



# NGO Education Partnership

## Education NGO Report



**2007**

Supported by



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## ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AMIS	Aid Management Information System
ASPBAE	Asian South Pacific Bureau of Adult Education
APCA	Assistance to Poor Children Agency
CFS	Child Friendly School
CBOs	Community Based Organizations
CNGO	Cambodian Non-governmental Organization
DAC	Disability Action Council
ECCD	Early Childhood Care and Development
EDUCAM	Organization that disseminates information to NGOs working in education
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSP	Education Sector Support Program
Ed Watch	Education Watch
GCE	Global Campaign for Education
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
ICC	International Cooperation Cambodia
INGO	International Non-governmental Organization
JSC	Jesuit Service Cambodia
MoEYS	Ministry of Education Youth and Sport
NEP	NGO Education Partnership
NGO	Non-government Organization
RGC	Royal Government of Cambodia
SCN	Save the Children Norway
Sida	Swedish International Development Agency
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas

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NEP would like to extend special thanks to its core development partners, UNICEF and Misereor, for their financial support and VSO as a partner and provider of expert resources. Without these contributions of funds and expertise, this report could not be produced.

## EXECUTIVE SUMMARY

Education is seen by the Government of Cambodia as a priority for poverty reduction and an integral element of the National Strategic Development Plan (NSDP). Nevertheless, NGOs remain challenged in their efforts fulfill the six goal areas addressed in Education For All.

The purpose of this report, produced by NGO Education Partnership (NEP), is to capture contributions made by Cambodia's NGO community and NGO networks to the education sector during 2007 within each of the six EFA goal areas,

This 2007 Education NGO Report reflects the contributions of 50 surveyed education NGOs.

- **Goal I - Early Childhood Care and Education:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- **Goal II - Access to Free Education:** Ensuring that by 2015, all children, particularly girls, children in difficult situations and those belonging to ethnic minorities, have access to completely free and compulsory education of good quality
- **Goal III - Appropriate Learning and Life Skills:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills
- **Goal IV - Adult Literacy:** Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults
- **Goal V - Gender Equity:** Eliminating gender disparity in primary and secondary education by 2015, and achieving gender equality in education by 2015, with the focus on ensuring girls' full and equal access to and achievement in basic education
- **Goal Six - Quality of Education:** Improving all aspects of quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and life skills

NEP acknowledges the ongoing work of many stakeholders to monitor and evaluate progress with Education Strategic Plan (ESP) and Education Sector Support Program (ESSP) and has chosen the EFA framework as a means of determining where most activity is being undertaken and where more work needs to be done.

### Methodology

Primary data in the 2007 Education NGO Report highlights the activities of 50 NGOs participating in a survey undertaken by NEP along with initiatives undertaken through global and national NGO networks. The secondary data collected from sources such as AMIS, EMIS and an EFA workshop provide additional context. The geographic location of education NGOs, along with NGO feedback on challenges provided added context.

### Scope and Limitations

NEP has focused on NGO activities related to EFA goals to reinforce our collective commitment to achieving these goals by 2015. A combination of several factors — a senior management change, new staff, and time restrictions — limited the scope and analysis that could be undertaken in researching and preparing the 2007 report. A more comprehensive Education NGO Report will be undertaken for the next Education Congress.

## NGO National and Global Networks

Two in-country networks NGOs: NEP and Educam, and two global networks NGOs: Global Campaign for Education (GCE) and Asian South Pacific Bureau of Adult Education (ASPBAE), exist to facilitate policy discussions, and monitor and evaluate the education sector.

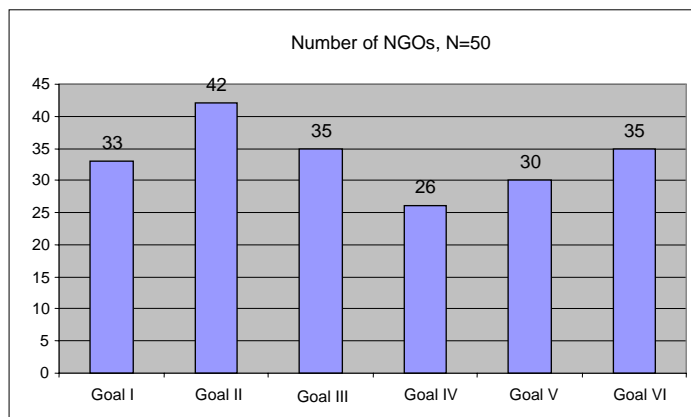
NEP works with GCE and ASPBAE to advance advocacy efforts in the Asia and Southeast Asia regions for a free and basic education for all. During the December 2007 GCE Consultation Meeting in Cambodia, these three networks collaborated with other international members to finalize the education reform motions made to the third GCE World Assembly, held in Sao Paulo in January 2008.

## 2007 Education NGO Activities in Cambodia

The number of education NGOs registered with Ministry of Education Youth and Sport (MoEYS) has increased by 4%, from 124 in 2006 to 129 in 2007. Total projects have increased by 2% from 234 in 2006 to 239 projects in 2007. The geographic locations of these NGOs are concentrated in the provinces and urban areas with high population density, with fewer NGOs in the border provinces.

## NGOs Activities in EFA Goal Areas

Most NGOs surveyed are implementing their activities to respond to at least three of the six goals of EFA. The activities of 42 NGOs address Goal II: access to free education. Thirty-five (35) NGOs are directing their activities towards Goal III: appropriate learning and life skills, as well as Goal VI: quality education. The chart below depicts the number of NGOs addressing each of the EFA goals.



**Goal I:** Thirty-three (33) of the surveyed NGOs address early child care and education. Principle activities include providing support (food, clothes, child care) for early education learning, early childhood teacher education training, and pre-school to children. These activities are aimed at lessening malnutrition, teacher capacity building and support, and improving parental education.

**Goal II:** Forty-two (42) focus on the goal of free education. Activities respond to short-term and long-term needs of vulnerable groups -- assisting poor students (providing study materials, food,

uniforms) and scholarship programs. School building, policy, and advocacy works target the long-term sustainability of education systems for all children--especially vulnerable groups.

**Goal III:** Thirty-five (35) of the surveyed NGOs address appropriate learning and life skills. Their activities provide life skills and vocational training skills which focus on helping over-aged and illiterate people develop and empower themselves.

**Goal IV:** Adult literacy is the goal least frequently addressed by surveyed NGOs (26). Most of these NGOs implement activities of non-formal education, stressing inclusion of disabled people and other vulnerable groups.

**Goal V:** Thirty (30) of the surveyed NGOs address gender equity in their project activities and scholarships. However, statistics from EMIS show that fewer girls than boys continue to be enrolled in elementary school. In 2006/2007, EMIS reported that the proportion of girls enrolled in elementary school was 46.79%, compared to 53.21% for boys.

**Goal VI:** Thirty-five (35) of surveyed NGOs address quality of education. They focus on building teacher capacity to improve teacher quality and the overall quality of education. Nine (9) NGOs provide teaching and learning materials, and five (5) NGOs create a child friendly environment in support of a learning environment that will encourage children to attend school.

## NGO Challenges

Although the survey focused mainly on NGO activity, several participating NGOs cited some specific challenges in delivering their services. Two main difficulties raised were:

1) Difficulty in getting participation from villagers who are poor and poorly-educated or have received no education.

NEP encourages development partners to sustain technical expertise and funding in support of increased NGO capacity to actively engage the community.

2) Difficulty getting support and full cooperation from government agencies in building awareness and community partnerships.

NEP encourages government at all levels to develop stronger mechanisms to support collaboration with NGOs, and to assist NGOs in gaining public participation around education issues and opportunities.

## Conclusion

Some NGOs provide short-term and basic program support to enable vulnerable children to survive and develop. Others provide support for long-term child development to help them participate more fully in society. There is great potential for this diverse activity to have a greater impact on the education sector if NGOs in Cambodia can more effectively learn from and complement each other. This is a place where NEP will strive to play a stronger role in helping to identify opportunities for collaboration, collective learning and education for all.



## **I. Background**

Governments, partner organizations and donors around the world continue to work together to make a collective commitment to increasing access to and improving the quality of education for all their citizens by 2015.

Education For All (EFA) was designed to help governments strategize their work towards reducing the cost barriers preventing access to high quality basic education. It is based on the principle of effective integration between medium-term education policy, strategy and program priorities set out in the Education Strategic Plan (ESP), Education Sector Support Program (ESSP) and longer-term EFA intervention<sup>1</sup>. Development partners and NGOs<sup>2</sup> regularly participate in discussions with the government concerning monitoring and evaluation of key indicators.

## **II. Purpose of This Report**

The purpose of this Education NGO Report is to capture contributions made by Cambodia's education NGO community and NGO networks to the education sector in 2007. NEP has focused on EFA as a means of determining where most activity is being undertaken within the context of its six goal areas and where more work needs to be done.

## **III. Methodology**

In 2007, a survey form (see Appendix 2) was sent to all 75 NEP members and 10 non-members. The survey requested information on NGO activities in each of the six EFA goal areas. Fifty NGOs participated. A summary of their responses can be found in Section VII of this report. (It should be noted that the activities reported on in Section VII represent those of participating NGOs, not the work of all NGOs in Cambodia.) Feedback from NEP's July 2007 EFA workshop was another source of information used to verify findings from surveyed NGOs.

A review of existing research documentation from AMIS and EMIS was also undertaken to complement the primary data. AMIS' database on aid projects provides information on all education NGOs registered with MoEYS for aid assistance. Education indicators and statistics from EMIS provided supporting data on indicators such as enrolment, dropout and repetition rates.

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<sup>1</sup> Education For All, National Plan 2003-2015

<sup>2</sup> NGOs within the context of this report includes Community-Based Organizations (CBOs)

**Table 1 : Geographic location of education NGO survey participants**

No	Locations	Number of NGOs
1	Phnom Penh	35
2	Battambang	4
3	Kampot	2
4	Kampong Cham	1
5	Kampong Chhnang	1
6	Kampong Speu	1
7	Krong Pailin	1
8	Mondolkiri	1
9	Pursat	1
10	Rattanakiri	1
11	Siem Reap	1
12	Takeo	1
	<b>Total</b>	<b>50</b>

Source: Education NGO Survey, NEP 2007

#### **IV. Scope and Limitations**

For the 2007 Education NGO Report, NEP examined only those NGO activities related to EFA goals. Time constraints, a senior management change and new staff limited scope, and the analysis that could be undertaken in preparing the 2007 report. NEP will prepare a more comprehensive Education NGO Report in 2008 in preparation for the next Education Congress.

Internet accessibility had an impact on data collection as some provincially-based NGOs could not be reached by email. However, most Phnom Penh-based organizations have sub-offices in several provinces. Much of their data is representative of provincial activities as well.

#### **V. NGO Education Sector Networks**

Four major network NGOs -- namely NEP, Educam, GCE and ASPBAE -- exist to facilitate policy discussions, monitoring, evaluation, and training in the education sector. NEP, GCE and ASPBAE are working together to facilitate advocacy efforts in the South Asia and Southeast Asia regions for a free, basic education for all. During the GCE Consultation Meeting in Cambodia in December 2007, these three networks collaborated with other international members to finalize the education reform motions for submission to the third GCE World Assembly in Sao Paulo, Brazil during January 2008.

##### **5.1 NGO Education Partnership (NEP)**

NGO Education Partnership (NEP) is a membership organization with a formal agreement with the Ministry of Education, Youth and Sport (MoEYS) and is registered with the Ministry of Interior. NEP represents the NGO community working in the education sector in Cambodia, and acts as a mechanism for

dialogue and advocacy between its members, the MoEYS and development partners.

Since its inception in 2002, NEP membership has grown from seventeen (17) to seventy-five (75) member organizations. Initially, most were headquartered in Phnom Penh. However, over the past two years, NEP has actively recruited members in other provinces including: Battambang, Pailin, Kompot, Kampong Thom, Kampong Cham, Kampong Chhnang, Kampong Speu, Siem Reap, Sihanouk Ville, Mondolkiri and Pursat.

Key outputs for NEP in 2007 included two research studies dealing with the costs of schooling borne by parents which include informal fees. The first study was funded by Unicef and the second was funded by ASPBAE. In 2007, NEP also offered member workshops on ESP-ESSP monitoring evaluation, proposal writing, and advocacy.

## **5.2 Educam**

Educam was formed in the early 1990s by a group of Cambodian-based organizations and individuals. The purpose of this informal group is to provide a forum where those interested in education in Cambodia can share their experiences, disseminate research findings, and report on progress and challenges facing the education sector.

Educam meets monthly and is open to anyone interested or involved in education. As an open forum, the agenda for each meeting is set monthly and can range from a formal presentation by an individual or organization to an informal discussion on a topic set by the group.

There is no formal list of members, no elected executive, and Educam does not purport to represent its members on issues with the Royal Government of Cambodia (RGC) or the MoEYS.

## **5.3 Global Campaign for Education (GCE)**

GCE promotes education as a basic human right, and mobilizes public participation in advocacy efforts to encourage governments and the international community to fulfill their promises to provide free, basic education for all people; in particular, children, women and all disadvantaged parts of society.

NEP played an active role in the 2007 Global Campaign for Education and hosted an Asia-Pacific Regional Consultation Meeting in Phnom Penh in December 2007. The event was organized jointly by GCE and ASPBAE. The purpose of this meeting was to gather GCE members in South-Asia Pacific and Asia regions to prepare for the GCE World Assembly held in January 2008 in Sao Paulo, Brazil.

At this consultation, motions were developed on issues that included quality of education, adult literacy, the abolition of user fees, and HIV and education.



*Above: Honored guests and participants attending GCE consultative meeting in December 2007.*

NEP also took the lead on the Global Campaign for Education Week of Action in April 2007.

GCE in Cambodia involved 27 local and international NGOs, all actively working in the field of education in Cambodia<sup>3</sup>. Together they committed to organizing the GCE Week of Action from April 23 to 29, 2007. The international theme for the campaign in 2007 was “**Education Is a Human Right.**” After consultation with the MoEYS, the topic chosen for Cambodia was “**Education is a Basic Right**”.



*Above: Events and participants - Global Campaign for Education Week of Action*

#### **5.4 Asian South Pacific Bureau of Adult Education (ASPBAE)**

ASPBAE was established in 1964 by a group of adult educators inspired by the idea of promoting adult education in the region.

ASPBAE has grown to become a network of organizations and individuals involved in formal and non-formal adult education, campaigning for the right to education for all, working with and through NGOs, community organizations, education campaign coalitions, government agencies, universities, trade unions, indigenous peoples, women's organizations, the media and other institutions of civil society across Asia-Pacific. All are committed to building an Asia Pacific

<sup>3</sup> GCE Cambodia Activities Report 2007

movement dedicated to advancing transformative adult education and making Education for All a reality in the region.

### **ASPBAE-Education Watch**

The goal for the Education Watch Project is to monitor the progress of the MoEYS in Cambodia, in terms of its goals and targets, as stated in the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP).

In 2007, the ASPBAE-Education Watch project provided NEP with a small grant to conduct research to validate the finding of the existing research topic: "The Impact of Informal School Fees on Family Expenditures".<sup>4</sup> The original research was conducted in Kampong Cham province, and additional research was conducted in four other provinces: Phnom Penh, Battambang, Kompot and Takeo provinces. This report provided a broad context of informal school fees in Cambodia. Its findings were presented at the December 2007 Asia-Pacific Consultation Meeting in Phnom Penh.

## **VI. NGOs in Education Sector**

Education For All, the RGC and MoEYS policy initiatives have opened the door for many NGOs and development partners to direct efforts and funding resources to the education sector. By 2007, 239 education sector projects were operating in Cambodia, representing an increase of 2% during 2006. NGOs and development partners support for the education sector in 2007 exceeded 107 million US dollars, a decrease of 4% from 2006.

The number of education NGOs registered with MoEYS in 2007 increased slightly from 2006 (from 124 in 2006 to 129 in 2007) as did the number of NGO projects -- from 234 projects in 2006 to 239 in 2007<sup>5</sup>.

The number of NGOs in some provinces such as Battambang, Banteay Mean Chey and Kampong Speu decreased in 2007 from 2006. The decrease may have been due in part to sub-office closures of NGOs with head offices in Phnom Penh<sup>6</sup>.

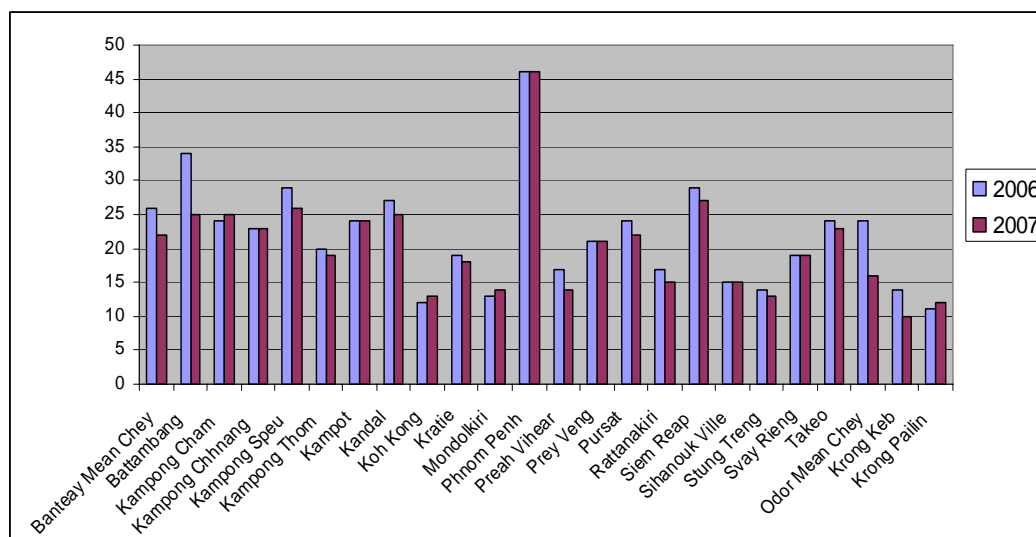
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<sup>4</sup> NEP, The Impact of Informal School Fees on Family Expenditures, October 2007

<sup>5</sup> AMIS, Database on Aid Projects in Education Sector, 2006 and 2007

<sup>6</sup> AMIS, Database on Aid Projects in Education Sector, 2007

**Figure 1: Geographic Location and Number of NGOs Working in Cambodia's Education Sector**



Source: Database on Aid Projects in Education Sector, AMIS 2006 & 2007

Most education NGOs are based in the provinces and urban areas with high population density such as Battambang, Kampong Cham, Siem Reap, Phnom Penh. There are fewer NGOs in border provinces like Koh Kong, Krong Pailin and Mondolkiri (see Figure 1). The table below provides more detail on the number of NGOs and projects in each province.

**Table 2: Number of NGOs and Project Activities By Province**

No	Provinces	2006		2007	
		Number of NGOs	Number of Projects	Number of NGOs	Number of Projects
1	Banteay Mean Chey	26	31	22	
2	Battambang	34	41	25	35
3	Kampong Cham	24	30	25	37
4	Kampong Chhnang	23	30	23	31
5	Kampong Speu	29	35	26	33
6	Kampong Thom	20	25	19	28
7	Kampot	24	29	24	31
8	Kandal	27	36	25	35
9	Koh Kong	12	12	13	20
10	Kratie	19	21	18	27
11	Mondolkiri	13	13	14	22
12	Phnom Penh	46	56	46	70
13	Preah Vihear	17	21	14	21
14	Prey Veng	21	26	21	26
15	Pursat	24	27	22	28

No	Provinces	2006		2007	
		Number of NGOs	Number of Projects	Number of NGOs	Number of Projects
16	Rattanakiri	17	17	15	21
17	Siem Reap	29	37	27	41
18	Sihanouk Ville	15	18	15	22
19	Stung Treng	14	16	13	20
20	Svay Rieng	19	22	19	22
21	Takeo	24	29	23	31
22	Odor Mean Chey	24	30	16	23
23	Krong Keb	14	15	10	13
24	Krong Pailin	11	12	12	16
	<b>Total</b>	<b>124</b>	<b>234</b>	<b>129</b>	<b>239</b>

Source: Database on Aid Projects in Education Sector, AMIS 2006 & 2007

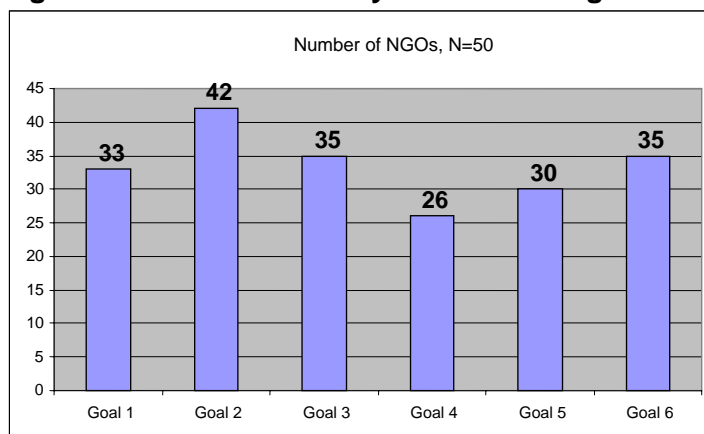
## VII. Key Findings

The six Education for All goals present significant challenges for all stakeholders. Nevertheless, NGOs are playing an important role in addressing gaps in basic education services, particularly to remote areas and marginalized groups.

This section reports on the activities of the 50 NGOs participating in the NEP survey in September 2007, within the context of the six EFA goal areas.

Results from the survey show that most participating NGOs' activities responded to at least three of the six EFA goal areas. Forty-two (42) respondents NGOs addressed EFA Goal II: access to education. Thirty-five respondents NGOs fell under EFA Goal III: appropriate learning and life skills as well as Goal VI: education quality.

**Figure 2: Number of Surveyed NGOs Doing Work in EFA Goal Areas**



Source: Education NGO Survey, NEP 2007

## 7.1 EFA Goal I: Early childhood care and education

### ***Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.***

Early childhood care and education are crucial to the physical, emotional and mental development of children. In Cambodia, often only children from upper-class and wealthy families enjoy good hygiene, a healthy, balanced diet and support from a variety of caregivers. Many of these families can send their children to kindergarten to prepare for school enrolment when they become six years old.

The Assistance to Poor Children Agency (APCA) reports that 70% of villagers the agency works with in Kompong Speu province are not aware of early childhood care.

HIV/AIDS orphaned children are the most vulnerable and are often left with their grandparents or other relatives. They can receive less attention as their guardians may be afraid of HIV/AIDS transmission. Many are aware that HIV/AIDS victims cannot survive for a long time and are not able or willing to spend limited resources to care for and support an HIV/AIDS orphan.

Sixty-six percent (66%) of surveyed NGOs are involved with early child care and education. These NGOs provide a wide range of activities through direct and indirect work with vulnerable children and children with special needs. Of the 50 NGOs surveyed, five focus their work on children with disabilities.

The table below lists the main activities being undertaken by NGOs surveyed for this report in the area of Early Childhood Care and Education.

**Table 3: Activities of NGOs addressing early childhood care and education**

<b>Activities</b>	<b>Number of responses</b>	<b>Percentage <i>(rounded to nearest decimal)</i></b>
Provide support to children (child care, food, clothes, study materials and accommodation) and child friendly classes	11	33%
Early childhood teacher education training	8	24%
Pre-schools in several provinces of Cambodia	7	21%
Educate parents of children and form parent committee	7	21%
Curriculum development (including disabled people)	5	15%
Developing kindergarten (for poor, deaf and blind children)	4	12%
Informal education (encourage out school	3	9%



<b>Activities</b>	<b>Number of responses</b>	<b>Percentage</b> <i>(rounded to nearest decimal)</i>
children to receive nursery school of non formal education including literacy, dancing class and library activity)		
Daycare center for small children	2	6%
Early childhood learning centers (fixed and mobile)	2	6%
Other (conduct children growth monitoring, provide primary health care)	7	21%
<i>Total respondents (n=33)</i>		

Source: Education NGO Survey, NEP 2007

The majority (33%) of NGOs working in Early Childhood Care and Education deal directly with vulnerable children. These NGOs provide assistance to children through caring, in-kind and financial support for early education learning.

Twenty-four percent (24%) of these organizations' activities addressed capacity building for education practitioners related to taking care of children. Twenty-one percent (21%) of NGOs provide assistance in the form of establishing pre-school classes. Other NGOs are working in areas of school curriculum development, developing playing kits for young children, and parent education and informal training.

Pour un Sourire d'Enfant assists vulnerable children by providing food, treatment, protection and vocational training and support to children's families. In addition, Pour un Sourire d'Enfant undertakes indirect activities to protect children through: media awareness campaigns, and participation in national and involvement with international networks aimed at children's rights.

*Analysis/Observations:*

Some NGOs have collaborated and networked with one another, sharing best practices, challenges and approaches to problem solving. They have organized events to advocate for children and access to education.

There is great potential for many other NGOs' activities to complement one another's work through collaboration. Some NGOs provide short-term and basic programs and activities to children. Others focus on long-term child development to enable children to participate more fully in society. If the practice of inter-NGO collaboration is encouraged, the impact of short and longer-term programs and activities may be greater.

## 7.2 EFA Goal II: Access to free education

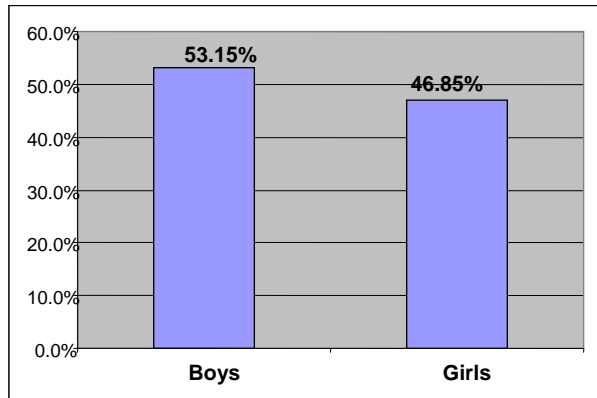
***Ensuring that by 2015 all children, particularly girls, children in difficult situations and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.***

Government policy dealing with free education from Grades 1-9 is good news for Cambodian citizens, especially those facing challenges in sending their children to school.

According to EMIS statistics, the overall enrolment ratio in primary level increased slightly from 91.3% (2005-2006) to 92.1% (2006-2007). The net female enrolment ratio increased from 89.7% to 91% during the same period.

Yet informal school fees remain a major obstacle to free education. The 2007 NEP research study, "The Impact of Informal School Fees on Family Expenditures",<sup>7</sup> reported that informal school fees require up to 8.6% of total family income to send just one child to school. This continues to present a huge burden for parents, particularly if they have two or more school-aged children. Families are forced to decide which child should go to school and which one should stay home. Most often, the decision favours boys over girls. Figure 3 shows that enrolment for boys is greater than that for girls.

**Figure 3: Proportion Enrolment Rate of Boys and Girls in Grade 1**

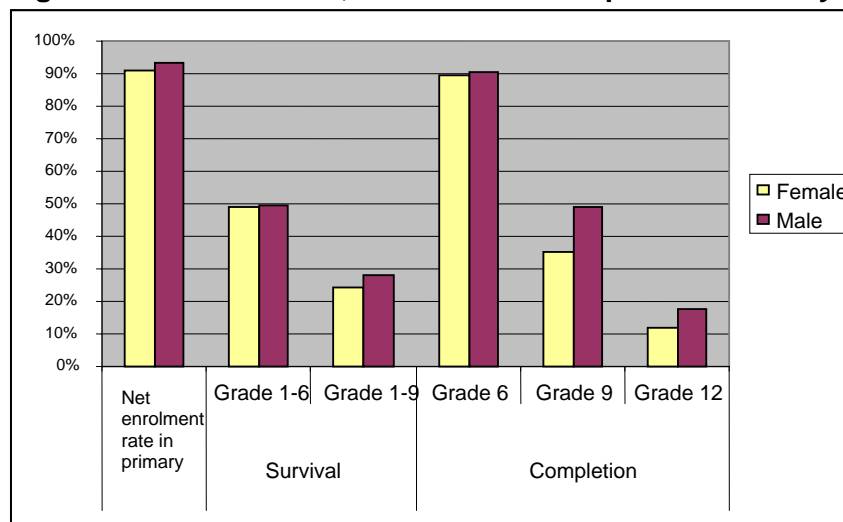


Source: Education Statistics & Indicators, EMIS 2006/2007

The issue of informal school fees is also directly related to children dropping out of school, and causes a further reduction in school survival and completion rates from original enrolment rates. Figure 4 represents the overall net enrolment rate in primary school, survival and completion rate for different grades.

<sup>7</sup> NEP, The Impact of Informal School Fees on Family Expenditures, October 2007

**Figure 4: Net Enrolment, Survival and Completion Rates By Sex**



Source: Education Statistics & Indicators, EMIS 2006/2007

Of the 50 NGOs surveyed, 42 address free education as part of their programs, many with a focus on poor students. These NGOs provide support to poor students in the form of study materials, food, uniforms, dormitory access and bicycles for students living far away from schools.

The second most prevalent activity (16) involves school construction of kindergartens, primary schools, boarding schools and temporary schools.

The third most common activity (12) is scholarship programs for children from poor families, especially girls.

Six (6) of the surveyed NGOs are doing advocacy work on issues facing vulnerable children, such as inclusion.

**Table 4: Activities of NGOs Addressing Free Education**

Activities	Number of responses	Percentage (rounded to nearest decimal)
Assist poor students (provide study materials, transportation, food, dormitory and uniforms for students)	17	40%
Building schools (primary schools, boarding schools and kindergartens)	16	38%
Scholarship programs	12	28%
Develop draft national policy and advocate to address vulnerable children	6	14%
Capacity building for students (health education and disability awareness)	6	14%
Establish library equipped with reading books	5	12%
Provide teaching and learning materials	4	9%

<b>Activities</b>	<b>Number of responses</b>	<b>Percentage</b> <i>(rounded to nearest decimal)</i>
Run literacy center to integrate student into government schools	3	7%
Negotiate with teachers and school director to reduce tuition fee	3	7%
Provide school supplies	3	7%
Encourage family to send children to school	3	7%
Build capacity for teachers	3	7%
Set up and manage an individual referral and follow-up system	3	7%
Monitor children's study to improve quality of study	2	5%
Vocational training skills (hairdressing, sewing, weaving)	2	5%
Monthly supplement to teacher	2	5%
Open village class/informal education	2	5%
Establish program support and motivate children in difficult situations (promote physical accessibility)	2	5%
Other (school emergency for over-age students, reintegrate drop-out students, disseminate EFA information)	7	17%
<i>Total respondents (n=42)</i>		

Source: NGO Education Survey, NEP 2007

These diverse activities contribute to the strengthening of free, accessible, quality education. Ongoing advocacy on policy changes is needed to ensure inclusion of the vulnerable and marginalize groups.

The Disability Action Council (DAC) and its members are now in the process of working with the National Assembly to approve a law on disability.

*Analysis/Observations:*

Scholarship awards and study materials are a means of helping the poor to complete their basic study. Collaboration and coordinated activities can help to build public awareness of and access to these services.

Multi-sector initiatives involving stakeholders at international, national, provincial and local levels are important strategies for awareness building and engagement around education that is free, high quality and accessible. At a national level, the efforts of GCE Cambodia and its partner organizations are an example of the education NGO sector's growing ability to collaborate within and outside the sector, to advocate for free education for all.

### 7.3 EFA Goal III: Appropriate learning and life skills

***Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills.***

Experienced development practitioners believe that the root of poverty is linked to low education and lack of employment skills. Those with limited or no education are unable to find appropriate work at fair wages and frequently suffer from exploitation. In this context, lack of special consideration given vulnerable and disadvantaged groups continues to exclude them from the education that others receive. Many NGOs are working hard to empower these marginalized people.

In response to issues related to learning and life skills, 30 surveyed NGOs are implementing an average of seven activities per organization. Of these 30 organizations, 17 provide life skills training to vulnerable people. The scope of training includes building strong moral values, relationship building, problem solving, stress management, market simulation, and language study.

Eight (8) NGOs provide vocational training to poor and vulnerable groups. Topics include technical training, non-chemical vegetable growing techniques, sewing skills, computer, and traditional dance and music.

Five (5) NGOs have established libraries (two provide mobile libraries) at schools and community centers for students and villagers. All libraries but two are equipped with a good quantity of reading books. International Cooperation Cambodia (ICC) in Ratanakiri has established libraries in 11 villages (Tampuan 3, Krung 3 and Brao 5 villages) that offer minority and Khmer books

**Table 5: Activities of NGOs Addressing Appropriate Learning and Life Skills**

<b>Activities</b>	<b>Number of responses</b>	<b>Percentage (rounded to nearest decimal)</b>
Life skills (moral, market simulation, friendship, problem solving, stress management, language)	18	51%
Vocational training (technical, non-chemical vegetable growing, sewing, traditional music, computer)	9	26%
Provide libraries (reading room, mobile libraries, origami and minority languages books)	5	14%
Non-formal education	4	11%
Other (school cleaning, first aid, set up office to help searching job, establish clubs for children and youth)	4	11%
Publishing books (stories, text book and minority languages books)	3	8%
Provide study rooms and materials to improve learning proficiency (computer, bilingual education curriculum)	3	8%
<i>Total respondents (n=35)</i>		

Source: Education NGO Survey, NEP 2007

*Analysis/Observations:*

Promotion of life skills and vocational skills ensures that vulnerable groups and women have a greater chance to develop and empower themselves. These activities are particularly important for over-aged children and illiterate people who experience difficulty accessing free education.

The NGO, Don Bosco, reported that in 2007, 12 young women were able to undertake production jobs for Don Bosco Children Fund (DBCF) as a result of its sewing skills training. In doing so, they were able to earn income to help their families.

#### **7.4 EFA Goal IV: Adult literacy**

***Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults.***

Literacy rates remain a problem in Cambodia. According to the 2006 Human Development Report, Cambodia ranked number 129 on the global Human Development Index (HDI). The same 2006 source reports that the adult literacy rate (73.6%) in Cambodia is relatively low compared to its neighboring countries, Viet Nam (90.3%) and Thailand (92.6%).

In the NGO community, many development practitioners in Cambodia are combating illiteracy. They circulate information on the usefulness of education for personal development and the advantages of education. Yet while more Cambodians are aware of the advantages of education, the challenge remains that often older children feel shy attending school with young children. This is an area that needs greater attention.

More than 50% of surveyed NGOs are implementing their activities to improve and rehabilitate the literacy status of the over-age illiterate people. Their interventions include non-formal education, rehabilitation training skills, and establishing libraries.

**Table 6: Activities of NGOs Addressing Improved Adult Literacy**

<b>Activities</b>	<b>Number of responses</b>	<b>Percentage</b> <i>(rounded to nearest decimal)</i>
Non-formal education	15	57%
Establish library and reading materials	7	27%
Rehabilitation training skills (hairdressing, sewing and weaving)	5	19%
Provide life skills and counseling	2	8%
Support uses of priority card for poor families access to school	2	8%
Provide training to teachers	1	3%
<i>Total respondents (N=26)</i>		

Source: NGO Education Survey, NEP 2007

This table shows that 57% of surveyed NGOs work in EFA goal area IV: implementing non-formal education activity. Four of these organizations provide literacy classes for disabled persons. Two organizations provide literacy classes to women's groups.

Thirty percent (30%) of surveyed NGOs, working in EFA goal area IV offer library services and provide reading materials to encourage reading. Twenty percent (20%) of surveyed NGOs addressing gender equity have implemented vocational training, including hairdressing, sewing, and weaving.

The organization, Mith Samlanh, incorporates the vocational training skills and life skills into its literacy classes to enable its target groups to find job or open their own business. Home Based Products, Mith Samlanh's working group, works with its clients in the community to help them build business and marketing plans, and increase their confidence.

*Analysis/Observations:*

Some survey participants expressed the concern that the target of a 50% improvement in levels of adult literacy by 2015 may not be realistic. Clearly this area requires a more comprehensive and widespread understanding of the value of non-formal education and opportunities for all citizens to fully participate.

## **7.5 EFA Goal V: Gender equity**

### ***Eliminating gender disparity in primary and secondary education by 2015, and achieving gender equality in education by 2015, with the focus on ensuring girls' full and equal access to and achievement in basic education.***

Cambodian culture has traditionally valued boys as the main income earners and girls as housewives. This influences many parents' choice of who to send to school. Many poor and uneducated families are unable to see the value of education for girls and more affluent Cambodian families do not want their daughter to study, work or live far from them for a variety of reasons, including security.

Fewer girls than boys continue to be enrolled in elementary school. In 2006/2007, EMIS reported the proportion of girls was 46.79%, compared to 53.21% for boys, a slight change from 2005/2006 levels of 46.85% for girls and 53.15% for boys.

Survival rates among girls also remains an issue. The 2007 NEP study, "The Impact of Informal School Fees on Family Expenditures" reported that, in five provinces, of a total of 33 school drop outs, 19 (57%) were girls between the ages of 7 and 17.

These statistics are a reminder that gender equity in the education sector needs to be improved to enable more girls to gain an education. However, education NGOs are investing resources in order to address gender equity. Survey feedback tells us that 30 of the 50 surveyed education NGOs addressed gender equity and equality:

- Nine (9) of these NGOs engage marginalized groups, including girls, women and people with disabilities.
- Nine (9) organizations award scholarship to girls to enable them to continue their studies in the upper grades.
- Seven (7) organizations are implementing activities of gender awareness. They emphasize the child’s rights, the importance of education for girls, and gender equality.

Some NGOs are working towards improving gender equity through activities such as providing toilet facilities for girls, and celebrating International Children’s Day to show that girls and boys have equal rights.

Through the Education Center of Mith Samlanh in Phnom Penh, 722 vulnerable girls receive education.

Jesuit Service Cambodia (JSC) awarded scholarships to 1,392 girls in lower secondary school (grades 7-9) in Kampong Cham province.

New Humanity provides support to 249 girl students from four communes of Kampong Chhnang province.

**Table 7: Activities of NGOs Addressing Gender Equity**

<b>Activities</b>	<b>Number of activities</b>	<b>Percentage</b> <i>(rounded to nearest decimal)</i>
Include girls, women and disabled people in their activities	9	30%
Scholarship support for girls	9	30%
Provide gender awareness & mainstreaming	7	23%
Assists to women group (life skills education, vocational training, shelter)	3	10%
Promote the enrolment rate of children, particularly girls	2	6%
Building toilet-equipped facility	2	6%
Celebrate International Children’s Day	2	6%
Developing an international book on women	1	3%
Arrange student seats, with boys and girls together	1	3%
<i>Total respondents (n=30)</i>		

Source: Education NGO Survey, NEP 2007



*Analysis/Observations:*

Gender equity is being addressed by 60% of surveyed NGOs. They are committed to including girls and women in program development, offering enriched education, and helping girls and women better understand their rights and roles. All these activities will empower girls and women to achieve long-term sustainable of gender equity and equality.

## **7.6 EFA Goal VI: Quality of education**

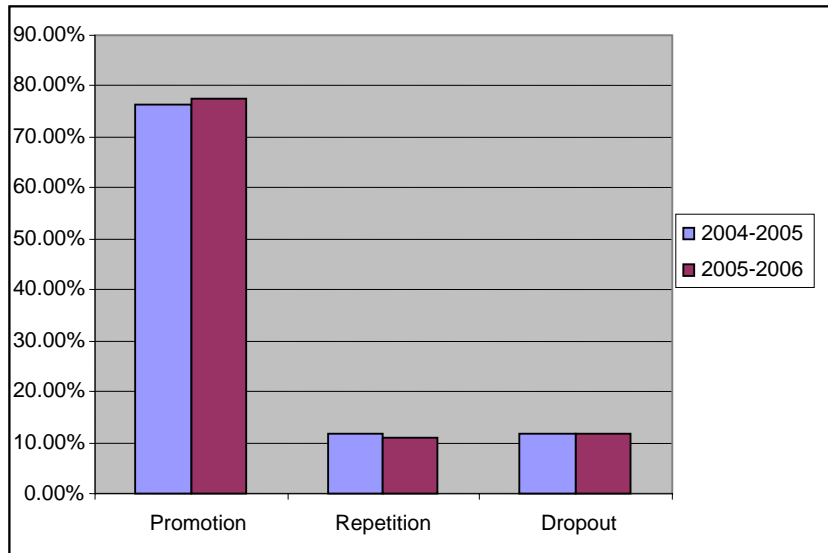
***Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and life skills.***

Quality of education depends on many factors, including school curriculum,, quality of teachers, school environment, study resources, and the ability of children to absorb inputs in and outside the class.

MoEYS and its partner organizations continue to revise the school curriculum in their efforts to improve the quality education system. Professional development skills include teacher training and internet library searches. UNICEF/Sida and Save the Children Norway (SCN), funded 1,230 child friendly schools to provide a supportive environment for children. Many schools have established learning centers to encourage children to use their free time in efficiently ways.

The goal of quality education is not an easy task to accomplish. EMIS statistics show that the repetition rate and dropout rate at the primary level (grade 1-6) remains a challenge – involving a total repetition rate of 10% (2005/2006) and dropout rate 11.6% (2005/2006). However, some progress has been made elsewhere. The repetition rate decreased 0.9% from 2004/2005 to 2005/2006 and dropout rate decreased 0.1% at the same year. This demonstrates the continuing need for sustained effort around education quality and ongoing monitoring of teaching systems.

**Figure 5: Status of Children at the Primary Level (grades 1-6)**



Source: *Education Statistics and Indicators, EMIS 2006/2007*

Research produced by NEP in 2007<sup>8</sup> reports that children's success in school often depends on the ability of children and their families to pay extra tutoring costs outside of regular school hours. Those students who cannot afford to pay for the extra classes often fail and are required to repeat the grade. This presents a challenge for government to address.

Thirty (30) out of the 50 surveyed NGOs are directly addressing quality of education. Twelve (12) NGOs are working to build capacity among teachers and community-based human resources by delivering pedagogy training and support documents.

Nine (9) NGOs provide teaching and learning materials to improve teaching methods as well as ways of encouraging students to attend classes.

Centro Italiano Aiuti all'Infanzia (CIAI) provides training on ways of strengthening child-friendly methodology to 30 targeted schools with a total of 558 school staff; 317 of them are female.

Mith Samlanh has developed a student-centered study method delivered by teachers that enables 800 children to write and calculate numbers. Mith Samlanh collaborates with MoEYS to issue certificates for students who pass the non-formal education exam.

<sup>8</sup> NEP, *The Impact of Informal School Fees on Family Expenditures*, October 2007

**Table 8: Activities of NGOs Addressing Quality Education**

<b>Activities</b>	<b>Number of responses</b>	<b>Percentage</b> <i>(rounded to nearest decimal)</i>
Capacity building to teachers/key actors	12	34%
Provide teaching and learning materials	9	26%
Monitoring and follow-up the study of children at schools/homes	5	14%
Provide scholarships	5	14%
Establish library	5	14%
Create child friendly psycho-social environment	4	11%
Encourage students to study (form student association, child to child activities and students centered study)	3	8%
Remedial teaching for slow learners	3	8%
Provide technical assistances to teachers and monitor their lesson plan	2	6%
Integrate students from non-formal education class into government schools	2	6%
Other (curriculum development, improve communication with students' parents)	3	8%
Conduct research on perception of quality of education	1	3%
Establish boarding school	1	3%
<i>Total respondents (n=35)</i>		

Source: Education NGO Survey, NEP 2007

#### *Analysis/Observations:*

Thirty (30) NGOs are implementing diverse activities to improve the quality of education. Capacity building for teacher is a particularly strong focus, aimed at helping to improve teacher quality, teaching and learning materials to encourage student engagement.

A child friendly psycho-social environment in the school encourages students to learn. Library resources encourage and support reading habits among students. All activities support efforts towards accessible and higher standards of education in Cambodia.

## **VIII. NGO Challenges**

Surveyed NGOs have provided some information concerning their challenges in implementing their activities. Their difficulties are very similar and can be grouped into three categories.

### **8.1 Working with the community**

Many NGOs strive to benefit the poor and marginalized groups. Very often these NGOs face challenges involving their target groups. For example, because the poor focus their time on earning income to support their families, they

concentrate less on education and the future of their children. This limits their capacity to send their children to school and to participate in NGO activities.

Survey feedback indicates that some parents believe that, as long as they have physical energy, they can earn income to support themselves, regardless of education.

This challenge highlights the need for NGOs to find a mechanism to include poor and illiterate people in their programs and increased public awareness of the value of education.

NEP encourages development partners to sustain technical expertise and funding in support of increased NGO capacity to actively engage the community.

## **8.2 Working with government agencies**

NGOs and CBOs<sup>9</sup> recognize the contributions of government to their work to varying degrees. However, some survey participants have identified a number of difficulties involved with partnering with government. The most difficult issue appears to be the bureaucratic processes of government institutions. The time and effort required to reach and get responses from government agencies results in delays in fulfillment. Moreover, invitations to key government officials to NGO forums can receive no response or the substitution of a non-decision maker.

Working with local authorities, especially in Phnom Penh, can present another challenge to NGOs. For example, an organization wanting to mount public events with youth in the community reported that it took a long time to obtain permission from the local authorities. Other NGOs reported difficulty in getting commune councilors to join their training courses.

These challenges speak to difficulty getting support and full cooperation from government agencies in building awareness and community partnerships. NGOs could undertake their work more efficiently if government would listen to their voices and more actively fulfill its role in civil society.

NEP encourages government at all levels to develop stronger mechanisms to support collaboration with NGOs, and to assist NGOs in gaining public participation around education issues and opportunities.

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<sup>9</sup> This report incorporates CBOs as part of all NGO references.

### **8.3 Other challenges**

Some NGOs cited other difficulties including unofficial payments of teachers to secure teaching positions, financial constraints for small NGOs with limited capacity to compete for funding resources, and non-formal education and vocational training for students with differing educational backgrounds and diverse needs.

## **IX. Concluding Remarks**

NGOs play a crucial role in reaching disadvantaged groups, by helping them to gain from education. These interventions include providing support to children (food, clothes, study materials), construction of school buildings, equipping libraries with reading material, offering scholarship programs, life skills and vocational training, and education practitioner capacity building.

In 2007, more than 60% of surveyed NGOs focused their activities on four of the EFA goals:

- Goal I:** Early childhood care and education
- Goal II:** Access to free education
- Goal III:** Appropriate learning and life skills
- Goal VI:** Quality of education

Some NGOs provide short-term and basic program support to enable vulnerable children to survive and develop. Others provide support for long-term child development to help children participate more fully in society.

There is great potential for this diverse activity to have a greater impact on the education sector if NGOs in Cambodia can more effectively learn from and complement each other. This is an area where NEP will strive to play a stronger role in helping to identify opportunities for collaboration, collective learning and education for all.

## **Appendices**

Appendix 1: List of education NGO survey participants

Appendix 2: Survey form

### Appendix 1: List of education NGO survey participants

N°	Organization	Org Types	Contact Name	Position	Tel	E-mail	Address
1	Aide et Action Southeast Asia	INGO	Auray Aun	Deputy Regional Coordinator	023 220 940	info@aea-sea.org	#29, Street 294, Tonle Basac, Chamkarmorn, Phnom Penh
2	AFESIP	CNGO	Chhoeurth SAO	Technical Coordinator	023 884 123 012 888 840	technicalcoord@afesip.org	#62CE0, St. 598, Boeug KaK II, Tuol Kork, PP-Cambodia.
3	Assemblies of God Cambodia	INGO	Ann Greve	Executive Director	092 289 375 023 884 346	greve@semo.net	House 16, Street 606
4	Assistance to Poor Children Agency (APCA)	CNGO	Oung Sophea	Program Manager	023-355-259 012-895 259 011 333 357	apca-project@yahoo.com sophea_oung@apcacambodia.org	Street 51Ta Lak Village, Ksem Ksan Commune, Oudong district, kampong Speu
5	Association for Aid and Relief Vocational Training for the Disabled (AAR VTD)	CNGO	Huoy Socheat	Executive Director	023 430 195	aar.vt@online.com.kh	Kien Khleang National Rehabilitation Center, Road 6A, Sangkat Chroychanva Khan Russey Keo, Phnom Penh.
6	BANDOS KOMAR	CNGO	Kong Sarom	Director	012-811-591 023-216-023	bandoskomar@camnet.com.kh khantey@camnet.com.kh	#6, Street 388, Toul Svay Prey 1
7	Cambodian Border Community Development Organisation (CBCDO)	CNGO	Kao Phoeun	Director	092 486 315	kaophoeun@yahoo.com	Commune Khan Salakrao, Krong Pailin
8	Cambodia Cops Inc	INGO	Bill Herod	Country Director	012 474 879	billherod45@yahoo.com kouprey@earthlink.net	# 92, Street 146, Phsar Depo II, Toul Kork, Phnom Penh

Nº	Organization	Org Types	Contact Name	Position	Tel	E-mail	Address
9	Cambodia Women's Crisis Center (CWCC)	CNGO	Nop Sarin Srey Roth	Executive Director	023 982 156 023 993 055	cwccpnp@cwcc.org.kh	#42F, Street 488, Sangkat Phsar Deum Thkov, Chamkarmon
10	CamboKids	CNGO	Thay Chato	Executive Director	012 540 450	cambokids@online.com.kh	#21 , Street 492, Sangkat Psar Deum Thkov, Chamkarmon, Phnom Penh
11	Centro Italiano Aiuti all'Infanzia (CIAI)	INGO	Antonia Piccoli	Executive Director	023 217 996 012 785 324	ciaicambogia@online.com.kh	No. 2, Street 135
12	Disability Action Council (DAC)	CNGO	Vorn Samphors	Coordinator	023-218-797	dac@dac.org.kh samphors@dac.org.kh	#86, St. 99, Psar Deoum Thkov, Chamkar Mon, Phnom Penh
13	Disabled Youth-children Foundation for Education and Vocation	CNGO	Moung Sopheap	Executive Director	012 776 020	sopheapdycfe@gmail.com	Takeo
14	Don Bosco Foundation of Cambodia	INGO	Fr. John Visser	Director	023-219-680 023-367-050 012 989 031	donbosco1@camshin.net father_johnvisser@yahoo.com	Phum Chress, Khum Phnom Penh Thmey( Opp Wat Samrong Andeth)
15	Family Health Promotion	CNGO	EA Dy	Executive Director	012 755 974	dyea1@yahoo.com	Phum Sat Pong, Sat Pong Commune
16	Handicap International (HI)	INGO	Claire Perrin Houdon	Inclusion coordinator	023 214 504 012 819 563	coordo-inclusion@hicambodia.org direction@hicambodia.org	N. 6, Street 348, Phnom Penh
17	Hagar Cambodia	INGO	Min Setha	CLC Manager	012 725 218	min.setha@hagarproject.org	#354i, Street 518
18	Homeland	CNGO	Mao Lang	Executive Director	053 952 911 012 881 784	mpkbtb@camintel.com	#767, Group 18, Dam Spei Village, Sla ket commune, Battambang province



N°	Organization	Org Types	Contact Name	Position	Tel	E-mail	Address
19	International Cooperation Cambodia	INGO	Ari Vitikainen	Education Adviser	012 876 210 023 213 100	educate@icc.org.kh	#13, Street 475 (404), Tomnup Tuck, Khan Chamkarmon, Phnom Penh
20	Intervida World Alliance (INWA)	INGO	Mr. Enrico Campiglia	Executive Director	023 222-683	info.kh@inwa.org admin.kh@inwa.org	No 43Z40, Street 466, Chamkarmon, Phnom Penh, Cambodia
21	Jesuit Service Cambodia	INGO	Denise Goghlan	Representative	023-880 139	jrscam@forum.org.kh	# 96, Street 592, Toul kork, Phnom Penh
22	Kampuchean Action for Primary Education (KAPE)	CNGO	Mr. Sao Vanna	Executive Director	012-342-322	kape@kapekh.org	Teacher Training College, Kampong Cham province
23	Khmer Cultural Development Institute (K.C.D.I)	CNGO	Nam Phanath	Executive Director	011 435 283	kcdikp@yahoo.com	1 Ousaphea village, Kampong Kandal commune, Kampong Bai District, Kampot
24	Khmer Development Organization	CNGO	Phai Da Rot	Executive Director	016 506 977 012 756 559	kdo_org007@yahoo.com	#81C, Street 355, Sangkat Boeng Kak I, Khan Toul Kok, Phnom Penh
25	Khmer Youth Association	CNGO	Chiv YouMeng	President	012 772 271	president@kya-cambodia.org meng_kya@yahoo.com	#135A, Street 259, Sangkat Toek La-ak I, Khan Toul Kok, Phnom Penh
26	Khmer Youth Camp for Culture	CNGO	Khorn Sovithy	Executive Director	012 736 166	info@kycc4peace.org	# 236 Street 376 Boeng Keng Kang III, Khan Chamkar Morn
27	KnK network Cambodia	CNGO	Kong Sophea	Executive Director	012 658 162 053 952 759	knknetworkcambodia@online.com.kh	Chamkar Reusey village, Prek Preah Sdach commune, Battambang district, Battambang province
28	Krousar Yoeung	CNGO	Mrs. Ky Samphy	Executive Director	012-706-417 023-884-804	krousaryoeung@online.com.kh	# 54, Street 606, Sangkat Boeung Kok II
29	Maryknoll	INGO	Regino Pellicore	Country Representative	023-211-731 012-994-441	mkskhmer@online.com.kh	# 29, Street 95, Boeng Keng Kang III

N°	Organization	Org Types	Contact Name	Position	Tel	E-mail	Address
30	Mith Samlanh/ Friends	INGO	Ms.Mob Soumaya	Director	023-220 596 012-852-406	friends@everyday.com.kh	# 215, Street 13 Sangkat Chey Chomneas, Khan Daun Penh
31	Mlup Baitong	CNGO	Mr. Var Moeun	Director	012-782-536 023 214 409	mlup@online.com.kh vamoeun@online.com.kh	# 37B, Street 113, Sangkat Boeng Keng Kang II
32	New Humanity	INGO	Roqueplan Herve	Country Director	012-591-207 023-882-304	hroqueplan@nhcam.org officepnp@nhcam.org	# 19, Street 317, Sangkat Boeung Kok I Toul Kork, Phnom Penh
33	Operation Enfants de Battambang	CNGO	Mrs. Tith Davy	Executive Director	053-952-752 012-910-095	oeb@camintel.com	# 23, Sophy 2 Village, Ratanak Commune, Battambang district, Battambang province
34	Partnership for Development in Kampuchea (PADEK)	INGO	Bou Chanthou	Executive Director	012 813 169 023 216 224	Padek@everyday.com.kh	#72, Street 360, Phnom Penh, Cambodia
35	Phnom Kang Rey Association	CNGO	Mr. Ouk Sameth	Director	011-908-071 092-903-908	Kangreikcg@hayoo.com	Mong Baraing Village, Pa- Ei Commune
36	Plan International	INGO	Pedrito Sandy M. Fortuna	Executive Director	023-217-214	Cambodia.CO@plan-international.org	#99-100, Street Preah Sothearos, Sangkat Tonle Bassac, Chamkarmorn
37	Pour un Sourire d'Enfant	INGO	Pin Sarapich		012 900 578 023 995 660	saracich@site-pse.org	Trea village, Sangkat Stoeung Mean Chey, Khan Mean Chey, Phnom Penh
38	Protect the Earth, Protect Yourself (PEPY)	INGO	Daniela Papi	Director	023 222 804	danielapapi@gmail.com, measvannaaline@yahoo.com	#14, Street 312
39	Puthi Komar Organization (PKO)	CNGO	Lim Sophea	Executive Director	053 730 347	pko@pkocambodia.org	Group 8, Romchek 3 village, Rattanak commune, Battambang district, Battambang province
40	Room to Read	INGO	Chea Phon	Program Director	012-400 566 023-224-455	info@roomtoreadcam.org	#249A, Street 51, Sangkat Boeng Keng Kang I

N°	Organization	Org Types	Contact Name	Position	Tel	E-mail	Address
41	Save the Children Australia (SCA)	INGO	Pheap Roda	Coordinator	012 912 834	gc_epc@sca-cambodia.org	Villa 51, Street 352
42	Save the Children Norway- Cambodia Office		Mr. Knut Harald Ulland	Country Representative	023-211-972 023-216-232	rb.cambodia@scn.online.com.kh	# 18, St. 57/294, Sangkat Boeung Keng Kang I, Phnom Penh
43	Schools for Children of Cambodia (SCC)	INGO	Andrea Messmer	Executive Director	012 545 530	andrea.messmer@schools4cambodia.org	Svay Dungkum Primary School, Svay Dungkum village, Siemreap district, Siem Reap province
44	Shanti Volunteer Association	INGO	Katsumasa Yagisawa	Country Director	023 219 080/ 023-220 864	sva.pnp@online.com.kh sva.info@online.com.kh	#28 Sangkat Olumpic, Khan Chamkarmon
45	Soutien a' l'Initiative Privée pour l'Aide a' la Reconstruction	INGO	Hok Sothik	Director	023 212 407	siparpp@online.com.kh	9 rue 21, Chamkarmorn, Phnom Penh
46	Sovannphoum	CNGO			023 883 523	sovannphoum@online.com.kh	#48, Street 608, Sangkat Boeng Kak II, Toul Kork, Phnom Penh
47	Street Children Assistance & Development Program		Mrs. Yim Sokhary	Executive Director	012-845-965/ 023-217-754	info@scadp.org.kh	#159, street Paster, Sangkat Boeng Rang, Khan Daun Penh
48	Wattanak Pheap Project	CNGO	Chim Rina	Coordinator	012 583 861 052 391 508	wpkkr@yahoo.com wp@online.com	Kandal village, Kbal Trach commune, Krokor district, Pursat province
49	Women Development Association (WDA)	CNGO	Soreach Sereithida	Executive director	023 720 807	wda05@yahoo.com	#69D, Street 97, Group 31, village 5, Sangkat Phsar Deum Thkov, Chamkarmon, Phnom Penh
50	World Vision Cambodia	INGO	Mr. Ket Chanto	Program Coordinator	012-887-714	cambodia@wvi.org	# 20, Street 71, Sangkat Tonle Bassac

## Appendix 2: Survey Form



**NGO Education Partnership**  
#11A, Street 248, Vealvong, 7 Makara, Phnom Penh,  
Cambodia  
Tel: 023 224 774, Email: [info@nepcambodia.org](mailto:info@nepcambodia.org)  
Website: [www.nepcambodia.org](http://www.nepcambodia.org)

### Education for All (EFA) Survey

As part of our the Global Campaign for Education the NGO Education partnership has agreed to do a report on Civil Society Participation in Education For All. To help us with that report we are asking our member organizations and other CSOs to fill out a short survey (attached) about what they are doing to help realize the six EFA goals.

The information you provide will help with the ongoing development of the Global Campaign for Education and highlight the work being done in Cambodia. We thank you for your help.

Please read the instructions below and return the completed survey to NEP by December 29, 2007.

Sincerely,  
Seng Hong,  
Executive Director, NEP

#### INSTRUCTIONS:

##### Part 1 – Survey

Please consider each of the six EFA goals and briefly comment on what your organization is doing to achieve that goal. Try to add specific details, like how many people are receiving service. If it is not doing anything specifically toward a particular goal please write NA (Not Applicable).

##### Part 2- Organizational Information

Please fill in organizational information section

#### SAMPLE:

Education for all Goal	What your organization is doing toward achieving the goal
<b>GOAL 1 -Early Childhood Care and Education</b> Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children	N.A.

<p><b>GOAL 2 – Access to Education</b> Ensuring that by 2015 all children, particularly girls, children in difficult situations and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.</p>	<p>Providing monthly scholarship of \$5 for 25 girls in grades 7-9</p> <p>Developing basic education reading materials in Pnaong language.</p> <p>Built schools in 6 remote villages in Mondulkiri</p>
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**Part 1 - EFA Survey**

Education for All Goal	What your organization is doing (if anything) toward achieving the goal
<p><b>GOAL 1 - Early Childhood Care and Education</b> Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children</p>	
<p><b>GOAL 2 - Access to Free Education</b> Ensuring that by 2015 all children, particularly girls, children in difficult situations and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.</p>	
<p><b>GOAL 3 – Appropriate learning and life skills</b> Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills</p>	
<p><b>GOAL 4 – Adult Literacy</b> Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults</p>	
<p><b>GOAL 5 – Gender Equity</b> Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with the focus on ensuring girls' full and equal access to and achievement in basic education</p>	
<p><b>GOAL 6 – Quality of Education</b> Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and lifeskills.</p>	

**Part 2 - Organizational Information**

Name of organization	
Purpose of organization (mission or aim)	
Executive Director or Coordinator	Phone number:
Street Address	Fax number:
Mailing address (if different)	Email: Website: