

CAMBODIA

Education Thematic report SC149905

January – December 2016



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Abbreviations and acronyms

CDPF	Capacity Development Partnership Fund
D&D	decentralization and de-concentration
DTMT	district training and monitoring team
ECED	early childhood care and development
ECE	early childhood education
EMIS	education management information system
ESP	Education Strategic Plan
ESP-MTR	Education Strategic Plan Mid-Term Review
FMIS	financial management information system
GSED	General Secondary Education Department
MENAP	Multilingual Education National Action Plan
MLE	multilingual education
MoEYS	Ministry of Education, Youth and Sport
NEP	NGO Education Partnership
PFM	public financial management
POE	provincial office of education
SDG	Sustainable Development Goal
Sida	Swedish Agency for International Development Cooperation
TPAP	Teacher Policy Action Plan
WASH	water, sanitation and hygiene

1. Executive summary

As reflected in its Country Programme Action Plan (Outcome 2), UNICEF Cambodia is working to ensure that by 2018, Cambodian boys and girls have more equitable access to and complete quality inclusive education with improved learning outcomes. The contribution of thematic funding in 2016, including from UNICEF Malaysia, allowed UNICEF Cambodia to strengthen its support to the Government of Cambodia to help achieve this crucial objective. As a result, 2016 saw impressive results for children across all four key output areas within the Education Programme's Rolling Work Plan (2016–2017).

In strengthening the Government capacity for policy development, planning and financing of quality education, UNICEF assisted the Ministry of Education, Youth and Sport (MoEYS) to support the ambitious Teacher Education Policy Action Plan (TPAP), establishing a new vision for the profession in Cambodia. UNICEF also supported development of an improved education public financial management (PFM) system, further roll out of the decentralization and de-concentration (D&D) of management for early childhood education (ECE) and primary and the completion of the Education Strategic Plan Mid-Term Review (ESP-MTR), which involves in-depth review of the ESP indicators, targets and projections to 2020.

UNICEF continued to support MoEYS policies, plans and programmes to strengthen access to inclusive basic education, particularly among children from indigenous minorities and those with disabilities. Two achievements included the launch of Cambodia's Multilingual Education National Action Plan (MENAP) in 2016 – the first plan of its kind in the region – and Cambodia's first Child Protection in Schools Policy, both major achievements for MoEYS in 2016. As a result of MENAP and strong partnerships in multilingual education (MLE), enrolment in MLE increased significantly in 2016. Altogether, 4,957 children are now enrolled in MLE at the primary level and 1,302 children at the pre-primary level, an increase of 22 per cent and 125 per cent since the 2014/15 school year. In line with the Child Protection in Schools policy, UNICEF helped provide positive discipline training to teachers and school directors, to the benefit of over 50,000 children in 2016.

While expanding access, MoEYS also focused efforts on strengthening the quality of education. UNICEF support strengthened education authorities' national and local capacity to provide quality and measurable primary and lower secondary education through the roll out of a regional primary assessment in Cambodia, support to life skills education and the upgrading of teacher qualifications, in line with TPAP.

Lastly, UNICEF assistance enhanced community demand and accountability for basic education. In 2016, this involved collecting baseline data on existing knowledge, attitudes and practices of parents with regard to education so as to inform communications events and campaigns and promote greater demand for local-level services and accountability.

While this report demonstrates clear results against each of the four output areas, it also highlights key challenges to implementation, including necessary delays in building partnerships, the need for greater capacity development of ministry officials and the need for careful coordination with existing mechanisms. It should also be acknowledged that while improvements against the MoEYS Education Strategic Plan (2014–2018) can be seen year on year, overall enrolment and quality services at the school level, including water, sanitation and hygiene (WASH) facilities, remain somewhat limited in Cambodia and in some cases, progress has stagnated. For example, 2015/16 saw ECE enrolment for five year olds reach 64 per cent, a slight increase from 61 per cent in 2014/15. Primary net enrolment reached 92 per cent in 2015/16 (93 per cent for girls), showing some stagnation from 94.5 per cent in 2014/15. At the level of lower secondary education, gross enrolment reached 54 per cent (56 per cent for girls and 51 per cent for boys), a minimal increase from 53 per cent in 2014/15.

These percentages demonstrate the incremental improvements to educational access in Cambodia, as well as the high number of children who remain out of school. Indeed, a forthcoming report on out-of-school children in the country shows that children with disabilities, those from ethnic minority groups and those from migrant and poor families, often in rural areas, are among the most excluded from education.

Against this backdrop and based on results achieved in 2016, UNICEF Cambodia developed an education work plan for 2017/18. As this report demonstrates, 2016 was a year of important developments for Cambodia, particularly in the area of new policy and plans to improve access to education for all children. Through the support of key donors and the Global Thematic Fund, UNICEF Cambodia played a major role in supporting the Government to develop equitable and inclusive policy and in designing programmes that are seeing more and more children benefit from an improved education.

2. Strategic context of 2016

The Government of Cambodia continues to demonstrate strong commitment to improving education, under the leadership of Minister of Education Dr. Hang Chuon Naron. Against indicators and targets set in the Education Strategic Plan (ESP) (2014–2018), MoEYS has been demonstrating year-on-year improvements in all sub-sectors, from the early years of school through higher education. Aligned with the Government's education development priorities, UNICEF continued support to MoEYS with a focus on ensuring more equitable access to and completion of quality inclusive education with improved learning outcomes. The four education output areas focus on 1) strengthening government capacity, 2) increasing access to inclusive basic education, 3) strengthening capacity for quality primary and secondary education and 4) improving demand for education guided this support in 2016, as part of the UNICEF Cambodia Country Action Plan.

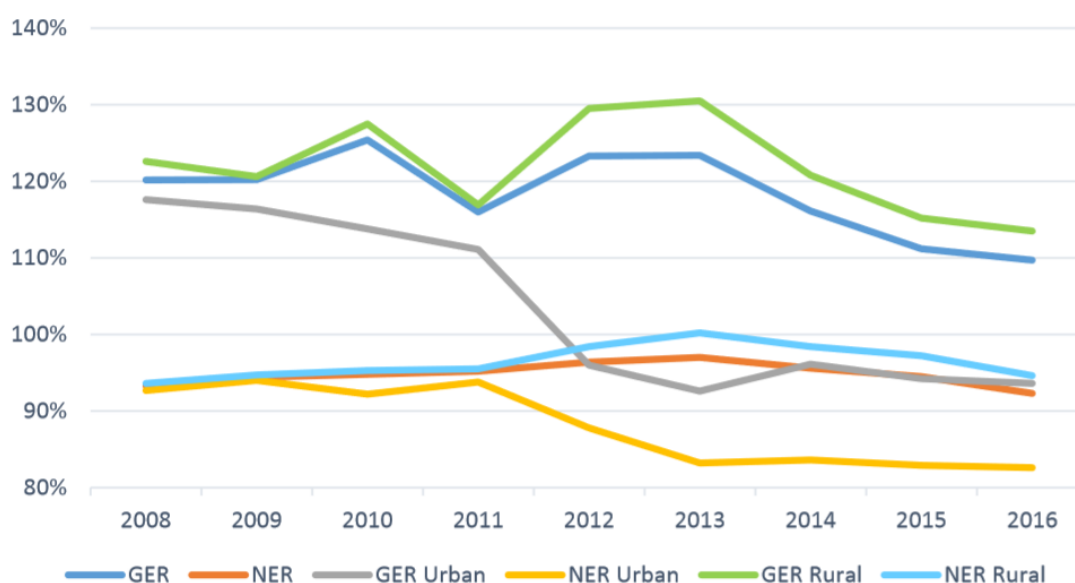
Against these output areas and in line with ESP targets, 2016 saw a number of key achievements. MoEYS began implementing the TPAP, which establishes a new vision for the teacher profession in Cambodia; developing an improved education PFM system; further rolling out D&D of management for ECE and primary. They further completed the ESP-MTR, which involved in-depth review of the ESP indicators and targets and projections up to 2020. The launch of Cambodia's Multilingual Education National Action Plan (MENAP) – the first plan of its kind in the region – and Cambodia's first Child Protection Policy in Schools were also major achievements for MoEYS in 2016.

Strengthened government capacity for policy and planning over time has also led to improved access to inclusive education, particularly among children from ethnic minorities in the northeast. On the back of MENAP, MLE enrolment increased significantly in 2016. Altogether, 4,957 children are now enrolled in MLE at the primary level and 1,302 children at the pre-primary level, an increase of 22 per cent and 125 per cent since 2014/15. In broader terms, 2015/16 saw ECE enrolment for five year olds reach 64 per cent, a slight increase from 61 per cent in 2014/15. Primary net enrolment reached 92 per cent in 2015/16 (93 per cent for girls), showing some stagnation from 94.5 per cent in 2014/15. At the level of lower secondary education, gross enrolment reached 54 per cent (56 per cent for girls and 51 per cent for boys), a slight increase from 53 per cent in 2014/15.

These percentages, and the table below, demonstrate the incremental improvements to educational access in Cambodia over time, as well as the large gaps that remain at all levels. For example, despite near universal access to education at the primary level, a forthcoming study on out-of-school children in Cambodia suggests that over 250,000 children of primary school age are still out of school, mostly representing those with disabilities, from ethnic minority groups, from migrant and poor families, and in rural areas. Moreover, education at all levels is still characterized by high repetition and dropout rates,

with a combination of large shares of over-aged students (often related to late entry to, and slow progression in, school), a lack of complete schools and insufficient WASH in schools.

Graph 1: Primary education enrolment rates by geographic area 2007/08 – 2015/16



Source: MOEYS, 2016

With regard to quality, Cambodia's pupil-teacher ratio varies significantly by province. Fifty-eight districts (many in the northeast and especially in Ratanakiri) have a pupil-teacher ratio ranging from 54.2 students per teacher to a staggering 122.6 students per teacher. On the other hand, some districts have an oversupply of teachers due to increase in deployment to preferred locations or decreasing enrolments. It remains a real challenge to attach sufficient teachers to remote or densely populated areas, particularly in the northeastern region.

In 2016, UNICEF also conducted an analysis of existing parental and community attitudes toward education. Results show that of the survey sample, most parents are largely not engaged in the learning of their children and most are not aware of their educational entitlements as parents and caregivers. For example, nearly all parents surveyed did not know until when education is free in Cambodia, what textbooks children should receive or appropriate pupil-teacher ratios. Without knowledge of their entitlements, demand for quality education remains limited.

Thus, while the Government demonstrates strong commitment to improving education through a raft of important policy measures – as seen in 2016 – challenges remain in improving access, quality and the knowledge and accountability of parents and caregivers to ensure greater access to, participation in and completion of quality education for all children. In 2016, the Sustainable Development Agenda 2030, and Sustainable Development Goal (SDG) 4 in particular, helped to place these challenges within the international context and reinvigorate discussions on how best to address them. For example, crucial to improving access and quality of education at all levels is ensuring data on the education system is accurately collected, published and used to inform policy. Global targets identified in SDG 4 provide Cambodia with a clear benchmark for determining the data needed and what is missing.

To this end, UNICEF Cambodia leveraged its strong working relationship with MoEYS to advocate for improvements to education data collection and management in 2016. In particular, UNICEF used the SDG 4 targets to advocate for revision to data collected as part

of the Cambodian Socio-Economic Survey and the Education Management Information System (EMIS) Annual School Census, ensuring information captured is disaggregated against the SDG 4 targets. In particular, UNICEF advocated for the collection and publishing of key data on children with disabilities, WASH and community preschools, which are currently not reflected in EMIS data. From 2017, UNICEF will work with the Department of EMIS to revise how data is captured and published in line with SDG 4.

Simultaneously, UNICEF will continue to work closely with MoEYS and key development partners at national and sub-national levels to monitor improvements against targets set in the ESP and those within the UNICEF Country Programme Action Plan. UNICEF continues its commitment to and support of MoEYS in improving access to quality education for all children.

3. Results Achieved in Inclusive Quality Education

The key results for education in Cambodia, based on the UNICEF Country Programme Action Plan (2016–2018) are summarized below. With other sources of funding, including the Capacity Development Partnership Fund (CDPF)¹ and Sida funding, global thematic funds, including from UNICEF Malaysia, have been crucial to achieving these results. To complement the narrative description of results below, the subsequent section (Results Assessment Framework) provides a snapshot of results against all four output areas.

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

Under Output 2.1, the CDPF continues to support important upstream policy development and system strengthening aligned with MoEYS strategic reform. This includes support to TPAP, PFM, D&D and information management focused on improving the equity and efficiency of education and the completion of the ESP-MTR. Notable achievements in 2016 include:

- TPAP: Support to the completion of four strategic papers to inform policy implementation: (1) Teacher Career Paths (TCP) (to be converted into TCP policy); (2) School Director's handbook; (3) Teacher professional value linked to performance-based management, and promotion linked with pay; and (4) Capacity Assessment of Teacher Training Centres for their upgrading to become Teacher Education Colleges. Through a partnership with Voluntary Service Overseas and the teacher training department, UNICEF also supported the development of a framework for a bachelor's degree programme in education, for teachers in upper secondary education. The programme is expected to commence in 2018.
- PFM: Support to a policy paper on between the ESP and Budget Strategic Plan. In 2017, recommendations from the paper will inform formulation of the next strategic plan, 2017–2020. In addition, a CDPF-funded report on school financing was used to inform revision of various elements of school financing, including a Sida proposal for the new school improvement fund (which will combine the former school improvement grant with the school operating budget) and the inter-ministerial *Prakas* 508 on expenditure for implementing a programme-based budget at MoEYS.
- Key recommendations were that school operating budgets for small schools should be transferred in one tranche, and that the equity weighting should be revised from per-capita to per-class. Enhanced alignment between the school planning and school budgeting processes was further advised. Moreover, implementation of a financial management information system (FMIS) was supported through training provided to staff from 64 budget units and technical support for reprogramming of FMIS modules.

¹ CDPF is a multi-donor fund, worth US\$14.1 million, that combines contributions from the European Union, Sida and UNICEF. The fund is administered by UNICEF Cambodia.

- D&D: Supported a comprehensive D&D training needs analysis in Battambang, the finalization of D&D policy and D&D sub-decree 191, which provides the enabling environment for functional transfer to commence in Battambang in 2017.
- EMIS: Supported preparation of the EMIS Master Plan 2017–2021 and capacity development to local-level EMIS data verification, validation and reporting. In addition, UNICEF has been supporting sub-national and national consultations on the SDGs with particular focus on quality indicators on WASH in schools and indicators from the Quality Education Management Information System (Q-EMIS)², as well as equity indicators related to children with disabilities.
- ESP-MTR: Supported the ESP review involving in-depth review of the relevant indicators and targets and projections up to 2020; UNICEF also supported a Rapid Education Sector Analysis report that provided complimentary analysis to ESP-MTR and informed development of the proposal for the third Global Partnership for Education programme: GPE 3 2017–2021.

At sub-national levels through partnerships with Voluntary Service Overseas, CARE and NGO Education Partnership, UNICEF contributed strengthened education management and planning at provincial, district and school level in targeted provinces and increased functionality coordination between MoEYS and civil society organizations.

As the results framework in the following section demonstrates, all indicators for this output were exceeded. For example, the quality of provincial annual operating plans in 2016 almost tripled to 32 per cent (8), already exceeding the 2017 target. In 2017, it is expected that 40 per cent (10) of these plans will meet the quality standards. The budget allocation for scholarships is 33 per cent higher than the 2016 target and will be maintained in 2017 with scholarship policy reform and implementation to improve equity and efficiency.

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.

Under Output 2.2, thematic funds were essential to ensure that results could be achieved across the key areas of MLE, inclusive education, positive discipline, WASH in schools and education in emergencies. The flexibility with which these funds can be used allowed the office to respond to emerging priorities of the education sector in a timely manner, including responding to severe drought in 2016. Notable achievements and challenges include:

- Enrolment in MLE increased significantly in 2016, the result of an increase in the number of MLE schools and MLE teacher trainings; an additional 28 MLE primary schools were established in 2016. Altogether, 4,957 children are now enrolled in MLE at the primary level and 1,302 children at the pre-primary level, an increase of 22 per cent and 126 per cent, respectively, since the 2014/15 school year.
- In inclusive education, set results were not achieved given the time required to establish a new programme cooperation agreement and challenges in selecting qualified firms to develop Cambodia's first diploma course on special needs education. Two firms were selected for this initiative. Work is now underway to develop the modules of the course, to be rolled out in 2017.
- Positive discipline training to reduce all forms of violence against children in schools was rolled out in three provinces in 2016. Thus, by end-December 2016, 265 school directors and 1,608 schoolteachers were trained in positive discipline and effective classroom management to the benefit of approximately 51,145 children across three target provinces. The benefits of this programme are now also evidenced by an

² A web-based application that integrates data on student learning results for each grade of primary and secondary schools into the web-based EMIS database.

endline knowledge, attitudes and practices survey. Finalized in December 2016, the survey shows that teacher attitudes and practices toward classroom management have changed as a result of the training, including significant differences in perceptions of corporal punishment and changes in approaches to anger management.

- Significant progress was also made in WASH in schools with the established Minimum Requirements for WASH in Schools Guidelines implemented in 210 primary schools. These are among 400 schools that received group hand-washing stations based on the GIZ Fit for School model, supported by the UNICEF WASH section, benefitting approximately 50,000 Cambodian children. Thanks also to UNICEF advocacy efforts and the work of the School Health Department, the Government allocated more than US\$700,000 to install WASH facilities in an additional 216 schools.
- In 2016, much of UNICEF's support to education in emergencies occurred during the hot season, when Cambodia experienced one of the worst droughts on record. Direct cash assistance to 133 schools in the four most-affected provinces allowed for the purchase of drinking water and soap and water for hand-washing, benefitting 45,000 boys and girls in most-affected schools. Hence, support to roll out the Emergency Preparedness and Response Plan was reduced in scope, with UNICEF providing support to the Curriculum Development Department to roll out the Emergency Preparedness Response Plan to 16 primary schools by December 2016.

Results are further summarized in the results assessment framework in the next section, in which most 2016 targets were met.

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

Strengthening assessment is a key reform priority of MoEYS. In 2016, UNICEF worked with the South-East Asian Ministers of Education Organization, UNICEF East Asia and Pacific Regional Office and the Australian Council for Education Research to pilot a regional assessment initiative known as the South-East Asian Primary Learning Metrics. UNICEF also supported life skills education and teacher training. Against this output, key achievements include:

- A field trial of the primary learning metrics module was successfully conducted in 12 provinces and 35 primary schools, and administered to approximately 1,800 children. Some challenges included translating the test items from English to Khmer and ensuring consistency due to software issues. In some cases, stakeholders were not clear about their roles and responsibilities as well as the heavy workload of the Education Quality Assurance Department. An additional challenge was the need to ensure that the primary learning metrics is not a discrete project but feeds into a broader assessment system with clear governance and that the results feed upward into policy and downward to strengthen teaching practice. A fully equipped national assessment centre was established and a series of capacity development trainings were provided to the technical team to ensure high quality field trials and future assessment.
- Twenty percent of lower secondary schools and communities in target districts received additional training and are implementing the local life skills programme. The perception of life skills is an ongoing challenge among schools and communities where they are seen as livelihood activities rather than related to developing social and emotional skills. This also affects the way life skills are taught in schools and the pedagogies employed. To address this, national core trainers and district education

officers organized sensitization workshops with communities and local experts about their roles and responsibilities in the local life skills programme. As a result, target schools, with engagement of stakeholders, identified locally relevant life skills topics for the 2016/17 school year. These topics are taught by trained life skills teachers in collaboration with local experts, using problem-based learning and experience sharing as an alternative to rote learning.

- Substantial support was provided for the implementation of TPAP, a key government reform to raise the qualifications and competencies of teachers. UNICEF played a lead role in the Joint Technical Working Group Retreat (July) on the policy. One challenge identified was that MoEYS resources and time may be more focused on upgrading teacher qualifications rather than on strengthening and systematizing continuous professional development programmes that may actually yield more impact in the short term. As additional support, eight micro teaching videos in math and science were developed and distributed to schools.

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

In building demand and accountability for basic education, UNICEF worked closely with the World Bank-supported project on social accountability framework and with NGO partners. Through consultation with MoEYS, development partners and a selected communications firm, it was decided that baseline data on existing knowledge, attitudes and practices of parents was needed prior to roll out of communications events. Thus, through a long-term agreement with communications firm Open Institute, UNICEF developed baseline data on this important aspect of parental involvement through surveys in different Cambodian contexts. The survey demonstrates a complex relationship between parents, teachers and the education system and the need for carefully crafted communications messages and tools to encourage greater engagement from parents. Based on these findings, communications messages were pre-tested in 2016 for potential roll out in 2017. As a result, targets were delayed until 2017.

Results Assessment Framework

N o	Indicators	Baseline 2015	2016 Target (Milestone)	As of date	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) of good quality and include equity-oriented interventions	12% provincial AOPs are of good quality (3 of 25)	19% provincial AOPs are of good quality (5 of 25)	Dec. 2016	32% (8) Exceeded	Reports from Directorate General of Policy and Planning; reports from VSO-SEM Plus Project; NEP reports; zone officer reports/ programme implementation monitoring reports
2	2.1.2 Amount of government programme-based budget allocated to scholarships in the education budget	US\$3.5 million of government programme-based budget is allocated for scholarships in the education budget in 2014/15	US\$7 million	Dec. 2016	US\$9,351,900 Exceeded <ul style="list-style-type: none"> ▪ 77,655 primary students @ US\$60 ▪ 77,810 lower secondary students @ US\$60 ▪ 3,600 upper secondary students @ US\$90 	Education Budget Law Reports from the Sub-Technical Working Group on PFM

N o	Indicators	Baseline 2015	2016 Target (Milestone)	As of date	Indicator progress status	Primary sources
Output 2.2. By 2018, increased government and non-government capacities to provide access to inclusive basic education particularly amongst 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 and primary schools in the five north-eastern provinces ³	<p>- 11.4% increase in enrolment in multilingual preschools (2013/14, 455 children enrolled and in 2014/15, 507 children enrolled)</p> <p>- 2% reduction in enrolment in multilingual primary schools (2013/14, 4,148 children enrolled and in 2014/15, 4,061 children enrolled)</p>	14.3%	Dec. 2016	<p>157% increase in enrolment in multilingual preschools</p> <p>In the school year 2015/16, MLE was implemented in 18 districts in 5 provinces, benefiting 1,302 children, of which 696 are girls</p> <p>21.9% increase in enrolment in multilingual primary schools</p> <p>4,950 children enrolled in primary MLE schools in 2015/16 (889 more than last year)</p> <p>Number of MLE primary schools increased from 54 to 82</p>	<p>POE reports from RTK, MDK, STR, PRV, KRA</p> <p>Report from CARE 2016</p>
2	2.2.2 Percentage of districts (of 30 districts) benefiting from teachers with a diploma in inclusive education	0 (currently there are no districts with teachers with diplomas due to the fact that the course	17%	December 2016	<p>0</p> <p>Progress against this indicator has been delayed due to extra time required to establish the partnership with Krousar Thmey, including procurement capacity assessment and</p>	Krousar Thmey report (NGO)

³ This is based on the total number of children enrolled in multilingual schools Grades 1 to 6 compared to the previous year – we cannot disaggregate by ethnicity/indigenous and non-indigenous; we only expect annual changes in the number of students enrolled.

	focused on low hearing and low vision	has not yet been developed)			coordination and approval from MoEYS. The recruitment of technical expertise has now taken place with two firms currently developing the diploma course in two streams for visual and hearing impairments.	
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No	Indicators	Baseline 2015	2016 Target (Milestone)	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 Primary Learning Metrics Assessment system is in place and functional	Training was conducted for PLM	PLM field trial conducted	Dec. 2016	PLM field trial conducted and observed by SEAMEO and ACER	EQAD
2	2.3.2 Percentage of lower secondary schools in target districts implementing the local life skills programme (in the standard indicator)	0	30%	Dec. 2016	20% of lower secondary schools, two in each district of Takeo, Siem Reap and Stung Treng, received training and are implementing the local life skills programme	GSED and POEs
3	2.3.3 Percentage of Teacher Training Centre teacher trainers who hold or are enrolled in a master's degree programme	8%	16%	Nov. 2016	15% 156 teacher trainers of 1,025 trainers in provincial and regional teacher training colleges hold or are enrolled in master's programmes	HRMIS 2016

N o	Indicators	Baseline 2015	2016 Target (Milestone)	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 ⁴ with awareness-raising communications events targeting parents and children regarding inclusive quality education standards ⁵	0 target districts have awareness-raising communications events targeting parents and children regarding inclusive quality education standards	10%	Dec. 2016	0 Progress delayed while baseline data is collected.	UNICEF
2	2.4.2 Percentage of target districts with functional forums ⁶ for engagement between community members and schools/councils on inclusive quality education ⁷	0 (no target districts have functional forums for engagement between community members and schools/councils on inclusive quality education)	10%	Dec. 2016	0% Progress delayed while baseline data is collected.	UNICEF

⁴ These districts will be in the IECD target areas.

⁵ Inclusive quality education relates to the Six Dimensions of Child-Friendly Schools.

⁶ NCDD's Civic Engagement Technical Document defines functional as meetings where proposals from the community are discussed and the district council then takes action.

⁷ This support will be aligned to the World Bank ISAF-supported programme through NCDD.

4. Financial analysis

Table 1: Planned budget for outcome area

Outcome area	Budget type	Planned budget
05-05 Education # General	ORR	4,679,764
	RR	333,459
Unknown	ORR	1,924,898
	RR	260,811
Grand Total		7,198,932

Fund category	All
Year	2016
Business area	Cambodia - 0660
Prorated outcome area	05 Education

Outcome area	Output Planned (US\$)
Other Resources - Regular	6,604,662
05-05 Education # General	4,679,764
Unknown	1,924,898
Regular Resources	594,270
05-05 Education # General	333,459
Unknown	260,811
Total	7,198,932

Table 2: Country-level thematic contributions received in 2015

Outcome Area 5: Education

Thematic contributions received for Outcome Area 5 by UNICEF Cambodia (in US\$)

Donors	Grant number	Contribution amount	Recovery cost 7%	Programmable amount
UNICEF Malaysia	SC149905	200,000.00	14,000.00	214,000.00
Total		200,000.00	14,000.00	214,000.00

Table 3: Expenditure by programme area

Fund Category	All Programme Accounts
Year	2016
Business Area	Cambodia - 0660
Prorated Outcome Area	05 Education

Programme area	Expenditure amount (US\$)			
	Other resources - emergency	Other resources - regular	Regular resources	All programme accounts
05-01 Early learning	68	218,446	69,873	288,387
05-02 Equity (focus on girls) = and inclusive education	86	336,127	-	336,213
05-03 Learning and child-friendly schools	219	808,966	90,746	899,931
05-04 Education in emergencies	4	15,073	-	15,077
05-05 Education (general)	1,633	5,924,277	489,530	6,415,440
Total	2,010	7,302,889	650,149	7,955,048

Table 4: Thematic expenses by programme area

Fund category	All programme accounts
Year	2016
Business area	Cambodia - 0660
Prorated outcome area	05 Education
Donor class level 2	Thematic

Row Labels	Expense (in US\$)
Other Resources - Emergency	2,010
05-01 Early learning	68
05-02 Equity (focus on girls) and inclusive education	86
05-03 Learning and child-friendly schools	219
05-04 Education in emergencies	4
05-05 Education # General	1,633
Other Resources - Regular	430,146
05-01 Early learning	82,036
05-02 Equity (focus on girls) and inclusive education	38,354
05-03 Learning and child-friendly schools	79,408
05-04 Education in emergencies	9,208
05-05 Education (general)	221,141
Total	432,156

Table 5: Thematic funds implementation based on specific intervention codes

Fund category	All programme accounts
Year	2016
Business area	Cambodia - 0660
Prorated outcome area	05 Education

Row Labels	Expense (in US\$)
05-01-01 National policies on early learning and school readiness	4,323
05-01-02 Development and use of standards and measurements for early learning and school readiness	31,974
05-01-04 Community-based child development and early learning	219,103
05-02-06 Education for children with disabilities	70,138
05-02-07 Violence in schools including gender-based violence	254,943
05-03-02 Child-Friendly schools (education)	521,785
05-03-03 Multilingual education and mother tongue language	223,167
05-03-04 Learning assessment systems	84,868
05-04-06 Education - emergency response	14,142
05-05-01 Education - systems	2,385,926
05-05-02 Teacher development and deployment	651,688
05-05-03 School health, nutrition, food and other non-education interventions	96,270
05-05-04 School management committee	2,203
05-05-05 Education sector plans (inc. coordinating role)	2,006,574
05-05-07 Adolescent development (building assets and skills)	1,035,832
08-01-01 Country programme process	2,949
08-01-02 Annual review	17,275
08-01-04 UNDAF preparation and review	140
08-01-06 Planning (general)	48,649
08-02-01 Situation analysis or update on women and children	1,352
08-02-04 DevInfo	1,241
08-02-08 Monitoring (general)	28,167
08-03-01 Cross-sectoral Communication for Development	567
08-03-02 Communication for Development at sub-national level	80,276
08-04-03 Early childhood development (general)	20,965
08-04-06 Social protection and ECD	22,033
08-05-01 Supply (general)	52,259

08-05-02 Procurement	6,506
08-06-01 Building evaluation capacity in UNICEF and the UN system	393
08-09-06 Other (non-classifiable cross-sectoral activities)	60,446
08-09-07 Public advocacy	3,334
08-09-09 Digital outreach	3,497
08-09-10 Brand building and visibility	690
08-09-11 Emergency preparedness and response (general)	408
09-02-05 CO programme coordination	963
Total	7,955,048

5. Future work plan

UNICEF Cambodia has used the results achieved in 2016 and challenges faced to structure its education work plan for 2017/18. Support is provided against each of the four output areas. Against these, some of the key areas of intervention are highlighted below.⁸ As demonstrated in the following budget requirements table, a shortfall of US\$1.3 million is felt across each of these four outputs, most notably under Output 2, where funding for multilingual education and inclusion education programming is set to conclude in 2017.

Output 1: By 2018, strengthened government capacity for policy development, planning and financing of quality education.

- Support evidence-based policies on research and comprehensive dialogue; support for and research by the Education Research Council on priority reform areas in particular
- Support results orientated planning, policy and M&E at all levels, development of sub-national annual operating plans and capacity development for implementation of the EMIS Master Plan
- Support government education financing and accountability, strengthening financial management capacity, including implementation of FMIS and school planning, management and financing and the D&D reform
- Support efficient deployment and management of personnel, including teacher development reform and accuracy and use of HRMIS and EMIS in HR management in particular
- Support the development of provincial education strategic plans based on accurate analysis of EMIS, including distribution of EMIS year books and M&E, along with support to NGO coordination and civil society inputs and dialogue on education development in Cambodia

Output 2: By 2018, increased country capacity to provide access to inclusive basic education particularly amongst indigenous minority children and children with disabilities including in emergencies.

- Support operationalization of the Early Childhood Care and Development National Action Plan (ECCD-NAP) at national and sub-national levels, including guidelines for mainstreaming of ECCD in sub-national development and investment plans
- Contribute to development and dissemination of key research on ECE

⁸ These interventions are presented as a condensed and summarized version of activities for 2017/18 only. A full version is available in the MoEYS-UNICEF 2017-2018 Rolling Work Plan on Inclusive Quality Education.

- Support establishment of preschool teacher training colleges at decentralized levels
- Support implementation of the inclusive preschool education approach and parenting education
- Support expansion of MLE at pre-primary and primary levels and development of a second MENAP in 2018
- Support roll out of the Accelerated Learning Programme for children who have dropped out or are at risk of dropping out of school
- Support implementation of a revised 28-hour pre-service teacher training curriculum on inclusive education as well as development of Cambodia's first diploma course on special needs education
- Support roll out of positive discipline and effective classroom management training of teachers to help eliminate all violence in schools
- Support nationwide implementation of the Minimum Requirements for WASH in Schools
- Support MoEYS in rolling out the Emergency Preparedness Response Plan in schools

Output 3: By 2018, strengthened capacity of education authorities at national level and in targeted districts/*khans* to provide quality and measurable primary and lower secondary education.

- Support the roll out of the South East Asia Primary Learning Metrics
- Development of the local life skills syllabus and life skills teacher guides
- Provide support to see a coherent and sustainable model for internal and external inspection of schools in line with child-friendly schools

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

- Roll out of communications messages on inclusive quality education and monitoring of changes in community attitudes toward inclusive quality education
- Facilitation of forums for engagement between community members, schools and councils on inclusive quality education

Table 6: Budget requirements for 2017/18

Outcome Area 2: Education				
Cambodia				
Planned budget and available resources for 2017/18 ⁹				
Output description	Funding type	Planned budget	Funded budget	Shortfall
Output 1: By 2018, strengthened government capacity for policy development, planning and financing of quality education.	Regular resources	250,000	250,000	0.00
	Other resources - regular	5,369,339	5,315,339	54,000

⁹ UNICEF Cambodia operates on a two-year rolling workplan, hence figures are provided for 2016/17 and 2017/18.

Output 2: By 2018, increased country capacity to provide access to inclusive basic education, particularly amongst indigenous minority children and children with disabilities including in emergencies.	Regular resources	176,747	176,747	0.00
	Other resources - regular	2,468,792	1,496,045	972,747
Output 3: By 2018, strengthened capacity of education authorities at national level and in targeted districts/ <i>khans</i> to provide quality and measurable primary and lower secondary education.	Regular resources	22,050	22,050	0.00
	Other resources - regular	731,705.00	568,988	285,712
Output 4: By 2018, enhanced community capacity demand for and for accountability of basic education, particularly in target communes and districts.	Regular resources	32,250	32,250	0.00
	Other resources - regular	444,450	430,450	14,000
Sub-total regular resources		481,047	481,047	0.00
Sub-total other resources - regular		9,014,286	7,810,822	1,326,459
Total for 2016/17		10,279,743	7,763,251	2,516,492

6. Expression of thanks

UNICEF Cambodia would like to extend its appreciation for the support and generous contribution from the Global Thematic Fund and its donors, which have helped to achieve the key results presented in this report.

2016 was a particularly successful year for education in Cambodia, both in terms of important new policies and plans from the Ministry of Education and in terms of strong results for children. The significant increase in enrolment among children in the northeast of Cambodia – traditionally some of the most excluded from schooling – is testament to this. Indeed, enrolment in multilingual education preschools in the northeast increased by 126 per cent in one year. These children may otherwise have entered primary school late, or perhaps even not at all.

With the contribution of key donors including the Global Thematic Fund and UNICEF Malaysia in particular, the results presented in this report, such as those in multilingual education and WASH in schools, would not have been possible. With this report, UNICEF Cambodia extends its most sincere thanks for this key contribution to the UNICEF Cambodia education programme.

Annex: Human interest stories

Inclusive Education Training For Teachers Helps Children Thrive in School

By Rachel McCarthy

Phnom Penh, Cambodia, December 2016: At 57, Ms Meas Vanna has had a long career as a school teacher in Khan Russey Keo, a suburb on the dusty outskirts of Phnom Penh. For more than 30 years, she has taught children at both primary and preschool levels. But in all her years, she remembers not one child with a disability ever entering the gates of Boueung Chhouk school.

“Well, thinking back, there was once a child many years ago who I remember was unable to speak but she did not stay in school long,” Vanna said.

Children with disabilities often remain “invisible” in Cambodia, in many cases hidden from society, hidden from social support services and even hidden in official data and statistics.

In fact, there is no official data on the numbers of children with disabilities who go to school. There is also limited information on the numbers of people with disabilities in Cambodia generally, with official surveys suggesting figures well below global prevalence estimates.

It is clear, however, that children with disabilities unfortunately rarely go to school, as Vanna’s experience demonstrates. This is particularly true in the outskirts of Phnom Penh, where urban poor communities are growing in numbers and where there are few preschools.

Thank to funding support from key donors, 25 preschools in the urban poor areas of Phnom Penh, including Vanna’s, were targeted for inclusive education training, provided by the Ministry of Education together with UNICEF. 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. Their 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.

“What I learnt made me more aware,” Vanna said of her training.

“I found that one child could not read or write well and I did not know why. So I moved her to the front of the classroom so that she could see the board more clearly and so that I could more easily observe her. She also suffered from a bad skin infection I had not noticed. I reported her skin condition to her parents who took her to hospital.”



Meas Vanna with her 6-year-old student, Mao Ess Ter outside their classroom. Mao Ess Ter has had trouble reading and writing because of her low vision.

Photo: UNICEF Cambodia/2016/Rachel McCarthy

“I’m pleased to see she’s doing much better – her skin has improved and she is able to follow the class. Her reading and is writing is now very good. She simply could not see the board and needed glasses. She is a very bright student.”



*Children in Ms. Meas Vanna’s pre-school class in Khan Russey Keo, Phnom Penh.
Photo: UNICEF Cambodia/2016/Rachel McCarthy*

District Deputy Director, Mr Soth SETHA, was also part of the training on inclusive education. For him, understanding inclusive education has helped his district to better identify children with disabilities. Of the seven schools in this area, two have also received intensive monitoring and support to serve as good practice examples. As a result, five children in these two schools have been identified as having some form of disability, including intellectual impairment and speech impairment.

“These children are now receiving greater focused attention,” Mr Soth said.

“We are aware of their condition, so we are better able to adjust ourselves and support them.”

“Mostly, training encourages an attitude of inclusiveness. It’s normal to let people with disability be left alone without support. This approach is changing attitudes, which is a big part of what needs to happen.”

Support has extended to training village chiefs, commune focal points and core parents (active parents in the community) who have established a network among parents in the community to help disseminate information on parenting practices and messages, with a particular focus on children with disabilities.

“This has helped communities to really pay attention to the needs of children with disabilities, as well as the overall health and nutritional needs of all children. It helps them know when they need to bring them to health centres or how to support them in schools,” he said.

Altogether, some 2,000 children in the target preschools are expected to benefit from the inclusive education programme. At least 21 of these children have a disability and have been identified as a result of the training.

For Vanna, this number is surprising, given her long career as a teacher.

“It makes me look back and wonder – how many children with disabilities have I simply missed? How many never came because they thought there was no place for them?”

UNICEF continues to advocate for the greater inclusion of children with disabilities into school and continues to work closely with the Ministry of Education through its commitment to providing education for all children.

Ending Violence in Schools – Teacher Training on Positive Discipline

By Nhean Sroeung and Rachel McCarthy

What is corporal punishment? What makes an effective teacher? How can we develop effective classroom rules for students?



*Por Preuk Primary School in Kampot Province where the positive discipline programme implemented.
Photo: UNICEF Cambodia/2016/Llaurado*

These were just some of the questions addressed in a new training programme for teachers on positive discipline. The programme, supported by the Ministry of Education, Youth and Sport and UNICEF, is the first ever in Cambodia. It aims to increase awareness in schools about the causes and consequences of different types of violence and the responsibilities that school directors, teachers, students and parents share in preventing violence against children.

The venue for the first training session was Peam Ror Primary School in Prey Veng Province. School directors and teachers from neighbouring schools gathered during the school holidays for the one-week programme.

District training and monitoring teams facilitated the course. There were strong opinions and ideas bouncing back and forth, and teachers were quick to share their thoughts and engage passionately on the subject. Facilitators used tool books to work through each chapter.

The training package includes a revised and updated child-friendly schools manual on preventing violence against children, as well as three accompanying tool books on positive discipline and effective classroom management: 1) A Guide for Facilitators; 2) A Tool Book for Senior School Leaders; and 3) A Tool Book for Primary School Teachers.



Por Preuk Primary School in Kampot Province where the positive discipline programme implemented. Photo: UNICEF Cambodia/2016/Fani Llaurodo

Referring to his Guide for Facilitators, the facilitator addressed his audience and moved on to the section, “How we use language”. Thanks to his training, teachers and school directors from four selected schools in Peam Ror district were trained during the week, but the impact did not stop there. Since the start of the new academic year, all schools in Peam Ror district have reportedly implemented most key parts of the Positive Discipline Programme.

Based on strong interest and commitment, many schools in Peam Ror district have conducted their own dissemination programmes with relevant local authorities, the Commune Committee for Women and Children, village chiefs, monks, school support committees and student councils. They used monthly meetings, festivals, events at pagodas and the time during the national anthem session at schools to get the message out.

Most school directors and teachers have developed joint school principals, with teachers and students in each grade being involved in the process.

When asked their thoughts on the contents of the training package, teachers expressed their enthusiasm at the usefulness of the materials. For Mr. Mork Koy, a teacher from Peam Ror district, the training helped teachers concentrate and manage their feelings. “The contents of the training is not only applicable in schools, but also in families and communities,” he said. He has seen strong student interest in the Positive Discipline Programme, especially in developing the joint classroom principles.

He has also been impressed by the use of interesting games in the training to help engage participants. One activity involves a judicial procedure. During the 'court hearing' and based on classroom principles and child rights, the teachers are exposed to a mock judicial process. This leads to great awareness of key principles and basic rights.

Grade 1 teacher Ms. Chea Sotheary said creating the joint classroom principles was an encouraging part of the programme. "These principles provide a clear understanding of the school rules for all," she said. "For example, students, teachers and school directors must all be on time for school."

Ms. Chea said the programme was especially helpful for school directors in managing the entire school, thanks to improved teacher-student relationships. "Teachers are able to teach better and students approach teachers more easily and have improved behaviour, thanks to enforcement of joint school and classroom principles."

Given the success of the programme in its pilot phase, MoEYS and UNICEF will scale up the in-service training in 2017 in Prey Veng, Kampot and Battambang Provinces. With Ministry of Education support, positive discipline training will be integrated in pre-service training and may be scaled up to secondary schools. Eventually, positive discipline training may be offered to all teachers in Cambodia, to the benefit of all children.