



## CONTENT



- **MoEYS**
  - o ESP
  - o Partnership Principle
- **NEP**
  - o Advocacy Workshop
  - o Dissemination Workshop
  - o Research Training
  - o Global Campaign for Education
  - o GAW and GMR Launching
  - o Education Financial Workshop
- **NEP Membres**
  - o ICC
  - o Plan International
- **Announcements**
  - o Membership Meeting
  - o Call for best practice paper

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NEP is the voice of education NGOs in sector policy formation and has provided input to the development of the National Strategic Development Plan and the National Education for All Plan. NEP represents education NGOs in discussions related to the Education Strategic Plan (ESP). NEP also supports our members' interests through workshops, training sessions and bi-monthly meetings which promote debate and information sharing on issues and opportunities for organizations working in Cambodia's education sector.

The purpose of this newsletter is to provide both members and non-member NGOs working in the education sector with current information about NEP and the stakeholder activities on education issues in Cambodia.

## News from Ministry of Education Youth and Sport

### EDUCATION STRATEGIC PLAN 2009-2013



NEP staff and its members actively engaged in the process of developing the new ESP. In the previous quarter, NEP conducted a short survey to gather inputs and comments from members. In addition, NEP conducted a consultative workshop to analyze the findings. These were a final point shared with the Development Partners and used as inputs in the technical committees established.

Interestingly, MoEYS accepted most of the comments proposed by NGOs and Development Partners.

Many of the comments and adjustments were provided during the discussion. More cohesive, comprehensive and strategic plans were discussed to be included in the plan. However, the higher level sub-committee, chaired by the Minister of MoEYS, will make the final decision on the Strategic Plan. The new ESP 2009-2013 is expected to be finalized in August 2010.

### PARTNERSHIP PRINCIPLE

In collaboration with MoEYS, the Education Sector Working Group (ESWG) is in the process to provide inputs to develop a partnership principle document. This principle was enshrined in 2005 Paris Declaration on Aid Effectiveness. The overall purpose of the principle is to enhance the country ownership of its development priorities, and to support the strengthening of national systems for the efficient achievement of development results. The five main components in of the Aid Effectiveness Principle are: **Ownership, Alignment, Harmonisation, Managing for Results, and Mutual Accountability.**

For more detail, please see the ESWG partnership principal: 2010 at NEP website.



## News from NEP



One of NEP's main goals is to build the capacity of its members and to lead in stakeholder contribution to educational reforms.

### ADVOCACY WORKSHOP

With support from the advocacy advisor, CSEF, ASPBAE and its long-term strategic plan, NEP came up with a more strategic mechanism for improving its advocacy skills. Three advocacy training sessions were conducted in June 2010. The participants of the training were staff members from three NEP members (KAPE, VSO and PKO), (who are engaged in implementing a pilot project called Community Engagement in Quality Education) as well as, PoE, DoE, school directors, teachers, school support committee members in the target province and NEP staff members. The Advocacy and Policy Institute (API) provided the human resource for this training. The purpose of the workshop was for the participants to have:

1. Greater awareness of individual contributions to improving quality of education within communities.
2. Greater involvement from civil society and community stakeholders in education governance
3. Greater awareness of the importance of schools being empowered by families and communities
4. Greater awareness of the importance of strengthened cooperation and collaboration with commitment-holders such as community, national and international organizations and NGOs with a high level of accountability.

### DISSEMINATION WORKSHOP ON NATIONAL LOCAL LIFE SKILLS PROGRAM IMPLEMENTATION FRAMEWORK FOR LOWER SECONDARY SCHOOL

In collaboration with Kampuchea Action for Primary Education (KAPE) and World Education, NEP has conducted a workshop to approximately 80 participants from 50 NGOs members. The aim of the workshop was to share best practices of KAPE and World Education's life skills program to other NGOs members and create the opportunity for future collaboration with the other NGOs members in terms of replication the model in other NGOs target schools. The main contents of the workshop included:

- ✦ Background of Life Skills-based education (MoEYS policy - Recent development in policy implementation Lessons learned over the years)
- ✦ Common Conceptual Framework of life skills-based Education (Rational and Key Terms, Linkages with MoEYS policy, Structure and content)
- ✦ Improved Basic Education in Cambodia Project (IBEC) Local life skills program (Delivery modes, Video view-life skills instruction-study clubs and Student Council)
- ✦ Specialized life skills Topics: Economic Life Skills
- ✦ Learning and Innovations Skill (Topics: Effective Teaching & Learning)

Lessons learned and other life skills related documents are available at NEP office or at the NEP web side : [www.npecambodia.org](http://www.npecambodia.org)

### RESEARCH TRAINING



With the support from our long term funder "Misereor", NEP research team conducted a series of the research training workshops to 18 NGOs staff members from both local and International NGOs. Most of them were the senior staff members, but working at the grass roots level. The main purpose of the workshop was to build NEP member capacity in how to conduct the small scale action research at the community level. This can contribute in the collection of the evidence-based information from the grass roots to use for strategic recommendations in advocacy work. The intensive workshop was conducted in two weeks with another one week for field research.

For more information about the training, please contact Ms. Ang Sopha, Research Coordinator at: [sopha@npecambodia.org](mailto:sopha@npecambodia.org)

### GLOBAL CAMPAIGN FOR EDUCATION

This year GAW successfully highlighted and brought attention to Education Financing, though workshops, community events and a national launch. This year GCE Cambodia experimented with different approaches to spread the messages of Education for All during GAW, all in all, 5113 people attended GAW events this year, compared to 4122 last year.

## GAW AND GMR LAUNCHING

In addition, GCE Cambodia, in cooperation with UNESCO and MoEYS organized a GMR/ GAW Launch Event to publicize the Launch of the 2010 Global Monitoring Report (GMR) Reaching the Marginalized and the Global Action Week, Education Financing. The event had 120 participants, with a large proportion of them heads of leading departments in MoEYS (60%), as well as, heads of development agencies and influential



## EDUCATION FINANCING WORKSHOP



GCE Cambodia organized a series of Education Financing Workshops, aimed at enabling school directors to improve their budgeting skills and awareness, as well as, highlight the work of GCE Cambodia. GCE Cambodia arranged 16 one day workshops (16 workshops of 50 participants each), all in all, around 800 people attended one of these workshops throughout May and June 2010.

GCE Cambodia also organized and sponsored community level sports activities to involve communities and distribute relevant messages to people about EFA, at the community level and thereby raise awareness through sports under the 1GOAL Campaign. GCE Cambodia sponsored 3 different events, in Svay Rieng, Oddar Meanchey and Banteay Meanchey province with more than 4.193 participants.

For more information about GCE Cambodia, please contact Miss. Leng Theavy, Education Coordinator at: [theavy@nepcambodia.org](mailto:theavy@nepcambodia.org)

## News from NEP Members

### BEST PRACTICES AND LESSON LEARNED FROM NGOS MEMBERS

#### “UNDERSTANDING CHILDREN” BY ICC

*International Cooperation Cambodia’s (ICC) Assisting Children To School (ACTS) Project - has been working with children since mid 2006. ICC are working to promote quality of education and quality of living among unschooled children in the rural and urban poor. This “best practice” is written to help NEP members understand better how children think and feel about adults. As well as, what must be done to promote the well-being of children.*

#### Understanding children

There is a saying “action speaks louder than words”. Whether it is positive or negative, children learn quickly by watching what adults say and do. Children are easily influenced by adults’ behavior and manners of living. Therefore, it is confusing to children when adult do not walk the talk, that is when adults say one thing but do another. Adults, particularly those in education, therefore need to be good role-models, an adult can be a tremendous influence on children’s lives, behavior and choices. Nonetheless, adults should take time to listen to children, because listening to children is key to understanding the feelings, emotions, and needs of children. It is important to allow children to talk about what they are feeling and thinking.

Moreover, words without action do not last very long, yet a single of action with love can provide long-lasting results. Children think and act in a simple way, by replicating what they see every day e.g. at school, at home or in the market place. Sometimes, we adults forget that children are watching and observing the way we talk to one another, the way we deal with problems, and the way we treat each other.

ACTS project has done a lot of work to promote positive behavior change and improve the quality of learning. Many children do not know that they have hidden talents and potentials. As parents, teachers, development workers, we need to help children discover and develop their potential. One day children themselves will become adults, and if they are trained well from when they were young, there will become promising and caring adults and participants in society. We do not have to be rich or in high position to be able to help society, but we can start in our home by being good role models through our behavior and actions.



## “MAKING SCHOOL CLEAN, SAFE, EFFECTIVE – AND FUN!” BY PLAN INTERNATIONAL

The village of Kork Srok has around 200 families. But until two years ago, the local school attracted few pupils, and those who did enroll frequently dropped-out. Now, thanks to Plan and its partners, the introduction of child-friendly initiatives, a willing Principal and teaching staff, and the enthusiastic participation of the community and the children themselves, the school has around 450 pupils who regularly attend - even when there are no lessons.

During school hours, Kork Srok village school is buzzing with activity. Colorful classrooms full of stimulating visual aids, and an outside area with a garden – tended to by the children - a sports section, shelter and playground form a backdrop while the sounds of happy children contributing enthusiastically to the lessons complete a picture of lively and active learning. Indeed, going to school here is so much fun that children come even on days when there is no formal teaching.

### *Transformation – a team effort*

But it was not always like this. Up until 2007 the school building was drab and devoid of interest. If children came to school at all, they did not stay long: neither they nor their parents could see the point of attending. The transformation has been a team effort sparked by Plan and began with the formation of a School Support Committee (SSC) involving the Village Leader, the school Principal and a parents' representative.



We want the younger generation to be well educated. So we needed to attract children to the school and to do that, we had to make it more appealing. It needed a good design – play areas, a well and latrines – a child-friendly learning environment, and we also had to educate parents to send their children to school,' says the Village Leader, Mr Kheng Chhoeun.

### *The children take a leading role*

But what the SSC started, the children have subsequently taken on – and many of the initiatives now come from them. Mao, 14 and Nanh, 13, are members of the Children's Council at the school. The Council liaises regularly with the Principal to ensure that the children's ideas and concerns are passed on, and is also responsible for ensuring that all areas – including the latrines – are clean and tidy. Mao and Nanh love their school.

The children also take a lead role in encouraging friends who have dropped out to return to school. The fact that so few do stay away, is particularly remarkable, given the many problems families face in this location.

## Announcement

### MEMBERSHIP MEETING

NEP would like to inform its members that the fourth membership meeting will be conducted on August 26th, 2010, the venue will be confirmed later. The purpose of the meeting will be to share information and update members on education issues in Cambodia, as well as, get their inputs and comments.



### CALL FOR BEST PRACTICE PAPER

NEP is now going to publish the quarterly newsletter in both Khmer and English languages from now. Therefore we would like to invite all members to send a summary of their best practices of any of their projects to NEP to be published in the next issue of the newsletter.

All interested members should send their best practice before 15<sup>th</sup> of September, 2010, 5:00pm. Please use Times New Roman Font size 10 and about 180-250 words. Moreover, please send us photos of the activities and the project if possible. We hope that your best practices will help and motivate other NEP members in implementing their projects in field