



គោលដៅដៃគូអប់រំ
NGO EDUCATION PARTNERSHIP



Submitted by:
18 June 2023



Panhchak Research Institute Co., Ltd.

Unit 201, Phnom Penh Villa

#124, St. 338, Toul Svay Prey 1, Boeung Keng Kang, Phnom Penh

Tel: +855 23 235 155 and or 012 828135 or 098 446 760. www.pri-cambodia.com. E-mail: in.samrithy@gmail.com

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	vii
I. INTRODUCTION.....	1
3.2 Scope of work	3
II. RESEARCH APPROACHES AND METHODOLOGIES.....	5
III. THE EDUCATION FINANCING.....	7
1. Overview	7
2. Annual Operational Education Plans for 2023 of the 4 Provinces	9
IV. DISCUSSION ON STUDY FINDINGS.....	14
1. Overview	14
2. General Information of education NGOs working in the four provinces	14
3. OECD/DAC Analysis	17
3.1 Relevance	17
A. Quantitative findings	17
B. Qualitative findings	23
3.2 Effectiveness	24
A. Quantitative finding	25
B. Qualitative finding	40
3.3 Efficiency	42
A. Quantitative Findings	42
B. Qualitative Findings	50
3.4 Impacts	50
A. Quantitative findings	51
B. Qualitative findings	57
3.5 Sustainability	60
A. Quantitative findings	61
B. Quantitative findings	62
V. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	63
7.1 Discussions	63
7.2 Conclusions	68
7.3 Recommendation	71
REFERENCES.....	74
APPENDIX.....	76
Appendix 1: Other provinces and other project/program beside education implemented by the NGOs rather than in the four target provinces.....	76
Appendix 2: SURVEY QUESTIONNAIRE.....	79
Appendix 3: Public Education Statistics in the Four Province.....	103
APPENDIX 4: LIST OF PEOPLE CONSULTED AND INTERVIEWED.....	118
Appendix 5: Socio-Educational Profile of the Northwest Provinces.....	122

Table of Figures

Figure 1: % of government and Development Partner Budget for 2023 (Battambang)	10
Figure 2: % of Government and DPs' Budget for 2023 (Pailin)	11
Figure 3: % of Government and DPs' Budget for 2023 (Banteay Meanchey)	12
Figure 4: Number and nature of CSOs engaged in the assessment	14
Figure 5: Duration of the current program/project of education NGOs in Cambodia	15
Figure 6: Duration of the current project of education NGOs working in the four provinces	15
Figure 7: Type of organizations working in the four provinces	16
Figure 8: Provinces/cities the education NGOs implemented their projects/programs	16
Figure 9: Other project implemented by the education NGOs rather than education	17
Figure 10: The projects/programs besides education sector implemented by the NGOs	17
Figure 11: Projects/programs implemented by the education NGOs in schools	18
Figure 12: Number of education projects/programs implemented by the NGOs	18
Figure 13: Sub-sectors under ESP 2019-2023 the education NGOs contributed to	20
Figure 14: Sub-sectors under ESP 2019-2023 the education NGOs contributed to aggregated by province	20
Figure 15: Education NGOs that provided or received assistance from POE and DOE	21
Figure 16: Perception of education NGOs related to assistance they provided to or received from POE and DOE	22
Figure 17: How education NGOs projects/programs designed	24
Figure 18: General beneficiaries of ECE sub-sector from 2019 to 2023	27
Figure 19: Beneficiaries of ECE disaggregated by gender, disabilities and ethnicities	27
Figure 20: General beneficiaries of primary education from 2019-2023	28
Figure 21: Beneficiaries of PE disaggregated by gender, disabilities and ethnicities	28
Figure 22: General beneficiaries of secondary and technical education from 2019-2023	29
Figure 23: Beneficiaries of secondary and technical education disaggregated by gender, disabilities and ethnicities	29
Figure 24: General beneficiary of higher education between 2019-2023	30
Figure 25: Beneficiaries of higher education disaggregated by gender, disabilities and ethnicities	30
Figure 26: General beneficiary of NFE between 2019-2023	31
Figure 27: Beneficiaries of non-formal education disaggregated by gender, disabilities and ethnicities	31
Figure 28: General beneficiary of youth development between 2019-2023	32
Figure 29: Beneficiaries of youth development disaggregated by gender, disabilities and ethnicities	32
Figure 30: General beneficiaries of physical education and sport from 2019-2023	33
Figure 31: Beneficiaries of physical education and sport disaggregated by gender, disabilities and ethnicities	33
Figure 32: Organization's total budget for 2023 including education	34
Figure 33: Organization's total education budget for 2023	34
Figure 34: Percentage of organization's budget for ECE for 2023	34
Figure 35: Percentage of organization's budget for primary education for 2023	35
Figure 36: Percentage of organization's budget for secondary and technical education for 2023	35
Figure 37: Percentage of organization's budget for Non-Formal Education for 2023	36
Figure 38: Percentage of organization's budget for Higher Education for 2023	36
Figure 39: Percentage of organization's budget for Youth Development for 2023	36
Figure 40: Percentage of organization's budget for Physical Education and Sport for 2023	37
Figure 41: Percentage of organization's budget for vocational training for 2023	37
Figure 42: Perception of education NGOs related to their contribution to education sector	41
Figure 43: Number of education staff for each CSO	44

Figure 44: Number of education staff for each province	45
Figure 45: Staff of education organizations with experience in Education	45
Figure 46: Experience of education staff with the following technical areas	46
Figure 47: Experience of education staff with the following expertise	47
Figure 48: Levels of education of CSO staff responsible for education	48
Figure 49: Education NGOs whose program staff have experience in the following positions	49
Figure 50: Capacity building on specific education service delivery required by the staff	50
Figure 51: Perception of the NGO on project design and implementation	51
Figure 52: Working groups engaged by the CSOs	57
Figure 53: Perception of the CSOs on project design and implementation	58
Figure 54: Perception of CSOs on project design and implementation	63

Table of tables

Table 1: OECD/DAC criteria	4
Table 2: Available Resources	7
Table 3: Financing Needs by Sub-sector (In million Riels)	7
Table 4: Financing Gap	8
Table 5: Education Spending as Percentage of GDP	9
Table 6: Budget aggregation by sectors (Battambang)	10
Table 7: Development Partner Budget in Battambang	10
Table 8: Budget aggregation by sectors, Pailin Province	11
Table 9: Budget aggregation by sector, Banteay Meanchey Province	12
Table 10: Budget of DP, Banteay Meanchey	12
Table 11: Budget aggregation by sectors, Oddor Meanchey	13
Table 12: Number of education NGOs responded to MoEYS' CMDG	22
Table 13: Number of education NGOs contributed to MoEYS Roadmap Priorities	23
Table 14: Number of education NGOs contributed to MoEYS Priority Reform Pillars	23
Table 15: ECE sub-sector strategies contributed by CSOs in the four provinces	37
Table 16: Primary Education sub-sector strategies contributed by CSOs in the four provinces	38
Table 17: Secondary and Technical Education sub-sector strategies contributed by CSOs in the four provinces	38
Table 18: Higher Education sub-sector strategies contributed by CSOs in the four provinces	39
Table 19: NFE sub-sector strategies contributed by CSOs in the four provinces	39
Table 20: Youth Development sub-sector strategies contributed by CSOs in the four provinces	40
Table 21: Physical Education and Sport sub-sector strategies contributed by CSOs in the four provinces	40
Table 22: Number of staff with certain number of years of experience	46
Table 23: individual education staff with certain education attainment	48
Table 24: Total number of staff with the following education related position	49
Table 25: Contribution to MoEYS' Cambodia Sustainable Develop Goal (CSDG) Targets	53
Table 26: Contribution to MoEYS Roadmap Priorities	54
Table 27: Contribution to MoEYS Roadmap Priorities	55
Table 28: Score related to policy and cooperation	56

ACKNOWLEDGMENT

This report would not have been possible without the willingness, generosity, and open sharing of everyone we spoke to at the MOYES, POEs, DOEs, school at all levels and CLC, and NGOs in the four target provinces we visited. At MoEYS, we thank the relevant Directorate General for their time and inputs with regard to NGOs contribution for now and in the future. We thank directors, deputy directors and chiefs of offices and officers of technical offices of POE of the four provinces (Battambang, Pailin, Banteay Meanchey and Oddar Meanchey) for their contribution to study. We also like to express our gratitude to directors, deputy directors and officers of DOEs, and schools/CLCs (school directors, deputy school directors, teachers, trainers) we visited for their patience to answer our questions. Their answers were very informative for our analysis.

We thank CSOs working in the four provinces for their time to engage in our survey and Focus Group Discussion. The information they provided was very useful for our analysis and reporting.

We are appreciative of everyone's time and patience as we inquired about their educational institutions. It is impressive to see the work that you are doing and the impact that you are creating in your own areas. We would like to express our gratitude to the personnel at NEP for the marvelous way in which they organized each of our visits, for taking the time to speak with us, and for providing us with insights into their line of work. We have gained a lot of insight into the amount of effort and dedication that is necessary for this endeavor.

PRI Research Team

ACRONYMS AND ABBREVIATIONS

ADB	Asian Development Bank
ALP	Accelerated Learning Programs
CBO	Community Based Organizations
CEC	Community Education Committee
CIDA	Canadian International Development Agency
CLC	Community Learning Center
CRC	Convention on the Rights of a Child
CSO	Civil Society Organization
DAC	Development Assistance Committee
DOE	District Office of Education
DP	Development Partner
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECD	Early Childhood Development
ECWG	Early Childhood Cluster Working Group
EFA	Education for All
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESD	Education for Sustainable Development
FAO	Food and Agricultural Organization
FGD	Focus Group Discussion
HDI	Human Development Index
HE	Higher Education
KII	Key Informant Interview
IBRD	International /Bank for Reconstruction and Development
ICT	Information Communication Technology
IDA	International Development Association
INGO	International Non-Governmental Organization
IFI	International Financial Institution
ILO	International Labor Organization
IP	Indigenous People
LSS	Lower Secondary School
MDGs	Millennium Development Goals
MOEYS	Ministry of Education, Youth, and Sports
NEP	NGO Education Partnership
NFE	Non-Formal Education
NGO	Non-Governmental Organization
PE	Physical Education
PTA	Parent Teacher Association
RGC	Royal Government of Cambodia
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering, and Mathematics
SWAP	Sector-Wide Approach
TVET	Technical, Vocational Education and Training
USS	Upper Secondary School
UN	United Nations
UNDP	United Nations Development Programme

UNESCO	United Nations Education, Scientific, and Cultural Organization
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization

EXECUTIVE SUMMARY

This mapping study of CSOs/NGOs working in the education sector in Cambodia's four provinces (Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey) is another step toward developing a complementary sector reform initiative in support of education development in Cambodia, which civil society is assisting with. The study provided a profile of the significant organizations, stakeholders, patterns of connections, and processes involved in the decision-making and management of the sector. These were compared to the benchmarks provided by the NGO Education Partnership Study CSO Mapping Report in 2021.

This follow-up study was conducted in the four provinces to investigate the current situation of civil society groups that provide assistance for the education sector and better define the role that these organizations play in contributing to sustainable development that is applicable and efficient for the nation. In this study, the financing of the education sector in 2023 in the four (4) provinces and the intervention regions, capability shortages, and resource analyses of the Civil Society Organizations (CSOs) and Non-Governmental Organization (NGOs) are investigated. The difficulties, challenges, accomplishments, innovations, partnerships, and policy conversation among the CSOs and NGOs in the four provinces were further investigated through the use of surveys, interviews with key informants, and discussions with focus groups.

The mapping activities that were carried out in the four (4) provinces of the education sector, including the description of structures, functions, activities, and capacities, have led to the identification of needs and opportunities for strategies and programs that will promote and support necessary change and reform in the sector. This was accomplished by describing structures, functions, activities, and capacities.

The evaluations that were carried out had the goal of gaining a better understanding of the function of non-governmental organizations (NGOs) in specific service delivery sectors and in the process of social mobilization. The outcomes of the evaluation will be used to guide the proposed support for capacity-building that the donor partners will provide to NGOs in the four provinces in order to increase their involvement in promoting citizen engagement (CE) methods. At the present time, CSOs and NGOs play critical roles in the provision of services within the education system. As a result of this, a variety of internal and external stakeholders consider the role that CSOs and NGOs play to be disproportionately important in promoting responsible and responsive service delivery.

This presents the NGOs who play such an important part as social mediators with a fantastic chance to become involved in the delivery of responsible services. In addition, Cambodia has a long history of political mobilization, and the country's civil society is highly dynamic and adaptable, which makes for the ideal conditions for NGOs to improve their downward accountability relationships with local communities.

In this regard, the mapping and capacity assessment concentrated on development-oriented NGOs that were active at the national and/or local levels in the four provinces that were under investigation. The NGOs that took part in this research were nearly all fully recognized groups with a focus on development. Quantitative and qualitative research approaches were employed throughout the duration of the data collection process. These methods included: research conducted at a desk or in the media; questionnaires; structured surveys; interviews with key informants; and focus groups. Before doing research in the field, desk and media

reviews were carried out to compile historical viewpoints on civil society in Cambodia and to determine where there were gaps in the analysis. These methods, when combined, offered a number of avenues via which the self-reported data and viewpoints of participants in focus groups could be cross-checked with the more structured survey and interview data.

The capability evaluation found that there is a significant opportunity for non-governmental organizations (NGOs) in providing assistance in the community thru improvement in the delivery of educational services, improvement of infrastructures and teaching materials, as well as improving the capacity of teachers. As a result of their presence in the field, nongovernmental organizations (NGOs) appear to have reasonably positive relationships with the communities in which they operate. This places them in an excellent position to channel the voices of citizens in order to facilitate more inclusive decision-making, service delivery, and other activities.

According to the findings, the capacity of the nongovernmental organizations (NGOs) in the four provinces to become viable development partners appears to have a significant bearing on the potential and opportunity for those NGOs to contribute to the development agenda of the country. At the moment, there is a converging interest and funding among funders and technical specialists for the purpose of consolidating a constructive multi-stakeholder strategy to increase downward responsibility in service delivery. If non-governmental organizations (NGOs) also commit to strengthening their role by improving the internal governance and self-regulation of the sector as well as the professionalization of their activities aimed at social mobilization, this would provide the country with a key building block towards an inclusive development direction based on participation and improved accountability.

Based on the results of the study, the following are some areas that have come to light as candidates for receiving additional focus and consideration:

- The provision of support and attention to sectors that have been "neglected," such as technical and vocational education and non-formal education;
- Increasing the level of specialization and expertise within the teaching workforce
- Providing funding for research and development within the industry concerning operational and policy-relevant issues
- Consideration of equality concerns in educational planning and programming, as well as
- Improved utilization of available financial resources to accomplish the sector's goals
- Improving governance and management by delegating more authority while maintaining a high level of accountability at all levels

I. INTRODUCTION

1. Background

The government, donor agencies, international organizations (IO), and national and international non-governmental organizations (INGO) active in Cambodia's education system development are progressively highlighting the importance of capacities in achieving Education for All (EFA) goals. Supporting government institutions as they mature to the point where they can manage their own development processes is another part of capacity building.

Even though their very existence depends on the government's failure to do so, non-governmental organizations (NGOs) are increasingly urging that government priority be shifted toward individuals who have yet to be reached. As a result, they are critical for fostering creativity, delivering constructive criticism, lobbying for reform, and coordinating initiatives. The growing acceptance of capacity development (CD) as a concept, combined with the accompanying pressure to focus on building government capacity, has generated new challenges for non-governmental organizations (NGOs). Tensions between NGOs' new and old commitments, as well as possible disparities between capacity building as a developmental paradigm and NGOs' duty as gap fillers, emphasize the issues that non-governmental organizations face.

The relevance of education for economic growth and poverty alleviation has expanded in recent years. The fact that education has just been revitalized "straddles both equity and productivity development conceptualizations" (Baker, 2007: 9). In other words, the majority of development actors—governments, aid agencies, multilateral organizations, and non-governmental organizations (NGOs)—believe that education is important because it provides as a common denominator for diverse, and sometimes competing, approaches to development.

From January 2020 to November 2023, NEP has been working on a project to improve education policy discourse and delivery by increasing the involvement and channels of communication with civil society organizations. The project's goals are to (1) increase the impact of the program on conducting policy analysis and assuring access to policy briefs; (2) increase the impact of the NGO/CSO program on policy discussion and monitoring; and (3) make policy, planning, and review as efficient, inclusive, and influential as feasible.

Program and project coordination is crucial because the education sector is home to a vast and diversified civil society. This, in turn, necessitates the adoption of frequent program and project mapping in order to avoid resource duplication and assure the success of interventions applied across the sector.

This step is in line with the general cooperation plan of NEP and NGOs/CSOs, as well as the implementation of the NGOs/CSOs' partnership strategy in Cambodia's northwestern provinces of Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey.

The goal of this mapping research project is to collect data that will be used to develop appropriate tools for tracking the long-term impact of NGO collaborations. Furthermore, the research study has offered an opportunity to improve the awareness of NEP's work with donor partners and non-governmental partners by collecting and evaluating information on involvement with NGOs.

To be clear, the mapping research study is not intended to conduct a qualitative examination of interactions with non-governmental groups; this is the task of the aforementioned report. As a result, the mapping efforts listed below are included:

- Data collection and preliminary analysis with the goal of renewing and enhancing some partnerships while giving inactive ones a thorough look for improvement;
- The findings of key informant interviews and focus group discussions will be used to develop a new, more relevant, and comprehensive database of NGOs in official partnership with NEP, as well as foundations and similar institutions with which NEP maintains official relations; and surveys were conducted to collect quantitative data on NGOs' efforts to improve education in Cambodia's northern provinces.

2. Objectives of the Study

This study identifies key development interventions and their impact on other non-government organization programs in four north-west provinces (Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey) to support coordination, knowledge management, and project and program development in provincial and national education sectors.

To understand the CSO/NGO partners' programming footprint and fix any implementation gaps they've uncovered, either alone or together, the research also examined the NGO/CSO partners' industrial experience.

The research will determine which development activities are most important and how well CSOs and NGOs collaborate, specifically in terms of the following:

- Identify the most important development interventions and how they affect other NGOs' programs; propose strategies to improve NGO/CSO participation and contribution to education; and facilitate communication and collaboration between provincial and thematic education sector working groups. coordinate and organize knowledge and inform provincial and national education projects and activities.
- Programs and initiatives must be coordinated to avoid duplication and maintain the efficacy of education interventions. It's crucial to examine the education sector's large and diverse civil society.

This research draws from a variety of sources, including recent academic studies, international organization research, donor agency reports, and CSO/NGO statements and reports. This research focused on the northwestern provinces of Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey, where many non-governmental organizations (CSOs/NGOs) have established themselves as key stakeholders in the country's educational system.

This recent 'shift' in the development discussion raises the question of whether non-governmental organizations (NGOs) view capacity building projects as more reliable than previous development approaches. NGO actions in CD fall within two conceptual categories. The first approach involves gap-filling and partnership strategies to build government capacities, while the second involves building civil society through advocacy and empowerment strategies to pressure governments to improve.

3. Research Problems and Scope of the Study

The role and influence of CSOs/NGOs in relation to capacity development and the education sector in Cambodia are of interest because of the incontestably important role of these organizations in development in general and in the education sector in particular. Seen from

an increasingly dominant capacity development perspective, the changing roles of CSOs/NGOs pose a number of questions aimed at discerning their function and impact on the education sector:

- How do CSOs/NGOs conceive of and adapt their activities to the concept of capacity development they provide to schools and communities?
- How do CSOs/NGOs conceive of and adapt their activities to the concept of capacity development they provide to the government or receive from the government?
- How do CSO/NGO strategies aim to have an impact, directly or indirectly, on governmental capacities?
- How do CSO/NGO strategies aim to have an impact, directly or indirectly, on the capacity they receive from the government?
- Do these strategies and the corresponding levels of intervention assist in reinforcing governmental capacities?
- How do CSO/NGO interventions improve access to and quality education at all educational levels?
- How do CSO/NGO interventions improve the capacity of schools and their stakeholders with regard to leadership and management at the school level?

These are some of the questions this study has attempted to answer, theoretically and empirically, by examining how CSOs/NGOs have appropriated the capacity development paradigm.

3.2 Scope of work

The PRI Team has designed a program impact assessment framework using surveys of all NGOs operating in the four (4) provinces that are supporting the education sector, but only 33 participate, in-depth key informant interviews (KII), focus group discussions (FGD), observations, and case studies. The research methodologies and methodology that will be used are going to be described further in Chapter 3.

In the process of carrying out the impact assessment, the PRI Team has placed a particular emphasis on the criteria that are being utilized by the Organization for Economic Development and Cooperation (OECD) and the Development Assistance Criteria (DAC) in terms of relevance, effectiveness, efficiency, impact, and sustainability.

The findings of the study provide answers to five primary areas of assessment, which ensures that the particular goals outlined in the ToR will be achieved. Study criteria and sub-questions, data sources, data collection methods and tools, indicators, and methodologies for data analysis are all included in the Key Evaluation Questions (KEQ). There are many different ways to acquire data.

Table 1: OECD/DAC criteria

Criteria	Research questions
Relevance	How and to what extent are the CSO/NGO projects consistent with the target group's needs, local condition requirements, and MOEYS priorities?
Effectiveness	To what extent did the CSO/NGO projects contribute to the objectives and outcomes of the ESP?
Efficiency	Are the CSO/NGO projects inputs and resources translated into concrete results in an economically feasible manner (based on the assessment of

Criteria	Research questions
	implementation delays, technical program impact issues, operational efficiency, and economic rates of return)?
Impact	What are the actual and expected changes occurring in the target communities and target groups (including positive and negative, direct and indirect) as a result of CSO/NGO project interventions?
Sustainability	To what extent do the CSO/NGO projects benefits extend beyond the project duration, including the assessment of the anticipated results and risks? To what extent do CSOs and NGOs promote government ownership?

II. RESEARCH APPROACHES AND METHODOLOGIES

PRI Consultants' Team collected quantitative and qualitative data for a meaningful program impact assessment and research report. The study assessed whether education CSO/NGO programs in the north-west province of Cambodia (Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey) supported MoEYS's goals.

Desk Review: The PRI Consultants' Team has obtained relevant papers from NEP, their members, education CSO/NGO, and MoEYS on "CSO/NGO working in the field of education" projects, progress, challenges, and solutions in the four north-west provinces. The NEP NGO report, CSO/NGO strategic plan, DoE strategic plan and report, POE strategic plans, education congress reports of the four provinces, ESP 2019-2023, and education congress report since 2019 are among them. Four provincial education CSO/NGO networks provided documentation to the consultation team. These documents identified information gaps, improving data collection procedures. These reports and materials shaped the evaluation data collection tools and procedures.

Qualitative Approaches: The PRI consultants conducted national and sub-national key informant interviews (KIIs) and focus group discussions (FGDs) with key education NGO/NGO/CSOs to analyze the project's impacts, successes, and learnings in the selected provinces. Qualitative KIIs and FGDs triangulate stakeholder survey data. Participatory research design and implementation and collaborative partnerships have equally involved stakeholders and recipients in the assessment process.

i. **Key Informant Interviews:** Consultants interviewed stakeholders from:

- 1 MoEYS leader (Minister, Secretary, Deputy Secretary, or General Directors of Education, Lifelong Learning, Higher Education, Youth, Sport, etc.);
- 7 directors or deputy directors of technical departments (the seven sub-sectors): early childhood education, primary education, general secondary education, higher education, non-formal education, youth, and sport;
- and 4-5 selected support departments (school health, quality assurance, building, policy, planning, etc.); 4 provincial governors or deputy governors responsible for education in the four provinces; 4 POE directors of the four target provinces.

ii. **Focus Group Discussions:** 28 focus groups were held for:

- 4 FGDs or consultative sessions with a CSO or NGO—CSO/NGO participants must be recruited. Focus group or consultative meetings must include each province's CSO or NGO sub-sectors.
- 4 FGDs with POE technical offices must recruit participants.
- 8 FGDs with DOEs—two from each of the 4 provinces
- 8 FGDs with education CSOs and NGOs supporting school directors and instructors, two per province.
- 4 FGDs having an education CSO/NGO network committee.

The survey, KII, and FGD sessions lasted one hour, although PRI consultants and research teams have already prepared a guide.

Quantitative Approaches: The consultant team needs to survey all education NGO/CSOs in the four provinces. NEP, provincial education NGO/NGO/CSO networks, and POEs helped the consultant team recruit NGO sector participants in education surveys, KIIs, and

FGDs. The consultation team used the snowball technique to identify more education NGO/CSOs in the provinces to poll all or most NEP members and non-members.

Quantitative surveys need standardized questions and trained data enumerators. PRI consultants and researchers have quickly reviewed and enhanced the survey instruments. The pilot test was able to produce the final survey tools. The PRI Research Team have used tablets, smartphones and an Android web-based application with GPS to conduct the quantitative survey utilizing computer-assisted personal interviewing (CAPI). The PRI has adequate tablets for the survey and has used this strategy for years.

Limitation

The research team has faced some limitations during the study. These resulted in delaying the finalization of the report. The limitations included but not limited to:

1. Limited studies on about CSO contribution to the education sector – though the study focused only on four provinces, namely Banteay Meanchey, Battambang, Oddar Meanchey and Pailin, we also need to reflect the general contribution of the CSOs to education at country level. Because of this, it was hard for us to look for documents see CSOs' contribution to education, especially in the four provinces.
2. Time consuming for the survey – the consultancy team felt surprised as it took so long for the CSOs to fill in the survey questionnaire that we had to wait, send a reminder email, call for follow up and approach NEP to send reminding email, etc. We did not expect it took that long for the NGOs to fill in the questionnaire and just over 50% of the NGOs working in the four provinces could fill in the survey questionnaire.
3. Some NGOs sent junior administrative staff to FGD – in the FGD, we expected to talk to program staff who had more knowledge on their organizations' contribution to the education, so that we could discuss in detail about success and challenges of their work at provincial, district and school level. As some NGOs sent their junior administrative staff to the session, the discussion was dominated by a few program staff who had attended the session.

III. THE EDUCATION FINANCING

1. Overview

Over the course of the previous ten years, Cambodia's history with publicly funded education has been marked by a variety of successes and failures. With the Cambodian government's commitment to continued raises in both teacher compensation and school operational financing, public recurrent funding for education in Cambodia has been increasing. This is due to the fact that public education spending overall has been increasing. Despite this, education expenditures on a per-student basis remain significantly lower in the country when compared to the budgets of neighboring countries at all levels of the educational system. In addition, actual expenditures have not always matched even the moderate increase in budgets, which is problematic. The overall amount that the general government spends on education, including current spending, capital spending, and transfer spending, is expressed as a percentage of the total amount that the general government spends on all sectors combined (which includes health care, education, social services, and so on). It comprises expenditures that are paid by transfers received by the government from international sources of funding. (<https://www.macrotrends.net/countries/KHM/cambodia/education-spending>).

According to the Education Strategic Plan 2019 to 2023, the following table provides a projection of the amount of money that will be allocated to the operational budget of education from 2019 to 2023.

Table 2: Available Resources

Available resource estimate (in million Riels)	2019	2020	2021	2022	2023
GDP	108,590,444	119,033,548	130,915,822	144,168,348	158,884,368
Real GDP growth rate	7.1%	6.5%	7.0%	7.0%	7.0%
GDP per capita	6.8	7.4	7.9	8.7	9.5
Government expenditure on education	3,229,604	3,577,655	3,975,988	4,423,847	4,925,415
<i>Recurrent</i>	<i>3,219,604</i>	<i>3,567,655</i>	<i>3,965,988</i>	<i>4,413,847</i>	<i>4,915,415</i>
<i>Capital</i>	<i>10,000</i>	<i>10,000</i>	<i>10,000</i>	<i>10,000</i>	<i>10,000</i>
As % of GDP	2.97%	3.01%	3.04%	3.07%	3.10%
Education budget as % of government expenditure	18.4%	18.6%	18.8%	18.9%	19.1%

Table 3: Financing Needs by Sub-sector (In million Riels)

Cost projection	2019	2020	2021	2022	2023
ECE	246,751	274,242	296,261	306,947	336,673
Primary	1,969,502	2,110,046	2,216,636	2,355,779	2,499,724
Secondary	1,093,630	1,189,415	1,362,979	1,500,752	1,662,184
Higher education	367,496	438,722	481,005	524,736	585,418
NFE	42,016	57,009	61,157	73,773	81,142
Youth	26,596	32,273	34,776	35,367	38,058
Sport	71,894	73,496	76,535	80,484	86,563
Total	3,817,885	4,175,203	4,529,349	4,877,838	5,289,762

Cost projection	2019	2020	2021	2022	2023
<i>Recurrent</i>	3,537,885	3,660,823	3,977,425	4,285,962	4,655,400
<i>Capital</i>	280,000	514,380	551,924	591,876	634,362

Cost projection (In million USD)	2019	2020	2021	2022	2023
ECE	60.87	67.65	73.08	75.71	83.05
Primary	485.82	520.48	546.78	581.10	616.61
Secondary	269.77	293.39	336.21	370.19	410.01
Higher	90.65	108.22	118.65	129.44	144.41
NFE	10.36	14.06	15.09	18.20	20.02
Youth	6.56	7.96	8.58	8.72	9.39
Sport	17.73	18.13	18.88	19.85	21.35
Total	941.76	1,029.90	1,117.25	1,203.22	1,304.83

Cost Projection (percentage)	2019	2020	2021	2022	2023
ECE	6.5%	6.6%	6.5%	6.3%	6.4%
Primary	51.6%	50.5%	48.9%	48.3%	47.3%
Secondary	28.6%	28.5%	30.1%	30.8%	31.4%
Higher	9.6%	10.5%	10.6%	10.8%	11.1%
NFE	1.1%	1.4%	1.4%	1.5%	1.5%
Youth	0.7%	0.8%	0.8%	0.7%	0.7%
Sport	1.9%	1.8%	1.7%	1.6%	1.6%
Total	100%	100%	100%	100%	100%

Table 4: Financing Gap

In million Riels	2019	2020	2021	2022	2023
Gov't expenditure on education	3,229,604	3,577,655	3,975,988	4,423,847	4,925,415
External fund (PIP)	553,776	583,371	492,561	402,562	330,806
Total available resources	3,783,380	4,161,026	4,468,549	4,826,409	5,256,222
<i>In million USD</i>	933.25	1,026.40	1,102.26	1,190.53	1,296.55
ESP financing requirements	3,817,885	4,175,203	4,529,349	4,877,838	5,289,762
<i>In million USD</i>	941.76	1,029.90	1,117.25	1,203.22	1,304.83
Gap	-34,505	-14,177	-60,800	-51,429	-33,540
<i>In million USD</i>	-8.51	-3.50	-15.00	-12.69	-8.27
<i>Percentage of gap</i>	-0.91%	-0.34%	-1.36%	-1.07%	-0.64%

Source: Education Strategic Plan (2019-2023)

According to the World Bank, the total amount that the general government spends on education (including current spending, capital spending, and transfer spending) is expressed

as a percentage of the total amount that the general government spends on all sectors combined (which includes health care, education, social services, and so on). The following table provides information regarding education spending as a percentage of GDP. This table also includes expenditures that were paid by transfers from international sources to the government (<https://www.macrotrends.net/countries/KHM/cambodia/education-spending>):

- Cambodia education spending for 2021 was **15.74%**, a **1.43% decline** from 2020.
- Cambodia education spending for 2020 was **17.17%**, a **1.77% decline** from 2019.
- Cambodia education spending for 2019 was **18.94%**, a **2.07% increase** from 2018.
- Cambodia education spending for 2018 was **16.86%**, a **0.92% increase** from 2017.

Table 5: Education Spending as Percentage of GDP

Years	Education Spending (% of GDP)	Annual Change
12/31/1998	9.392	
12/31/2000	11.079	1.69
12/31/2001	11.3808	0.3
12/31/2002	10.1376	-1.24
12/31/2004	12.4043	2.27
12/31/2007	11.1035	-1.3
12/31/2009	8.1652	-2.94
12/31/2010	7.3375	-0.83
12/31/2011	7.3354	0
12/31/2012	7.1999	-0.14
12/31/2013	14.0046	6.8
12/31/2014	13.6573	-0.35
12/31/2015	15.318	1.66
12/31/2016	15.1154	-0.2
12/31/2017	15.9425	0.83
12/31/2018	16.8635	0.92
12/31/2019	18.9377	2.07
12/31/2020	17.1684	-1.77
12/31/2021	15.7362	-1.43

2. Annual Operational Education Plans for 2023 of the 4 Provinces

An exercise in budget information mapping was carried out in four target provinces in Cambodia (i.e., Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey) in order to provide a comprehensive review of all the publicly available documents related to planning and budgeting in the education sector for the four (4) target provinces.

2.1 Battambang Province (Annual Operational Plan for 2023)

The budget requirement for the Annual Operational Plan 2023 of Battambang was 97,624.9 million riels, which is equivalent to around \$24.4 million. The budget of the government accounted for 94,178.0 million riels (approximately \$23.4 million), which is equivalent to

96.5% of the total, while the budget of development partners accounted for 3,446.7 million riels (about \$0.7 million), which is equivalent to 3.5% of the total. However, after removing the budget allocated for employees (pay), the budget allocated to the government was 83.1%, while the budget allocated to development partners was 16.9%. It is essential to take into account that out of the 94,178.0 million riels, 77,181.9 million riels (about US\$ 19.3 million) were spent on pay for the workforce.

Figure 1: % of government and Development Partner Budget for 2023 (Battambang)

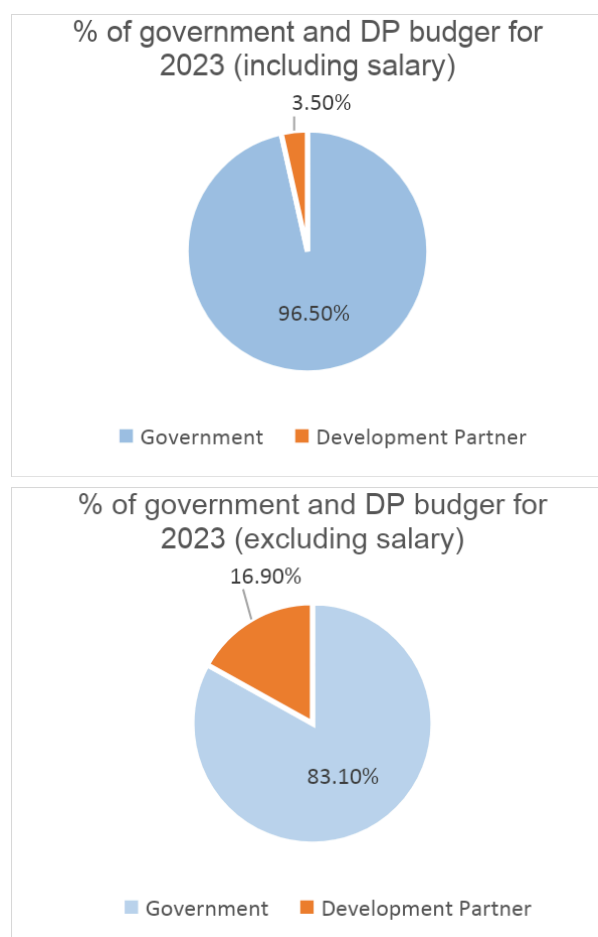


Table 6: Budget aggregation by sectors (Battambang)

No.	Sectors/offices/units	Budget (in million riels)		
		Total	Government	DP
1	Early Childhood Education office	286.80	33.20	253.6
2	Primary Education Office	6,008.45	4,390.30	1,618.1
3	Secondary and technical Education Office	6,642.82	6,219.70	423.1
4	Non-Formal Education Office	926.94	49.10	877.8
5	Youth Development Office	324.18	117.90	206.3
6	Physical and Sport Office	1,408.60	1,361.00	47.6
7	Planning and Aid Management Office	963.30	963.30	
8	Personnel and Training Office	77,181.90	77,181.90	
9	Finance, Material and State Property Office	1,737.50	1,737.50	
10	Administration Office	61.50	61.50	
11	Inspection Office	30.80	30.80	
12	Examination Office	1,563.00	1,563.00	

13	Health Education Office	488.90	468.80	20.1
		97,624.69	94,178.00	3,446.7

Table 7: Development Partner Budget in Battambang

No.	Name of Development Partners	Budget (million riels)
1	KHEN	93.856
2	SEED	142.98
3	WVI-C	532
4	CAD	449.74
5	HBO	26.5
6	PKO	104.47
7	SBB	182.6
8	CFI	699.8
9	Unicef	70.36
10	CCT	216.54
11	GNC	64.4
12	DCC	15
13	BFD	59.52
14	PRD	47.5
15	HfCCF	178.1
16	CORDE	29.5
17	LoHI	362.6
18	OCCO	9
19	AEC	20.1
20	ZFD	87.4
21	KPO	25
22	GPC	29.72

1.2 Pailin Education Budget for 2023 (Annual Operational Plan 2023)

The total amount of 23,901,290,000 riels was allotted for the budget that was intended for the year 2023. The government's budget accounted for 23,330,900,000 riels (or 97.61%) of this total, while the partner budget accounted for 570,400,000 riels (or 2.39%).

Figure 2: % of Government and DPs' Budget for 2023 (Pailin)

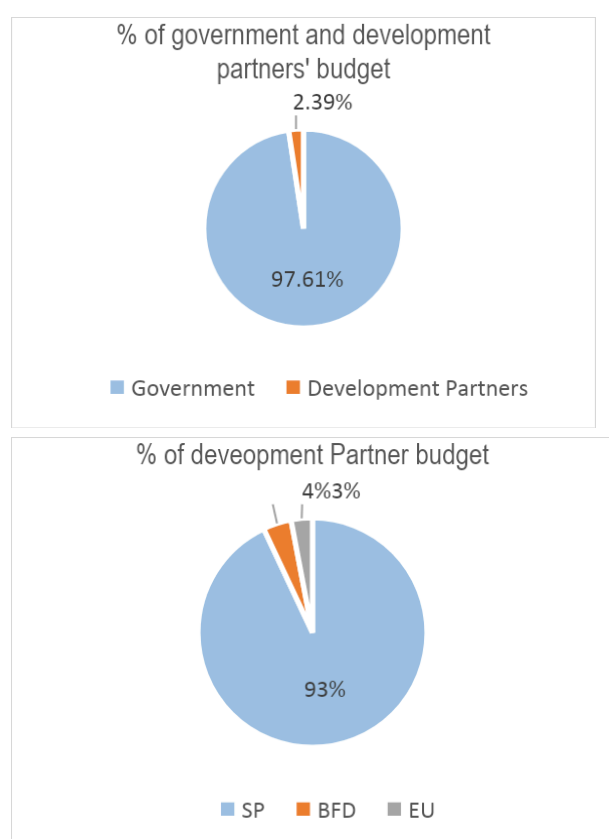


Table 8: Budget aggregation by sectors, Pailin Province

No.	Sector/Office/Unit	Budget (in million riels)		
		Total	State	DP
1	Primary Education	1,073.71	1,033.80	39.9
2	Secondary and Technical Education	711.90	687.90	24.0
3	Non-Formal Education	161.00	161.00	
4	Youth and Sport	393.20	393.20	
5	Administration, Personnel and Training	19,452.3	19,452.3	
6	Finance, Material and State Property	1,468.90	1,468.90	
7	Planning and Aid Management	432.10	28.00	404.10
8	Inspection	19.36	18.50	0.9
9	Health Education Committee	188.82	87.30	101.5
Total		23,901.29	23,330.90	570.4

2.3 Banteay Meanchey Education Budget for 2023

The budget year 2023 for Banteay Meanchey is part of the ESP 2019-2023. The overall budget for the year was 160,478.92 million riels. The government budget was 152,069.20 million riels (or 94.8 percent), and the development partners' (DP) budget was 8,409.72 million riels (or 5.2 percent).

With this funding, the POE of BMC would carry out 175 actions. The activities funded by the government budget were 66 (or 38 percent), while the activities funded by development partners were 109 (or 62 percent).

Figure 3: % of Government and DPs' Budget for 2023 (Banteay Meanchey)

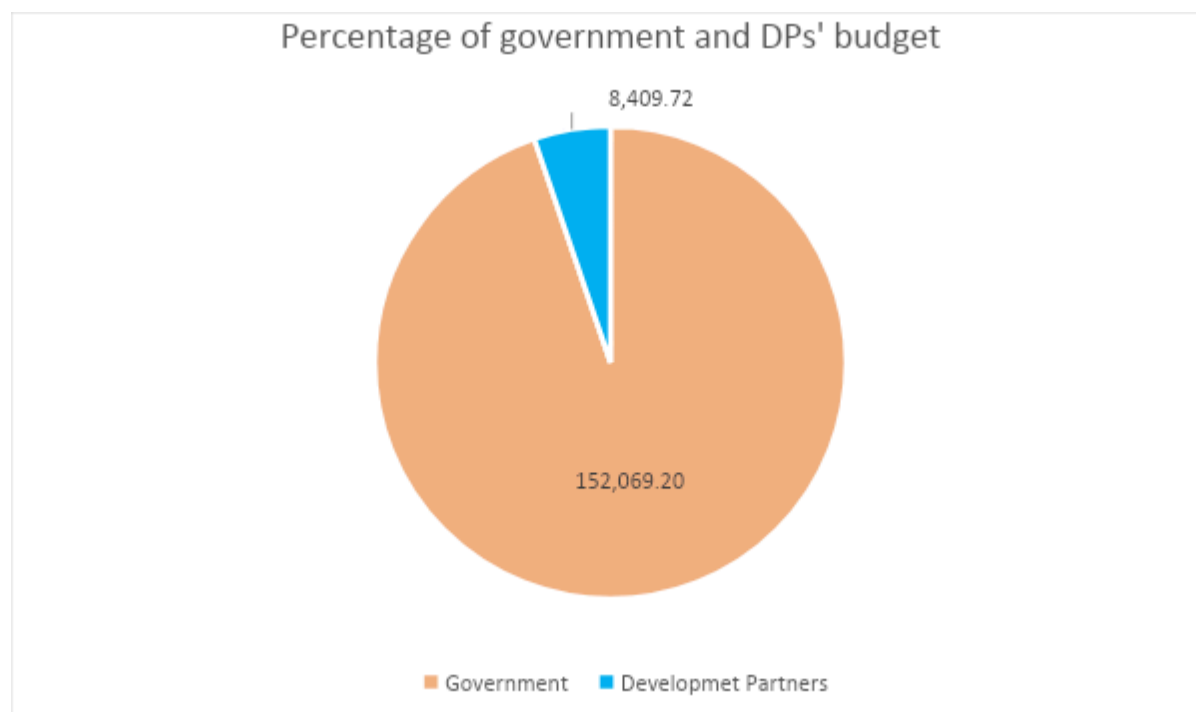


Table 9: Budget aggregation by sector, Banteay Meanchey Province

No.	Name of sector/office/unit	Budget (in million riels)		
		Total	State	DP
1	ECE Office	350.92	276.60	74.30
2	PE Office	12,500.72	9,233.80	3,266.90
3	SE Office	7,180.90	4,267.00	2,913.90
4	NFE Office	412.00	266.80	145.20
5	Health Education Office	227.30	226.10	1.20
6	Sport Office	629.70	629.70	-
7	Youth Office	1,402.16	49.40	1,352.80
8	Planning and Aid Management Office	688.80	40.10	648.70
9	Personnel and Training Office	133,426.30	133,426.30	-
10	Finance, Materials and State Property Office	3,581.10	3,581.10	-
11	Inspection Office	51.92	45.20	6.70
12	Administration Office	27.10	27.10	-
Total		160,478.92	152,069.20	8,409.70

Table 10: Budget of DP, Banteay Meanchey

No.	Name of DP (NGOs)	Budget in Million Riels
1	SEAPC	345.6
2	ADTJK	361.7
3	FIDMC	172.76
4	ENFANT	2777
5	DTP	72.4

6	Xavier	578.68
7	GNC	172.8
8	JSC	36.3
9	Samaritan	1221.28
10	WVI	1630
11	DBC-P	125.6
12	CARITAS	36
13	RTR	879.6

2.4 Oddor Meanchey

Oddor Meanchey's overall education budget is around 60,725.7 million Riels. The donor partners did not disclose how much money they sent to the provincial government in the sector of education.

Table 11: Budget aggregation by sectors, Oddor Meanchey

No.	Sector/Office/Unit	Budget (in million riel)		
		Total	State	DP
1	Early Childhood Education	18.50	18.50	
2	Primary Education	4,048.70	4,048.70	
3	Secondary and Technical Education	1,933.20	1,933.20	
4	Non-Formal Education	67.50	67.50	
5	Youth and Sport	1,269.7	1,269.7	
6	Administration, Personnel and Training	51,023.40	51,023.40	
7	Finance, Material and State Property	671.60	671.60	
8	Planning and Aid Management	1,514.5	1,514.5	
9	Inspection	22.70	22.70	
10	Health Education Committee	155.9	155.9	
	Total	60,725.7	60,725.7	

It is important to note that not all NGOs working in the four provinces provided information on their budget to be included in the the AOP of the POEYS.

IV. DISCUSSION ON STUDY FINDINGS

1. Overview

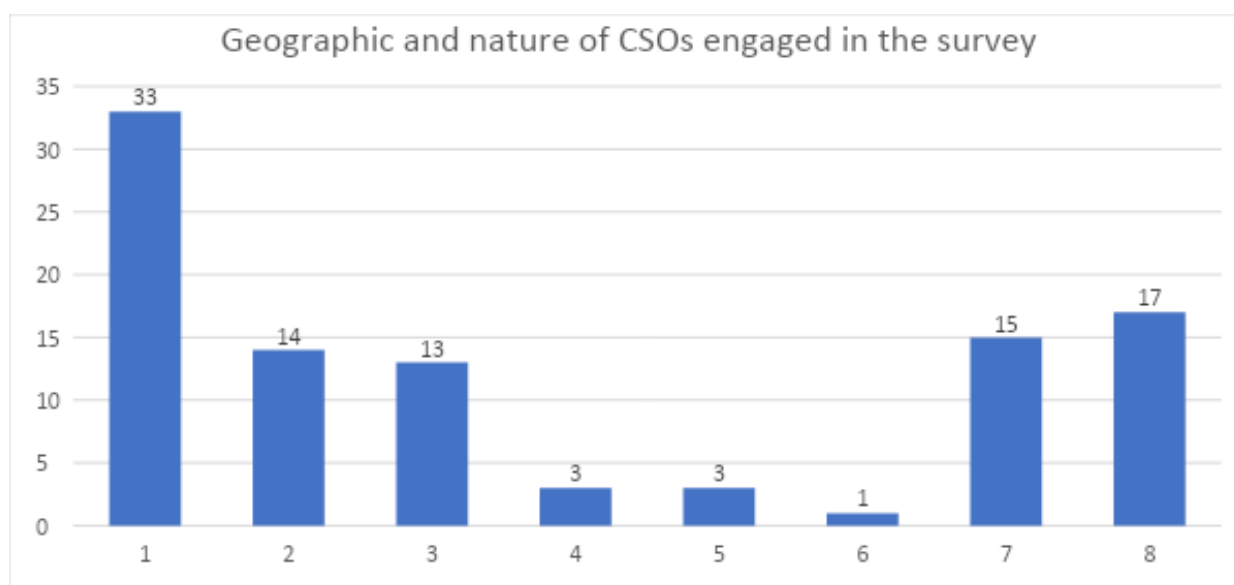
This section summarizes qualitative from the survey with the education NGOs working in the four provinces and qualitative findings from key informant interviews with: (i) in-depth interviews with key departments of the Ministry of Education, Youth, and Sports (MOEYS) at the central level; (ii) interviews and focus group discussions with Provincial Office of Education (POE) and District Office of Education (DOE) of Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey; (iii) focus group discussions with NGOs supporting the education sector; and (iv) focus group discussions with selected schools and community learning centers.

The analysis has be based on the criteria being using by the Organization for Economic Development and Cooperation (OECD) and the Development Assistance Criteria (DAC) in terms of relevance, effectiveness, efficiency, impact, and sustainability.

2. General Information of education NGOs working in the four provinces

2.1 Number and nature of NGOs working in the four provinces

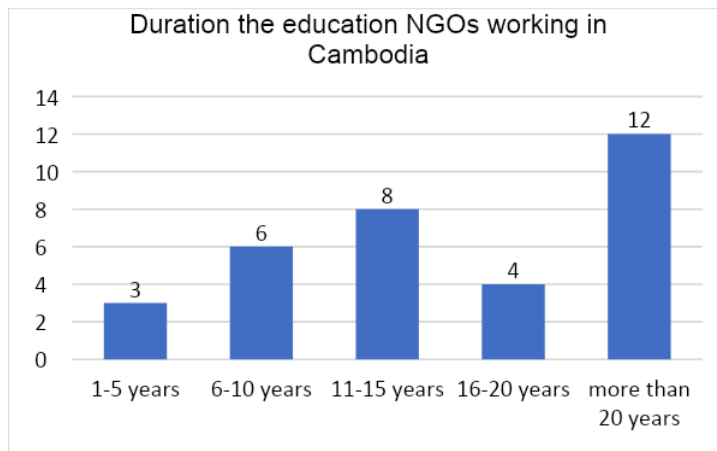
Figure 4: Number and nature of CSOs engaged in the assessment



Totally, 33 CSOs engaged in the survey in the four provinces as explained by figure 4. Among those, 14 CSOs (or 43%) work in Battambang, 13 (or 39%) in Banteay Meanchey, and 3 (or 9%) in Pailin and Odar Meanchey respectively. Interestingly, the international organization (INGO), who responded to the survey, nominated other two types of CSOs. As figure 1 further explained, while the international organization engaged in the survey accounted for 52%, the local organization was 45% and local association was 3%.

2.2 Duration of education NGOs working in Cambodia

Figure 5: Duration of the current program/project of education NGOs in Cambodia



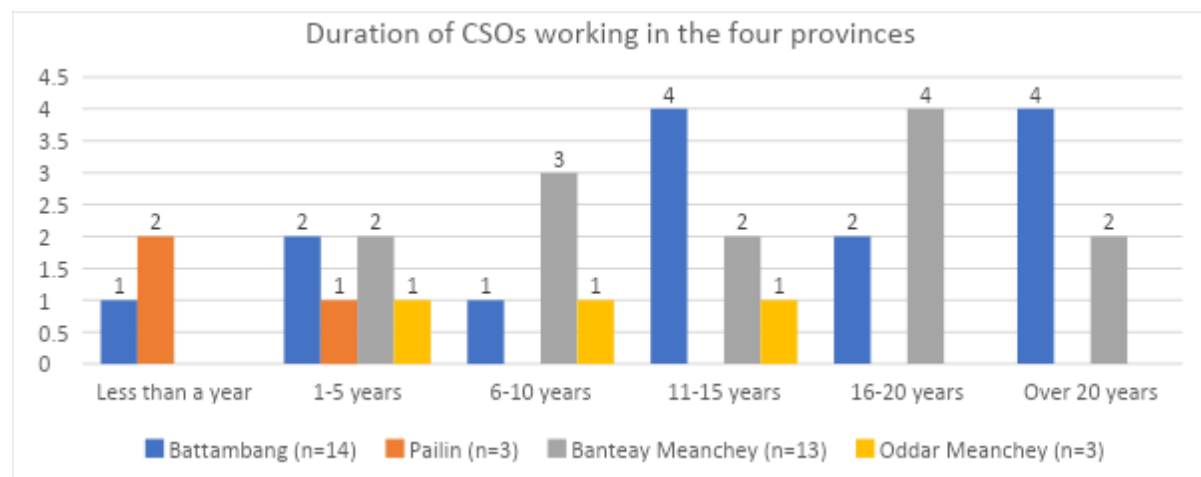
Interestingly, it appears that the education NGOs were rooted in the country a long time ago as more education NGOs working in Cambodia for more than 20 years. Figure 5 provides an explanation that the majority of respondent NGOs (36%) worked in the country more than 20 years; while the rest were 9% between 1-5 years, 18% between 6-10 years, 24% between 11-15 years, and 12% between 16-20 years. Further discussions

have focused on the duration of the NGOs working in each province.

2.3 Duration of education NGOs working in the four provinces

Disaggregation with regard to duration the education organizations working in each of the four provinces also showed that they worked in the provinces for a long time too. As figure 6 show, of the 14 organizations working in Battambang, at least one of those (7%) just started the project in the province (less than a year), tow (or 14%) worked in the province between 1-5 years, one (7%) between 6-10 years, four (29%) between 11-15 years, two (14%) between 16-20 years, and the rest (four or 29%) spent over 20 years in the province.

Figure 6: Duration of the current project of education NGOs working in the four provinces



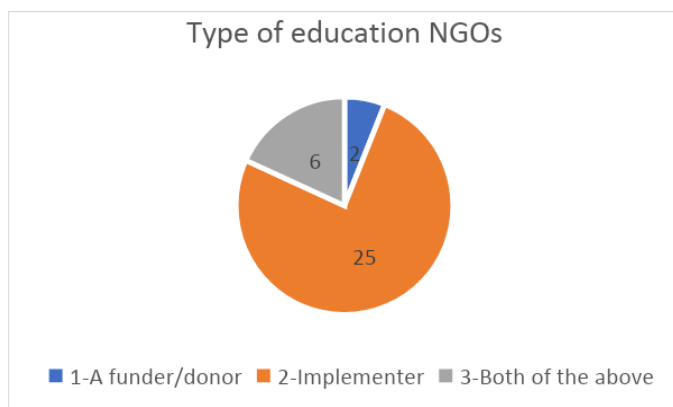
For Pailin, only three organizations work there, and two of those just started the projects/program less than a year, while another one began its work between 1-5 years.

With regard to Banteay Meanchey, of the 13 organizations, two (15%) of those started their projects in the provinces between 1-5 years, between 11-15 years and over 20 years respectively, three (23%) between 6-10 years, four (31%) between 16-20 years.

Like Pailin, there have also been three NGOs working in Oddar Meanchey, and each of those started their work between 1-5 years, 6-10 years, and 11-15 years respectively.

2.4 Type of education NGOs

Figure 7: Type of organizations working in the four provinces

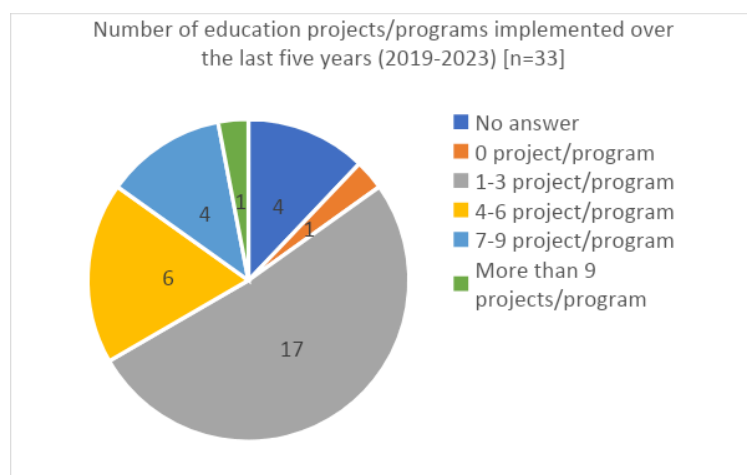


Education NGOs working in the four provinces served different roles. Here, we have examined how many education NGOs play roles as a funder/donor (i.e. only provide financial and technical support for other education NGOs), implementing NGOs (i.e. implementing the project by themselves)¹ and the education NGOs that play both of the above two roles (i.e. they either provide technical and financial support to other

education NGOs and implement the project by themselves). As one can see in figure 7, the implementer NGOs dominated others. While the implementing education NGOs accounted for 76% of the total, the education NGOs that played role as a funder/donor were 6% and the education NGOs that played both roles as a funder and implementers were 18%.

2.5 Number of education projects/programs implemented over the past five years in the four provinces

Figure 8: Number of education projects/programs implemented by the NGOs



The education NGOs in the four provinces implemented various education projects/programs ranking from one to over nine projects/programs. As Figure 12 illustrates, more than half of the education NGOs, i.e. 52% implanted between 1-3 projects/programs, 18% between 4-6 projects/programs, 12% between 7-9 projects/programs, and 3% over 9 projects/program. It is interesting to note that while four NGOs failed to provide information on number of

education projects/program they implemented, at least one NGO reported that the organization did not implement any project/ program. Further discussion with that NGOs revealed that the NGO focuses on children with autism. It provides support for NGOs working on this area, but it also denies that it is a donor.

¹ They normally raised fund from various sources to implement the project.

3. OECD/DAC Analysis

In this section of the report, the results of education NGOs have been made with the criteria of the OECD/DAC. This means that an inspection has been carried out to determine 1) How and to what extent the CSO projects in the 4 provinces are consistent with the target group's needs, local condition requirements, and MOEYS priorities? 2) To what extent the CSO projects and interventions contributed to the objectives and outcomes of the ESP? 3) Are the CSO projects inputs and resources translated into concrete results in an economically feasible manner (based on the assessment of implementation delays, technical program impact issues; operational efficiency, and the economic rates of return)? 4) What are the actual and expected changes occurred in the target communities and target group (including positive and negative, direct and indirect) as a result of CSO project interventions? And 5) To what extent the CSO projects benefits extend beyond the project duration including the assessment of the anticipated results and risks? To what extent CSO promote government ownership?

3.1 Relevance

As was mentioned briefly earlier, the investigation into the project's relevance has investigated which government policies related to education the project contributes to and how the project meets the needs of various stakeholders. In particular, the analysis has focused on the need for education sub-sectors at the provincial, district, and school levels, as well as the need for teachers, and most especially the needs of students at all levels. In addition, the analysis has investigated how the project meets the needs of various stakeholders. We shall give careful consideration to the points of view offered by these many parties.

Overall, the project was found to be very relevant to the national policies on education and sub-sector policies embedded in ESP 2019-2023, the needs of education of rural kids, etc.

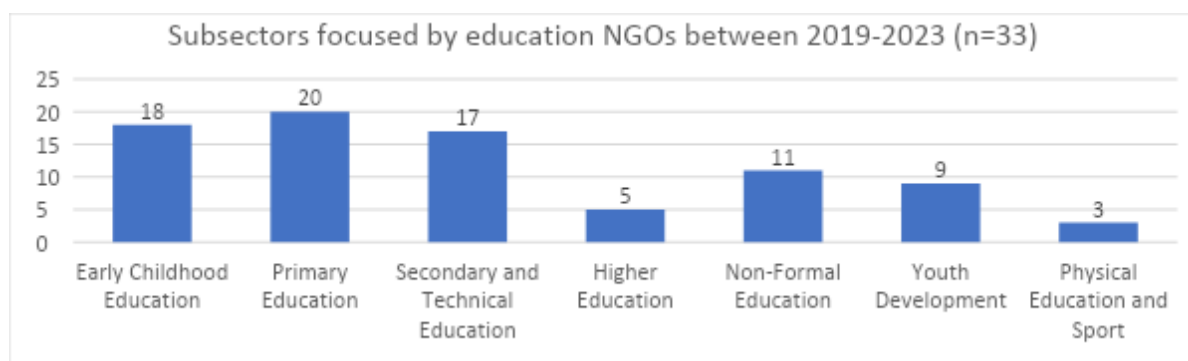
A. Quantitative findings

This part of the report has been analyzed based on the results of the survey with the education NGOs working in the four provinces. The answers and perceptions of individual organizations on various questions were basically used for the analysis, particularly on the contribution to ESP (2019-2023), the support provided to or received from POE/DOE, MoEYS' CSDG, MoEYS' Roadmap Priorities, MoEYS' Priority Reform Pillars, and NGOs' project design and implementation.

3.1.1 Contribution of Education NGOs to ESP 2019-2023

□ General contribution of education NGOs to ESP 2019-2020

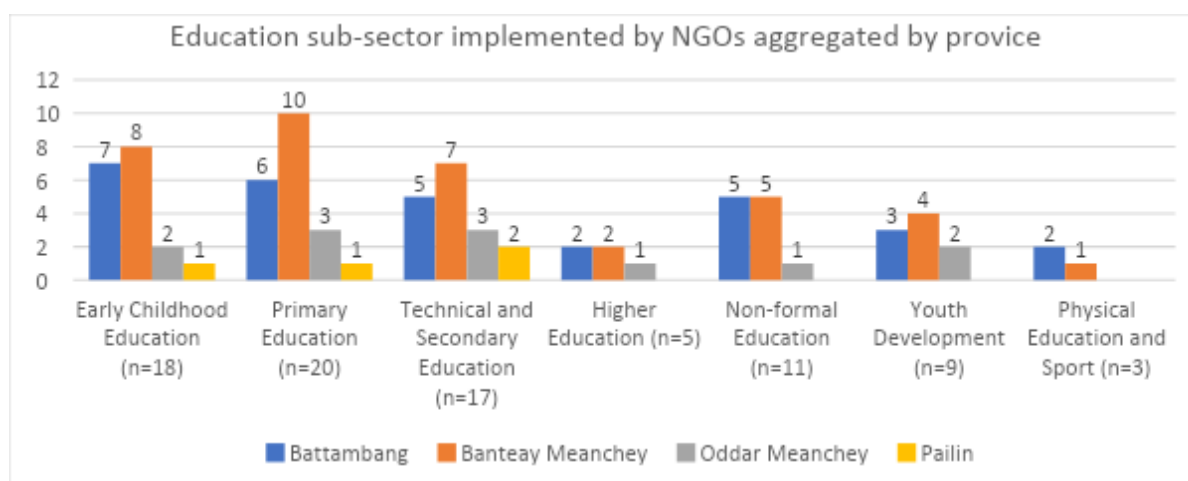
Figure 9: Sub-sectors under ESP 2019-2023 the education NGOs contributed to



The projects/programs of NGO working in the four provinces focused on all education sub-sectors embedded in the ESP 2019-2023. As one can see in figure 13, vast majority of education NGOs work in the field of Primary Education (61%) followed by Early Childhood Education (55%), Secondary and Technical Education (52%), Non-Formal Education (33%), Youth Development (27%), Higher Education (15%), and Physical Education and Sport (9%).

□ **Contribution of education NGOs to ESP 2019-2023 disaggregated by provinces**

Figure 10: Sub-sectors under ESP 2019-2023 the education NGOs contributed to aggregated by province



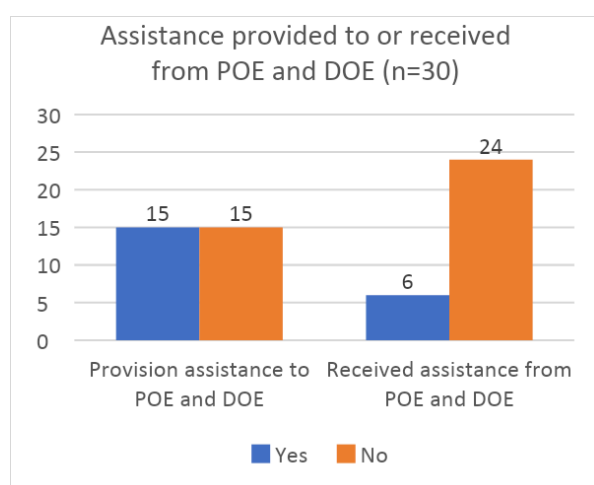
This graph discusses the geographical areas the education NGOs implement their projects/programs. As one can see in figure 14, of the 18 education NGOs working in the sub-sector of ECE, 39% worked in Battambang, 44% worked in Banteay Meanchey, 11% worked in Oddar Meanchey and 6% worked in Pailin. For primary education, six out of 20 education NGOs (30%) worked in Battambang, 50% worked in Banteay Meanchey, 15% worked in Oddar Meanchey and 5% worked in Pailin. With regard to technical and secondary education, the education NGOs working in Battambang was 29%, in Banteay Meanchey was 41%, Oddar Meanchey was 18% and Pailin was 12%. It is interesting to note that none of the education NGOs worked in Pailin for the rest of the last four education sub-sectors. As figure 10 further explains, Among the five education NGOs working in higher education, two of those worked in Battambang, two others worked in Banteay Meanchey and one worked in Oddar Meanchey. The eleven education NGOs worked in the sub-sector of NFE, 90% of them worked in Battambang and Banteay Meanchey, i.e. 45% each, while the ones working in Oddar Meanchey was around 10%. For youth development, three out of nine education NGOs (33%) worked in Battambang, around 45% worked in Banteay Meanchey and 22% worked in Oddar Meanchey. The education NGOs working in the

sub-sector of physical education and sport were least, i.e. on three out of the 33 NGOs. And among those, two worked in Battambang, one in Banteay Meanchey. None of the NGOs worked in this sub-sector in Oddar Meanchey and Pailin.

3.1.2 Education CSO's support for POE and DOE between 2019-2023

This part of the report have examined if the education NGOs working in the four provinces provided or received any assistance from POE and DOE over the last five years, and do they think above that assistance.

Figure 11: Education NGOs that provided or received assistance from POE and DOE



Education NGOs working in the four provinces admitted they had provision of assistance to POE and DOE for the past five years, though the number of the NGOs who did so was limited. When half of the education NGOs, as explained by figure 15, reported that they had provided assistance to POE and DOE, half others denied that they had done so. When they were asked if they had received assistance from POE and DOE, only 20% of them claimed that they had received assistance from POE and DOE, while 80% others expressed that they had received assistance from the education

entities at these two levels. The following points discuss the perception of the education NGOs with regard to the assistance.

☐ Materials NGOs provided to POE and DOE

With regard to materials the NGOs provided to DOE and POE included, but not limited to, guide books for teachers and (teacher) mentors, ECE teaching and training materials, materials for protecting/preventing COVID-19 after school reopening, TOT training manual for disability communication, school building, materials (including teaching and learning materials, bicycle, etc.) for poem and reading contest, budget for soiling in POE compound, sport material, materials for out of school children, material and furniture for Community Learning Center (CLC) such as cabinet, desks, chairs, and vocational training material such as sewing machines, AC repairing machine, etc., lessons/slides on disability to support children at school.

☐ Capacity building provided by NGOs to POE and DOE

For capacity building, the training courses provided by the NGOs to POE and DOE included: teacher mentors and early grade reading, ECE, literacy training focusing on teaching the five core reading skills (Komar Rien Komar Cheh), action research for evidence-based education plans, how to use teaching and learning materials, disability promotion and basic strategy to support children at school, etc.

☐ Materials provided by POE and DOE to NGOs

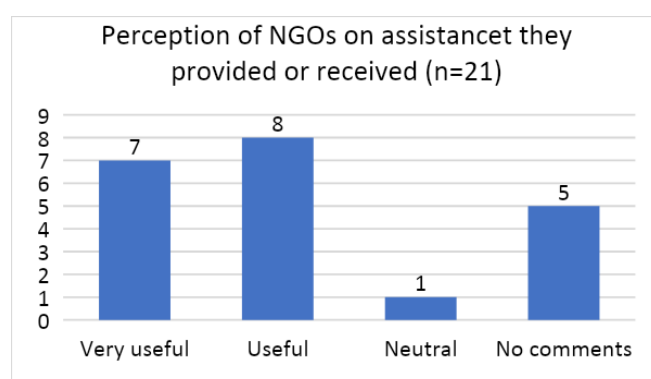
Based on the responded NGOs, supports provided by POE and DOE to NGOs was limited. However, those supports were office space in the province and in some public schools, some teaching and learning materials, material related to teaching and learning for children with disabilities, etc.

□ Capacity building provided by POE and DEO to NGOs

The capacity building provided by POE and DOE to NGOs was also limited and they included five-day training course and three-day refresher course on disabilities and how to support disable children at school, 35-days training course on community pre-school, teaching and learning course for staff of education NGOs, etc.

3.1.3 Perception of NGOs on support provided to POE and DOE and support received from POE and DOE

Figure 12: Perception of education NGOs related to assistance they provided to or received from POE and DOE



The education NGOs, who stressed that they had provided or received assistance education administration at provincial and district levels, were asked to share their opinion with regard to those assistance. Those education NGOs valued those assistance they provided to and received from POE and DOE to be 'very useful' and 'useful'. As one can see in figure 16, of the 21 education NGOs, 33% considered the

assistance to be 'very useful', followed by 38% to be 'useful' and one NGO (5%) to be 'neutral'. It is interesting to note that five NGOs had 'no comment' on the assistance provided or received.

3.1.3 Contribution of Education NGOs to MoEYS' Cambodia Sustainable Development Goal (CSDG) Target between 2019-2023

This part of the report has looked into the number of NGOs who contributed to MOEYS' Cambodia Sustainable Development Goals (CSDG) target for the past five years. The analysis has been based on the number of education NGOs that contributed to individual goal. The levels of contribution for each of the goals have been presented in the section of effectiveness.

Table 12: Number of education NGOs responded to MoEYS' CMDG

MoEYS' Cambodia Sustainable Development Goal (CSDG) Target	# of NGOs
1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome	28
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	25
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	20
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including	21

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	21
6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	21
7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	24
8. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	21
9. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in Cambodia.	24

It is interesting to find that the vast majority of education NGOs designed and implemented their projects/programs based on MoEYS' CMGD targets. Table 9 explains that of 33 education NGOs, 28 of those (85%) implemented their projects/programs under goal 1, followed by 76% under goal 2, 73% under goal 7 and 9 respectively, 64% under goal 4, 5, 6 and 8 individually, and last but not least 61% under goal 3.

3.1.4 Contribution of education NGOs to MoEYS Roadmap Priorities

Similar to the above, this section of the report has also looked at the contribution made by education NGOs toward the MoEYS Roadmap Priorities for the past five years (2019-2023). The analysis has depended on the number of education NGOs contributing to each of the priorities. The levels of the contribution have been discussed in the section of effectiveness.

Table 13: Number of education NGOs contributed to MoEYS Roadmap Priorities

MoEYS Roadmap Priorities	# of NGOs
1. All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower- secondary) with relevant and effective learning outcomes	25
2. Governance and management of education improves at all levels	22
3. All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities.	20
4. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	17
5. All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youths have increased access to affordable and quality technical and vocational education	22

The vast majority of the education NGO surveyed expressed their organizations had contributed to the MoEYS Roadmap priorities. Based on table 10, of 33 education NGOs, 25 of them (76%) worked on priority 1, followed by priority 2 and 5 (67%) respectively, priority 3 (61%) and priority 4 (52%).

3.1.5 Contribution of education NGOs to MoEYS Priority Reform Pillars

The analysis here also examines the contribution of education NGOs to MoEYS priority reform pillars for the past five years, 2019-2023. The analysis here just looks at the

number of the education NGOs whose projects/programs responded to the above pillars. The levels of responses have been discussed in the section of effectiveness below.

Table 14: Number of education NGOs contributed to MoEYS Priority Reform Pillars

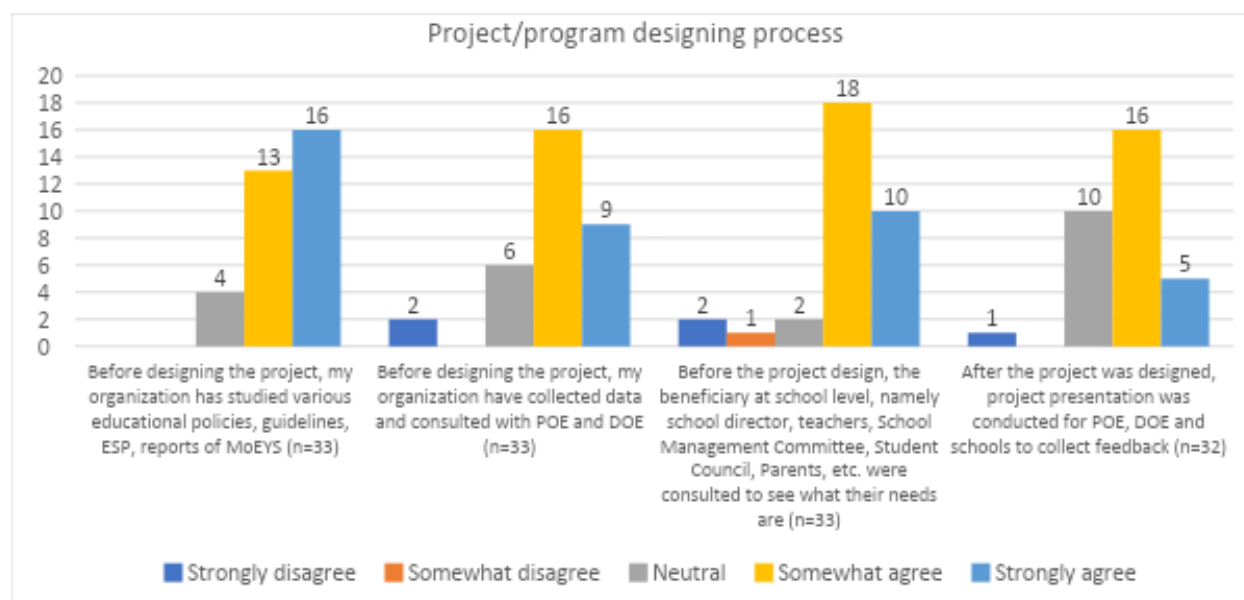
MoEYS Priority Reform Pillars	# of NGOs
PILLAR 1: Implementation of the Teacher Policy Action Plan	19
PILLAR 2: Review curricula and textbooks and improve learning environment	18
PILLAR 3: Enforcement of inspection	16
PILLAR 4: Improve learning evaluations to meet national, regional and international levels	20
PILLAR 5: Higher Education Reform	13

Education NGOs surveyed reported that their projects/programs contributed to priority reform pillars of MoEYS. However, the number of NGOs contributed to the pillars appears to be less compared to MoEYS's CSDG and Roadmap Priorities. As one can see in table 11, of 33 education NGOs, 20 of those (61%) reported that their projects/program focused on pillar 4, 58% on pillar 1, 55% on pillar 2, 49% on pillar 3 and 40% on pillar 5. Based on this analysis, this might be due to the priority reform pillars focusing more on technical aspects rather than general goals and priorities of education that are beyond the capacity of some education NGOs to engage.

3.1.6 Projects/program designing process

For this part of the report, the consultancy team wishes to investigate how education NGOs designed their projects/programs in order to learn to what extent the designed projects/programs responded to the MoEYS policies, the needs of education at provincial and districts levels, the need of beneficiaries at school levels, and how the education NGOs promoted their projects/ programs to buy relevant stakeholders in.

Figure 13: How education NGOs projects/programs designed



- ☐ **Studying various educational policies, guidelines, ESP, reports of MoEYS, etc.**

The education NGOs were asked to what extent they agreed or disagreed that they had studied various educational policies, guidelines, ESP, reports of MoEYS, etc. The surveyed NGOs did recognize that they had used various policies, guidelines, reports, etc. as references for their projects/programs designing. As one can see in figure 17, 16 out of 33 education NGOs (49%) explained that they ‘strongly agree’ that their organizations had studied various education policies, guidelines, reports of MoEYS, etc. to get information for developing their projects/programs. While 39% of the education group expressed ‘somewhat agree’ that their organizations used different education policies, guidelines, reports, to name a few as references for designing the projects, 12% other illustrated ‘neither agree nor disagree’ that the organization had done so.

□ **Collecting data and consulting with POE and DOE**

Vast majority of education NGOs agreed that data was collected from POE and DOE for designing their projects/programs. Additionally, they even consulted with these two education administrations. Figure 17 further explains that while 27% of the education NGOs ‘strongly agreed’ that their organizations had collected data and consulted with POE and DOE prior to the designing of their projects/programs, 49% showed their position as ‘somewhat agree,’ and 18% remained ‘neutral’ for this. It is interesting to note that at least two NGOs (6%) ‘strongly disagreed’ that their organizations had collected data and consulted with POE and DOE for their project/program design.

□ **Consultation with school beneficiaries**

Vast majority of education NGOs surveyed expressed their position as ‘strongly agreed’ and ‘agreed’ that the organization had consulted with school beneficiaries, namely school directors, teachers, school management committee, student (council), parents, etc. As shown in figure 17 above, of 33 respondents, 85% emphasized that they ‘strongly agreed’ and ‘somewhat agreed’ that their organization consulted with school beneficiaries before designing the projects/programs, i.e. 30% for ‘strongly agreed’ and 55% for ‘somewhat aggregated.’ While two NGOs (6%) expressed their ‘neutral’ position with regard to this consultation, at least one NGOs (3%) felt ‘somewhat disagree’ and two others (6%) claimed ‘strongly disagreed’ their organization had done so.

□ **Project awareness raising after designing**

The education NGOs surveyed finally were asked to what extent they had presented their developed projects/programs with POE, DOE and schools to get their feedbacks. Vast majority of their answers were ‘strongly agreed, somewhat agreed and neutral’. As figure 17 above explains, of 32 respondents, 97% illustrated that they ‘strongly agreed, somewhat agreed and neither agreed nor disagreed’ that their projects/programs’ were presented relevant stakeholders after designing. Figure 17 further shows that while 16% informed that they ‘strongly agreed’ that their projects/programs was presented to get feedback from relevant stakeholders, 50% said they ‘somewhat agreed,’ and 31% said they were ‘neutral’ about the project/program presentation. It is crucial to note that at least one NGO (3%) said that they ‘strongly disagreed’ the organization had done so.

Based on the above analysis, it can be concluded that the projects/programs of education NGOs in the four provinces are really relevant to the education policies, guidelines and very responsive to the education needs at provincial, district and school levels, especially the students.

B. Qualitative findings

The analysis of this part of the report has been based on results of in-dept interviewed, i.e. KII and FGD with various stakeholders, namely technical departments at national level, POE, DOE, schools, Community Learning Centers (CLC), etc. For school, we interviewed both public and community pre-school, primary school and/or lower and upper

secondary schools. KII was conducted with General Director and representative of technical department at national level and POE director or deputy director, while FGD was conducted with chief and officers of technical offices, DOE officers and school directors and teachers at school. As results of those interviews, we could see that CSOs have contributed a great deal to education in Cambodia. Those contribution included, but not limited to:

- **Policy development and planning** - it was recognized that NGOs played crucial roles in advancing the goals of the Education Strategic Plan 2019-2023: (i) mechanism of policy with NGOs; (ii) priorities of the education sector are discussed with the representatives of the Technical Working Group and NEP; (iii) they provide a number of services as a result of their groundwork and grassroots experiences; and (iv) they take part in consultations at both the national and sub-national levels in the process of developing policies. 'The education sector benefits greatly from the suggestions made by NEP and the NGO representatives who serve on their board throughout the NGO consultation process,' said a Director General.
- **Policy and strategic planning implementation** – MoEYS developed strategic plan and annual operational plan to guide its work. However, it was important to note that MoEYS could not implement everything set in the strategic plan and annual operation plan. NGOs played important role to fill those gaps. A chief of technical department raised in an FGD that 'MoEYS had strategic and action plans. However, MoEYS could not cover every single point and school. NGOs helped fill in those gaps, especially on some infrastructure, capacity building, teaching and learning materials provision, etc.'
- **Strengthening access and quality education** – CSOs helped improve access to quality education through various activities, namely parental education, school building and/or renovation (including hand washing facilities), scholarship and dormitory provision, provision of learning materials for students, school mapping, etc. Additionally, the organizations also provided capacity building for school stakeholders, provision of teaching and learning materials, to name a few. 'In the schools we worked with, we worked with school to help slow learners. We asked teacher volunteers to help teach slow learners to improve learning outcome' said a representative of an NGO.' Another NGO's representative explained that 'my organization provides (1) scholarship for the students, (2) extra classes for various subjects, namely Khmer, Math, physic, chemistry, etc. and (3) dormitory for those who live far away from schools.' This was true as it was also recognized by MoEYS staff at national level.

'Non-governmental organizations (NGOs) help fund and organize seminars and other training priorities for teachers, focusing on Early Grade Reading and Mathematics and Non-Formal Education, all of which are a part of the ESP 2019-2023,' said a director general.

- **Emergency response** - As the COVID-19 health outbreak in Cambodia's schools threatened to disrupt classes, NEP and other education-focused Groups stepped in to help. As with any vital industry, education has been severely impacted by the COVID-19 pandemic since its outbreak in late December 2019. Colleges and institutions, as well as their student bodies, have been severely affected. 'Several governments' efforts to increase spending on education have been hampered by the COVID-19 pandemic, if not for the assistance provided by NEP and its members. Thus, all governments, stakeholders, and communities must respond swiftly and cooperatively to this emergency,' a director general explained.

POE, DOE and schools and Community Learning Center (CLC) reported they had received some hand-washing gel, alcohol, soap, masks, etc. During the FGD with an CLC, we even reveal that at least one NGO provided support for CLC to sew masks to distribute to the community people. 'Because of have sewing machines and sewing students, we were approached by an organization who asked us to sew masks to distribute to community people around the center. We thanked the organization for this,' said a one of the CLC members.

3.2 Effectiveness

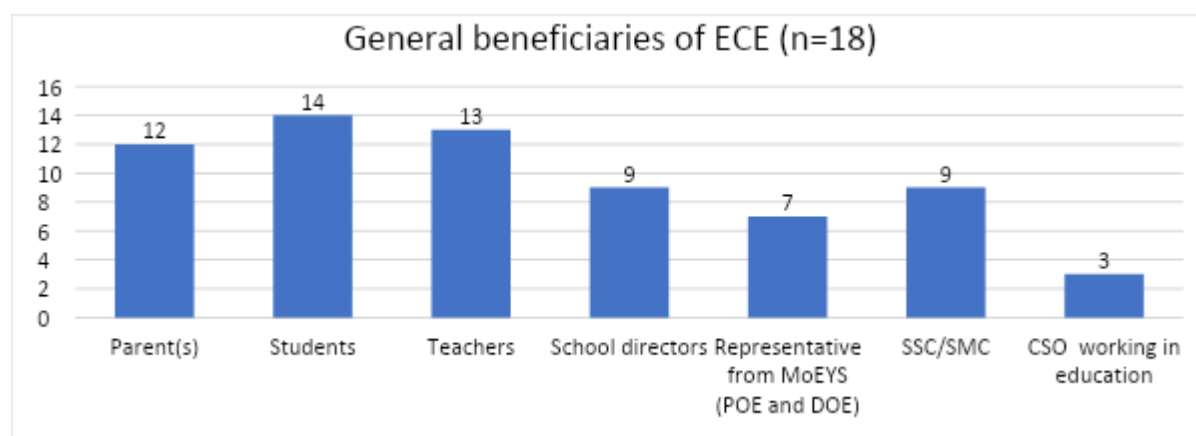
The projects/programs of the education NGOs in the four provinces were significantly effective. The projects worked with and benefited various stakeholders and beneficiaries, including the vulnerable ones, namely females, people with disabilities and ethnic minorities. Even, NGOs worked with all sub-sectors in the ESP 2019-2023, few NGOs focused on some sub-sectors, especially higher education and physical education and sport. The budget for education of the NGOs in the four provinces was also not much, as around 23% of the survey NGOs had budget over US\$500,000.

A. Quantitative finding

1.2.1 General beneficiaries of NGOs disaggregated by sub-sectors

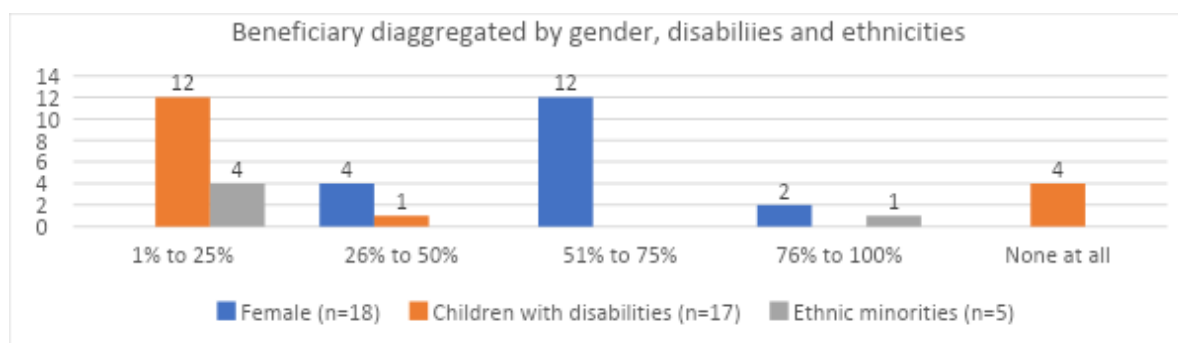
3.2.1.1 Early Childhood Education

Figure 14: General beneficiaries of ECE sub-sector from 2019 to 2023



Education NGOs worked with various beneficiaries under ECE sub-sector. As one can see in figure 15, among the 18 NGOs working the sub-sector, 78% of those working with students, 72% with teacher, 67% with parents, 50% with school directors and SSC/SMC respectively, 39% with representative from MoEYS (POE and DOE), and 17% with COS working in the field of education.

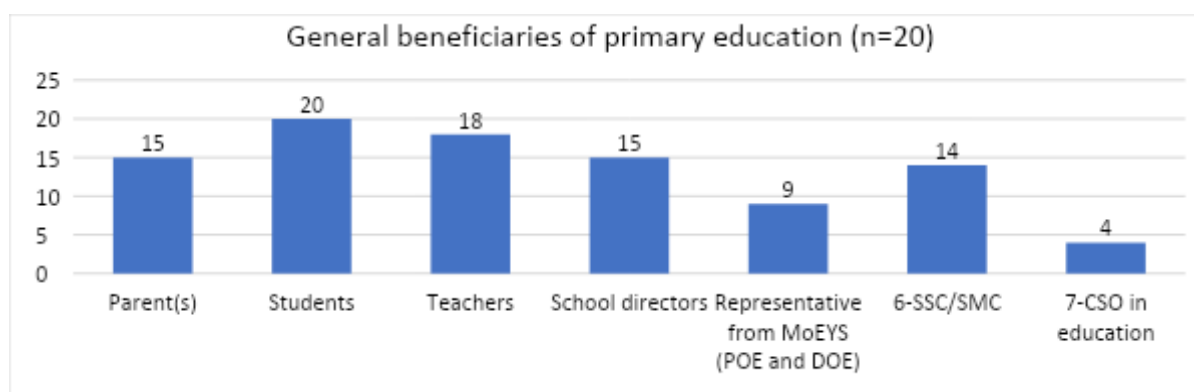
Figure 15: Beneficiaries of ECE disaggregated by gender, disabilities and ethnicities



In addition to general beneficiaries identified above, the NGOs also work with some cross-cutting issue, namely gender, children with disabilities, and ethnic minorities. Gender was the main cross cutting-issue mentioned of the NGOs as 100% NGOs mention this. If we look at the percentage as figure 19 explains, of the 18 NGOs, 12 of those (67%) reported that the female beneficiaries they worked with was between 51% to 75%, while the NGOs, who reported that their female beneficiaries were between 26% to 50%, were 22% and between 76% to 100% were 11%. The NGOs whose beneficiaries were disability were 17 out of 18. Among the 17, 71% had their female beneficiaries from 1%-25%, between 26% to 50% were 6%, while 23% reported that none of their beneficiaries were disable. Very few NGOs under this sub-sector worked with ethnic minorities, as only five out all 18 NGOs reported that they had worked this type of beneficiaries. Among the five, four of them expressed that their beneficiaries, who were ethnic minorities, were between 1%-25%, and another one said they were between 76% to 100%.

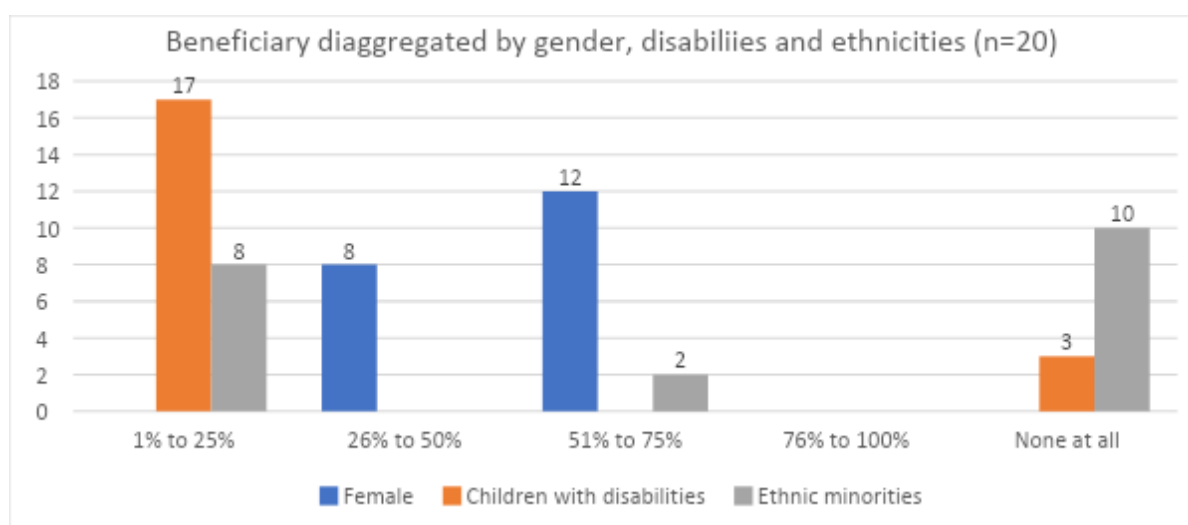
3.2.1.2 Primary Education

Figure 16: General beneficiaries of primary education from 2019-2023



Similar to pre-primary education, the first beneficiaries for primary education sub-sectors were still students and teachers. As one can see in figure 20, the NGOs, who reported that their beneficiaries was students, were 100%, followed by teachers (90%), parents and school directors (75%) respectively, SSC/SMC (70%), representative from MoEYS (POE and DOE) (45%) and CSOs in education (20%),

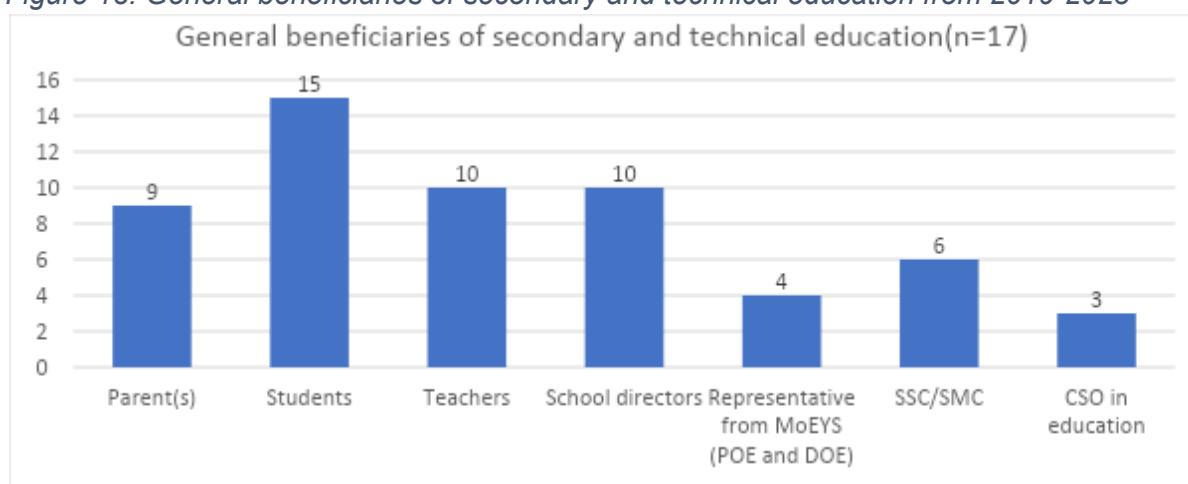
Figure 17: Beneficiaries of PE disaggregated by gender, disabilities and ethnicities



Like ECE, females were still the main beneficiaries of the NGOs, followed by disabilities and ethnicity the least. As one can see in figure 21, all of NGOs (100%) working in the four provinces reported that their beneficiaries were females. Among them, 40% reported that the female beneficiaries were between 26% to 50%, and the rest (60%) said their female beneficiaries were from 51% to 75%. For disabilities, 17 out 20 NGOs (85%) focused on this cross-cutting issue, and the beneficiaries they worked with was just between 1% to 25%. Interestingly, only 50% of the NGOs working with ethnic minorities; and among these, 80% claimed that their ethnic minority beneficiaries were between 26% to 50%, and 20% others were from 51% to 75%.

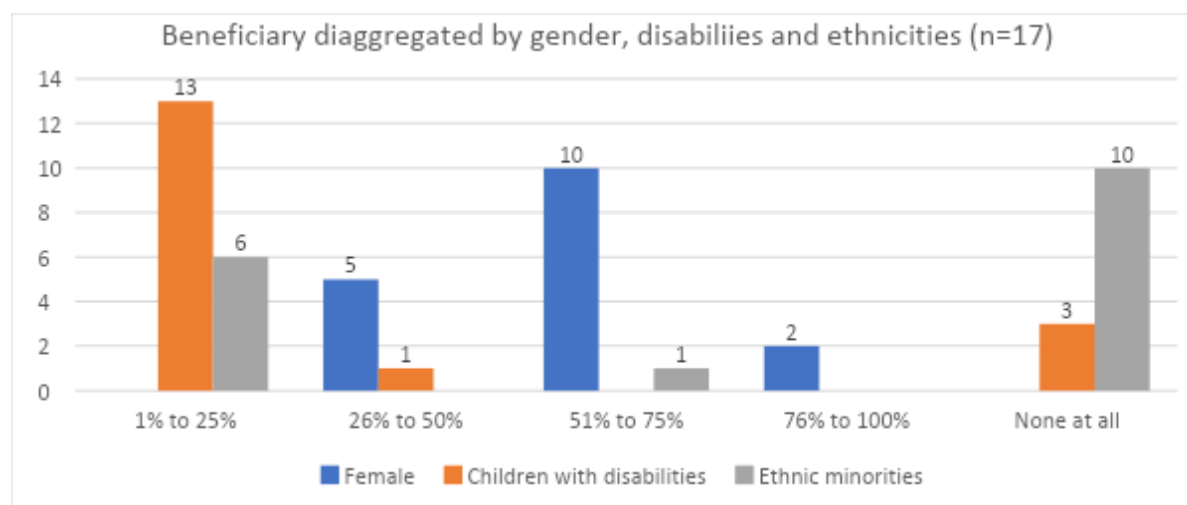
3.2.1.3 Secondary and technical education

Figure 18: General beneficiaries of secondary and technical education from 2019-2023



The general beneficiaries of the NGOs working in the sub-sector of secondary and technical education were still students followed by teachers and school directors. As figure 22 explained, of 17 NGOs, 15 of those (88%) worked with students, 59% worked with school directors and teachers respectively, 53% worked with parents, 35% worked with SSC/SMC, 24% worked with representative from MoEYS (POE and DOE), and 18% supported CSO in education.

Figure 19: Beneficiaries of secondary and technical education disaggregated by gender, disabilities and ethnicities

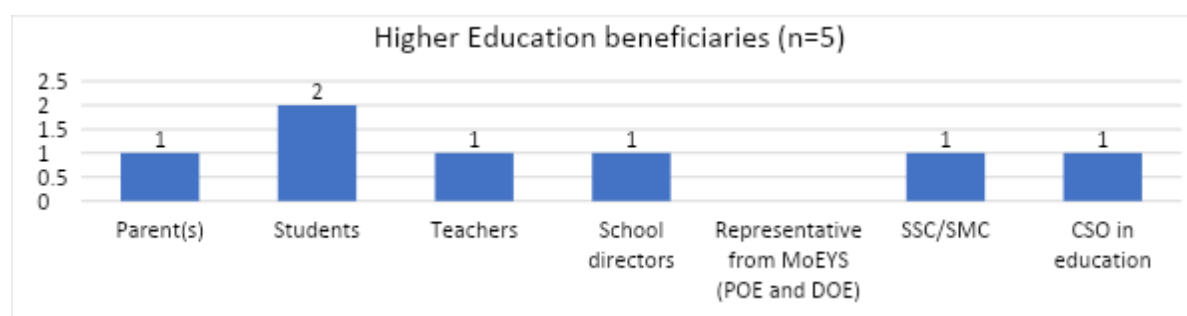


It is not different from primary education, females were still the main beneficiaries of NGOs working in the sub-sector, followed by disabilities and ethnicity. Based on figure 23, every NGOs under this sub-sector worked with females, which five of those (29%) expressed that their female beneficiaries accounted for 26% to 50%, while 59% said the female beneficiaries were 51% to 75%, and only two (12%) claimed that their beneficiaries were between 76% to 100%.

It is worth to note that not all NGOs under this sub-sector worked with students with disabilities and students from ethnic minorities. Figure 23 further explains that of 17 NGOs, 14 (82%) worked with students with disabilities. Vast majority of these NGOs (93%) raised that their beneficiaries with disabilities were from 1% to 25%, the rest (one NGO) said the beneficiaries were from 26% to 50%. For ethnic minorities, only seven out of all NGOs (41%) under this sub-sector focused on this cross-cutting issue; and among those, 86% reported that their beneficiaries from ethnic minority group were from 1% to 25%, and the rest (one NGO) said such beneficiaries were from 51% to 75%.

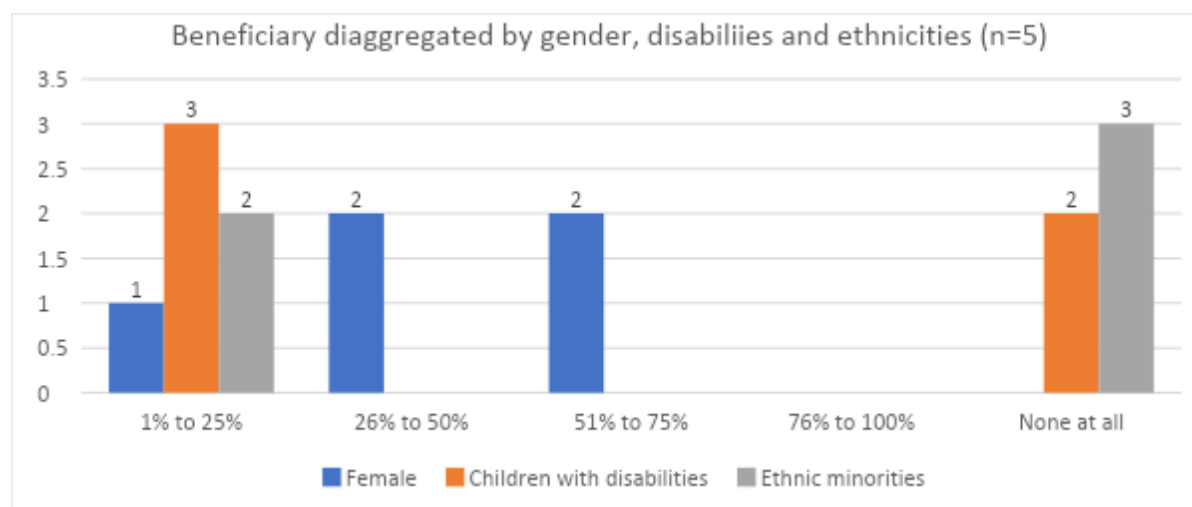
3.2.1.4 Higher education

Figure 20: General beneficiary of higher education between 2019-2023



Among the five NGOs, who reported they had worked for higher education sub-sector, worked with all general beneficiaries, except representative from MoEYS (POE and DOE). As one can see in figure 24, two out of five worked with students and each one work with parents, teachers, school directors, SSC/SMC, and COS in education.

Figure 21: Beneficiaries of higher education disaggregated by gender, disabilities and ethnicities



Female beneficiaries were still the priority for NGOs working on sub-sector of higher Education. All the five NGOs under the sub-sector (figure 25), one said that their female beneficiaries were from 1% to 25% and two raised their female beneficiaries were from 26% to 50 and from 51% to 75% respectively. Among the five NGOs, only three worked with students with disabilities with the amount from 1%-25%; and two with students from ethnic minority groups, which accounted for 1% to 25% too.

3.2.1.5 Non-Formal Education

Unlike the above sub-sectors, the main general beneficiaries of the NGOs under NFE was teachers, followed by parents and students. A one can see in figure 26, of the 11 NGOs, nine (82%) considered teachers as their main beneficiaries, followed by parents (73%), students (64%), representative from MoEYS (POE and DOE), SSC/SMC and CSO in education (55%) respectively, and school directors (36%).

Figure 22: General beneficiary of NFE between 2019-2023

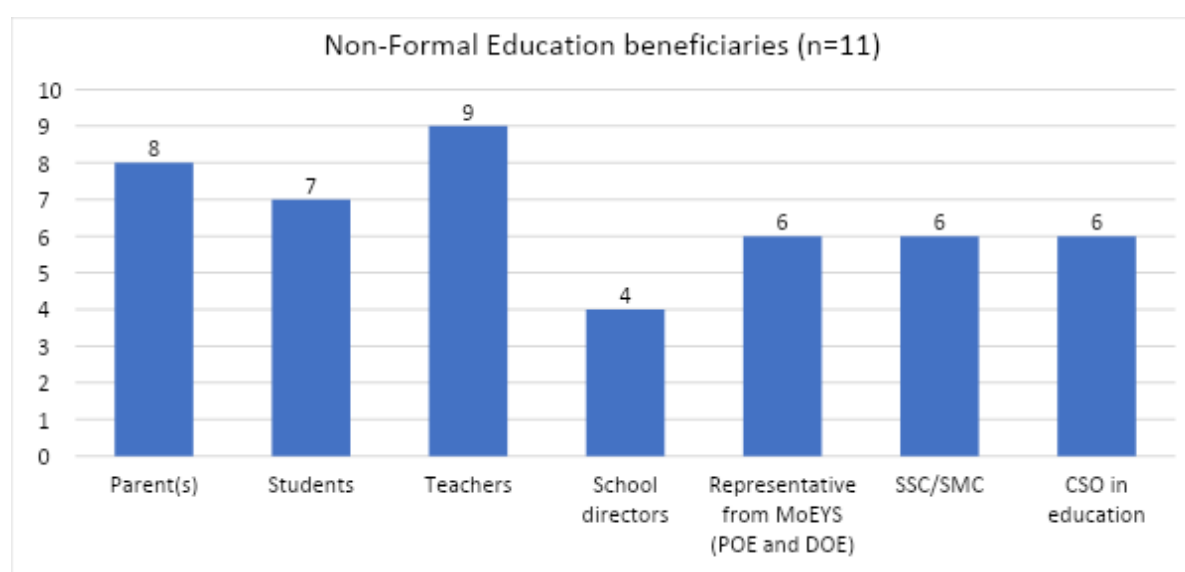
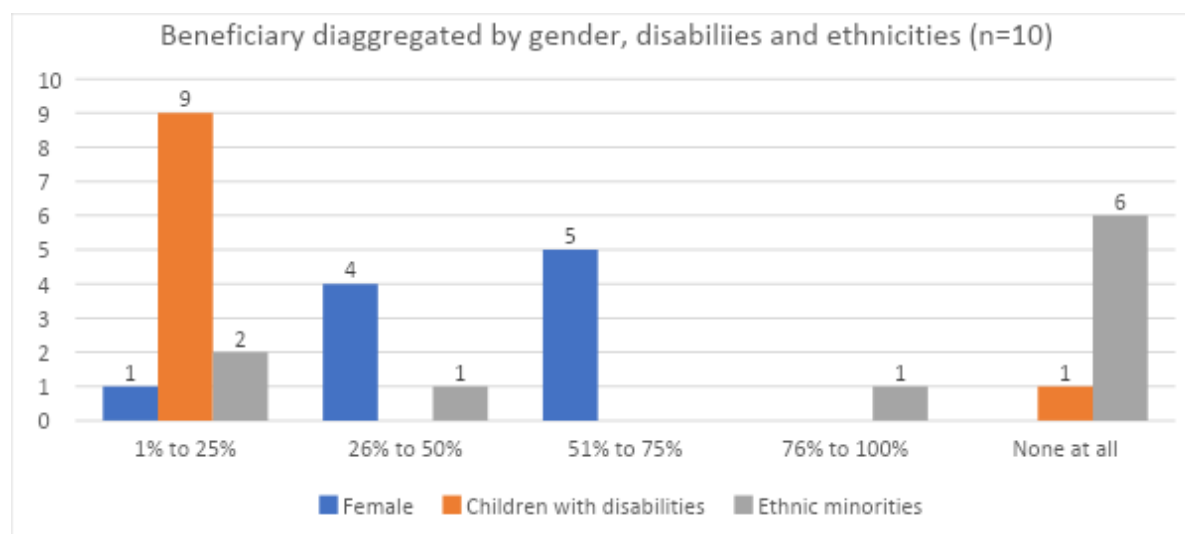


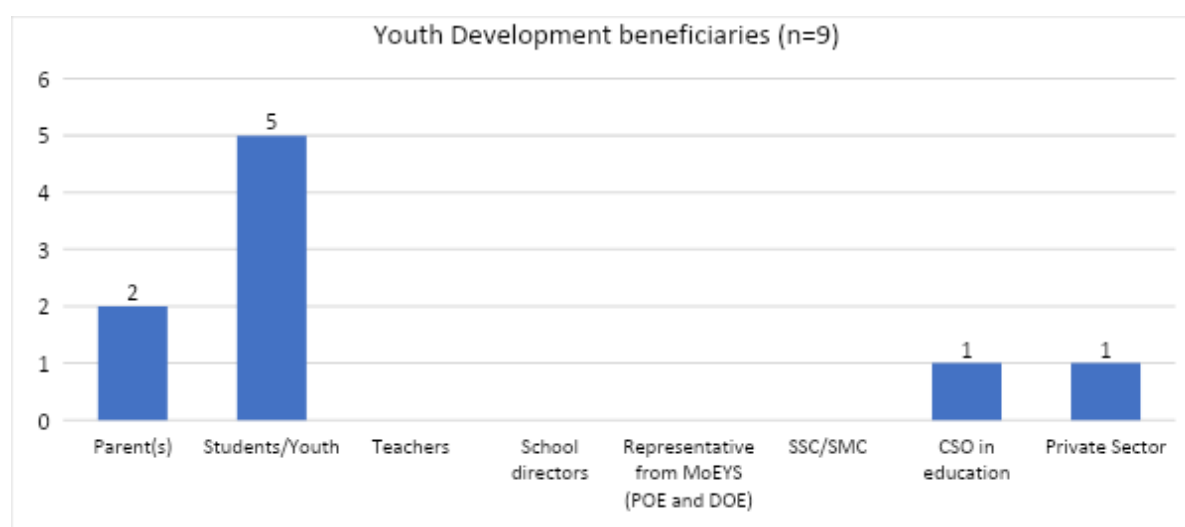
Figure 23: Beneficiaries of non-formal education disaggregated by gender, disabilities and ethnicities



Women remained the first priority for NGO under NFE sub-sector. As figure 27 explains, all of the ten NGOs under NFE worked with females. One of those reported that their female beneficiaries were between 1% to 25%, fours said between 26% to 50% and five from 51% to 75%. Nine out of ten NGOs report that they worked with people with disabilities and the number of the beneficiaries were from 1% to 25%. The NGOs worked with group of ethnic minorities were only four, and two of those worked with the group from 1% to 25%, and one with 26%-50% and 76% to 100% respectively.

3.2.1.6 Youth Development

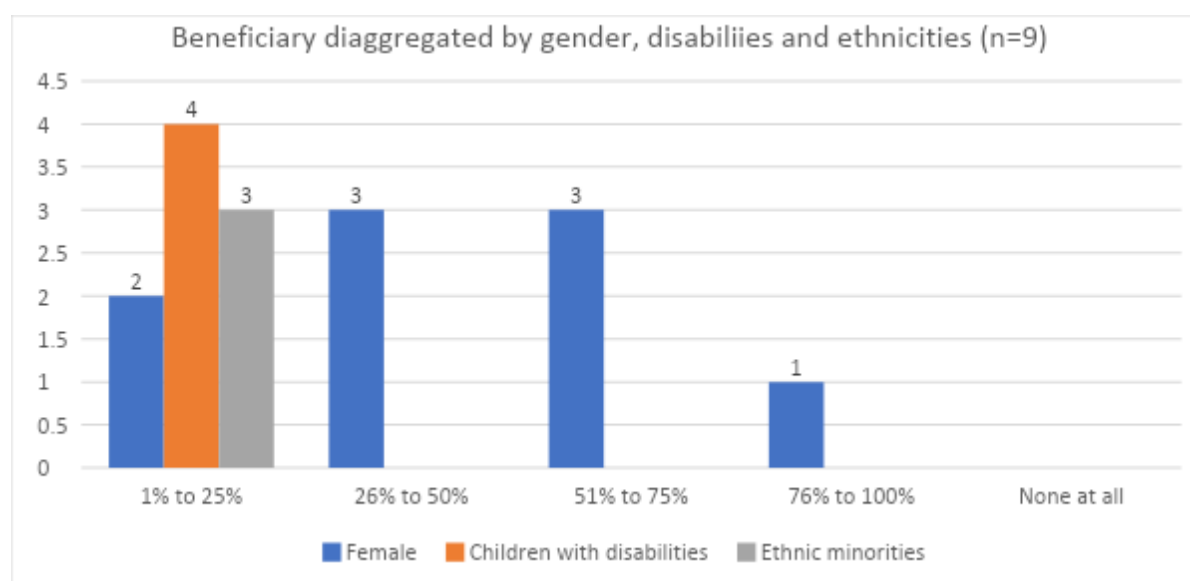
Figure 24: General beneficiary of youth development between 2019-2023



The education NGOs working in the four provinces, under the sub-sector of Youth Development, students/youths, parents, CSO in education and private sector. As figure 28 explained, of the nine NGOs, five (or 56%) worked with students/youths, two (or 22%)

worked with parents and one (11%) worked with CSO in education and private sector respectively.

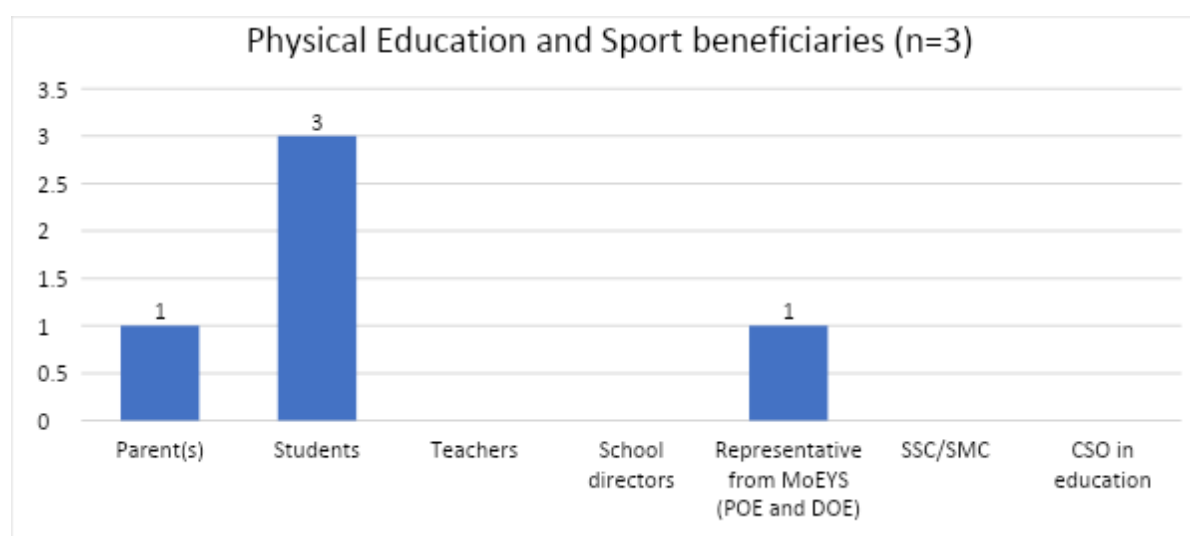
Figure 25: Beneficiaries of youth development disaggregated by gender, disabilities and ethnicities



The nine NGOs under the sub-sector worked with all the vulnerable groups, namely females, disabilities and ethnic minorities. As one can see in figure 29, of nine NGOs, all worked with women, and two of those worked with women from 1% to 25%, three with women from 26% to 50% and from 51% to 75% respectively, and one from 76% to 100%. Among the nine, only four worked with people with disability, from 1% to 25%; and three with people from ethnic minority group, also from 1% to 25%.

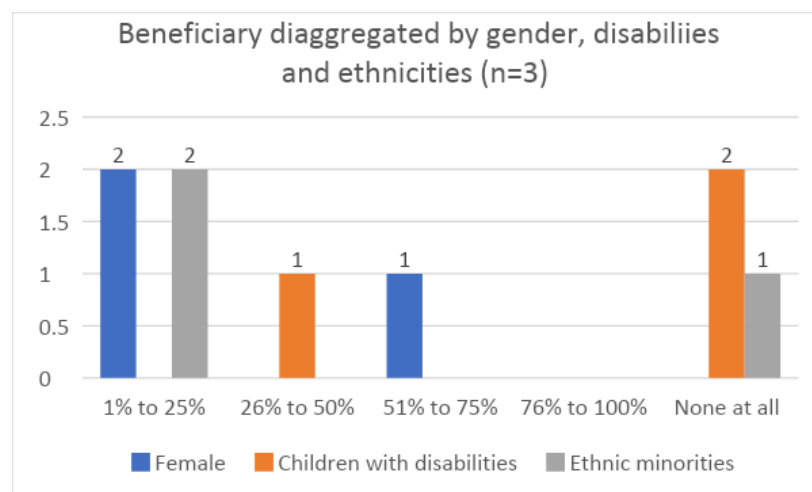
3.2.1.7 Physical education and sport

Figure 26: General beneficiaries of physical education and sport from 2019-2023



Not many NGOs in the four provinces worked under the sub-sector of physical education and sport. Moreover, the beneficiaries of these NGOs were only students, parents and representative from MoEYS (POE and DOE). As figure 30 explains, among the three NGOs worked on physical education and sport, all of them worked with students and one worked with parents and representative from MoEYS (POE and DOE) respectively.

Figure 27: Beneficiaries of physical education and sport disaggregated by gender, disabilities and ethnicities



Among the three NGOs under physical education and sport, all worked with women, but not disability and ethnic minority. As figure 31 explains, of the three NGOs, two worked with women from 1% to 25%, and one from 51% to 75%. Of the three, only one worked with people/children with disabilities from 51% to 75%, and two with groups of ethnicities from 1% to

25%.

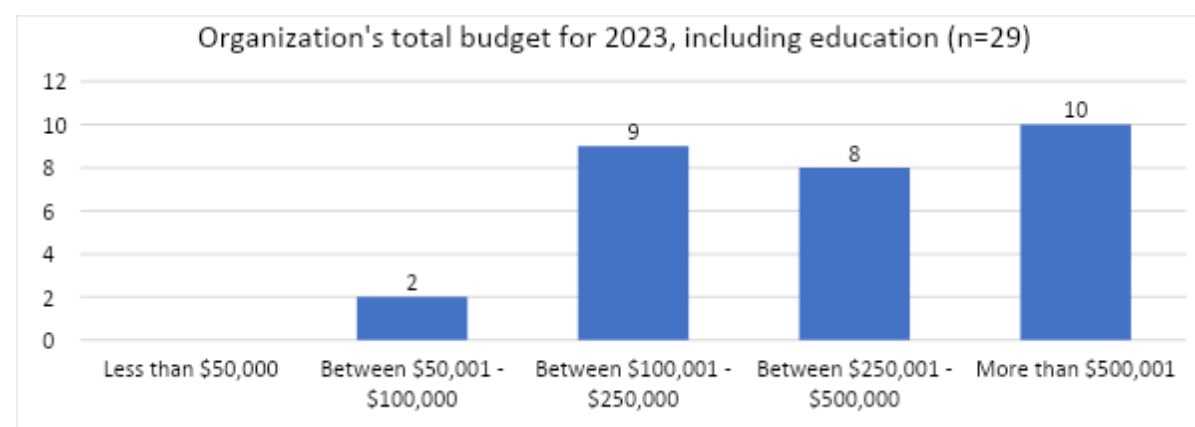
1.2.2 Total budget of the NGOs including education for 2023

This part of the report will examine the overall total budget of each organization for 2023, including the budget for education, in the four provinces. Then, we will look at the budget for education specifically and then aggregated by sub-sector.

1.2.2.1 Overall total budget for 2023 of the NGOs including education

The organizations' overall total budget for varied, i.e. ranked from US\$50,001 to over US\$500,000. Of the 29 organizations, figure 32, two (or 7%) reported the overall budget for the organization was between US\$50,001-100,000, nine (31%) was between US\$100,001-250,000, eight (28%) was 250,001-500,000, and ten (34%) was over US\$500,001.

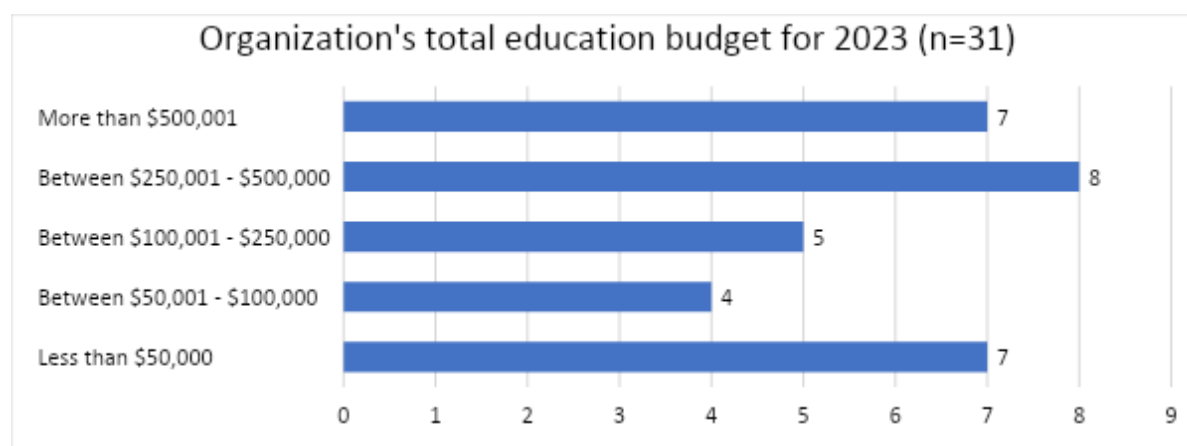
Figure 28: Organization's total budget for 2023 including education



1.2.2.2 Organization's total budget for education for 2023

The total budget for education of the organization working in the four provinces for 2023 varied and ranked from less than US\$50,000 to more than 500,001. As figure 33 explains, of the 31 organizations, seven of those (23%) expressed that their organization budget for education was lower than US\$50,000, four (13%) was between US\$50,000-100,000, five (16%) was between US\$100,001-250,000, eight (26%) was between US\$250,001-500,000, and seven others (23%) was more than US\$500,001.

Figure 29: Organization's total education budget for 2023

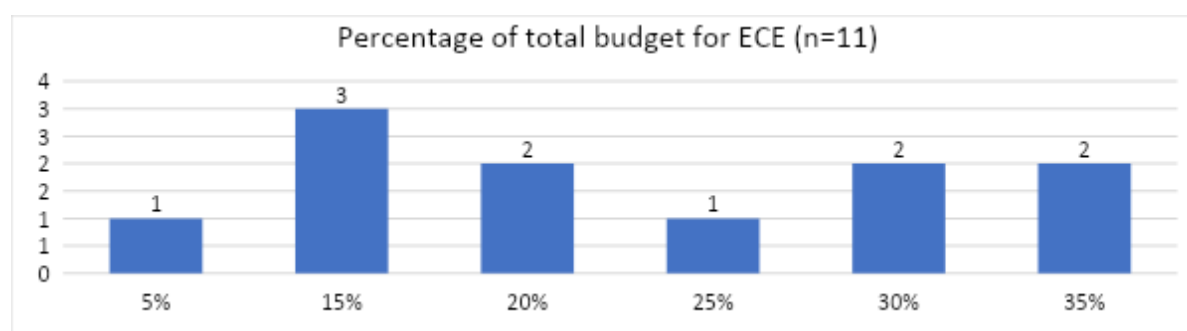


1.2.3 Organization's education budget aggregated by sub-sector for 2023

3.2.3.1 Budget for ECE

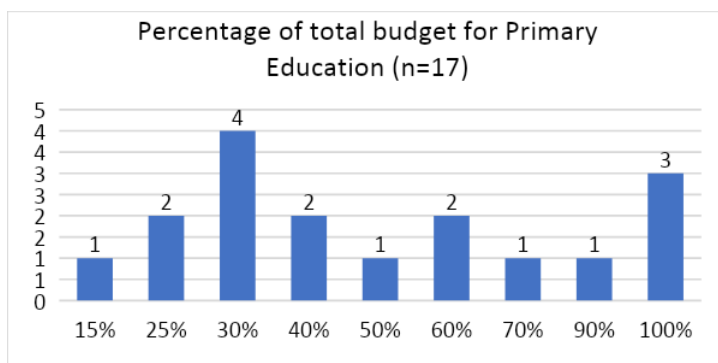
The percentage of the organization's budget for ECE for 2023 was different from one organization to another, with the lowest percentage was 5% and the highest one was 35%. As can be seen in figure 34, of 11 organizations, the ones who reported their budget for ECD for 2023 was 5% and 25%, were one, i.e. 9% respectively, 15% were three (28%), 20%, 30% and 35% were two, i.e. 18% respectively. Based on the finding, it can be concluded that none of the organizations under this sub-sector was working solely on ECE.

Figure 30: Percentage of organization's budget for ECE for 2023



3.2.3.2 Budget for primary education

Figure 31: Percentage of organization's budget for primary education for 2023

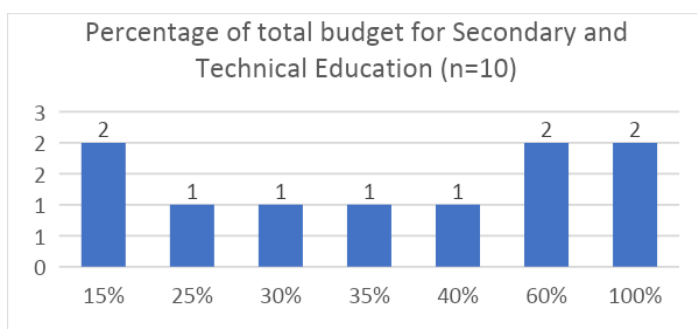


The budget of primary education for 2023 of the organizations working in the four provinces ranked from 15% to 100%. Based on figure 35, of the 17 organizations, four of those (24%), i.e. each of which reported that their budget was 15%, 50%, 70% and 90%, six (35%), i.e. two organizations each (11%) informed

that their budget was 25%, 40% and 60% respectively, four organizations (23%) claimed that their budget was 30%, and three others (18%). Based on this finding, it can be concluded that at least three organizations' project/program focused only on primary education sub-sector.

3.2.3.3 Budget for secondary and technical education

Figure 32: Percentage of organization's budget for secondary and technical education for 2023



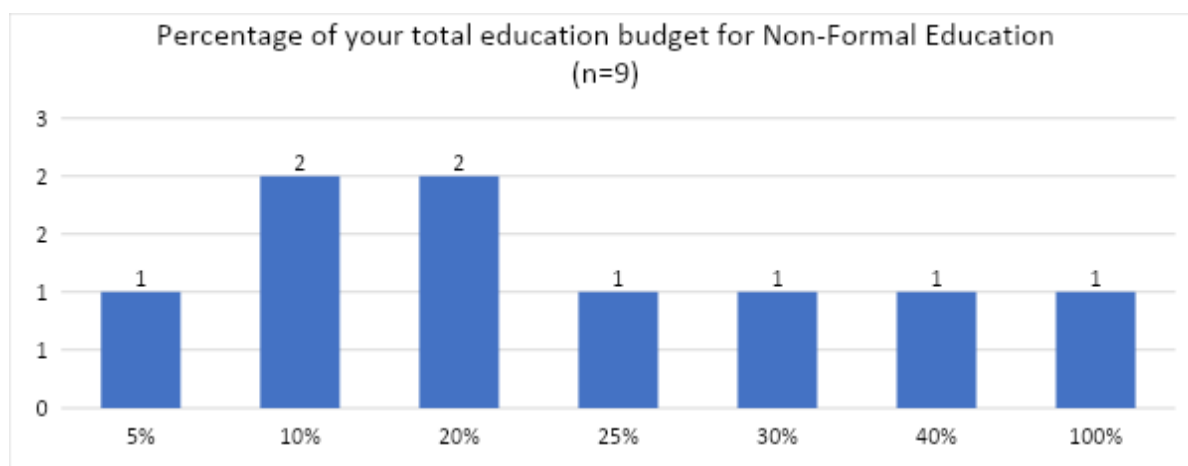
The budget of the education organizations for 2023 in the four provinces ranked from 15% to 100%. This means that some organization also worked solely on secondary and technical education. As one can see in figure 36, of the 10 NGOs working under the sub-sector, one reported that their budget was 25%, 30%,

35% and 40% respectively, while two each raised that their budget was 15%, 60% and 100%.

3.2.3.4 Budget for Non-Formal Education

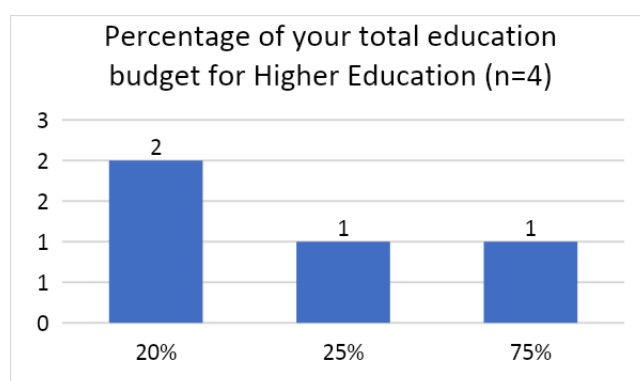
The budget for NFE of the NGOs working in the four provinces ranked from 5% to 100%. This also means that there are some education organization in the four provinces only focus on NFE. As figure 37 explains, among the nine organizations, two of them mentioned their budge for NFE of 10% and 20% respectively, while one organization raised that their budget was 5%, 25%, 30%, 40% and 100% respectively too.

Figure 33: Percentage of organization's budget for Non-Formal Education for 2023



3.2.3.5 Budget for Higher Education

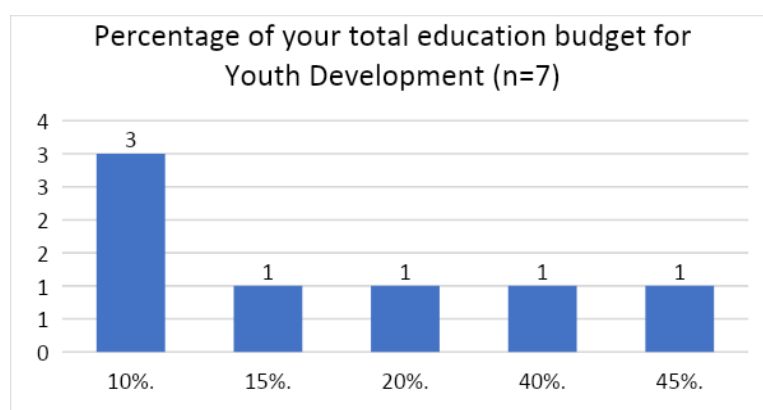
Figure 34: Percentage of organization's budget for Higher Education for 2023



As discussed above, there were not many education organizations focusing on higher education. It is vital to note as well that none of education organization in the four provinces focus only on higher education. Of the four NGOs working on the sub-sector of higher education, as one can see in figure 38, two stated that their budget for this sub-sector was 20%, while one said that their budget was 25% and 75% respectively.

3.2.3.6 Budget for Youth Development

Figure 35: Percentage of organization's budget for Youth Development for 2023

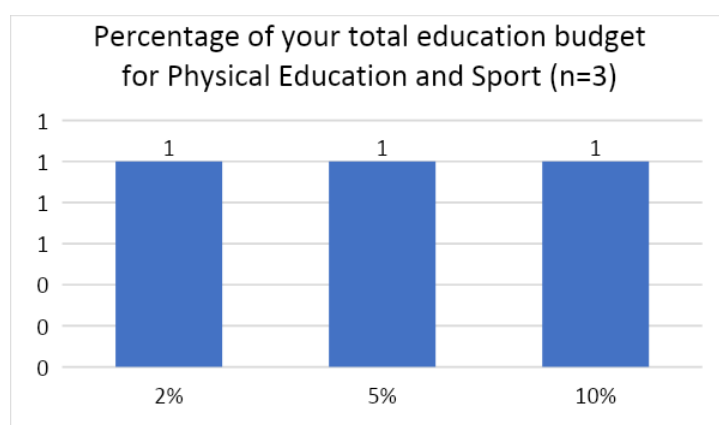


Youth development was also not the main focus of the education NGOs in the four provinces for 2023. Additionally, the highest budget for the sub-sector was even less than 45%. As one can see in figure 39, of the seven organizations working in this sub-sector, three expressed that their budget for youth development was only 10%, while four others, i.e. one

each reported their budget was 15%, 20%, 40% and 45% respectively.

3.2.3.7 Budget for physical education and sport

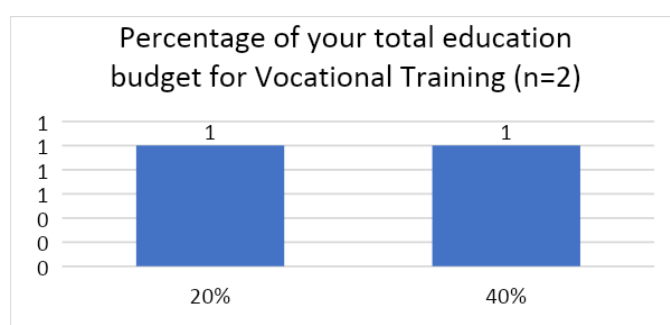
Figure 36: Percentage of organization's budget for Physical Education and Sport for 2023



Physical education and sport sub-sector was also not the main focus of the education NGOs working in the four provinces as there were not many organizations working on this sub-sector and moreover the budget even small. As figure 40 illustrates, only three education organizations working on physical education and sport, and the budget was only 2%, 5% and 10% respectively.

3.2.3.8 Budget for vocational training for 2023

Figure 37: Percentage of organization's budget for vocational training for 2023



The education NGOs working in vocational education was even less compared to the above seven sub-sectors. As one can see in figure 41, only two out of all education NGOs working in the four provinces focused on vocational education, and the budget of each organization for this was 20% and 40% respectively.

1.2.4 MoEYS' ESP (2019-2023) sub-sector strategies the NGOs contributed to

3.2.4.1 The contribution to ECE sub-sector strategies

Table 15: ECE sub-sector strategies contributed by CSOs in the four provinces (n=18)

Objective	Strategies	# of CSO
1. Increase access to quality, equitable and inclusive ECE services	1.1: Expand infrastructure and educational facilities for ECE classes	7
	1.2: Develop standardized community preschool to be annex of public educational institutions (standard setting, capacity building)	6
	1.3: Enhance parental education programs by linking with public educational institutions	3
	1.4: Expand inclusive education program for children with disabilities at public preschool and community preschool	3
	1.5: Provide nutrition and promote health for preschools	6
2: Improve the quality of pre-schools in accordance with standards	2.1: Strengthen the quality of pre-service and in-service training of pre-school teachers to respond to standards	9
	2.2: Strengthen the inspection and assessment system for ECE services	8
	2.3: Strengthen the curriculum, teaching and learning materials for all ECE services in accordance with standards	13
3. Strengthen the capacity of ECE sub-sector management	3.1: Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE sub-sector	6
	3.2: Strengthen good governance of ECE, results-based planning, management and M&E	5

All objectives and each strategy under individual objective had some NGOs working on it. However, the number of the NGOs working on each strategy varied. As figure 12 explains, of the 18 organizations working under sub-sector of ECE, seven (39%) focused on strategy #1 under objective one, six (33%) under strategy # 2 and #5 respectively, and three (17%) under strategy #3 and #4 individually. For objective 2, nine NGOs (50%) focused on strategy #1, eight (44%) on strategy #2 and 13 others (72%) on strategy #3. With regard to objective 3, six (33%) worked on strategy #1 and five (28%) on strategy #2.

3.2.6.2 The contribution to Primary Education sub-sector strategies

Table 16: Primary Education sub-sector strategies contributed by CSOs in the four provinces (n=20)

Objective	Strategies	# of CSO
1. Improve participation until the last grade of primary education and completion of primary education for all children, especially children from disadvantaged groups	1.1: Expand measures to increase school enrolment, attendance and retention of children from disadvantaged groups	16
	1.2: Develop physical infrastructure and clean and safe learning environment in line with primary school standards, especially incomplete and disadvantaged schools	11
	1.3: Improve children's health in primary schools	13
2. Improve the availability of quality inputs in primary education	2.1: Improve pre-service teacher qualifications and improve deployment of teachers	9
	2.2: Strengthen the quality of in-service training for primary teachers	9
	2.3: Improve the supply and utilization of core textbooks and other teaching and learning materials	7
	2.4: Strengthen the implementation of internal, external and thematic inspections	4
	2.5: Strengthen the roles and responsibilities of DTMTs to monitor and evaluate the performance of school management committees, teachers and students using the results of inspections, M&E	5
3. Strengthen the implementation of primary school standards through school-based management	3.1: Develop and start implementing an SBM framework in primary schools	6
	3.2: Strengthen cooperation with stakeholders to support and mobilize resources for school development	11

Every strategy under each of objective under primary education sub-sectors was focused by the education organization in the four provinces. Again, the number of the NGOs working for each of the strategies was different. Based on table 13, of the 20 NGOs, 16 of those (80%) focused on strategy #1 under objective 1, eleven (55%) on strategy #2 and 13 (65%) on strategy #3. Under objective 2, nine organizations (45%) focused on strategy #1 and #2 respectively, seven (35%) on strategy #3, four (20%) on strategy #4 and five (25%) on strategy #5. For objective 3, six organizations (30%) worked on strategy #1 and eleven others (55%) worked on strategy #2.

3.2.6.3 The contribution to Secondary and Technical Education sub-sector strategies

Table 17: Secondary and Technical Education sub-sector strategies contributed by CSOs in the four provinces (n=17)

Objective	Strategies	# of CSO
1. Improve access to and retention in equitable and inclusive secondary education	1.1: Expand measures to improve school attendance and retention in secondary schools, especially for disadvantaged groups	9

	1.2: Expand partnerships with the private sector and enterprises for strengthening technical education	5
	1.3: Expand physical infrastructure and facilities for secondary schools	7
2. Improve the quality of teaching and learning in line with 21st century skills	2.1: Strengthen and expand science subjects, STEM and foreign languages to meet 21st century skills frameworks	8
	2.2: Strengthen learning orientation towards careers and expand technical education	8
	2.3: Promote the effective implementation of the curriculum framework	2
3. Strengthen leadership and management at secondary education level	3.1: Strengthen the school-based management approach at school level	3
	3.2: Expand the implementation of the new-generation school model	4
	3.3: Develop a school quality assurance framework in secondary education	2
	3.4: Strengthen the M&E system for school inspection	1

In the two sub-sectors above, every strategy under each objective of the non-formal education had NGO working on it. However, the number of the NGOs working under each of the strategy was diverse. Table 14 explains that of the 17 organizations working on non-formal education, nine of those (53%) focused on strategy #1 under objective 1, five (29%) on strategy #2, and seven (41%) on strategy #3. While eight organizations (47%) worked on strategy #1 and #2 under objective 2 separately, only two NGOs (12%) worked on strategy #3. For objective 3, very few organizations are working on it. The NGOs working on strategy #1 were three (18%), strategy #2 were four (24%), strategy #3 were two (12%) and strategy #4 was only one (6%).

3.2.6.4 The contribution to Higher Education sub-sector strategies

Table 18: Higher Education sub-sector strategies contributed by CSOs in the four provinces (n=5)

Objective	Strategies	# of CSO
1. Enhance equitable access and improve the quality of higher education programmes towards national and international accreditation	1.1: Increase results-based investment on prioritized higher education programmes	1
	1.2: Improve capacity in teaching, learning and research through the development of higher education partnership programmes	1
	1.3: Increase full-time academic staff with PhDs	0
2. Develop a governance and management system to support HEIs to become fully autonomous	2.1: Strengthen the financial and human resource management system at HEIs towards full autonomy	0
	2.2: Strengthen the quality assurance system in higher education	0

Even five organization working in the four provinces reported that they had worked under Higher Education (HE), only two of them reported about focusing on the objectives and strategies under this sub-sector. As one can see in table 15, one NGOs reported that they had worked on strategy #1 and another one on strategy #2 under objective 1. None of the five organizations working on objective 2.

3.2.6.5 The contribution to Non-Formal Education sub-sector strategies

Table 19: NFE sub-sector strategies contributed by CSOs in the four provinces (n=11)

Objective	Strategies	# of CSO
1. Increase access to NFE programs for out-of-school children and youth, as well as illiterate adults within a	1.1: Develop and improve existing NFE modalities	6
	1.2: Enrich adult literacy programmes	5
	1.3: Strengthen and expand the scope of community learning centres to be transformed into lifelong learning centres	7

framework of life-long learning, knowledge, skills and attitudes	1.4: Promote private sector, development partner, non-government and other stakeholder participation and support for NFE programmes within the lifelong learning framework	5
2. Upgrade the results-based management system of NFE programs	2.1: Improve the effectiveness and efficiency of non-formal education MIS	0
3. Enhance the management capacity of NFE staff at all levels	3.1: Develop the capacity of NFE staff at all levels	6

Every objective and strategy under the sub-sector of NFE was focused by the education NGOs in the four provinces, except the objective 2. Table 16 explains that under objective 1, the NGOs that contribute to strategy #1 were six (55%), strategy #2 were five (45%), strategy #3 were seven (64%) and strategy #4 were also five (45%).

3.2.6.6 The contribution to Youth Development sub-sector strategies

Table 20: Youth Development sub-sector strategies contributed by CSOs in the four provinces (n=9)

Objective	Strategies	# of CSO
1. Develop digital, entrepreneurship, young leadership and other skills program for youth development	1.1: Enhance digital skills and promote the application of knowledge on Science, Technology, Engineering and Mathematics (STEM) for youth in response to the fourth industrial revolution	3
	1.2: Enhance creative and innovative thinking habits through entrepreneurial spirit, promotion of self-employment, access to employment and business-oriented services, and labour-market information	5
	1.3: Develop young people holistically and educate them to live in peace and harmony, to be patriotic and have a love of people, self-confidence, self-esteem, leadership, and a broad understanding of society	5
	1.4: Increase youth participation in community development and society	6
2. Develop infrastructure for youth activities	2.1: Develop a model for youth centres	0
3. Enhance institutional and individual capacities of youth development program at national and sub-national level	3.1: Enhance the capacity of youth workers at all levels	0
	3.2: Strengthen institutional capacity for youth development program implementation	1
	3.3: Mobilize efforts from all relevant ministries, institutions, development partners, civil society organizations, communities, parents or guardians to develop youth	3

Each strategy under objective 1 was implemented by NGOs in the four provinces, except objective 2 and strategy #1 under objective 3. As one can see in table 17, of the nine NGOs, three worked on strategy #1, five on strategy #2 and #3 respectively, and six on strategy #4. For objective 3, one NGO focused on strategy #1, and three others on strategy #3.

3.2.6.7 The contribution to Physical Education and Sport sub-sector strategies

Table 21: Physical Education and Sport sub-sector strategies contributed by CSOs in the four provinces (n=3)

Objective	Strategies	# of CSO
1. Increase access to physical education and sports at schools and in communities to improve people's well-being and livelihoods	1.1: Develop physical education facilities and infrastructure	1
	1.2: Strengthen the implementation of physical education and sports in schools	1
	1.3: Promote physical education and sports in communities	1

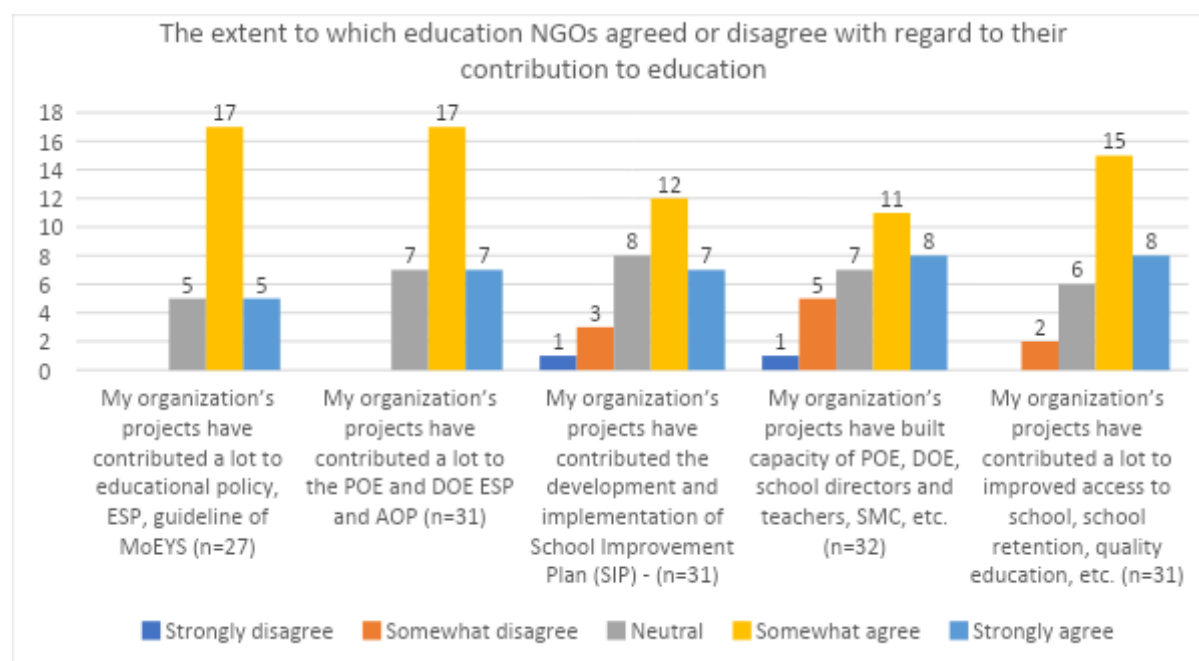
	1.4: Promote the dissemination of sports to the public	0
2. Promote the performance of the national sports team to win more gold medals in 2023	2.1: Develop advanced sports	1
	2.2: Getting to the Southeast Asian Games in 2023	0
3. Develop the institutional, managerial and technical capacities of the physical education & sport sub-sector for improved effectiveness and quality	3.1: Develop institutional capacities of the physical education and sport sub-sector	0
	3.2: Develop the capacity of coaches, referees, judges and technical sport staff	0
	3.3: Promote high-quality competition for all sports	1

As table 18 explains, each of NGOs focused on strategy #1, #2 and #3, except #4 under objective 1. For objective 2, one NGOs focused on strategy #1, but not #2; and objective 3, one NGO worked on strategy #3, but not #1 and #2.

1.2.5 Project/program implementation

We have examined to what extent the education organizations in the four provinces agreed or disagreed with the responses their organizations had contributed to education policies, education institutions from national to sub-national levels, and final beneficiaries. As figure 42 explains, vast majority of the organizations express agreed, strongly agreed and neutral to the contribute they had made to the education sector.

Figure 38: Perception of education NGOs related to their contribution to education sector



- Contribution to the education policy, ESP and guideline of MoEYS – of the 27 organizations, five (19%) expressed their agreement with the contribution to education policy, ESP and guideline of MoEYS to be 'neutral' and 'strongly agreed' respectively. The rest (17 or 62%) informed that they 'somewhat agreed' that their project contributed a lot to the education policy, strategic plan, guideline, etc.
- Contribution to POE and DOE ESP and AOP – the perception of the education organizations in the four provinces with regard to their contribution of education plan at

provincial and district levels were only neutral, agreed and strongly agreed. As figure 38 explains, of the 31 organization, seven of those (23%) reported the contribution of their projects to ESP and AOP of POE and DOE was 'neutral' and 'strongly agreed' respectively, while the rest (17 or 54%) 'somewhat agreed' that their projects contributed a lot to the POE and DOE ESP and AOP.

- Contribution to the development and implementation of school improvement plan – even some NGOs expressed 'strongly disagreed' and 'somewhat disagreed' with regard to the project contribution to the development and implementation of school improvement plan, vast majority claimed that their project contributed a lot to the development and implementation of plan at school level. As figure 38 further explains, while one out of 31 organizations (3%) 'strongly disagreed' and three (10%) 'somewhat disagreed' that their project had contributed to the development and implementation of school improvement plan, while the rest expressed that their contribution to this to be 'neutral, somewhat agreed and strongly agreed'. The organization that considered their projects' contribution to the SIP to be 'neutral' were eight (26%), 'somewhat agreed' were twelve (39%) and 'strongly agreed' were seven (23%).
- Building capacity of POE, DOE, school directors and teacher, SMC, etc. – the number of respondents, who stressed that their projects' contribution to capacity building of POE, DOE, school directors and teachers, SMC, etc. were neutral, somewhat agreed and strongly agreed, were still high. As one can see in figure 38, while seven out of 32 organizations (22%) informed that their projects' contribution to capacity building of these stakeholders were 'neutral', eleven (34%) 'somewhat agreed' and eight (25%) 'strongly agreed'. The rest, i.e. one (3%) expressed 'strongly disagreed' and five (16%) 'somewhat disagreed'
- Contribution to improved access to school, school retention, quality education, etc. – while two over 31 organizations (6%) explained that they 'somewhat disagreed' their projects contributed to this section, six (19%) informed that their projects' contribution to the to the section was 'neutral,' 15 (48%) somewhat agreed and eight (26%) strongly agreed that their projects contributed a lot to access, retention and quality education for the students.

B. Qualitative finding

POE, DOE, school and NGOs themselves unanimously agreed that NGOs provided a lot of assistance for their target provinces, districts and schools. Though assistance included but not limited to:

- **School access and retention** – POE, DOE and school recognized that every year they received some financial support and cooperation from NGOs to conduct enrolment campaign and school mapping. Additionally, NGOs also provided school material and scholarship for poor students, so that they could come to school as others. Some NGOs even provided dormitory for students whose house were far away from school. Moreover, school also recognized that dropout rate remarkably decreased.

'With some financial support from NGOs, my school conducted enrolment campaign and school mapping very year. Because of this, the school managed to mobilize all school

age children to school, except the ones who migrated with their parents,' said a school director.

An NGO representative reported that 'my organization provided some material and scholarship for poor students. Dormitory also provided for students whose houses were far away from school.'

- **Strengthened quality education** – various activities were implemented by the NGOs in the four provinces to improve quality education. Those activities included provision of teaching and learning materials, support for school library, capacity building for teacher, school director and School Management Committee, etc.

The POEYS representative informed that 'Mutuality is essential in capacity growth. When he hears about something new in the field of education that some NGO has to offer, he brings it in to share with us at our regular meetings and seminars, and especially during training for teachers. Non-governmental organizations (NGOs) such as VVOB and SVA have contributed to the education of kindergarten and preschool instructors by providing them with new curriculum materials. Schools have occasionally send their teachers to Japan for training. This is why NOGs consistently invest in their educators by providing professional development opportunities. We benefited greatly from all NGOs, particularly at the district education level and in particular for school principals and teachers. Under the guidance of a Japanese non-governmental organization (Shanti Volunteer Association) headquartered in Tokyo, the elementary school curriculum in Battambang has been updated. This group's goal is to have this kindergarten curriculum implemented in Cambodia by 2023.'

'One of NGOs come to work with school director and teachers to build our capacity related to school planning and teaching and learning techniques. Additionally, we also received some teaching and learning material from the NGO,' said a school director.

A representative of an NGOs explained that 'one of my organization projects supported library. We worked with school to build or renovate library, building capacity of librarians and provide reading materials.' Another representative echoed that 'our organization support child clubs. There, we provide extra class for various subjects, such as Khmer, Math, Physic, Chemistry for slow learners.'

- **Building school infrastructure** – NGOs built and/or renovated school building, toilets, hand washing facilities, school garden, etc. A POE representative informed that 'NGOs built new school building attached with toilet and hand washing facilities. Additionally, they also provided material for classroom decoration, equipment of playground, etc.'

'In the school we worked with we built and renovate toilets, hand washing facilities, clean water system, and waste incinerators,' said a representative of an NGO.

- **School environment** – NGO promoted environment at school level by working with the teachers and students to manage trash in school and providing trash bins and other materials to school. The NGOs trained students how to distinguish trash that could be recycle and not recycle in addition to environmental related infrastructure building described above. 'We worked with teachers to raise awareness among the students to separate trash, i.e. plastic back and bottles, trash that can be used as compost, etc. Additionally, we encourage students and sellers in school to reduced plastic bag, bottle and plate in order to improve environment in school and community,' said a staff of an NGO.

- **Extra-curricular** – NGO provided health education and other life skills to students in school. Moreover, they also provided material for this such as soap, building clean water system, building toilet, etc. School garden was also built at school that students can learn life skills related to planting. ‘With support from one of NGOs, we manage to build a school garden that we plant various vegetable. During agricultural hour, teacher bring the students to the garden and the teaching and learning activities are conducted there,’ said a school director.

3.3 Efficiency

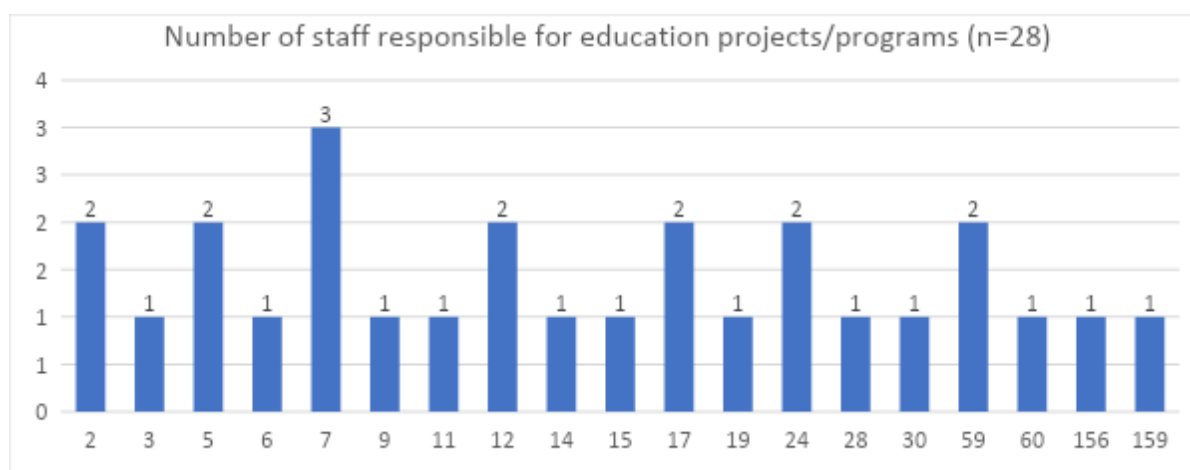
The NGOs’ projects/programs were evaluated to be moderately efficient. Even the staff of NGOs were well education with various knowledge, expertise and experience on various fields for many years, there were still some rooms for improvement with regard to coordination and cooperation between NGOs and MoEYS education administration. Due to success of MOEYS-Development Partner coordination (Joint Technical Working Group on Education [JTWG]), MoEYS in 2011 mandated PoEYS to establish the same working group at provincial level, which is called Provincial Education Sector Working Group (PESWG), in order to coordinate the work with education NGOs working in each province. It seemed that, however, the established working groups functioned only in bigger provinces with many NGOs operated there. The function of the group in smaller provinces with less education NGOs was limited, especially after COVID-19.

However, it seemed that the working relationship between school and NGOs were strong as they worked with each other well before, during and after the project. The detailed explanation has been provided in qualitative finding section below.

A. Quantitative Findings

3.3.1 Staff of education NGOs in the four provinces

Figure 39: Number of education staff for each CSO

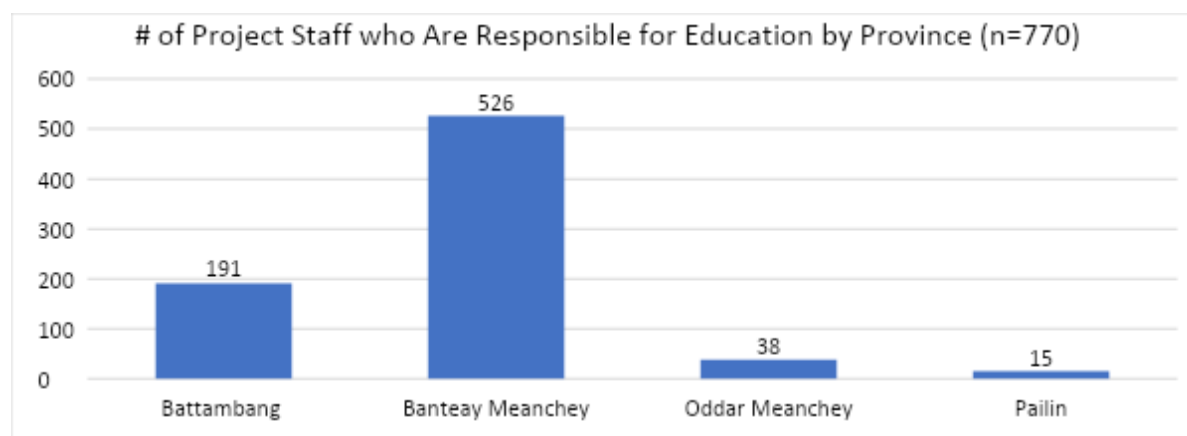


The number of staff employed by the education organization in the four province varied based on the size of the organization, and ranked from two to over 150 staff. As figure 40 shows, there were twelve organizations, i.e. two each, reported that they had employed 2, 5, 12, 17, 24, 59 staff respectively; twelve other organizations, i.e. one each, reported the staff they had employed for education projects/programs was 3, 6, 9, 11, 14, 15, 19, 28, 30,

60, 156, and 159 individually, while the rest (three organizations) expressed they had seven staff working for their education projects/programs. Based on the above figure, there were 770 staff had been employed by the respondent organizations working in the four provinces.

3.3.2 Number of education staff aggregated by provinces

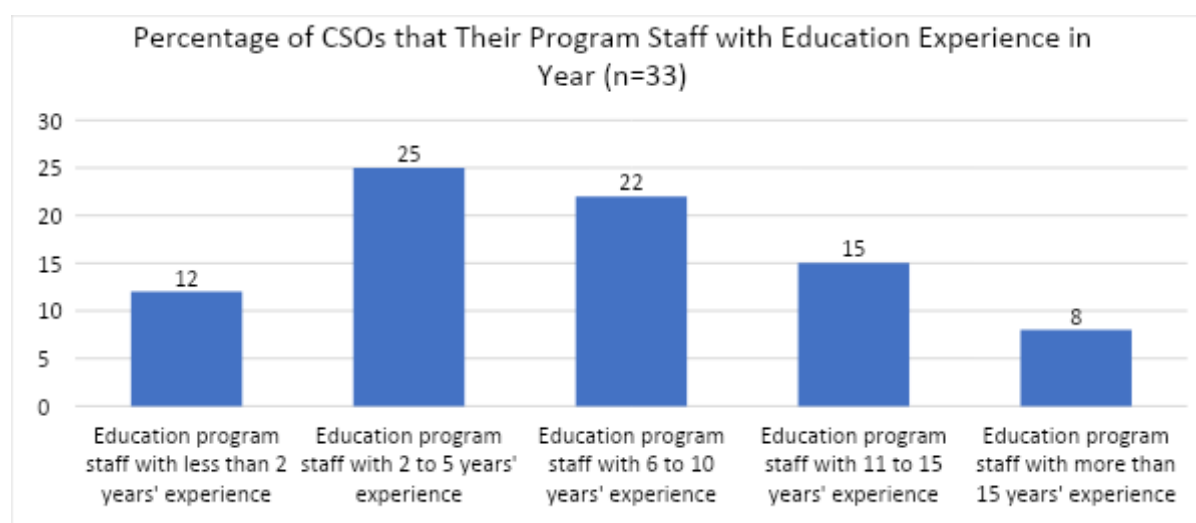
Figure 40: Number of education staff for each province



It is important to note that the total number of staff and aggregated by province was just the staff of education NGOs in the four provinces that responded to the survey. We wish to share with you that there were many NGOs, especially in Battambang, that failed to respond to the survey. If most or all NGOs responded to the survey, the number of the staff would be much higher. As one can see in figure 44, of the 770 total staff, 25% worked in Battambang, 68% worked in Banteay Meanchey, 5% worked in Oddar Meanchey and 2% worked in Pailin.

3.3.3 CSOs that Their Program Staff with Education Experience in Year

Figure 41: Staff of education organizations with experience in Education



Staff working for education NGOs in the four provinces had different experiences in year, i.e. ranking from less than two year to over 15 years of experiences. As figure 45 explains, of the 33 education organizations, the ones, who reported that their education

program staff with less than two years' experience, were twelve (or 36%), two to five years' experience were 25 (76%), six to ten years' experience were 22 (67%), 11 to 15 years' experience were 15 (45%), and over 15 years' experience were eight (24%).

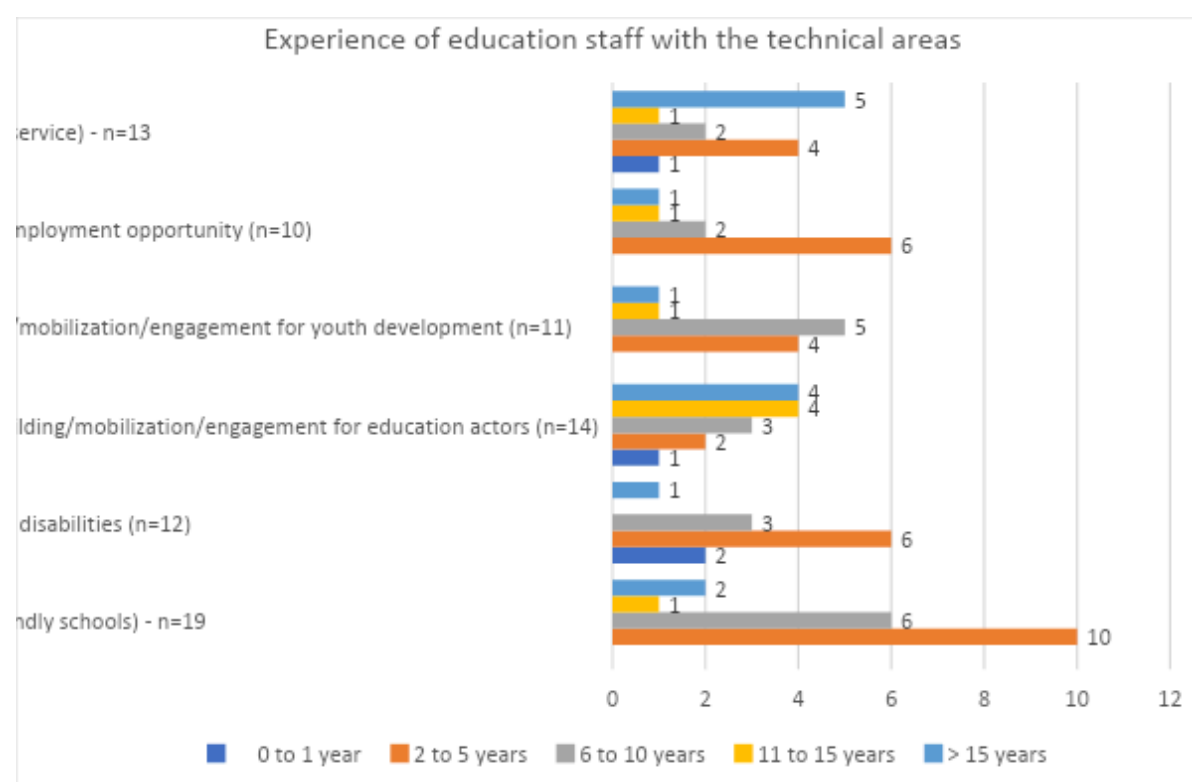
Table 22: Number of staff with certain number of years of experience

Description	# of staff	Percentage
a. Education program staff with less than 2 years' experience	70	9%
b. Education program staff with 2 to 5 years' experience	317	41%
c. Education program staff with 6 to 10 years' experience	239	31%
d. Education program staff with 11 to 15 years' experience	110	14%
e. Education program staff with more than 15 years' experience	34	5%
Total	770	100%

For this section of the report, we have examined the number of individual staff with certain number of years of experiences. Based on table 19, of the 770 staff, the staff with less than two years' experiences were 70 (or 9%), with 2-5 years' experience were 41%, with 6-10 years' experience were 31%, with 11-15 years' experience were 14%, and with more than 15 years' experience were 5%.

3.3.4 The combination of experience in years the education program staff have for the following technical areas

Figure 42: Experience of education staff with the following technical areas



We have examined some technical areas the education staff of the NGOs working in the four provinces have in addition to knowledge and experience in education. As one can see in figure 46, those technical areas included:

- Child rights and child protection (Child Friendly School) – of the 19 NGOs that reported their staff had experience in area, ten of those (53%) reported that their staff

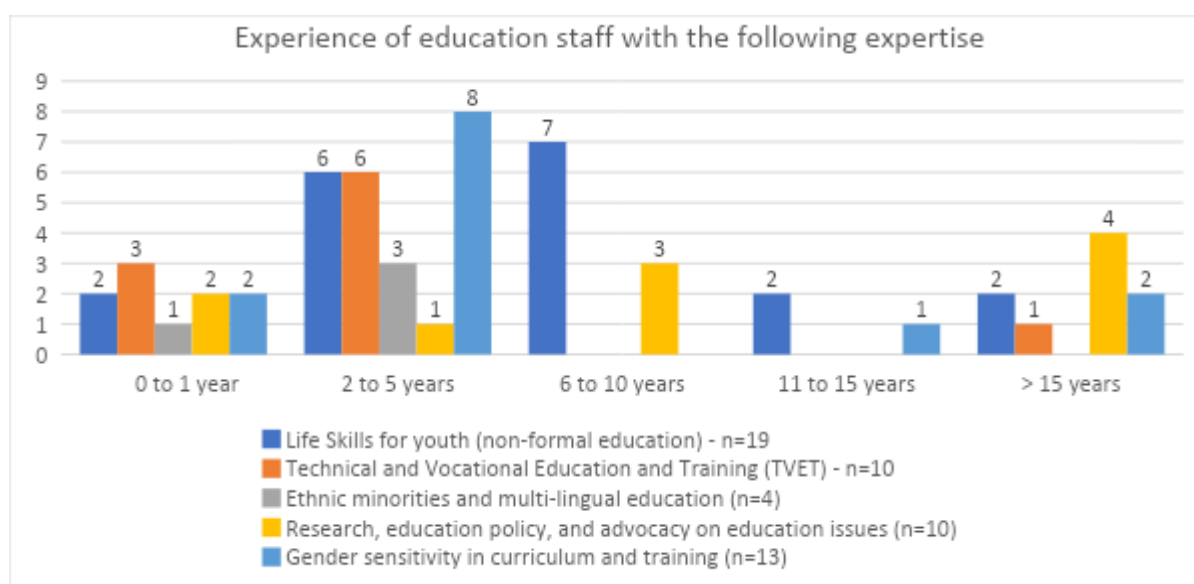
had experience from 2-5 years, six (32%) said their staff had experience between 6-10 years, one (5%) between 11-15 years and two (11%) over 15 years.

- Inclusive education/Children with disabilities – of the 12 NGOs, two (17%) reported that their staff had experience between 0-1 year for this technical area, six (50%) said the staff had 2-5 years' experience, three (25%) claimed that the staff had 6-10 years' experience, and one (8%) had more than ten years' experience.
- Community training or capacity building/mobilization/engagement for education actors – Among 14 NGOs, one (7%) expressed that their staff had experience on this technical area just a year or even less, two (14%) explained their staff had experience between 2-5 years, three (21%) between 6-10 years, and four (29%) between 10-15 years and over 15 years respectively.
- Youth training or capacity building/mobilization/engagement for youth development – with regard to this technical area, of the 11 education organizations, four (36%) reported that their staff had experience between 2-5 years, five (45%) between 6-10 years and one (9%) between 11-15 years and over 15 years respectively.
- Career guide and counselling for employment opportunity – for this technical areas, six out of ten (60%) reported their staff had experience in this area between 2-5 years, two (20%) between 6-10 years and one (10%) between 11-15 years and over 15 year respectively.

Teacher training (in-service or pre-service) – of the 13 NGOs, one (8%) reported that their staff had experience in this area of technique between 0-1 year and 11-16 years respectively. While four others (31%) expressed that their staff had experience between 2-5 years, two (15%) said their staff had experience between 6-10 years and the rest (five or 38%) claimed the staff had experience over 15 years.

3.3.5 The combination of experience in years the education program staff have for the following expertise

Figure 43: Experience of education staff with the following expertise

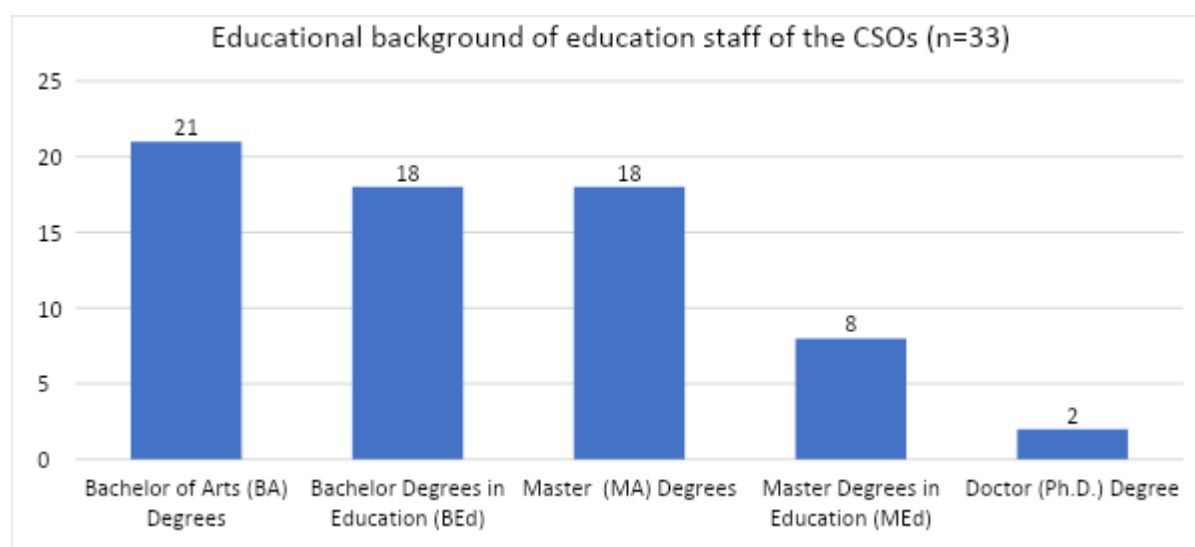


For this part of the report, we have examined the number of years of experience education staff of the organization had for various expertise. Based on figure 47, those expertise included:

- Life skills for youths (NFE) – of the 19 NGOs responded to this question, two (11%) expressed their staff had less or just a year's experience, 11-15 years and over 15 respectively on this, six (32%) had experienced between 2-5 years, and seven (37%) between 6-10 years,
- Technical and vocational education and training – for this technical aspect, only ten NGOs reported their staff had the experience with. Among these NGOs, three (30%) said their staff had experience just one year or less, six (60%) had 2-5 years' experience, and one (10%) had over 15 years' experience.
- Ethnic minority and multi-lingual education – very few NGOs working in the four provinces worked on this technical section. Among the four NGOs, one said their staff have experience between 0-1 year, and three between 2-5 years' experience.
- Research, education policy, and advocacy on education issues – Among the ten NGOs focusing on this sector of expertise, two (20%) said their staff had experience between 0-1 year, one (10%) between 2-5 years, three (30%) between 6-10 years and four (40%) more than 15 years.
- Gender sensitivity in curriculum and training – 13 NGOs working in the four provinces worked on this technical part; and among those, two (15%) reported that their staff had experience between 0-1 year and over 15 years respectively, eight (62%) between 2-5 year and one (8%) had 11-15 years' experience.

3.3.6 Educational attainment of education NGO staff

Figure 44: Levels of education of CSO staff responsible for education



The levels of education attainment staff of education NGOs working in the four provinces was relatively high as the lowest one was at least Bachelor Degree. Based on figure 45, of 33 education organizations, 21 of those (64%) reported their education staff had graduated Bachelor of Arts (BA) Degree, 18 (55%) had Bachelor Degree in Education (Bed) and Master Degree (MA) respectively, eight (24%) had Master Degree in Education (Med), and two (6%) had Doctoral Degree (Ph.D.).

Table 23: individual education staff with certain education attainment

Description	# of staff	Percentage
a. Total # of education program staff with Bachelor Degree of Arts (BA)	277	41%

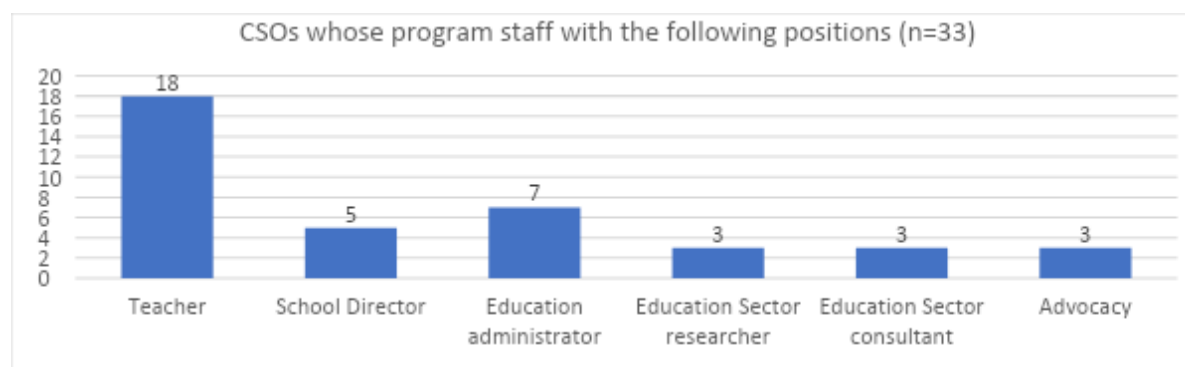
b. Total # of education program staff with Bachelor degrees in education (BEd)	280	42%
c. Total # of education program staff with Master (MA) degrees	80	12%
d. Total # of education program staff with Master degrees in education (MEd)	29	4%
e. Total # of education program staff with Doctor (Ph.D.) degrees	2	1%
Total	668	100%

With regard to education attainment of individual staff (figure 19), the staff with Bachelor Degree of Arts (BA) was 41%, Bachelor Degree in Education (BEd) 42%, Master of Arts (MA) 12%, Master Degree in Education (MEd) 4% and Doctor degree (Ph.D.) 1%.

3.3.7 Number of NGOs whose education program staff with at least two years of experience in the education-related positions

We have examined if the education organizations working in the four provinces employed any staff with at least two-year experience serving a position related to education.

Figure 45: Education NGOs whose program staff have experience in the following positions



Education NGOs in the four provinces employed various staff with educational working experiences, namely teacher, school director, education administrator, education sector researcher, education sector consultants. They served this position for at least two years. Figure 49 illustrates that of the 33 education NGOs, 18 of those (55%) employed staff, who used to be a teacher, for their education program, five (15%) recruited the staff who used to be a school director, seven (21%) hired staff who used to be education administrator, and three (9%) selected staff who used to work as education sector researcher, education sector consultant and advocacy respectively.

Table 24Table 20: Total number of staff with the following education related position

Position	Number of staff
Teacher	205
School director	21
Education administrator	25
Education sector researcher	5
Education sector consultant	15
Advocacy	5

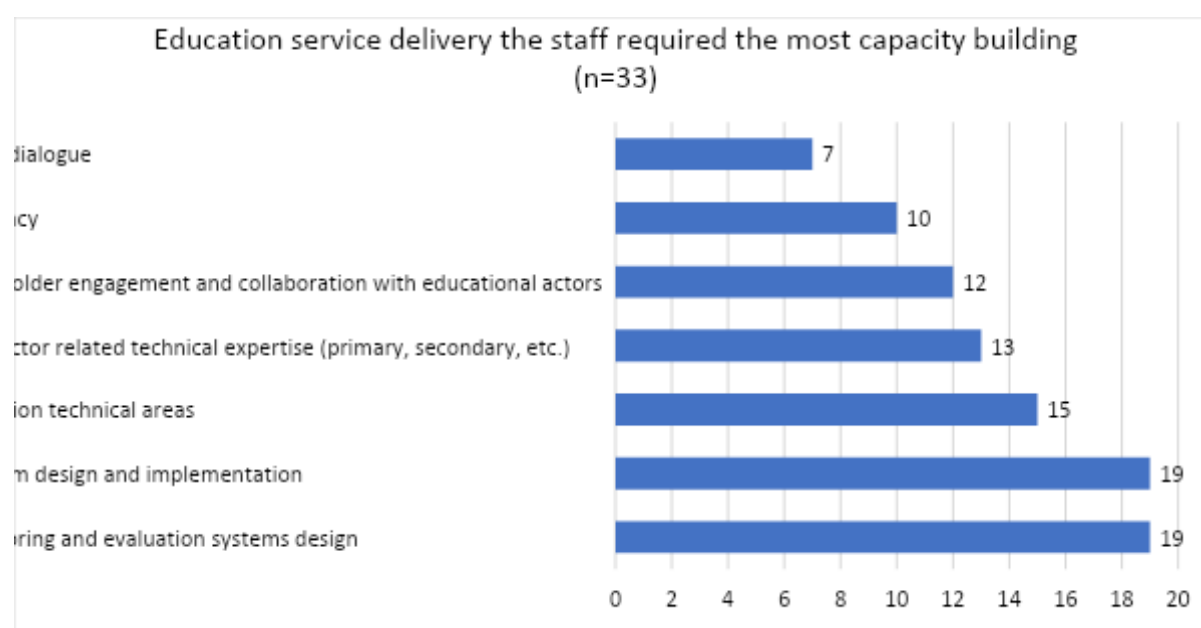
The consultancy team then further investigated the number of staff of the NGOs for each of the position. Table 15 shows that the staff who used to be teacher nominated others

(205), followed by education administrator (25), school director (21), education sector consultant (15), and education sector researcher (5) and advocacy (5).

3.3.8 Capacity building the staff of the CSO need

With regard to this part of the report, we have examined the education service delivery the staff of the NGOs required the most. Based on figure 50, the education service delivery the staff required the most were 'monitoring and evaluation system design' and 'program design and implementation' which were mentioned by 19 out of 33 organizations (58%) respectively, followed by education technical areas (45%), sub-sector related technical expertise (primary, secondary, etc.) (39%), stakeholder engagement and collaboration with educational actors (36%), advocacy (30%), and policy dialogue (21%).

Figure 46: Capacity building on specific education service delivery required by the staff



3.3.9 Project/program design and implementation

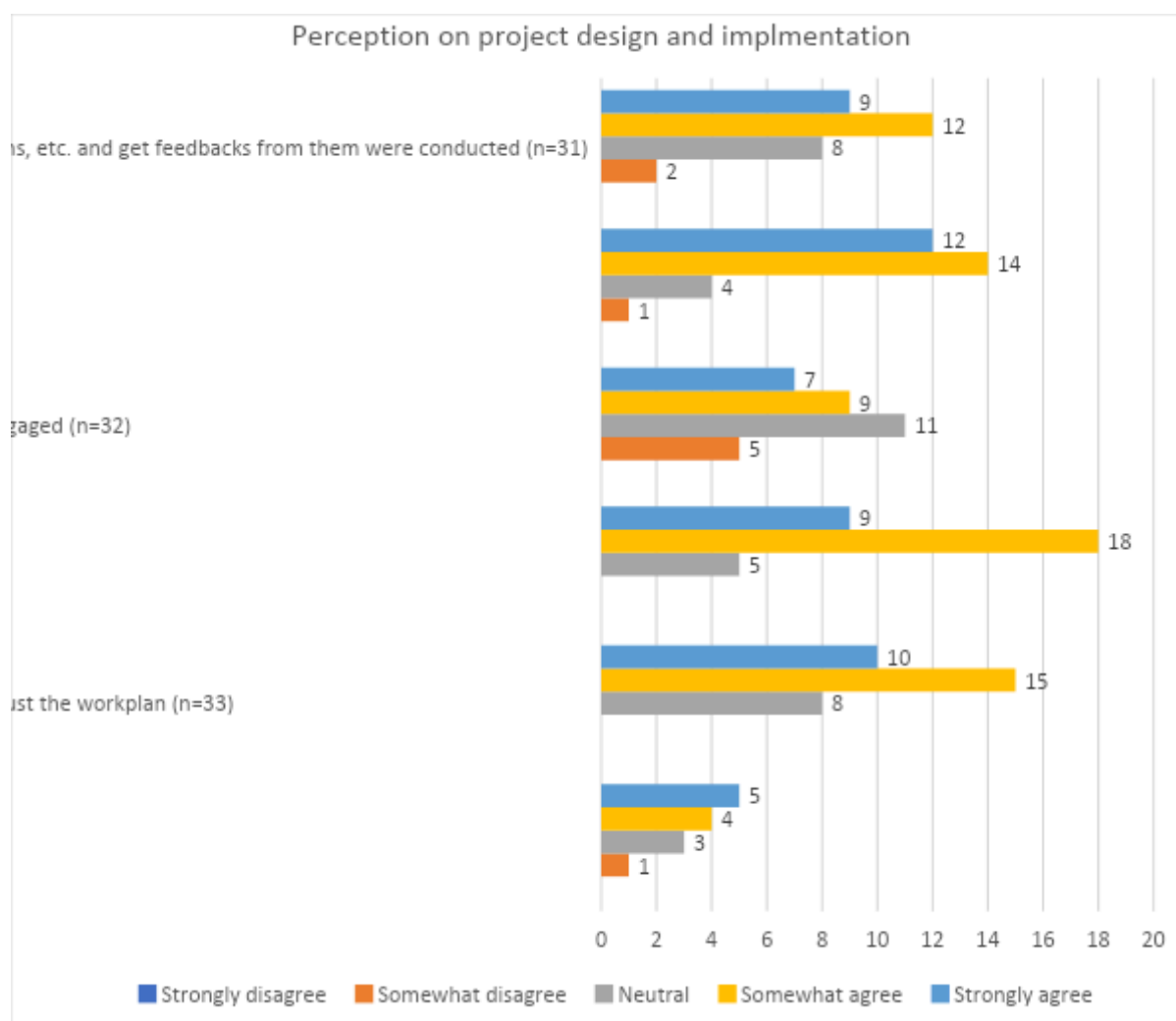
The consultancy team has investigated the perception of the surveyed CSOs before, during and after their project/program implementation. The analysis is based on level of agreement and disagreement of individual NGO engaged in the survey for the following points as shown in figure 51 below:

- **Baseline survey** – 13 out of 33 NGOs reported that their organization had conducted baseline survey before the project/program implementation. Of the 13 NGOs, five (38%) strongly agreed that their organizations had conducted the baseline survey, followed by four (31%) somewhat agreed, three (23%) neutral, and one (8%) somewhat disagreed with the statement.
- **Follow up, monitoring, reflection, etc.** – all of the 33 organizations surveyed claimed that their organization had regularly conducted follow up, monitoring, reflection, etc. with stakeholders, especially at school level in order to adjust the workplan. Of the 33 NGOs,

ten of them (30%) strongly agreed, 15 (46%) somewhat agreed and eight others (24%) neither agreed nor disagreed with the statement.

- **M&E system** – 32 over 33 organization informed that M&E system of their organizations had been developed and used internally. Among the 32 organizations, nine (28%) strongly agreed, 15 (56%) somewhat agreed and five (17%) were neutral with regard to the development and implementation of M&E system with in the organizations.
- **Mid-term review and final evaluation** – of the 33 organization, 32 of those illustrated that their organizations had conducted mid-term review and final evaluation regularly by independent entities and relevant stakeholders had also been engaged. Among these organizations, the ones, who expressed 'strongly agree' with the statement, were seven (22%), 'somewhat agree' were nine (28%), 'neutral' were eleven (34%) and 'somewhat disagree' were five (16%).

Figure 47: Perception of the NGO on project design and implementation



- **Internal and external financial audit** – 31 over 33 NGOs engaged in the survey explained that their organizations had conducted internal and external financial audits regularly. Of the 31 NGOs, twelve (39%) of those 'strongly agreed' that their organization

had regularly conducted the internal and external financial audit, followed by 'somewhat agreed' (45%), 'neutral' (13%), and 'somewhat disagreed' (3%) to the statement.

- **Regular meeting/consultation with POE and DOE** – Over 33 organization surveyed, 31 agreed that during the project implementation, regular meeting/consultation with POE and DOE were regularly conducted to report progress, challenges, solutions, etc. and get feedbacks from them. Of the 31 NGOs, nine (29%) strongly agreed, twelve (39%) somewhat agreed, eight (26%) neither agreed nor disagreed, and two (6%) somewhat disagreed with the statement.

B. Qualitative Findings

Even POE, DOE and NGOs working in the four provinces highly valued the coordination among them, they all recognized, some NGOs did not engage well with education administration at sub-national level. As discussed above, PESWG was established in each province, but not all NGOs took part in the group. This more or less affected the collaboration between POE/DOE and NGOs.

A representative of POE raised that 'There are effects on the institution, but they are manageable thanks to the Department of Education's assistance, as all actions are planned in advance and we collaborate thanks to our established network. Since the NGOs network is crucial, we constantly inform the head of the network whenever we run into a snag,'

'Some NGOs did not work closely with POE and DOE. The importance of working together was not something they had much experience with. After we explained, even the NGOs that had been trying to avoid working with us got it and joined us. Yet, not all NGOs focus on education. We have been able to resolve any issues that have arisen through our regular monthly meetings, so this is not a concern,' a representative of a POE explained.

'Some partners do not participate in the POE and DOE, some non-governmental organizations (NGOs) disagree due to overlapping or redundant activities, and some have already completed the project, lost funding, etc.' an officer at DOE reported.

The cooperation of NGOs with school functioned well. School interviewed highly appreciated the collaboration between school and NGOs they worked with. They said the working relationship between school and NGOs were good as they always reported and shared with each other challenges and found solution together.

'We have good relationship with NGOs working here. We keep each other informed and we report to them what we need and they respond accordingly. I feel that my school was not much recognized before I started working with NGOs,' said a school director. 'Before the school also tried to do different things to develop the school, but it seemed no-one interested in the school because we did them without proper planning. After working with NGOs, we developed plan before hand,' she continued.

There was a recognition that the worked with NGOs continued even after the end of the project of the NGOs. A deputy school director illustrated that 'an NGO provided us materials for Early Grade Reading. After the project, the number of the students increased that made us difficult to look for additional material for the surplus students even in the market. We, therefore, decided to contact the organization. Then they provided us those material.'

3.4 Impacts

The investigation here focused on the work of education organization in the four provinces that contribute to MoEYS' Cambodia Sustainable Development Goal (CSDG) targets, MoEYS Roadmap Priorities, MoEYS Priority Reform Pillars, Policy and collaboration, etc. The analysis will be based on score each organization provided for individual goal, priority, pillar, etc. It is crucial to note that the organization required to score from 1 to 10, i.e. 'score 1' means the lowest and 'score 10' means the highest.

Based on the below findings and discussion with various stakeholders, especially with schools, the evaluation team concluded that the impact of NGO's projects/programs working in the four provinces were remarkable. There were a common recognition NGOs had contributed a lot to education sector the mentioned provinces.

A. Quantitative findings

3.4.1 MoEYS' Cambodia Sustainable Develop Goal (CSDG) Targets (2019-2023)

Table 25: Contribution to MoEYS' Cambodia Sustainable Develop Goal (CSDG) Targets

Goals	Priority Scoring (Rate: 1 is lowest and # 10 is highest)										# of NGOs
	1	2	3	4	5	6	7	8	9	10	
1-By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome	0	2	2	0	4	2	12	4	2	0	28
2-By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	0	0	2	0	3	3	7	8	2	0	25
3-By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	0	0	2	0	5	2	6	2	3	0	20
4-By 2030, substantially increase the number of youth and adults who have relevant skills, including	0	1	0	0	7	3	6	3	1	0	21
5-By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	0	1	1	2	4	3	8	2	0	0	21
6-By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	1	0	1	1	5	3	3	6	1	0	21
7-By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	0	2	0	1	6	2	10	3	0	0	24
8A-Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	0	1	2	2	5	1	4	5	1	0	21
8C-By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in Cambodia.	0	1	1	1	7	2	8	3	0	1	24

Responding to the question to which extent their organizations contributed to the achieving the individual MoEYS' Cambodia Sustainable Development Goal (CSDG) target for 2019-2023, majority of the NGOs scored from medium (5) to higher as explained by table 21.

- Goal 1: 28 organizations reported they had worked on goal 1 of the MoEYS' CSDG target. While four organizations (14%) score the contribution below average, i.e. two of which score 2 and two other scored 3, the rest (86%) scored the contribution from

average and up. Among these organizations, four of them (14%) scored the contribution 5 and 8 separately, two (7%) scored their 6 and 9 respectively, and twelve (43%) scored 7.

- Goal 2: 25 NGOs reported their organization had contributed to this goal. Of these NGOs, only two (8%) scored the contribution 3, while three (12%) scored the contribution 5 and 6 respectively, seven (28%) scored 7, eight (32%) score 8 and two (8%) scored 9.
- Goal 3: 20 organizations contributed to this goal. While two of them (10%) scored their contribution only 3, five (25%) gave the contribution 5 scores, two (10%) gave 6 and 8 scores respectively, six (30%) gave 7 scores, and the rest (three or 15%) gave 9 scores.
- Goal 4: 21 NGOs reported of contributing to this goal; and only one organization (5%) scored the contribution just 2. The rest: seven (33%) scored the contribution 5, three (14%) scored 6 and 8 respectively, six (29%) scored 7, and one (5%) scored 9.
- Goal 5: 21 NGOs worked for this goal; and four of them scored the contribution below average, i.e. one (5%) scored 2 and 3 respectively and two (10%) scored 4. The NGOs that scored the contribution 5 were four (19%), scored 6 were three (14%), scored 7 were eight (38%), and scored 8 were two (10%).
- Goal 6: 21 organizations also focused on this goal. Among them, three (14%) gave the contribution scores below average, i.e. scored 1, 3 and 4 respectively. The rest, five (24%) scored 5, three (14%) scored 6 and 7 respectively, six (29%) scored 8 and one (5%) scored 9.
- Goal 7: 24 CSOs reported of having contributed to goal 7. Among these CSOs, two (8%) scored the contribution 2 and one (4%) scored it 4. The rest, i.e. 6 (25%) scored the contribution 5, two (8%) scored 6, ten (42%) scored 7, and three (13%) scored 8.
- Goal 8A: 21 NGOs contributed to this goal. Among these, five (24%) scored the contribution below average, i.e. one scored 2 and two scored 3 and 4 respectively. The number of NGOs gave average scores for the contribution were five (24%), 6 and 9 scores were one (5%) respectively, 7 scores were four (19%), and 8 scores were five (24%).
- Goal 8C: 24 organizations worked for this goal, and three of them (13%) gave the contribution below average, i.e. 2, 3 and 4 scores respectively. The NGOs that gave average scores for this goal were seven (29%), 6 scores were two (8%), 7 scores were eight (33%), 8 scores were three (13%) and 10 scores were one (4%).

3.4.2 MoEYS Roadmap Priorities (2018-2020)

Table 26: Contribution to MoEYS Roadmap Priorities

PRIORITY	Priority Scoring (Rate: 1 is lowest and # 10 is highest)										# of NGOs
	1	2	3	4	5	6	7	8	9	10	
PRIORITY 1: All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower- secondary) with relevant and effective learning outcomes	0	0	0	1	5	1	5	7	4	2	25

PRIORITY 2: Governance and management of education improves at all levels	0	0	0	1	6	3	7	5	0	0	22
PRIORITY 3: All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities.	0	0	1	1	4	5	4	3	2	0	20
PRIORITY 4: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	0	0	1	2	2	4	2	3	3	0	17
PRIORITY 5-All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youths have increased access to affordable and quality technical and vocational education	0	1	0	1	2	3	9	4	2	0	22

With regard to contribution to MoEYS Roadmap Priorities 2018-2020, majority of the NGOs also scored average and above. Based on table 22, we can see that:

- Priority 1 – 25 NGOs reported that they had contributed to this priority. Among these NGOs, only one (4%) scored the contribution below average, i.e. 4 scores. While five of them (20%) gave average score to the contribution, one (4%) gave 6 scores, five (20%) gave 7 scores, seven (28%) gave 8 scores, four (16%) gave 9 score, and two (8%) gave 10 scores.
- Priority 2 – 22 organizations reported of contributing to this priority. Of these organizations, only one (5%) scored below average (4 scores) of their contribution. The organizations that scored the contribution as average were six (27%), scored 6 were three (14%), scored 7 were seven (32%), and scored 8 were five (23%).
- Priority 3 – Among the 20 CSOs contributed to this priority, two (10%) gave scores on their contribution below average, i.e. one gave 3 scores and another one gave 4 scores. Four CSOs (20%) gave scores just average for the contribution, while five (25%) gave 6 scores, four (20%) gave 7 scores, three (15%) gave 8 scores and two (10%) gave 9 scores.
- Priority 4 – Only 17 NGOs reported that they had contributed to this priority; and among these, three (18%) scored their contribution below average, i.e. one gave 3 scores and two others gave 4 scores. Two NGOs (12%) gave average scores to the contribution, while four others (24%) gave 6 scores, two (12%) gave 7 scores, and three (18%) gave 8 and 9 scores respectively.
- Priority 5 – The CSOs contributed to this priority were 22. Among these, two CSOs (9%) scored the contribution below average, i.e. one gave 2 scores and another one gave 4 scores. While two CSOs (9%) gave average scores to the contribution, three (14%) gave 6 scores, nine (41%) gave 7 scores, four (18%) gave 8 scores and two others (9%) gave 9 scores.

3.4.3 MoEYS Priority Reform Pillars (2019-2023)

Table 27: Contribution to MoEYS Roadmap Priorities

PILLAR	PILLAR Scoring (Rate: 1 is lowest and # 10 is highest)										# of NGOs
	1	2	3	4	5	6	7	8	9	10	
PILLAR 1: Implementation of the Teacher Policy Action Plan	1	2	1	0	6	2	3	3	1	0	19

PILLAR 2: Review curricula and textbooks and improve learning environment	0	1	0	0	6	3	3	3	2	0	18
PILLAR 3: Enforcement of inspection	0	2	0	1	2	3	5	2	1	0	16
PILLAR 4: Improve learning evaluations to meet national, regional and international levels	0	2	1	0	5	2	7	3	0	0	20
PILLAR 5: Higher Education Reform	1	2	0	1	4	2	1	2	0	0	13

The organizations' projects/programs contributed to the priority reform pillars for the last five years (2019-2023) become less. However, majority of the organizations, based on table 23, scored their contribution to this to be average and above.

- Pillar 1 – Of the 19 NGOs contributed to this pillar, four of them (21%) scored the contribution below average, i.e. one scored the contribution 1 and 3 respectively, while two scored it 2. The rest, six (32%) scored 5, two (13%) scored 6, three (16%) scored 7 and 8 respectively, and one (5%) scored 9.
- Pillar 2: Of the 18 organizations, only one (6%) gave scores below average, i.e. score 2; six (33%) gave average scores, three (17%) gave 6, 7 and 8 scores respectively, and two (11%) gave 9 scores.
- Pillar 3 – Among the 16 CSOs contributed to this pillar, three (19%) scored the contribution below average, i.e. two gave 2 scores and one gave 4 scores; while two others (13%) gave average scores to the contribution, three (19%) gave 6 scores, five (31%) gave 7 scores, two (13%) gave 8 scores, and one (6%) gave 9 scores.
- Pillar 4 – 20 NGOs reported that they had contributed to this pillar. Of these NGOs, three (15%) scored contribution below average, i.e. two scored 2 and one scored 3. Among the rest of the NGOs, the one who gave average scores were five (25%), 6 scores were two (10%), 7 scores were seven (35%), and 8 scores were three (15%).
- Pillar 5 – 13 organizations reported that their organizations had contributed to the pillar. Of these NGOs, four (31%) scored the contribution below average, i.e. one organization scored 1 and 4 respectively and two scored 2. While five (38%) gave average scores to the contribution, two (15%) scored 6 and 8 respectively and one (8%) scored 7.

3.4.4 Policy and cooperation

Table 28: Score related to policy and cooperation

Policy and Cooperation	Policy and Cooperation Scoring (Rate: 1 is lowest and # 10 is highest)										# of NGOs
	1	2	3	4	5	6	7	8	9	10	
The current state of policy dialogue between education CSOs and the MoEYS/POE/DOE	1	0	2	1	7	7	4	6	0	0	28
contributed to policy dialogue with the MoEYS-POE DOE between 2019 and 2023	1	0	0	8	3	9	2	6	0	0	29

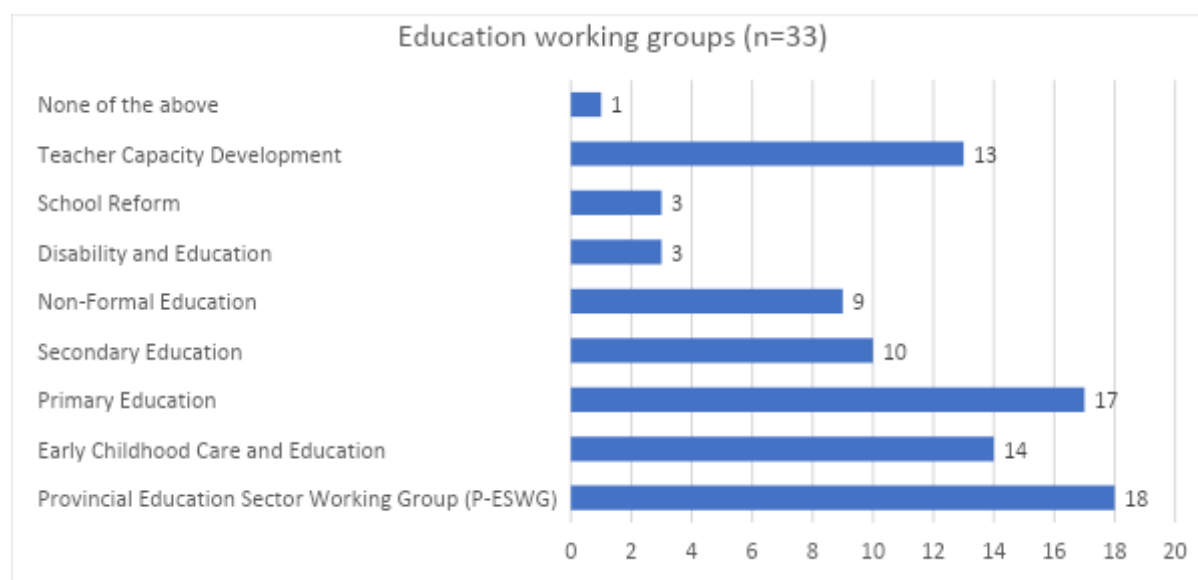
When they were asked to rate the current state of policy dialogue between education CSOs and the MoEYS/POE/DOE, majority of responded NGOs scored the dialogue to be average and above. As table 24 explains, only four (14%) out of 28 NGOs rated the dialogue below the average, i.e. one rated the dialogue 1 and 4 respectively, and two rated it 3. The NGOs that rated the dialogue 5 and 6 were seven (25%) respectively, rated 7 were four (14%) and rated 8 were six (22%).

With regard to contribution to policy dialogue with the MOEYS/POE/DOE between 2019-2023, the responded organizations in the four provinces also rated the contribution positively. As one can see in table 19, of the 29 NGOs, 9 rated the contribution below average, i.e. one (3%) rated the contribution as 1 and eight (28%) rated it 4. For the rest of the NGOs, three (10%) rated the contribution averagely, nine (31%) rated it 6, two (7%) rated it 7 and six (21%) rated it 8.

3.4.5 Working groups the organizations engaged

The consultancy team has studied various education working groups to see if the education NGOs took part in those groups. As figure 49 explains, education NGOs were part of nearly every education working group, except one organization that informed that it was not part of any group. However, the figure varied from one group to another. The working group that majority of the NGOs referred to was 'Provincial Education Sector Working Group (P-ESWG)' which was mentioned by 18 out of 33 NGOs (55%), followed by 'Primary Education' (52%), 'Early Childhood Care and Education' 42%, 'Teacher Capacity Development' 39%, 'Secondary Education' 30%, 'Non-Formal Education' 27%, and 'Disability and Education' and 'School Reform' 9% respectively.

Figure 48: Working groups engaged by the CSOs



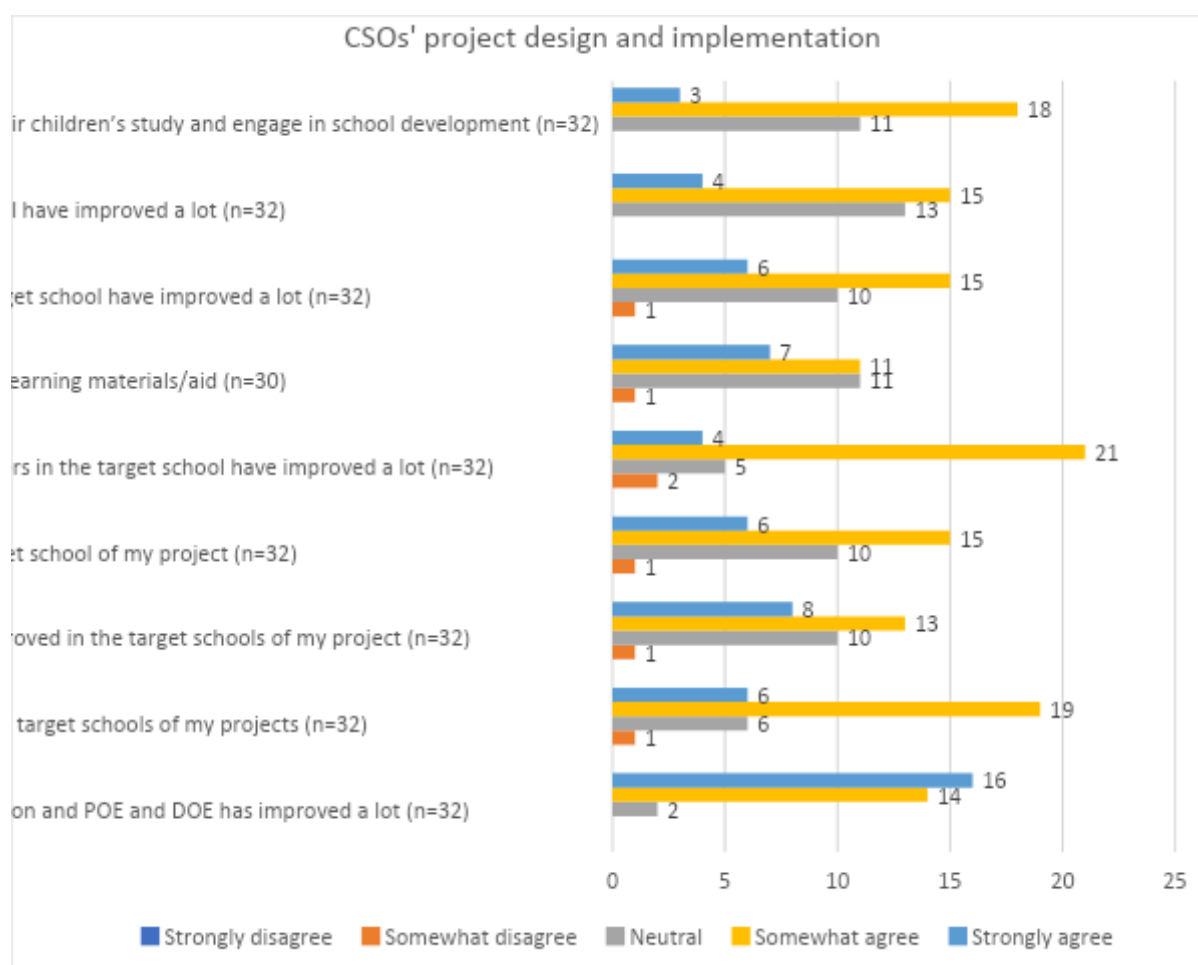
The consultancy team has studied various education working groups to see if the education NGOs took part in those groups. As figure 52 explains, education NGOs were part of nearly every education working group, except one organization that informed that it was not part of any group. However, the figure varied from one group to another. The working group that majority of the NGOs referred to was 'Provincial Education Sector Working Group (P-ESWG)' which was mentioned by 18 out of 33 NGOs (55%), followed by 'Primary Education' (52%), 'Early Childhood Care and Education' 42%, 'Teacher Capacity Development' 39%, 'Secondary Education' 30%, 'Non-Formal Education' 27%, and 'Disability and Education' and 'School Reform' 9% respectively.

3.4.6 Project design and implementation

The consultancy team has studied the perception of NGOs if they had observed any changes due to their project implementation. The analysis will be based on points of view of the NGOs on specific points as shown in figure 53 below.

- **Working relationship with POE and DOE** – Of the 32 organizations, 16 of those (50%) strongly agreed that the working relationship between their organization and POE and DOE had improved a lot; while 14 others (44%) somewhat agreed with this relationship, only two NGOs (6%) felt neutral about the relationship.
- **School leadership** – responding to the question if school leadership have improved a lot in the target schools of their projects, of the 32 responded NGOs, six (19%) expressed 'strongly agreed' and 'neutral' respectively, while 19 (59%) expressed 'somewhat agreed' and one (3%) expressed 'somewhat disagreed' to the question.
- **Enrolment and retention rates** – 32 NGOs recognized that the enrolment and retention rates have improved in the target schools of their project. Of these NGOs, eight NGOs (25%) strongly agreed, 13 NGOs (41%) somewhat agreed and ten NGOs (31%) neither agree nor disagree that the enrolment and retention rates had increased in the schools of their projects; while one NGO (3%) somewhat disagreed with the increased rate.
- **Dropout rate** – The education NGOs agreed that the dropout rate had decreased a lot in the target schools of their projects. Of the 32 organizations, six (19%) said they 'strongly agreed', 15 (47%) 'somewhat agree', ten (31%) 'neutral' and one (3%) 'somewhat disagreed' that the dropout rate had decreased a great deal in the target schools of their projects.

Figure 49: Perception of the CSOs on project design and implementation



- **Teaching and learning capacity of teachers** – While only four out of 32 organizations (13%) expressed that they ‘strongly agreed’ that teaching and learning capacity of the teachers in their target school had improved a lot, vast majority of the NGOs (66%) somewhat agreed, and five (16%) neither agree nor disagree with the statement. Only two NGOs (6%) somewhat disagreed with the statement.
- **Teaching and learning material** – the surveyed organizations also recognized that their target schools had more teaching and learning materials. As one can see, of the 30 NGOs, seven (23%) strongly agreed that the target school had more teaching and learning materials, while eleven others (37%) somewhat agreed and neutral respectively. Interestingly, at least one organization (3%) somewhat disagreed with the statement.
- **Learning outcome** – every surveyed NGOs recognized that the learning outcome of the students in the target schools had improved a lot, though at least one organization (3%) somewhat disagreed with this. The number of the organizations that strongly agreed with the improved learning outcome was six (19%), somewhat disagreed was 15 (47%), and neutral was ten (31%).
- **Relationship between community and school** – the 32 NGOs surveyed commonly agreed that relationship between community and school had improved a great deal as results of their project intervention. Of these NGOs, four (13%) strongly agreed that the relationship between community and school had improved, followed by 15 NGOs (47%) somewhat agreed and 13 (40%) neither agree nor disagree.
- **Parent engagement** – based on the surveyed NGOs, more and more parents pay attention to their children’s study and engage in school development as a result of their projects. As one can see, of the 32 NGOs at least three (9%) strongly agreed that there had been an improvement with regard to parents’ engagement in their children’s study and school development, while the NGOs that was somewhat agreed on this were 18 (56%) and eleven (35%) neither agree nor disagreed with the statement.

B. Qualitative findings

Education administration from national to sub-national levels, school, CLC and NGOs themselves acknowledged that the projects/programs of CSOs had a lot of positive impacts on the education sector, especially at school levels. Those impacts included but not limited to:

- **Improved access to education and retention** – NGO and school commonly recognized that they had worked with each other in order to improve access to school and reduce drop-out rate. Based on them, the activities included enrolment campaign and school mapping, scholarship provision, learning material provision, money for extra classes, provision of rice to student’s family in exchange for allowing children to come to school instead of asking children to work, accommodation provision, etc. Because of these supports, the drop-out rate reduced remarkably at school level.

‘With some technical and financial assistance from NGOs, we were able to conduct an annual enrolment campaign and school mapping regularly. These activities enabled us to identify all school age children in the catchment areas and encourage them to register at school,’ said a primary school director whose school also had community pre-school.

‘An NGO working in my school learning material for the students. Additionally, the NGO also provided some rice to student’s families in order to allow their children to school, and provided some money to students to pay for extra classes,’ a deputy school director of an upper secondary school explained.

‘In order to retain students in school, one of our projects provided scholarships to students and dormitories for those who lived far away from schools. Additionally, the student clubs we supported also provided extra-classes on various subjects Khmer, Math, Physic, etc. for slow learners,’ a representative of an NGO raised.

‘Some NGOs also provide scholarships to deserving students from elementary school through college in order to encourage them to continue their education,’ said a POE representative.

A representative of an NGO also said ‘our organization constructed a new Community Learning Center (CLC) facility and provides training courses to farmers and other rural workers as part of the division's non-formal education initiatives. There are classes available in air conditioning, cell phone repair, barbering, and beauty therapy. Furthermore, we also offer resources pertinent to the aforementioned abilities.’

- **Improved school environment** – NGOs helped build and/or renovate toilets and hand washing facilities. Additionally, the NGOs also assisted the school to build a clean water system, school garden, etc. These supports enabled schools to have:

- o **Improved functional toilet and hand facilities** – more and more schools now had separate toilets for boys and girls, and some schools even had gender disaggregated facilities. Additionally, separate hand washing facilities and communal ones were also built with the support from NGOs. The toilet and hand washing facilities were attached with clean water at the time.

‘Based on Minimum Requirement Guidelines on Water Sanitation and Hygiene in School (WinS) of MOEYS, my school got only “one star”. After getting support from NGOs, now we got “three stars” though it is not a complete three stars,’ said a primary school director.

- o **Health and environmental education** – in addition to toilet building/renovation and hand washing facilities, NGOs in collaboration with schools also raised awareness on health and school environment, particularly trash management and importance of health protection, namely importance of washing hands after using toilet and before eating, importance of using toilet, etc. Moreover, the school then managed to form groups of students to be responsible for keeping the school including the toilet clean.

‘Since we started working with NGOs, students in our school have improved a lot. They always use the toilet and clean their hand after that. They stop scattering trash, but put them in trash bin by separating them according to instruction they learnt from NGOs,’ a school director explained.

A teacher continued ‘NGOs have provided us with sanitation materials that we use to clean our school. The students took on their responsibilities well after we divided them into groups to be responsible for certain tasks to keep the school clean.’

- **Improved quality education** – POE, DOE and school commonly agreed that learning outcome of the students improved with the assistance from CSOs because the assistance enabled schools to have:
 - **Functional library** – school directors and teachers reported that NGOs helped build or renovate libraries. Then, they provided training courses for librarians and various materials and equipment for the libraries. When the schools had libraries, they were able to develop schedules for students to read in the library. As the libraries had abundant reading material and learning games, the students like reading very much, and most of them always go to the library during break time.

‘With the library, we are able to schedule students to come to read in the library. This makes them improve their reading a lot. The students also come to the library during break time as the library has a lot of material for them to read,’ a librarian explained.
 - **Teacher capacity building** – some schools interviewed reported that they and their capacity built on early grade reading and students testing, while others claimed that the NGOs also trained them how to create a lesson plan and handle administrative tasks. These enabled them to improve their teaching and learning skills.

‘After engaging with CSOs, I was able to develop lesson plans and know the flow of teaching that makes it easy for the students to learn. From year to year, I adopt my teaching methods to make sure that they respond to the learning requirements of the student,’ explained by a teacher.

‘With Early Grade Reading project of an NGO working at the school, I am able to conduct students testing regularly; and I use the result of student testing to adjust my teaching, so that students can learn more,’ a teacher continued.
 - **Provision of teaching and learning material** – beside the capacity building, the NGOs also provided teaching and learning material for teachers to use to support their teaching. The teacher book and student book and other material helped teachers teach their students easily.

‘I observe that students learn fast after I used visual aid and other teaching and learning materials I produced after attending training with NGOs,’ said a teacher.
 - **Telegram group and zoom** – POE, DOE and school all acknowledged that NGOs built their capacity on how to use technologies to teach students, especially when the school closed during COVID-19. With this support, teachers were able to teach parents how to use their smartphone and other devices for their children to learn.
- **Improved community engagement** – POE, DOE and school agreed that the community engaged a lot with school after the project. According to schools, NGOs trained them how to build relationships with the community and how to raise funds from the community to support school development. Based on the schools, the contribution from parents included but not limited to budget, material, time, labor, to name a few. With that support, some schools were able to build school fences, tiling the floor of the school, toilets and hand washing facilities, school garden, flag pole, etc.

‘Before NGOs came to work in our school, we also tried to build some infrastructure in the school and we invited parents to come, but very few of them did come. After working with NGOs, we managed to invite parents to come to school and listen to our plan related to school development and requirements we need from them. Since then, they become active with school,’ a school director explained.

‘it is not only parents who are active, local authorities are also active with the school,’ a teacher echoed and continued that ‘in addition to provision of money and material for school infrastructure development, parents also spend time and labor to help clean classrooms and school compounds, plant flowers and trees. Some parents not even engaged in building a school garden but also provided fertilizer for the garden.’

- Improved life skills – the schools also agreed that through the work of NGOs, the students had a chance to learn life skills, especially through school gardens. The school also reported that the NGOs also provided some agricultural material for the school garden that children can use and learn.

‘The students learn different things related to planting in the school garden. We encourage them to plant at home as well, but we do not know if they do so at school,’ a teacher explained.

- Positive changes of students – school directors and teachers interviewed agreed that their students had changed a lot after the school worked with CSOs. The changes included but not limited to: know how to manage trash and separate trash, be polite and brave, always use the toilet and clean hand properly after using the toilet and before eating, engage in school activities and take on their responsibility well, improve learning outcome, especially reading and writing, etc.

‘I see the students here are polite and brave. They always respect teachers and others who visit the school. The students take on responsibility well after we group them to take on certain responsibility,’ a teacher raised.

‘The students stop throwing rubbish wherever they want to as they always put it in trash bins. They also know how to separate trash, the recycle and non-recycle. Interestingly, they always use the toilet and wash their hands after going to the toilet and before eating,’ said another teacher.

- Improved school leadership – after engaging with CSOs, school directors interviewed accepted that their school had improved staff management administration, good cooperation with teachers, School Management Committee (SMC) and community. They also agreed that they had regular meetings with teachers, SMC and community to report school progress and mobilize resources from community and other for school development. Based on them, strengthened school administration improved time management as everyone in school became punctual, working relations between SD, teachers and SMC. Transparent, accountability and ownership of the school among stakeholders were improved as discussion always conducted with each other.

‘After working with CSOs, our school administration improves a lot. School leaders and teachers are very punctual. Before, some teachers just called and informed about his/her absence, but now they submit a written request for leave. We conduct meetings regularly

with teachers to inform and discuss with each other with regard to issues the school has,' a school director reported.

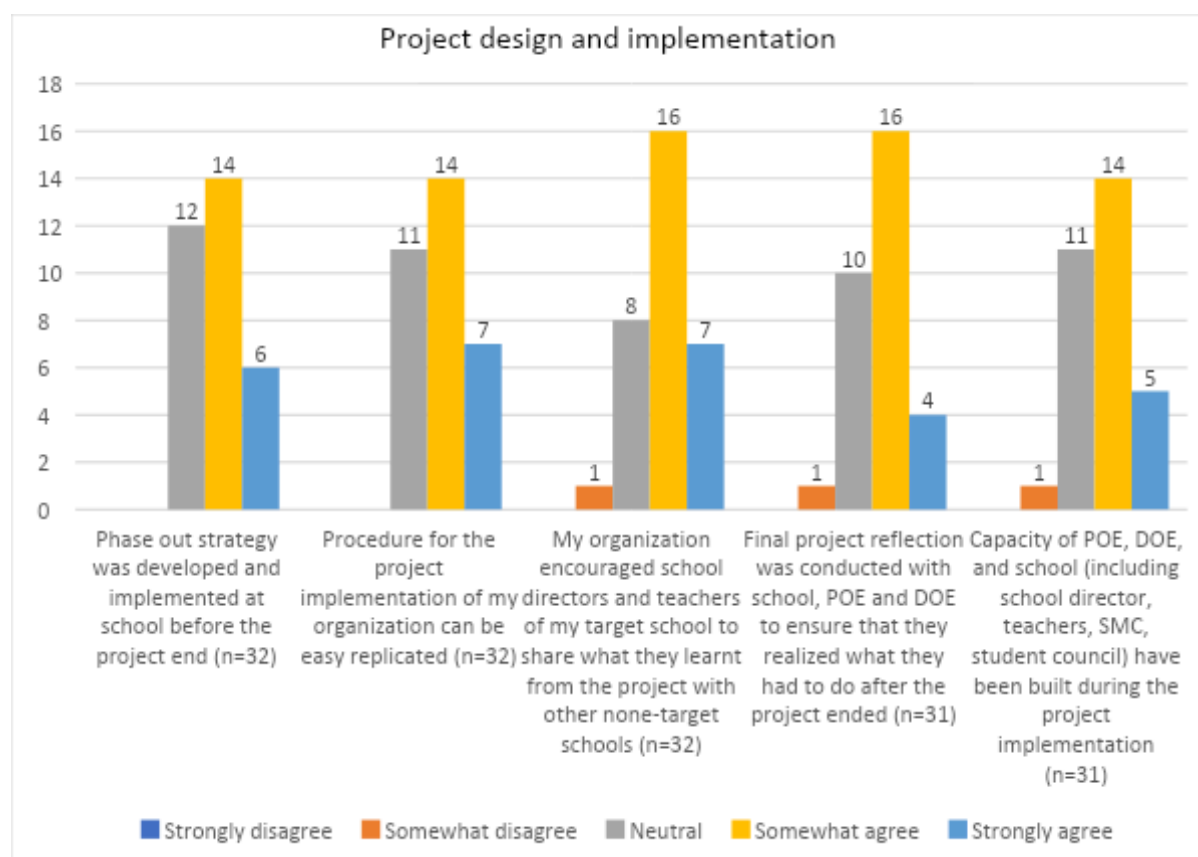
'In the school meeting, everyone is given chances to talk and propose ideas for discussion. I feel that we can solve a lot of issues through the meeting. We know all the information related to our school,' a teacher raised.

3.5 Sustainability

The investigation here looks into how the projects of the CSOs could sustain. We examine some activities done by the NGOs before, during and after the project that could contribute to the on-going activities at school level after the project, especially the on-going activities after the project of the NGOs, the relevance of the projects with national policies, the needs of beneficiaries, etc. *Based on the below findings, it can be concluded that the CSO's projects are very likely to be sustainable.*

A. Quantitative findings

Figure 50: Perception of CSOs on project design and implementation



- **Phase out strategy** – based on figure 54, of the 32 NGOs surveyed, twelve of those (38%) neutrally agreed that their organizations developed and implemented phase out strategy at school before the project end, while 14 (44%) others somewhat agreed and six (19%) strongly agreed with the statement.
- **Procedure for project replication** – every NGO informed that procedure for project implementation of their organization could be easily replicated. As one can see, of the 32

NGOs, eleven (34%) of those expressed neither agreed nor disagreed with regard to easiness of project replication, while 14 (44%) expressed somewhat agreed, and seven others (22%) expressed strongly agreed that the project could be replicated easily.

- **Sharing knowledge and experience with others** – while one NGO (3%) somewhat disagreed that their organizations had encourage school directors and teachers of their target schools to share what they learnt from the project with other non-target schools, eight NGOs neutrally agreed, 16 NGOs (50%) somewhat agreed and seven (22%) strongly agreed that they had done so.
- **Final project reflection** – 31 CSOs surveyed agreed that final project reflection had been conducted with school, POE and DOE to ensure that they realize what they had to do after the project ended. If we look at the levels of agreement, then, we could see that at least one CSO (3%) somewhat disagreed with this, while ten CSOs (32%) neither agreed nor disagreed, 16 (52%) somewhat agreed and four others (13%) strongly agreed that their organizations had done so.
- **Capacity building for POE, DOE and school** – NGOs surveyed recognized that capacity of POE, DOE and school (including school director, teacher, SMC, student council) have been built during the project implementation. As one can see, of the 31 NGOs, one (3%) informed that they had somewhat disagreed with the statement, while eleven (34%) neutrally agreed, 14 (45%) somewhat agreed, and five (16%) strongly agreed with the mentioned capacity building.

B. Quantitative findings

Discussion with stakeholders, especially school revealed that different activities had been done by the stakeholders which lead to the project sustainability. Those activities are:

- Sharing information with others - school directors and teachers, who had attended training courses with NGOs, shared what they learnt with other schools. 'When other schools visit my school, I always share what I have learnt from NGOs with them. Some of them later reported to me the results of their work after they tried to implement what I shared with them,' a school director explained.

'We have group telegrams among the teachers in and outside schools as well as my classmate at pedagogical school. When someone in the group asks questions about teaching and learning methods, I always share with them whatever I know.' Said a teacher.

- Ongoing activities after the project of the NGOs – based on school director and teachers, different activities are still implemented at schools even after the project of the NGOs were finished. Those activities include health and school environment practice, teaching and learning methods, use of teaching and learning materials, to name a few.

'An NGO that supports school latrine and hand washing programs finished a few years ago, but school environment and health practices continue until now. The toilet and hand washing facilities are still functioning, and the division of students to take responsibility still works well,' a school director said.

'The early grade reading program of one of the NGOs finished two years ago, but I still used and adopted what I learnt from them to teach the students, especially student testing,' a teacher explained.

- Asking good schools to share experience with other schools – DOE reported that during cluster school meetings, they try to rotate the venue and invite good schools to share their experience with tier schools. This enabled other schools to see the progress of various schools and listen to other experiences, so that they can learn and improve their school too.

'I always ask schools in my district to rotate venues for meetings every month. Additionally, I also ask good schools to share experiences with other schools. Then, I encourage other schools to say what they see and what they can do to improve their school. For next month's meeting, I asked some schools to report what they had done and results of their school and give them advice, so that they can improve more,' a representative of a DOE raised.

V. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

7.1 Discussions

The results of the study have amplified the fact that non-governmental organizations (NGOs) play an active role in the educational development of society, particularly with children and the younger generations. This is in reference to advocating to strengthen the existing system and promote mutually accountable relationships among government, community, and civil society. The mapping exercises that were undertaken in Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey are what led to the study's findings. The help that non-governmental organizations (NGOs) have provided to the education sector has traditionally contributed to increased levels of expertise and capacity building among educators and other key stakeholders. Amazing progress has been made by nongovernmental organizations (NGOs) in terms of lowering the high school dropout rate and promoting education throughout one's life.

During key informant interviews and focus group discussions, the efforts made by NGOs have been lauded, credit has been given, and these organizations have been seen as a model by other people. In addition, it is possible to assert, on the basis of the findings of this research conducted in the four provinces, that non-governmental organizations (NGOs) have a fantastic opportunity to expand all areas of education and an essential part to play in preserving high educational standards. The educational programs that are administered by NGOs are of a high level as well, and access is provided to areas that are difficult for the government to reach. On the other hand, they have a lot of untrained human resources and poor financial management, both of which need to be improved. The non-governmental organizations (NGOs) contribute to the development of educational materials for various grade levels as well as to the education of local residents in educational matters.

Throughout the course of the study as well as the mapping activities, there were a few concerns that are going to be brought up here:

7.1.1 Major Policy Concerns

Major policy and strategy concerns in education were uncovered through discussions and interviews with study participants, including NGOs, educational sector officials, principals, and teachers. These concerns can be categorized as either cross-cutting sectoral issues or specific sub-sector issues. These problems have emerged in part because of the sector's

organizational and managerial structure and the way it has operated, both of which have been briefly detailed in the preceding sections of this study report.

a. Cross-cutting sectoral issues

Decision making, coordination, and regulation across all sectors: An important systemic issue that arose from the interviews and discussions was the role that the education system and its sub-sectors play in achieving essential social goals, such as reducing poverty. The feasibility of taking a systemic view of the organizational structures and functions of the system and subsystems is at stake, as is the existence of vertical and horizontal links and articulation within and among education's sub-sectors.

There are major gaps and cracks in the system of school administration. At the primary level, for instance, the four major streams (schools funded by the government and NGOs, non-formal education schools funded by NGOs, and proprietary basic education schools) operate independently with different learning objectives and academic standards, with little room for horizontal movement of students and no interaction among organizational authorities running these streams. Comparable options for post-primary vocational and technical education exist alongside the more traditional secondary curriculum.

There are a number of articulation issues that have arisen as a result of the four provinces' decision to split elementary and secondary education from the departments of education, youth, and sports. It is impossible to find solutions to problems in primary education, such as those involving curriculum creation, teacher and administrative training, and the primary-secondary transition, in a vacuum.

All the worries concerning subsystems' horizontal and vertical links indicate a need to reconsider the education system's organizational structures, functions, and roles. To be effective, a systemic approach must advance the larger goals of the education system, which are in turn shaped by societal norms and values, such as the reduction of poverty. When thinking about human resource development from a systemic perspective, it will be necessary to look beyond the narrow interests of individual educational fields.

Allocation of authorities and functions at the central level: The study's interviews with central education's line and support units (MOEYS, PDOEYS, DOE, and others) revealed widespread discontent with the current arrangement of power and responsibility between these organizations. Numerous people have voiced the belief that authority over educational policy making should be devolved to local levels at the provincial and district levels. This would entail giving local governments more say in the process of formulating and enforcing new educational policies. It has been brought to the attention of the support organizations that there is a need to rethink the responsibilities assigned to various central divisions. Strategic policy formulation, inter- and intra-sectoral coordination, and monitoring the public interest at the ministry level are being neglected as a result of the current scenario.

Decentralization and devolution of responsibility and authority: Despite the talk of decentralization, government and government-supported institutions continue to be managed in a centralized fashion. Several people who were interviewed for this report expressed concern that the politicization of education management in recent years has led to an increase in bureaucracy within the central ministry, where decisions that could and should be made at the directorate, provincial, and district levels instead make it all the way up to the ministry level. The government has been able to exert various forms of central control on non-government institutions through salary subventions and ad hoc payments granted by the government and the enforcement of compliance with regulations for this purpose. In many people's eyes, the current practice of having a local or political personality within the provincial or district administration in the locality is a negative kind of politicization that leads to misuse of the central compliance requirements.

The participants state, "Fundamental to the process of quality improvement in primary

education is the principle of decentralization and devolution of authority and responsibility to the middle and local levels of the education system." One key goal of educational reforms is to improve education quality while making it available to all students by giving schools more autonomy and responsibility and providing more financial support. Consistent with this strategy, essential outreach support mechanisms will be established on a district level. Schools and community learning centers will be given more responsibilities and given resources to help them carry them out.

When schools take charge of their own education programs, both the quality of instruction and the schools' accountability for results improve. Institutions of vocational and technical education, for example, can only analyze and respond to skill demands in the local sector by focusing on this very thing.

In spite of the dismal climate, those institutions that have achieved a sterling reputation are increasingly taking charge of their own affairs, typically with the help of a visionary head of school and a supportive board of trustees. These examples can be used to guide the way toward a more accountable and responsible institutional culture.

Financing of education: Financing education in the four provinces shows an anomaly of under-resourcing and waste at the same time. There are unique aspects of resource mobilization and application that should be considered in the context of education. The low per capita and total expenses should not be cause for celebration because educational quality, as measured by learning outcomes, pedagogical processes, and necessary inputs, is obviously suffering as a result. The government's public financing model to advance policy objectives like equity and quality improvement ignores the substantial contribution made by households to education. The generous subvention system has the potential to be a powerful tool for ensuring that non-governmental organizations (NGOs) continue to meet or exceed minimum quality requirements. Unfortunately, this isn't how things work since government agencies that are supposed to regulate and oversee education are understaffed and politicized. Recurrent budget allocations are typically made on an incremental basis, with the present state serving as a starting point for the subsequent year's growth.

Salary and benefits for teachers and support staff account for a large portion of the primary and secondary schools' recurrent budget. This leaves little room in the budget for other critical quality inputs like instructional resources, faculty development, and academic oversight.

Primary and secondary schools have substantial incentive spending. Incentives in the form of stipends are the principal driver of elementary and secondary education development spending. Two-thirds of the expected development budget from the government's own resources and one-third of the entire primary sector development program go toward primary level stipends. Whether the gains in terms of participation, equity, and quality improvement would not be better achieved by spending directly on increasing inputs and performance in schools is an important policy debate that has arisen.

Non-governmental organizations' (NGOs') experience with the NFE program suggests that the issue is not one of increasing demand by providing stipends, but rather one of supply, in that excellent education must be provided at the right time, location, and in the right manner, without placing a direct cost burden on families for unofficial fees. If funding isn't allocated for necessary high-quality inputs, it may be counterproductive.

The current system of educational inequality is reinforced by the current funding model. With increasing income, families at all educational levels, but especially those at the secondary and postsecondary levels, receive a larger proportion of the benefits from public spending on

education. The spending on elementary schools was quite evenly distributed across the population's income range. In reality, however, when only those who make it through elementary school are considered, neither the spending nor the rewards are distributed fairly.

Human resource policies and practices in education: There is consistent talk about the importance of continuing education for educators, the need to elevate specialized education work to the same level of professionalism as other professions, and the lack of a clear career path for professionals working in the various educational fields. Presently, there is a system of teacher training for primary and secondary school teachers, albeit one that is inadequate and only very ad hoc and limited professional skill development opportunities for other specialized tasks, such as the creation of curricula and learning materials, educational assessment, planning, and management, all of which fall under externally-assisted development projects.

Meeting the quantitative requirements of pre-service and in-service training while also improving the quality of training so that it makes a difference in students' learning outcomes is the central challenge in teacher education.

The current regulations and practices of recruitment, placement, and deployment make it impossible for anyone to work in an area in which they may specialize, advance in their career, and be fairly compensated for their efforts. A common education cadre, dominated by college teaching posts and administrative service cadre, is used to recruit all senior education workers. Then, they can fill in for one another in any supervisory or management role in elementary, secondary, or higher education, or in any teaching role in the tertiary sector. New hires need only complete a brief "foundation training" program that focuses on administrative processes and practices offered by teacher preparation programs. In most organizations, seniority is used as the primary factor in determining who gets promoted to new positions. Therefore, the administrative cadre practices a form of "merry-go-round" in which employees are frequently moved from one position to another. One cannot acquire and put to use specialized professional talents in their work environment. On top of that, only senior individuals nearing retirement are promoted to the most senior leadership positions, which is hardly a recipe for success when it comes to leadership continuity and innovation.

The study confirms the need of creating career pathways from elementary school teaching to administrative roles in the Directorate of Primary Education and the necessity to professionalize specialized duties.

Teachers' pay is generally seen as inadequate, falling short of their societal stature and expectations. Compensation for educators is an ongoing source of tension and unhappiness. There are many detrimental effects on student equity and teacher accountability due to the widespread use of private tutoring to supplement teachers' compensation, especially in elementary schools. Expenditures on teachers and other staff members account for a sizable portion of annual education budgets, thus even modest compensation increases have far-reaching effects. It is crucial that increased compensation spending lead to improved academic performance. With this goal in mind, pay structures can be designed to differentiate between levels of teaching (such as assistant teachers, teachers, senior teachers, team leaders/master teachers, assistant headmaster, and headmaster in the primary school system), with advancement in rank and salary contingent on meeting objectively defined standards of performance.

Governance issues: Problems in the school system are highlighted by difficulties of governance and management. The system's governance and management are ultimately responsible for all of its major flaws. Regulations and practices in administration and management are regulated by tradition, custom, and precedence rather than being flexible to changing demands and conditions.

When corrective and punitive measures cannot be implemented, partisan politics and the resulting corruption and mismanagement have become the biggest roadblock to improving schools. The NSDP and SEDP's planned reforms to the education system to benefit the poor would fail unless these political roadblocks are eliminated or reduced.

b. Sub-Sector Issues

The consequences of the systemic deficiencies in policy-making, organization and management structures, and professional and technical capacities are evident in the coverage and quality of education services.

Access and equity in sub-sectors: Teachers who took part in the study reported seeing a 20% dropout rate among elementary school students and a 30% dropout rate among those who started school. This results in over half of the youngsters not receiving the whole primary education cycle. It's logical to assume that kids from low-income homes are the ones that either don't attend school or perform poorly academically.

Some of the children who are not enrolled or who drop out of school are known to be performing hazardous forms of child labor. There is a severe lack of public schooling options for children with special needs.

Despite initiatives like stipends for children from low-income families and non-formal education programs, primary school education is still not accessible to all. The gender enrollment gap has narrowed, which is a welcome thing.

This sector is characterized by a severe lack of formal educational possibilities, including TVET and NFE, relative to the population size in the four provinces studied. It is expected that fewer than ten percent of the students enrolled in post-primary formal education are enrolled in TVET and NFE. There is a large range of non-formal skill development opportunities outside of the formal training system, including on-the-job experience and conventional apprenticeships. Some of the interviewees believed that if the informal and traditional skill development networks were cut off, the provincial economies would collapse.

Young men who have reached the eighth grade level or higher are the primary demographic served by formal TVET and NFE. Those who are unable to complete high school, typically from lower socioeconomic backgrounds, are excluded. Second, TVET and NFE aren't succeeding in their mission to help the poor increase their employment and income because the program hasn't been made more flexible, adaptable, sensitive to market needs, and tailored toward the informal economy.

Quality of teaching-learning in sub-sectors: There is often heated discussion when the topic of "educational quality" is brought up. This discussion is important, but in the end, the practical measure of educational excellence is the progress that students make in their studies.

It is hardly breaking news that the standard of elementary school education is woefully inadequate. Evidence of the low quality of instruction is shown in the high rates of student attrition, incomplete cycles, and low levels of competence among those who make it through the required five years of primary school.

Studies and diagnoses of the individual situations and limits have not been used to steer quality improvement programs toward resolving the unique problems faced by the many economically disadvantaged groups. The gains have been assumed to spread evenly across the board, therefore efforts have been made to enhance the system as a whole by using conventional solutions (such as providing more textbooks, training for teachers, and oversight).

Despite the low quality of education in most settings, research shows that non-formal primary education programs outperform traditional primary schools when it comes to helping students learn the skills and knowledge they need to succeed in life. This is especially

noteworthy given that the impoverished are the natural beneficiaries of such initiatives.

Instead of serving a unique purpose, secondary schools are now mostly used as a filter to eliminate the vast majority of students and pick a select few for higher education. The curriculum and instruction are aimed toward college readiness, yet only a minority of pupils will actually go on to college. Obviously, these factors are not disqualifying for higher education if they have nothing to do with job, business, or practical skills.

The recent introduction of a vocational-technical track for students in grades 9–12 goes against the grain of international evidence showing that "vocationalizing" traditional secondary schools increases tuition without improving students' employability. Building a solid foundation in communication, mathematics, fundamental science, and increasingly computer skills makes young people trainable for the job market, as evidenced by international experience, making secondary school an important time for vocational and occupational training.

Quality in TVET and NFE is best evaluated from the perspective of its external efficacy. Providing students with the means to directly reap the financial rewards of their education and training is arguably the single most important function of this industry. Public TVET is often seen as unrelated to real-world employment opportunities. Institutions across the country are managed centrally, with standardized programs that prevent students from interacting with local business owners and hiring managers.

The four provinces' NGOs appear to be doing a better job than government initiatives of addressing issues with quality and efficiency. In sum, efforts to enhance quality should be guided by a result-oriented strategy based on specified educational outcomes. This outcome-focused lens must be applied to critical inputs including instructors, course materials, and basic infrastructure. Both student learning assessments and school evaluations should be outcome-oriented. The system's inputs and operations must be managed with the same lens, and the necessary capacities must be developed.

Development Cooperation

Due to the DPs' large share of the government's annual development budget in recent years, the DPs now have a strong voice in the formation of educational policy and strategy. In addition to bolstering the available funds, this cooperation has contributed to the education development process across the country by introducing a global perspective and insights from a variety of experiences. The EFA framework, the Millennium Development Goals, and the National Strategic Development and Plan exercise are all examples of international agreements on the goals for education development that DPs have helped to refocus attention on.

Key aspects of this support are highlighted below:

- Most of the funding goes toward public elementary and secondary schools, with the majority going toward elementary education. Technical and vocational education, as well as general and specialized education, receives almost no funding.
- Non-governmental organization (NGO) programs and government programs both get funding, with the latter receiving a far smaller percentage of the total. The vast majority of donations to NGOs are used to fund alternative forms of education.
- The trend in aid delivery currently favors a sector-wide strategy of collaboration. In several instances of NFE support for NGOs, donors have coordinated to provide help to a single initiative from many sources.

Donors want to see the education system become more self-sufficient and capable of meeting the needs of its students over the long term. They also want to see an increase in

the quality and equity of its services. Donor partnership with non-governmental organizations (NGOs) and private research and academic institutes have supplemented efforts to modify government policies and procedures to a lesser extent. Donors need to adopt a more well-defined approach that maximizes the impact of NGOs in building national systems' human resources and encourages greater public-private collaboration in this area. It has been shown to be challenging and expensive for non-governmental organizations (NGOs) to fund initiatives outside of the public sector, especially with relatively small funding. Concepts for a unified sectorial or cross-sectoral financial facility or channel have been discussed, but no agreement has been reached as of yet.

7.2 Conclusions

Battambang, Pailin, Banteay Meanchey, and Oddor Meanchey's education sector is facing formidable and complex development challenges, but there is also an opportunity to approach development issues in an effective manner, especially with the non-governmental organizations (NGOs) working with the provincial departments and district offices of education.

There may be untapped resources for development projects in the four provinces visited, and the broad and active NGO sector may play a crucial role in boosting public participation in service delivery and in local development planning. The results show that NGOs in Cambodia, particularly in the four provinces, working in the education sector have a great deal of potential and opportunity to support the country's development agenda, but that this depends on them strengthening their capacities and those of the people and government institutions working in the education sector to become viable development partners.

Donors and technical professionals have recently come together to pool resources in order to develop a positive multi-stakeholder strategy to increase downward responsibility and better service delivery. The region and the country would be given a significant boost toward an inclusive development trajectory based on the participation of all citizens if non-governmental organizations (NGOs) committed to strengthening their role, both as individual NGOs and as part of an ecosystem within the provincial departments and districts of education that they are supporting.

The results of the mapping exercise conducted in the education sector and the NGOs supporting it across the four provinces, including its principal components and the configuration of relationships (or lack thereof) among the components, as well as the description of the education system support functions and operations, indicate the need for and potential opportunities for reforms across the sector. Needs for reform and development in the education sector were also recognized by key informants contacted for the study from line and staff units.

- Clarification of the division of labor between the Ministry, its many directorates and divisions, and the province and district education offices.
- Assistance and encouragement for departments within an organization to take charge and stop "passing the buck."
- The provincial departments and district offices should be treated as "autonomous" institutions, with the political and administrative backing necessary for them to carry out their statutory authorities without interference.
- Reforms in human resource management should prioritize teachers' continuing education.

- A decentralization of personnel administration to provincial and district levels
- More strategic professional staff management decisions at the system level, at the directorates and departments
- Encourage a methodical and ongoing approach to curriculum creation, with a focus first on the elementary and secondary education levels.
- Curriculum planners, educators, and those in charge of evaluating students' progress through public examinations should all have access to and be encouraged to take advantage of opportunities for professional development in these areas.
- Study of instructional strategies, planning, and delivery, including longitudinal and action
- Learning assessment studies, both formative and summative, as well as community
- Institutional accountability to communities and parents; raising public understanding of governance challenges and accountability at varying levels to stakeholders
- Institutional oversight boards will have more power and be held more accountable as a result of government action, which will also free boards and agencies from the influence of politicians and special interests.
- Community learning centers should have a resource center and workshop set up for modeling pedagogical practices and teacher development in non-formal and technical education.
- The integration of "modern" information into the basic curriculum and the standardization of the basic curriculum to the general stream requires government and external cooperation in the development of the curriculum and learning materials.
- Creating a structure for provincial and local educator development and improvement
- Creating a system of provincial and district office administrative oversight and supervision

The aforementioned list highlights areas where reform, transformation, and capacity building are needed but are also met with concerns and a lack of support.

Development of non-formal education channels, as well as support for teacher training and "modeling" of successful pedagogy in technical and vocational education, are two areas that could benefit from more "neglected" attention.

Reforms in human resource management policies and procedures to boost education's professionalization and standing in the global economy.

Helping to fund studies like longitudinal ones and action research that can inform sectoral policy and practice.

Protecting education management from political and other negative extraneous influences; strengthening governance and management through increased authority with accountability at various levels, especially at the institution level; redefining roles at the MOEYS' central level in respect to sharing authority between the Ministry and other central bodies; and strengthening education management at the institution level.

The "mapping" exercises presented in earlier sections have also brought out other important concerns that have not been specifically identified by the informants but follow logically from items discussed in focus group discussions with the NGOs supporting the education sector, which have also been emphasized, and the policy priorities expressed by the government. It includes the following:

Given the high level of imbalance in the system revealed in the four provinces and the emphasis on poverty reduction as a national goal, the equity issue must take precedence in education policy and programs. It will be necessary to examine policy and strategy possibilities from the perspective of a matrix that integrates quality and equality in policies and actions if we are to provide a great deal of attention to equity issues in the strategies for quality improvement. Future NGO support for education sector development and reform, facilitated through the NGO Education Partnership (NEP), must prioritize quality with equality.

Improve the sector's ability to use its financial resources to fulfill its goals. Effective use of the finances is essential, as is advocating for a higher percentage of the government budget for education. Clear articulation and delineation of the objectives, in both qualitative and quantitative terms, will be necessary to make education financing processes and decisions effective vehicles for serving educational aims and priorities. Knowledge of the tactics and instruments, such as those dealing with resource allocation and utilization, that will be used to accomplish the goals is also crucial. One of the biggest problems with managing and planning schools is that there isn't enough systematic research and analysis done on education finances, such as the tracking of expenditures. Microeconomic studies at the level of households, schools, and communities; tracking of central expenditure through to institutions and learners; analysis of private costs and expenditures; and investigation of the internal efficiency of various types of institutions within the same subsector are all areas that could benefit greatly from further investigation.

7.3 Recommendation

With the help of non-governmental organizations (NGOs) already active in the education sector across the four (4) provinces, the areas of change and development identified and the study of the sector profile indicate specific actions that may be considered components of a complementary reform agenda in the education sector. These are considered to be useful additions to the reform agenda as a whole, which includes working on issues like quality, equity, education governance, capacity building, and expanding on existing possibilities. Here are the events that are being planned:

- ***Exploring options in post-primary vocational and technical education.*** Middle school students, especially girls and the economically disadvantaged, need more access to vocational and technical education. We need workable models that effectively address issues of equity and job security. The Department of Vocational Orientation at MOEYS, the General Directorate of Technical, Vocational Education and Training at the Ministry of Labor and Vocational Training, NGOs, employers, investors, and sources of capital, as well as educational and research institutions, are all possible collaborators.
- ***Modernization of primary and secondary level education programs.*** This would necessitate efforts to enhance the quality of curriculum and learning materials, to train teachers, and to run institutions so that they are on par with conventional education. Non-governmental organizations (NGOs), universities and colleges, and local education authorities (school districts) are all good candidates for collaboration.
- ***Improvement in learning assessment.*** To improve the validity and reliability of public examinations and to use examinations as a means of boosting teaching and learning practices in schools, there has to be (a) research and capacity building in secondary level public examinations. (b) Exploring, creating, and testing primary and secondary level formative and summative learning assessment tools and methods to make instruction more learner-centric and outcome-focused.

- **Curriculum and learning materials development at the lower and upper secondary school levels (grades 6 to 12).** According to authoritative figures in the educational institutions, these tiers have been ignored for far too long. The importance of this stage of education cannot be overstated, given the increasing proportion of students enrolled there and the need to reinforce the foundational knowledge and abilities acquired in earlier grades. The child should also think about future career paths and educational opportunities. The curriculum and pedagogical tools now in use are inadequate to meet students' needs and further their education.
- **Research on education financing and effective resource use choices.** It's important to investigate all of the potential avenues for raising resource mobilization, efficiency, and cost-effectiveness. A system for allocating and using resources that prioritizes both quality and equity needs to be created and implemented. There is a need for empirical research on public sector macro-budgeting, institutional and community level decisions, and individual family costs and expenditures.

Next steps include doing a thorough analysis of these individual contributions to the reform agenda and the implications they have for future cooperation and support of the reform effort. It is anticipated that all of these endeavors will take the form of study, development, and trial in order to discover and implement models that, once proven beneficial, can be implemented on a larger scale. There is a need to identify and elaborate on action plans that include institutional collaboration and partnership, research, policy discourse, technical assistance, advocacy, support for networks and linkages, and capacity building. The project's action plan for reforming the ancillary sector will be based on these.

The following are some of the most important recommendations for different areas of education that can have a significant impact on national goals and strategies for reducing poverty:

- **Primary and early childhood education**
 - i. When a child reaches the age of five, they should be enrolled in school and given the resources they need to finish the first three grades. To achieve this goal, a fully-functioning primary school for every child in the area must be established.
 - ii. All primary schools should be brought under government supervision in phases in order to impose common quality standards in all primary schools and to fulfill the constitutional mandate.
 - iii. Standards for physical infrastructure, instructional aids and materials, management composition, student-teacher ratio, and community participation have been outlined. The government should mandate that all schools adhere to these requirements. The Provincial Department of Education, Youth, and Sports should be in charge of ensuring the quality of education provided by all schools in the province that cater to elementary school students.
 - iv. Whenever a teaching position opens up in a school system, it should be filled from a pool of candidates chosen by an impartial committee. There should be no value in an oral interview beyond the written test for selection purposes.
 - v. Positions in elementary education teaching and academic supervision should require professional training (i.e. a Bachelor of Education in primary education). There needs to be more investment in the community learning centers so that teachers may receive consistent in-service training there. Teacher education programs should incorporate the current "sub-cluster" instruction.
 - vi. Establishing a primary education cadre for leadership and oversight roles will

increase the quality of primary education by attracting and retaining dedicated professionals. An organizational analysis of primary school administration should inform the processes of delegating authority, clarifying roles and responsibilities, and outlining duties. There needs to be an open recruitment process for elementary school teachers.

- vii. The government should require preschools to register. Preschool education should follow a standardized national curriculum and syllabus. Preschool teachers should be able to earn a certificate in early education from their state's teacher preparation program. The POEYS should include a preschool component that details requirements for preschools, such as the qualifications of teachers and their pay. Preschools could use the help of nongovernmental organizations and international donors.

- **Non-formal education**

The nonformal education program should focus on increasing literacy among adults and preparing students to use their newfound skills in the workplace and community. Adequate funding must be allotted, social mobilization of staff and the beneficiary community must be performed, oversight must be tightened, and the relevant employees must be taught. It is necessary to develop rules of conduct and a regulatory framework for the engaged NGOs. The MOEYS has to strengthen its policy for informal education.

- **Lower and Upper Secondary Level Education**

- i. **Enhancing access with quality:** Each district and commune should have a model high school constructed by the government, and at least one new school should be opened each year in underserved areas identified by school mapping.
- ii. **Quality measures:** POEYS should focus on curricular innovation and maintain a dedicated faculty; No class size should have more than 40 students, and only qualified teachers should be hired for each topic. Schools should have access to libraries and laboratories, and all educators should participate in regular opportunities for professional development. All schools in the secondary level should follow the same basic curriculum.
- iii. **Enhanced management:** The transition to the next level should be overseen by a different department. Education committees should be established at the national and subnational levels up to the district level to give general oversight and advice, with most operational decisions moving to the division, district, and commune levels. An impartial panel should choose teachers, and educators should have clear advancement opportunities.

- **Technical and Vocational Education**

It has been discussed with teachers and NGOs in the four provinces that the major flaws in vocational and technical education are a lack of coordination between different actors in this area, a lack of consumable materials needed for quality training, and a mismatch between the training quality and content and the demands of the labor market. Meanwhile, it has been observed that the country's output of persons trained in middle-level skills is woefully inadequate. These are some of the suggestions:

- i. School administrators and educators agree that by 2025, the percentage of

secondary school students enrolled in programs emphasizing vocational and technical education must increase from its current level of roughly 5 percent.

- ii. Academic credentials should be considered alongside practical experience when hiring TVET instructors; the student-to-instructor ratio should be lowered; teachers should be given the opportunity to participate in advanced training;
- iii. Courses should be able to be taken on the student's schedule, linkages should be forged with businesses, and companies should be incentivized financially and otherwise to participate in training programs that improve employee skills. Training centers should be able to make money by running service and production facilities, and new, specialized courses of varied lengths should be introduced in response to market need.
- iv. Better coordination should be formed between the Vocational Orientation Department of MOEYS and the POEYS, and the standards and quality of skill training should be bolstered and maintained.

REFERENCES

- Asian Development Bank. (2011). *Civil Society Briefs Cambodia*. Phnom Penh.
- Benveniste, L., Marshall, J. & Araujo, M. C. 2008. *Teaching in Cambodia*. Phnom Penh, Human Development Sector East Asia, and the Pacific Region, The World Bank and Ministry of Education, Youth and Sports, Royal Government of Cambodia.
- Bray, M., and Seng, B. (2005). *Balancing the Books: Household financing of basic education in Cambodia*. Hong Kong: Comparative Education Research Centre, Faculty of Education, University of Hong Kong.
- Brehm, W.C., Silova, I., and Tuot, M. (2012) '*Hidden Privatization of Public Education in Cambodia: the impact and Implications of Private Tutoring*', Education Support Program Working Paper Series, Open Society Foundations.
- Cambodian Rehabilitation and Development Board. (2015). *Cambodia effective development cooperation and partnerships report*. Cambodian Rehabilitation and Development Board. Retrieved from Cambodian Rehabilitation and Development Board.
- Kong & Kijewski. (2017, 11 02). *Few NGOs Complaint with Law*. Retrieved from The Phnom Penh Post: <https://www.phnompenhpost.com/national/fe-w-ngos-compliant-law>
- Ministry of Education, Youth and Sports (2014). *The National Education For All 2015 review report: Cambodia*.
- Ministry of Education Youth and Sports (2022). *Public Education Statistics and Indicators, 2021-2022*. Department of Education Management Information Systems, Phnom Penh.
- Ministry of Education, Youth and Sport (2019). *Education Strategic Plan 2019-2023*. Department of Planning, Phnom Penh
- Battambang's Provincial Office of Education, Youth and Sport (2019). *Education Strategic Plan 2019-2023*. Office of Planning, Krong Battambang.
- Battambang's Provincial Office of Education, Youth and Sport (2023). *Education Congress Report 2021-2022 and Planning for 2022-2023*. Office of Planning, Krong Battambang.
- Battambang's Provincial Office of Education, Youth and Sport (2022). *Annual Operational Plan 2023, by Sub-Sector*. Office of Planning, Krong Battambang.
- Pailin's Provincial Office of Education, Youth and Sport (2019). *Education Strategic Plan 2019-2023*. Office of Planning, Krong Pailin.
- Pailin's Provincial Office of Education, Youth and Sport (2023). *Education Congress Report 2021-2022 and Planning 2022-2023*. Office of Planning, Krong Pailin.
- Pailin's Provincial Office of Education, Youth and Sport (2022). *Annual Operational Plan 2023, by Sub-Sector*. Office of Planning, Krong Pailin.
- Banteay Meanchey's Provincial Office of Education, Youth and Sport (2019). *Provincial Education Strategic Plan 2019-2023*. Office of Planning, Serei Saophaon.
- Banteay Meanchey's Provincial Office of Education, Youth and Sport (2023). *Education Congress Report 2021-2022 and Planning for 2022-2023*. Office of Planning, Serei Saophaon.
- Banteay Meanchey's Provincial Office of Education, Youth and Sport (2022). *Annual*

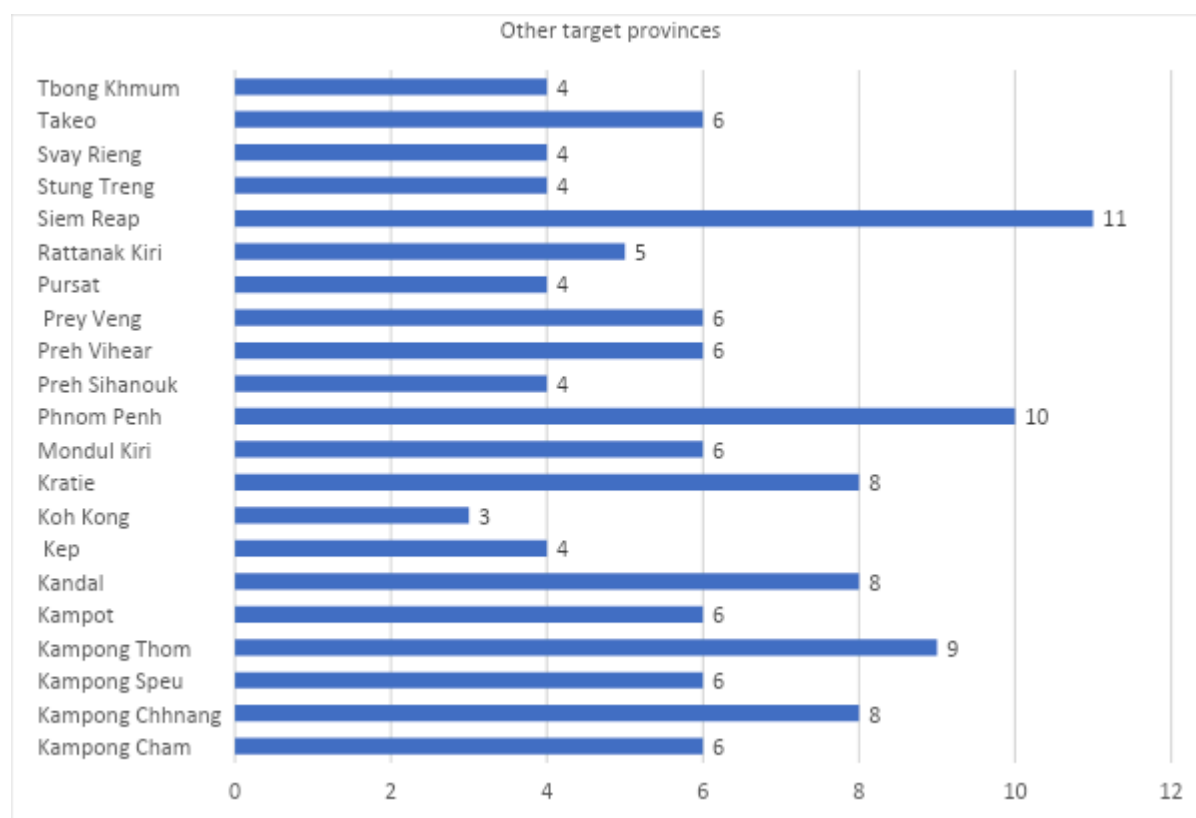
- Operational Plan 2023, by Sub-Sector*. Office of Planning, Serei Saophaon.
- Oddar Meanchey's Provincial Office of Education, Youth and Sport (2019). *Education Strategic Plan 2019-2023*. Office of Planning, Samrong.
- Oddar Meanchey's Provincial Office of Education, Youth and Sport (2023). *Education Congress Report 2021-2022 and Planning for 2022-2023*. Office of Planning, Samrong.
- Oddar Meanchey's Provincial Office of Education, Youth and Sport (2022). *Annual Operational Plan 2023, by Sub-Sector*. Office of Planning, Samrong.
- NGO Education Partnership (2021). *NEP Education CSOs Mapping Report 2021*.
- NGO Education Partnership. (2007). *Education NGO Report*.
- NGO Education Partnership. (2019, 06 30). Retrieved from <http://www.nepcambodia.org/home-page/about-us/>
- NGO Education Partnership. (2007). *Education NGO Report*.
- Save the Children. 2015. Program Based Budget Reform and Community Participation in Primary Education in Cambodia.
- UNESCO. (2008). Secondary Education Regional Information Bas. *Country Profile Cambodia*. Bangkok.
- Unicef Cambodia. (2019, 05). Retrieved from Unicef Global: <https://www.unicef.org/cambodia/education>
- World Vision International. (2017). *EDUCATION – Policy Brief 2017*. World Vision.

APPENDIX

Appendix 1: Other provinces and other project/program beside education implemented by the NGOs rather than in the four target provinces

A. Other target provinces rather than the four provinces

Figure 51: Provinces/cities the education NGOs implemented their projects/programs



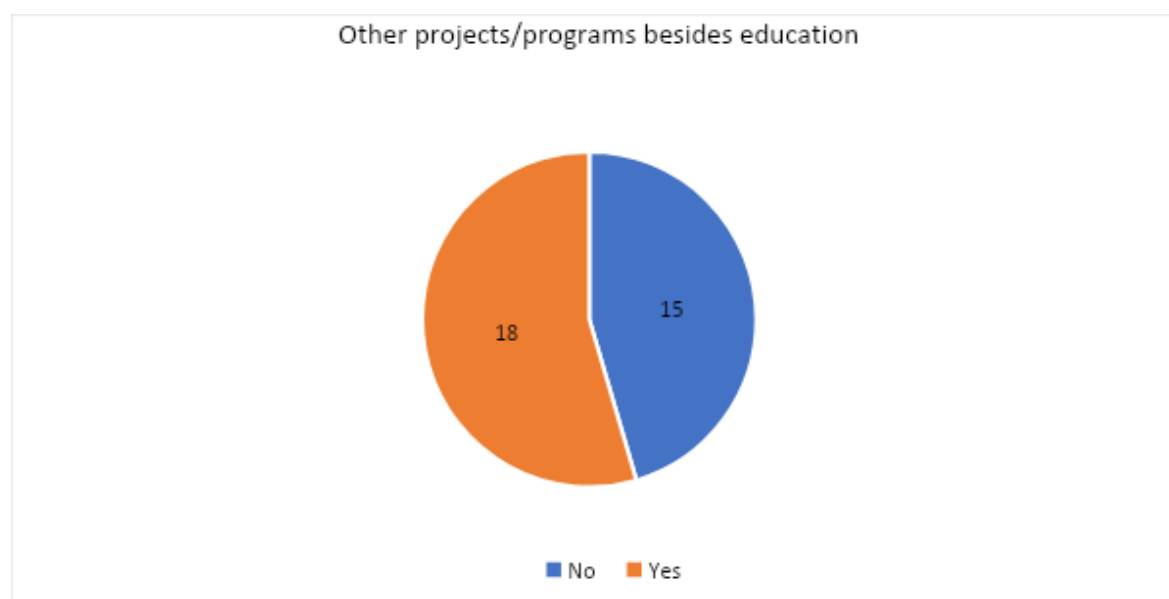
For this section, we have look if the education NGOs work in other provinces rather than the four north-west provinces. It is interesting to note that the education NGOs work in other provinces throughout the country. Siem Reap was the province that most of the education NGOs work in, followed by Phnom Penh city, Kampong Thom province, to name a few. Figure 8 explains that 11 out 33 education NGOs (or 33%) surveyed also have the projects in Siem Reap province, followed Phnom Penh city (30%); Kampong Thom (27%); Kampong Chhnang, Kandal and Kratie (24%) each; Kampong Cham, Kampong Speu, Kampot, Moddul Kiri, Preh Vihea, Prey Veng and Takeo (18%) respectively; Ratanak Kiri (15%); Kep, Preh Sihanouk, Pursat, Stung Treng, Svay Rieng and Thoung Khmum (12%) each; and Koh Kong (9%).

B. Other projects/programs besides education implemented in the four provinces

For this part of the report, we have examined if the surveyed NGOs working in the four north-west provinces also implement other projects/programs rather than the education sector. As one can see in Figure 9, the majority of the NGOs (around 55%) did not implement only the education project/program, while 45% others reported that their

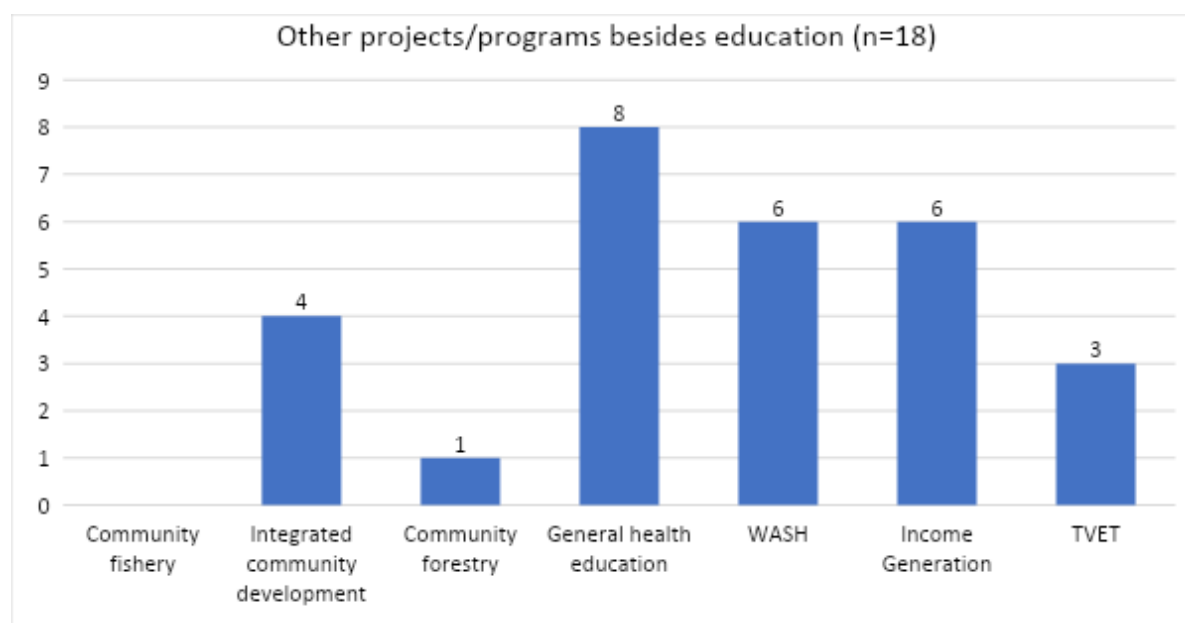
organizations implemented only the education sector. The next graph has looked into the projects/programs they implemented in addition to the education sector.

Figure 52: Other project implemented by the education NGOs rather than education



C. The projects/programs implemented by the NGOs

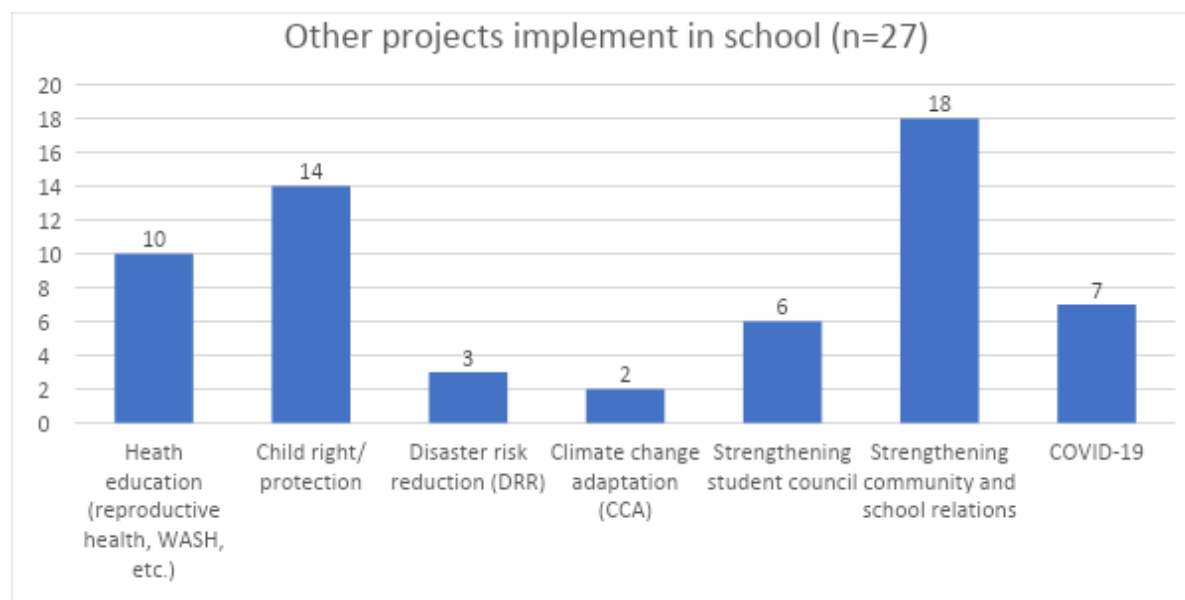
Figure 53: The projects/programs besides education sector implemented by the NGOs



The 18 NGOs that reported that they had implemented other projects/programs rather than education were asked to describe the projects/programs they were implementing. As one can see in Figure 10, the NGOs implemented various projects/programs. General health education was the project/program implemented by the majority of the NGOs, i.e. 42%, followed by WASH and income generation (39%) respectively, integrated community development (12%), TVET (9%) and community forestry (3%).

D. Other projects/programs implemented in school in the four provinces

Figure 54: Projects/programs implemented by the education NGOs in schools



This part of the report examines education-related projects/programs implemented at schools for the past five years (2019-2023) in addition to the seven education sub-sectors embedder in the Education Strategic Plan (ESP) 2019-2023. Based on Figure 11, 27 out of 33 education NGOs in the four provinces also implemented various additional projects /programs were implemented. Those projects/programs 'Strengthening community and school relationship' was one of the projects/programs mentioned by vast majority of the NGOs, i.e. 67%, followed by 'child right/protection' 52%, 'health education (reproductive health, WASH, etc.)' 37%, 'COVID-19' 26%, 'strengthening student council' 22%, and environment related 'disaster risk reduction and climate change adaptation' 11% and 7% respectively.

Appendix 2: SURVEY QUESTIONNAIRE



ភាគីដៃគូអប់រំនៃអង្គការក្រៅរដ្ឋាភិបាល
NGO EDUCATION PARTNERSHIP

Survey Questionnaire Program Impact Assessment and Development of the Research Report

NGO Education Partnership (NEP) is a membership organization that promotes active collaboration among education-related non-governmental organizations (NGOs) and advocates on behalf of its member organizations in policy meetings and discussions with Cambodia's Ministry of Education, Youth, and Sport (MoEYS). NEP is conducting a study on "Program Impact Assessment and Research Report Development" in order to:

- Identify key development interventions and their impact on other non-government organization programs;
- Support coordination and knowledge management, and inform project and program development in the provincial and national education sectors, and
- Identify and implement key strategies and contributions to improve the quality of CSO participation and contribution to the education sector, as well as among provincial and thematic education sector working groups.

GUIDANCE

Please go through each question carefully and answer each question honestly. Your responses will be kept confidential. The survey may take you about one (1) hour to complete. The final report will be provided to your organization.

Name of the person who fill in the questionnaire:

Name: _____
Position: _____
Email: _____

Sex: _____
Phone/Telegram: _____

I- General information of your organization

1. Write full name and acronym / Example: NGO Education Partnership (NEP)

Full name: a. In Khmer _____
 b. In English _____
 c. Abbreviation _____

2. Complete address of your organization's headquarters:

3. What is the nature of your organization?

☐ Local association

- ☐ Local organization (LNGO)
☐ International organization (INGO)
☐ Others: _____

4. How long has your organization been involved in educational activities in Cambodia?

- ☐ (Less than a year)
☐ (1-5 years)
☐ (6-10 years)
☐ (11-15 years)
☐ (16-20 years)
☐ (more than 20 years)

5. Is your organization:

- ☐ A funder/donor (you provide financial and technical support to organizations)
☐ Implementer (implement the project by yourself)
☐ Both of the above
☐ Others, please specify: _____

6. How long has your organization operated in these provinces?

Province	Duration
Battambang	☐ Less than a year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ more than 20 years
Pailin	☐ Less than a year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ more than 20 years
Banteay Meanchey	☐ Less than a year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ more than 20 years
Oddar Meanchey	☐ Less than a year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ more than 20 years

7. Does your organization implement education projects/programs in provinces other than the four mentioned above?

- ☐ Yes ☐ No

7.1 If so, please indicate which provinces you are currently working in.

- ☐ Kampong Cham ☐ Kampong Chhnang ☐ Kampong Speu
☐ Kampong Thom ☐ Kampot ☐ Kandal

- | | | |
|--|-------------------------------------|--|
| ☐ Kep | ☐ Koh Kong | ☐ Kratie |
| ☐ Mondul Kirk | ☐ Phnom Penh | ☐ Preh Sihanouk |
| ☐ Preh Vihear | ☐ Prey Veng | ☐ Pursat |
| ☐ Rattanak Kiri | ☐ Siem Reap | ☐ Stung Treng |
| ☐ Svay Rieng | ☐ Takeo | ☐ Tbong Khmum |

8. Does your organization implement other projects/programs besides education in the four provinces?

- ☐ Yes ☐ No

8.1 If yes, please tick the program/project

- ☐ Community fishery
☐ Integrated community development
☐ Community forestry
☐ General health education
☐ WASH, etc.
☐ Others _____

9. What else does your organization do in your target schools in the four provinces for the past five years (2019-2023) in addition to the seven (7) education sub-sectors?

- ☐ Health education (reproductive health, WASH, ...)
☐ Child right/protection
☐ Disaster risk reduction (DRR)
☐ Climate Change Adaptation (CCA)
☐ Strengthen student council
☐ Strengthening community and school relation
☐ COVID-19
☐ Others: _____

10. How many different education projects/programs has your organization implemented in the four provinces over the last five years (2019-2023)?

- ☐ 0 project/program
☐ 1-3 projects/programs
☐ 4-6 projects/programs
☐ 7-9 projects/programs
☐ More than 9 projects/program

II- Subsectors under ESP 2019-2023 Your organization contributed to

11. Please choose the sub-sectors and target areas where your organization works.

- ☐ Early Childhood Education ☐ State Pre-School
☐ Community Pre-School

Early Childhood Education

11.1.1. Please choose the provinces, districts, commune and schools where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		

	☐ Banan		
	☐ Kash Kralar		
	☐ MOUNG RUSEY		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.1.2. Who were your Early Childhood Education beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Students
- ☐ Teachers
- ☐ School directors
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Please specify _____

11.1.3. From 2019 to 2023, what percentage of your education beneficiaries in this subsector are female?

- ☐ 1% to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.1.4. From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1% to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.1.5. From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1% to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%

☐ None at all

11.1.6. Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
b. _____
c. _____

11.1.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in ECE has your organization contributed to? You may choose more than one option.

11.1.7.1 **Objective 1: Increase access to quality, equitable and inclusive ECE services**

- ☐ Strategy 1.1: Expand infrastructure and educational facilities for ECE classes
☐ Strategy 1.2: Develop standardized community preschool to be annex of public educational institutions (standard setting, capacity building)
☐ Strategy 1.3: Enhance parental education programs by linking with public educational institutions
☐ Strategy 1.4: Expand inclusive education program for children with disabilities at public preschool and community preschool
☐ Strategy 1.5: Provide nutrition and promote health for preschools
☐ None of the above

11.1.7.2 **Objective 2: Improve the quality of pre-schools in accordance with standards**

- ☐ Strategy 2.1: Strengthen the quality of pre-service and in-service training of pre-school teachers to respond to standards
☐ Strategy 2.2: Strengthen the inspection and assessment system for ECE services
☐ Strategy 2.3: Strengthen the curriculum, teaching and learning materials for all ECE services in accordance with standards
☐ None of above

11.1.7.3 **Objective 3: Strengthen the capacity of ECE sub-sector management**

- ☐ Strategy 3.1: Develop capacity and strengthen implementation mechanisms for the roles and responsibilities of management officials of the ECE sub-sector
☐ Strategy 3.2: Strengthen good governance of ECE, results-based planning, management and M&E
☐ None of above

11.1.7. If none of the above objectives then list your program strategies below:

Primary Education

11.2.1 Please choose the provinces, districts, communes and schools where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		

	☐ Banan		
	☐ Kash Kralar		
	☐ MOUNG RUSEY		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapeang Prasat		

11.2.2 Who were your primary education beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Students
- ☐ Teachers
- ☐ School directors
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Others, please specify _____

11.2.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.2.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.2.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%

☐ None at all

11.2.6 Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
b. _____
c. _____

11.2.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Primary Education has your organization contributed to? You may choose more than one option.

11.2.7.1 **Objective 1: Improve participation until the last grade of primary education and completion of primary education for all children, especially children from disadvantaged groups**

- ☐ Strategy 1.1: Expand measures to increase school enrolment, attendance and retention of children from disadvantaged groups
☐ Strategy 1.2: Develop physical infrastructure and clean and safe learning environment in line with primary school standards, especially incomplete and disadvantaged schools
☐ Strategy 1.3: Improve children's health in primary schools
☐ None of above

11.2.7.2 **Objective 2: Improve the availability of quality inputs in primary education**

- ☐ Strategy 2.1: Improve pre-service teacher qualifications and improve deployment of teachers
☐ Strategy 2.2: Strengthen the quality of in-service training for primary teachers
☐ Strategy 2.3: Improve the supply and utilization of core textbooks and other teaching and learning materials
☐ Strategy 2.4: Strengthen the implementation of internal, external and thematic inspections
☐ Strategy 2.5: Strengthen the roles and responsibilities of DTMTs to monitor and evaluate the performance of school management committees, teachers and students using the results of inspections, M&E
☐ None of the above

11.2.7.3 **Objective 3: Strengthen the implementation of primary school standards through school-based management**

- ☐ Strategy 3.1: Develop and start implementing an SBM framework in primary schools
☐ Strategy 3.2: Strengthen cooperation with stakeholders to support and mobilize resources for school development
☐ None of the above

11.2.8 If none of the above objectives, please describe your program strategies below.

Secondary and Technical Education

11.3.1 Please choose the provinces and districts where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		

	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		
	☐ Banan		
	☐ Kash Kralar		
	☐ MOUNG RUSEY		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.3.2 Who were your Secondary and Technical Education beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Students
- ☐ Teachers
- ☐ School directors
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Please specify _____

11.3.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.3.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.3.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%

- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.3.6 Please include any other marginalized groups with whom you work, as well as the percentage shown above.

- a. _____
- b. _____
- c. _____

11.3.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Secondary and Technical Education has your organization contributed to? You may choose more than one option.

11.3.7.1 **Objective 1: Improve access to and retention in equitable and inclusive secondary education**

- ☐ Strategy 1.1: Expand measures to improve school attendance and retention in secondary schools, especially for disadvantaged groups
- ☐ Strategy 1.2: Expand partnerships with the private sector and enterprises for strengthening technical education
- ☐ Strategy 1.3: Expand physical infrastructure and facilities for secondary schools
- ☐ None at all

11.3.7.2 **Objective 2: Improve the quality of teaching and learning in line with 21st century skills**

- ☐ Strategy 2.1: Strengthen and expand science subjects, STEM and foreign languages to meet 21st century skills frameworks
- ☐ Strategy 2.2: Strengthen learning orientation towards careers and expand technical education
- ☐ Strategy 2.3: Promote the effective implementation of the curriculum framework
- ☐ None at all

11.3.7.3 **Objective 3: Strengthen leadership and management at secondary education level**

- ☐ Strategy 3.1: Strengthen the school-based management approach at school level
- ☐ Strategy 3.2: Expand the implementation of the new-generation school model
- ☐ Strategy 3.3: Develop a school quality assurance framework in secondary education
- ☐ Strategy 3.4: Strengthen the M&E system for school inspection
- ☐ None at all

11.3.8 If none of the above apply, please describe your program strategies below:

Higher Education

11.4.1 Please choose the provinces and districts where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		
	☐ Banan		

	☐ Kash Kralar		
	☐ MOUNG RUSEY		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.4.2 Who were your Higher Education beneficiaries between 2019 and 2023? You may choose more than one response.

- ☐ Parent(s)
☐ Teachers, lecturers or professors
☐ Representative from MoEYS (including POE and DOE)
☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
☐ Civil society working in education
☐ Academics/researchers
☐ Private sector entities
☐ Others (please specify) _____
☐

11.4.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
☐ 26% to 50%
☐ 51% to 75%
☐ 76% to 100%
☐ None at all

11.4.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
☐ 26% to 50%
☐ 51% to 75%
☐ 76% to 100%
☐ None at all

11.4.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%
☐ 26% to 50%
☐ 51% to 75%

- ☐ 76% to 100%
- ☐ None at all

11.4.6 Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
- b. _____
- c. _____

11.4.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Higher Education has your organization contributed to? You may choose more than one option.

11.4.7.1 **Objective 1: Enhance equitable access and improve the quality of higher education programmes towards national and international accreditation**

- ☐ Strategy 1.1: Increase results-based investment on prioritized higher education programmes
- ☐ Strategy 1.2: Improve capacity in teaching, learning and research through the development of higher education partnership programmes
- ☐ Strategy 1.3: Increase full-time academic staff with PhDs
- ☐ None at all

11.4.7.2 **Objective 2: Develop a governance and management system to support HEIs to become fully autonomous**

- ☐ Strategy 2.1: Strengthen the financial and human resource management system at HEIs towards full autonomy
- ☐ Strategy 2.2: Strengthen the quality assurance system in higher education
- ☐ None at all

11.4.8 If none of the above apply, please describe your program strategies below:

Non-Formal Education

11.5.1 Please choose the provinces and districts where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		
	☐ Banan		
	☐ Kash Kralar		
	☐ Mounge Rusey		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		

	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.5.2 Who were your Non-Formal Education beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Overage children
- ☐ Out of school Students
- ☐ Trainer and center directors
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ Center Management Committee (SSC/SMC), including local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Others (please specify) _____

11.5.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.5.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ មិនមែនទាំងអស់ None at all

11.5.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.5.6 Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
- b. _____
- c. _____

11.5.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Non-Formal Education has your organization contributed to? You may choose more than one option.

11.5.7.1 **Objective 1: Increase access to NFE programmes for out-of-school children and youth, as well as illiterate adults within a framework of life-long learning, knowledge, skills and attitudes**

- ☐ Strategy 1.1: Develop and improve existing NFE modalities
- ☐ Strategy 1.2: Enrich adult literacy programmes
- ☐ Strategy 1.3: Strengthen and expand the scope of community learning centres to be transformed into lifelong learning centres
- ☐ Strategy 1.4: Promote private sector, development partner, non-government and other stakeholder participation and support for NFE programmes within the lifelong learning framework
- ☐ None at all

11.5.7.2 **Objective 2: Upgrade the results-based management system of NFE programmes**

- ☐ Strategy 2.1: Improve the effectiveness and efficiency of non-formal education MIS
- ☐ None at all

11.5.7.3 **Objective 3: Enhance the management capacity of NFE staff at all levels**

- ☐ Strategy 3.1: Develop the capacity of NFE staff at all levels
- ☐ None at all

11.5.8 If none of the above apply, please describe your program strategies below.

Youth Development

11.6.1 Please choose the provinces and districts where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		
	☐ Banan		
	☐ Kash Kralar		
	☐ Moug Rusey		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
☐ Oddar Meanchey	☐ Thmar Puok		
	☐ Anlong Veng		
	☐ Banteay Ampil		

	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.6.2 Who were your Youth Development beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Out of school youth
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Private sector actors
- ☐ Others (please specify) _____

11.6.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.6.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.6.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.6.6 Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
- b. _____
- c. _____

11.6.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Youth Development has your organization contributed to? You may choose more than one option.

11.6.7.1 **Objective1: Develop digital, entrepreneurship, young leadership and other skills program for youth development**

- ☐ Strategy 1.1: Enhance digital skills and promote the application of knowledge on Science, Technology, Engineering and Mathematics (STEM) for youth in response to the fourth industrial revolution
- ☐ Strategy 1.2: Enhance creative and innovative thinking habits through entrepreneurial spirit, promotion of self-employment, access to employment and business-oriented services, and labour-market information

☐ Strategy 1.3: Develop young people holistically and educate them to live in peace and harmony, to be patriotic and have a love of people, self-confidence, self-esteem, leadership, and a broad understanding of society

☐ Strategy 1.4: Increase youth participation in community development and society

☐ None at all

11.6.7.2 **Objective 2: Develop infrastructure for youth activities**

☐ Strategy 2.1: Develop a model for youth centres

11.6.7.3 **Objective 3: Enhance institutional and individual capacities of youth development program at national and sub-national level**

☐ Strategy 3.1: Enhance the capacity of youth workers at all levels

☐ Strategy 3.2: Strengthen institutional capacity for youth development programme implementation

☐ partners, civil society organizations, communities, parents or guardians to develop youth

☐ None at all

11.6.8 If none of the above objectives, please describe your program strategies below:

Physical Education and Sport

11.7.1 Please choose the provinces and districts where your organization does work.

Province	Districts	Communes	Schools
☐ Battambang	☐ Krong Battambang		
	☐ Sampov Loun		
	☐ Phnom Proek		
	☐ Kam Reang		
	☐ Bavel		
	☐ Rattanak Mondul		
	☐ Samlout		
	☐ Banan		
	☐ Kash Kralar		
	☐ Moug Rusey		
	☐ Sangke		
	☐ Ek Phnom		
	☐ Thmar Koul		
☐ Pailin	☐ Krong Pailin		
	☐ Sala Krau		
☐ Banthey Meanchey	☐ Malay		
	☐ Mongkul Borey		
	☐ Ou Chrov		
	☐ Phnom Srok		
	☐ Preh Netr Preh		
	☐ Serei Saophoan		
	☐ Svay Chek		
	☐ Thmar Puok		
☐ Oddar Meanchey	☐ Anlong Veng		
	☐ Banteay Ampil		
	☐ Chong Kal		
	☐ Samroung		
	☐ Trapaing Prasat		

11.7.2 Who were your Physical Education and Sport beneficiaries from 2019 to 2023? You may choose more than one option.

- ☐ Parent(s)
- ☐ Students
- ☐ Teachers or school directors
- ☐ Representative from MoEYS (including POE and DOE)
- ☐ School Support/Management Committee (SSC/SMC), including parents and local authority (Commune Council, village leader, etc.)
- ☐ Civil society working in education
- ☐ Others (please specify) _____

11.7.3 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are females?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.7.4 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are disabled?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.7.5 From 2019 to 2023, what percentage of your education beneficiaries in this subsector are ethnic minorities?

- ☐ 1 to 25%
- ☐ 26% to 50%
- ☐ 51% to 75%
- ☐ 76% to 100%
- ☐ None at all

11.7.6 Please include any other marginalized groups with which you work, as well as the percentage shown above.

- a. _____
- b. _____
- c. _____

11.7.7 From 2019 to 2023, which of the following MoEYS sub-sector strategies in Physical Education and Sports has your organization contributed to? You may choose more than one option.

11.7.7.1 **Objective 1: Increase access to physical education and sports at schools and in communities to improve people's well-being and livelihoods**

- ☐ Strategy 1.1: Develop physical education facilities and infrastructure
- ☐ Strategy 1.2: Strengthen the implementation of physical education and sports in schools
- ☐ Strategy 1.3: Promote physical education and sports in communities
- ☐ Strategy 1.4: Promote the dissemination of sports to the public
- ☐ None at all

11.7.7.2 **Objective 2: Promote the performance of the national sports team to win more gold medals in 2023**

- ☐ Strategy 2.1: Develop advanced sports
- ☐ Strategy 2.2: Getting to the Southeast Asian Games in 2023
- ☐ None at all

11.7.7.3 **Objective 3: Develop the institutional, managerial and technical capacities of the physical education and sport sub-sector for improved effectiveness and quality**

- ☐ Strategy 3.1: Develop institutional capacities of the physical education and sport sub-sector
- ☐ Strategy 3.2: Develop the capacity of coaches, referees, judges and technical sport staff
- ☐ Strategy 3.3: Promote high-quality competition for all sports

11.7.8 If none of the above apply, please describe your program strategies below:

12. What is your organization's total budget for 2023? (This applies to all programs, including education)

- ☐ Less than \$50,000
- ☐ \$50,001 - \$100,000
- ☐ \$100,001 - \$250,000
- ☐ \$250,001 - \$500,000
- ☐ More than \$500,001

13. What is your organization's total education budget for 2023?

- ☐ Less than \$25,000
- ☐ \$25,001 - \$50,000
- ☐ \$50,001 - \$100,000
- ☐ \$100,001 - \$250,000
- ☐ More than \$250,001

14. What percentage of your total education budget (Q#13) did you spend on each sub-sector in 2023? Please ensure that all percentages total 100%.

- a. Early Childhood Education: _____ %
- b. Primary Education: _____ %
- c. Secondary and Technical Education: _____ %
- d. Non-Formal Education: _____ %
- e. Higher Education: _____ %
- f. Youth Development: _____ %
- g. Physical Education and Sport: _____ %
- h. Vocational Training: _____ %
- i. Others: _____ %

15. How many program employees in your organization are responsible for education? _____ Staff

16. Please answer the following questions about the years of experience of your education program staff.

Description	# of staff
Among the number of staff responsible for education (Q14), how many years of their working experience?	
f. Education program staff with less than 2 years' experience	
g. Education program staff with 2 to 5 years' experience	
h. Education program staff with 6 to 10 years' experience	
i. Education program staff with 11 to 15 years' experience	
j. Education program staff with more than 15 years' experience	

17. Please answer the following questions about the educational qualifications of your education program staff.

Description	# of staff
Among the number of staff responsible for education (Q14), how many of them attain the following education?	

f. Total # of education program staff with Bachelor of Arts (BA) degrees	
g. Total # of education program staff with Bachelor degrees in education (BEd)	
h. Total # of education program staff with Master (MA) degrees	
i. Total # of education program staff with Master degrees in education (MEd)	
j. Total # of education program staff with Doctor (Ph.D.) degrees	

18. In Q#15, how many members of your education program staff have at least two years of experience in the following positions?

Teacher: _____
School director: _____
Education administrator: _____
Education Sector researcher: _____
Education Sector consultant: _____
Advocacy: _____

19. In each of the following technical areas, how many total years of combined experience does your education program staff in Q#16 have? When responding, please consider the experience of all your education program staff (i.e. Staff 1 + Staff 2, etc.)

Experience	Total years of combined experience					
	0 to 1 year	2 to 5 years	6 to 10 years	11 to 15 years	> 15 years	N/A
Child rights & protection (child friendly schools)						
Inclusive education / Children with disabilities						
Community training or capacity building/mobilization/engagement for education actors						
Youth training or capacity building/mobilization/engagement for youth development						
Career guide and counselling for employment opportunity						
Teacher training (in service or pre service)						

20. In each of the following technical areas, how many total years of combined experience does your education program staff in Q#16 have? When responding, please consider the experience of all your education program staff (i.e. Staff 1 + Staff 2, etc.).

Experience	Total years of combined experience				
	0 to 1 year	2 to 5 years	6 to 10 years	11 to 15 years	> 15 years
Life Skills for youth (non-formal education)					
Technical and Vocational Education and Training (TVET)					
Ethnic minorities and multi-lingual education					
Research, education policy, and advocacy on education issues					
Gender sensitivity in curriculum and training					

21. In terms of education service delivery, where does your staff require the most capacity?
Only three options are available.

- ☐ Monitoring and evaluation systems design
- ☐ Program design and implementation
- ☐ Education technical areas
- ☐ Sub-sector related technical expertise (primary, secondary, etc.)
- ☐ Stakeholder engagement and collaboration with educational actors
- ☐ Policy dialogue
- ☐ advocacy
- ☐ Other (please specify): _____
- ☐ None of the above

III- CSO's support for POE and DOE

22. Has your organization provided any assistance to POE and DOE over the last five years (2019-2023)?

☐ Yes ☐ No

22.1. If yes, please describe the materials your organization provided to the District Office of Education.

22.2. Please describe the type of capacity building you've provided to the District Office of Education.

22.3. Please describe the materials that your organization supplied for POE. _____

22.4. Could you please describe the capacity building services that you have provided to POE? _____

23. Has your organization received any assistance from the POE or the DOE over the course of the past five years (2019-2023)?

☐ Yes ☐ No

If yes:

23.1. Could you please describe the kinds of materials that were provided to your organization by the DOE? _____

23.2. Could you please explain the nature of the capacity building that the DOE has provided for you?

23.3. Could you please describe the materials that your organization received from POE in more detail?

23.4. Could you please describe the type of capacity building that has been provided to you by POE?

24. What are your thoughts on the assistance, which included capacity building, that you have received from the POE and the DOE?

☐ Very useful ☐ Useful ☐ Neutral ☐ Not so useful
☐ Not useful at all ☐ No comments

IV- MoEYS' Cambodia Sustainable Development Goal (CSDG) Targets

Please rate the degree to which your organization contributed to the achieving the Sustainable Development Goals outlined below during the period of 2019 to 2023.

1 is lowest and # 10 is highest. If your organization did not work on this CSDG, please mark 'not applicable'. Please circle one score

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome										
1	2	3	4	5	6	7	8	9	10	N/A
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.										
1	2	3	4	5	6	7	8	9	10	N/A
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.										
1	2	3	4	5	6	7	8	9	10	N/A
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship										
1	2	3	4	5	6	7	8	9	10	N/A
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.										
1	2	3	4	5	6	7	8	9	10	N/A
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.										
1	2	3	4	5	6	7	8	9	10	N/A
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development										
1	2	3	4	5	6	7	8	9	10	N/A
4A. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.										
1	2	3	4	5	6	7	8	9	10	N/A
4C. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in Cambodia.										
1	2	3	4	5	6	7	8	9	10	N/A

V- MoEYS Roadmap Priorities

In terms of the MOEYS CSDG Roadmap Priorities, please indicate the extent to which your organization contributed to each of the priorities from 2018 to 2020.

# 1 is lowest and # 10 is highest. If your organization did not work on this CSDG, please mark 'not applicable'. Please circle one score										
PRIORITY 1: All girls and boys have access to quality early childhood care and education and pre-primary education, and complete free, equitable and quality basic education (primary and lower- secondary) with relevant and effective learning outcomes										
1	2	3	4	5	6	7	8	9	10	N/A
PRIORITY 2: Governance and management of education improves at all levels										
1	2	3	4	5	6	7	8	9	10	N/A
PRIORITY 3: All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities.										
1	2	3	4	5	6	7	8	9	10	N/A
PRIORITY 4: Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.										
1	2	3	4	5	6	7	8	9	10	N/A
PRIORITY 5: All girls and boys complete upper-secondary education with relevant learning outcomes, and a substantial number of youths have increased access to affordable and quality technical and vocational education										
1	2	3	4	5	6	7	8	9	10	N/A

VI- MoEYS Priority Reform Pillars

In relation to the MOEYS Priority Reform Pillars, please indicate the extent to which your organization contributed in the last five years, 2019-2023.

# 1 is lowest and # 10 is highest. If your organization did not work on this Priority Pillars, please mark 'not applicable'. Please circle one score										
PILLAR 1: Implementation of the Teacher Policy Action Plan										
1	2	3	4	5	6	7	8	9	10	N/A
PILLAR 2: Review curricula and textbooks and improve learning environment										
1	2	3	4	5	6	7	8	9	10	N/A
PILLAR 3: Enforcement of inspection										
1	2	3	4	5	6	7	8	9	10	N/A
PILLAR 4: Improve learning evaluations to meet national, regional and international levels										
1	2	3	4	5	6	7	8	9	10	N/A
PILLAR 5: Higher Education Reform										
1	2	3	4	5	6	7	8	9	10	N/A

VII- Policy and collaboration

25. How would you rate the current state of policy dialogue between education CSOs and the MoEYS/POE/DOE? (Please answer from 1 to 10, 1 is lowest and 10 is highest)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

26. How has your organization contributed to policy dialogue with the MoEYS-POE DOE between 2019 and 2023? Please answer from 1 to 10, 1 is lowest and 10 is highest. If your organization did not work on policy dialogue, please answer 'not applicable'.

1	2	3	4	5	6	7	8	9	10	N/A
---	---	---	---	---	---	---	---	---	----	-----

What are your organization's top three policy dialogue priorities with MOEYS?

Priority 1: _____

Priority 2: _____
 Priority 3: _____

27. Tick all of the Working Groups (WGs) that your organization is a part of. You may select more than one answer.

- ☐ Provincial Education Sector Working Group (P-ESWG)
☐ Early Childhood Care and Education
☐ Primary Education
☐ Secondary Education
☐ Non-Formal Education
☐ Disability and Education
☐ School Reform
☐ Teacher Capacity Development
☐ Other (please specify): _____
☐ None of the above

28. What do you anticipate to be the most significant educational accomplishments of your organization between 2019 and 2023?

32.1 achievements 1: _____

32.2 achievements 2: _____

32.3 achievements 3: _____

29.

What do you anticipate to be the most significant educational challenges for your organization between 2019 and 2023?

33.1 Challenge 1: _____

33.2 Challenge 2: _____

33.3 Challenge 3: _____

Are there any education success stories that your organization would like to share with NEP?

☐ Yes

☐ No

VIII- OECD/DAC related questions

To what extent do you agree with the following statements?

5= strongly agree

4= somewhat agree

3= neutral

2= somewhat disagree

1= strongly disagree

Statement	Levels of agreement				
	5	4	3	2	1
Relevance					
1. Before designing the project, my organization has studied various educational policies, guidelines, ESP, reports of MoEYS					
2. Before designing the project, my organization have collected data and consulted with POE and DOE					
3. Before the project design, the beneficiary at school level, namely school director, teachers, School Management Committee, Student Council, Parents, etc. were consulted to see what their needs are.					
4. After the project was designed, project presentation was conducted for POE, DOE and schools to collect feedback					

Effectiveness					
5. My organization's projects have contributed a lot to educational policy, ESP, guideline of MoEYS					
6. My organization's projects have contributed a lot to the POE and DOE ESP and AOP					
7. My organization's projects have contributed the development and implementation of School Improvement Plan (SIP)					
8. My organization's projects have built capacity of POE, DOE, school directors and teachers, SMC, etc.					
9. My organization's projects have contributed a lot to improved access to school, school retention, quality education, etc.					
Efficiency					
10. The baseline survey was conducted before the project implementation					
11. Follow up, monitoring, reflection, etc. were regularly conducted with stakeholders, especially at school level in order to adjust the workplan					
12. M&E system of my organization was developed and used internally					
13. Mid-term review and final evaluation were regularly conducted by independent entities and relevant stakeholders were engaged					
14. Internal and external financial audits were regularly conducted					
15. During the project implementation, regular meeting/consultation with POE and DOE to report progress, challenges, solutions, etc. and get feedbacks from them were conducted					
Impact					
16. Working relationship between my organization and POE and DOE has improved a lot					
17. School leadership have improved a lot in the target schools of my projects					
18. Enrolment rate and retention rate have improved in the target schools of my project					
19. Dropout rate has decreased a lot in the target school of my project					
20. Teaching and learning capacity of the teachers in the target school have improved a lot					
21. The target schools have more teaching and learning materials/aid					
22. Learning outcome of the students in the target school have improved a lot					
23. Relationship between community and school have improved a lot					
24. More and more parents pay attention to their children's study and engage in school development					
Sustainability					
25. Phase out strategy was developed and implemented at school before the project end					
26. Procedure for the project implementation of my organization can be easily replicated					
27. My organization encouraged school directors and teachers of my target school to share what they learnt from the project with other non-target schools					
28. Final project reflection was conducted school, POE and DOE to ensure that they realized what they had to do after the project ended.					
29. Capacity of POE, DOE, and school (including school director, teachers, SMC, student council) have been built during the project implementation.					

Thank You Very Much for Your Time and Cooperation!!

Appendix 3: Public Education Statistics in the Four Province

Table 1: Schools, Classes, Students and Staff by Province

Province	Number of Schools	Disadv. Schools	Number of Classes	Classes in Pagoda	Enrollment		Repeaters		Teaching Staff		Non-Teaching Staff		Total Staff	
					Total	Girl	Total	Girl	Total	Female	Total	Female	Total	Female
Banteay Meanchey	822	0	4,882	23	164,159	82,496	5,391	1,961	4,766	2,503	938	243	5,704	2,746
Battambang	1,170	0	7,827	63	257,116	128,312	13,223	5,076	7,099	4,290	1,758	670	8,857	4,960
Otdar Meanchey	366	0	2,090	1	57,618	28,479	3,547	1,318	1,641	767	349	87	1,990	854
Pailin	82	0	540	0	16,283	8,278	947	375	669	355	95	30	764	385

Table 2: Pre- Schools, Classes, Students and Staff by Province

Province	Number of Schools	Seperated Pre-Schools	Disadv. Schools	Number of Classes	Number of Classrooms	Classes in Pagoda	Enrollment		Teaching Staff		Non-Teaching Staff		Total Staff		Teaching Staff without training
							Total	Girl	Total	Girl	Total	Female	Total	Female	
Banteay Meanchey	328	21	0	559	539	3	16,738	8,453	91	91	22	22	113	113	4
Battambang	389	26	0	669	611	12	17,777	8,958	606	573	30	28	636	601	23
Otdar Meanchey	108	0	0	150	131	1	3,486	1,816	108	95	3	0	111	95	5
Pailin	25	2	0	44	40	0	980	496	36	36	4	4	40	40	0

Table 3: Characteristics of Schools and School Principals

Province	Number of Schools				2 - Shift Schools	Floating Schools	Schools in Pagoda	Attached Pre-Sch.	Schools Without		Characteristics of School Principals (Incharge)			
	Pre-Sch.	Primary	College	Lycee					Water Sup.	Latrine	Avg. Age	Avg.Service	U.Sec+ Ed.	Female
Banteay Meanchey	328	410	54	30	255	0	17	307	520	366	46.0	23.5	577	106
Battambang	389	654	98	29	571	5	55	363	787	373	42.7	22.8	935	250
Otdar Meanchey	108	219	30	9	91	0	4	108	212	133	39.6	18.7	220	22
Pailin	25	48	7	2	29	0	2	23	60	30	40.0	20.2	68	16

Table 4: Enrollment by Level of Education 2020-2021

Province	Number of Schools	Pre-school		Primary		Lower Sec.		Upper Sec.		Total		% Female	
		Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Primary	All Level
Banteay Meanchey	815	17,293	8,699	98,608	47,624	29,470	15,878	14,593	8,308	159,964	80,509	48.3	50.3
Battambang	1,164	18,470	9,375	165,957	79,323	47,208	25,375	23,700	13,174	255,335	127,247	47.8	49.8
Otdar Meanchey	364	3,894	1,965	37,041	17,683	10,301	5,469	5,106	2,706	56,342	27,823	47.7	49.4
Pailin	82	973	491	9,944	4,822	3,504	1,877	1,814	985	16,235	8,175	48.5	50.4

Table 5: Enrollment and Repeaters by Grade (Grades 1 to 3)

Province	Enrollment in Grade 1		Repeaters in Grade 1		Enrollment in Grade 2		Repeaters in Grade 2		Enrollment in Grade 3		Repeaters in Grade 3	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
Banteay Meanchey	18,994	8,921	1,737	669	18,253	8,782	1,130	425	16,506	7,837	790	271
Battambang	32,644	15,287	4,614	1,801	29,477	13,891	2,873	1,098	27,532	13,050	1,994	763
Otdar Meanchey	8,162	3,768	1,255	471	7,126	3,281	750	277	6,572	3,080	532	187
Pailin	2,114	1,015	341	131	1,716	811	159	66	1,705	839	138	55

Table 5.1: Grades 4 to 6

Province	Enrollment in Grade 4		Repeaters in Grade 4		Enrollment in Grade 5		Repeaters in Grade 5		Enrollment in Grade 6		Repeaters in Grade 6	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
Banteay Meanchey	16,301	7,923	627	206	15,049	7,352	421	140	14,844	7,380	325	108
Battambang	26,587	12,749	1,282	478	25,028	12,316	936	307	23,067	11,511	653	239
Otdar Meanchey	5,880	2,735	386	139	5,386	2,702	203	85	4,916	2,514	116	45
Pailin	1,593	774	93	39	1,441	737	83	31	1,312	652	18	10

Grades 7 to 9

Province	Enrollment in Grade 7		Repeaters in Grade 7		Enrollment in Grade 8		Repeaters in Grade 8		Enrollment in Grade 9		Repeaters in Grade 9	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
Banteay Meanchey	12,398	6,475	117	40	10,554	5,648	54	15	8,764	4,738	80	28
Battambang	19,461	10,172	167	58	16,644	8,987	138	65	13,931	7,514	252	101
Otdar Meanchey	4,239	2,248	84	37	3,564	1,916	50	14	2,938	1,615	53	14
Pailin	1,354	714	20	4	1,203	631	9	2	1,007	553	47	21

Grades 10 to 12

Province	Enrollment in Grade 10		Repeaters in Grade 10		Enrollment in Grade 11		Repeaters in Grade 11		Enrollment in Grade 12		Repeaters in Grade 12	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
Banteay Meanchey	6,038	3,438	20	12	5,205	2,926	8	2	4,515	2,623	82	45
Battambang	9,524	5,313	53	30	8,071	4,452	37	19	7,373	4,112	224	117
Otdar Meanchey	2,126	1,087	41	15	1,763	938	19	10	1,460	779	58	24
Pailin	696	417	15	5	649	351	5	1	513	288	19	10

Table 6: School Staff by Education and Pedagogical Training

Province	Education Level of Teaching Staff						Education Level of Non-Teaching Staff						Teaching Staff without Pedagogy Training					
	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD
Banteay Meanchey	106	797	2,217	1,553	93	0	39	180	357	310	52	0	3	9	32	43	1	0
Battambang	249	913	2,704	2,942	271	20	56	242	573	726	152	9	18	26	31	22	3	0
Otdar Meanchey	111	340	903	276	11	0	30	73	187	53	6	0	5	7	7	7	4	0
Pailin	12	75	366	210	6	0	1	7	44	39	4	0	0	0	0	0	0	0

Table 7: School Staff with Special Functions

Province	Number of Schools with										Literacy Teachers		Contracted Teachers
	Secretary	Librarian	Home.Eco.	Arts	Agri.	Sports	ICT	Account	Laboratory	Youth			
Banteay Meanchey	165	224	98	43	113	20	38	48	28	855	17		0
Battambang	415	352	145	65	331	28	91	157	95	1,854	33		0
Otdar Meanchey	124	57	43	23	74	6	25	14	50	456	3		0
Pailin	17	20	17	7	16	8	9	5	6	113	0		0

Table 8: Teaching Staff and Pedagogical Training

Province	Preschool Level						Primary Level						Secondary Level						w/o Pedag. Training
	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD	Primary	L.Sec.	U.Sec.	Graduate	Post Graduate	PhD	
Banteay Meanchey	0	22	54	15	0	0	63	639	1,531	558	24	0	43	136	632	980	69	0	87
Battambang	17	108	276	190	13	2	109	591	1,635	1,290	94	4	123	214	793	1,462	164	14	97
Otdar Meanchey	13	13	81	1	0	0	90	247	592	55	3	0	8	80	230	220	8	0	26
Pailin	1	4	28	3	0	0	11	70	153	60	5	0	0	1	185	147	1	0	0

Table 9: Condition of School Buildings

Province	Total Number of		Concrete/Brick Structure		Wooden Structure		Bamboo Structure		New Buildings		Buildings Without Good		
	Buildings	Rooms	Buildings	Rooms	Buildings	Rooms	Buildings	Rooms	Repaired	Constructed	Floor	Roof	Wall
Banteay Meanchey	1,192	5,347	993	4,749	199	598	0	0	2,120	2,151	1,382	1,271	1,213
Battambang	1,722	7,364	1,423	6,442	299	922	0	0	3,166	3,142	1,667	1,471	1,440
Otdar Meanchey	431	2,058	346	1,846	85	212	0	0	819	814	344	287	271
Pailin	132	723	122	706	10	17	0	0	252	247	158	130	97

Table 10: Condition of Classrooms and Existence of Separate School Office and Library

Province	Number of Classrooms	Number of Classrooms			Classrooms Without Good			Schools with Separate	
		in Pagoda	New Repaired	New Constr.	Floor	Roof	Wall	Office	Library
Banteay Meanchey	3,976	23	0	0	0	0	0	144	164
Battambang	5,777	63	0	0	0	0	0	203	154
Otdar Meanchey	1,561	1	0	0	0	0	0	63	23
Pailin	426	0	0	0	0	0	0	26	21

Table 11: School Space and Sports Facilities

Province	School Area (m2)		Cl.room Area per Student	Pre-School with Sport Facility	Schools with Sport Ground, Equipment and Teams / Player for							
	Land	Playground			Volleyball	Football	Basketball	Climb.Ropes	Shotput	High Jump	Long Jump	Running
Banteay Meanchey	38,262	11,108	1.38	159	141	167	23	26	43	81	67	73
Battambang	49,856	5,843	1.24	209	167	152	25	43	63	90	80	111
Otdar Meanchey	21,988	8,615	1.78	50	96	93	11	13	34	50	46	45
Pailin	20,589	4,782	1.63	10	16	18	7	3	10	18	19	15

Table 12: Community Participation and Financing

Province	Parent Association				Comm. Teachers	Teaching Monks	PB Fund (Riel)		Number of Schools Obtaining Funds from				
	Exists	Held Meet.	Total	Female			per Student	per School	Sch. Income	Community	Gvt. For building	Abroad	IOs/NGOs
Banteay Meanchey	679	645	6	2	7	2	54,531	10,708,094	111	30	24	169	23
Battambang	1,146	1,107	6	2	4	8	57,855	11,941,720	119	49	58	452	24
Otdar Meanchey	332	316	5	1	2	1	69,574	10,455,374	39	41	13	102	3
Pailin	72	69	5	2	0	0	63,926	12,026,426	4	1	5	10	0

Table 14: Educational Staff in Province and District Offices and Schools

Province	Director of the Provincial Education Service	Provincial Edn. Service		District Edn. Office		Teaching Staff at Schools		Non-Tch. Staff at Schools		Total Staff	
		Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Banteay Meanchey	CHHOU BUNROEURNG	95	28	116	32	4,766	2,503	938	243	5,915	2,806
Battambang	YI SONGKY	126	36	168	47	7,099	4,290	1,758	670	9,151	5,043
Otdar Meanchey	PECH RATANA	53	13	57	11	1,641	767	349	87	2,100	878
Pailin	TANG THEARA	51	14	13	3	669	355	95	30	828	402

Table 15: School-Going Age Population, Age Population and Respective Gender Ratios

Province	Aged 6		Aged 6-11		Aged 12-14		Aged 15-17		Sex-Ratio of Population			
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Aged 6	6-11	12-14	15-17
Banteay Meanchey	17,727	8,478	101,813	48,706	56,835	27,156	54,605	26,216	109.1	109.0	109.3	108.3
Battambang	20,510	9,910	117,792	56,932	65,755	31,743	63,174	30,642	107.0	106.9	107.1	106.2
Otdar Meanchey	5,678	2,665	32,609	15,313	18,203	8,537	17,489	8,243	113.0	113.0	113.2	112.2
Pailin	1,545	721	8,873	4,145	4,953	2,311	4,759	2,232	114.1	114.1	114.3	113.3

3: Indicators on Schools by Province

Table 1: Indicators on Schools by Province

Province	Pupils per School	Teachers per School	Staff per School	Buildings per School	Rooms per School	Classrooms per School	Classes per School	Percentage of Schools			
								2 - shift	in Pagoda	w/o Water	w/o Toilet
Banteay Meanchey	199.7	5.8	6.9	1.5	6.5	4.8	5.9	31.0	2.1	63.3	44.5
Battambang	229.4	6.1	7.6	1.5	6.3	4.9	6.7	48.8	4.7	67.3	31.9
Otdar Meanchey	157.4	4.5	5.4	1.2	5.6	4.3	5.7	24.9	1.1	57.9	36.3
Pailin	198.6	8.2	9.3	1.6	8.8	5.2	6.6	35.4	2.4	73.2	36.6

Table 2: Indicators on Schools in the Primary Schools

Province	Pupils per School	Teachers per School	Staff per School	Buildings per School	Rooms per School	Classrooms per School	Classes per School	Percentage of Schools			
								2 - shift	in Pagoda	w/o Water	w/o Latrine
Banteay Meanchey	243.8	6.9	8.3	2.2	8.5	5.9	8.0	56.8	2.4	55.9	26.3
Battambang	268.6	5.7	7.5	2.0	7.8	5.6	8.5	83.8	4.4	67.0	22.0
Otdar Meanchey	173.7	4.5	5.7	1.5	6.4	4.9	7.2	37.4	0.5	56.2	28.3
Pailin	205.9	6.2	7.2	2.0	8.2	5.4	7.6	56.3	2.1	81.3	27.1

Table 3: Indicators on Secondary Schools by Province

Province	Pupils per School	Teachers per School	Staff per School	Buildings per School	Rooms per School	Classrooms per School	Classes per School	Percentage of Schools			
								2 - shift	in Pagoda	w/o Water	w/o Latrine
Banteay Meanchey	565.2	22.1	26.1	3.2	21.1	12.0	12.3	26.2	1.2	52.4	19.0
Battambang	590.6	21.8	25.9	3.0	17.4	11.7	12.4	18.1	2.4	63.8	12.6
Otdar Meanchey	412.6	14.0	15.9	2.6	17.0	8.9	9.4	23.1	0.0	53.8	15.4
Pailin	602.4	37.1	42.1	3.8	35.6	14.1	14.7	22.2	0.0	33.3	11.1

Province	Pupil Teacher Ratio	Pupil Staff Ratio	Pupil Class Ratio	Pupil Classroom Ratio	Classes per Classroom	Classroom Area (m2) per Pupil	Percentage of Total Students in				Percentage of	
							Pre-school	Primary	Lower Secondary	Upper Secondary	Non-tching Staff	Female Staff
Banteay Meanchey	34.4	28.8	33.6	41.3	1.2	1.4	10.2	60.9	19.3	9.6	16.4	48.1
Battambang	37.8	30.3	34.3	46.5	1.4	1.2	6.6	65.4	18.6	9.3	19.8	56.0
Otdar Meanchey	35.1	29.0	27.6	36.9	1.3	1.8	6.1	66.0	18.6	9.3	17.5	42.9
Pailin	24.3	21.3	30.2	38.2	1.3	1.6	6.0	60.7	21.9	11.4	12.4	50.4

Table 7: Indicators on Primary Students and Staff by Province

Province	Pupil Teacher Ratio	Pupil Staff Ratio	Pupil Class Ratio	Pupil Classroom Ratio	Classes per Classroom	Classroom Area (m2) per Pupil	Percentage of		Percentage of Female in	
							Non-teaching Staff	Female Staff	Teaching Staff	Non-teaching Staff
Banteay Meanchey	35.5	29.4	30.4	41.2	1.4	1.4	17.2	52.0	58.5	21.1
Battambang	47.2	35.6	31.4	47.6	1.5	1.2	24.6	58.4	64.8	38.7
Otdar Meanchey	38.5	30.3	24.2	35.2	1.5	1.6	21.5	43.6	48.2	26.7
Pailin	33.0	28.6	27.1	38.2	1.4	1.6	13.3	54.8	57.2	39.1

Table 8: Indicators on Secondary Students and Staff by Province

Province	Pupil Teacher Ratio	Pupil Staff Ratio	Pupil Class Ratio	Pupil Classroom Ratio	Classes per Classroom	Classroom Area (m2) per Pupil	Percentage of		Percentage of Female in	
							Non-teaching Staff	Female Staff	Teaching Staff	Non-teaching Staff
Banteay Meanchey	25.5	21.7	46.1	47.0	1.0	1.2	15.1	39.4	41.2	29.5
Battambang	27.1	22.8	47.7	50.7	1.1	1.1	15.7	44.9	47.1	33.5
Otdar Meanchey	29.5	25.9	44.1	46.2	1.0	1.2	12.2	33.9	35.9	19.7
Pailin	16.2	14.3	41.1	42.7	1.0	1.5	11.9	41.2	44.3	17.8

Province	% Repeaters (Total)			% Over-age Enrollment (Total)			% Repeaters (Girl)			% Over-age Enrollment (Girl)		
	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.
Banteay Meanchey	5.0	0.8	0.7	16.2	31.5	23.5	3.8	0.5	0.7	14.9	29.3	21.0
Battambang	7.0	1.1	1.3	33.8	34.3	28.1	5.4	0.8	1.2	33.1	31.5	26.4
Otdar Meanchey	8.5	1.7	2.2	18.3	37.6	35.2	6.7	1.1	1.7	17.3	34.6	31.9
Pailin	8.4	2.1	2.1	20.7	33.4	21.1	6.9	1.4	1.5	18.9	29.2	16.9

Table 10: Indicators on Access and Equity by Province

Province	Gross Admission Rate		Net Admission Rate		% Over-age (6+) Admission		Transition Rate to Lower Sec. 2020/2021		Transition Rate to Upper Sec. 2020/2021	
	Total	Girl	Total	Girl	Total	Girl	Total	Girl	Total	Girl
Banteay Meanchey	97.3	97.3	68.8	70.8	29.4	27.3	84.0	87.6	79.5	81.1
Battambang	136.7	136.1	93.0	95.2	32.0	30.0	81.1	85.2	77.1	78.8
Pailin	114.8	122.5	78.5	87.0	31.6	29.0	99.2	99.9	73.5	79.7

Table 11: Gross and Net Enrollment Ratios by Province

Province	Gross Enrollment Rate (Total)			Net Enrollment Rate (Total)			Gross Enrollment Rate (Girl)			Net Enrollment Rate (Girl)		
	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.	Primary	L.Sec.	U.Sec.
Banteay Meanchey	98.2	55.8	28.9	82.2	38.2	22.1	99.0	62.1	34.3	84.2	43.9	27.1
Battambang	149.1	76.1	39.5	98.7	50.0	28.4	153.3	84.0	45.3	102.6	57.5	33.3
Otdar Meanchey	116.7	59.0	30.6	95.3	36.8	19.8	118.1	67.7	34.0	97.6	44.3	23.2
Pailin	111.4	72.0	39.0	88.4	47.9	30.8	116.5	82.1	47.3	94.5	58.1	39.3

Province	Gross Admission Rate	Net Admission Rate	% Over-age (6+) Admission	Transition Rate to Lower Sec. 2020/2021	Transition Rate to Upper Sec. 2020/2021	Gross Enrollment Rate			Net Enrollment Rate Primary
						Primary	L.Sec.	U.Sec.	
Banteay Meanchey	97.4	66.9	31.3	80.4	77.5	97.4	50.1	23.9	80.4
Battambang	137.2	90.9	33.8	77.0	75.1	145.2	68.7	34.1	95.1
Otdar Meanchey	119.8	85.1	28.9	80.6	77.3	115.4	51.3	27.5	93.2
Pailin	108.0	71.0	34.2	98.4	65.8	106.9	63.1	31.7	83.0

Table 13: Student Flow Rates (Grade 1-4) for Both Sex 2020 - 2021

Province	Grade 1			Grade 2			Grade 3			Grade 4		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	86.1	8.7	5.2	88.3	6.4	5.3	91.0	4.6	4.5	89.7	3.8	6.5
Battambang	86.4	10.5	3.1	84.2	9.5	6.3	86.9	6.8	6.3	89.1	4.7	6.1
Otdar Meanchey	78.2	15.4	6.4	83.4	10.4	6.3	85.0	8.2	6.7	86.3	6.4	7.3
Pailin	75.4	16.5	8.1	84.6	8.6	6.9	85.3	7.8	6.8	83.3	5.7	11.0

Table 14: Student Flow Rates (Grade 5-8) for Both Sex 2020 - 2021

Province	Grade 5			Grade 6			Grade 7			Grade 8		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	91.3	2.6	6.1	91.9	2.2	5.9	88.8	1.0	10.2	86.2	0.5	13.3
Battambang	88.0	3.7	8.4	74.5	2.7	22.8	85.5	0.9	13.7	85.7	0.9	13.4
Otdar Meanchey	87.7	3.7	8.6	61.8	2.4	35.8	84.2	2.0	13.8	84.2	1.5	14.3
Pailin	85.4	5.5	9.1	65.6	1.3	33.1	83.4	1.4	15.2	83.7	0.8	15.5

Province	Grade 9			Grade 10			Grade 11			Grade 12		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	85.7	1.1	13.3	87.5	0.3	12.2	93.1	0.2	6.7	73.2	2.1	24.7
Battambang	72.1	2.1	25.8	83.9	0.6	15.5	92.0	0.5	7.6	57.8	3.5	38.7
Otdar Meanchey	73.6	2.0	24.5	81.6	1.9	16.5	87.4	1.2	11.5	88.2	4.3	7.6
Pailin	71.6	5.1	23.3	84.8	2.0	13.2	88.2	0.9	10.9	71.7	3.8	24.4

Table 16: Student Flow Rates and Graduates by level for Both Sex 2020 - 2021

Province	Primary Level (Grades 1-6)			Lower Secondary Level (Grades 7-9)			Upper Secondary Level (Grades 10-12)			Successful Candidates		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Grade 6	Grade 9	Grade 12
Banteay Meanchey	89.5	4.9	5.5	87.1	0.9	12.1	85.5	0.8	13.8	13,425	6,483	2,846
Battambang	85.1	6.9	8.0	82.1	1.2	16.7	79.5	1.3	19.1	17,707	8,854	3,670
Otdar Meanchey	80.9	8.5	10.7	81.4	1.8	16.8	85.2	2.3	12.5	3,048	1,989	1,203
Pailin	80.2	8.2	11.6	80.4	2.2	17.4	82.3	2.1	15.5	882	663	355

Table 17: Student Flow Rates (Grade 1-4) for Female 2020 - 2021

Province	Grade 1			Grade 2			Grade 3			Grade 4		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	87.1	7.0	5.9	89.6	5.0	5.4	91.6	3.2	5.2	90.3	2.6	7.1
Battambang	87.1	8.9	4.0	88.6	7.1	4.3	89.9	5.3	4.9	92.0	3.3	4.7
Otdar Meanchey	79.5	12.5	8.0	84.1	8.0	7.9	86.1	6.2	7.7	88.4	4.7	6.9
Pailin	77.0	13.5	9.5	85.5	7.2	7.3	86.1	6.4	7.5	87.8	4.9	7.3

Province	Grade 5			Grade 6			Grade 7			Grade 8		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	92.5	1.8	5.7	93.8	1.5	4.7	90.1	0.6	9.3	87.2	0.3	12.5
Battambang	90.1	2.5	7.5	77.0	2.0	21.0	87.4	0.6	12.0	86.0	0.8	13.2
Otdar Meanchey	88.9	3.1	8.0	63.9	1.8	34.3	85.7	1.7	12.6	86.3	0.8	13.0
Pailin	87.0	4.2	8.8	65.1	1.4	33.5	86.6	0.6	12.8	83.9	0.3	15.8

Table 19: Student Flow Rates (Grade 9-12) for Female 2020 – 2021

Province	Grade 9			Grade 10			Grade 11			Grade 12		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	87.5	0.7	11.9	88.6	0.4	11.1	93.7	0.1	6.3	81.1	2.0	16.9
Battambang	73.7	1.5	24.8	83.8	0.6	15.6	92.3	0.4	7.3	56.8	3.3	39.9
Otdar Meanchey	74.3	1.0	24.7	83.4	1.3	15.3	88.7	1.2	10.1	89.4	3.2	7.4
Pailin	77.4	4.1	18.6	88.4	1.3	10.4	89.4	0.3	10.3	73.4	3.6	23.0

Table 20: Student Flow Rates and graduates by Level for Female 2020 - 2021

Province	Primary Level (Grades 1-6)			Lower Secondary Level (Grades 7-9)			Upper Secondary Level (Grades 10-12)			Successful Candidates		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Grade 6	Grade 9	Grade 12
Banteay Meanchey	90.7	3.7	5.7	88.4	0.5	11.1	88.2	0.7	11.1	6,887	3,695	1,828
Battambang	87.7	5.3	7.1	83.3	0.9	15.8	79.3	1.3	19.4	9,136	4,942	2,021
Otdar Meanchey	82.2	6.5	11.3	83.0	1.2	15.8	86.7	1.8	11.5	1,608	1,036	663
Pailin	81.6	6.7	11.7	83.2	1.4	15.4	84.5	1.6	13.9	463	400	204

Province	Grade 1			Grade 2			Grade 3			Grade 4		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	85.1	10.4	4.5	87.2	7.5	5.3	90.3	5.9	3.8	89.0	5.1	5.9
Battambang	85.7	11.8	2.4	79.6	12.0	8.4	83.9	8.4	7.7	85.7	6.5	7.8
Otdar Meanchey	77.1	17.9	5.0	82.8	12.4	4.8	84.1	10.0	5.9	84.2	8.1	7.6
Pailin	74.0	19.1	6.9	83.7	9.9	6.4	84.6	9.2	6.2	78.9	6.5	14.5

Table 22: Student Flow Rates (Grade 5-8) for Male 2020 - 2021

Province	Grade 5			Grade 6			Grade 7			Grade 8		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	90.1	3.5	6.4	89.9	3.0	7.1	87.4	1.4	11.3	85.0	0.8	14.2
Battambang	86.0	4.9	9.2	71.9	3.5	24.6	83.3	1.2	15.5	85.4	1.0	13.6
Otdar Meanchey	86.5	4.4	9.2	59.7	2.9	37.4	82.5	2.4	15.1	81.8	2.3	15.9
Pailin	83.9	6.7	9.4	66.1	1.3	32.6	80.1	2.3	17.6	83.4	1.4	15.2

Table 23: Student Flow Rates (Grade 9-12) for Male 2020 - 2021

Province	Grade 9			Grade 10			Grade 11			Grade 12		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout
Banteay Meanchey	83.3	1.6	15.1	86.1	0.3	13.6	92.3	0.3	7.4	62.2	2.3	35.5
Battambang	70.2	2.7	27.1	84.1	0.5	15.4	91.6	0.5	7.9	59.0	3.8	37.2
Otdar Meanchey	72.7	3.0	24.3	79.7	2.5	17.8	85.8	1.2	13.0	86.8	5.5	7.7
Pailin	64.3	6.4	29.3	81.0	2.8	16.3	86.7	1.6	11.6	69.6	4.1	26.3

Province	Primary Level (Grades 1-6)			Lower Secondary Level (Grades 7-9)			Upper Secondary Level (Grades 10-12)			Successful Candidates		
	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Promotion	Repetition	Dropout	Grade 6	Grade 9	Grade 12
Banteay Meanchey	88.4	6.2	5.4	85.6	1.2	13.2	81.9	0.8	17.3	6,538	2,788	1,018
Battambang	82.6	8.5	8.9	80.7	1.5	17.8	79.8	1.4	18.8	8,571	3,912	1,649
Otdar Meanchey	79.6	10.3	10.1	79.7	2.5	17.8	83.5	2.9	13.7	1,440	953	540
Pailin	78.9	9.7	11.4	77.2	3.0	19.8	79.7	2.8	17.5	419	263	151

Table 24: Survival Rate And Completion Rate

Province	Survival Rate 2020/2021												Completion rate 2021/2022								
	Grade5			Primary			Lower secondary			Upper secondary			Primary			Lower secondary			Upper secondary		
	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy
Banteay Meanchey	79.1	77.5	80.6	74.1	73.0	75.3	54.1	55.1	52.9	38.4	40.4	35.9	82.2	86.2	78.6	44.9	51.0	39.4	25.5	30.8	20.6
Battambang	78.3	82.3	73.8	71.5	75.9	66.7	40.8	45.5	36.1	23.4	26.6	20.3	109.7	114.3	105.5	61.2	68.7	54.2	35.5	40.8	30.5
Otdar Meanchey	73.5	70.8	76.0	66.9	64.9	68.7	31.1	32.0	29.9	17.2	18.2	15.9	84.9	93.1	77.7	46.6	55.1	39.1	25.2	28.7	22.0
Pailin	68.3	69.6	66.8	61.7	63.2	60.1	29.3	30.6	27.9	17.0	19.8	14.1	84.1	89.4	79.5	57.0	67.7	47.7	32.6	39.0	26.9

Table 25: Gender Parity Index in Education Indicators 2021 - 2022

Province	GPI for GAR	GPI for NAR	GPI for Gross Enrolment rate in			GPI for Net Enrolment rate in Primary school	GPI for Teaching Staff in				
			Primary school	Lower Sec. Edu	Upper Sec. Edu		Presch	Primary schools	Junior high schools	Senior high schools	Secondary schools
Banteay Meanchey	1.00	1.06	1.02	1.24	1.44	1.05	n.a.	1.41	0.77	0.67	0.70
Battambang	0.99	1.05	1.06	1.22	1.33	1.08	17.36	1.84	0.94	0.85	0.89
Otdar Meanchey	1.03	1.05	1.02	1.32	1.24	1.05	7.31	0.93	0.59	0.54	0.56
Pailin	1.13	1.23	1.09	1.30	1.49	1.14	n.a.	1.34	0.86	0.74	0.80

APPENDIX: EDUCATION STATISTICS, 1979/1980 to 2021/2022

Academic Year	Schools				Classes				Students				Staff			
	Pre	Pri	College	Lycee	Pre	Pri	Lower	Upper	Pre	Pri	Lower	Upper	Pre	Pri	Lower	Upper
1979-80	96	n.a	14	1	230	12,069	101	7	8,229	947,317	4,803	281	267	13,619	205	20
1980-81	149	n.a	62	2	446	25,526	394	14	15,077	1,328,053	17,291	555	630	30,316	671	28
1981-82	213	3,521	96	5	448	31,909	938	33	16,579	1,538,839	39,515	1,517	818	31,884	1,586	65
1982-83	371	3,114	173	7	823	33,740	1,949	73	23,797	1,597,081	87,005	3,493	956	34,859	3,300	158
1983-84	500	3,005	200	13	1,128	33,287	3,089	149	25,466	1,504,839	145,726	7,639	1,493	35,479	4,494	271
1984-85	541	3,133	222	19	1,420	33,345	4,698	211	39,920	1,367,089	234,927	10,888	1,835	35,578	6,116	468
1985-86	689	2,294	278	28	1,557	31,062	5,730	266	56,165	1,315,531	297,775	14,020	2,398	35,080	7,416	617
1986-87	551	4,282	304	33	1,864	30,946	6,262	364	55,760	1,294,227	327,049	18,799	2,625	36,754	8,967	858
1987-88	560	4,780	337	40	2,059	30,890	6,538	497	59,679	1,279,053	326,403	26,176	3,017	37,292	10,866	1,064
1988-89	679	4,730	373	49	2,195	31,384	6,265	650	61,349	1,313,689	289,064	35,125	3,209	36,930	11,702	1,403
1989-90	416	4,773	394	61	2,181	31,553	5,602	817	56,017	1,276,957	244,842	43,561	3,383	41,261	12,702	1,766
1990-91	397	4,665	397	66	1,789	32,858	5,064	919	51,421	1,322,143	201,496	47,562	2,959	40,014	14,351	2,057
1991-92	221	4,555	407	80	1,714	33,142	4,848	1,084	48,207	1,371,694	183,025	53,857	2,736	40,631	14,668	3,149
1992-93	220	4,539	358	82	1,712	35,025	4,844	1,216	50,976	1,468,958	183,793	55,570	2,920	42,405	13,107	6,439
1993-94	203	4,693	354	89	1,700	36,798	5,402	1,350	53,080	1,621,685	224,273	61,506	2,682	44,454	13,621	7,645
1994-95	184	4,744	363	90	1,586	39,159	6,001	1,244	49,591	1,703,316	246,198	51,357	2,628	44,985	12,179	8,784
1995-96	188	4,845	350	92	1,516	40,691	5,851	1,561	48,721	1,805,631	235,155	52,920	2,519	45,753	11,315	8,806
1996-97	812	4,899	351	106	1,438	43,469	6,304	1,370	44,814	1,918,985	265,895	61,671	2,071	47,147	17,459	3,246
1997-98	793	5,026	350	125	1,393	45,443	5,926	1,653	43,358	2,011,772	229,102	73,849	1,971	48,460	17,399	3,825
1998-99	806	5,156	355	132	1,414	48,370	5,903	1,860	45,068	2,094,000	226,057	82,110	1,983	49,400	17,582	4,561
1999-00	874	5,274	363	140	1,523	50,960	5,951	2,262	50,597	2,211,738	233,278	108,213	2,125	50,188	18,033	5,083
2000-01	915	5,468	367	151	1,605	55,448	6,860	2,299	55,798	2,408,109	283,578	105,086	2,181	52,168	18,952	5,000
2001-02	1,015	5,741	379	163	1,772	60,698	7,795	2,443	63,747	2,705,453	351,635	113,404	2,346	54,519	19,650	5,234
2002-03	1,145	5,915	411	183	2,041	59,897	8,799	2,721	64,727	2,747,411	415,703	128,182	2,538	57,077	19,841	6,070
2003-04	1,238	6,063	486	212	2,205	60,985	9,566	3,165	72,224	2,747,080	459,986	153,758	2,697	59,271	21,307	6,341
2004-05	1,345	6,180	578	232	2,316	61,648	10,744	3,513	72,214	2,682,129	528,940	177,129	2,833	60,841	21,985	6,829
2005-06	1,429	6,277	670	252	2,413	61,901	11,783	3,996	75,669	2,558,467	588,333	204,925	2,882	61,657	21,729	7,981
2006-07	1,524	6,365	846	283	2,548	61,249	12,633	4,303	77,899	2,461,135	626,005	222,271	2,978	59,889	24,052	7,722
2007-08	1,634	6,476	1,006	315	2,678	60,384	13,300	4,968	79,585	2,311,107	637,629	260,965	3,130	58,776	27,240	7,857
2008-09	1,798	6,565	1,122	349	2,916	60,227	13,281	5,604	90,036	2,262,834	605,707	292,423	3,247	56,978	27,784	10,681
2009-10	1,895	6,665	1,172	383	3,111	58,062	13,024	6,311	99,130	2,240,651	585,115	323,583	3,353	56,670	28,252	11,680
2010-11	2,092	6,767	1,189	407	3,343	57,697	12,504	6,786	103,315	2,191,192	560,868	334,734	3,711	56,339	30,012	11,686
2011-12	2,575	6,849	1,196	426	4,006	58,594	12,251	6,750	121,306	2,142,464	541,147	318,165	4,032	56,344	31,698	11,706
2012-13	2,813	6,910	1,214	433	4,248	58,837	12,184	6,361	128,257	2,173,384	534,710	288,789	4,309	56,108	31,815	12,880
2013-14	3,184	6,993	1,244	444	4,929	59,454	12,281	6,031	157,288	2,073,811	538,626	266,293	4,717	55,958	32,616	13,330
2014-15	3,443	7,051	1,249	455	5,261	59,654	12,390	5,933	163,468	2,012,175	546,864	262,072	5,027	55,788	32,525	14,055
2015-16	3,706	7,085	1,251	463	5,974	60,224	12,590	6,020	173,893	2,010,673	558,621	266,449	4,722	56,421	33,164	14,434

2016-17	4,014	7,144	1,245	486	6,403	61,255	12,838	6,217	190,148	2,022,061	585,971	279,480	5,084	57,844	33,763	14,457
2017-18	4,176	7,189	1,237	510	6,825	61,635	13,215	6,684	205,492	2,028,694	605,067	303,871	5,398	57,915	33,171	15,172
2018-19	4,301	7,228	1,246	525	7,122	62,208	13,388	7,179	217,509	2,040,257	610,261	321,145	5,559	57,811	33,638	15,761
2019-20	4,409	7,282	1,247	544	7,761	62,402	13,690	7,406	233,132	2,023,473	618,968	334,712	5,678	57,347	32,620	17,442
2020-21	4,493	7,304	1,246	554	8,687	62,936	14,305	8,026	229,092	2,010,286	632,303	351,794	5,717	57,300	33,274	17,879
2021-22	4,563	7,306	1,253	559	8,482	63,263	15,307	8,857	217,787	2,036,566	662,106	360,617	5,934	58,040	33,386	18,189

APPENDIX 4: LIST OF PEOPLE CONSULTED AND INTERVIEWED

KEY INFORMANT INTERVIEWS and FOCUS GROUP DISCUSSIONS

I. National Level

1. H.E Puth Samit, Director General of Directorate General of Education
2. H.E Lim Sothea, Director General of Directorate of Policy and Planning

II. BATTAMBANG Province

- **POE (KII)**

1. Mr. Yi Songki, Director of Battambang POE

- **DOE(FGD)**

- **Battambang City Education Office**

3. Mr. Deth Sophorn, Deputy of Battambang City Education Office
4. Mrs. Loem Sokyaen, Official of Battambang City Education Office
5. Mrs. Nhoem Dara, Official of Battambang City Education Office
6. Mr. Kung Samphors, Official of Battambang City Education Office
7. Mrs. Cheang Vannthon, Official of Battambang City Education Office

- **Songkae District Office of Education**

1. Mr. Ny Phearun, Deputy of Songkae District office of Education
2. Mr. Ley Bunra, Vice-head of Nonformal education division of Songkae DOE.
3. Mrs. Oun Dary, Head of Physical education division of Songkae DOE
4. Mrs. Srun Mum, Official

- **SCHOOL and CLC (FGD)**

- **Asia's Hope school**

1. Mr. Chhut Yarnn, Vice head of Asia's Hope School
2. Mrs. Som Lida, Admin official at Asia's Hope School

- **Buos Por Primary School**

1. Mr. Voeun Tungheng, Principal
2. Mrs. Phen Kimhou, Secretary
3. Miss. Sao Vannak, Teacher
4. Mrs. Sort Seut, Teacher
5. Mrs. Phum Somrang, Teacher
6. Mrs. Yorn Vann, Teacher
7. Mrs. Lao Keum, Teacher
8. Mrs. Ly Chomnoeun, Teacher
9. Mr. Mey Ly, Teacher
10. Mr. Eom Sitha, Teacher
11. Mrs. Hoeun Sophai, Teacher

- **NGOs (FGD)**

1. Mr. Heang Hou, Vice Head of PTD
2. Vann Vannrath, Project Manager of DCC
3. Ti somnang, Project Manager of PKO
4. Mss. Keov Samphors Vorlak, Admin of LoHI
5. Mss. Som Channri, Secretary of LoHI

6. Mrs. Chhuon Chansotha Rina, Admin of CCT
7. Mrs. Chrek Pouthi Lin, Admin of Seed
8. Mrs. Lem Sokuntheary, Admin of HBO
9. Mr. Vung Chiven, Admin of HFCCF
10. Mr. Lina To, Education Coordinator of PNI
11. Mrs. Ham Samneang, Project Coordinator of Child Fund

III. **PAILIN Province**

- **POE (KII)**
 1. Mr. Mr. Kong Chenda, Deputy Director of Pailin POE
 - **Relevant offices of Pailin POE**
 1. Mr. Heng Chanthay, Vice Head of admin
 2. Mr. Pray Koemhuon, Vice head of Non-Formal Education Division
 3. Mr. Meas Seyhar, Official of Non-Formal Education Division
 4. Mr. Dy Chanbormey, Vice head of Planning Division
 5. Mr. Suon Sopheak, Head of Education and Sports Division
 6. Mrs. Chea Sinnaet, Head of Inspection Division
 7. Mrs. Peak Sarorn, Head of Health Education
- **DOE(FGD)**
 - **Pailin City DOE**
 1. **Mr.** Ul Vannak, Head of Non-Formal Education Division of Pailin DOE
 2. **Mrs.** Phum Sreyneet, Official of Education and Sports Division of Pailin DOE
 3. **Mr.** Kong Daro, Vice-head of early childhood education Division of Pailin DOE
- **SCHOOL and CLC (FGD)**
 - **CLC Bor Yakhar**
 1. Mr. Vat Vanntha, Centre Director
 2. Mss. Keng Ratha, Tailoring Teacher
 3. Mr. Tuoch Vichet Pakkdey, Man hair cut teacher
- **NGOs (FGD)**
 1. Mss. Mayumi Kuramochi, Project Coordinator of KnK
 2. Mr. Maen Vannara, Project Manager of BFD

IV. **BANTEAY MEANCHEY Province**

- **POE (KII)**
 1. **Mr.** Kham Tangsrin, Deputy Director of POE
 - **Relevant offices of Banteay Meanchey POE**
- **DOE(FGD)**
 - **Mungkul Borey DOE**
 1. Mr. Hark Marady, Head DEO
 2. Mr. Mean Rithy, Vice head DEO
 3. Mr. Pin Veasna, Officer
 4. Mrs. Keov Sukhum, Officer
- **SCHOOL and CLC (FGD)**
 - **Phnom Thom High School**

1. Mr. Muol Vanna, Vice Principal
2. Mrs. Somreth SorPhea, Vice Principal
3. Mr. Dy Sopha, Teacher
4. Mr. Um Yano, Teacher
5. Mr. Vern Kimhuot, Homeroom teacher
6. Mr. Kranh Veasna, Teacher
7. Mr. Him Dollar, Teacher
8. Mr. Nei Vech, Teacher

- **NGOs (FGD)**

1. Mr. Huo Bunheng, Vice head of SEAPC-C
2. Mr. Bunrann Sinararth, Manager for Room to Read
3. Mr. Neth Keumleng, CDP Coordinator of GNC
4. Mr. Mornng Vehar, Project Manager of SEAPC-C
5. Mr. Beb Sithung, Educator of IDMC
6. Mr. Nuon Youna, Secretary of XJS
7. Mrs. Suon Mearlear, Project Coordinator of FCA
8. Mr. Loeung Thimarnn, Program Officer of ADTJK
9. Mr. Khum Somnarng, Coordinator of DamnokTeak
10. Mrs. Chea Chanlo, Admin of Enfants Du Mekong

V. ODDOR MEANCHEY Province

- **POE (KII)**

1. Mr. Chheun chhea, Deputy Director of Oddor Meanchey POE

- **Relevant offices of Udor Meanchey POE**

1. Mr. Chuon Sirath, Head of Primary Division
2. Mr. Nuth Bunthun, Head of Planning Division
3. Mrs. Nguon Dalin, Officer
4. Mr. Heang Cheabheng, Officer

- **DOE(FGD)**

- **Banteay Ampel DOE**

1. Mr. Eoun Keam, Head of Banteay Ampel DOE
2. Mr. Seng Phol Veasna, Officer
3. Mr. Tiv Boreoun, Officer
4. Suon Nara, Officer
5. Lam Bunleng, Officer
6. Mrs. Hing Vorleak, Officer
7. Smuk Neok, Officer
8. Khun Sina, Officer

- **SCHOOL and CLC (FGD)**

- **Secondary School at Banteay Ampel**

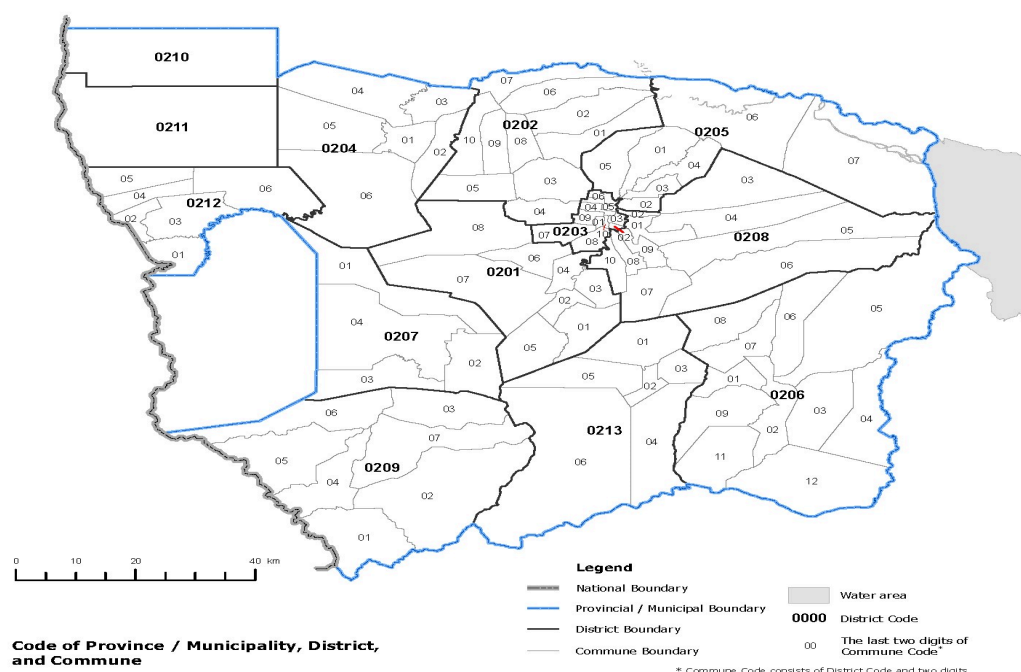
1. Mr. Chhorm Chheang, Principal of Kouk Aolork Secondary School
2. Mr. Chlang UI, Secretary of Kouk Aolork Secondary School
3. Mr. Den Ory, Principal of Chhuok Secondary School
4. Vice head of Chhuok Secondary School

- **Primary School at Banteay Ampel**

1. Mrs.Chhlean Somnang, Pre-school teacher at Rorneamthom Primary School

BATTAMBANG

Map 4. Administrative Areas in Battambang Province by District and Commune



Geographic Area

Battambang is a Cambodian province located in the country's far northwest. Banteay Meanchey is to the north, Pursat to the east and south, Siem Reap to the northeast, and Pailin to the west. The northern and southern extremities of the province's western limits comprise part of Thailand's international border. Tonlé Sap also forms part of the northeastern boundary between Siem Reap and Pursat. Battambang is the capital and largest city. The province has an area of 11,702 km² and a population of 997,169 people as of 2019. It is divided into 14 cities and districts, as well as 99 communes.

Battambang POE's Vision

To build and develop human resources of the highest quality and virtue in all fields to construct a Cambodian society based on fundamental knowledge and know-how.

Battambang POE Mission

To lead, administer, and promote the Kingdom of Cambodia's education, youth, and sports sectors to meet the needs of Cambodia's economic, social, and cultural development and the development of the region and the globe.

Number of schools, students, classes, staff in the province for SY2022-2023

Currently, there are 1,475 public schools in the province, plus 64 private schools and 234 community schools. There are 656 pre-schools, 678 primary schools, 99 lower secondary schools, 42 upper secondary schools, and 11 universities. There are 1,885 school buildings in all, with 7,921 rooms.

Statistic of students registered at public, private and community schools in SY 2022-2023

No	School	Public		Private/partners		Community		Total	
		Total	Girl	Total	Girl	Total	Girl	Total	Girl
1	Pre-school	20,542	10,376	1,755	842	5,420	3,022	27,717	14,240
2	Primary school	166,505	79,711	4,838	2,200	N/A	N/A	171,343	81,911
3	Lower secondary school	31,795	16,927	33	16	N/A	N/A	31,828	16,943
4	Upper secondary school	42,517	23,330	3,778	2,025	N/A	N/A	46,295	25,355
5	Lower	48,094	25,473	2,011	1,054	N/A	N/A	50,105	26,527
6	Upper	26,218	14,784	1,800	987	N/A	N/A	28,018	15,771
7	University	5,336	3,237	6,509	3,577	N/A	N/A	11,845	6,814
Total		266,695	133,581	16,913	8,660	5,420	3,022	289,028	145,263

Statistic of education staff in the province for SY 2022-2023

No	Unit	Public		Private		Community		Total	
		Total	Girl	Total	Girl	Total	Girl	Total	Girl
1	POE	122	38	N/A	N/A	N/A	N/A	122	38
2	DOE	172	51	N/A	N/A	N/A	N/A	172	51
3	Pre school	447	429	261	227	263	249	971	905
4	Primary school	5,084	3,025	444	324	N/A	N/A	5,528	3,349
5	Secondary school	1,606	742	33	17	N/A	N/A	1639	759
6	Upper secondary school	1,714	764	753	363	N/A	N/A	2,467	1,127
7	High education	251	51	764	63	N/A	N/A	1,015	114
Total		9,396	5,100	2,255	994	263	249	11,914	6,343

Progress based on core breakthrough indicators

1. Pre-school

No.	Indicator	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				

No.	Indicator	Sex	Target 2022-2023	Actual 2022-2023
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Percentage of 5 years old children have access to all kind of pre-school services (state, private and community pre-schools)	Total	59.0%	66.4%
		Female	61.0%	68.2%
		Male	55.0%	64.8%
2	Percentage of 4 years old children have access to state, private and community pre-schools	Total	34.0%	40.1%
		Female	37.0%	42.1%
		Male	33.0%	38.3%
3	Percentage of 3 years old children have access to state, private and community pre-schools	Total	12.0%	14.4%
		Female	11.0%	15.5%
		Male	11.0%	13.4%
4	Gross enrolment rate	Total	33.0%	39.7%
		Female	34.6%	41.3%
		Male	31.6%	38.2%
5	Percentage of pre-school with electricity (separate pre-school)	Total	83.29%	80.01%
6	Percentage of pre-schools with MoEYS' WASH Standard (separate state pre-school)			
	Star 1 (★)		71.0%	70.0%
	Star 2 (★ ★)		27.0%	28.4%
	Star 3 (★ ★ ★)		2.0%	1.6%
7	Percentage of pre-school (separate state pre-school) with:			
	Toilet		100.0%	100.0%
	Clean/drinking water		96.1%	90.2%
	Hand washing		100.0%	100.0%
	First aid box		100.0%	100.0%
Objective 2: Improve quality of pre-schools in accordance with standards				
8	Percentage of pre-school that meets minimum standard (separate state pre-schools and community pre-schools)		15.38%	8.0%
9	Number of community pre-school that meets minimum standard		79	79
10	Percentage of state and community pre-school that test capacity of 5 years old children		91.0 %	87.01%
11	Percentage state, private and community pre-schools with nutrition status based on children-health card		63%	62.89%
12	Number of pre-school teacher with national quality standard (12+2)		56.1%	52.07%
13	Pupil-teacher ration (state pre-school)		25%	44.66%
Policy 2: Ensure effective leadership and management of education staff at all levels				
Objective 3: Strengthen the capacity of ECE sub-sector management and implement school-based management				
14	Number of school directors of state pre-schools trained on community-school strategy		26%	15%
12	Number of state pre-school implementing community-school strategy (separate pre-school)		21	11

Challenges

- Some state and community preschools do not follow the ministry's curriculum and schedule and have not adequately organized the class.

- Primary school teachers who teach preschool need to familiarize themselves with preschool teaching approaches.
- Only 87.1% of public and community preschools tested the capacity of 5-year-old children, which is less than the aim.
- Only 69.05% of public and community preschools provide pupils with drinking water.

2. Progress based on indicators for Primary school

No.	Indicator	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Net admission rate	Total	97.0%	88.3%
		Female	98.0%	90.2%
		Male	97.7%	86.5%
2	Net enrolment rate	Total	99.5%	99.2%
		Female	100.0%	99.8%
		Male	99.0%	98.7%
3	Drop-out rate	Total	4.0%	10.6%
		Female	3.0%	12.7%
		Male	5.0%	19.6%
4	Repetition rate	Total	3.0%	5.6%
		Female	2.5%	4.0%
		Male	3.5%	7.1%
5	Number of city/districts with repetition rate lower or 10%	Total	14	14
6	Completion rate	Total	90.0%	91.1%
		Female	92.5%	96.2%
		Male	87.5%	86.4%
7	Survival rate	Total	80.0%	64.9%
		Female	94.0%	70.4%
		Male	72.0%	60.0%
8	Transition rate to lower secondary education	Total	86.0%	80.1%
		Female	90.0%	83.0%
		Male	83.0%	77.1%
9	Percentage of grade 1 students studied in pre-school	Total	80.0%	80.0%
10	Child-friendly schools at intermediate and advance levels		71.0%	75.38%
11	Primary schools with access to electricity		85.0%	90.0%
12	Percentage of primary schools meeting WASH Standard (separate state pre-school)			
	Star 1 (★)		43.0%	60.0%
	Star 2 (★★)		30.0%	36.7%
	Star 3 (★★★)		5.3%	3.3%
13	Percentage of pre-school (separate state pre-school) with:			
	Toilet		98.5%	98.1%
	Clean/drinking water		48.2%	45.8%
	Hand washing		76.2%	78.6%
	First aid box		83.8%	87.7%
14	Number of primary students receiving food at school		6,0000	5,466

No.	Indicator	Sex	Target 2022-2023	Actual 2022-2023
15	Number of scholarship students in primary education		15,063	12,993
Objective 2: Improve the availability of quality inputs in primary education				
16	Percentage of students received 1 set of textbook per person		100%	100.0%
17	Number of schools with standard library		130	72
18	Number of schools provided food to students based on standard set		7	Na
Policy 2: Ensure effectiveness of leadership and management of staff at all level				
Objective 3: Strengthen implementation standard of primary school base on SMB				
19	Number of primary school directors trained on SMB		279	99
20	Number of primary school directors fully implementing SMB		279	99

Challenges

- High repetition rate at grade 1
- Still high drop-out rate, especially boys
- Net admission rate is still low
- Still low transition rate
- Still low survival rate

3. Secondary and technical education

No.	Secondary and technical education	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Gross enrolment rate at lower secondary school	Total	56.0%	63.9%
		Female	60.0%	69.9%
		Male	51.0%	58.0%
2	Gross enrolment rate at upper secondary school	Total	27.0%	42.5%
		Female	33.0%	50.0%
		Male	26.0%	36.0%
3	Transition rate from low to upper secondary school	Total	84.0%	76.2%
		Female	85.0%	79.2%
		Male	83.0%	72.7%
4	Completion rate at lower secondary school	Total	42.0%	56.7%
		Female	47.0%	63.7%
		Male	37.0%	49.9%
5	Drop-rate at lower secondary school	Total	14.0%	18.9%
		Female	13.0%	16.8%
		Male	15.0%	21.3%
6	Survival rate at lower secondary schools	Total	49.0%	36.0%
		Female	59.0%	43.5%
		Male	38.0%	29.8%
7	Survival rate at upper secondary school	Total	30.0%	19.6%

No.	Secondary and technical education	Sex	Target 2022-2023	Actual 2022-2023
		Female	35.0%	23.4%
		Male	24.0%	16.1%
8	Number of city/districts with drop-out rate lower than 19.9% at LSS	Total	6	6
9	Number of scholarship students at LSS	Total	7,500	7,400
10	% of secondary school implementing CFS	Total	35.0%	25.0%
11	Percentage of LSS meeting WASH Standard			
	1 Star (★)		53.0%	42.9%
	2 Stars (★★)		37.0%	26.5%
	3 Star (★★★)		10.0%	2.0%
	Percentage of USS meeting WASH Standard			
	1 Star (★)		55.0%	55.2%
	2 Stars (★★)		33.0%	27.6 %
	3 Star (★★★)		10.0%	3.4%
12	Percentage of LSS with:			
	Toilet		100.0%	100.0%
	Drinking water		70.0%	65.0%
	Hand washing		30.0%	20.0%
	First aid box		20.0%	85.5 %
13	Percentage of USS with			
	Toilet		100.0%	100.0%
	Drinking water		80.0 %	75.0 %
	Hand washing		40.0%	30.0%
	First aid box		60.0 %	90.0 %
14	Percentage of secondary schools with electricity			
	LSS		97.0%	95.0 %
	USS		100.0 %	100.0%
15	Number of New Generation School (NGS)		0	0
16	Number of general and technical schools	Total	1	0
17	Number of students in technical school	Total	100	0
		Female	50	0
		Male	50	0
18	Number of schools implementing career orientation and counselling		108	104
19	Number of schools implementing local life skills		125	122
Objective 2: Improve quality of teaching and learning in line with skills of 21st century				
20	Percentage of secondary school teachers with standard degree (12+2)		97.0 %	95.0 %
21	% of USS using ICT to support teaching and learning activities		75.0%	65.0%
Policy 2: Ensure effectiveness of leadership and management of staff at all levels				
Objective 3: Strengthen leadership and management at secondary schools				
22	Number of school directors at secondary schools trained on SBM		75	31
23	Number of secondary schools implement SBM fully		75	100

Challenges

- Drop-out rate at LSS and USS is still high
- Have not yet established general and technical school
- Have not yet establish New Generation School (NGS)

4. Non-formal education

Progress of indicators for NFE

No.	Indicators for NFE	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes				
1	Number of illiterate people completing literacy classes	Total	540	489
		Female	290	238
		Male	250	251
2	Number of students studying in equivalency programme	Total	450	379
		Female	200	122
		Male	250	257
3	Number of community learning centres become LLL center	Total	1	0
4	Number of students completing re-entry programme to be transferred to formal education system	Total	540	711
		Female	290	341
		Male	250	370
5	Number of learners who completed vocational skills training	Total	290	233
		Female	270	213
		Male	20	20
Policy 2: Ensure effectiveness of leadership and management of staff at all levels				
Objective 2: Strengthen full implementation of result-based management of NFE				
6	Number of districts implementing M&E system of NFE based on result-base.	Total	14	Na
7	Number of city/districts implementing NFE MIS	Total	14	14
Objective 3: Build capacity of NFE staff at all levels				
8	Number of NFE staff trained on planning and management of NFE		14	0

Challenges

- Inadequate funding to implement each program
- Data, statistics, information, and target groups need to be more clear and accurate.
- The promotion of NFE needs to be improved.
- Local governments and development partners still need to be utilized.
- The capability of NFE workers remains restricted.
- The majority of NFE aims are deplorable.
- Some NFE institutions fail to adhere to the MoEYS criteria.

5. Youth development

Progress of indicators of youth development

No.	Indicators for Youth Development	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development				
1	Number of youths attend short training courses on vocational skills, digital and techniques (mushroom)	Total	110	82
		Female	67	38
		Male	43	44
2	Number of youths trained on voluntary work	Total	150	200
		Female	80	104
		Male	70	96
3	Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	Total	165	295
		Female	88	207
		Male	77	88
4	Number of youth and children received merit-based certificate on 3 good movements	Total	50	112
		Female	25	60
		Male	25	52
5	Percentage of Child Councils functioning		100%	95%
6	Percentage of Youth Councils functioning		100%	93%
7	Number of scouts attending the scout movement and orientation session	Total	100	474
		Female	50	299
		Male	50	175
8	Number of out of school students engaged in equivalency program (BEEP)	Total	25	0
		Female	15	0
		Male	10	0
Objective 2: Enhance youth development through updated centres and facilities				
9	Number of youth center functioning		1	1
Policy 2: Ensure effectiveness of leadership and management of staff at all levels				
Objective 3: Strengthen institutional and staff capacity responsible for youths at national and sub-national levels				
10	Number of staff responsible for the work of youth trained	Total	2	1
		Female	1	0
		Male	1	1
11	Number of youth council established		1	1

Challenges

- It is difficult to meet the aim for short-term digital skills and techniques training for teenagers because the program is new and needs a training center.
- The number of scouts participating in scout activities is decreasing due to a shortage of honor medals and new activities.
- I BEEP not well functioned due to the involvement of out-of-school kids.
- Youth and children's councils need will and support from the school administration committee and instructors' participation, particularly a lack of encouragement and unique uniforms.

- Inadequate training for school directors and instructors affects instructional hours and an absence of space for youth and children's organizations.
- School monitoring, reflection, and improvement still need to be improved.

6. Sport and physical development

Progress of indicators of physical education and sports

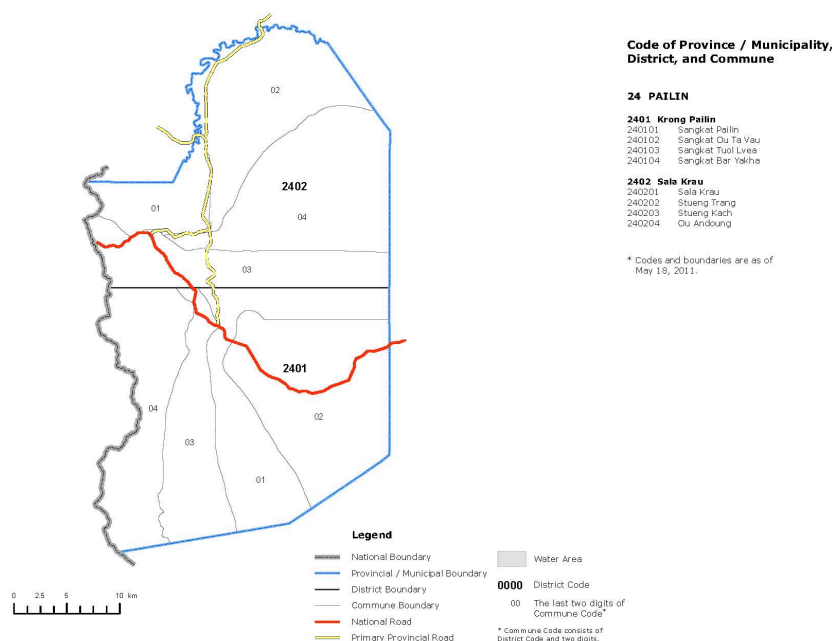
No.	Indicator for Physical Education and Sport	Unit	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to physical education and sports in schools				
1	% of primary schools implanting physical education and sport	Place	25%	35%
2	% of secondary schools implanting physical education and sport	Place	25%	40%
Objective 2: Improve effectiveness of provincial selection sport team to compete for gold medals at national tournament				
3	Number of medals for the year	Place	26	23
4	Level received during national tournament	Place	8	10
Policy 2: Ensure effectiveness of leadership and management of staff at all levels				
Objective 3: Strengthen institutional, manager and experts responsible for physical education and sport with quality ad effectiveness				
5	Number of athletics trained in the year	Total	40	40
		Female	20	20
		Males	20	20
6	Number of trainers/coaches trained in the year	Total	7	30
		Female	0	10
		Males	7	20
7	Number of judges and referees trained in the year	Total	11	15
		Female	3	5
		Males	8	10
8	Number of teachers responsible for physical education and sport trained (in-service training)	Total	56	Na
		Female	13	Na
		Males	43	N

Challenges

- Do not arrange sporting events at the provincial level.
- Some primary and secondary schools (a limited number) have yet to use physical education textbooks.

PAILIN

Index Map 2-24. Districts and Communes in *Pailin* Province



Pailin's geographical area

Pailin is a province in western Cambodia, near the Thai border, on the northern side of the Cardamom Mountains. This province is surrounded by Battambang province and became legally separated from it to become a separate administrative division following the capitulation of the Khmer Rouge's Ieng Sary faction in 1996. Pailin is well-known worldwide for having long been a Khmer Rouge stronghold, remaining under their control long after they were defeated in 1979 and acting as the capital of the Provisional Government of the National Union and National Salvation of Cambodia from 1994 to 1998. Pailin is well-known in Cambodia for its natural riches, particularly rare jewels, and timber. The province has a total area of 1,062 km². There is one city and district, eight communes, and 96 villages in the province. According to the Education Congress Report 2022-2023, the province's total population was 76,384 individuals (36,100 women).

Pailin POE's Vision

To produce and cultivate human resources of the highest quality, morality, and virtue.

Pailin POE's Mission

To lead, administer, and offer education, youth, and sports services to meet the needs of the province's and country's economic, social, and cultural development.

Number of schools, students, courses, and employees in the province during the school year 2022-2023

By the 2022-2023 school year, the province will have 120 schools. There are 26 public pre-schools, 12 community pre-schools, and 10 private pre-schools; 53 public primary schools and 9 private primary schools; 6 public lower secondary schools and 1 private lower secondary school; and three public upper secondary schools. There are 20,177 students in total (10,130 girls). There are a total of 646 classrooms.

There are 1,197 public preschool pupils (624 girls), divided into 42 groups. The total number of community preschool pupils is 347 (165 females), divided into 15 classrooms. The number of private preschool students is 653 (297 females), divided into 27 classrooms.

There are 11,049 public primary school students (5,397 girls) in 393 classrooms and 1,405 private primary school students (647 girls) in 72 classes.

The number of public lower secondary school students is 1,716 (929 girls) with 45 classes, whereas the number of private lower secondary school students is 44 (27 girls) with 2 courses.

There are 3,766 kids in upper secondary school (2,044 girls), with 81 courses.

The province has 858 full-time employees (418 of them are women). The POE employs 52 workers (11 women), and the school employs 806 people (407 women). The contracted personnel numbered 78 people (47 of them were women). The POE employs 7 people (2 women), schools employ 33 people (21 women), literacy teachers employ 20 people (13 girls), community learning centers employ 10 people (7 women), and the equivalency program employs 8 people (3 women).

Progress by sub-sector

1. Progress based on indicators for pre-school

No.	Early childhood education	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Percentage of 5 years old children have access to state, private and community pre-schools	Total	37.4%	68.1%
		Male	N/A	68.4%
		Female	N/A	67.4%
2	Percentage of 4 years old children have access to state, private and community pre-schools	Total	29.3%	47.4%
		Male	N/A	46.1%
		Female	N/A	42.6%
3	Percentage of 3 years old children have access to state, private and community pre-schools	Total	12.1%	27.8%
		Male	N/A	18.1%
		Female	N/A	22.5%
4	Gross enrollment rate (state, community and state pre-school)	Total	21%	50.9%
		Male	N/A	45.2%
		Female	N/A	45.3%
5	Percentage of pre-school with electricity (state pre-school)		100%	100%
6	Percentage of pre-school (separate state pre-school) with:			
	Functional toilet	%	100%	100%
	Functional hand washing	%	100%	100%
	First aid box	%	100%	100%
Objective 2: Improve pre-schools in accordance with quality standards				
7	Percentage of state pre-school that meets minimum standard (separate state pre-school)	%	N/A	70.0%
8	Percentage of community pre-school that meets minimum standard	School	N/A	7
9	Number of pre-school teacher with national quality standard (12+2)		N/A	100%

10	Pupil-teacher ratio		N/A	33.9%
11	Percentage of pre-school students received nutrition (state, community and private pre-school)		N/A	90.0%

2. Progress based on indicators for Primary school

No.	Indicators	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Net admission rate	Total	74.9%	79.6%
		Male	N/A	81.9%
		Female	N/A	77.4%
2	Net enrolment rate	Total	79.3%	82.8%
		Male	N/A	80.9%
		Female	N/A	84.7%
3	Drop-out rate	Total	4.3%	6.1%
		Male	N/A	8.1%
		Female	N/A	4.1%
4	Repetition rate	Total	3.5%	4.9%
		Male	N/A	5.9%
		Female	N/A	3.8%
5	Completion rate	Total	74.9%	95.1%
		Male	N/A	80.3%
		Female	N/A	84.8%
6	Survival rate	Total	88.1%	73.4%
		Male	N/A	69.1%
		Female	N/A	77.8%
7	Transition rate	Total	94.5%	99.7%
		Male	N/A	93.3%
		Female	N/A	106.1%
8	Percentage of grade 1 students who attended pre-school	Total	69.8%	70.0%
9	Percentage of CFS with intermediate and advance level	Total	90.2%	85.1%
Objective 2: Improve the availability of quality inputs in primary education				
17	primary teachers qualified according to national standards (upper secondary certificate +2 [12+2])		91.6%	91.0%

3. Secondary and technical education

No.	Indicator	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Gross enrolment rate at lower secondary school (LSS)	Total	N/A	73.9%
		Female	N/A	77.0%
2	Gross enrolment rate at upper secondary school (USS)	Total		40.0%
		Female		48.9%
3	Transitional rate from lower to upper secondary school	Total		76.3%
		Female		81.6%
4	Completion rate at lower secondary school	Total		61.6%
		Female		66.5%
5	Drop-rate at lower secondary school	Total		15.3%
		Female		14.8%
6	Survival rate at lower secondary schools	Total		48.9%

No.	Indicator	Sex	Actual 2022-2023	Target 2022-2023
		Female		44.9%
7	Survival rate from lower to upper secondary school	Total		28.2%
		Female		27.1%
8	Number of city/districts with drop-out rate over 18.9% at LSS	Total		1
9	Number of scholarships at LSS	Total		790
		Female		474
10	Percentage of secondary school implementing CFS	school		88.9%
11	Percentage of LSS meeting WASH Standard			
	1 Star (★)			100%
	2 Stars (★★)			57%
	3 Star (★★★)			42%
	Percentage of USS meeting WASH Standard			
	1 Star (★)			100%
	2 Stars (★★)			50%
	3 Star (★★★)			50%
12	Percentage of LSS with:			
	Toilet			100%
	Drinking water			85%
	Hand washing			100%
	First aid box			100%
13	Percentage of USS with			
	Toilet			100%
	Drinking water			100%
	Hand washing			100%
	First aid box			100%
14	Number of schools implementing school-based management			5
15	Number of schools implementing career orientation and council			2
Objective 2: Improve quality of teaching and learning based on skills of 21st century				
16	Percentage of secondary school teachers with standard degree (12+2)			100%
17	Number of teachers attended in-service training	Total		75
		Female		15
18	Percentage of secondary school implementing ICT to support teaching and learning			50%
19	Number of SMC attended training on SBM			8
20	Number of secondary schools fully apply SBM			1

4. Non-formal education

Progress of indicators for NFE

No.	Indicatorss	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes				
1	Number of illiterate students completing literacy class	Total	287	344
		Female	N/A	192
2	Number of students studying in equivalency programme	Total	140	118
		Female	N/A	50
3	Number of community learning centres become LLL center	Total	3	5
4	Number of students completing re-entry programme to be transferred to formal education system	Total	79	157
		Female	N/A	71
5	Number of learners who completed skills training	Total	181	108
		Female	104	77
6	Number of city/districts implementing M&E system	Total		2
7	Number of city/districts implementing NFE MIS	Total		2

No.	Indicatorss	Sex	Actual 2022-2023	Target 2022-2023
8	Number of NFE staff trained on planning and management		8	0

5. Youth development

Progress of indicators of youth development

No.	Indicators for Youth Development	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development				
1	Number of youths attended short-term training on vocational skills, digital and technique	Total		56
2	Number of youths trained in on voluntary work	Total		186
3	Number of youth trained on entrepreneurship, leadership, financial literacy and career orientation			327
4	Number of youth and children received merit-based certificate on 3 good movement (good children, good student and good friend)			54
5	Percentage of functioning children councils		4%	29%
6	Percentage of functioning youth councils		61%	86%
7	Number of scout youths at primary, secondary, higher education and community taking part in scout movement			608
8	Number of staff responsible youth trained on project management		3	3
9	Number of youth development councils form in city/districts		2	2

6. Sports and physical development

No.	Indicator for Physical Education and Sports	Unit	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to physical education and sports in schools				
1	Number of sport ground renovated	Place	N/A	34
2	% of primary schools implementing physical education and sport	Place	85%	85%
3	% of secondary schools implementing physical education and sport	Place	67%	67%
4	% of people engaged in physical education and sport activities	Place	30%	30%
5	Number of medals received during national sport tournament		33	36
6	Number of athletics trained in the years		79	75
7	Number of judges and referees trained in the year		6	6
8	Number of trainers/coaches trained on sport technic, strategic plan and management		1	1
9	Number of teachers responsible for physical education and sport trained (in-service training)			23
10	Number of sport staff trained		6	6

Challenges

Pre-school

- Lack of 15 pre-school teachers
- Lack of rooms, class rooms and school building

Primary school

- Limited school management
- Limited teaching and learning quality
- Lack of drinking water at school
- Limited cooperation between school and community.

Secondary and technical education

- High drop-out rate

- Limited student capacity
- Limited school-based management
- Limited participation of stakeholder

Non-Formal Education

- Local government involvement is limited.
- poor marketing of the NFE program and poor knowledge of the NFE program's value among service providers and learners
- Teaching and learning materials are scarce for the equivalency program.
- Targets are tough to mobilize since they dwell in diverse locations.

Youth Development

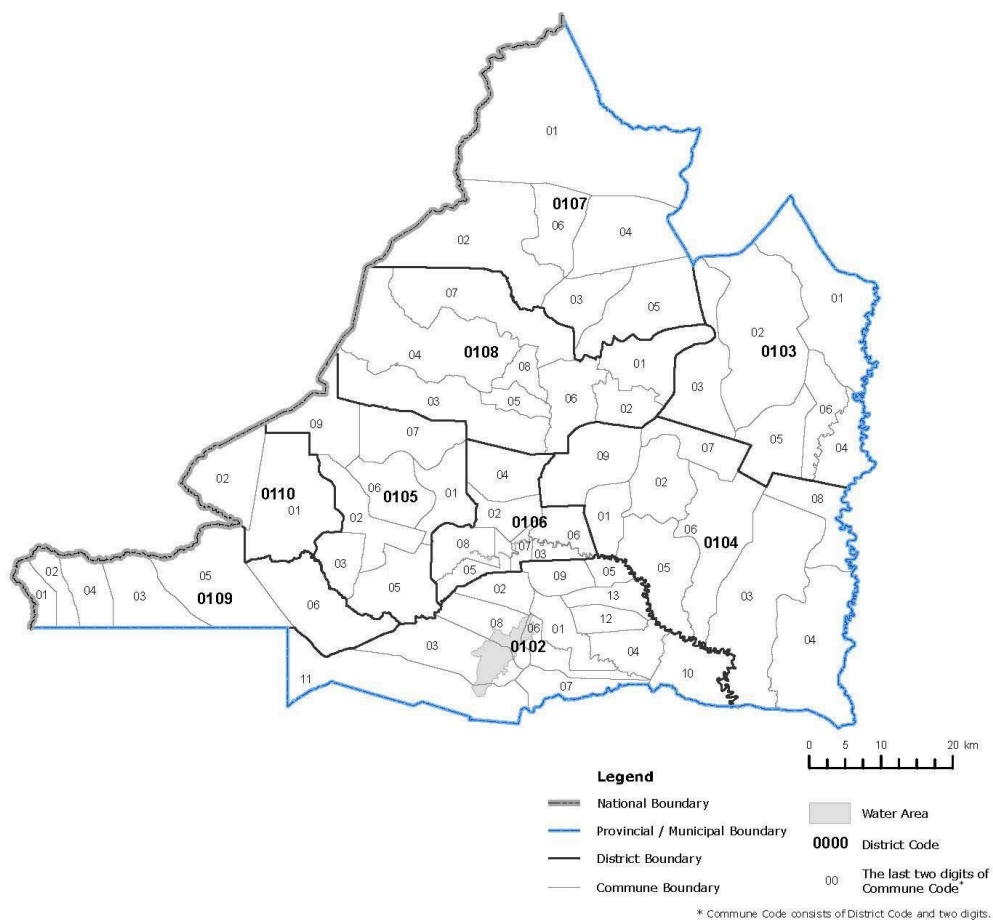
- Committees in branch and sub-branch offices of children and youth councils fail to operate efficiently.
- Budget support for children's and youth councils needs to be increased.
- Lack of material (uniform, honor medal, etc.) for youth development work
- Lack of funds to carry out several voluntary projects
- Youth facilities are ineffective.

Physical education and sports

- Sports teachers, sports grounds, physical infrastructure, equipment and materials training, and tournaments still need to be improved.
- We need more funding to promote physical education and sports activities.
- Establishing student sports associations in districts and schools needs to be increased.

BANTEAY MEANCHEY

Map 1. Administrative Areas in *Banteay Meanchey* Province by District and Commune



Code of Province / Municipality, District, and Commune

01 BANTEAY MEANCHEY

0102 Mongkol Borei

010201 Banteay Neang
010202 Bat Trang
010203 Chamnaom
010204 Kouk Ballangk
010205 Koy Maeng
010206 Ou Prasat
010207 Phnum Touch
010208 Rohat Tuek
010209 Ruessei Kraok
010210 Sambuor
010211 Soea
010212 Srah Reang
010213 Ta Lam

0103 Phnum Srok

010301 Nam Tau
010302 Poy Char
010303 Ponley
010304 Spean Sraeng
010305 Srah Chik
010306 Phnum Dei

0104 Preah Netr Preah

010401 Chnuor Mean Chey
010402 Chob Vari
010403 Phnum Lieb
010404 Prasat
010405 Preah Netr Preah
010406 Rohat
010407 Tean Kam
010408 Tuek Chour
010409 Bos Sbov

0105 Ou Chrov

010501 Changha
010502 Koub
010503 Kuttasat
010505 Samraong
010506 Souphi
010507 Soengh
010509 Ou Beichaon

0106 Serei Saophoan

010602 Kampong Svay
010603 Kaoh Pong Satv
010604 Mkak
010605 Ou Ambel
010606 Phniet
010607 Preah Ponlea
010608 Tuek Thla

0107 Thma Puok

010701 Banteay Chhmar
010702 Kouk Romiet
010703 Phum Thmei
010704 Thma Puok
010705 Kouk Kakthen
010706 Kumru

0108 Svay Chek

010801 Phkoam
010802 Sarongk
010803 Sla Kram
010804 Svay Chek
010805 Ta Baen
010806 Ta Phou
010807 Treas
010808 Rluos

0109 Malai

010901 Boeng Beng
010902 Malai
010903 Ou Sampoar
010904 Ou Sralau
010905 Tuol Pongro
010906 Ta Kong

0110 Paoy Paet

011001 Nimit
011002 Paoy Paet

* Codes and boundaries are as of September 7, 2009.

Banteay Meanchey's geographical location

Banteay Meanchey is a Northwest province having a land area of 6,679 km². The province has nine cities or districts, 64 communes, and 624 villages. It shares an international border with Thailand to its west and borders the provinces of Oddar Meanchey to the north, Siem Reap to the east, and Battambang to the south. Serei Saophoan is its capital and principal city. The province's overall population in 2018 [1] was 789,953 individuals (396,292 men and 393,661 females). There were 275,395 people between the ages of 0 and 17 (34.86%), 450,387 people between the ages of 18 and 60 (57.01%), and 64,171 people over the age of 61 (8.12%). Agriculture, handicrafts, and services were the province's principal industries.

BMC POE Vision

Building and developing high-quality, moral people resources in all sectors to accelerate BMC's growth.

BMC POE's Mission

To lead, manage, and grow education, youth, and sport in the province by improving services that allow people to fulfill future labor market demand.

Number of schools, students, courses, and employees in the province during the school year 2022-2023

BMC POE has been working to improve education services based on its vision and mission and to respond to MoEYS education policy, emphasizing motivating children to go to school with equity and inclusion. To ensure that educational institutions were near where people live, school construction at all levels has gradually risen in practically every section of the province.

There will be 965 public and private schools from pre-school to secondary school by 2022-2023, with 384 pre-schools, 467 primary schools, and 114 secondary schools. There have also been 50 community preschools. By December 2022, the province's total number of school buildings would be 1269, with 5961 rooms.

There will be 327 state pre-schools and 57 private pre-schools by the school year 2022-2023, 410 state primary schools and 57 private primary schools, 54 public lower secondary schools and nine private lower secondary schools, and 30 public upper secondary schools and 21 private upper secondary schools.

There will be 166,919 students (8,383 girls) enrolled in public education institutions for the school year 2022-2023. There are 18,501 preschool students (9,165 girls), 101,222 primary school students (48,927 girls), 14,890 lower secondary school students (7,971 girls), and 32,306 upper secondary school students (17,770 girls). The number of students enrolled in private schools for the school year 2022-2023 is 25,634 (12,801 girls). Pre-school students account for 4,144 (1,978 girls); primary school students account for 14,801 (7,060 girls); lower secondary school students account for 577 (307 girls); and upper secondary school students account for 6,112 (3,135 girls).

Preschools have 566 classes, primary schools have 3,314 classes, lower secondary schools have 325 classes, and upper secondary schools have 693 classes for the school year 2022-2023. Private schools have 1,047 classes, divided as follows: 174 for pre-schools, 621 for primary schools, 26 for lower secondary schools, and 226 for upper secondary schools.

The province's overall number of education staff is 5,993 (2,901 women), with 98 (28 women) working in the POE. Preschool instructors numbered 199 (198 women), primary school teachers numbered 3,108 (1,631 women), lower secondary school teachers numbered 1,962 (845 women), and upper secondary school teachers numbered 728 (228 girls). POE also hires contract, multi-grade, and double-shift teachers. The contract teachers number 761, the contracted employee's number 12 (6 women); the multi-grade (two grades) teachers number 224; the multi-grade (3 grades) teachers number 28; the double shift teachers number 75; and the Khmer-Muslim teachers number 19 (7 women). Pre-school teachers account for 241 individuals (215 women), primary school teachers account for 704 people (457 women), lower secondary school teachers account for 94 people (46 women), and upper secondary school teachers account for 674 people (246 women).

The provinces have four universities, one of which is a state university, Meanchey National University. Each of the universities has a total of 7,541 students (4,420 females). The University of Management and Economy (UME) has 2,882 students (1,627 females), Build Bright University (BBU) has 1,846 students (1,175 females), and Cambodia University for Specialties (CUS) has 998 students (477 females).

Progress by sub-sector

7. Progress based on indicators for pre-school

No.	Early childhood education	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Percentage of 3-5 years old children have access to all kind of pre-school services (state, private and community pre-schools)	Total	41.4%	40.9%
		Male	40.5%	40.1%
		Female	42.5%	41.6%
2	Percentage of 5 years old children have access to state, private and community pre-schools	Total	61.2%	62.6%
		Male	62.0%	63.3%
		Female	60.2%	62.2%
3	Percentage of 4 years old children have access to state, private and community pre-schools	Total	44.7%	41.5%
		Male	43.3%	40.5%
		Female	46.6%	42.6%
4	Percentage of 3 years old children have access to state, private and community pre-schools	Total	19.0%	16.5%
		Male	17.5%	15.7%
		Female	20.7%	17.1%
5	Percentage of pre-school with electricity (separate pre-school)	Total	100%	100%
6	Percentage of pre-schools with MoEYS' Water and Sanitation Standard (separate state pre-school)			
	Star 1 (★)		42.9%	35.0%
	Star 2 (★★)		38.1%	37.5%
	Star 3 (★★★)		9.5%	17.5%
7	Percentage of pre-school (separate state pre-school) with:			
	Toilet		100%	92.5%
	Hand washing		100%	70.0%
	Clean water		100%	100%
	First aid box		61.9%	50.0%
Objective 2: Improve pre-schools in accordance with quality standards				
8	Number of state pre-school that meets minimum standard (separate state pre-school)		13	12
9	Community pre-school that meets minimum standard		34	36
10	State and community pre-school that test capacity of five years old children		14.4%	25.3%
11	Number of pre-school teacher with national quality standard (12+2)		71	83

No.	Early childhood education	Sex	Actual 2022-2023	Target 2022-2023
Policy 2: Ensure effective leadership and management of education staff at all levels				
Objective 3: Strengthen the capacity of ECE sub-sector management and implement school-based management				
12	Number of state pre-school implementing school-based management (separate pre-school)		13	11

Challenges

- Preschool has grown, but it still does not reach all primary schools.
- There is a shortage of preschool teachers, and teachers are having difficulty managing their classes properly.
- Preschool instructors' teaching and learning abilities must be strengthened.
- Preschool equipment, instruction, and learning materials do not address the demands of early childhood development.

8. Progress based on indicators for Primary school

No.	Primary Education	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Net admission rate	Total	80.1%	88.2%
		Male	77.8%	85.6%
		Female	82.6%	88.3%
2	Net enrolment rate	Total	87.7%	91.3%
		Male	86.5%	90.3%
		Female	88.9%	92.2%
3	Gross enrolment rate	Total	102.5%	103.3%
		Male	102.5%	103.0%
		Female	102.4%	102.7%
4	Survival rate	Total	73.3%	88.5%
		Male	73.7%	86.0%
		Female	72.8%	91.9%
5	Promotion rate	Total	90.8%	90.3%
		Male	90.0%	88.7%
		Female	91.7%	92.0%
6	Drop-out rate	Total	5.9%	6.1%
		Male	5.8%	6.7%
		Female	5.9%	5.6%
7	Repetition rate	Total	3.3%	3.6%
		Male	4.3%	4.7%
		Female	2.4%	2.5%
8	Completion rate	Total	81.9%	87.2%
		Male	78.8%	82.9%
		Female	85.1%	90.1%
9	Transition rate from primary to lower secondary education	Total	81.8%	84.7%
		Male	79.1%	80.0%
		Female	84.6%	90.2%
10	Child-friendly schools at intermediate and developed levels		76.3%	75.0%
11	primary schools with access to electricity		394	360
12	new Grade 1 students with pre-school experience		63.7%	63.5%
13	Percentage of pre-schools meeting WASH Standard (separate state pre-school)			
	Star 1 (★)		30.7%	34.5%
	Star 2 (★★)		43.9%	41.5%

No.	Primary Education	Sex	Actual 2022-2023	Target 2022-2023
	Star 3 (☆☆☆)		12.0%	12.0%
14	Percentage of pre-school (separate state pre-school) with:			
	Toilet		N/A	97.5%
	Hand washing		N/A	87.0%
	Clean water		N/A	80.0%
	First aid box		N/A	94.0%
15	Number of primary students receiving food at school		12,389	12,808
16	Number of scholarship students in primary education		5,630	5,715
Objective 2: Improve the availability of quality inputs in primary education				
17	primary teachers qualified according to national standards (upper secondary certificate +2 [12+2])		78.9%	88.4%
18	Number of schools with computer lab for students		1	2
19	Number of schools with standard library		144	205

Challenges

- The enrollment rate for school-age children remains low.
- Dropout rates from grades 1-6 remain high.
- Toilets and showers for hygiene and sanitation are inadequate.
- There aren't enough school buildings, and some of them are quite ancient.
- Teaching and learning English are still ineffective.
- Food safety inspections at schools are still restricted.

9. Secondary and technical education

No.	Secondary and technical education	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Net enrolment rate at lower secondary school	Total	41.8%	39.4%
		Male	36.9%	34.3%
		Female	46.9%	45.4%
2	Gross enrolment rate at lower secondary school	Total	60.4%	56.8%
		Male	55.3%	51.7%
		Female	65.8%	62.8%
3	Promotion rate at low secondary school	Total	78.9%	82.9%
		Male	75.9%	81.6%
		Female	81.5%	85.2%
4	Repetition rate at lower secondary school	Total	1.2%	0.3%
		Male	1.9%	0.5%
		Female	0.6%	0.2%
5	Drop-rate at lower secondary school	Total	19.9%	16.3%
		Male	22.3%	18.5%
		Female	17.9%	14.2%
6	Completion rate at lower secondary schools	Total	52.8%	42.7%
		Male	47.0%	37.2%
		Female	58.7%	48.9%
7	Transitional rate from lower to upper secondary school	Total	74.1%	80.9%
		Male	70.6%	78.5%
		Female	77.1%	82.5%
8	Net enrolment rate at upper secondary schools	Total	29.1%	21.2%
		Male	24.1%	17.6%
		Female	34.3%	24.4%

No.	Secondary and technical education	Sex	Actual 2022-2023	Target 2022-2023
9	Gross enrolment rate at upper secondary school	Total	37.8%	26.7%
		Male	32.5%	23.1%
		Female	43.3%	31.4%
10	Promotion rate at upper secondary school	Total	79.1%	92.2%
		Male	76.3%	92.5%
		Female	81.2%	92.0%
11	Repetition rate at upper secondary school	Total	0.7%	0.1%
		Male	0.9%	0.2%
		Female	0.6%	0.1%
12	Drop-out rate at upper secondary school	Total	20.2%	7.1%
		Male	22.8%	6.7%
		Female	18.2%	7.1%
13	Completion rate at upper secondary school	Total	33.3%	19.4%
		Male	28.6%	15.6%
		Female	38.0%	22.9%
14	Number of students received scholarship at lower secondary school	Total	3510	3510
		Male	1404	1404
		Female	2106	2106
15	Number of students received scholarship at upper secondary school	Total	540	540
		Male	216	216
		Female	324	324
16	Percentage of LSS meeting WASH Standard			
	1 Star (★)		61.1%	41.0%
	2 Stars (★★)		27.8%	39.0%
	3 Star (★★★)		0%	10.0%
	Percentage of USS meeting WASH Standard			
	1 Star (★)		43.3	28.5
	2 Stars (★★)		36.7	48.5
3 Star (★★★)		6.7	10.0	
17	Percentage of LSS with:			
	Toilet		100	97.5
	Drinking water		77.8	89.0
	Hand washing		83.3	77.5
	First aid box		27.8	41.7
18	Percentage of USS with			
	Toilet		100	100.0
	Drinking water		93.3	97.5
	Hand washing		100	77.5
	First aid box		43.3	46.7
19	Percentage of secondary schools with electricity			
	LSS		100%	100.0%
	USS		100%	100.0%
20	Number of general and technical secondary schools		2	3
21	Number of students in technical schools	Total	163	132
		Male	100	79
		Female	63	53
Objective 2: Improve quality of teaching and learning based on skills of 21st century				
22	Percentage of secondary school teachers with standard degree (12+2)		93.0%	96.6%

Challenges:

- The enrollment rate is low, and the drop-out rate is significant.
- A scarcity of classrooms, libraries, laboratories, water, and sanitation
- Implementation of the curriculum and teaching hours were lower than expected.

- WASH facilities do not meet WASH requirements.
- Infrastructure, teaching and learning materials, and specialized teachers fall short of the mark, particularly in scientific and technology topics.

10. Non-formal education

Progress of indicators for NFE

No.	Indicators for NFE	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes				
1	Number of illiterate students completing literacy programme	Total	701	755
		Male	350	334
		Female	351	421
2	Number of students studying in equivalency programme	Total	553	626
		Male	454	494
		Female	99	132
3	Number of community learning centres	Total	12	12
4	Number of students completing re-entry programme to be transferred to formal education system	Total	795	320
		Male	467	170
		Female	328	150
5	Number of learners who completed skills training	Total	193	202
		Male	104	88
		Female	89	115
6	Percentage of literate people aged between 15-24 years old	Total	96.8%	97.0%
		Male	48.8%	49.1%
		Female	48.0%	47.9%
7	Percentage of literate people aged between 15-45 years old	Total	95.1%	95.9%
		Male	48.0%	50.7%
		Female	47.2%	45.2%
8	Percentage of adults between 15-24 years old who completed literacy class		2.55%	4.1%
9	Percentage of adults between 15-45 years old who completed literacy class		1.92%	2.1%

Challenges

- Refresher courses for teachers teaching equivalency, income generation, and re-entry programs, as well as non-formal education professionals at DOE and POE, should not be offered.
- Late delivery of class materials, in addition to teaching and learning materials for non-formal education teachers
- The majority of the community learning centers' structures are old.
- Literacy kids do not attend school regularly (due to their living circumstances).
- Relevant stakeholders need to be actively participating.

11. Youth development

Progress of indicators of youth development

No.	Indicators for Youth Development	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development				
1	Number of youths trained in voluntary work	Total	15	14
		Male	06	7
		Female	09	7

2	Number of youths trained in entrepreneurship, leadership, financial literacy, study and employment guidance	Total	69	110
		Male	34	52
		Female	35	58
3	Percentage of Cambodian Child Councils functioning		69.0%	64.5%
4	Percentage of Cambodian Youth Councils functioning		90.0%	88.0%
5	Number of scouts in primary, secondary, higher education and communities attending the scout movement	Total	2,028	2,264
		Male	825	913
		Female	1,203	1,352
6	Number of youths of Red Cross	Total	1,517	1,168
		Male	562	632
		Female	955	537
Enhance youth development through updated centres and facilities				
7	Number of career and work orientation centers		1	2
8	Number of youths work in centers		496	748
9	Number of children and youth councils trained		80	80
10	Number of youths trained on vocational skills at youth centers		100	90

Challenges

- The youth and student council are not particularly active.
- Lack of funds to hold meetings on the three good things movements (from the educational institution to the provincial levels) and to run the youth and children's council.
- There aren't enough areas to create youth centers where kids can study and get short-term skills training, for example.
- There needs to be more support from key players.

12. Sports and physical development

13. Progress of indicators of physical education and sports

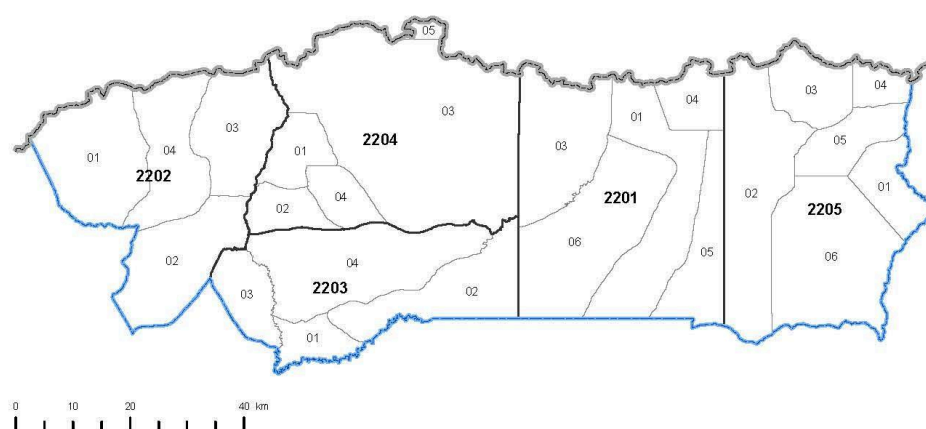
No.	Indicator for Physical Education and Sport	Unit	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to physical education and sports in schools				
1	Number of basketball courts at school level	Place	20	15
2	Number of volleyball courts at school level	Place	190	189
3	Number of football fields at school level	Place	115	114
4	Number of athletic fields at school	Place	764	763
5	Percentage of primary school implementing physical education and sport program	%	84.5	83.5
6	Percentage of secondary schools implementing physical education and sport programmes	%	89.3	88.5

Challenges:

- Sports facilities need to fulfill the technical standards and requirements of athletes.
- There is no sports stadium in the province.
- Some schools may need to use physical education and sports instruction hours more effectively.
- There needs to be more sports material for both sports and drills.
- Some schools still need physical education and sports teachers.

ODDAR MEANCHEY

Map 24. Administrative Areas in *Oddar Meanchey* Province by District and Commune



Legend

- National Boundary
- Provincial / Municipal Boundary
- District Boundary
- Commune Boundary

0000 District Code
00 The last two digits of Commune Code*

* Commune Code consists of District Code and two digits.

Code of Province / Municipality, District, and Commune

22 ODDAR MEANCHEY

2201 Anlong Veang
 220101 Anlong Veang
 220103 Trapeang Tav
 220104 Trapeang Prey
 220105 Thlat
 220106 Lumtong

2202 Banteay Ampil
 220201 Ampil
 220202 Beng
 220203 Kouk Khpos
 220204 Kouk Mon

2203 Chong Kal
 220301 Cheung Tien
 220302 Chong Kal
 220303 Krasang
 220304 Pongro

2204 Samraong
 220401 Bansay Reak
 220402 Bos Sbov
 220403 Koun Kriel
 220404 Samraong
 220405 Ou Smach

2205 Trapeang Prasat
 220501 Bak Anloug
 220502 Ph' av
 220503 Ou Sway
 220504 Presah Pralay
 220505 Tomnup Dach
 220506 Trapeang Prasath

* Codes and boundaries are as of February 9, 2009.

Oddar Meanchey's geographical area

Oddar Meanchey is a province in Cambodia's distant northwest, with a land area of 6,158 km². It shares boundaries with the provinces of Banteay Meanchey to the west, Siem Reap to the south, and Preah Vihear to the east. Its lengthy northern border marks a portion of Cambodia's international border with Thailand. Samraong is the capital. The province has five cities or districts, 19 communes, and 304 villages. The province's overall population in 2018 [1] was 243,197 individuals (120,604 females). The population aged 0 to 17 accounted for 40.20% of the total population. The province's primary occupations were agriculture, handicrafts, services, fishing, vegetable gardening, and others.

OMC POE Vision

Building and developing high-quality, moral human resources in all sectors so that Cambodia can become a developed country based on basic knowledge and know-how.

OMC POE's Mission

To lead, administer, and develop education, youth, and sports to meet the needs of Cambodia's economy, society, and culture, as well as the needs of the region and the world.

Number of schools, students, courses, and employees in the province during the school year 2022-2023

By the school year 2022-2023, there will be 371 schools, including 111 pre-schools, 221 primary schools, 30 lower secondary schools, and 9 upper secondary schools.

There are 6,824 pupils (3,524 girls) enrolled in pre-school schools for the school year 2022-2023.

Preschools are available to 993 (481 girls) three-year-olds, 2,183 (1,137 girls) four-year-olds, and 3,648 (1,870 females) five-year-olds. There are 38,266 students in state primary schools (18,291 girls). There are 10,377 students in lower secondary schools (5,492 girls).

There are 18,501 preschool students (9,165 girls), 101,222 primary school students (48,927 girls), 14,890 lower secondary school students (7,971 girls), and 32,306 upper secondary school students (17,770 girls). The number of students enrolled in private schools for the school year 2022-2023 is 25,634 (12,801 girls). Pre-school students account for 4,144 (1,978 girls); primary school students account for 14,801 (7,060 girls); lower secondary school students account for 577 (307 girls); and upper secondary school students account for 6,112 (3,135 girls).

The total number of educators in the province is 2,115 (898 of them are women). There are 65 preschool teachers (62 women), 1,182 primary school teachers (558 women), 639 secondary school teachers (213 women), 222 upper secondary school teachers (65 women), and six inspectors.

Progress by sub-sector

14. Progress based on indicators for pre-school

No.	Early childhood education	Sex	Target 2022-2023	Actual 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				

1	Gross enrolment rate of 5 years old children (state, private and community pre-schools)	Total	55%	59%
		Male	56%	60%
		Female	50%	58%
2	Gross enrolment rate of 4 years old children (state, private and community pre-schools)	Total	43%	40%
		Male	50%	37%
		Female	50%	42%
3	Gross enrolment rate of 3 years old children (state, private and community pre-schools)	Total	40%	18%
		Male	60%	19%
		Female	60%	18%
4	Gross enrolment rate	Total	42%	40%
		Male	50%	39%
		Female	50%	40%
Objective 2: Improve pre-schools in accordance with quality standards				
5	Number of community pre-schools meet minimum standard		26	N/A
6	Percentage of 5 years old children tested (state pre-school and community pre-school meet standard)		50%	59%
7	Percentage of pre-school students with appropriate nutrition status (state, private and community pre-schools)		0.2%	0.2%
8	Number of pre-school teacher with national quality standard (12+2)		na	58
9	Pupil-teacher ratio		24	50
Policy 2: Ensure effective leadership and management of education staff at all levels				
Objective 3: Strengthen capacity of ECE sub-sector management and implement school-based management				
10	Number of pre-school directors trained on community-school strategy implementation		10	N/A

Challenges

- The physical materials in preschool are subpar.
- New curricula and teaching methods for state and community preschools are still in the works.
- Food safety education in schools is still in its early stages.
- MoEYS's supply of outcome-based M&E is insufficient.
- Primary school teachers and contracted teachers lack teaching and learning skills for preschool pupils.
- According to current policy, the preschool resource center does not have a distinct management committee.

15. Progress based on indicators for Primary school

No.	Indicator for Primary Education	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
Objective 1: Increase access to quality, equitable and inclusive ECE services				
1	Net admission rate	Total	98,0	73,1
		Male	98,0	70,2
		Female	98,0	76,4
2	Gross enrolment rate	Total	92,0	na
		Male	91,0	na
		Female	93,0	na
3	Drop-out rate	Total	4,7	na
		Male	5,6	na
		Female	3,8	na
4	Repetition rate	Total	5,5	na
		Male	6,6	na
		Female	4,3	na
5	Number of districts with repetition rate less than 10%		4/5	na

No.	Indicator for Primary Education	Sex	Actual 2022-2023	Target 2022-2023
6	Completion rate	Total	75.00	84,79
		Male	74.00	77,77
		Female	76.00	93,1
7	Survival rate	Total	70	68.9
		Male	67	69,7
		Female	74	67,8
8	Transition rate from primary to lower secondary education	Total	85	na
		Male	85,2	Na
		Female	87,2	na
9	Percentage of grade 1 students with pre-school experience	Total	60	na
10	Child-friendly schools at intermediate and developed levels	Total	70,8	na
11	Percentage of primary schools with access to electricity		74,31	67
12	Percentage of pre-schools meeting WASH Standard (separate state pre-school)			
	Star 1 (★)		19.6	14,68
	Star 2 (★★)		69.2	68.35
	Star 3 (★★★)		12.1	16,97
13	Percentage of pre-school (separate state pre-school) with:			
	Toilet		100	100
	Clean/drinking water		100	100
	Hand washing facilities		100	100
	First aid box		89.1	89,1
14	Number of primary students receiving food at school		19617	19617
15	Number of scholarship students in primary education		3734	3734
Objective 2: Improve the availability of quality inputs in primary education				
16	Pupil-teacher ratio		35/40	38,5
17	Percentage of primary teachers qualified according to national standards (upper secondary certificate +2 [12+2])		Na	60,57
18	Number of primary school teachers attended training courses			
	EGRA package		478	Na
	EGMA package		478	Na
	Other refresher courses		310	Na
19	Percentage of primary school students received a set of textbooks		100	90
20	Number of schools with computer lab for students		5	0
21	Number of schools with standard library		25	na
Policy 2: Ensure effective leadership and management of education staff at all levels				
Sub-sector Objective 3: Strengthen implementation of primary school standards through school-based management				
22	Number of school principals trained in SBM		218	220
23	Number of public primary schools fully competent in SBM		218	220

Challenges

- Scholarships for low-income children need to be increased to cover all primary schools.
- Parents with low-income children encouraged their children to work to create revenue.
- Some families relocate, which has an impact on their children's schooling.
- A need for more modern school buildings, offices, libraries, and so on. Some of the school buildings are rather old.
- There is a need for more textbooks, student books, and literature o for the early grades.
- Lack of teachers, contracted teacher recruiting, and limited teaching techniques.

- The school director's and ICT teachers' limited capacity to implement the community-school strategy
- Teachers' capacity in terms of instructional approaches and classroom management is low.
- The implementation of local life skills is not sustainable.
- There need to be more books in 22 libraries for students to read and research.

16. Secondary and technical education

No.	Indicator for Secondary and technical education	Sex	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all				
1	Gross enrolment rate at lower secondary school	Total	60.0%	49,6%
		Male	59,8%	45,8%
		Female	59,5%	53,5%
2	Gross enrolment rate at upper secondary school	Total	30,6%	31,1%
		Male	27,5%	27,9 %
		Female	34,0%	34,5%
3	Transitional rate from lower to upper secondary school	Total	77,1%	74,4%
		Male	77,3%	71,7%
		Female	76,9%	76,7%
4	Completion rate at lower secondary school	Total	46,6%	45,5%
		Male	39,1%	40,5%
		Female	55,1%	50,8%
5	Drop-rate at lower secondary school	Total	13,3%	20,2%
		Male	13,5%	20,4%
		Female	12,8%	20,0%
6	Survival rate at lower secondary schools	Total	32,1%	30,0%
		Male	30,4%	24,4%
		Female	33,4%	31,5%
7	Survival rate at upper secondary school	Total	17,7%	14,1%
		Male	16,2%	15,0%
		Female	19,0	13,1%
8	City/districts with drop-out rate at lower secondary school over 18.9%	Total	2	1
9	Scholarship students at lower and upper secondary schools	Total	2820	2820
10	Percentage of LSS meeting WASH Standard (separate state pre-school)			
	1 Star (★)		32,8	20
	2 Stars (★★)		54,2	45
	3 Star (★★★)		14	35
	Percentage of USS meeting WASH Standard (separate state pre-school)			
	1 Star (★)		0	0
	2 Stars (★★)		38	20
	3 Star (★★★)		62	80
	Percentage of LSS with:			
	Toilet		100	100
	Drinking water		100	100
	Hand washing facilities		100	100
	First aid box		100	100
	Percentage of USS with:			
	Toilet		100	100
	Drinking water		100	100
	Hand washing facilities		100	100
	First aid box		100	100
Objective 2: Improve the quality of teaching and learning in line with 21 st century skills				

No.	Indicator for Secondary and technical education	Sex	Actual 2022-2023	Target 2022-2023
11	Percentage of LSS teachers qualified according to national standards (upper secondary certificate +2 [12+2])		na	74,02
Policy 2: Ensure effectiveness of leadership and management of education staff at all levels				
Objective 3: Strengthen leadership and management in secondary education				
12	SMC are training on SBM		00	00
13	Number of secondary schools fully competent in SBM		39	39

Challenges:

- 35 of 39 secondary schools lack science, computer, and library laboratories.
- Some SMCs lack the resources to adopt community-school programs.
- There needs to be more ICT teachers to maintain statistics for the General Education Improvement Program (GEIPO).
- The limited capacity of technical staff and teachers to generate exam questions for specific subjects and skills aligned with 21st-century skills.
- Some schools need more ability or capability to conduct STEM initiatives.
- Some schools Lack the infrastructure and physical resources to undertake technical education, life skills, and career orientation.
- There is limited funding for follow-up teaching and learning sessions in secondary schools.
- Schools do not implement Letter No. 18 on increasing school food security.
- School administrators do not have an inspection plan and do not perform internal inspections.

17. Non-formal education

Progress of indicators for NFE

No.	Indicators for NFE	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Objective 1: Increase the number of literate students and increase access to NFE programmes for out-of-school children and youth, as well as access to full NFE services within a framework of life-long learning, knowledge, skills and attitudes			
1	Number of illiterate students completing literacy programme	285	N/A
2	Number of students studying in equivalency programme	185	N/A
3	Number of community learning centres upgraded to life-long learning centres	0	N/A
4	Number of students completing re-entry programme to be transferred to formal education system	310	N/A
5	Number of learners who completed skills training	78	N/A
Policy 2: Ensure effectiveness of leadership and management of education staff at all levels			
Objective 2: Strengthen full result-based management implementation of NFE			
6	Number of districts implementing M&E system for NFE	N/A	N/A
7	Number of districts implementing NFE EMIS	5	N/A
Objective 3: Strengthen management capacity of NFE staff at all level			
8	Number of NFE staff trained on planning and NFE management	16	N/A

Challenges

- Many students dropped out, and COVID-19 disrupted the learning process.
- NFE teachers are tough to find.
- NFE's funding is limited.
- Inadequate materials and budget for NFE operations
- There is no funding for refresher courses for re-entry program teachers or NFE staff.
- City and district reports were late.
- The NFE initiative needed to be adequately promoted.

18. Youth development

Progress of indicators of youth development

No.	Indicators for NFE	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Objective 1: Develop digital, entrepreneurship, young leadership and other soft-skills programmes for youth development			
1	Number of youths receive short-term training on vocational skills, digital and technic	82	NA
2	Number of youths trained and implement voluntary work/program	65	NA
3	Number of youths trained on entrepreneurship, leadership, financial literacy, and career guidance	195	NA
4	Number of youths received 'merit-based certificate' on good three movement, i.e. good children, good students and good friends	350	NA
5	Percentage of functioning children councils	60	NA
6	Percentage of functioning youth councils	99	NA
7	Number of scouts in primary, secondary, higher education and communities attending the scout movement	1450	NA
8	Number of out of school youths engaged in BEEB	NA	NA
Objective 2: Enhance youth development through updated centres and facilities			
9	Number of functioning youth centers	1	1
Policy 2: Ensure effectiveness of leadership and management of education staff at all levels			
Objective 3: Strengthen institutional and staff capacity responsible for youth work at national and sub-national levels			
10	Number of staff responsible for youth trained on project management	22	NA
11	Number of youth councils strengthened at ministry and institution levels	NA	NA
12	Number of youth councils established at city/province	6	NA

Challenges

- A scarcity of personnel specializing in youth affairs, centers, and scouting
- There were no meetings on the three good things movements at the provincial or district levels.
- Student learning clubs at school are ineffective.
- Lack of support from the Board and advisors in charge of actual implementation
- The involvement of youngsters in volunteer activities is insufficient.
- There isn't enough space to create a provincial youth center.

19. Sports and physical development

20. Progress of indicators of physical education and sports

No.	Indicators for NFE	Actual 2022-2023	Target 2022-2023
Policy 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Objective 1: Increase access to physical education and sports in schools and community			
1	Number of sport field renovated	50	Na
2	Percentage of primary schools implementing physical education and sport	96	Na
3	Percentage of secondary schools implementing physical education and sport	100	NA
4	Number of medals received from national sport tournament	0	NA
5	Percentage of people engaged in exercise and sport	40	35
Objective 2: improve efficiency of national sport selection team to win more gold medal in 2023			
6	Number of gold medals in SEA Game 2023		
Policy 2: Ensure effectiveness of leadership and management of education staff at all levels			
Objective 3: Build institutional, manager and technical staff capacity responsible for physical and sport			
7	Number of athletics trained in the year	5	Na
8	Number of students trained on physical education and sport	0	0
9	Number of trainers/coaches trained for the year	30	Na

No.	Indicators for NFE	Actual 2022-2023	Target 2022-2023
10	Number of judge and referee trained for the year	40	Na
11	Number of coaches trained on technique, plan, strategy and management	40	Na
12	Number of physical education and teachers received in-service training	5	Na
13	Number of sport staff received training for the year	75	Na
14	Number of high-level athletics	0	0

Challenges

- Understanding Inter-ministerial Announcement No. 741, dated July 21, 2017, is challenging.
- Lack of physical education and sports teachers in nine schools (teachers were brought in from other provinces)
- There needs to be more athletic infrastructure, yet specific sports fields match the standard.
- The generosity of others is limited.