellectual, and psycho-emotional - who are not adequately included in formal schools or non-formal education programs. In its Education Strategic Plan 2014-2018, the government of Cambodia's Ministry of Education, Youth and Sport (MoEYS) aims to Expand inclusive program for children with disabilities. Thus, supporting this aspect of education is in direct alignment with government policy.

2. IMPLEMENTATION PROCESS

School infrastructure accessibility is one of the main crucial points in working with CwDs to ensure that OSC with different physical needs are able to access school. Adaptations such as ramps, especially adapted latrines for access and privacy between girls and boys, and accessible and appropriate playground equipment make the difference between a CwDs attending or not attending school.

The second vital area is the adaptation of the national curriculum and the pedagogy used to teach it in ways appropriate to the different needs of CwDs – and therefore teachers capable of working with such children. Special

materials for CwDs are also of crucial importance.

Through training and awareness raising, education actors, local authorities, community members and school staff have taken an active role in developing their skills to create a responsive strategy in school management, to improve inclusive methods and to become better equipped with the relevant knowledge, skills and mechanisms to improve the efficiency of education services provision for CwDs. District Training and Monitoring Teams (DTMT) have been playing a crucial role in supervising the quality of teachers to ensure that the teachers trained by the CCO-SC project have gained a greater understanding of the importance



of education for CwDs and other vulnerable children who are out of school.

An additional cross-cutting issue is the importance of focusing on female students and women. It is important to acknowledge that the care of disabled children is almost always the responsibility of women. Providing ongoing support such as counseling, advice, school materials, training and psycho-social support to mothers of disabled children eases some of the strain they face. CCOSC partners DDSP and Komar Pikar Foundation (KPF) provide school/home outreach for this purpose.

Capacity building for adult duty bearers has been actively conducted by some IPs; training courses for teachers, school directors and management, local authorities, government officers and parents have helped to improve understanding and capacity to assist CwDs in schools. Recognizing the importance of the School Support Committees (SSC) to pay

additional attention to CwDs was noted as an important pathway in the program, and additional training courses for SSC's members have been provided on identifying CwDs and other OSC; on child rights; and on the legal requirements for a person with a disability.

The CCOSC also utilized school mapping to identify OSC and their families. School mapping, especially when the community is actively involved, has been found to play an essential role in mobilizing OSC and is one of the best program strategies to enroll children into schools. Training on school mapping was provided to partners to identify and select CwDs. This helped them build their knowledge on disabilities. In addition, a multi-stakeholder focus group was held to identify the needs of CwDs at the local level.

IPs are actively being proactive to ensure CwDs stay in school by formulating individual learning plans for each CwDs, monitoring

their performance and providing financial/material support where needed. In addition, establishing a special classroom for CwDs – for perhaps a part of the school day -- can ensure children can learn well and help them integrate into regular classrooms in the long term.

Furthermore, some IPs tried to mainstream a rights-based approach which looks at education more holistically in terms of an entitlement for all children including those with disabilities. One IP uses performing arts as a vehicle for combatting stereotypes and attitudes towards CwDs. The message communicated is that even children with disabilities have special capabilities. Some IPs also enable CwDs to be able to access medical support and services through referrals from school, transportation and medical costs covered by the IPs. Such extra treatment can assure that the holistic needs of CwDs are met.

3. ANALYSIS OF THE IMPLEMENTATION PROCESS

To contribute to greater accessibility to education for CwDs, education campaigns, scholarships, transportation, home visits, classroom renovations and adapted infrastructure in the school campus were actively implemented by IPs. As a result more children were enrolled with fewer dropping out of the project. A comprehensive understanding about the needs and demands of CwDs and their families is a foundation for such a program, and IPs in CCOSC are learning from each other to improve their approach to CwDs.

Creating an environment in the community to understand and support CwDs in a holistic manner without discrimination can set a foundation for a successful model for any intervention.

To empower duty bearers, teacher training is considered a crucial component to the success of enrolling and retaining CwDs throughout the primary school cycle. While there are important disciplines included in the training, more competency is essential in disability identification, physical rehabilitation, speech therapy, occupational therapy, and teaching children with various kinds of disabilities. Since general curricular

materials are not suitable for children with disabilities, an adapted curriculum, resources and textbooks must be available for CwDs. Teachers need to familiarize themselves to these special curricula so that outcomes from their special support can be effective and teachers themselves can feel satisfaction by the personal development of CwDs.

Cooperation among teachers is also another key for providing quality education for CwDs. For this, KPF has created good teamwork among teachers who are operating in different schools to share information and experiences to that they can support each other.



4. RESULTS OF THE IMPLEMENTATION

As a result of IP's efforts, school directors are now more welcoming of CwDs into their schools and willing to provide special toilets and ramps to make the school more accessible for them. This addresses some physical disability issues for which school management understanding and support are essential. In addressing the teacher

training and curriculum issues, the training of teachers and innovative learning materials such as drawings, have been provided and created by IPs to attract students in special classes. In this regard, as an innovative approach, one IP advocates "learning through arts" for CwDs in the education curriculum; this new model has proved its effectiveness to enable greater enrolment of CwDs and their transition to regular classes.

With additional and special tailored training courses and more incentives, teachers have learned how to conduct follow up, and students appear to have a better relationship with their teachers. IPs' interventions to support CwDs in a variety of manners have resulted in more pro-social behavior, practical life skills, and increased ability for CwDs to relate to each other and their school community.

Global project targets for the CwDs Component are set out as below in Table 1.

Result	Indicators	Global Project Target	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE)
Outcome 1: OSC in project target areas are able and encouraged to complete the primary education cycle	Enroll OSC in formal or non-formal education programs of which 50% are girls	2,834 children	1,960 children
	Children are retained through a full cycle of basic education	1,660 children	1,775 children



5. BEST PRACTICES

School mapping and training about disabilities issues in the course of mapping, especially when the community is actively involved, have been found to be a best practice in enabling CwDs who are out of school to access education. Special attention needs to be paid to CwDs in the community in the process.

Awareness raising about disabilities, especially in rural areas, is a best practice for the increasing access of CwDs to the primary school system. Fixing stereotyped discrimination against CwDs is an important step for this.

Teacher training, follow up and coaching are best practice components in keeping CwDs in school because teachers are usually unaware of disability issues. Creating networks and solidarity amongst teachers who are supporting CwDs is also important for success as the development of CwDs is dynamic and teachers need to exchange experiences and ideas and share challenges to find solutions.

Establishing a special classroom for CwDs is a best practice to ensure children can learn well as long as serious efforts are made to help them integrate into regular classrooms in the long term.

Referring CwDs to medical services through schools is a best practice to ensure that the needs of CwDs are met.

Formulating 'individual plans' and long-term monitoring and support for CwDs are best practices to ensure they stay in school for the long run.

Creative arts and visual materials are a powerful best practice to engage, encourage and motivate CwD's learning. A good curriculum has been developed by one IP in collaboration with other IPs and government authorities, and its future application will hopefully prove the effectiveness of this innovative approach.

Working as a partner with the government sector in project implementation is an excellent best practice in ensuring sustainability for project activities.

Community outreach workers providing regular home visits to target schools and client's households are a best practice to increase the motivation of parents and CwDs to go to school regularly to complete their primary school education.

6. Case studies

CASE STUDY 1

IP : Rabbit School Organization (RSO)

The Ministry of Education (MoEYS) has developed guidelines for children with special needs with the support of organizations such as RSO, but implementation is just starting. For inclusive education, RSO utilized the MoEYS's guidelines; however, due to a lack of resources (both human and financial), implementation to date has not been fully in compliance with the government's guidelines.

Mr. Vong Vuthy, program manager of RSO, explained the success of RSO's approach to inclusive education.

"First, we try to establish good cooperation with government authorities (central, district and commune) and school principals in order to create an environment where parents and the community feel obliged to ensure access of CwDs to public schools. This step is very important. After they trust us, then parents start to bring CwDs to school to RSO for inquiries, or to school for enrollment and then the school refers them to RSO. Then RSO advises them to see medical doctors to assess their health condition."

After these steps are completed, RSO assists CwDs to access regular medication and also become enrolled in public school. However, according to Mr. Vong, care is necessary for CwDs to enable them to stay in school. He says, *"In cooperation with school principal, we formulate an individual learning plan for each CwDs and monitor their performance. Also, if a family is poor, RSO with school principals assesses their financial capacity and provides scholarships such as cash for transportation or a bicycle. Scholarships greatly depend on each individual household."*

Ms. Khut Kimle, a teacher says, *"To support learning of students, using creative learning materials is very good. It makes the students happy and interested. Students can understand easily and improve their interactivity with the teacher and their peers in class because materials consist of both pictures and text."*

Photo: Ms. Khut Kimle, Integrated class teacher in Toul Kork primary school



Cooperation from school principal is also essential, and RSO tries to keep close contact with them. In case any children who have learning difficulties are found, RSO assists in assessing their capacity and may enroll them in integrated or special classes.

CASE STUDY 2

IP: Komar Pikar Foundation (KPF)

Komar Pikar Foundation (KPF, or the Foundation for Disabled Children) was launched in 2007 by a group of committed and experienced individuals keen to respond to the desperate needs of children with moderate and severe disabilities in Cambodia.

KPF supports CwDs to able them to access public education by setting up one special classroom in public schools for CwDs, called a *"Center"*. There are eight schools where 138 CwDs are learning. Owing to the great efforts by school and KPF, 13 CwDs have already started to learn in regular classes. Furthermore, KPF also conducts home visits to children with serious disabilities who cannot access school in order to provide special care for them.

Executive director Mr. Soun Savath says, *"Our success is to have enabled 13 CwDs to study in regular classes. This was impossible if they were not provided special care and support by all the adults who surround them. Our teachers are committed to assist them and help them with empathy and compassion, and parents are also impacted by such efforts and they support their CwDs."*

However, it was a long journey. In order to enable CwDs to stay in school, KPF adopted some strategies such as making the school learning environment attractive, preparing interesting special materials for CwDs to study, and making *"individual plans"*.

Ms. Khuy Samphors, a teacher of KPF in Kampot province, says, *"Our approach is different from that of public schools. We take care of each child one by one and prepare an individual development plan so that everyone can be monitored and followed up with according to each individual's development."*



Photo: Teachers of KPF, Kampot province

Cooperation among teachers is also key for providing quality education for CwDs. For this, KPF has created good teamwork among teachers who are operating in different schools to share information and experiences to that they can support each other.

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MULTILINGUAL EDUCATION (MLE)

1. Introduction

In the north-east of Cambodia, schools are often difficult to access – and literacy to master - for ethnic minority children due to rural locations, poor families and the inability to understand classes conducted in Khmer. Multilingual education (MLE) provides opportunities for children to start their education in their home language, which then acts as a bridge to learning the national language. MLE is a central priority for the MoEYS. In the MoEYS Education Strategic Plan 2014-2018 specific mention is made for strengthening bilingual education services and teacher training. In addition, the MoEYS runs a multilingual education program for indigenous children implemented in 19 districts in five provinces. The Multilingual Education National Action Plan (MENAP), which was developed by MoEYS with technical support from CARE and UNICEF, was approved in December 2015.

2. Implementation Process

The main aim of the Ethnic Minority Component, which includes MLE, is that all children -- regardless of ethnic minority and family status -- have access to education through formal schools and/or non-formal education settings.

Promoting children's enrollment and enhancing the quality of teaching and learning are key activities for ensuring that children, especially those from ethnic minority groups, stay in school to complete the entire cycle of primary level education.

One IP has developed a Curriculum Guide along with foundational training for teachers. The initial training is followed up by in-service training and supported with Class Lesson Guides, which include a range of activities and educational materials. Teachers are given on-going support to provide a quality education and to be a role model to their students.

In the purest example of MLE, Children learn initial literacy in their indigenous languages (mother tongues) and are then introduced to the Khmer language through a phased model. Teachers are trained how to provide extra support when needed and how to work cross-culturally. By the upper secondary level, students are using Khmer at a high standard and are finishing school with a range of opportunities, literate in their own and in the national language. Producing literature and materials in indigenous languages is a key approach to this process. By 2015 Care had translated 64 books into four indigenous languages, including dictionaries, teachers' guides, and detailed lesson plans.

Another IP has supported extra evening classes for ethnic children taught by community volunteer teachers, which engages them in education as well as providing them with learning opportunities in their own languages in settings that are close to home. Notably, such an approach to empower adults from ethnic minorities to act as agents for positive change by providing education for a younger generation can contribute to the empowerment of the entire community and to the improvement of their capacities for sustainable development by preserving their own traditions.

3. Analysis of the Implementation Process

Multilingual education is a cross cutting issue in terms of gender and disability. Girls can often experience exclusion from educational opportunities for a range of reasons including traditional and cultural beliefs and the likelihood that they have had less exposure to the national language than boys; MLE is therefore especially important in promoting gender equity.

Similarly, ethnic children with disabilities have been supported through the design and refurbishment of schools to provide increased accessibility while children with physical and learning disabilities are being assessed for referral to specialist services.

An innovative approach was taken by one implementing partner (IP) in Kampong Cham province, which provides a bilingual education program for Cham Muslim children who have not had the opportunity to learn Khmer language until they are enrolled in 1st grade in primary school. The IP dispatches teaching assistants who speak both Khmer and Cham to work in the 1st and 2nd grade classes where Cham students are learning.

These assistants facilitate translation in class, directly supporting Cham students so they can follow the Khmer lessons.

Additionally, the project conducts advocacy and awareness raising activities at the national and sub-national levels to promote the benefits of primary education for all children, especially out of school children. Notably, such efforts at the grass-roots level can gradually empower ethnic minority community member and duty bearers from the government to gain mutual understanding and can also enable state authorities to take proactive measures to support multilingual education for children from ethnic minorities.

4. Results of the Implementation

The most promising model to allow easy access for ethnic minority children to learn in national schools is to provide them a sequenced plan of beginning learning and literacy in their mother tongue and then introducing the Khmer language with continued teacher support until the students can perform as equals alongside their Khmer peers.

With adequate language support, the ethnic minority dropout rate has declined and ethnic minority children can both compete educationally with their Khmer peers and, as educated young people, participate in and contribute to further national development. Because of IP efforts, Provincial Officers of Education (PoE) and Departmental Officers of Education (DoE) are more motivated to implement MLE with support from implementing partners.

Table 1: Global project targets for the Ethnic Minority Component

CCOSC Project		Ethnic Minority Component	
Result	Indicators	Global Project Target	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE)
Outcome1: OSC in project target areas are able and encouraged to complete the primary education cycle	1.Enroll at least 55,000 Out of School Children in formal or non-formal education system of which 50% are girls.	3,994	3,136 children (1,541 girls)
	2. At least 45, 569 children are retained through a full cycle	3,134	3053 children (1,495 girls)

Table 2: Inclusion of ethnic minority children

Result	Indicators	Global Project Target	Achievement to June 2017
1.3 OOOSC and families of OOOSC are identified and aware of the importance of education	1. The number of schools which conducted school mapping	857 schools 36,959 people	1,177 schools
	2. The number of VC, CC, SSC, CEFAC, parents, and community members involved in OOOSC identification and the importance of education	20% female leadership roles in	26,477 people, 30% female in leadership roles
	3. The number of families identified in all targeted zone/communities as direct beneficiaries.	13,390 families	27,064 families

5. Best Practices

- Informing, understanding, training and building relationships with government partners are best practices to help them move towards ownership of -- and deeper involvement in -- MLE in order that their efforts are sustained.
- Phasing in Khmer language to ethnic minority students is a best practice to ensure that by secondary school they can speak both their first and Khmer language at a high standard to compete educationally and economically in the future.
- Teacher training and continuous support are a best practice to ensure teachers can include ethnic minority children in classes and attend to their specific needs.
- Where initial literacy in mother tongue is not possible (e.g., when there are not enough trained mother tongue teachers), engaging ethnic minority teacher assistants is a best practice to help children transition to Khmer only lessons and to facilitate a dialogue between schools and communities and improve cultural understanding and sensitivity.
- Developing learning materials such as books, dictionaries and teaching materials in ethnic languages is a best practice to ensure teachers and children are equipped with the materials needed to achieve high-quality multilingual education.
- Working with communities to support extra classes for ethnic minority children is a best practice to empower ethnic groups, invest in sustainability and help children access education.
- Empowering ethnic minority communities through project interventions and enabling them to assert their rights through advocacy to state actors is a key for the sustainability of MLE.

6. Case Studies

CASE STUDY 1

IP: Non-Timber Forest Products (NTFP)

One Implementing Partner, Non-Timber Forest Products (NTFP), has been operating in the north-east part of Cambodia by supporting ethnic minority groups. Its approach is holistic, and through dialogues with local populations, priority actions such as the preservation of forest and the improvement of agriculture systems have been identified; NTFP has provided a range of professional support in these efforts.

NTFP provides multilingual education for children from ethnic minority groups. In the process of years of cooperation with NTFP, local communities started to realize that there was no school nearby or no school that could enable their children to catch up with lessons because all of the lessons were in Khmer only. Therefore, after consultation with the community, the DoE decided to start a unique multilingual education program.

Project manager Mr. Vanasak Vay says, “Children in ethnic minorities were marginalized and could not access basic education. There were no classes available for them to understand in their own language, so even when they were enrolled, they could not understand and they gave up.” To tackle this problem, NTFP, in cooperation with International Cooperation Cambodia (ICC), developed a special curriculum written in the language of the ethnic minority. There were no written words in many ethnic languages, which required the technical process of developing a written language from the oral language. NTFP has also supported evening language classes for ethnic minority children who have difficulty accessing education.

One young volunteer teacher, Ms Ngor Pleng, 14 years old and from the Kavet ethnic minority, recalled her childhood by saying, “My family didn’t encourage me to study. Instead, they ordered me to do many household chores. Every day I traveled back and forth 18km. Not only my family, but also my neighbors didn’t give any value to girl’s education.”

One young volunteer teacher, Ms Ngor Pleng, 14 years old and from the Kavet ethnic minority, recalled her childhood by saying, “My family didn’t encourage me to study. Instead, they ordered me to do many household chores. Every day I traveled back and forth 18km. Not only my family, but also my neighbors didn’t give any value to girl’s education.”

After years of struggle to continue her education, Ms. Ngor has become a teacher and enjoys teaching the next generation who could not access education without NTFP’s program. “I am very happy to teach my community children during the nighttime because they don’t have an opportunity go to public school which is far from their farm.” Ms. Ngor is only 14 years old, but NTFP support even a younger female teacher who is only 12 years old due to lack of human resources there; as long as they have motivation and commitment to learn, those young children can be empowered to play roles as teachers and leaders for their communities. Empowering local communities and encouraging them to help each other for a collective better future and sustainable development is a key for success in multilingual education programs.

Photo: Ms. Ngor Pleng, volunteer teacher for Kavet ethnic minority children



CASE STUDY 2:

IP: Kampuchea Action for Primary Education (KAPE)

In Kampong Cham province there are many Cham (Khmer Islam) communities which are attempting to preserve their own traditional cultures. Commonly, Cham children face tremendous obstacles when they start to attend primary school because they do not understand the national Khmer language. Teachers also face challenges because they cannot make themselves understood to the children, and there are no supplemental materials for them to provide education to Cham students who do not understand the lessons. To tackle this problem, KAPE started a Bilingual Class Assistance (BCA) program by dispatching a teaching assistant who can speak both Cham and Khmer in the classroom to assist Cham students to catch up with Khmer lessons. Teaching assistants are trained by KAPE, and they work as volunteers to support Cham students in the classroom.

In addition, they play a key role in communicating with schools and Cham communities by delivering information and explaining culturally sensitive issues between the two, such as the practice of Ramadan among Cham students.

Mr. Tahieith Sless, a program officer of KAPE said, “With volunteers, Cham children can learn, and this mechanism can enable children to happily attend schools. Also, Cham children can learn two languages, and this can assist in enlarging their life options. Commonly, Cham students in grade 1 face huge challenges, but after 1 or 2 years of bilingual education with assistance, they come to learn Khmer very well. In the 3rd grade, they do not need any assistance and learn normally in Khmer lessons.”

Mrs. Sok Leak, a bilingual education teacher, was only able to go to school up to grade 9 because of her family’s financial problems, and now she serves as a teacher for the bilingual teaching program. She says, “Some Cham children can speak Khmer, but in the classroom language is difficult for them. But when we assist them, the attendance of Cham students has remarkably improved. Furthermore, communication with parents became smoother because now I spread school information to the Cham community”.



Photo: Mrs. Sok Leak, teacher, Tboung Khmom province.

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NON-FORMAL EDUCATION PROGRAM



1. Introduction

“The Royal Government of Cambodia defines that Non-Formal Education (NFE) is an official education system, which contributes to achieving Education For All and gives people access to life-long education and helps build a learning society with equity, justice and social development.” (Source: MoEYS National Policy on Non-Formal Education).

Non-formal education is a means to the end of ensuring that all children, youth, adults, poor people and those with disabilities realize their rights to a basic education and lifelong learning. It is also meant to provide opportunities for youth and adults to access life skills and become literate.

Non-formal education (NFE) is not recorded in the CCOSC Programme Logical Framework Matrix directly but is included under Outcome 1, Output 1.1 as re-entry along with other classes with similar objectives. It is an activity mostly for street children and for some partners under ethnic minority component, and is normally delivered in a community centre rather than in school classrooms. It is the environment as well as the curriculum the merits the title of NFE.

2. Implementation Process

The basic details of the implementation guidelines for NFE classes have been developed by MoEYS in that the formal classes follow the standard curriculum. For life skills and other subjects, it is the provider who mostly determines

the curriculum.

NGOs who are CCOSC partners offering NFE identify the potential participants through a drop-in centre or through school mapping and sometimes by referrals from social workers. Attendance is strictly monitored and home visits made if the absence is prolonged which enables counseling of parents and children and at times leads to having parents sign a “contract” agreeing to ensure their child attends the NFE classes.

Because of the links with the standard curriculum teachers are often also working in a nearby public school and teach the NFE courses in their free time.

The MoEYS standard is for 90% of the students graduated from NFE (re-entry) programs to enter the formal education system.

3. Analysis of the Implementation Process

The offering of NFE classes is limited to a small number of IPs which have long experience in delivering these classes. Through time they have refined the process and ensured synchronicity with the essential elements of the primary school curriculum.

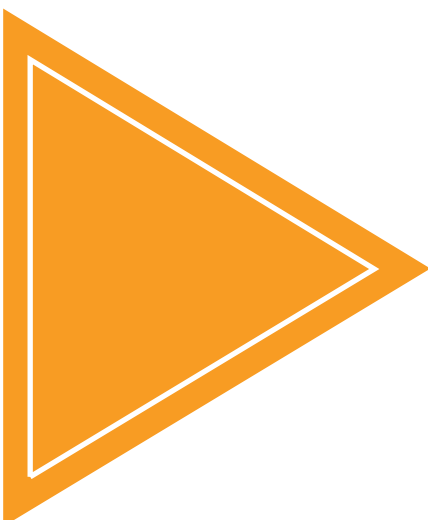
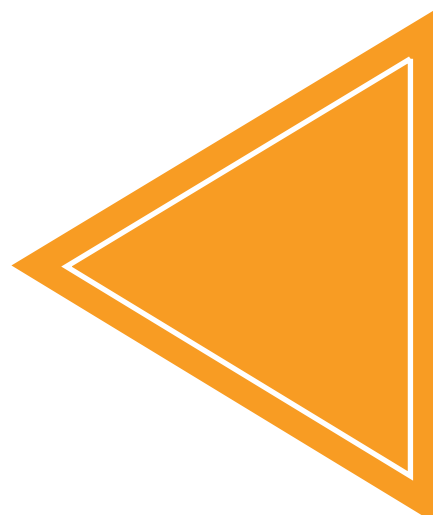
The activities that have been un-

dertaken to identify potential participants in NFE classes have delivered a steady stream of children. But in the north-west border area with Thailand, many children are transient and so a small number never complete a course in NFE.

The NFE class process is effective and has provided opportunities for “disadvantaged” people who are described as targets in the 2013 policy on NFE, in particular

in preparing children for entry or re-entry into the primary school system.

The NFE classes have been monitored and students assessed but results are not available and neither are statistics on the number of NFE students who have moved into the formal education system; anecdotal evidence (verbal reports from IPs and AEA staff) indicate “high” transition rates.



4. Results of the Implementation

The results presented in the Table below are across three types of “special” classes and actual numbers for each type and reflect the emphasis that

the different IPs have in their program, but there does seem to be a disconnect between the Output 1.1 description and the #4 Indicator which relates to NFE.

Outcome1: OSC in project target areas are able and encouraged to complete primary education cycle

Indicators	Global Project Target	Achievement to June 2017
4.1 Number of accelerated classes opened in the target areas	190 classes	449 classes
4.2 Number of re-entry classes opened in the target areas	859 classes	859 classes
4.3 Number of remedial classes opened in the target areas	1,415 classes	1,415 classes
4.4 Number of integrated classes opened in the target areas	24 classes	47 classes
4.5 Number of special classes opened in the target areas	0 classe	1 classe
4.7 Number of inclusive classes opened in the target areas	601 classes	607 classes
4.8 Number of MLE classes opened in the target areas	234 classes	320 classes
4.9 Number of Bilingual classes opened in the target areas	0 classe	10classes
4.10 Number of Non-formal education classes opened in the target areas	14 classes	18 classes
4.11. other type of class	36 classes	48 classes

As a result of the CCOSC intervention, eight drop-in centres have been established and/or operated by the concerned partners. These NFE centers have had improvements made to their infrastructure and their environment made friendlier to all children who have accessed the center either as a learning space and/or playground. At the NFE centers,

children study subjects such as Khmer language, mathematics, geography, Khmer customs and morality, natural science, sports, hygiene, history, drawing, popular Khmer story-telling, agriculture and gardening.

One CCOSC partner working in NFE has supported state schools to operate two transitional classes

in Neak Loeung and Poi Pet Districts where street children are accessing non-formal education programs before they reintegrate into public school classrooms. These students can come to study so they become confident in their reintegration into the public school system.



5. Best Practices

- ✦ NFE is a valuable intervention that is having multiple benefits going well beyond just education.
- ✦ Children who feel uncomfortable with a school atmosphere are able to get (some) education in a much more child-friendly environment and be mentally prepared for the transition into the much more rigid school situation.
- ✦ For those children who for some reason do not continue into normal school from NFE, at least they get some basic education which helps improve their literacy as well their life skills through the less formal subjects.
- ✦ NFE can provide greater access to proper education and life skills which in turn can:
 - prevent child labour
 - prevent trafficking and re-trafficking
 - prepare children to attend public school
 - (re-)integrate children into public school
 - raise awareness about trafficking in the communities through social workers
 - increase the families' understanding of the importance of education
- ✦ The OSC indicators do not separate NFE (re-entry) remedial classes and accelerated learning so results for each category cannot be clearly stated.
- ✦ Quantitative indicators are needed should a Phase 2 of CCOSC be implemented to demonstrate success of NFE program.

6. CASE STUDIES

EDUCATION CAN HELP ME BECOME ANYTHING I WANT

Going to school is something that millions of children around the world take for granted, but unfortunately, this is just a dream for many children in some South-east Asian countries where nearly 20% of children have never been enrolled in formal education due to poverty, ethnicity, disability and location. And with less than 30% of caregivers (parents and other relatives) having little understanding of the importance of education, the number of OSC has changed slowly.

Srey Neang* is 11 and she lives in a small house in Bram village in Prey Veng province. When she was 6 years old, Neang couldn't wait to go to school because she wanted to be a teacher herself when she grew up. Her parents, however, were poor – her mother,



a housekeeper, and her father, a labourer – and did not understand the importance of education and so it was another two years before Neang was able to start going to school.

“When I saw my friends going to school, I was sad that I could not join them,” said Neang. But luckily for Neang, her older sister was able to teach her the vowels and consonants at home where they live with their working mother and another sister.

Damnok Toek, a partner of AEA in CCOSC who help children struggling to access education, learned about Neang. Their staff visited her house and spoke to her parents about school and finally, although already 8 years old, Neang finally went to school for the first time. She is now catching up on her grade 2 at Neak Loeng Drop-In Center, a temporary place where kids get access to education. Children stay there for three years, from grade one to three.

Neang still wants to become a teacher, but she is not excluding becoming a doctor instead. *“Education can help me become anything I want,”* she says.

A teacher Nhem Saroeuth, 58, says despite missing two years of school, Neang has shown remarkable resilience. *“She’s always smiling and always comes top of the class in Khmer and mathematics, and she has a great attitude.”*

“Some parents go to work in



Phnom Penh and are forced to leave the children alone,” says Nhem, adding that it often means that instead of school they work to survive. She stressed the importance of learning for life which is a key pillar of NFE.

*Srey Neang is a pseudonym in accordance with AEA Child protection policy.

MOVING ON FROM A DUMP SITE

The garbage trucks arrive and discharge the garbage into the dumpsite. Immediately, a group of children start picking up the plastic bottles, cans and other objects for sale. *“I used to come here every morning with my mother in order to collect cans and plastic bottles and any other things that we can sell even if just for a little money. It is the only way thing we can do to survive”,* said Syleang to the social team of Damnok Toek centre.

Syleang* a 9 year old girl, lives

with her family in a small hut next to the dumpsite of Poipet city where her father is a construction site worker. Poverty prevented Syleang attending school and she had to work with her mother in the dumpsite, an unhygienic place which makes her sick – a condition often made worse by her bad living conditions.

Then in 2013 a social worker from Damnok Toek visited Syleang’s parents to discuss an opportunity for her to attend a non-formal education program at the street children centre of Damnok Toek. They were told she could learn Khmer literature, basic arithmetic, science and proper hygiene and benefit from having regular medical checkups. Her parents agreed to allow her to attend the centre.

‘I do this every day’ muses Syleang, as she stares out over piles of rubbish. ‘This project is very important to me and other children in the dumpsite because Damnok Toek gives us an opportunity to learn free even if we

are street children who live at the dumpsite area”.

“I like everything in the educational center here. People are kind, and I can learn a lot by myself as well. We do sports, drawing, mathematics, reading and writing. I am very happy here because I can study and enjoy so much with my friends. In addition, the teacher takes good care of me. Everything is better than the dumpsite,” said Syleang. She added, *“I want to see all children having access to formal education and stop working at the dumpsite or street like today. Every child has the right to learn and develop so please give children an education because education is a weapon to eliminate abuse and poverty.”*

“Syleang is a good student; she is a fast learner, hardworking, studious, and has a good attitude and respects class rules,” Koem Sry, her NFE teacher said. *“She can focus and understand the lessons well. She is now able to read and write properly. She is in the middle on the NFE program with the aim of being reintegrated in the next few months into the public school system,”* added Mrs. Koem Sry.

With Free Food and Education, Poor Children Dream Of Bright Future

It's 11 o'clock in the morning. The sound of a bell rings out passing through classroom windows at a primary school near Neak Loeung Ferry Port some 60 kilometers

southwest of Phnom Penh.

Children run out of their classrooms into the schoolyard because the bell says it is now time to break for lunch. Young students wearing clothes of different colors quickly stand in lines and walk to the bathroom to clean their hands before they have lunch.

The children sit directly on the floor at a dining hall around 10 small plastic tables. After everybody has sat down, they start eating from individual dishes full of white rice soaked with Khmer sour soup cooked with fish and vegetables.

“It tastes good,” one female student says after sipping a bit of sour soup from her spoon.

“But, there are a lot of bones,” another boy replies.

“You shouldn't complain too much,” interrupts a girl sitting in between, *“because you don't have such good food at home.”*

The girl is right because most of these young students come from

poor families which cannot afford to feed their children properly.

Mr. Pheng Sokha, a teacher at the school, says there are 163 students attending informal education supported by Damnok Toek, a local organization which works to help poor children. He says the students who attend grades 1 to 3 study alongside students who attend state-run classes within the same school. He says the sponsored students will then go to a state-run school after they finish grade 3. However, he says, social workers from Damnok Toek would continue to monitor their progress and studies until they complete grade 9.

“Without support, these children won't have a proper future,” he says. “I hope they will grow up as good citizens and have good jobs.”

Inside a classroom, a few young students are already discussing what they want to do though it is still many years before they finish





their studies.

"I want to be a medical doctor so that I can treat poor people," says an 11-year-old girl named Rin Sreyya.

"It can be a big problem if you give a wrong treatment," interrupts Phann Phat Thim, 12, who says he wants to be a mechanic.

"It's no problem if we have studied properly," Sreyya replies.

"How about you?" Phat Thim asks 10-year-old Thy Chan Them.

"I want to work in a bank so that I can give a loan to poor people without any interest," she responds, adding that many families in her community owe banks a large amount of money.

Ms. Sor Sim, a cook at the Neak Loeung Ferry Port primary school,

says these children cannot learn well and achieve their dreams if they don't have enough food to eat. She says the Damnok Toek-sponsored school provides lunch to more than 100 students who study in the morning and dinner to more than 100 others who study in the afternoon in two different classes every Monday to Friday. She says most of the children at the school are poor and some work as scavengers while their parents go to work far away.

"When I first came, these children looked pale and malnourished," she recalls. *"Sometimes, they didn't have food to eat at home."*

Ms. Sor Sim says the school changes food every day, from freshwater fish to chicken and beef cooked in Khmer dishes with a mixture of vegetables and dif-

ferent ingredients. Looking back at many years working as a senior cook at the school, she says she and other cooks have treated the students like their own children and have made sure that they have had good food to eat. *"I feel good to see children growing healthy,"* she says. *"They always greet me wherever they see me walking in the streets."*

At the dining hall, the children have finished their lunch after about half an hour. They brush their teeth and climb up onto a large truck which has been converted into a school bus ready to take them back to their homes.

* Children's names are a pseudonym in accordance with AEA Child protection policy.

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RE-ENTRY LEARNING



1. Introduction

One of the three objectives of the Primary Education Department of MoEYS is to “ensure [children’s] retention until they finish primary education and continue to the next educational level.” It is included under the Department’s Policy 2: Improving the Quality and Efficiency of Education Services (reduce repetition and drop-out rates in all grades).

Re-entry classes are one means

of implementing this policy by addressing the problems of drop-out children and how to get them back into school. The drop-out rate is too high especially in the remote areas and with children from the poorest families.

Under the first project OUTCOME, OSC in project target areas are able and encouraged to complete the primary education cycle. There are 5 Indicators with #4 including the opening of re-entry classes.

The indicators # 1–3 for Outputs 1.1 are also tied to the provision of facilities especially in temporary schools and centres. The purpose of these special classes (Indicator 4) is to facilitate in particular two types of OOSC (i) children who are over-age for the class in which they should be studying (2 years older than the standard age) and need to proceed quickly through the lower grades to continue in the correct “grade for age” and (ii) children who have dropped out of school or are at

risk of dropping out of school and need to quickly be brought “up to speed” and back into the formal system again.

This document deals only with re-entry classes which in the more general understanding of the term is to assist children who dropped out of the school to return again to study. Specifically it applies to children who have been out of school for no more than two months. One of the IPs which is providing re-entry classes organizes classes from 7-11 AM from Monday to Friday during two months of vacation time for a total of about 176 hours of teaching. Classes may be at a centre operated by the IP (as with street kids in Poipet) or at a local primary school.

2. Implementation Process

The guidelines being used by IPs who offer this activity are modeled on those issued by MoEYS several years ago and in the case of one IP are essentially the same as those being used for remedial classes with changes in the target group and in the months in which the classes are provided. Key steps include:

- Establishing a committee for oversight and orienting members to their roles and responsibilities
- Identifying drop-out students from school records and developing a profile for them (grade level, needs, home location, etc.); home visits will be part of profile development

and to obtain parent or guardian approval

- Recruiting suitable and capable teachers to give classes and orienting them to their responsibilities (prepare lessons, prepare learning materials, give lessons, monitor progress, report progress, etc.)
- Identifying and establishing the “centre” for presenting remedial classes
- Delivering the classes
- Monitoring the re-entry class and resolving any issues arising
- Conducting assessments of student performance to determine if they have reached the standard for promotion to the next grade level and preparing needed reports for such promotion.

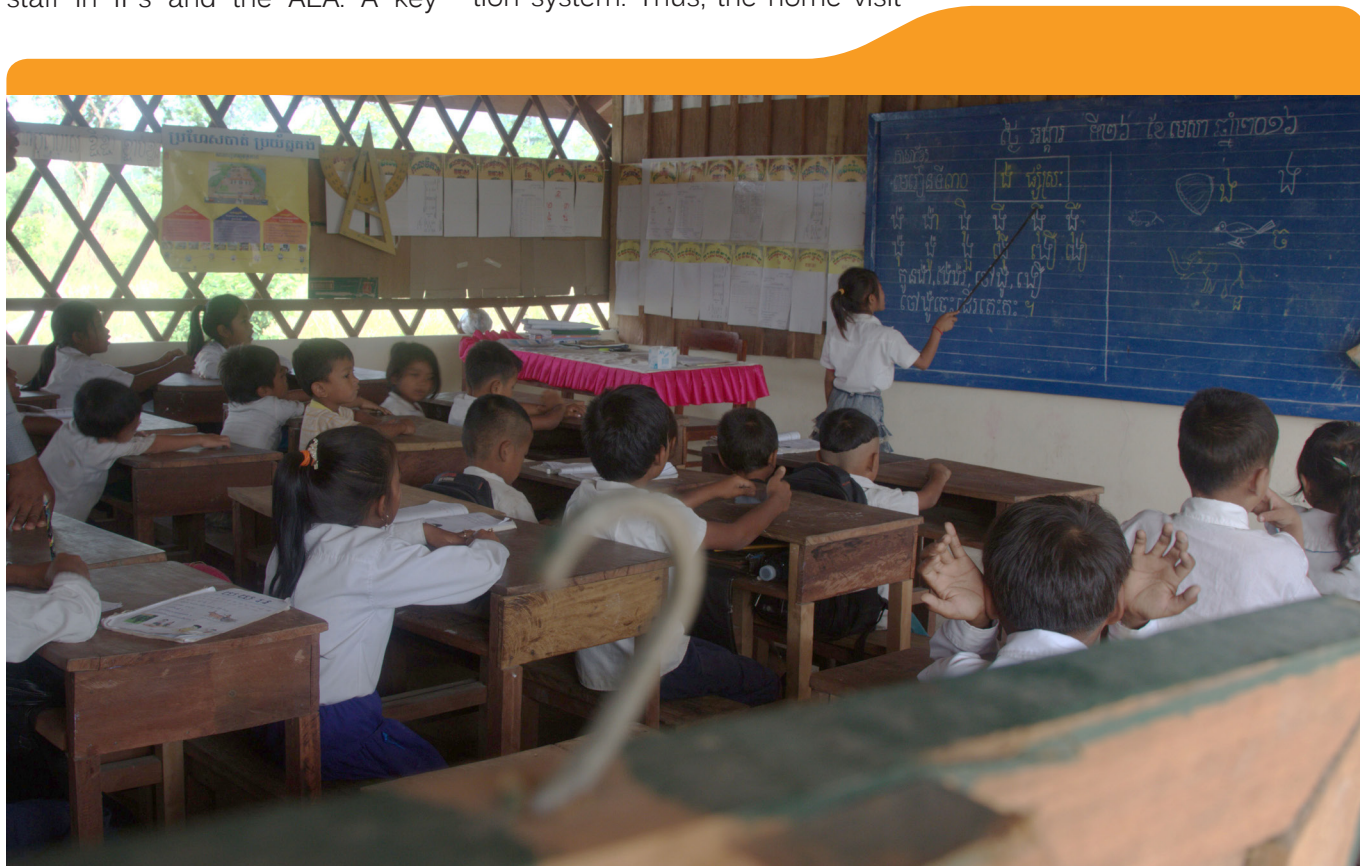


3. Analysis of the Implementation Process

IPs providing re-entry classes are satisfied that the procedures being followed are adequate for the task, and that is borne out by comments from the relevant staff in IPs and the AEA. A key

to success is motivation of the students themselves and importantly also of the parents who often have “pulled” their children out of school for economic reasons or because of the low quality of teaching and commitment which remains a problem in the education system. Thus, the home visit

is an activity that can be vital to success in explaining the concept of re-entry classes and also to demonstrate that the teachers are highly committed to providing the best education for the children under their tutelage.



4. Results of the Implementation

Result	Indicators	Global Project Target	Achievement to 31 December 2016
1.1 School are built and infrastructures are improved to enable access to all OSC	1- 3. Not applicable		
	4. Number of re-entry classes opened in the target areas [combined with remedial and accelerated learning classes]	754 classes	3504 classes
	5. Not applicable		

Re-entry programs provide special tuition in mathematics and Khmer literature to children who have dropped out but have been absent from school for only about two months. The aim is to have them catch up during vacation periods so they can be promoted to the next level when school re-opens and then join their former classmates.

The CCOSC results framework does not specify the expected outcomes and only gives the total number of accelerated, re-entry and remedial classes to be opened in the target areas. That this number has been exceeded by almost a factor of four shows the level of demand and, by inference, the success of this kind of intervention for OSC.

No figures are available on the number of children who undertake the re-entry program and at its conclusion are promoted into the next grade level and are able to rejoin their peers. There are some children who are not successful in their re-entry studies, but the success rate is high according to project staff.

5. Best Practices

- Cooperation of parents and guardians is important – they then not only ensure attendance at the re-entry class but also do not pressure children to stay home.
- Re-entry classes can also provide some support in orienting children (again) to formal education and in understanding the school's expectations and procedures where misunderstandings have been a reason for dropping out.
- The results for re-entry classes are not clear since three categories of special classes are combined under one indicator; future statistics and analyses should separate them.
- Quantitative indicators are needed to measure success; e.g., % attending who are promoted.



6. Case Study

"I couldn't understand what the teacher taught, and my teacher seemed careless and ignored me sometimes in the classroom so I was really bored with studying," Sura said. He added, "I did not have money, clothes and learning material because I live in a poor family, so I did not want to go to school and learn anymore."

Sri Sura now is a grade three student in academic year 2015-2016 at Svay Tamek Primary School.

Sura's father's name is Sri Chik, 50 years old, and his mother's, Soy Phan, aged 49; both are farmers living in Trapeang Russei village Dambae commune, Tboung Khmum province. There

are five boys and two girls in the family. Because his family is very poor, his two brothers and sisters went to find work in Thailand. Even the family had to sell their farm land for survival and now rent the neighbor lands for farming.

Sovann Phoum, a local NGO which is one of the IPs of the CCOSC, provides a re-entry program at some schools using the school's teachers. Two teachers in each target school gather together a group of poor students and those behind in learning for two months in September and October during the school vacation for the re-entry program. The teaching curriculum for this program follows the appropriate MoEYS's curriculum with school principals providing monitoring

and follow-up of all re-entry program activities.

For the re-entry program Sura said, "after I have gained a lot of knowledge, I don't feel bored anymore, and I want to study so much. I'll never want to stop studying and will stop going out for a walk with my friends so often. Studying in re-entry class is good as it has fewer students than the normal class so I can learn easier".

Mrs. Soy Phan's, Sura mother, said, "I was very happy after he went back to school. I really appreciated him going back to school after he dropped out two years ago". She added, "before he would not go to school if I have no money to give him and now, although



he does have any money, he still wants to go to school”

Miss Thuok Sok Neang, a grade three teacher in Svay Tamek primary school, said “Sura has studied hard, concentrated on the lessons being taught and behaves in a good manner; he is not a messy and is better student now. Although, he still has limited reading ability, he keeps trying. Before, I used to assign school work and he did nothing, but now he always prepares what I give him. I usually ask him to read to improve his reading and sometimes I ask some better students to help him too. I plan to give him

some more words for reading at home and then ask him to read in class again”.

Mrs. Phrum Mara, the Svay Tamek primary school principal and also a teacher who taught in the re-entry class program, said, “at the beginning, it was difficult to teach Sura because he had dropped out for two years, but I tried hard to understand his situation and then by breaking the lessons into small parts appropriate to his level, and especially by giving encouragement to him, he got a good result. Moreover, he is strong minded and does not have fears about studying, and he was

very happy when he received a full set of learning materials. I will monitor and follow up on Sura’s study and encourage him to join many activities in school.”

Mrs. San Proem, the Trapeang Ruessei village chief, said “there are some students who dropped out from school but only a few students that re-enroll in school this year. I am really happy and encourage them to go to school and continue their studies. Parents should support and encourage their children to attend school even if as parents they might be living nearby or far away from their children”.





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REMEDIAL CLASS



1. Introduction

One of the three objectives of the Primary Education Department of MoEYS is to “ensure [children’s] retention until they finish primary education and continue to the next educational level.” It is included under the Department’s Policy 2: Improving the Quality and Efficiency of Education Services (reduce repetition and drop-out rates in all grades).

Remedial classes are one means of implementing this policy by addressing the problems of repetition, drop-outs and to a lesser extent the effects of poor quality of teaching. Particularly, it can assist slow learners improve their school performance and lessen the likelihood of them dropping out of school which in Cambodia is still a big concern, especially in remote areas and with children from the poorest families.

Under the first project OUTCOME, OSC in project target areas are able and encouraged to complete the primary education cycle. There are 5 Indicators with Output 1.4 including the opening of remedial classes. The indicators # 1 – 3 for Outputs 1.1 are also tied to the provision of facilities, especially via temporary schools and centres.

The purpose of the special classes (Indicator 4) is to facilitate in particular two types of OOSC (i) children who are over-age for the class in which they should be studying (two years older than the standard age) and need to proceed quickly through the lower grades to continue in the correct “grade for age” and (ii) children who have dropped out of school or are at risk of dropping out of school.

This document deals only with remedial classes which in the more general understanding of the term is to assist children to improve their school performance, especially where they have already failed an exam. Remedial classes are often used to stress the basics in a subject such as mathematics and Khmer literacy so they can help students who are having problems with advanced concepts to fully understand the basic fundamentals of their subjects. One of the IPs which is providing remedial classes does so only between January and April after students who are failing have been identified. The classes are provided at special times – in the afternoon when the school is a “morning school” and in the morning when it is an “afternoon school” -- although in some cases the classes may be at a centre rather than at the primary school.





2. Implementation Process

Those IPs who are providing remedial classes are generally following the guidelines produced by MoEYS in 2007 with some modifications to suit local situations. In doing so they work closely with the sub-national levels of MoEYS as well as the school principals and teachers.

Working from the guidelines of MoEYS (and the IP modifications) several steps can be identified beginning with the establishment of a committee that provides basic oversight to the activity since it is part of the formal education system but may be delivered

outside of a government school. The IPs are effectively facilitators rather than the actual deliverers of the classes but are clearly engaged throughout the process. Key steps include:

- Establishing a committee for oversight and orienting members to roles and responsibilities
- Identifying slow learners and developing a profile for them (grade level, needs, home location, etc.)
- Recruiting suitable and capable teachers to give classes and orienting them to responsibilities (prepare lessons, prepare learning materials, give lessons, monitor progress, report progress, etc.)

- Identifying and establishing the “centre” for presenting remedial classes where needed
- Delivering the classes
- Monitoring the implementation of the remedial class and resolving any issues arising
- Conducting assessments of student performance and preparing reports about their progress. Under the ethnic minority component a slightly different approach has been taken with the remedial classes being provided to village-based groups to remove the stigma of special classes. This also avoids the rigid environment of the classroom and facilitates better attendance since it is closer to children’s homes.

3. Analysis of the Implementation Process

The performance of the IPs in facilitating the remedial classes is considered to be satisfactory, delivering activities in an appropriate way. Changes are not considered necessary although they do need to be alert all the time to problems which arise. But the key to the implementation process lies in the selection of teachers who are able to deliver courses to students that are under – performing, which is not the same as teaching “normal” students. Another point and more of an

administrative one is that remedial classes are not additional tutoring for good students so care must be taken at the time of selection of students to ensure they are children at risk of failure or of dropping out. Clear criteria do need to be in place and followed.

4. Results of Implementation

Remedial programs provide extra hours of tutorial lessons to children having difficulty coping with academic requirements. They are provided between the months of January to April through a 2

month period (Monday to Friday only). The MoEYS standard is up to 196 hours of teaching with 90% students being able to complete the grade after their remedial classes; this has been reached in most cases.

The CCOSC results framework does not specify the expected outcomes only giving the total number of accelerated classes, re-entry classes and remedial classes to be opened in the target areas. That this number has been exceeded by almost a factor of four shows the level of demand and by inference the success of the intervention on OSC.

Result (OUTPUT)	Indicators	Global Project Target	Achievement to 31 December 2016
1.1 School are built and infrastructure is improved to enable access to all OOSC	4. Number of re-entry classes opened in the target areas [combined with remedial and accelerated learning classes]	754 classes	3504 classes

5. Best Practices

The use of small groups in villages seems appropriate for ethnic minority children and has been successful in overcoming some of the language barriers they face.

Remedial classes have also been beneficial to students who are having some difficulties with more advanced or complex concepts.

Remedial classes should be based on need and not seen as extra tutoring for children whose parents want them to achieve higher test scores.

The results for remedial classes are not clear since three categories of special classes are combined; i.e., accelerated learning, re-entry classes and remedial classes; differentiation is needed in the results framework and in reporting.

Quantitative indicators should be included for clearer evidence of success.

6. Case Studies

Helping Hands: Opening Doors Back to School in Cambodia

In Cambodia, an estimated 200,000 children miss out on primary education, due to a range of factors jeopardising their futures. Samnang* is just one of them and this is his story.

'I want to be a policeman when I grow up,' declares Samnang, a smiling 12-year-old boy as he sits in front of a blackboard. Samnang has dreams but this was not always the case. The class 6 student comes from a poor family and missed more than half the school year in 2015.

Sadly, many children in the country miss school for reasons beyond their control, which include poverty, ethnic discrimination, disability and geographic isolation. In Samnang's instance, he did not attend school so he could stay home and care for his sick mother and fish to earn money for his family. 'After I was absent, I was afraid to come back because I didn't know what the teachers would do,' he says.

Then Mao Oun, a volunteer working with Youth Star, a CCOSC consortium partner, spoke to his parents. Having had to leave school early himself, Samnang's father, Kong Chhuon, appreciated the importance of education. 'I was concerned about his future,' says Kong. Mao visited the family and worked to convince them to support Samnang's studies, especially if he could obtain a scholarship and school supplies through the CCOSC initiative.

Samnang is now taking remedial lessons and catching up on his studies. Heng Sonoeu, Samnang's teacher, has noticed a marked difference since his return to school. 'Samnang was shy before. Now, he's confident and speaks up in class,' says Heng. 'His knowledge has also increased.' There are still plenty of students at the school who are missing lessons, she laments. But she hopes to see many familiar faces back in school soon thanks to the CCOSC project which aims to help Cambodian out of school children enrol and participate in a full course of primary education.

Today, Samnang boasts he has four best friends at school and his favourite subject is the Khmer language. He states, 'Getting an education means you can have a brighter future and find a job.'



A Second Chance

Horn Chhai Lim is a 13 year old girl living in Ponleak village, Chong Cheach commune, Tboung Khmum province.

Her father is Hong Horn and her mother's name is Lay Phalen, and they used to be farmers in Ponleak village until they migrated to Snoul district in Kratie province to work as laborers. So Chhai Lim was left with her aunt who is also a farmer in Ponleak village. The school is not so far from her house, but a lack of financial support meant she needed to help her family to earn money and so was often absent from her class. In addition, with a road in bad condition and no transport to school as well as no learning material, Chhai Lim fell behind in class.

But when Sovann Phoum, one of the CCOSC programme partners, began remedial classes, Horn Chhai Lim was selected as a learner who needed to join the remedial class in grade 5 from 4.30 to 5.30 in the late afternoon; she felt very happy to be in the class. She also received a scholarship of \$ 50 U.S. cash with which she repaired her bicycle for riding to school and used the rest of the money to support her study.

"I used to be faced with difficulties in going to school, not having transportation and also not enough learning materials so was always behind my classmates. But I wanted to go to school regularly and learn like the other students in my classroom" said Chhai Lim .

"I enjoyed studying remedial class very much because I have friends who always encourage me to go to school and I also have sufficient materials which make it easier to learn. Recently, my studying has much improved. I dare to raise the questions to my teacher when I don't understand, like the meaning of difficult words. I will try my best to study and listen to my teacher because I want to continue my study in the higher grades in the future," said Chhai Lim.



Over-Age Students in Siem Reap Determined to Return to School

At Kandeung Primary School, close to the Banteay Srey ancient temple in Siem Reap province, students are studying hard with their teachers despite distractions from the noisy passing tourist buses.

The most active children are grade 1 students who are writing down a new lesson for the morning while their teacher is moving around the classroom to inspect.

"Have you finished writing, boys and girls?" 35-year-old teacher Suy Saveth asks.

"Yes, teacher!" the students respond simultaneously.

"Then let me have a look!" the teacher continues.

"Kimleang, your writing is too small," she tells the 7-year-old student. "It's so small that you can't read them when you go back home."

Ms. Saveth moves on to the next table to inspect other students.

"Hey, Veasna, your writing is too big!" she exclaims, making his classmates laugh.

"Now, can you read?" she asks him.

"No, I can't!" he replies.

"Now, how about you, Reach?" she invites a tall student sitting in front of Veasna to read the new vocabularies in Khmer.

"Sor, Ses, Hors, Sorsay," Reach fluently reads the new words which mean: "Key, Horse, Fly, Write." Then, he continues: "Hay khomrean (Hay is learning hard)."

"OK, good!" the teacher says and asks him to take a seat.

There is a good reason that 10-year-old Reach can read. He has studied grade 1 for three years.

Reach says he has moved from one place to another as he followed his migrant parents to work at different farms. Then, he returned to school and resumed the same grade.

"Now, I will not drop out of school again," he says.

Ms. Saveth says 23 of her 41 students are between 8 and 9 years old, and some students have started school late, mostly for similar reasons as Reach.

With support from Bandos Komar, she says these students have been encouraged to return to school and continue their studies regularly. The poor students receive a small amount of money as scholarships in addition to school uniforms and study materials.

Mao Sopheap, now 13, dropped out of school when he had a traffic accident at the age of 7 when he was attending grade 2. His mother, 37-year-old Vann Vy, says she later asked Sopheap to stay at home to take care of his baby sister so that she could go to work. Ms. Vann Vy says her husband abandoned the family when her baby was only 17 days old. "I was very sorry that I didn't let my son go to school, but I had no choice," she says with a sad look.

Last year, she says, Bandos Komar approached her and encouraged her to send Sopheap back to school. "I told my son 'Please, son, return to school so that you can have a good job and won't have a hard life like mine,'" she recalls telling Sopheap.

Ms. Vann Vy's neighbor, Seth Savoeun, 28, also has a similar story. She had left her youngest child with her own mother in another province and asked her elder daughter to go look after her sister.

Her 11-year-old daughter, Seth San, was only able to start school when she was already nine years old.

Now, at grade 3, Seth San says she is determined to study as long as she can to achieve her dream of becoming a school teacher.

Mr. Sun Chip, Principal of Kandeung Primary School, says he started teaching at his school 27 years ago with around 200 students studying under makeshift classrooms. "We had a school structure with a thatch roof and coconut walls," he recalls. "The rain would leak through the roof during the wet season." For many years, he says, there has been a high rate of students dropping out of school before they could complete their primary education.

Mr. Sun Chip says there are now 307 students at his school, and many of them are over-age children who had abandoned their studies in the past.

"Four of the teachers here are my former students," he says, pointing at different classrooms at his school. "So, I hope other students can also become teachers in the future."

The children in these stories have gone back to school often having taken remedial

The Cambodian Consortium for Out of School Children

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RESOURCE MOBILIZATION FOR SCHOOL IMPROVEMENT



1. Introduction

The MoEYS has recognized the challenges related to school improvement and has sought to improve and mobilize the community as well as other stakeholders to this end. This is a central priority of the Ministry as outlined in the Education Strategic Plan 2014-2018 that highlights the School Establishment and Development programme to improve schools in terms of construction and infrastructure. The Ministry has sought to promote participation by community and sub-national administrations in school management matters. Under the ongoing decentralization reform, two initiatives are particularly relevant: (i) the functional assignment, and (ii) the Social Accountability Initiative. Thus, working to engage resource mobilization for school improvement is a positive way in which the CCOSC programme can align and partner with the government.

2. Implementation Process

The Education Strategic Plan 2014-2018 also includes “The School Establishment and Development programme”, which aims to ensure all children have access to primary learning and includes school construction. Key strategies that align with the CCOSC programme objectives of ‘access’,

‘quality’, and ‘capacity development’ within the sub-sector of primary education include:

- Develop infrastructure through reducing the number of incomplete primary schools, establishing new schools and equipping schools with needed facilities (access).
- Strengthen leadership and management at school level to ensure that schools operate with professionalism and responsibility (capacity and quality).
- Strengthen results-based management, planning, implementation, monitoring and reporting according to principles of good governance and democratic development at sub-national level (capacity).

Another relevant policy that emphasizes community participation is school-based management (SBM). Still under discussion within the Ministry, SBM seeks to decentralize more responsibility and decision making powers to actors at school level including the school principal, teachers, parents, and community-based organizations. The decision-making authorities to be decentralized include those relating to human resource management, planning, budgeting, small scale infrastructure development, and school monitoring. CCOSC partners reported community resource mobilization to

renovate and build schools and other infrastructure to enable access to all OSC. Communities and IPs also contributed in-kind resources in terms of land, materials, labor and cash for the construction of the above infrastructure. Below is funds contributed by the Educate A Child Program (EAC) and community.

In most schools, there were community contributions of approximately 20% of the total cost of construction. This is a positive indicator of the engagement the programme is having in target areas.

Some IPs empowered a number of key stakeholders including education actors, local authorities, community members and school staff who then started to take an active part in developing their skills to create a responsive strategy to improve efficiency in resource mobilization. In addition, some IPs assisted the formulation of special committees for such mobilization to manage the process and carried out needs assessments to identify areas for improvement within schools that could be supported by the community. On the other hand, some IPs empowers School Support Committees (SSC) to take a more proactive role in resource mobilization.

Community Resource Mobilization in CCOSC		
EAC	Community	%
\$ 322,774.67	\$ 65,488.09	20%



3. Analysis of the Implementation Process

One IP gives as an example of success one primary school which provides a one-month period during which parents can choose any day to organize and attend a meeting that is used as an opportunity for the school to present its plan for the next school year, consult with parents and ask for parents' contribution for school infrastructure projects. This partner also has identified the positive benefits of the School Support Committee (SSC) and notes that SSCs have been mobilizing contributions from parents for school construction and help-

ing schools in matters relating to school infrastructure improvement and ensuring the safety of children.

Some IPs have trained primary school teachers to mobilize resources from the community. This contributes to the sustainability of resource mobilization by investing in the skills of teachers to undertake this task. In addition, forming a special committee to manage resource mobilization is a key approach. Not only does it allow for clear planning for effective resource mobilization but also signals to the community that school improvement is well and transparently managed and is worth their investment. Another

IP empowers young people to play a key role in community development to enable OSC to enroll in school, and those youth also empower the students in the community to mobilize resources by advocating to adults in the community by raising their voices to claim their rights and unmet needs.

4. Results of the Implementation

Some schools have been built with in-kind contributions, labor, and financial support from community members. In the process of supporting construction, one IP reported that their target schools

improved their planning skills. According to another IP, interventions to empower children and adult duty bearers can increase transparency through their handling of budget funds. To date, there have been 32

schools built and 293 classrooms renovated with the help of community resource mobilization.

As a result of the IP's activities, teachers and other school stakeholders are more able and

equipped to undertake resource mobilization with community members. They have become passionate leaders in mobilizing resources to improve their school and will continue to do so in the future.

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
1.1 School are built and infrastructure is improved to enable access to all OSC	1. The number of partnering schools which provide accessibility facilities and/or integrated classes	242 schools	286 schools
	2. The number of schools/centers which are built in provinces (including temporary schools)	31 schools	32 schools
	3. The of classrooms renovated	153 classroom	293 classroom
	4. The number of accelerated, re-entry, and remedial classes opened in the target areas	754 classes	3,504 classes
	5. % of in-kind contributions from communities and schools for school building and renovation (i.e., land, materials, and labor	5%in kind contribution and cash	11% in kind contribution and cash

5. Best Practices

- Training of teachers and other school stakeholders to obtain skills for mobilizing resources from their communities is a best practice that engages and empowers these individuals to be leaders in carrying out resource mobilization sustainably in the future.
- Forming committees to manage resource mobilization for schools is a best practice that demonstrates transparency and good management to the community and also contributes to good planning and implementation of mobilization and improvement.
- Engaging parents and communities for resource mobilization by SSCs is a best practice to provide an interface to influence resource mobilization processes and results.
- Engaging SSCs to carry out resource mobilization and construction activities improves their planning and can contribute to greater transparency.
- Empowering children and students to raise their voices and advocate their rights to adult duty bearers is a key to success for resource mobilization.



6. Case studies

CASE STUDY 1

IP: Save the Children (SC) and Operations Enfant du Cambodge (OEC)

Operations Enfant du Cambodge (OEC), in partnership with Save the Children (SC), supports the capacity building of primary school teachers by empowering them to mobilize available resources for the improvement of the school environment. One of the success stories is from Prey Tamok Primary school, Chrey commune, Svay Antho district, Prey Veng province.

The vice principal of the Prey Tamok primary school, Mr. Kay Rotha, has been actively mobilizing community resources by visiting each house in the community to directly seek financial support to improve the school environment. He says, "OEC taught us how to do resource mobilization through formulating a committee for mobilization in a transparent manner. In 2014, we conducted a needs-assessment with support from OEC and we identified that we needed a fence in the schoolyard to protect students from falling into the pond next to the schoolyard. There were many other needs as well, but a fence was a priority for the safety of students. Then, we made a plan on how to raise around \$ 6,000 for the fence and mobilized resources during many different occasions."

It took more than one year to reach the target amount, but they did not give up. With technical support from OEC and commitment and passion from school teachers led by Mr. Kay, they achieved their goal. Mr. Sam Synoun, program officer at Save the Children, added, "It was not an easy task, and there were many steps to be taken for resource mobilization. The key is how much the process can obtain support and understanding from the people in the community. But after this success back in 2015, Mr Kay again organized a new plan with his staff and raised another round of funds to improve the school environment including a fence in the backyard and improved gardens. I come to this school every one or two months, but I always see something new and improvements in this school. This is all owing to the strong leadership and passion of Mr. Kay."



Photo: Mr. Kay Rotha, Vice- principal of the Prey Tamok primary school

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SCHOLARSHIPS



1. Introduction

Under the first project OUTCOME, OSC in project target areas are able and encouraged to complete the primary education cycle. Then for Output 1.4, the CCOSC document states that OSC have the means to access primary school, and one of the barriers relates to the costs of schooling, especially for items such as materials to be used in the classroom, transport, clothing and even food. To overcome this barrier, scholarships have been provided across all five components and administered by all Implementing Partners. Scholarships have been designed to support children to both enroll and remain in school. It is not about providing direct support

to parents which comes rather through livelihood enhancement which is a separate activity under OUTCOME 3. Scholarship students are selected based on the economic status of the student's household incomes; family poverty is the primary criterion which contrasts with the government scholarship which is given on academic merit.

Scholarships can contain four elements and be delivered in a number of ways:

- a) Material support such as uniforms, schoolbags, transport (bicycles), health kits.
- b) Learning materials such as pencils, rulers, notebooks and textbooks.
- c) Financial support using a

variety of modalities – paid into Micro Finance Institute account by one IO.

d) Food which might go to the family or be provided at school.

The actual nature of the scholarship varies between components and is appropriate to the particular circumstances. The LFM at the time of the project proposal being submitted showed a global target for scholarships of 50,000 with 50% female recipients. But during implementation as agreements were signed with IPs the numbers were reduced and the specific nature of a scholarship was defined. These figures have been subsequently used in all Semester reporting.

Component	Description	Number
CWD	School kits, in-kind scholarships and/or daily meals	1,667
Street children	In-kind, cash or food	5,906
Poor & remote	In-kind, cash or food	7,769
Over-age	School uniforms, food, study materials	18,178
Ethnic minority	In-kind, cash or food	631
TOTAL		34,151

By the end of Semester 6 (36 months of implementation), the level of achievement for scholarships was in excess of 34,000 which was more than the global target based on each component. .





2. Implementation Process

There are several key stages in administering scholarships some of which are effectively pre-conditions for the system and others which are more component specific. These are presented below, not necessarily in order of being undertaken.

a) Development of guidelines for eligibility: poverty of the family [as measured by the ID Poor index] has primacy; also important are distance from school and the need for gender equity.

b) Establishment of a committee to undertake the selection process: a committee separate to the School Support Committee with members including the school cluster director, the school's director, the village chief and commune chief with IP staff as advisors but not as voting members. Membership of the scholarship committee therefore is dynamic; i.e. it

can change for each application being considered since it contains the village chief.

c) Preparation of an application form: to be used by parents and requiring personal data of children and parents as well as socio-economic information that can assist in the validation of poverty.

d) Awareness raising campaign: to advise school actors and villagers of the availability of scholarships and the conditions/process for making an application.

e) Identification of potential awardees [needy children] and accepting applications: using the application form but only after children have been enrolled in school.

f) Selection of awardees by the committee: results are posted at the school and/or the village; appeals against the awards are accepted for committee deliberation before a final announcement.

g) Procurement of materials by the IP or in some situations by

AEA in compliance with their own and AEA procurement guidelines.

h) Banking arrangements: in the case of cash awards, one IP uses a Micro Finance Institution (MFI) so accounts need to be opened and IP staff are often called in to give assistance when parents are functionally illiterate; Wing is not the preferred system.

i) Presentation of the scholarships: there may be a ceremony especially if materials are to be handed over.

j) Distribution of regular payments or materials as per award conditions.

k) Follow – up: various actors are involved [IP staff, the Scholarship Committee] in following the attendance and academic progress of scholarship holders as well as the family situation to identify and rectify any problems that may arise.

3. Analysis of the Implementation Process

The performance of the IPs is variable with several implementing at a high level in relation to their own guidelines. However they are just that – guidelines with no standardised approach recommended by AEA as the program manager with many of the IPs having produced and following their own documents. And “sub-contract” IPs are using the documents provided by their partner [INGO] although there is some variation in the performance under the same INGO.

A key to best practice with scholarships lies in the selection process, and although the eligibility criteria are not exactly the same, the use of the government’s ID Poor ranking provides a standard understood by all IPs together with visits to family as the best way to determine poverty. Other criteria vary between IPs, and flexibility is needed to respond to particular circumstances. In the case of street children, a social worker pays a visit to make such assessment. The only variation to the primacy of poverty might be with children with disabilities where perhaps most of the children get scholarships as an encouragement to attend school and to negate the social stigma that many carry and which has kept them out of school.

The second key point is the existence of a “scholarship committee” to make decisions on awardees which has minimized the bias towards particular children



(e.g., those of “important people”) and has resulted in a transparent and evidence-based decision making process. More than 600 Committees have been formed. The inclusion of some members of the SSC on the Scholarship Committee is a good practice as well as the addition of other school actors to provide important linkages between various aspects of the project implementation. But the Committees have generally been kept small with minimum and maximum numbers set so that a degree of autonomy is exercised; this avoids having a “one size fits all” situation.

It can be concluded that the Scholarship Committees are working effectively since the targets have already been reached and with no serious incidents of poor decision making. On the latter point, having the results publically posted and open to appeal has been a good practice..

The application forms vary – some are simple and others are

complex and even require data that is marginally relevant. In contrast, the MoEYS application form for scholarships is very detailed in part because it is based on academic merit. Best practice is often simple practice so as a minimum the better performing IPs require only such data as:

- (i) Personal details of the child
- (ii) Parentage or guardianship
- (iii) Assessment of family circumstances (i.e., poverty)
- (iv) Evidence of OSC classification
- (v) Previous school history.

For those children selected as recipients of scholarship support, the IPs are basically using two modalities for delivery, namely materials and cash to which can be added emotional support through follow-up home visits. For one INGO, which prior to joining CCO-SC had a scholarship scheme in operation, cash has been the preferred method, but many other IPs (especially for the local NGOs who are not associated with an INGO) the scholarship has been

in-kind. The INGO which gives cash to the family considers there is a greater positive impact on school attendance for three reasons. Firstly, direct and indirect costs of attending school may deter poor families from deciding to send children to school. Secondly, the longer-term more distant benefits of education are discounted for the short-term alternative gains, and thirdly, families may be lacking in information on education and its importance on which to make [economic] decisions. But monetary incentives can serve as a means of answering such issues.

As a security measure, transferring money directly into an account at an MFI has advantages; the downside is that a parent has to visit an office of MFI to access the money. In the case of one IP, the

costs of maintaining the account are borne by the IP; without that being done the money available would be eroded. This contrasts with the MoEYS system where the payment is made directly by cash. The downside in the cash payment is that the money may be redirected within the family away from the child's education needs and towards personal spending -- perhaps not even in a positive way for the family. Best practice would suggest that before any scholarships are awarded, probably during awareness raising, the rules for use of cash are very clearly discussed. Scholarships that provide materials have greater flexibility and vary between IPs, although not in a major way. Where uniforms including shoes are part of the package. some IPs are giving two sets at different

times to take account of the child's growth. Many of the materials are for classroom use, and it makes sense to distribute more than once to avoid losses [which can easily happen].

For children distant from the school some IPs include a bicycle as a means of transport, but one IP has a bus service to collect children and take them between home and school and back home after school.

For CWD food is normally given at school -- either a full meal or a snack depending on the IP and the school situation. The same applies to centres and schools that are receiving street children; this is an important element of assistance as street children often are not eating nourishing food.



4. Result of Implementation

The table below summarizes the results achieved to date.

Result	Indicators	Global Project Target	Achievement to June 2017
1.4 OOSC have the means to access primary school	1. The number of scholarship students given to OOSC according to set criteria (kind, cash or food)	34,151 children ** (50% girls)	34,692 children, 47% girls
	2. The number of scholarship committees established and functioning	496 committees	688 committees

** in accord with revised target

Even in the absence of an empirical evaluation of the results of the provision of scholarships, anecdotally it has been said that scholarships are important, and IPs have claimed that more children have enrolled. This is claimed even though the scholarship is not awarded until after enrolment since parents have known of the availability of scholarships through awareness campaigns, school mapping and similar activities. By the same argument, it can also be claimed that having a scholarship retains children in school and furthermore that scholarship holders have better academic results although this has not been clearly demonstrated. Thus, there is a positive relationship between the scholarship activities and the overall project goal of contributing to a comprehensive, inclusive education system in Cambodia that caters for every child.

The above statement, however, must be tempered by the following: the majority of OSC enrolled have yet to complete the primary education cycle, and after November 2017, which is the completion date of CCOSC, no funds may be

available to continue the scholarship activity. The question then becomes one of whether children will stay in school without the aid of a scholarship.

Another measure of the effectiveness of scholarships is academic performance. Again only anecdotal evidence from IPs shows that the percentage of scholarship students having to repeat a grade level is less than non-scholarship holders. The better measure would be EGRA test scores, and

such a test will be conducted in late 2017; hopefully correlations can be drawn between scores and the holding [or not] of a scholarship.

The limitation to giving an even greater number of scholarships is not the number of deserving students but is largely financial – i.e. the money available under the program that can be disbursed as scholarships.



5. Best Practices

All schools that are part of CCOSC are attached to a Scholarship Committee with just one committee in a commune although members may change since a village is represented when one of its members has been an applicant.

Scholarship have been usually awarded through to completion of primary with an annual review of academic progress; scholarships can be cancelled for poor academic results or if parents are not following procedures but only after investigating the situation and giving counseling.

Scholarships should be based on materials but some IPs for internal rules wish to distribute cash and it should be done through an MFI account that the IP will help parents open.

Material packages should be standardized for "contents" and "quality", therefore price although there may be 2 or 3 types of package; alternatively it can be a basic package with add – on to suit particular situations.

Adoption of some standard procedures for example membership and roles of scholarship committee, single and simplified application form in alignment with MOEYS's standard as much as practicable; have variations only in exceptional circumstances.

Follow-up on scholarship holders needs to be done at least two times per semester regarding i) correct distribution of materials ii) child attendance iii) child performance iv) parent compliance with rules.

If there is a Phase 2 of CCOSC, the plan is to try and align CCOSC scholarships with the system MoEYS uses. However sensitive negotiations will be needed since the MoEYS basis of selection is academic merit rather than poverty and also the granting of a scholarship is for one year only with the need to re-apply annually.

6. CASE STUDIES

This case study presents the story of a young girl who was identified during a school mapping exercise as a child at risk but the story also combines several CCOSC activities and shows the benefits of a holistic approach and shows the ultimate impact that school mapping can have.

Roath Kagna ** is a grade 5 student at Chumnik Primary School, which is about 2 Km away from her house. She lives with her mother near the Mekong River in a small bamboo cottage in Khroch Chhmar District, Kampong Cham Province. Her father left her mother to live with another woman when Kagna was just 6 years so her life is difficult because of poverty. There are 5 persons in the family - her mother, aunt, a small female cousin and her grand-

mother. They don't have enough land for farming, so they have to move from place to place to try to look for work to do laboring or seasonal for which they can only earn around \$3.50 to \$5 per day which is not enough to cover their basic expenses.

Kagna sometimes gets to school late and sometimes is absent from class because she has no bicycle when her mother uses it to go to work in the rice field, then Kagna might have to walk to school or borrow a friends bicycle. For a period, she even stopped attending school but friends and teachers always encouraged her to keep studying.

During October 2014 just before the new semester commenced with support through the CCOSC program, Chumnik primary school carried out school mapping and was also had a Scholarship pro-

gram. The purpose of the Scholarship program is to increase the net enrollment and at the same time decrease the dropout rate. Under the Scholarship program, the School Support Committee meets with families to find out the situation of children, especially vulnerable children in order to ensure those at risk of dropping out are given appropriate support to attend school. Mr. Mad Hakim, a member of the School Support Committee told the school director about Kagna and her family who he met when he was visiting the community during school mapping activities and encouraged them to get involved with the CCOSC program being implemented in Chumnik School which is a child friendly school. He told Kagna's mother that the child might be able to get a scholarship to attend school.

As a result of school mapping activities and being given a scholarship Kagna has attended school regularly with her face smiling and she said “Now I don’t have problem with my school materials because I was involved in scholarship program and got a pack of materials from the project”.

Kagna’s mother said with sad face that “I am really unhappy that sometimes I stop my daughter going to school and make her do household work and help neighbor work to earn some money, but I had no choice as I don’t have anyone can help beside Kagna.” She also mentioned about the project, “with the support from project my family has been able to get some study materials for daughters – 2 sets of school uniform, a pair of slipper, 5 note books, 4 pens a pencil and a ruler for the

first year scholarship distribution.” After being involved with CCOSC project the mother and other family members have changed their ideas about migration from place to place for work because they are happy with the good result of their daughter studying. Kagna has had a big change in her life and her teacher and the school director report that she attends school regularly, even though her mother is busy, and she will get involved with any life skill program later on according to her good result in class so her mother can stop going from place to place for work.

When Kagna was asked about her feelings of her life now she stresses, “I have no more ideas about wanting to drop out of school as many people are worried about me, encourage me,

and try to help my family so I have to try hard in my studies and get a top grade in class”. Her mother added, “I really want my children to be smart students with good result in their always”. The school director said that “It is a good opportunity for Kagna to be able to study regularly in school. She is now involved in many activities with her friends and through the children’s council. I feel proud that through our activities with CCOSC program that we can encourage her and keep her in scholarship program if the project still supports this school. I expect that now she will be able to complete her primary education”.

*** The name of the person has been changed in line with AEA child protection policy.

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SCHOOL MANAGEMENT



1. Introduction

Ensuring effective and high quality school management is essential for improving enrolment in and access to schools. In Cambodia, the main responsibility for managing primary education rests with the Ministry of Education, Youth and Sport (MoEYS). The MoEYS's Educational Strategic Plan 2014-

2018 sets out many strategies for school management including those related to personnel, leadership, program implementation, finances and monitoring. Capacity building and implementing strong management systems are key in this area. Supporting strong management of schools directly aligns with government efforts in this respect.

2. Implementation Process

CCOSC has been supporting most of their target schools to build capacity and hold monthly or quarterly technical and management meetings with school and education leaders. These activities contribute to Output 2.3 School management is improved



to deliver quality and efficient educational services.

Implementing partners (IP) have staged training on teaching methods, school mapping, lesson planning, and school management. This has mostly come in the form of training for teachers and school directors, which has helped to improve their understanding of and capacity, for example, to include children with disabilities (CwDs) in schools.

For example, one IP noted that a

leadership workshop took place in Chhlong district, Kratie province, which strongly focused on school management and leadership in 11 primary schools. A total 53 people (20 females) participated in the training. A main topic was focusing on how to conduct technical meetings effectively, as well as using assessment forms and checklists in order to maintain good management.

Capacity building in specialized areas such as multilingual education (MLE) as done by some

IPs can also equip school actors to improve school quality and attendance. In addition, this type of training can enable teachers to obtain improved skills in effectively engaging parents in their children's learning.

One of the core focus in the implementation is to empower school management to develop a school plan. Through CCOSC's support, number of schools, which have action, plans incorporating new methodologies and skills have been increased, and this

was achieved by:

- Identifying champion school directors who can motivate other school directors to improve school management and performance
- Convening quarterly meetings of school directors in a commune /district to talk about best practices and exchange lessons learned in the implementation of their action plans.

Exchange visits have been utilized by IPs with teachers, principals and DoE staff to exhibit 'model schools'. These exchange visits inspired and motivated these actors to improve and solve issues within their schools through a 'if they can do it I can do it too' approach.

3. Analysis of the Implementation Process

Capacity building and training for school directors, government education stakeholders, community leaders and School Support Committees (SSC) is essential for improving the overall administration and quality of education in schools. Capacity building ensures that schools can be managed to a high standard sustainably because of the improved skills of local stakeholders. School management interventions demonstrate how this component can build more positive relationships among school actors and managers, parents and the community.

In addition, training a wide variety of actors including school management bodies helps to standardize and create more cohesion in the ways these actors carry out education-related interventions, thereby contributing to their effectiveness. When these actors receive management training, collaboration and team efforts are fostered around school management; this also improves the quality and effectiveness of education interventions and school administration and is amplified by encouraging quarterly meetings of school management to exchange information, challenges and best practices.

However, there are still challeng-



es due to institutional barriers or personal characteristics, with some school leaders unable or unwilling to translate their learning into practice. The CCOSC Annual Report 2014-2015 noted that target schools have found its challenging to improve the relatively passive nature of school management in regards to both school administration and governance and instructional leadership. Utilizing 'champion' school directors who exhibit exceptional school management skills and practices has been shown to motivate other school directors through positive peer pressure and positive deviance. Exchange visits to model schools is another way positive peer pressure can motivate school management to take action to

improve their schools. These exchange visits inspired other schools to make changes and demonstrated that it is possible to create effective school management.

Further challenges noted by CCOSC are in the education system itself, in particular, the fact that management and administration systems are outdated, inefficient, and serve as barriers to progress. For example, officials of the Provincial Office of Education, Youth and Sport (PoE) and the District Office of Education, Youth and Sport (DoE) indicate that they lack documents related to management and materials to track information and statistics of their respective schools.

4. Results of the Interventions

Many actors, including directors, attend leadership and management training at least once per year; results indicate a high attendance to target rate (132% of target). School management has improved with tracking books to record the progress of OSC. Amongst those successful cases, DTMT / DoE are reported to be active to give feedback to schools. The global result shows that through CCOSC's intervention, 1,620 people (21% female) in leadership roles attended the training courses at least once a year, and SSC participated in school management involving 559 communities.

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
2.3. School management is improved to deliver quality and efficient educational services	1. CEFAC, CC, CCWC, SSCs, Director and DoE /PoE attend management and leadership trainings at least once a year	2,430 people; 20% female in leadership roles	1,620 people, 21% female in leadership roles
	2. SSCs actively participate to school management in each partners schools and CEFAC assure adequate supervision of SSCs.	500 committees	559 committees

5. Best Practices

- Capacity building for improved school management is a best practice to equip school leaders and managers – and build their confidence - to play a central role in improving systems and procedures and to carry out their duties more effectively.
- School management training is a best practice in sustaining good quality school management practices by investing in local capacities and skills.
- Utilizing 'champion' school directors who exhibit exceptional school management skills and practices is a best practice to motivate other school directors through positive peer pressure and positive deviance.
- Exchange visits to model schools are a best practice to inspire, motivate and provide ideas to other schools to make improvements in their management and show them that management improvement is possible.
- Capacity building of teachers and school actors is a best practice to improve their ability to engage parents in children's learning and the overall relationship among school actors, management, parents and the community.
- Capacity building in management for a wide variety of education stakeholders and regular meetings of these actors are best practices to encourage improved collaboration and cohesion in the delivery of interventions and the sharing of best practices and lessons learned in management.

6. Case studies

CASE STUDY 1

Ps: **Sovann Phoum Organisation (SP) and PLAN**

Sovann Phoum Organization supports thirty primary schools in Tbong Khmum province so that all OSC can attend school. As a part of its intervention, SP has supported school directors to improve school environments so that children feel happy and enjoy attending school and also to attract OSC to enrol again.

In order to create a child-friendly school environment, SP assists in the capacity building of school principals and school teachers. One of the most successful interventions in improving school management was identified as an exposure visit by inviting school

principals and teachers together with officials from the DoE to visit model schools in Kampong Cham province. Initially, SP tried to find model schools in Tbong Khmum province, but because there was no such school, it sought support from Save the Children Cambodia to identify some model schools in Kampong Cham province (which is next to Tbong Khmum province). As a result, two primary schools were identified, and two groups were chosen by SP and carried out exposure visit to those schools in August 2016.

Mr. Heng, project manager of CCOSC who is stationed in the Tbong Khmum office, said, "After the exposure trip, many school principals greatly changed their attitudes, and they became more solution-focused by identifying school problems with their

teachers. Before, principals were rather indifferent to school management, but after they saw good models, they came to notice that they can also improve their schools. One principal said in the reflection meeting, "If their school can do, we can do it too" and he took a strong initiative to improve his school management". Through follow-up activities with participants after the exposure trip, Mr. Heng has seen positive attitude changes among them to improving school management in a variety of ways.

Mr. Yea Kay, principal of Prey Tomnup Primary School, Tbong Khmum, who participated in the exposure visit also said, "When I went to a model school, I was surprised to see how they manage schools in a good way. I never saw such nice schools so

I was very impressed. Teaching methods were similar but management of schools was very different, so I learned some skills to apply to my school. After the trip, I made a plan to improve

my school management. For example, by supporting Children Councils, the school environment became much better, including environment and discipline. This is my success, and I am happy

to see my school having a much better learning environment thanks to the exposure visit. I want to do more in my school such as strengthening life skill activities.”

Photo: Mr. Yea Kay, Principal of Prey Tomnup primary school, Tbong Khmum



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2. IMPLEMENTATION PROCESS

The principle of school mapping is a long established practice and has been endorsed by MoEYS although it appears that no Prakas has been issued.

School mapping in CCOSC is basically two processes: i) holding some form of meeting to raise awareness of parents of the importance of education for their children and ii) identifying children who are at the right age for first enrolment as well as OSC of any age and for whatever reason. It is a school's responsibility to conduct mapping within the catchment area of the school.

As with several of the CCOSC activities, there is no single approach with each IP developing and following its own guidelines with the INGOs having produced guidelines for their sub-partners to follow.

School directors are responsible to lead the exercise, and some IPs have helped them with guidelines on steering committees, other actors to involve and activities to undertake. For success it requires teachers, school principals and the SSC to work with help from the Commune Council e.g., the CCWC. Through the IPs, all participants have initially been given broad-based training across not only the process of school mapping but also other education issues so that they can deal with possible questions of parents. The training also covers issues that relate to specific groups of OSC. Topics include: i) how to conduct school mapping, ii) how to organize an enrolment campaign, iii) how to support CwDs to be able to access schooling, iv) multi-grade teaching to support slow learners, v) strengthening school networking, vi) supporting the SSC to assist in construction, vii) an orientation on literacy, viii) orientation on school management and ix) school management.

The outputs for the IPs are a listing of OSCs or a sketch map of the village showing where the OSC live or both.

3. ANALYSIS OF THE IMPLEMENTATION PROCESS

There are two obvious positive conclusions from the following table namely, i) mapping has been extensively conducted with about 80% of schools under CCOSC having undertaken it, and ii) a large number of people have been engaged in making families aware of the importance of education which has been a part of the mapping exercise.

Implementation under CCOSC has "awakened" some schools and propelled them forward in doing what in fact is a required annual activity of the school with a budget for things such as transport, water and snacks for the school mapping team, and materials to present the results. The level of involvement under CCOSC suggests a process that needs little change, rather that it should be rolled out to all schools not just in the CCOSC programme and thus have a greater impact on OSC across the nation. But like many activities in Cambodia, the lack of an adequate budget can be an issue, and it is only through projects with specific budgets, such as CCOSC, that mandated responsibilities are undertaken. The value of the training in topics not directly related to school mapping principles and processes is a moot point – whether there would be a reduced number of children identified and enrolled if such topics were left out of the training.

4. RESULTS OF THE IMPLEMENTATION

In the CCOSC context the school mapping exercise has been expanded to identify any OSC and the category to which they belong. This additional set of tasks is what has led to many families appreciating the activity and how they have directly benefited by getting their OSC into school.

Result	Indicators	Global Project Target	Achievement to June 2017
1.3 OSC and families of OSC are identified and aware of the importance of education	1. The number of schools which conducted school mapping	857 schools 36,959 people	1,177 schools
	2. The number of VC, CC, SSC, CEFAC, parents, and community members involved in OSC identification and the importance of education	20% female in leadership roles	26,477 people, 30% female in leadership roles
	3. The number of families identified in all targeted zone/communities as direct beneficiaries.	13,390 families	27,064 families

The results are very clear and in discussions with project management and with IPs, it is strongly suggested that school mapping has a positive effect on enrolment and by extension on retention in school since parents (and neighbors) understand much better about the value of education. There is a real sense that school mapping is a holistic approach – members of communities, in particular parents and caregivers, have their awareness raised on the benefits of schooling for children (and the whole family) and at the same time the enrolment process can begin while information is fresh in their minds. Potential scholarship awardees and families who might qualify for entry into the IGA activity can also be identified during this mapping. It is therefore not surprising that the school mapping exercise is so much appreciated.



A School mapping activity output (Courtesy of Plan International & Ockenden)

5. BEST PRACTICES

School mapping is a powerful tool not just in getting OSC enrolled into school and probably in retaining them but also as an entry point for other CCOSC activities.

Involvement of a broad spectrum of education actors provides credibility to the activity.

Informing parents and the wider village community on education issues produces positive results on student enrolment.

Standard procedures or at least keeping variation in procedures at a minimum between each situation has a positive impact on the process.

Mapping is one of several activities that are conducted to increase enrolment, and these should be linked together; e.g., mapping and scholarships as well as raising awareness on the value of education.

6. CASE STUDY

These two case studies tell the effects that school mapping can have on the lives of children and their families. It also shows how an integrated and holistic approach to CCOSC program implementation provides the synergy for greater results.

SARY'S STORY

Sary is living with her family in Taek village, Runtaek commune, Siem Reap province, about 23km from the district town. She is the fourth daughter of five children in the family who are poor subsistence farmers growing rice. But this poverty is worsened because her father is often drunk and violent towards the mother. Her older sisters and brother left school at grade 1 in order to assist their parents in earning income for family, and Sary had started Grade 1 late at the age of eight and then dropped out of school. Being a poor family the education of children was not a priority.

But through a school mapping exercise of Taek Primary school with assistance from the SSC, the children's council and the project officer of Bandos Komar organization, Teang Sary was identified as an over-age and out of school child and became one of the first children selected as a CCOSC project beneficiary. A visit was made to her parents to explore the reasons of late enrolment and to find a way to have her once again attending school. Once the family situation was understood and the parents recognized the value of education for their child, it was agreed that Sary would enroll in the re-entry class to improve her basic knowledge and be ready for enrolment into the new school year. After 2 months in re-entry class her reading, writing and speaking had improved so she was integrated into Taek primary school. A scholarship was given to her as well to buy some learning materials and a school uniform.

The school director stated that since Sary came to learn with the other children, she was a good performer in school and liked to play with her classmates during the break time. Furthermore, her behavior in class was considered very good as she always tried to learn, was friendly with peers and always came to classes regularly and on time.

For Sary herself she said. "I wanted to learn in school with other classmates", and her mother said, "I am happy to see my daughter to go to school and thanks to Bandos Komar for supporting my child to go to school."

THE STORY OF SREY LINA

Seven-year-old Srey Lina is the youngest daughter of one of the poorest families in Kampot Village, Rohas Commune, Preah Vihear Province. She lives with her mother and elder sister in a ramshackle house thatched with palm leaves on a tiny plot of rented land. Her mother goes to nearby forest areas to pick tamarind leaves for sale, but it is a precarious job; her father is often away to work as an itinerant construction worker and occasionally manages to send a meagre wage to the family, but rarely comes home to visit.

Lina's mother never had an education. After the Khmer Rouge era, education was not widely available and Lina's grandparents chose Lina's aunt to get an education using the little money they could afford, and today Lina's aunt is the principal of the local school.

Lina enrolled in school but was often absent, and her health and academic performance both suffered. Eventually she dropped out of school after her first grade and decided not to enrol again in the new academic year so she could help her mother collect tamarind leaves or help with household chores. However, in 2015 the CCOSC program started to support the local School Support Committee (SSC) to conduct school mapping in Lina's village. This enabled the project team to identify students who had not enrolled, including Lina. With the support of the project team, school teachers and family, Lina was encouraged to change her mind having realised that with education, she could change her own future and that of her family

Currently, Lina is studying in grade 1 and her favourite subject at school is Khmer which she has gradually improved over the course of the year. After the project intervention, even Lina's mother has committed to keep her daughter in education. "When I was young, due to poverty and war, I stopped my studies at grade one. I know how hard it is to live without knowledge. So, I don't want my daughter to experience the same fate," she lamented. "Now, I would do whatever I possibly could to encourage my daughter's schooling."

Lina said, "I go to school because I want to learn to read and play with friends. I want to be a doctor when I grow up. I want to be able to look after people, especially my parents."

Ms Ponloeu, Lina's grade-1 teacher said, "I remember when I first met Lina, she was very reserved and rarely talked to a stranger, or even to me – and I'm her teacher. She came to class irregularly, since she would go with her mother to pick the tamarind leaves. Now I notice that this year, her Khmer language has remarkably improved. She understands and can recognise the vowels and consonants quickly."

"All this change has come about because the school with CCOSC program support conducted a school mapping exercise in Kampot village", says a representative of Save the Children who are partners in the program.

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1. INTRODUCTION

Under the third project OUTCOME, education leaders and providers are better equipped to improve educational efficiency. Output 3.1 states that School Support Committees (SSC) are actively involved in promoting enrolment and school management. More specifically, they are meant to be engaged in creating and contributing to a responsive strategy, resource mobilization, school supervision, problem-solving and inclusive education. But this is not an exhaustive list, and each IP has been developing its own approach to SSCs in the course of CCOSC implementation of CCOSC. The SSCs are, in fact, uniquely placed to provide an interface between the schools and the communities that they serve, and their potential activities in support of education are virtually limitless.

Schools across all five components have been engaged with SSC, but this work has been intense under PRC, EMC and CwDs.

2. EXISTING IMPLEMENTATION GUIDELINES

SSC are a part of the overall organization of government schools under MoEYS, and there is a “Prakas” that sets out the basic structure and rules for their operation. It is entitled “Guideline on the Establishment and Functioning of Primary School Support Committee (No 30 AYK.SCN)”. SSC membership is described as

- 1 **Honorary Chair**: Representative of local authorities (1 person)
- 2 **Advisor**: School director, retired education official, elder, community representative, local authority (1-3 persons)
- 3 **Chair**: Retired education official, pagoda committee chair, layman, private donor, community representative, students’ parents’ representative
- 4 **Deputy Chairs**: same as above (1-3 persons)
- 5 **Members**: same as above (1-3 persons)

These are all elected positions with a one year term, and then elected persons are allocated to role in part in accordance with the votes received.

As well as the composition of SSC, the duties of the committee are also outlined in the Prakas; these are as follows (using the Prakas wording):

- 1 Formulating, implementing and monitoring the school's plan
- 2 Collecting and enrolling children
- 3 Monitoring students' learning
- 4 Generating revenue and mobilizing funds
- 5 Involving in constructing, repairing and maintaining school (property)
- 6 Sharing of experiences and life skills (with children)
- 7 Preventing irregularities from happening inside and outside the school
- 8 Strengthening and expanding capacity and awareness on school development

The SSC is charged to meet regularly to discuss different issues related to the school and to provide recommendations to the School Principal in running the school effectively. Further the SSC should meet at least three times per academic year, with the first meeting (about) one week before the school opening day.

3. ANALYSIS OF THE IMPLEMENTATION PROCESS

The Prakas clearly implies that all primary schools should have an SSC, but it says nothing about their operation being effective or otherwise. In this regard it has been noted that whilst an SSC may nominally exist not every SSC has enough members to fill all positions so elections can be passed over and SSC members just continue as members "in perpetuity". However, the CCOSC indicators do specifically state that "target SSC's capacity, roles and functions [are] strengthened in school management" which could be loosely interpreted as meaning that the SSC has its capacity strengthened in the functions designated in the Praxas. The indicator description however similar to the Prakas does not define or provide any measures against which effectiveness can be gauged.

Part of the implementation activities is to build the capacity of SSC members to understand the education system better and to be able to carry out the roles assigned to them. Training has therefore been a major activity under Output 3.1. As an example of the breadth of the training given, the Table below lists SSC training provided during Semester 5 (2016).

Training topics	Total	Male	Female	Total Days
SSC training on roles and responsibilities	218	177	41	10
Orientation on getting funds for CCOSC in commune funding proposals	48	41	7	1
Training on the quality of education, domestic violence, discrimination and child protection	4	1	3	2
IGA training on basic income management and how to work with clients	18		18	1
Disability issues and disability laws	38	12	26	1
School management and leadership	9	9	0	1
Animal management and agriculture	31	11	20	2
Inclusive education training	14	8	6	7
Intellectual disabilities and policies	4	0	4	2
Training on the importance of engagement	4	1	3	0.5
School mapping	71	56	15	1.5
Training education actor on how to identify OOOOSC	111	86	25	2
Total	652	429	223	31

4. RESULTS OF THE IMPLEMENTATION

Result	Indicators	Global Project Target	Achievement to June 2017
3.1. SSCs are actively involved in promoting enrolment and school management	1. The number of SSCs taking an active part in developing their skills to create a strategy of OOSC, i.e., school management, resource mobilization, school supervision, problem solving, inclusive education methods.	539 committees	590 committees
	2. At least 60% target SSC's capacity, roles and functions strengthened in school management	295 committees	343 committees
	3. At least 60% target SSC's participating in cross visits in state schools and in promoting enrolment and school management meetings	81 committees	98 committees

From the table, it would appear that the intention of the project was to ensure that in the order of 50% of all schools engaged with CCOSC have an active SSC [there being about 1000 primary schools in the project]. A number of factors had to come together to enable this objective to be reached. Firstly, there had to be people who were interested in and capable of filling the role of an SSC member, and they needed to have the time to devote to the role. Secondly, School Directors needed to be responsive to SSC recommendations, listening to them even if not following them; in this respect some SSCs were seen as “invading” a Director’s territory so some Directors were resentful and thus gave limited cooperation.

The performance to date is unclear in that it does not record how many schools have an active SSC but rather those that take an active part in developing their skills. Indeed it appears that the CCOSC did not even plan to work with all SSCs across all schools engaged in the project. Furthermore, the second and third indicators refer to an even smaller sample of SSCs. That being said, the results show a high level of achievement in quantitative terms at least even if more qualitative achievements are not analyzed.

Some IPs have expanded on the list of responsibilities and included a number of additional areas such as ISAP, disaster preparedness and management. They also have actively promoted integration (closer liaison) between the SSC and the CC since some people are members of both bodies. And they have worked closely with local health centres on health issues.

According to the IPs, the results of the work of active SSCs can be seen in a number of ways. Three examples of areas in which SSCs have had significant impact are discussed below.

- (a) School mapping campaigns have benefited from the engagement of the SSC in bringing a team together and then getting into the community to undertake a “scanning” exercise.
- (b) Along similar lines and as a linked follow up to school mapping, the enrolment of identified OOSC has been facilitated by the SSC becoming involved.
- (c) The mobilization of community support for the construction of new schools and temporary schools has been a significant result of the SSC becoming engaged in the construction process. One example is the construction of four temporary school buildings in Kratie Province completed in semester five. Communities strongly supported the construction with cash contributions equal to more than three-quarters (76%) of the total cost. Materials were also provided as well as labor to assist at various stages of the construction.

schools has been a significant result of the SSC becoming engaged in the construction process. One example is the construction of four temporary school buildings in Kratie Province completed in semester five. Communities strongly supported the construction with cash contributions equal to more than three-quarters (76%) of the total cost. Materials were also provided as well as labor to assist at various stages of the construction.

The SSC, whilst mandated under MoEYS with specific tasks, also takes on some of the roles that a Parent and Teacher Association might have in a “western” setting. The motivation of members really sets the boundaries to what it can do and how effective it can be.

5. BEST PRACTICES

The level of activity of SSCs is significantly increased where the IPs undertake a facilitation role and provide guidance and motivation.

The more active SSCs have members who are not elected just because of a position they hold in the community nor because they win a popularity poll but are recognized as having a genuine desire to serve.

Interest in improving the school to provide quality education and facilities is the hallmark of an ideal SSC member.

Expanding the responsibilities that can be under the purview of an SSC to make them more relevant to the situation of the students and their families is a useful idea.

SSCs engage the communities more effectively when specific projects are being undertaken such as construction or beautification of school grounds. This contrasts with the more mundane SSC considerations of formulating the school development plan.

6. CASE STUDY

The two case studies presented below provide examples of effective operation of SSCs. They are reproduced with the kind permission of CARE Cambodia which is one of the CCOSC Implementation Partners.

A school support committee member of a primary school in the north-east of Cambodia is reaping the benefits of a series of workshops on multilingual education capacity building. 23-year-old Lem Neuy, a mother with one daughter, has attended workshops organised by CARE Cambodia to understand more about how she can support out-of-school children in her community to get an education.

She is from the Kroeung ethnic minority, which has a different language and traditions to the majority of Cambodia's population. Her committee has been taught about the multilingual education program, which was introduced to the school last year, so they can support the school through monitoring student and teacher attendance, following up on why there might be absences, and encouraging parents to send their children to the school by telling them about the importance of the program.

Neuy says she now understands how multilingual education can help students by allowing them to learn in their home language. Multilingual education is a great way to remove barriers to education faced by OSC whose first language is not the national language.

“Through the workshops, I am able to support the teacher, since I know when she will use Khmer and Kroeung, respectively. I know about the number of the textbooks used in multilingual education. As a result of meetings on the importance of this for our community, parents have sent all their school-age children to the multilingual education class,” she said.

Neuy has also learned strategies to get parents involved in their children's learning, serving as a bridge to share information between the school and the community. She works with other school support committee members in many different ways to improve the school environment and school attendance: mapping households in the community; creating a school development plan; collecting statistics on children in the community; making repairs to the school and reading house; and digging a life skills garden around the school.

She says, “Now I have noticed that teachers and students come to school regularly thanks to the pretty surrounding environment and efforts by the committee to pay visits to collect students from their households.”

Neuy hopes that the school support committee and the community become more involved and that better relationships between the school and the community will exist so that more children will be enrolled in the school. She hopes that students from her community will eventually graduate from Grade 12 and continue their study at university so as to preserve their identity, culture and traditions.

And for a video presentation on SSCs see <http://www.care-cambodia.org/single-post/2015/07/11/Our-school-support-committee>

Ek Yorn, a 63 year-old, male, is chair of the School Support Committee (SSC) and Deputy Village Chief of Prey Tamok village in Prey Veng province which is approximately 39 Km from the provincial town and close to the Vietnamese border. While 90% of the local population are farmers, around 10% have migrated to other provinces to work as construction workers. Only about 40% of the villagers can read and write which is one reason for their attitude that “no matter how highly children are educated, they will still become farmers after graduation”. So parents have invested little effort or resources into their children's education preferring to have them help with work rather than going to school.

It is against this backdrop, and his own experience of never receiving an education, that Ek Yorn committed himself to improving the school in his village. He is a respected elder in the community who has managed the budget for village development since 1982. However, when he first became head of the School Support Committee, he felt powerless to bring about changes in the community mind-set on education and so felt nervous when he addressed the School Support Committee and local community members.

In 2014, Prey Tamok school was selected as a target school to implement the CCOSC project and as a result, Yorn was trained on “how to identify children with disabilities”, “improving the effective operation of the School Support Committee” and “school mapping”, as part of capacity building for SCC members.

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- Damnok Toek (Goutte d'Eau) (DT)
- Disability Development Service Program (DDSP)
- EDUCATE A CHILD, a program of Education Above All (EAC)
- Epic Arts (EA)
- Kampuchean Action for Primary Education (KAPE)
- Light For The World
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- The Rabbit School Organization (RSO)
- Youth Star Cambodia (YSC)



Changing the world through Education

TEACHER AND SUPERVISOR PROFESSIONAL DEVELOPMENT

1 > Introduction

The limited capacity amongst primary teachers is a nation-wide issue in Cambodia, more evident in rural and remote areas. With a low number of qualified teachers available, effective training to serving teachers becomes crucial to the success of keeping children in school. Having qualified and professionally trained teachers is one of the most crucial factors in helping all children learn well. Teacher training and capacity development are therefore a central aspect of the Ministry of Education, Youth and Sport's (MoEYS) Education Strategic Plan 2014-2018. Furthermore, the Teacher Action Policy Plan sets out strategies for the training and professional development of teachers. Supporting teacher professional development is therefore strongly aligned with the government's policy priorities.

2 > Implementation Process

The IPs have provided a variety of training courses with many topics including general topics necessary for all teachers to be more effective in the classroom (such as lesson planning, classroom management, how to use textbooks, setting up a child-friendly classroom, record keeping, and child rights), as well as tailored or special topics necessary in successful teaching with children with disabilities (CwD), ethnic minority children (EMC), street children and over-aged children (OAC). More specific training was developed and provided including learning through creative arts, inclusive education and accelerated classes. For example, one IP developed a special training course focusing on children with intellectual disabilities by using a participatory teaching approach and developing and using Individual Education Plans (IEP). Some other IPs also focus on teacher training on children with disabilities and inclusive education. A combination of both general training and specialized/tailored training has turned out to be a good model for the capacity building of teachers. .

Regular follow-up is also carried out by IPs on the outcomes from project interventions. Without adequate supervision and monitoring, the training loses its effectiveness and the desired impact on enrolling and retaining OSC children is weakened. For this, District Training and Monitoring Teams (DTMT) are tasked to conduct classroom observations and provide coaching and on-the-job training to teachers, assisting them in maintaining and improving their daily teaching. Some IPs are actively and closely working with DTMTs to monitor the outcomes from the teacher training courses.

Another approach to improve the quality of teaching and the efficiency of educational service has been to organize monthly technical meetings where teachers can share their experiences, ideas and expertise; develop and share lesson plans; and make action plans to better meet the needs of their students. Because teachers are usually busy with multiple tasks, some IPs both technically and financially support those meetings to ensure that duty bearers are held accountable for their work.

3 > Analysis of the Implementation Process

Without the professional expertise and input of IPs in developing curriculum and training for teachers, primary teachers would have had very few materials or knowledge to work with – thus

impacting the quality of education that they can provide to students. Providing both general and specialized training to them is thereby key to improving their overall teaching quality as well as the skills needed for specific groups of learners such as CwDs. This approach also encourages and equips teachers to teach inclusive and special classes where there is an especially great need for quality teachers. This also encourages teachers to advocate with communities and parents for the rights of CwDs for education.

In addition, follow-up and sustained support such as monthly technical meetings ensure teachers' new skills are maintained, applied and fostered in the long term.

4 > Results of the Implementation

Overall, there is a strong commitment by all the IPs to provide effective in-service training to primary school teachers. School teachers are receiving training on inclusive education and how to teach children who have disabilities, children who have been out of school, children with a different home language, and children who have limited access to regular education. The CCOSC project has made a significant contribution to empowering teachers through a variety of training courses.

Table 1: Progress against Outcome 2: Teaching Quality is Improved

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
Outcome 2: Teaching quality is improved	1. Number of teachers implemented tailored pedagogical tools to promote quality of teaching and child friendly environment for OSC	3,010 teachers; 40% female teachers	2,691 teachers, 42% female teachers
	2. Students learning outcome improved at provincial level	57,372 children; 50% girls	n/a
	a. OSC completed primary and oriented for the lower secondary school		n/a
	b. Promotion rate increases by 5% disaggregated by grade per year	5% (MoEYS national rate)	n/a
	c. Repetition rate decreased each school year	(MoEYS national rate)	n/a
	d. Drop-out rate decreased by 5%	5% (MoEYS national rate)	n/a
	e. Transferred		n/a
	f. Re-enrolled		n/a

Both experienced and new teachers throughout the project areas have received varying types of training from a variety of sources. All the IPs in the CCOSC share the common view that strengthening teacher capacity plays an important role but that further support is required to improve the application of skills in the classroom and in education management.

Table 2: Indicator 2.2: Pedagogy of teachers is enhanced and adapted to include all OSC

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
2.1 Educational tools are suitable to the needs of OOSC	1. Number of tailored pedagogical tools/materials for OSC developed and approved by MoEYS on each component	5 sets of learning and teaching tools	6 sets of learning and teaching tools
	2. Number of tailored pedagogical teaching tools made available to teachers in each target schools	5 sets of teaching tools	4 sets of teaching tools
	3. Number of tailored pedagogical learning tools made available to students in each target schools	5 sets of learning tools	4 sets of learning tools
2.2 Pedagogy of teachers is enhanced and adapted to include all OOSC	1. Number of teachers attended training to improve their teaching methods, approach and delivery on specific thematic	3,010 teachers; 40% female teachers	4,829 teachers, 39% female teachers
	2. Number of national and sub-national teachers/education staff qualified and used for teaching tailored pedagogical tools	2,430 teachers; 40% female	230 teachers, 30% female
	3. Number of school mainstream and implement cooperative learning method.	379 schools	422 schools
2.3. School management is improved to deliver quality and efficient educational services	1. CEFAC, CC, CCWC, SSCs, Director and DoE /PoE attend management and leadership trainings at least once a year	2,430 people; 20% female in leadership roles	1,620 people, 21% female in leadership roles
	2. SSCs actively participate to school management in each partners schools and CEFAC assure adequate supervision of SSCs.	500 committees	559 committees

Notably, IPs' reports demonstrated that teachers who have had the amount and type of trainings they need to meet the needs of their students have improved their classrooms in a positive and sustained way. Some of the successful indicators include better class management and improved lesson planning for CwDs, use of tailored pedagogical tools; the enhancement of child-friendly environments for OSC, and a noted increase of commitment to teach CwDs by the teachers. Improving teaching methods and utilizing more interesting and child-centered materials make learning fun and significantly promotes the attendance and retention of children in school. Visible improvements in outcomes can also further empower teachers to try even more to be a better educator.

5 > Best Practices

- Providing both general and specialized teacher training is a best practice for ensuring overall teaching quality as well as high quality training for specific groups of children such as those with disabilities and belonging to ethnic minorities.
- Specialized teacher training is a best practice for encouraging and equipping teachers to become involved in teaching special, integrated and inclusive classes, which contributes to retaining vulnerable children in school. In addition, this is a best practice for engaging teachers to advocate for the education, rights and valuing of CwD with parents and communities.
- Follow-up monitoring and long-term support such as monthly technical meetings are a best practice to increase the ability and commitment of the teacher to continually implement and build on what was learned.
- Specifically engaging school management in conducting classroom observations and coaching/training teachers on the job is a best practice to assisting them in maintaining and improving their teaching.
- Introducing new and creative approaches to teaching methodology, pedagogy and resource development are a best practice in order to produce better results in providing enjoyable learning environments and retaining students in the program (for example, through creative arts).

6 > Case Studies

CASE STUDY 1

IP: Epic Arts

Epic Arts (EA) has been operating in Kampot province and supports children with disabilities (CwDs). Since the establishment of its CwDs program in 2009, EA has been actively providing a variety of support to CwDs and their families.

For the last three years, EA has carried out training courses for capacity development of school teachers so that they learn about issues relating to inclusive education, disabilities and teaching methods. Their main target audience is teachers in Kampot province who are teaching in classes with CwDs, but EA has also invited other CCOSC partners that are working with CwDs to attend.

Ms Sarah Coxall, a volunteer from the United Kingdom and an Inclusive Education Programme Coordinator, has been actively engaged in the teachers' capacity development program. She says,

“Commonly, school teachers are not familiar with inclusive education even when CwDs are already learning at their schools. So our training forces on the key elements of inclusive education and also introduces some practical methods to they can effectively teach CwDs in classrooms.”

EA carries out their training during school holidays and approaches school principals to select appropriate participants to the training course. Those training courses last two full days, and EA puts emphasis on participatory learning.

Mrs. Kanga, a staff member of EA, has been the key person who has organized a series of training for the last three years in order to support public school teachers' capacity in inclusive education. She says,

“ Many schoolteachers regard CwDs as crazy. After they participated in our training course, they came to understand about the dynamics of disabilities: that every CwDs is different from one another and needs individual care. ”

When training courses are provided, participating school teachers ask many questions, according to **Mrs. Kanga**.

“ Teachers are very interested to learn about the dynamics of disabilities. Particularly, they are keen to understand the needs of CwDs. ”

After the training courses, EA conducts follow up with school teachers who teach integrated classes assisted by EA. **Mrs. Kanga** observes,

“ School teachers are happy because they can visibly see the development of CwDs after they start to use new methods in teaching. Teachers' attitudes positively changed, and they enjoy teaching CwDs by using new methods. ”

However, challenges remain in regard to the capacity of teachers. Teachers play a key role in persuading CwD's parents to understand the importance of education so that they do not stop sending their children to school.

“ Many parents start to understand the importance of education after their children change and show personal growth, such as being able to wash themselves, change clothes by themselves, and speak more than before. But not all parents understand the importance of education for CwDs. This remains a challenge, ” says **Mrs. Kanga**.

However, with the slogan “*Let's look at potential more than disabilities*”, EA continues its endeavor to improve school teachers' capacities in inclusive education.



Photo: Mrs. Kanga guiding school teachers to learn special skills

CASE STUDY 2

IP: DDSP

DDSP was established in 2003. Since 2014, DDSP has implemented the project titled **“Education for All”** in 142 primary schools in Pursat and Palin provinces. In this project, DDSP offers training courses to teachers in target schools by following the Training Manual on Inclusive Education for Children with Disabilities developed by MoEYS. The drop-out rate of children with disabilities was very high in the past 5-10 years. They were discriminated against by other students, and teachers did not pay much attention to them and did not know how to teach them. Thus, DDSP offers training about disability to teachers and also provides financial support to their trainers from MoEYS to ensure that children with CwDs can attend school and classes with other students.

“ Commonly, children with disabilities are from marginalized families, and parents do not care about the importance of education for their children. It is very difficult for them to catch up classes with other students, and teachers treat them differently. Due to these reasons, their parents decided to stop them from going to school. Therefore, DDSP set up a training course following the Training Manual of MoEYS to persuade and encourage teachers and community people to pay more attention to children with disabilities,

says Mr. Hun Chandoeun, project coordinator of DDSP.

The training courses were highly welcomed by school principals and teachers from target schools, and they appreciated the project's support to improve their capacities in teaching and caring for children with disabilities. Teachers showed their happiness and gratefulness to be trained and to be provided with a rare opportunity to gain improved knowledge about helping students with disabilities.

Mr. Seang Bunthoeun is a full-time teacher in Pnov primary school in Pursat province. He participated in the training for inclusive education in 2014 and became a focal teacher in his school. He says,

“ Before 2014, students with disabilities were very difficult to teach, and I did not know how to treat them and sometimes I discriminated against them. Moreover, community people, parents and teachers thought that children with disabilities were useless, and their future was bleak. Most of the teachers including me found difficulties in teaching students with disabilities and were careless with them. ”

“ After I was trained on inclusive education, I gained more knowledge and I have changed my perspective and attitude toward these children. I have applied what I have learnt to teach these students easily, ” says Mr. Bunthoeun.

Ms. Sin Mom is a grade 4 teacher in Sthanny primary school in Pursat town. She participated in DDSP's training during the academic years of 2015-2016. She said,

“ DDSP helped me and other teachers to understand how to manage and teach students with disabilities. Honestly speaking, before I never cared about children with disabilities and I was unaware about how to manage and teach them. Almost all students with disabilities in my class had dropped out from the school because they were unable to keep up with lessons like other students. I have changed now. Thanks to DDSP, I know how to teach these students, can manage them to sit in the front and pay more attention to them. These students are happy to attend school and their parents also happy with the care of their children by teachers. ”



Photo: Ms. Sin Mom

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TEACHING, LEARNING AND RECREATION MATERIALS (SPECIAL FOCUS ON CHILDREN WITH DISABILITIES)

1. Introduction

Children with disabilities (CwDs) face multiple obstacles to access education. Limited understanding about the diverse needs of CwDs among the parents, community members and duty bearers such as teachers and officials of the education sector is one obstacle that hinders the protection of the rights of CwDs. Other obstacles for CwDs to attend school and complete their education is that the school environment is not friendly or even accessible to them and the national school curriculum, teaching methods and materials are not adapted to their unique needs. Special classrooms and schools play a vital role in attracting CwDs and their parents to educational services which can help their children learn. The Cambodian government's Ministry of Education, Youth and Sport (MoEYS) prioritizes greater access for CwDs in the Education Strategic Plan 2014-2018, aiming to **“Expand inclusive programs for children with disabilities”**. In addition, the ministry's Working Group on Education and Disabilities develops teaching manuals for children with intellectual disabilities and advocates for inclusive education.

2. Implementation Process

Implementing Partners (IP) in the CCOSC disability component have supported target schools in making them physically accessible, providing assistive devices, preparing integrated and special classes and making available to teachers special learning materials, resources and training to enroll and teach CwDs. At the learning environment level, schools need to be made accessible for CwDs – usable ramps, handrails toilets suitable for wheelchairs are a priority. Children with a physical disability are easier to integrate into a regular classroom when these basic facilities are available.

Special materials for CwDs to enjoy learning are also of crucial importance to keep them interested in attending classes; CCOSC's IPs have been actively formulating a variety of manuals and materials for this purpose. One IP has produced a tailored pedagogical teaching tool, a manual on **“Learning through Play”**. This manual includes many games and interesting activities which not only attract CwDs but also help promote their personal development. Another IP has developed and produced a tailored teaching tool (inclusive learning) in the form of the **“Learning through Creative Arts”** manual and a **“Learning through Creative Arts”** teacher's guide. This book has been designed as a tool to enable teachers to teach CwDs creative subjects (art, dance, drama and music) using methods that are specifically designed to help CwD learn more easily. This manual was formulated through many consultations with CCOSC's members who are supporting CwDs. The manual has been translated into Khmer and distributed to CCOSC's members who participate in training courses. The MoEYS has been reviewing its contents for its official adaptation for us in the state curriculum.

Other tools developed and demonstrated by IP's or the MoEYS such as student-centered, play-based and participatory classroom activities have significantly contributed to students' active engagement in learning and encouraged teachers to use more creativity in their lessons. Additionally, a *“Manual for Children with Disabilities”* has been developed to help teachers better understand the unique needs of children with difficulties as well as providing helpful teaching methods to incorporate into classroom lessons.

At a child's personal learning level, Individual Educational Plans (IEP) allow teachers to tailor activities to meet the needs of individual students, children with special needs or children with different learning styles. They have also provided IPs with a way to analyze the learning results of CwDs at the end of the school year.

3. Analysis of the Implementation Process

The provision of tailored pedagogical tools is considered to positively influence the quality of education and the performance outcome of CwDs. Utilizing interesting and child-centered materials makes learning fun and significantly promotes their attendance and retention in school. The creative arts are a powerful vehicle to engage, encourage and motivate children's learning. CwDs can be greatly empowered by gaining a variety of valuable skills and may receive a host of benefits from learning through arts. This can help improve their communication and social skills as well as their literacy and numeracy and social skills. These are particularly beneficial in helping CwDs develop both physically. Furthermore, parents and care-givers are empowered by witnessing the personal development of their children, and this also yields wider influence in fixing the discriminatory mind-sets of community people towards disabilities.

Coordination between teachers and families of CwDs is also an important part in this process. All the IPs supporting CwDs stay in close contact with their families to foster an open and honest discussion about their children and their learning needs and encourage acceptance and the rights of the child to education. Parents are often stigmatized, as well as their children - especially in rural areas due to a lack of information and knowledge about disabilities; empowering care-givers is therefore of crucial importance. With this additional care and support by IPs, teachers are always informed about the concerns amongst parents of CwDs and also pay attention to CwDs in a variety of ways.

Finally, tailoring and tracking learning of CwDs through IEPs provide a positive way to ensure CwDs receive quality education suited to their unique needs. With IEPs, IPs can effectively monitor and evaluate their program interventions. Communicating regularly with families and caregivers of CwDs is also of crucial importance and can build trust and openness regarding the inclusion and education of children.

4. Results of the Implementation

A total of 1,780 children with disabilities have been enrolled, to date, in 175 schools in 17 districts of 8 provinces.

Table 1: Progress against Output 2.1 indicators related to education and CwDs

RESULT	INDICATOR	GLOBAL PROJECT TARGET Jun 2014 to Nov 2017	ACTUAL ACHIEVEMENT TO DATE (CUMULATIVE) July 2014 to June 2017
INDICATOR Outcome 2: Teaching quality is improved			
2.1 Educational tools are suitable to the needs of OOSC	1. Number of tailored pedagogical tools/materials for OSC developed and approved by MoEYS on each component	1 sets of learning and teaching tools	2 sets of learning and teaching tools
	2. Number of tailored pedagogical teaching tools made available to teachers in each target schools	1 sets of teaching tools	2 sets of teaching tools
	3. Number of tailored pedagogical learning tools made available to students in each target schools	1 sets of learning tools	2 sets of learning tools

A total of 582 new teachers in addition to 1,827 existing teachers applied the materials described above; an estimated 55% of teachers (2,409 out of 4,380) have received trainings since the program started and have successfully applied the tools to enhance the quality of teaching with different types of children and in different education programs. Teachers dramatically improved their pedagogy, using methods which promoted effective teaching and learning through an adapted and friendly environment for CwDs. In total, 179 teachers attended training and were able to deliver activities with more confidence and greater use of creative methods, especially the use of participatory classroom activities. The student-centered and play-based teaching approaches significantly contributed to students' active engagement in learning activities.

Notably, owing to some IP's visible success, the value of their programs was known to the community and local authorities, and a greater need for more supported was reported to IPs. As a result, some IPs decided to expand their program interventions into other new areas in the same province in order to reach out to more children. Some IPs are flexible to accept CwDs from non-target areas if they are living close to target areas.

Another notable success was that more than half (53%) of CwDs enrolled in the program were successfully promoted to the next grade level, and an estimated 83% were retained (1,023 out of 1,234), excluding students who completed and/or dropped out of primary school. This reflects positive efforts of partners who worked on school retention activities. More than one-quarter (27%) of enrolled CwDs repeated grades, which is common to see among children with intellectual and learning disabilities.

5. Best Practices

- Raising awareness amongst community people and duty bearers about disabilities and decreasing discriminatory perceptions can greatly enhance the protection of the rights of CwDs.
- Engaging school teachers, principals and officials of DoE/PoE is of crucial importance to ensure that CwDs are cared for and enabled to attend school.
- The creation and provision of high quality tailored teaching materials and tools are a best practice to equip teachers to better educate CwDs in an engaging, creative and effective way, and positively influence the education and performance of CwDs.
- Individual Education Plans (IEP) are a best practice that allows teachers to tailor and track the learning progress of CwDs on a regular basis.
- The creative arts are a powerful best practice to engage, encourage and motivate the learning of CwDs in terms of communication skills, literacy, numeracy and social skills.
- An open and honest dialogue about CwDs is a best practice to foster trust and confidence by reinforcing the message of inclusion and allowing strong relationships with families to be developed.

6. Case Studies

CASE STUDY 1

IP: Rabbit School Organization (RSO)

MOEYS developed guidelines for children with special needs or, Children With disabilities (CwDs). The department of Special education of MOYES, with support from CSO including RSO made this guideline but the implementation is just starting. For inclusive education, RSO utilized the MOYES's guidelines, and provide capacity development for teachers in order to make innovative and interesting learning materials specifically designed for CwDs.

A teacher who was trained by RSO says that using these new materials makes students happy and improves peer interaction. It also help teachers to identify the needs and level of ability of the children.



Photo: Activities in the Integrated class

CASE STUDY 2

IP: Epic Arts (EA)

Epic Arts (EA) has been operating in Kampot province and supports children with disabilities (CwDs). Since the establishment of its CwDs program in 2009, EA has been actively providing a variety of support to CwDs and their families.

As a part of its attempt to develop teaching materials for CwDs, CCOSC approached EA to formulate a new curriculum targeting CwDs. The desired manual was expected to be an innovative with new and interesting materials that fully utilize arts during learning among CwDs. Experience demonstrates that the teaching curriculum and materials are of crucial importance in education, and CwDs need special curricula for their personal development through education.

Ms Sarah Coxall, a volunteer from United Kingdom and an Inclusive Education Programme Coordinator, played a key role in the development of a new holistic manual that can be used for primary school. She says,

“ CCOSC network members such as Rabbit School Organization already produced many good materials, but we were tasked to formulate something very new that would fully utilize arts such as music, dance, visual arts and so on. From our collective learning, we know that arts can effectively support learning and personal development of CwDs. However, it was a challenge to formulate a new manual that could be utilized for all six grades in primary school level. ”

Through countless dialogues and meetings, trial and errors, Ms. Sarah managed to create a draft manual which was tested among CCOSC members and local teachers. Reflecting this process, Ms. Sarah said,

“ In Cambodia, we often see teachers talking to and teaching students without listening to or paying attention to them. We had to fix this approach first, and tried to ensure that anyone who uses this manual can use a participatory approach and get rid of any ‘traditionally done’ teaching style. Our manual should be used nation-wide, and those teachers who may not have joined our training may also use it, so the manual includes hints and advice for them. There are also many short statements that they can use in teaching, so the manual is comprehensive but also user-friendly. ”

The manual has been delivered to MoEYS for its approval. When it is authorized by MoEYS, it will be printed and distributed to public schools across Cambodia to enhance inclusion in the education system. The production of a high quality manual that draws on many good lessons and examples from other countries will greatly contribute to the improvement of teaching methods for CwDs in Cambodia.



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PEER LEARNING - CHILDREN AND YOUTH CLUBS

1. Introduction

Peer learning through children and youth clubs represent a variety of approaches that predominantly -but not exclusively - target OSC. They are, by their very nature, non-formal education since delivery is outside the classroom through volunteers who in the majority of cases are neither trained nor accredited as teachers.

The program is organized so that storytelling and reading, writing, teaching, communication, leadership and working as a team are some of the skills children gain after becoming members of a youth club. Furthermore, through youth club activities educational actors and local authorities such as commune councillors, the village chief, school principals and teachers have become involved with the OSC problem and with interventions targeted toward OSC.

2 Implementation Process

Formal guidelines do not exist, but the IP implementing these activities (Youth Star) has developed its own modus operandi. The basic procedure is to form a youth club in a village with membership open to children from Grade 3 to lower secondary level – the majority of children being 12-16 years of age. A volunteer is assigned to the club; these volunteers have finished school, sometimes university, and come from another village community.

The volunteer initially conducts the activities whilst at the same time training older club members on how to carry out the same activities in the future. Through time the volunteer gradually withdraws, handing responsibility progressively to the trainees. After three years of operation the club is formally registered as a CBO after which the support of (Youth Star) ceases.

The clubs undertake a number of activities; for example, mobile libraries which bring books that can be borrowed and also books which are read to younger children to develop a reading culture. For OSC, there is assistance to get them enrolled into school using an *“inter-personal communication”* tool with the families, and help also is often given to obtain a birth certificate if the child does not have one. For children in school but behind their peers in learning, tuition is given by an older club member (hence the term peer-to-peer learning).

3. Analysis of the Implementation Process

The implementation process is basically working effectively but has only been going for a few years and hence the number of clubs that have *“graduated”* to CBO status is quite low. Acceptance and understanding of youth clubs have been constraints, especially the relationship to the formal education system since no school is directly involved; this points to the need for improved communication with the adults in the community. Another barrier to youth club success is the mobility of the families of some members who take their children away for work. But these factors are not critical obstacles to the process being used to engage children who express a desire to be part of the activities.

On the positive side, using volunteers is a success and not only gives opportunities for young people to get experience but also builds up their sense of self-worth. And club members often accept them as the leaders more readily than they accept adults -- not necessarily because of their age but rather because of their similar thinking.

As a youth club and eventually a CBO, there are office bearers and a need to transact club business which can take time away from education-focused activities leading to difficulty in completing some targets which has sometimes been an issue with the donors who are supporting the IP – since their focus is primarily quantitative. The process is also not aligned with or under the control of any government agency, but discussions have been taking place with the Department of Youth Development under MoEYS which have responded favorably to the work being done by the youth clubs.

4. Results of the Implementation

The program LFM does not show this set of activities although Output 1.1 and 1.3, for purposes of Semester reporting, include results of these activities.

In its own words, the IP states *“core activities that have been done by the youth/children clubs are tutoring slow learners, organizing mobile libraries and engaging in the social work in the community. Youth clubs with the technical support from the Provincial Office of Education and public school teachers are implementing tutoring classes in mathematics and in Khmer for children identified ‘at risk ‘and also organize English classes for primary school students. Being club members and getting involved with the club’s activities, children’s learning and personal development have been improved. Storytelling and reading, writing, teaching, communication, leadership and working as the team are the skills they gain after being a member of youth club. Moreover, the ability to explain and help the others, courage and being praised and loved by the elderly are what they are glad to get.”*

5 Best Practices

- Communication among the IP, volunteers, local authorities and other stakeholders is critical to success.
- Understanding in the community of the importances of education and youth clubs is still limited.
- Finding an appropriate place with adequate space can be a challenge since part of the process is to use houses rather than public facilities.
- Providing feedback regularly to volunteers and then following up with them helps keep them fully engaged and eager to be a part of the program.
- Having reliable internet access is a necessity to facilitate communication between program officers and volunteers.

6 Case Study

Success Story of a Youth Club Volunteer

Trach Village is located in Kampong Chen Chueng Commune, Stung District, and Kampong Thom Province. In the past, this village was situated in a wide and open area with the houses well spread out and located some distance from each other. There was dense forest nearby with wild animals and birds, but due to logging and land encroachment, the authorities moved the village to the current location along national road No. 6. Most residents in this rural community are not highly educated, but they do value and respect those with knowledge and education and high moral standards.

In June 2016, about 10 months into the implementation of the CCOSC project, there were many activities in the community with OSC such as tutoring, reading sessions and home visits in order to get the OSC back to school and remain there. It seems that Lay Sopheak, Youth Star's volunteer, has been creating change in the community, especially important for the OSC.

In her own words Lay Sopheak describes her work: ***“Prior to my service here, some children were forced by their parents to drop out of school when they finished primary education. Despite the efforts of school principals and teachers, some parents still decided to stop their children’s education. As a Youth Star volunteer, I am committed to contribute to positive change by carrying out the following activities:***

- Community mapping
- Enrollment campaign
- Urging people to get birth certificates
- Searching for OSC
- Visiting and intervening with OSC and urging them to return to school
- Conducting reading sessions
- Establishing and maintaining youth clubs

My hard work paid off and the results have been beyond my expectation. I arrived in this rural community on 18th August, 2015. I spent some time going to the fields where the school dropouts looked after their cows. Then I asked and tried to motivate them to return to school. I provided different examples and reasons for them to consider, helping them make a decision whether or not to return to their studies. One challenge was three children who had dropped out of school because of laziness and a lack of money to go to school. So I tried to find a strategy and made a promise with them that I would buy the seed for them and help them plant it, and their role would be just to water and sell the vegetable to earn money for their study and then go back to school. Eventually, we all agreed to this arrangement and it has been a success – they sell the vegetables, earn money and go back to school.

Besides giving inspiration to individuals I also started teaching English, setting up a children’s comedy team and organizing a school enrollment campaign. All those activities really affected the decisions of the OSC. As a result, nine children re-enrolled; some came on their own and others were brought along by their parents who had recognized the value of education.”

Ms. Heng Soneu, Youth Star's local partner and Trach primary school's principal said,



We are so happy that Sopheak can get these children back to school because before there had been no one who did this work successfully. Now, because of her work there are nine children back in school studying harder and getting good grades. They like to study in the tutoring class and get involved in many youth club's activities with Sopheak and many other children. I have observed that the understanding about education has changed in this community, not only among the students themselves but also their parents. It all started with their willingness to build a local library, to read and borrow books for their children and urge them to come to school.



The Importance of the Youth Club in the Community of Ansong

In early 2012, a young volunteer of AEA launched the Ansong Youth Club. The main idea behind the club was to help young people in various kinds of difficulties and to give its members a chance to be a responsible member of society.

To implement the club's ideas, 10 members from the age of 13 to 18 years old were chosen and trained. They then helped the population in Ansong gain a better understanding about the importance of education for children and also taught people about the negative effects of domestic



violence and migration. Each day, the members tutored children who faced challenges in public school to help them pass. Another special activity offered by the club was lessons in English and Chinese, two languages that have already been shown to be of importance for students in their future careers.

Moreover, the club plays the role of a social center, inviting children from the community to attend special events such as the planting of trees, International Children's Rights Day, National Enrolment Day and International Human Rights Day to create better links with society. One of the club members, Kunthy, is active in the community and joined regular talks with local authorities and schools and discussed their activities, issues and possible solutions.

In summary, the Youth club has become a ***“Center of Education for All”*** where young and old come together to study and read with the help of specially trained volunteers.

Youth Clubs as a Means to Reduce the Number of Out of School Children

Yuen Chantrea* has been a member since October 2016 of ***“Youth In Service to Sala Visai Commune”***, a youth club which was set up and facilitated by a Youth Star volunteer, Ms. Pen Sreypov.

Chantrea is a student in grade 10 at Prasat Balang high school living in Sala Visai village, Prasat Balang district, Kompong Thom province living with her mother, grandmother and her seven siblings. She is the fourth in the family and has always wished to have good job so that she can build a nice house for her family. Unfortunately, in 2010 her father, who was the soldier, took ill and passed away leaving Chantrea's family in misery and poverty.

In April 2017, since the living situation of the family was very difficult, her mother asked for her help to work to add to the family income. But that forced her to make the very hard decision to quit school for employment in order to support her family even though she really did not want to drop out of school and abandon her activities with youth club members. Chantrea really loves education as she believed it could help her escape from poverty.

So in trying to find a solution to her problem, she went to her friends in the youth club and also Youth Star's volunteer, Ms. Sreypov. She told them with tears in her eyes about her situation and the very hard decision she needed to make. After learning about her case, the youth club members and volunteer encouraged her to continue her study and went to visit her family to explain and encourage her family to allow her to remain in school. After listening to the encouragement from youth club members and the volunteer, her mother agreed to keep her in school to finish her education. She said education would help her daughter escape from poverty and hardship, and she did not want her daughter to be like her in their current living situation. The mother also said that without the club members and volunteer visiting, she would still be thinking about wanting her daughter to quit school.

Chantrea was delighted to be allowed to continue her education and engagement with youth club members. Her mother has stopped complaining about her education since then. For Chantrea, without the presence of Youth Star and being part of youth club member, she would be now

an out-of-school youth. In addition, as a club member, she can help not only herself but also the other children in her community. Along with other club members, she helps run a mobile library to other distant villages, raises funds for the club in order to help other most at-risk children and youth; tutors slow learners; cleans schools, the pagoda and the commune office and, more importantly, consults with and motivating those who are in the situation she was previously in. She enjoys her work with the youth club very much. Moreover, being a club member, she has become much more confident, courageous, independent and competent. ***“Being a club member is a profoundly great experience for her. It brings change to herself and the whole community”*** said Chantrea’s mother.

* Not her real name to comply with the AEA child protection policy

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