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## Welcome to NEP’s Monthly Digest for July 2018!

We have some useful information related to Network on Early Childhood, Care and Development quarterly meeting, child-friendly school and Regional meeting of APMED 4th at Bangkok as below sections.

### 1. Network on Early Childhood, Care and Development (NECCD) 2nd Quarterly Meeting

NEP has organized the 2nd quarterly meeting for NECCD on 9 July 2018 in order to reflect on progress and update on NECCD achievement of its network priority for 2017-2018. There were 23 participants (14 females) from 17 NGOs. Also, the results ASIA PACIFIC REGIONAL NETWORK conference held in Nepal about the global trends on ECCD was shared and discussed on how it could reflect Cambodia’s context.

Notably, NECCD has three main missions

- To learn and share experiences with each other
- To advocate with MOEYS to improve care and education to children of Cambodia.
- To share information with each other

The meeting was successfully organized, and the participants were aware on the information shared and agreed on prioritizing three important points-Early childhood teacher (high priority), learning and teaching material and preschool infrastructure for CSO position statement of NEP. For the further steps, NECCD will push Commune Council to allocate sufficient budget for the Community Preschool and bring Ministry of Education, Youth, and Sport to review Child Protective Service (CPS) standard. Besides, NECCD will try to figure out how to advocate for ECCD’s contract teachers and how to motivate them.

### 2. 4th Asia-Pacific Regional Meeting on Education 2030 (APMED 2030)

NEP participated in the 4th APMED 2030 on 12-13 July 2018 at Bangkok, Thailand. The meeting was conducted under the theme “Transforming Learning Meeting the skills demand to achieve the SDGs in the

skills development and outcomes with formal, non-formal and informal education. The meeting aimed to understand how Member States are progressing towards implementing SDG Targets 4.3 and 4.4, and to help cross-national exchanges and sharing. The meeting also arranged the SDG4 National Coordinator meeting to deliberate the regional preparation for the Global Education Meeting and global review of SDG4 in 2019. The H.E Dr. Nat Bunroeurn, General Secretariat of MoEYS represented Cambodia education for this meeting.

We have shared the related documents from the meeting which you may access here (<https://goo.gl/ZE7paq>). In the shared the documents, there will be the hyperlinks that you can access to other documents.

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### 3. Child- Friendly School Monitoring

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We would like to introduce a new monitoring technology aims to help with the delivery of a better learning environment and strengthen the role of school inspectors in schools across Cambodia called “CFS Monitoring”. Under the pilot project “Digital Innovation for district training and monitoring teams (DTMTs) to strengthen School Monitoring”, UNICEF and Open Institute have developed a checklist application contains a digital questionnaire based on the reduced CFS checklist, formatted on tablets for DTMTs and school directors to carry out their school assessments. The information gathered is easier for national and local government education officials to access and visualize – as it is collected in an online database, as opposed to the previous paper-based format. The application is available to download on Playstore through this link (<https://goo.gl/iwrdMD>). To learn how to use this application, please go to (<https://goo.gl/rPVpmb>)

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### 4. New Documents in library

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- **Research Brief Baseline Survey:** “Pilot of the Full-day Teaching and Learning Program at Primary Schools in Cambodia” which you can access here (<https://goo.gl/oDtY7z>). Notably, this is the Cambodian government program that implements at the primary school level. The objectives of the program to improve education quality and education services effectiveness which help to increase better learning outcomes for the student by expanding the teaching and learning hours at the primary school level and increase participation of parents, communities, and local authorities.
- **Advocating for Indigenous Women’s Access to Education:** Ratanakiri is located in the north-eastern highlands of Cambodia. According to the Provincial Department of Rural Development at Ratanakiri, there are nine tribes of indigenous highland communities with about 17,916 households. These communities represent 75% of the total population in the province. While the primary education enrolment rate for the province has been slowly reaching the same numbers as in the rest of Cambodia, the school dropout rate of 19.7% is the highest among all provinces. This project is funded by the European Union and BMZ while implemented by NEP and DVV International. You may access the case study in the following link.  
<https://goo.gl/E8EPmZ>

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NEP has been sitting in many technical working groups as members and observers established by MoEYS. Find out our advocacy in each working group in this document that can be accessed here --> <https://goo.gl/owUiH4>

This case study supported by European Union in Cambodia and BMZ under the project named "Tackling the Implementation Gap in Education Reform; Mobilizing Civil Society".

- ACTED Cambodia just published the research finding "[Community Learning Centers in Prey Veng: Linking Approaches to Impacts Through a Comparative Research](#)" which you can access it through this link (<https://goo.gl/VFrEaS>).

Notably, this project was generously funded as an NEP sub-grant scheme by European Union in Cambodia and BMZ under the project named "Tackling the Implementation Gap in Education Reform; Mobilizing Civil Society".

Thank you!

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