

Cambodia

**Education
Thematic Report**

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A young student at preschool, Prey Veng ©UNICEF Cambodia 2018/Rachel McCarthy

**Prepared by:
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**Report cover photo*

A student at a community preschool in Prey Veng province. His teacher, Seng Noeun, received inclusive education training thanks to MoEYS, UNICEF and its donors. Because of her belief in their right to education, Seng Noeun helps transport her students to preschool every day. Her training has helped her provide inclusive education for children in her community, including four children with a disability. For the full story, see Annex 1 to this report.



*Community Preschool Teacher, Seng Noeun, takes her students home after preschool class.
Prey Veng ©UNICEF/Rachel McCarthy/2018.*

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Acronyms

CDPF	Capacity Development Partnership Fund
CFS	Child-Friendly School
ECE	Early Childhood Education
EMIS	Education Management Information System
GPE	Global Partnership for Education
MENAP	Multilingual Education National Action Plan
MLE	Multilingual Education
MoEYS	Ministry of Education, Youth and Sport
SED	Special Education Department
SIDA	Swedish Agency for International Development Cooperation
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene

1. Expression of thanks

UNICEF Cambodia extends its appreciation for the generous support of the Global Thematic Fund and its donors, which have helped to achieve the results presented in this report. Without the contribution of key donors, including the Global Thematic Fund, UNICEF United Kingdom and UNICEF Malaysia, results for children documented in the following pages would not have been possible.

UNICEF Cambodia extends its most sincere thanks for this important contribution to children via the UNICEF Cambodia Education Programme.



*Chuet Srey Phean, 11 years, attends an accelerated learning programme in Kratie province. Accelerated learning, supported by UNICEF, helps Srey Chuet Phean to catch up on her learning and stay in school.
©UNICEF/Todd Brown/2018.*

2. Executive summary

The year 2018 concluded a three-year UNICEF Country Programme (2016–2018) in Cambodia. In alignment with the government's National Strategic Development Plan (2014–2018), UNICEF worked to help overcome key bottlenecks impeding the realization of children's rights. Across the programme, this included support to improved management of local services, inclusive growth and increased service delivery, with a focus on the most vulnerable and marginalized children.

Outcome 2 of the Country Programme focused specifically on ensuring that, by 2018, Cambodian boys and girls have more equitable access to, and completion of, quality inclusive education with improved learning outcomes. The contribution of thematic funding in 2018 allowed UNICEF Cambodia to strengthen its support to the Royal Government of Cambodia to help achieve this crucial objective. This report summarizes achievements made in 2018 under Outcome 2 of the UNICEF Country Programme (2016–2018).

In 2018, UNICEF continued to play a key role in education sector coordination in Cambodia, particularly as the Chair of the Education Sector Working Group,¹ and as the coordinating agency for the local education group linked to the Global Partnership for Education Programme Phase 3 (GPE3). Through the Capacity Development Partnership Fund (CDPF),² UNICEF has continued to provide timely and relevant technical support to the Ministry of Education, Youth and Sport (MoEYS) in system strengthening and improving institutional capacity at all levels of the ministry. Capacity building through CDPF helped the ministry implement the national Education Strategic Plan (2014–2018).

Throughout 2018, UNICEF has continued to support MoEYS in localizing the Sustainable Development Goals (SDGs) and in integrating them into the national Education Management Information System (EMIS). For example, MoEYS has now incorporated data on children with disabilities in preschools into EMIS, and in the coming years it will refine and publish key data on: disability by education level; minority language groups; and Water, Sanitation and Hygiene (WASH) in schools.

Under Outcome 2, UNICEF has continued to support MoEYS to strengthen early childhood education, particularly via inclusive preschools and multilingual preschools, and has supported the development of an integrated approach to early childhood development. In 2018, some 1,861 children received multilingual preschool education in the northeast of Cambodia, thanks to the MoEYS-UNICEF Multilingual Education (MLE) programme, and 1,699 preschool teachers (1,584 female) across 10 provinces received training in inclusive education to help support children with disabilities in their classrooms and communities. UNICEF also worked with the local non-government organization SIPAR on nutrition in preschools, orienting teachers on how to use play, as well as reading, teaching and learning materials, including nutrition-related reading materials, to help stimulate child learning and development. Informative messages on the importance of nutrition and story books were distributed across 200 preschools.

In primary education, UNICEF continued to support MoEYS to strengthen equitable access for all children to quality, inclusive education, especially children with disabilities, children from indigenous minorities and children at risk of dropping out of school. One key part of this work has been on positive discipline, through a UNICEF-supported teacher training programme helping to reduce

¹ The Education Sector Working Group is a coordination forum among development partners in the field of education. UNICEF acts as the current chair and secretariat.

² CDPF is a multi-donor fund for education in Cambodia. It combines contributions from the European Union, SIDA, GPE, USAID and UNICEF. The fund is administered by UNICEF Cambodia. The CDPF is currently in its third phase.

corporal punishment in schools and to improve classroom management. In 2018, some 2,999 teachers were trained in positive discipline across 395 primary schools, benefitting up to 241,200 children. Survey results show that positive discipline reduces violence in schools, helping children attend school in a safe and supportive learning environment.

In MLE for children of primary school age, a 10 per cent increase in the number of children enrolled was recorded between the academic years 2016/2017 and 2017/2018, with 4,967 children (2,395 female) now enrolled in MLE at the primary level. These children represent some of the most disadvantaged and difficult-to-reach children through traditional approaches to education. In 2018, UNICEF led an impact evaluation of the Multilingual Education National Action Plan (MENAP) 2015–2018 to help inform national programming on MLE over the next five years. While MLE has continued to expand access to education for children of indigenous minorities in the northeast of the country, room for improvement, particularly at the early childhood education (ECE) level, and opportunities for further expansion were identified by the evaluation. These have been referenced in the new medium-term Multilingual Education Action Plan, to be finalized in 2019.

In 2018, with support from UNICEF, MoEYS continued to provide scholarships to students in Grades 11 and 12 from indigenous minority ethnic groups who are statistically more likely to not finish high school. A total of 1,095 students (546 female) received these scholarships, helping them to complete their education. An independent review of the scholarship programme, supported by UNICEF, found that these scholarships have an important impact on students' educational prospects, helping them to stay in school. In 2018, MoEYS agreed to the review's recommendations to expand the programme to Grade 10 and to pre-service teachers of ethnic minority indigenous backgrounds studying in teacher training colleges. These additional elements are expected to be implemented in 2019, which will enable this programme to have further significant impact in the coming years.

The Accelerated Learning Programme, initiated with support from UNICEF in 2013 and designed to support the learning of children who are overage for grade and those who have dropped out of school, continued to expand in 2018. A total of 92 teachers (38 female) were trained, supporting the learning of 2,477 students (1,084 female); 82 per cent of these students were promoted to the next grade.

A new communications initiative targeting schools in the northeast where student dropout rates are high was also delivered in 2018. In partnership with CARE International, UNICEF helped increase parental awareness of the rights of children to access inclusive and quality education and to promote the value of education among parents, children and community leaders in some of the most marginalized communities. As part of this initiative, 66 (9 female) district officials, as well as 1,438 (337 female) school support committee members were trained on how to broadcast key education messages through their communities, including via school enrolment campaigns, radio and social media. Messages were broadcast in Khmer language and in local languages six times each day for three months during the crucial period before the beginning of the academic year (September–November 2018).

These results are not exhaustive; they represent just some of the key achievements for 2018 as part of Outcome 2 of UNICEF's Country Programme (2016–2018). Full results for Outcome 2 are included by output area (1–4) in this report (see Section 4) and tabulated in the results matrix (see Section 5).

It must be acknowledged that it is through key partnerships with donors and the Global Thematic Fund, and UNICEF United Kingdom and UNICEF Malaysia, that UNICEF Cambodia, working with MoEYS, has achieved these results. In 2019, UNICEF, in conjunction with the Royal Government of Cambodia, entered a new five-year period of cooperation, building upon the successes of the 2016–

2018 Country Programme. UNICEF will continue to support MoEYS to ensure the realization of children's right to education in Cambodia.

3. Strategic context of 2018

Acknowledged in Cambodia's national Education Strategic Plan (2014–2018) is the fundamental importance of education to the government's development ambitions. A well-educated workforce, which is a critical driver of economic growth, is essential to Cambodia's objective of becoming an upper-middle-income country by 2030 and a high-income-country by 2050. This is especially feasible given Cambodia's 'school-age' demographic dividend, with over 37 per cent of the total population under 18 years.³

Education is continuously prioritized in national budget allocations and in recent years budgetary increases to education have continued. The current Education Strategic Plan (2019–2023) proposes an increase in the allocations to education as a percentage of GDP from 2.95 per cent in 2019 to 3.10 per cent in 2023 and as a percentage of government expenditure from 18.4 per cent to 19.1 per cent.⁴ Following strong economic growth over the last decade of 7.7 per cent, in 2016 the World Bank re-classified Cambodia as a lower-middle-income country, an indication that the country is on a clear and progressive pathway to higher-income classifications, as per its development objectives.

The year 2018 concluded the government's five-year Education Strategic Plan (2014–2018). During this period, MoEYS continued to demonstrate strong commitment to improving education under the leadership of its minister, who was returned for a five-year mandate in late 2018. MoEYS also demonstrated a commitment to the realization of steady progress across education sub-sectors. In support of the Education Strategic Plan, UNICEF focused on delivering assistance within four key output areas under its Education programme:

- 1) Strengthening government capacity for improved education service delivery;
- 2) Increasing access to inclusive basic education;
- 3) Strengthening capacity for quality primary and secondary education, and;
- 4) Improving demand for education.

There were many achievements against these outputs as a result of a strong partnership between MoEYS and UNICEF. MoEYS is acutely aware of key vulnerable groups challenged to complete basic education, especially children from indigenous minorities and children with disabilities.

With the support of UNICEF, a 2018 evaluation of the MENAP (2015–2018) identified key achievements, gaps and opportunities to further strengthen access to education for children of ethnic minorities. This informed a new government-led five-year MLE action plan (2019–2023). With the support of UNICEF and other development partners, this action plan will be finalized in early 2019, helping ensure the continued expansion of MLE. Indeed, MLE is now managed by MoEYS, which has taken over MLE teacher salaries (previously paid by UNICEF) and had transformed all MLE community schools into government schools operating on government budget.

In 2018, MoEYS introduced a new Inclusive Education Policy, and alongside this a new National Institute for Special Education (NISE) began operating. This new institute is responsible for overseeing the expansion of inclusive education for children with disabilities, in coordination with the Special Education Department and implementation of the Inclusive Education Policy. As a specialized training institute, NISE has taken on 17 new teachers to train in teaching children with

³ Cambodia Inter-Censal Population Survey, 2013.

⁴ The current Education Strategic Plan (2019–2023) is in draft at time of writing. Hence, final budget figures are not currently available.

hearing and visual impairments via their special needs diploma course, developed with the support of UNICEF. Upon graduation, these teachers will become Cambodia's first nationally qualified teachers in special needs education. UNICEF continues to support MoEYS to implement special education through developing and implementing this diploma course and through inclusive education training for pre-service and in-service teachers at preschool and primary levels. This way all teachers nationwide enter the system with foundational knowledge of how best to support children with different disabilities in the classroom.

Despite strong commitment from MoEYS and significant progress to date, many challenges remain at all levels of the education system. Nationally, some 36.9 per cent of five-year-olds do not attend preschool,⁵ and while net attendance rates at the primary level are high at 92 per cent (92.8 per cent for girls), gross enrolment rates at the lower secondary school level are low at 61.1 per cent for girls and only 52.3 per cent for boys. A real challenge therefore is ensuring all Cambodian children complete a full course of basic education. With the lower secondary Gender Parity Index at 1.17 in 2018/2019, this is especially the case for boys. The 2018/2019 basic education survival rates are low, at 45.5 per cent for girls and only 39.5 per cent for boys. Those most likely to drop out of school are children from indigenous minorities, those with a disability and children from poor families, especially those located in urban outskirts and in rural and remote areas.

For children in school, the quality and relevance of education is low, and student learning assessments, particularly in Khmer language and mathematics, consistently show poor results from early grades through to secondary school. In 2018, PISA for Development (PISA-D) assessment results show that roughly 90 per cent of 15-year-old students have below basic competency levels. This compares to 72 per cent of students in other PISA-D countries, 43 per cent in ASEAN countries and only 21 per cent in OECD countries. In 2018, only 66 per cent of year 12 students passed the national examination. Compounding weaknesses in education relevance and quality is a lack of appropriately qualified teachers and poor-quality learning environments. This is reflected in the high incidence of violence in schools. A 2015 MoEYS-UNICEF survey found that 63 per cent of students experienced "moderate physical discipline" in school and that male teachers were significantly more likely than female teachers to use physical violence, primarily against boys. A lack of basic infrastructure, including in many cases access to hand-washing stations and clean and safe latrines demotivates students, particularly girls, from attending school.

The government is acutely aware that its national economic ambition depends on the provision of equitable, inclusive and relevant learning for Cambodia's youth. In recognition of the above challenges, the new Education Strategic Plan (2019–2023) maintains a focus on reducing inequities in access to education and on improving the overall quality of education. With the development of a new UNICEF Cambodia Country Programme (2019–2023) aligned to the Education Strategic Plan, there is a significant opportunity to leverage inclusive and equity-focused priorities for the sector. UNICEF will continue to draw on existing progress and lessons learned to build momentum of national education reform processes.

⁵ This data and all data in this paragraph is unpublished government EMIS data for 2018/2019.



Students at Prey Chhor Primary School, Prey Veng. Teachers from Prey Chhor Primary School have received training in inclusive education through MoEYS-UNICEF support. ©UNICEF/Rachel McCarthy/2018.

4. Results achieved in inclusive quality education

Based on the UNICEF Country Programme Action Plan (2016–2018), the key results for education in Cambodia achieved in 2018 are summarized below. Funding from CDPF,⁶ the Swedish Agency for International Development Cooperation (SIDA) and Global Thematic Funds, including from UNICEF United Kingdom and UNICEF Malaysia, was central to achieving these results.⁷ In a highly dynamic sector, the availability of flexible funding sources is critical to responding to evolving reform priorities and to supporting MoEYS in its mission to provide inclusive quality education for all children in Cambodia.

Output 2.1. By 2018, strengthened government capacity for policy development, planning and financing of quality education.

In 2018, UNICEF continued as the fund manager for the third phase of CDPF (CDPF III), a four-year programme (2018–2021) with an estimated US\$27 million budget. This multi-donor partnership between the European Union, SIDA, the United States Agency for International Development (USAID) and GPE directly supports the implementation of the MoEYS Capacity Development Master Plan, aimed at realizing the Education Strategic Plan.

⁶ CDPF is a multi-donor fund. It combines contributions from the European Union, SIDA, GPE, USAID and UNICEF. The fund is administered by UNICEF Cambodia.

⁷ To complement the narrative description of results below, the Results Assessment Framework section provides a snapshot of results against all four output areas.

Under UNICEF management, CDPF III is implemented via a medium-term work plan involving partners at central and sub-national levels to optimize its sustainability. CDPF adopts an integrated, multi-level approach to capacity development, with a strong focus on organizational and institutional capacity development needs. This work plan is also strongly orientated towards the development of capacities within sub-national education offices and supports key technical departments within the central level of the ministry.

In 2018, focus was on the following areas:

- UNICEF continued its technical and financial assistance to key education reforms and policy discussions, together with development partners. A partnership with the International Institute for Education Planning strengthened the technical development of the Education Strategic Plan 2019–2023, to be finalized in early 2019.
- A harmonized school-based management training package was also finalized with training of more than 450 school directors in November and December 2018. This package will support more efficient use of resources at the school level and better response to local needs.
- Through preparatory efforts in 2018, a 2019 review of the national education scholarship programme is underway to help assess the programme's effectiveness and impact, to assist in the continuous improvement of the programme so that the most disadvantaged children receive assistance.
- Cambodia's National Institute of Education, with technical support from the International Institute for Education Planning, implemented a training needs assessment of 145 provincial education officials. This will inform 2019 training courses in education planning and management, relevant to the needs of sub-national level authorities who have a more central role in CDPF III.
- UNICEF also facilitated collaboration between the Department of EMIS and the School Health Department to revise the EMIS annual school census. This enabled development of a WASH minimum requirement baseline (as part of the star rating system) before the finalization of the Education Strategic Plan (2019–2023), and the inclusion of relevant indicators for improving WASH in schools in the coming years. In 2018, MoEYS collected the Minimum Requirements for WASH in Schools data from over 95 per cent of schools nationwide (including 99.9 per cent of primary schools), the first time such a comprehensive WASH in Schools (WinS) data collection has been conducted. This is a promising achievement for Cambodia.
- UNICEF continued to foster constructive sector dialogue inside and outside of its Education Sector Working Group, Joint Technical Working Group for education, and GPE coordinating agency leadership roles. This resulted in many advocacy issues being pursued, such as those associated with education reforms, the prioritization of education assistance to vulnerable groups of children, and the meaningful use of education data to measure progress in the sector.

Output 2.2: By 2018, increased country capacity to provide access to inclusive basic education, particularly among indigenous minority children and children with disabilities, including in emergencies.

There was good progress under Output 2.2, with promising institutional changes enabling MoEYS to strengthen its leadership of equity-oriented education services. This includes the establishment of the National Institute for Special Education, which became operational in 2018, the development of the national policy on Inclusive Education (2018) and the development of a five-year strategic national action plan to expand and strengthen MLE. Expansion of existing programmes, including scholarships for children of indigenous ethnic minorities and positive discipline, are helping ensure

more children have access to safe learning environments. Some key achievements against set targets are:

- In ECE, capacity building of MLE teachers continued with regular monitoring of teaching quality and technical support. UNICEF also supported nutrition awareness in preschools (in partnership with SIPAR), the dissemination of play and reading materials, and social-emotional learning. With support from the UNICEF East Asia and Pacific Regional Office, ministry staff were trained to implement social-emotional learning in preschools with preschool teacher training done in Q4 2018. To help assess its effectiveness in preschools, UNICEF commissioned the Hong Kong University to provide technical assistance to MoEYS to measure impact.
- UNICEF commissioned Panasastra University to assess the cognitive development of children using the East Asia and Pacific Early Childhood Development Scale. This research contributes to UNICEF's longitudinal assessment of early childhood development and essential research informing inter-sectoral early childhood development interventions.
- In the area of MLE, UNICEF commissioned an evaluation of MENAP 2015–2018 to inform national programming. Findings show MLE has greatly expanded access to education for children from indigenous ethnic minority groups. UNICEF's support to scholarships for indigenous students (Grades 11 and 12) reached 1,095 students (546 female). An independent review of the scholarship programme found these scholarships have a positive impact on students' educational prospects, with 87 per cent of Grade 12 scholarship recipients passing the national exam, compared to a 67 per cent national average.
- In 2018, some 354 education officers (87 female) and 519 teachers (171 female) were trained in inclusive primary education to support children with disabilities, thanks to the MoEYS-UNICEF 28-hour inclusive education training course. In parallel, training for 60 national trainers (42 female) was provided, so the module can be taught in pre-service teacher training.
- Curricula for two diploma courses on special education (for specialization in teaching hearing and visually impaired students) were finalized with UNICEF support. Sixteen teachers were selected as the first cohort to do the course from December 2018, against a planned target of 20. They will become Cambodia's first nationally qualified special education teachers. To reach more children with special needs, UNICEF partnered with civil society organizations to develop inclusive learning materials to support children with intellectual disabilities and build community engagement in inclusive education.
- In 2018, accelerated learning enabled more children to stay in school. By the end of 2018, 92 teachers (38 female) in five provinces were trained and began accelerated learning classes across 52 schools reaching 2,477 students (1,084 girls), in line with targets. Some 82 per cent of accelerated learning students were promoted to the next grade.
- In addition, some 3,595 primary school teachers were trained in positive discipline, helping to prevent violence against children in school. This benefited approximately 109,625 girls and boys in 395 primary schools.⁸ This represents 50 per cent of schools in the target provinces and exceeds the set target of 40 per cent of schools across three provinces by 2018.
- UNICEF continued to consult with the MoEYS School Health Department on building a health education syllabus, which is in progress and is planned to be completed in early 2019. With BORDA, UNICEF supported the School Health Department to expand the minimum requirements for WASH in schools and implementation materials. This training reached 353 primary schools.⁹

⁸ These schools are in Prey Veng, Battambang and Kampong provinces.

⁹ These schools are in Kratie, Takeo, Svay Rieng and Kampong Speu provinces.

Output 2.3: By 2018, strengthened capacity of education authorities at national level and in target districts/khans to provide quality and measurable primary and lower secondary education.

Overall, in 2018 work progressed well although progress was slow in some areas, including school inspection and life skills curriculum development. Key areas of focus and results include:

- A mini field trial of the survey instrument for the Southeast Asia Primary Learning Metrics was conducted in Cambodia in June 2018, with 300 students. Implementation of the main survey is expected in mid-2019.
- UNICEF continued to support the Department of Curriculum Development to develop a life skills curriculum and textbooks for primary Grades 4 to 6 and secondary Grades 7 to 9, which culminated in the launch of the life skills curriculum and syllabus in June 2018. UNICEF mobilized technical assistance to support a review of the draft syllabus by integrating learning standards for each grade level. The syllabus, learning standards and materials were distributed to schools in target provinces, where a baseline assessment based on MoEYS-endorsed learning standards was conducted in Q4 2018.
- UNICEF also assisted the Department of Vocational Orientation to conduct a life skills annual review and supported schools to implement life skills in target provinces.¹⁰ The department has expanded local life skills education using a provincial twinning model, as well as school-to-school partnerships and training on entrepreneurship in selected provinces.¹¹ The MoEYS inter-departmental working group, responsible for overseeing life skills implementation, faced challenges with the new concepts and approaches. Schools also faced challenges implementing local life skills education, including: i) a lack of designated life skills teachers; ii) variable commitment from school directors; and iii) no life skills assessment framework.
- UNICEF supported four provinces to conduct child-friendly schools (CFS) digital monitoring training for district officers (district training and monitoring teams) in 41 districts.¹² In response to a ministerial recommendation, and through UNICEF's partnership with the Open Institute, CFS digital monitoring training was extended to teams in a further 26 districts across three more provinces.¹³ Extending the training in this way will help MoEYS to collect data for the CFS impact assessment, which is to be done every three years. In total, 67 districts were trained in CFS data collection in 2018.
- Based on the sampling framework for the CFS impact assessment agreed by the Education Quality Assurance Department (EQAD), 55 out of 67 districts in six provinces¹⁴ were selected. Subsequently, 410 schools were randomly selected for the impact assessment. All data from the selected schools was uploaded to the CFS dashboard.¹⁵ Challenges in this work include the lack of school self-assessment and tracking by EMIS; limitations to the data collected by district officers (underpinned by monitoring budget limitations); and a lack of comprehensive understanding of the CFS data collection checklist.

Output 4: By 2018, enhanced community capacity and demand for accountability of basic education, particularly in target communities.

¹⁰ Takeo, Siem Reap and Stung Treng.

¹¹ Phnom Penh, Kampong Speu, Kampong Thom and Tboung Khmum.

¹² These districts are located in Battambang, Takeo, Siem Reap and Stung Treng provinces.

¹³ Kampong Cham, Koh Kong and Ratanakiri.

¹⁴ Takeo, Koh Kong, Battambang, Stung Treng, Ratanakiri and Kampong Cham.

¹⁵ The purpose of the CFS dashboard is to monitor school-level achievement of CFS indicators. The CFS dashboard is managed by MoEYS with technical support from its ICT department.

By leveraging previously developed advocacy and capacity development materials, efforts over the past year have focused on developing a communications campaign to increase parents' awareness of their children's right to access inclusive and quality education, and with a focus on indigenous ethnic minority communities, and the need for parents to send their children to school. This focused on ethnic minority communities in Ratanakiri and Mondulakiri provinces, where the student dropout rate is high. In support of these Communication for Education (C4E) efforts, MoEYS has also made relevant C4E materials available on their website and in their social media. In 2018, specific results included:

- By end 2018, 69 district trainers (9 female) from district offices of education received training and helped to train 1,438 (337 female) school support committee members and school directors across 14 target districts, exceeding targets.¹⁶ These participants represent some 303 primary schools. Communication messages were disseminated through school enrolment campaigns, teacher advocates, social media and radio. For local radio stations in both provinces, messages were broadcast in Khmer and local languages six times per day for three months in the crucial period before the start of the school year (November 2018).
- 100 per cent of the planned 303 community enrolment campaigns were completed with the involvement of students, parents, school management and local authorities, to disseminate messages to villagers. Schools have committed to continue using the communication materials and to hold more enrolment campaigns.
- While some schools could possibly take over the entire process with little or no help, other schools could benefit from greater support. MoEYS' Primary Education Department expressed appreciation for the programme even though the capacity and creativity of schools to organize and implement events varied.

¹⁶ Refer to Section 5: Results by Outcome area for a summary of results against set targets.

5. Results by outcome area

No	Indicators	Baseline 2015	2018 Target	As of end 2018	Indicator progress status	Primary sources
1	ECE enrolment of 5-year-olds	61.45% (2015) 66.35% (2017)	68%	68.5% (43.1% for 3- to 5-year-olds) (2017/18)	Target achieved	EMIS, MoEYS Education Congress report
2	Results of standardized assessments in Grades 3 and 6 (boys and girls)	Grade 3: 54.1% Khmer and 48% Maths (2008/09); Grade 6: 52.5% Khmer and 42.8% Maths (2012/13)	65% Khmer 55% Maths	Testing postponed	Likely to achieve	National assessments, EQAD
3	Gross enrolment rate for lower secondary education (boys and girls)	55.3% (2015) 55% (2017)	55%	56.8% (63.4% girls, 52.8% boys) (2017/18)	Target achieved	EMIS, MoEYS Education Congress report
4	Basic education survival rate (boys and girls)	35.7% (2015) 50% (2017)	38%	51% ¹⁷ (2016/17)	Target achieved	Not calculated by MoEYS in 2017–2018

Output 2.1 Indicators

No	Indicators	Baseline 2015	2018 Target	Reporting period	Indicator progress status	Primary sources
Output 2.1. By 2018, strengthened government capacity for policy development, planning and financing of quality education.						
1	2.1.1 Percentage of provincial annual operating plans (AOP) which are of good quality and include equity-oriented interventions	12% (2015) 26% (2017)	100%	November 2018	Target not achieved (as of Nov 2018) 85% of AOPs assessed as good quality by Nov 2018.	DGPP reports (Quality appraisal tool of Department of Planning, Muong Naroath, Nov 2018)

¹⁷ The latest data on survival rates was published in 2016/2017, hence 2018 data is not presented here. Through the advocacy efforts of UNICEF and partners, MoEYS has agreed to start reporting again on survival rates by sub-sector (including lower secondary education) from 2019 onwards.

2	2.1.2 Amount of government programme-based budget allocated for scholarships in the education budget	Us\$3.5 million (2015) US\$8.7 million (2017)	US\$9.1 million	November 2018	Target exceeded - US\$11.8 million	PFM Sub-Technical Working Group report by Department of Finance (Chea Kim, Nov 2018)
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Output 2.2 Indicators

No	Indicators	Baseline 2015	2018 Target	Reporting period	Indicator progress status	Primary sources
Output 2.2. By 2018, increased government and non-government capacities to provide access to inclusive basic education particularly among indigenous minorities and children with disabilities, including in emergencies.						
1	2.2.1 Percentage point change in the number of children enrolled in multilingual preschools in the five north eastern provinces ¹⁸	11.4% (2015)	20%	November 2018	Target on track 18.7% achieved.	MoEYS Education Congress reports
2	Overall percentage change in the number of children enrolled in multilingual primary schools in the five North Eastern provinces	28% (2017) Total number: 5,600 (2,683 girls) enrolled in 2016/17	10% (Total number: 560)	November 2018	Target exceeded: 14% Enrolment of students in MLE primary schools in 2017/18 increased by 14 percentage points compared to the number enrolled in SY2016/17. A total of 6,383 (3,068 girls) are enrolled in MLE primary school. MoEYS also made progress in the preparation of MENAP II (2019-2023), with support from CARE and UNICEF. An evaluation of MENAP (2015-2018), supported by UNICEF has helped inform this process. A final report of the MLE evaluation is available.	MoEYS's annual report (SED)

¹⁸ This is based on the total number of children enrolled in multilingual pre-schools compared to the previous year.

3	2.2.2 Percentage of districts (out of 30 districts) benefiting from teachers with a diploma in inclusive education focused on hearing and visually impaired students	0%	15%	November 2018	<p>Target not achieved: 0%</p> <p>Significant delays experienced with the review and finalisation of 17 training modules for hearing and visually impaired teacher graduate diploma. The National Institute for Special Education (NISE), a newly formed MoEYS institution, will start the diploma course from December 2018.</p>	SED, TTD, NISE report
4	2.2.3 Percentage of primary schools with teachers trained on positive discipline and child protection in six target provinces (1,600 primary schools total)	1% (2015) 27.3% (2017)	40%	November 2018	<p>Target exceeded.</p> <p>Between 2015-2018, 50% of all primary schools in three provinces (804 schools) were reached against a target of 40% (or 640 in total).</p> <p>(Rather than expand to six provinces, a more concentrated approach was taken in three provinces.)</p> <p>Training was organised as planned, reaching 131 DTMTs, 3,595 school directors and teachers in 395 primary schools in 2018. Based on training assessment, all participants expressed their interest in the training content. Monitoring reports indicate that a majority of teachers have applied the approaches to discipline learned and hence, the teacher-student and student-student relationships improved significantly.</p>	PED report, UNICEF field monitoring
5	2.2.4 Percentage of primary schools in four target provinces implementing the endorsed minimum WASH standards (one-star approach)	0% (2015) 12% (2017)	20%	November 2018	<p>Target achieved (20%)</p> <p>The School Health Department (SHD) conducted Minimum Requirement (MR) training in 67 schools (against the annual target of 60) in Kratie Province. With UNICEF support, SHD expended MR implementation to another 3 provinces (Svay Rieng, Kampong Speu and Takeo) reaching 353 primary schools in total. In addition, SHD also</p>	SHD annual report

					mobilised government budget to scale up MR in 3 provinces (Kep, Banteay Meanchey and Kampong Chhnang) reaching 156 primary schools.	
6	2.2.5 Percentage of schools in target districts with at least one teacher oriented on the Emergency Preparedness and Response Plan	0% (2015) 3.4% (2017)	50%	November 2018	Target not achieved An orientation on disaster, education in emergencies, climate change and DRR was conducted for the newly formed Disaster Management secretariat and their committees with support from UNICEF and NGOs. MoEYS completed the revision of the Emergency Preparedness Response Plan which is ready for approval and dissemination. As a result, the 50% target was not reached during this period.	Report from Disaster Management (DM) Secretariat of MoEYS
7	2.2.6 National ECCD Committee reports annually on the national ECCD Action Plan implementation progress	Annual report submitted (2017)	Annual report submitted	November 2018	Target on track to be achieved Progress reports for 2015 and for 2016 are publicly available. The progress report for 2017 is in draft form and not published. Progress in 2018 is being captured as part of the ECCD National Action Plan NAP 2019-2023. As of March 2019, this is still currently under development.	MoEYS five-year ECE sub-sector report

Output 2.3 Indicators

No	Indicators	Baseline 2015	2018 Target	As of date	Indicator progress status	Primary sources
Output 2.3. By 2018, strengthened capacity of education authorities at national level and in targeted districts to provide quality and measurable primary and lower secondary education.						

1	2.3.1 The South-East Asia (SEA) Primary Learning Metrics Assessment system is in place and functional	Result of field trial analysed (2017)	The formal regional SEA-PLM assessment rolled out	November 2018	<p>Target on track to be achieved.</p> <p>The preparation for the main study is in place for 2019.</p> <p>Cambodia was the only country chosen as the country of implementation for the mini field trial based on strong engagement, resourcefulness and management of the field trial conducted in 2016. The second mini-field trial was conducted in June 2018 with approximately 300 students from 10 schools in 5 provinces to ascertain the suitability and functionality of the new items in preparation for the main survey.</p> <p>Capacity building on data entry, management and item response theory was facilitated by ACER for EQAD/MoEYS staff.</p> <p>A regional workplan (2018-20) for the main study was developed including budget, governance and sampling. The Brunei, Malaysia, Myanmar main study will take place 2018; while for Cambodia, Laos, the Philippines and Viet Nam the main study will take place in 2019.</p>	UNICEF and MoEYS ongoing consultations
2	2.3.2 Local life skills syllabus is revised and teacher guides are developed	Final draft syllabus completed (2017)	Baseline survey conducted	November 2018	<p>Target on track to be achieved</p> <p>The baseline work has already started. Results will be produced in Q1, 2019.</p> <p>The life skills syllabus was revised including learning standards by the consultant working with MoEYS. The revised syllabus and accompanying materials were disseminated to schools at the end of 2018, and the baseline survey data collection</p>	Department of Curriculum Development (DCD) include DVO

					for grade 4 & 7 will be conducted with support from technical assistance at the end of 2018.	
3	2.3.3 A coherent and sustainable model for internal and external inspection is developed in 4 provinces for future nationwide scale up	Alignment of internal and external workshop conducted (2017)	Internal inspection data collected through digital tablets in Takeo province	November 2018	Target on track to be achieved 41 districts in Battambang, Takeo, Siem Reap and Stung Treng completed CFS digital training. Some districts have already undertaken data collection, and this has been uploaded into the CFS dashboard.	Open Institute and Education Quality Assurance Department (EQAD) include PED and GSED

Output 2.4 Indicators

No	Indicators	Baseline 2015	2018 Target	As of date	Indicator progress status	Primary sources
Output 2.4. By 2018, enhanced community capacity to demand accountability of inclusive quality basic education, particularly in target districts.						
1	2.4.1 Percentage of target districts ¹⁹ with awareness raising communications events targeting parents and children regarding inclusive quality education standards ²⁰	0% (2017)	60%	November 2018	Target exceeded: 100% Enrolment campaigns were organized in all 303 primary schools in 14 districts.	CARE progress report
2	2.4.2 Percentage of target districts with functional forums ²¹ for engagement between community members and schools /	0% (no target districts have functional forums for engagement between community members and	30%	December 2018	Target exceeded: 100% 313 primary schools in all 14 target districts organized communication forums with the engagement of School Support	CARE progress report

¹⁹ These districts will be in the IECD target areas.

²⁰ Inclusive quality education relates to the Six Dimensions of CFS.

²¹ NCDD's Civic Engagement Technical Document defines functional as meetings where proposals from the community are discussed and the District Council then takes actions.

	councils on inclusive quality education ²²	schools / councils on inclusive quality education)			Committees, students and parents.	
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²² This support has been aligned to the World Bank ISAF-supported programme through NCDD.

6. Financial analysis

Table 1: Planned budget for output area 2018

Output area	Budget type	Planned budget
1. Strengthened government capacity for policy	ORR	81,358.35
	RR	29,715.63
2. Access to inclusive basic education	ORR	307,827.71
	RR	166,290.33
3. Quality and measurable education	ORR	142,940.04
	RR	83,323.17
4. Demand for education	ORR	25,156.57
	RR	42,992.78
Total	ORR	557,282.67
	RR	322,321.91
	ORR + RR	879,604.58

Table 2: Country-level thematic contributions received in 2018

Outcome Area 2: Education				
Thematic contributions received for Outcome Area 2 by UNICEF Cambodia (in US\$)				
Donors	Grant number	Contribution amount	Recovery cost 7%	Programmable amount
UNICEF Cambodia	SC1499050158	29,900.00	2,093.00	27,807.00
UNICEF Malaysia	SC1499050386	200,000.00	14,000.00	186,000.00
Total		229,900.00	16,093.00	213,807.00

Table 3: Expenditure by programme area

Fund Category	All Programme Accounts
Year	2018
Business Area	Cambodia - 0660
Prorated Goal Area	22 Learn
Row Labels	Expense
Other Resources - Regular	7,142,071
22-01 Equitable access to quality education	4,658,517
22-02 Learning outcomes	2,279,253
22-03 Skills development	204,302
Regular Resources	500,415
22-01 Equitable access to quality education	242,767
22-02 Learning outcomes	257,757
22-03 Skills development	-109
Grand Total	7,642,487

Programme area	Expenditure amount (US\$)			
	Other resources - emergency	Other resources - regular	Regular resources	All programme accounts
22-01 Equitable access to quality Education	0	4,658,517	242,767	4,415,750
22-02 Learning Outcomes	0	2,279,253	257,757	2,021,496
22-03 Skills Development	0	204,302	-109	204,193
Total	0	7,142,071	500,415	7,642,487

Table 4: Thematic expenses by programme area

Fund Category	All Programme Accounts
Year	2018
Business Area	Cambodia - 0660
Prorated Goal Area	22 Learn
Donor Class Level2	Thematic
Grant	SC149905
Row Labels	Expense
Other Resources - Regular	609,178
22-01 Equitable access to quality education	475,663
22-02 Learning outcomes	129,568
22-03 Skills development	3,947
Grand Total	609,178

Fund category	All programme accounts
Year	2018
Business area	Cambodia - 0660
Prorated Goal Area	05 Education
Donor class level 2	Thematic
Grant	SC149905

Row Labels	Expense
Other Resources - Regular	
22-01 Equitable access to quality Education	475,663
22-02 Learning Outcomes	129,568
22-03 Skills Development	3,947
Grand total	609,178

Table 5: Thematic funds implementation based on specific intervention codes

Fund Category	All Programme Account
Year	2018
Business Area	Cambodia - 0660
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)
Row Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	282,648
22-01-06 System strengthening - inclusive education for children with disabilities	373,221
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented child	448,352
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	41,905
22-01-09 Peacebuilding education	715,697
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	158,288
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	132,230
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	136,187
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	877,315
22-01-16 Public finance management for education	170,630
22-01-99 Technical assistance - Equitable access to quality education	1,278,178
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	140,953
22-02-18 System strengthening - learning assessment systems	44,820
22-02-19 System strengthening - mother tongue / multilingual education	510,121
22-02-20 System strengthening - teacher development, management, and support	548,927
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	755,603
22-02-99 Technical assistance - Learning outcomes	416,720
22-03-04 System strengthening - mainstreaming of skills development within national education/training system	194,205
26-01-01 Country programme process (including UNDAF planning and CCA)	40,215
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	662
26-02-01 Situation Analysis or Update on women and children	796
26-02-04 Stimulating demand for and capacity to use data	40,031
26-02-08 Programme monitoring	584
26-03-05 Innovation, multi-media content production and dissemination	9,126
26-03-99 Technical assistance - Cross - sectoral communication for development	11,385
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	80,583
26-05-01 Building evaluation capacity in UNICEF and the UN system	12,181
26-05-03 Country Programme evaluations (including UNDAF evaluations)	156,739
26-06-04 Leading advocate	13,513
26-06-05 Leading voice	14,522
26-06-06 Supporter engagement	35,170
26-06-07 Leading brand	4,521
26-06-09 CRC, CEDAW or CRPD - reporting	492
28-07-04 Management and Operations support at CO	-4,032
Grand Total	7,642,487

Fund Category	All Programme Accounts
Year	2018
Business Area	Cambodia - 0660
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)

Row Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	282,648
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22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	41,905
22-01-09 Peacebuilding education	715,697
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22-02-18 System strengthening - learning assessment systems	44,820
22-02-19 System strengthening - mother tongue / multilingual education	510,121
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22-02-99 Technical assistance - Learning outcomes	416,720
22-03-04 System strengthening - mainstreaming of skills development within national education/training system	194,205
26-01-01 Country programme process (including UNDAF planning and CCA)	40,215
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26-02-08 Programme monitoring	584
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26-05-03 Country Programme evaluations (including UNDAF evaluations)	156,739
26-06-04 Leading advocate	13,513
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26-06-06 Supporter engagement	35,170
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26-06-09 CRC, CEDAW or CRPD - reporting	492
28-07-04 Management and Operations support at CO	-4,032
Grand Total	7,642,487

7. Future work plan²³

²³ These interventions are presented as a condensed and summarized version of activities for 2019/2020 only. A full version is available in the updated MoEYS-UNICEF 2019–2020 Rolling Work Plan on Inclusive Quality Education.

As 2018 was the final year of the UNICEF Cambodia Country Programme 2016–2018, it was also a year of careful planning and development of UNICEF Cambodia’s new five-year Country Programme (2019–2023). Under this Country Programme, UNICEF’s education programme is driven to achieve the following:

By 2023, girls and boys, particularly the rural and urban poor, have increased access to inclusive, equitable, relevant and quality early childhood and basic education that promotes lifelong learning, including in emergencies.

This education outcome is underpinned by a focus on three key output areas. In early 2019, MoEYS approved a rolling work plan for 2019–2023 as part of this new Country Programme. Some of the key areas of intervention in this rolling work plan are highlighted below. As demonstrated in the following budget table, there is a shortfall of US\$4,232,528 across these three output areas over a two-year period (2019/2020). This shortfall is particularly evident in the second year (2020) and particularly evident under Output 2 of the programme. UNICEF Cambodia is currently developing funding proposals for key donors to help fill these future funding gaps.

Output 1: By 2023, MoEYS at all levels has enhanced capacity to plan, execute and monitor results-based plans and budgets.

CDFP III, administered by UNICEF, will finance different forms of capacity building, with a focus on methods that produce impactful results and long-lasting change. Key results will include:

- Legislation, policy development and implementation is based on evidence from research and policy dialogue
- Development, implementation and monitoring of education plans and budgets at all levels is results-based and of high quality
- Financing of quality education is equitable and accountable to all stakeholders
- Human resource planning, deployment and performance management is of high quality and gender-equity is promoted
- Education service providers are increasingly committed to and accountable for the delivery of education services that are equitable and efficient and of enhanced quality and relevance
- MoEYS organizational and technical leadership is gender-equitable.

Output 2: By 2023, school leaders and teachers have enhanced capacity to deliver equitable, inclusive, relevant and quality education in safe learning environments.

- The provision of inclusive ECE services is enhanced and quality is improved
- Policy, action plan and national guidelines developed and operationalized to improve early childhood development
- Quality of inclusive education service delivery is improved across the pre, primary and secondary education sub-sectors in a sound policy environment
- The number of MLE ethnic minority teachers employed in government schools is increased in target provinces
- Children’s enrolment in accelerated learning is increased in target provinces
- The quality and organizational capacity of the special education sub-sector is improved
- The scholarship programme for ethnic minority students is well targeted and managed
- An increased number of primary school teachers have received training on positive discipline in target provinces
- The Minimum Requirements for WASH in schools are increasingly realized
- Schools are increasingly able to incorporate emergency preparedness measures in school development plans
- Local life skills are increasingly delivered as part of standard basic education

- A coherent and sustainable model for internal and external inspection is fully developed and scaled, leading to CFS achievements in basic education
- The school cluster system is reactivated, leading to continuous teacher professional development in the workplace.

Output 3: By 2023, communities have increased capacity to demand accountability from local providers for inclusive, equitable, relevant and quality education services

Community demand for education services, and accountability for education service delivery is increased.

7.1 Budget requirements for 2019

Output description	2019			2020		
	Planned budget (US\$)	Funded budget (US\$)	Shortfall (US\$)	Planned budget (US\$)	Funded budget (US\$)	Shortfall (US\$)
Output 1: By 2023, MoEYS at all levels has enhanced capacity to plan, execute and monitor results-based plans and budgets	7,728,358	7,736,358	8,000	70,000	10,000	60,000
Output 2: By 2023, school leaders and teachers have enhanced capacity to deliver equitable, inclusive, relevant and quality education in safe learning environments	4,991,740	4,139,623	852,117	3,796,353	717,163	3,079,190
Output 3: By 2023, communities have increased capacity to demand accountability from local providers for inclusive, equitable, relevant and quality education services	431,724	376,503	55,221	178,000	–	178,000
Total for 2019	13,151,822	12,252,484*	915,338	4,044,353	727,163	3,317,190*

*The combined shortfall for 2019/2020 is US\$4,232,528.

Annex 1: Human interest story

Education for every child: A teacher's mission

By Victoria Laroche Creux



*Seng Noeun drives seven children home after class.
© UNICEF Cambodia/2018/Victoria Laroche Creux*

Phum Krouch Village, Prey Veng, Cambodia, January 2019: It is a beautiful sunny day in the village of Phum Krouch, 70 km from Cambodia's capital city Phnom Penh. From a distance, water buffalos and cows are grazing among the rice fields, and palm trees are rising from the tall grass.

Phum Krouch community preschool is hidden on the side of a small dusty road. It is difficult to find the preschool without a local guide. Every morning, when the sun rises, Seng Noeun, a community preschool teacher, arrives at school with a full cart of students.

Like many of her pupils, Seng Noeun lives 3 km from Phum Krouch preschool. A few years ago, she realized many parents could not bring their children to preschool because no one could drive them.

"The grandparents of some of my students asked me to bring the children to the preschool, as we were neighbours. So, I started to bring five children to the preschool every day in a borrowed cart," explained Seng Noeun. "I expected that the number of children would decrease after some of them would be off to primary school, but it kept increasing," she added.

Every day, the committed teacher now drives up to 12 children to preschool and has been doing so for the past five years in a borrowed cart attached to her motorbike. She picks up the students at their homes early in the morning and brings them back at around 9 am when class ends.

"No one helps me to fill the tank with gas," she confided. But that won't stop Noeun from bringing the children to school and making sure they all have access to education.

Seng Noeun has been the teacher at Phum Krouch community preschool for the past 15 years. Out of

30 children in the class (15 girls and 15 boys), four have disabilities, including one with severe disabilities and one with Down syndrome.



Five-year-old Chhun Sopheay, is one of the four students with disabilities enrolled at Phum Krouch community preschool.

© UNICEF Cambodia/2018/Victoria Laroche Creux

Chhun Sopheay is one of Seng Noeun's students. He is 5 years old and was enrolled in the community preschool at the age of 3. As his mother works in Phnom Penh selling corn, he and his brother both live with their grandmother in Phum Krouch. Sometimes, when his grandmother cannot bring him to school, he walks to the preschool with some of his friends, as it is only a 10-minute walk from his house.

Chhun Sopheay was born premature at seven months and has suffered from different illnesses all his life.

"At first, he couldn't even hold a pen. He was sick often and absent four or five times during the month," Seng Noeun said. "But he is really improving, and he will be able to join Grade 1 next year," she added.



Seng Noeun at Phum Krouch community preschool, with the school materials that she made behind her. © UNICEF Cambodia/2018/Victoria Laroche Creux

Seng Noeun participated in training on inclusive education. The training was implemented by the Ministry of Education, Youth and Sport, delivered by the Provincial Office of Education in Prey Veng and funded by UNICEF. The aim of the programme is to provide training to teachers on specific skills needed for teaching children with disabilities.

Preschool teachers spent a full week learning about inclusive education for children with disabilities, equipping them with skills to identify the signs of disability and impairment, and ways to support children with disability. The training involved disability typology, detection of disabilities, techniques to include children with disabilities in the classroom, and referral options to social services, including health centres.

Phum Krouch community preschool has been part of the programme since 2011. In 2010, one of Seng Noeun's students was deaf, which made her realize the importance of participating in training on inclusive education, so that she would be better equipped to understand the needs of children with disabilities in her class. Thanks to her firm commitment and her willingness to include every child in the preschool, Seng Noeun turned Phum Krouch community preschool into a role model for other community preschools. The preschool is now recognized by the government as achieving quality education standards, and from now on, will be financed by the state.

"It would be good to have more games and more puzzles at the preschool. That would be better," Seng Noeun said.

In Cambodia, 68.5 per cent of five-year-old children are enrolled in preschool, while 43 per cent of three- to five-year-olds are enrolled in preschool. This means many children, especially those in rural and remote areas, miss out on preschool education in Cambodia.



*Seng Noeun during class at Phum Krouch community preschool.
©UNICEF Cambodia/2018/Victoria Laroche Creux*

“I am very tired and having one student with a severe disability in the class this year is a lot of work,” Seng Noeun said. “It is challenging but I get used to it and the children are performing well so I am happy,” she added.

Seng Noeun became a teacher in 2003 after the previous teacher at Phum Krouch community preschool, who had worked there since the school opened in 1997, left the job to move to Phnom Penh. “I used to work as a farmer on my family’s land until the village chief asked me to replace the teacher at the preschool for a while,” she said. She has been the only teacher ever since.

As she was part of the commune council, Seng Noeun used to be involved with women and children from the community. Despite only having completed primary school until Grade 4, her commitment to children made her an obvious choice for the village chief.

“At first, I didn’t really want to be a teacher, but after two years I started to like the work. Now, after 15 years, when I am on holidays I miss the children a lot,” said the 55-year-old teacher, who also has six children of her own and ten grandchildren.



*Some of Seng Noeun's students leaving Phum Krouch community preschool after class.
©UNICEF Cambodia/2018/Victoria Laroche Creux*

Despite all Seng Noeun's efforts to include every child in the preschool, capacities are still limited, and she cannot enrol all the children from the community.

"Some children were 3 years old and they would normally be accepted next year (when they turn 4). The quality of class won't be that good. With more children with disabilities this year, it's difficult to keep more children in the class," she said.

In 2017, 42 children were enrolled at the beginning of the school year at Phum Krouch community preschool, and 47 were present at the end. This year, 30 children are enrolled in the class but over 40 are there, as the older siblings often join the class before going to primary school later in the day.

"I have ten students of the age of 5 who should join primary school next year, so I will be able to enrol more children in the preschool," said Seng Noeun confidently.

As Phum Krouch community preschool is now recognized by the Ministry of Education, Youth and Sport, as meeting minimum education standards, more funds and materials will be allocated to the preschool. This is largely thanks to Seng Noeun's determination to provide the best education to her students.

Annex 2: Donor Feedback Form

Title of Report/Project: Education Thematic report (SC149905)

UNICEF Office: Cambodia

Date: March 2019

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you.

The donor feedback form is available at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=IQFBd-EUuE-QS6sYkgI2Z1EJsLcYAJBHh2bCnwnIhtZUOEY3NTBQVUIFMU9TTzVCQ1A4MDNNTERHSy4u>