



ភាពជាដៃគូរបស់វិទ្យាសាលាស្រូវស្រែ
NGO EDUCATION PARTNERSHIP

2008 EDUCATION NGO REPORT



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Table of Contents

List of Tables	iv
List of Figures	iv
ABBREVIATIONS	v
FORWARD	vi
EXECUTIVE SUMMARY	vii
I. INTRODUCTION	1
Purpose	1
Methodology	1
Scope & Limitations	1
II. EDUCATION POLICY & PROGRAM IMPLEMENTATION	2
ESP/ESSP Mid-Term Review	2
MoEYS' Annual Operating Plan and Education Congress	2
Joint Monitoring Indicators (JMIs)	3
III. 2008 EDUCATION BUDGETS	4
Government	4
Financing Cooperation	4
2008 Education NGO Contributions	5
Fast Track Initiative (FTI)	5
IV. Overview of Current Education NGO Sector	5
Geographical Location	6
Financial Support for Education NGOs	9
V. EDUCATION NGO CONTRIBUTIONS BY SUB-SECTOR	10
5.1 Early Childhood Care and Education (ECCE)	10
5.2 Primary Education	11
5.3 Secondary Education	13
5.4 Scholarships for Disadvantaged Children	14
5.5 Non-formal Education	15
5.6 Strengthening of Quality and Efficiency of Higher Education	18
5.7 Services to Vulnerable Populations: HIV/AIDS Awareness, Children/Youth with Disabilities, Ethnic Minorities and the Very Poor	18
5.8 Teacher Training and Development	20
5.9 Other NGO Activities	20
VI. Networking with Government Agencies	21
VII. NGOs Providing Non-Financial Support	22
7.1 Infrastructure Assistance	22
7.2 Provision of Salary Incentives	22
7.3 Technical Assistance	23
7.4 NGO Networks	23

VIII. RECOMMENDATIONS.....	23
8.1 Increase Government and Education NGO Collaboration at Provincial and District Levels.....	23
8.2 Education Funding.....	24
8.3 Work together to offer more coordinated, meaningful support to vulnerable populations.....	24
ANNEXES.....	26
Annex A: Survey Form.....	27
Annex B: List of Respondents.....	37
Annex C: NGO Networks.....	43

List of Tables

Tables	Page
Table 1: Education Budget Contributions by Government	4
Table 2: Development Cooperation Disbursement for Education Sector.....	5
Table 3: Education NGO Project Focus.....	7
Table 4: Number of Surveyed NGOs by Sub-Sector.....	10
Table 5: Achievements of NGOs Working in ECCE	11
Table 6: Challenges for NGOs Working in ECCE	11
Table 7: Achievements of NGOs Working in Primary Education.....	12
Table 8: Challenges for NGOs Working in Primary Education.....	13
Table 9: Achievements of NGOs Working in Secondary Education.....	14
Table 10: Achievements of NGOs Providing Scholarship Programs.....	15
Table 11: Achievements of NGOs Working in Non-formal Education	16
Table 12: Challenges of NGOs Working in Non-Formal Education.....	17
Table 13: Achievements of NGOs Working with Vulnerable Populations.....	19
Table 14: Education NGOs and Government.....	21
Table 15: Infrastructure Development Supported by Surveyed NGOs.....	22
Table 16: Staff Seconded to Work with NGOs.....	22

List of Figures

Figures	Page
Figure 1: Distribution of Surveyed NGOs by Geographical Areas.....	6
Figure 2: Distribution of Education Projects by Geographic Areas.....	7

ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AMIS	Aid Management Information System
AOP	Annual Operational Plan
ASPBAE	Asian South Pacific Bureau of Adult Education
CFS	Child Friendly School
DoE	District Office of Education
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information Systems
ESSP	Education Sector Support Program
ESWG	Education Sector Working Group
ESP	Education Strategic Plan
FTI	Fast Track Initiative
GCE	Global Campaign for Education
HIV	Human Immunodeficiency Virus
ISF	Informal School Fees
INGO	International Non-governmental Organization
JMI	Joint Monitoring Indicator
JTWG-ED	Joint Technical Working Group for Education
MoEYS	Ministry of Education Youth and Sport
NEP	NGO Education Partnership
NGOs	Non-Governmental Organizations
PoE	Provincial Office of Education
ODA	Official Development Assistance
RGC	Royal Government of Cambodia
RUPP	Royal University of Phnom Penh
SY	School Year
UN	United Nations
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas

FORWARD

The *2008 Education NGO Report* seeks to provide an accessible, qualitative overview of what is happening in education, reported through an education NGO lens. It is intended to reflect the nature of education NGO work which deals with challenging issues at national, sub-national and grassroots levels. We hope this information will help a broad readership address priorities for change.

NGO Education Partnership (NEP) could not have produced this report without the full cooperation of the 80 education NGOs that took the time to complete the comprehensive National Education NGO Inventory survey. Special thanks go to NEP member and non-member organization staff who organized and hosted meetings with survey respondents in the provinces.

We would also like to thank those NEP members—Hervé Roqueplan of New Humanity, Luise Ahrens of Maryknoll, Jan Noorlander of CARE Cambodia and Linda Parton of VSO who have reviewed the draft report and provided comments and information in support of a current and accurate account of issues, activities and opportunities within each of the education sub-sectors.

Our core development partners also played an important role in providing financial support for this year's report. We would like to thank UNICEF, one of NEP's two core development partners, for funding our 2008 National Education NGO Inventory Survey and Hiro Hattori and Tim Phalmean for their development assistance with the National Education NGO Inventory survey instrument. Funding from Misereor made possible the additional resources needed to produce the report.

NEP's Executive Director, staff and VSO's Management Advisor were actively involved in data collection from NEP members and non-members. NEP's National Research Officer, Ang Sopha, once again led the research and development effort for this year's report.

EXECUTIVE SUMMARY

Introduction

The 2008 Education NGO Report highlights the main activities, contributions and challenges of education NGOs in their ongoing efforts to improve access to and quality of education in Cambodia. This report is intended to serve as a tool for planning and dialogue by NGOs, government and development partners and others working in Cambodia's education sector.

This report uses both primary and secondary data. Primary data was collected through field interviews with 80 education NGOs in 18 provinces, and Phnom Penh. Secondary data was obtained through the Ministry of Education Youth and Sports' (MoEYS') Education Management Information System (EMIS), the annual education budgets, and *The Report on the Education, Youth and Sport Performance for the Academic Year 2007-2008*.

Education Policy & Program Implementation

In 2008, good progress was made in building closer links between the education NGO sector, government and development partners on policy-related issues. Besides the Education Sector Working Group (ESWG) and the Joint Technical Working Group for Education (JTWG-ED), NEP and its members provided inputs and feedback on issues including:

ESP/ESSP Mid-Term Review

NEP participated in MoEYS' Mid-Term Review Forum and solicited input from NEP members on progress made with ESSP/ESP implementation. NEP also organized a three-day workshop for its members on policy and program monitoring and evaluation to promote greater education NGO participation in future policy dialogue.

MoEYS Annual Operating Plan and Education Congress

MoEYS and development partners encouraged NEP to provide education NGO activity and budget information for MoEYS' 2009 Annual Operating Plan. NEP responded by providing information from 11 NGOs with annual education budgets of US\$200,000 and over. This kind of information sharing encourages better understanding among government and development partners of the important contributions of education NGOs.

Joint Monitoring Indicators (JMIs)

NEP and its members expressed concern regarding the quantitative and national nature of education indicator targets which do not reflect the realities of vulnerable and marginalized populations. NEP is encouraged by the new target that addresses primary level promotion rates and the needs of those living in rural and remote areas.

2008 Education Budget

While the 2008 national education budget increased by 14% between 2007 and 2008, its proportion of the national budget decreased by 1.1 point. According to *The Report on The Education, Youth and Sport Performance for the Academic Year 2007-2008*,

financing cooperation for education sector declined slightly by 0.2% during the same period.

Table 1: Education Budget Summary – Government & Development Partners

Years	Approved National Budget (in USD millions)	Education Sector Approved Budget (in USD millions)	Financing Cooperation (in USD millions)
2006	583.9	106.9	79.7
2007	686.1	132	88.2
2008	832.4	150.4	88.0

Source: MoEYS Department of Economics and Finance, *The Report on the Education, Youth and Sport Performance for the Year 2007-2008*

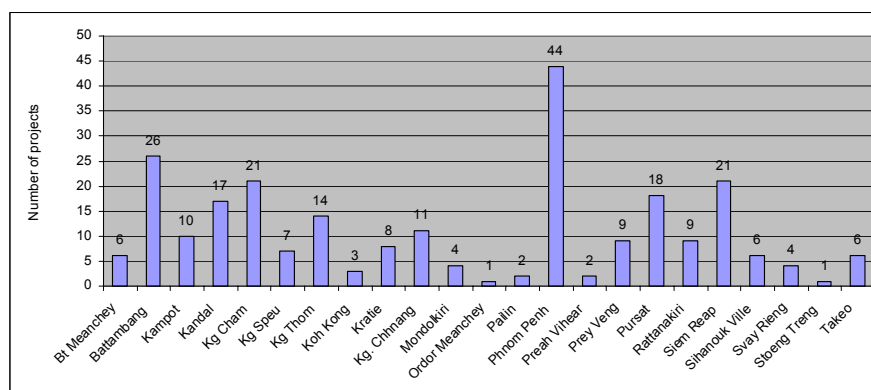
Overview of NGO Education Sector Activity

Geographic Location

The largest number of surveyed NGOs (32) is based in Phnom Penh, followed by Battambang, Pursat and Kampong Chhnang provinces. Nineteen (19) of Phnom Penh-based NGOs have sub-offices at the provincial level.

The 80 surveyed NGOs implement a total of 250 education projects across the country. The graphic below depicts the geographical distribution of these projects.

Figure 1: Geographic Location of Education NGO Projects



Financial Support for Education NGOs

Almost all surveyed NGOs are entirely dependent on financial support from development partners, meaning that education NGOs in Cambodia are vulnerable to potential negative impacts associated with the global financial crisis.

There is a wide gap between the education budgets of local and international NGOs. While 65% of surveyed local NGOs have an annual education budget of less than US \$75,000, only 15% of surveyed international NGOs have an annual education budget in this range.

Education NGO Contributions

NGO projects are classified according to some of the main Sub-Programme areas used in MoEYS' 2009 Annual Operating Plan. The table below shows the number of surveyed NGOs by education sub-sector.

Education Sub-Sector	# of NGO Responses	%
Non-formal Education	40	50
Primary Education	33	41
Scholarships for Disadvantaged Children	25	31
ECCE	12	15
Services to Vulnerable Populations: HIV/AIDS Awareness, Children/Youth with Disabilities, Ethnic Minorities and the Very Poor	9	11
Secondary Education	8	10
Higher Education	4	5
Teacher Training Development	3	4
Other NGO Activities	12	15

n=80

Early Childhood Care and Education

The main activities of NGOs working in early childhood education include the provision of preschool food nutrition services for children from three to five years old and recruitment and support of community preschool teachers.

Surveyed NGOs reported that their projects have enabled more children to gain access to preschool, receive nutritious food and develop enough self-confidence to enroll in grade 1. Some NGOs encountered difficulties including limited participation from parents who are focused on earning an income. Small children taken to the field by their parents also disturbed their preschool attendance.

Primary Education

Collaborative efforts involving government, development partners and NGOs have supported an increase in the net primary enrolment ratio from 92.1 in 2006/2007 to 93.3 in 2007/2008. NGOs working in this sub-sector provide scholarships, study materials and support for increased school access for poor and disadvantaged children.

Surveyed NGOs reported that, as a result of their work, children received support in their studies, the promotion rate among students improved, and schools and libraries were constructed. Limited resources and children dropping out were the main challenges for these NGOs.

Secondary Education

The net lower secondary enrolment ratio of 34.8 in 2007/2008 falls far below that compared to that at the primary level of 93.3 in the same year. Surveyed NGOs provided materials to students, created computer lab and provided accommodation for poor students living far from school. The high cost of electricity and maintenance were barriers for NGOs trying to improve access to technology.

Scholarship for Disadvantaged Children

One way of enabling poor children to continue their studies is through the provision of scholarships — cash, in-kind, and a combination of cash and in-kind. Scholarship programs enabled disadvantaged children to finish primary or secondary school, indigenous minority children to gain access to English training, and improved class attendance and learning outcomes. The limited size of scholarships and students using cash scholarship for things other than their studies presented challenges for surveyed NGOs.

Non-Formal Education

Fifty percent of surveyed NGOs reported that they were offering services in the sub-sector of non-formal education. Their services were mainly focused on vocational training, literacy classes and social issue awareness-raising. The progress made by these NGOs includes integrated non-formal education to help drop-out students enter public school.

Surveyed NGOs also provided vocational training to youths and vulnerable adults to help them find jobs or set up businesses, and to make villagers more aware of social issues such as trafficking and drug use. Some of the difficulties faced by these NGOs included low commitment of skills trainees and irregular participation among literacy participants because of limited or no encouragement from family.

Strengthening of Quality and Efficiency of Higher Education

New Humanity and Maryknoll implement their projects in tertiary education to support the Master Programs at the Royal University of Phnom Penh. Three other NGOs are working to address the needs of scholarships for poor and disabled students seeking access to undergraduate studies.

Services to Vulnerable Populations

The needs of vulnerable populations such as people with HIV/AIDS and disabled children require special attention. Surveyed NGOs designed projects aimed at raising awareness on the issues of HIV/AIDS, helping vulnerable populations gain access to their basic rights and supporting disabled children in their studies. Funding shortages and the special needs of vulnerable children continue to present difficulties for these NGOs.

Teacher Training Development

Three surveyed NGOs are working to build the capacity of state teachers. Through the Mainstreaming Inclusive Education Program, Voluntary Service Overseas (VSO) worked closely with school directors and teachers of 85 model schools and provided small grants to more than 264 schools in six provinces. VSO volunteers worked with MoEYS' Teacher Training Centers to support stronger management capacity at central, Provincial and District levels.

Other NGO Activities

Twelve other surveyed NGOs implemented awareness initiatives to promote eco-tourism and natural resource management, and improved agricultural activities.

Networking with Government Agencies

Surveyed NGOs are working directly with government at all levels. Local authorities appear to play a particularly important role in supporting the work of NGOs at the community level. NGOs have also worked with state school directors and teachers to improve levels of quality.

Other Forms of Direct Assistance

Surveyed NGOs provided infrastructure assistance to improve the school environment and facilities. Some NGOs provided supplements to teachers' salaries as a means of helping to abolish informal school fees and improve teacher morale and education quality. NGOs also provided technical assistance, including teaching assistance mentioned previously, to MoEYS and education NGOs.

RECOMMENDATIONS

Collaboration Survey findings point to the value of and continued need for strong collaboration among all education stakeholders in order to improve education quality and accessibility. Given limited resources, a more strategic and coordinated effort involving all key partners is essential for future success.

NEP is willing to facilitate initial discussion between NGO and government at the sub-national levels and will share best practice examples of collaboration.

Funding Given such widespread funding problems experienced by education NGOs, development partners are encouraged to continue their support for education NGOs in Cambodia to ensure that education NGOs will be in a position to bridge gaps and support MoEYS' ESP/ESSP implementation.

NEP is committed to contributing NGO activity and budget information to MoEYS' Annual Operating Plan. In addition, NEP will host a forum where NGOs and development partners can discuss education funding issues and priorities.

Working together to support vulnerable populations The national survival rate for grades 1- 6 of 52.5 in 2006/2007 is low compared to the enrolment rate of 92.1 for the same year. This reflects the continued need for improvement of quality and accessibility of education, particularly for vulnerable populations and especially in the poor rural and remote areas. Strong collaboration among key education stakeholders is required to better understand constraints related to education quality and access for vulnerable populations.

NEP will establish a working group to facilitate a better understanding of the issues and needs of vulnerable groups. It will then share findings with MoEYS and development partners.

I. INTRODUCTION

Purpose

Education NGOs continue to play a crucial role in advancing the state of education in Cambodia. This report on NGO activities, contributions and challenges is intended to serve as a tool for dialogue and planning by NGOs, government and development partners and others concerned with education issues and impacts.

Methodology

The 2008 Education NGO Report provides an overview of NGO challenges, activities and contributions to education, based on:

- Findings from NEP's 2008 National Education NGO Inventory Survey. The Survey, conducted by NEP management and staff, produced quantitative and qualitative data, gathered from 80 education NGOs throughout Cambodia (*see Annex A for survey form and Annex B for list of respondents*);
- Statistics provided by the Ministry of Education, Youth and Sports (MoEYS) through the Education Management Information System (EMIS, 2007-2008);
- Education budget information obtained from The Education, Youth and Sport Performance for the Academic Year 2007-2008 Report, and MoEYS' Department of Finance; and
- Comments from key stakeholders concerning education sub-sector issues and activities.

Scope & Limitations

Sample Group: The targets for research supporting this report were 80 international and national education NGOs, comprising 46 NEP members and 34 non-members. NEP made a strong effort to gather data from organizations in urban, rural and remote areas to produce a valid sample for the report.

Statistical Data: The statistics gathered through EMIS reflect the most current data for 2007-2008. Where more current data is available through other sources, it is used and referenced.

Financial Data: The fiscal years of some respondent organizations follow the school year and their annual budgets incorporate 2008 and 2009 activities. Some of the data in this report reflects financial data for activity that started and finished in 2008 and, in some cases, includes 2009 activities. It should be noted that project budgets may include salaries and other administration costs.

II. EDUCATION POLICY & PROGRAM IMPLEMENTATION

MoEYS has demonstrated increasing interest in NGO contributions to policy and policy implementation discussions during the past year, with more frequent requests from senior Ministry officials for information on education NGO activity.

The main mechanisms for communication with government, development partners and NEP and its members are the Education Sector Working Group (ESWG) comprising development partners and five NEP members, and the Joint Technical Working Group for Education (JTWG-Ed), comprising senior officials from the Ministry of Education, Youth and Sport, development partners and five NEP members.

Other opportunities for NEP and its members to provide inputs and feedback on policy and policy implementation-related issues have included:

ESP/ESSP Mid-Term Review

In March 2008, MoEYS' Department of Planning invited NEP and its members to comment on progress being made with ESP/ESSP implementation. Few NEP members responded to this opportunity because many education NGOs lack the staff capacity or experience to monitor and evaluate policy implementation. NEP responded by offering a three-day workshop for its members on policy and program monitoring and evaluation.

There is a need to deepen the understanding of current policy initiatives and implementation issues within the education NGO sector and to more actively engage education NGOs throughout Cambodia in the education policy monitoring and evaluation process. One of NEP's top priorities for 2009/2010 is to address this need.

MoEYS' Annual Operating Plan and Education Congress

Annual Operating Plan

The 2009 Annual Operating Plan, prepared by MoEYS' Department of Planning, offers an overview of Ministry activities by programme, e.g. basic education, higher education, and sub-programme areas, e.g. primary education, non-formal education. Development partners and education NGOs (through NEP) were invited by MoEYS to contribute information on their activities, planned results, budgets and technical assistance.

This is the first time that NGO contributions (11 major projects of US \$200,000 and over) have been reflected in MoEYS' annual planning process. Inclusion of NGO contributions to education in this process is an important step forward in building a better understanding among government and development partners of the role of NGOs in advancing education in Cambodia. MoEYS, development partners and NEP will work together to refine this process so that the contributions of NGOs working in all education sub-sectors can be fully and accurately reflected.

Education Congress The Education Congress in March 2009 offers an important opportunity for education NGOs to engage in discussions with government and development partners on key issues and opportunities for education in Cambodia. NEP's Executive Director, In Samrithy, and Kurt Bredenburg from KAPE and World Education represented education NGOs on the Permanent Secretariat which provides input on the Congress design.

Joint Monitoring Indicators (JMIs)

Another important initiative that has received education NGO input through NEP is the revision of the Joint Monitoring Indicators (JMIs) that are used by government, development partners and NEP to monitor and evaluate progress made in key areas of Cambodia's education system.

NEP and some of its members were concerned that quantitative national education statistics did not reflect the realities of vulnerable and marginalized groups, including people with disabilities, ethnic minorities and the very poor, particularly those living in rural and remote communities. NEP has also expressed concerns that education quality needs to be reflected in the JMIs.

In discussions with development partners, NEP encouraged a change from the previous JMI target, which focused on national net enrolment and survival rates at the primary level. NEP expressed concern that greater attention needed to be paid to primary level promotion, particularly in rural and remote areas.

FORMER JMI TARGET	ACTIONS NEEDED
3. Improved opportunities for primary education	1. Increase the net enrolment in primary school (total, and by sex)
	2. Increase the survival rate from grades 1 to 6

NEP believes the new indicator target below represents an important shift to a more qualitative assessment of progress involving issues of access, inclusion and quality, particularly in rural and remote regions.

CURRENT JMI TARGET	ACTIONS NEEDED
3. Increase promotion rate of students in primary education from 78.6% in SY2006/07 to 84% in SY 2008/09	1. Reducing the percentage of incomplete schools from 21% in SY 2007/08 to 18% in SY 2008/09 and deploying 95% of newly trained teachers to under-staffed schools and in remote areas.
	2. Revising grade promotion regulation and ensuring implementation of the regulations in education programs supported by development partners.

In the next year, NEP will encourage government to intensify its focus on teacher motivation and factors that include a fair, living wage for teachers linked to the cost of living, timely distribution of salaries, and standards for the provision of teacher incentives¹.

NEP is encouraged by the growing number of opportunities for meaningful dialogue with development partners and government policymakers on education policy, program implementation and budget discussions.

Our collective task is to translate these discussions into meaningful outcomes.

III. 2008 EDUCATION BUDGETS

Government

The 2008 national budget for education was over US\$150.4 million, an increase from over US\$132 million budgeted in 2007, and up from over US\$106.8 million in 2006.

It should be noted that, while the education budget increased by 14% between 2007 and 2008, the percentage of total government spending on education actually decreased by 1.1 points.

Table 1: Education Budget Contributions by Government

Years	Approved National Budget (in USD)	Education Sector Approved Budget (in USD)	% of Education to National budget
2006	583,858,525	106,892,382	18.3%
2007	686,136,034	132,043,531	19.2%
2008	832,386,143	150,423,216	18.1%

Source: MoEYS, Department of Economics and Finance²

While a presentation of actual relative to projected MoEYS education budget expenditures would be most meaningful, complete budget information is difficult to access. Given ongoing efforts by government to improve financial management system capacity and transparency, NEP hopes to include more comprehensive government education budget information in future reports.

Financing Cooperation

While the annual financing cooperation for education sector increased by almost 11% in 2007 from 2006 as a result of significant commitments made by emerging major development partners such as China, funding for 2008 reflects a slightly decline of 0.2% from the previous year (see Table 2).

¹ *Valuing Teachers*, the VSO-sponsored report released by NEP in December 2008, addresses these issues extensively.

² These budgets were converted from Khmer Riel into USD currency at the exchange rate of 1USD=4135 Riels.

Table 2: Financing Cooperation for Education Sector (in US\$ million)

	2006	2007	2008
Financing Cooperation	\$79.7	\$88.2	\$88.0

Source: Report on The Education, Youth and Sport Performance for the Academic Year 2007- 08

The Council for the Development of Cambodia (CDC) is making a strong effort to encourage full and meaningful reporting from all official development partners on their funding data. More information on official development assistance can be found in the comprehensive *2008 Aid Effectiveness Report* and the CDC database: www.cdc-crdb.gov.kh/.

2008 Education NGO Contributions

Survey respondents were asked to provide project budgets. Seventy-one (71) of the 80 surveyed NGOs reported 2008 project budgets amounting to over US\$16 million.³

NEP's National Education NGO Inventory Survey will be refined during 2009 and 2010, in collaboration with education NGOs, development partners and MoEYS. With even stronger participation among education NGOs, and greater disclosure of education NGO budget information, NEP hopes to report more extensively on education NGO financial contributions in the *2009 Education NGO Report*.

Fast Track Initiative (FTI)

According to the World Bank, "the objective of the Fast Track Initiative Catalytic Fund Project for Cambodia is to speed up progress towards improved grade one right-age entry, net enrollment, retention, progression rates, and grade six completion rates in primary education. Early Childhood Education and primary classrooms will be added in existing school sites in order to provide a full cycle of education, from kindergarten through grade six".

The US \$57.4 million injection of FTI funding for education in Cambodia offers MoEYS an exceptional opportunity to enhance its efforts to improve education quality, access and institutional capacity. NEP sincerely hopes that greater progress will be made on the implementation of FTI-supported initiatives and encourages MoEYS to share updates on progress made. NEP is prepared to facilitate engagement of education NGOs in support of timely and effective FTI implementation at the community level.

IV. Overview of Current Education NGO Sector

The actual number of education NGOs in Cambodia is hard to establish. AMIS has reported that 114 education NGOs registered with MoEYS implemented 217 educational projects in 2008. However, the actual total is higher due to limited

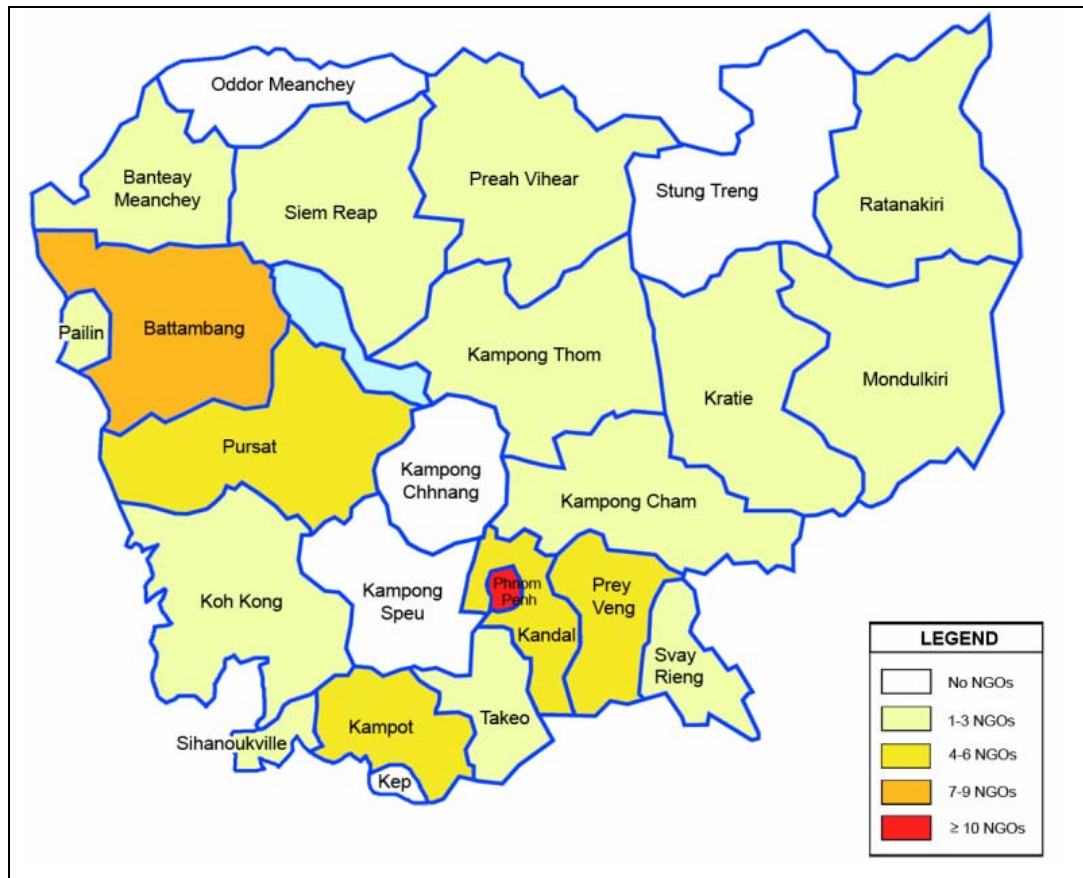
³ It is important to note that the fiscal years of some surveyed NGOs follow the school year and that their annual budgets incorporate 2008 and 2009 activities. Therefore, this total contribution reflects budgets for activity that started and finished in 2008, and in some cases, includes 2009 activities.

registration by NGOs with MoEYS. In fact, thirty-eight, or 48%, of the 80 education NGOs participating in NEP's 2008 survey have not yet registered with MoEYS.

Geographical Location

As Figure 1 illustrates, the largest number of surveyed NGOs are based in Phnom Penh⁴, followed by areas located on the Cambodian-Thai border, e.g. the City of Battambang; Kampong Cham, a high population density area; and rural/poor provinces like Pursat and Kampong Thom.

Figure 1: Distribution of Surveyed NGOs by Geographical Areas



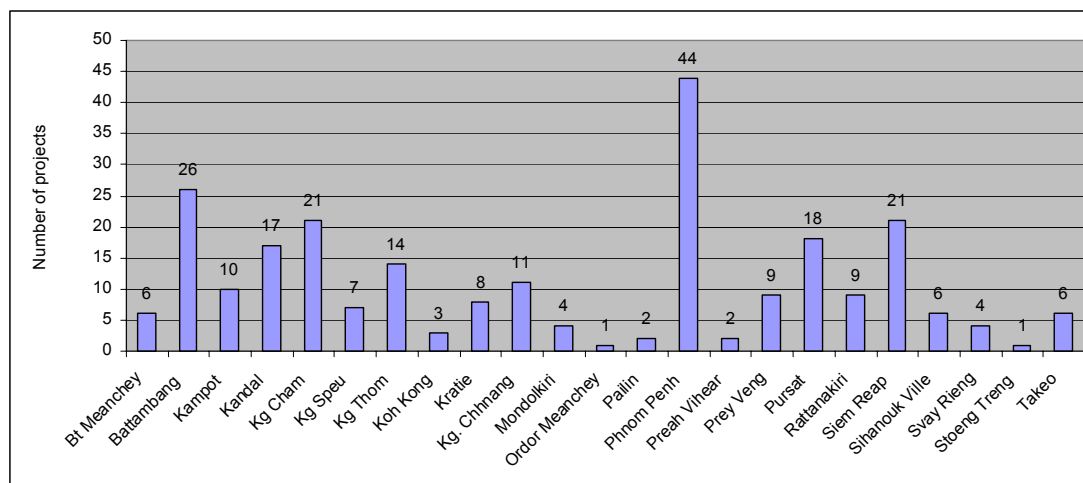
Note: This map represents the number of education NGOs that NEP staff interviewed in each province/city. It does not represent the total number of education NGOs in each province/city.

While the majority of surveyed NGOs are headquartered in Phnom Penh, most operate at the provincial level as well. For example, 19 of the surveyed Phnom Penh-based NGOs have sub-offices or projects based in at least two provinces.

⁴ There are 32 surveyed NGOs headquartered in Phnom Penh. It should be noted that, in several cases, NGOs were interviewed at two sub-offices at the provincial level.

The figure below depicts the geographical distribution of 250 projects⁵ implemented by the 80 surveyed NGOs.

Figure 2: Distribution of Education Projects by Geographic Areas



Scholarships for poor students were the most prevalent focus of the 80 surveyed NGOs. These NGOs provide opportunities for poor children to gain access to education. Many NGOs are striving to build a bridge for poor children to at least finish their basic education towards gaining professional skills and gaining future jobs.

Table 3: Education NGO Project Focus

No.	NGO Project Focus	# of Projects
1	Scholarships for poor students	25
2	Vocational skills training	19
3	Literacy classes	15
4	Provide study materials/food/bicycle	15
5	Preschool/daycare/kindergarten	14
6	Libraries (fixed and mobile)	13
7	Awareness raising (gender, basic rights, drug use, local governance and social issues)	13
8	Provide technical support and capacity building	8
9	Livelihood improvements/self-help groups	8
10	HIV/AIDS prevention, care and awareness-raising	8

⁵ It should be noted that total projects listed by the 80 surveyed NGOs totals 183. Reported at the provincial level, the total becomes 250 projects because some NGOs are implementing one project in two or three provinces.

No.	NGO Project Focus	# of Projects
11	Inclusive education	8
12	Providing English classes	7
13	Computer training	7
14	Environmental education	6
15	Health education (primary level)	6
16	School re-entry/re-integration	6
17	Awareness campaigns (child rights and school enrolment)	6
18	Life skills	6
19	Access and quality education (primary)	5
20	Establishing school committees/community youth networks (child-to-child)	5
21	Infrastructure support (school building/school material)	5
22	Orphan and vulnerable children care giving and support	5
23	Teacher awards/capacity building	4
24	Educate parents to send children to school	4
25	Child Friendly School support	4
26	Schooling for deaf and blind children	3
27	Bilingual education for community schools	3
28	Research	3
29	Provide shelter (center)	3
30	Higher education (Masters level program support)	2
31	Community-based rehabilitation	2
32	Developing and publishing of educational materials	2
33	Provision of teaching and learning resources/teacher salaries	2
34	Drop-in centers/support for street/working children	2

n=80

Financial Support for Education NGOs

NEP's survey shows that 78 of 80 education NGOs are entirely dependent on financial support from their development partners. NGOs in this position are vulnerable to funding policy changes that will inevitably occur, given the current global economic situation. In Cambodia, there is also a growing trend in development partner assistance to government in lieu of direct support for NGOs that will present major challenges to NGOs, particularly human rights-related NGOs.

The two surveyed NGOs that generate revenue from other sources used these funds to support service delivery and to supplement the core funding that enables their projects to be self-sustaining.

Khmer Chit Vit Thmey Organization (KCTO) in Kampong Cham operates a project aimed at youth capacity building. In 2008, KCTO used US\$5,000 of income from a credit program to train 200 youths on leadership and management skills.

This self-sustaining program has proven successful. After training, 70% of participating youth obtained jobs with NGOs.

Between 2000 and 2008, 70% of NGOs participating in the 2008 study had obtained long-term (for more than three years) financial support. Of this total, 30% had secured a maximum of three years' funding or small grants from their development partners until 2008.

This funding trend is likely to change in 2009. Of the 80 surveyed NGOs, 54 have already received a funding commitment from their development partners for 2009 project activities. As of November 2008, 24 NGOs were still waiting for replies for 2009 funding. Two NGOs mentioned that their current development partners had given them notice that no further funding would be available beyond 2008.

Education funding levels vary significantly between international and local NGOs⁶. While 67% of surveyed local NGOs had an annual education budget of less than US 75,000 dollars, Only 15% of surveyed international NGOs had an annual education budget in this range. Thirteen local NGOs surveyed had an annual education budget in excess of US\$100,000.

International NGOs such as Save The Children Norway, Plan International, Aide et Action, CARE Cambodia, VSO, World Education and Room To Read had annual education budgets ranging from US\$295,800 to US\$2,503,635. These NGOs implement education projects by themselves and also fund other NGOs -- and in some cases, government -- to expand the scope of their activities and target areas.

⁶ Financial data provided reports on the gross total contribution of NGOs, including salaries and other administration costs.

V. EDUCATION NGO CONTRIBUTIONS BY SUB-SECTOR

Education NGOs continue to serve an essential role in providing services not delivered by government. This section provides more detailed information on the 80 surveyed NGO contributions.

Table 4: Number of Surveyed NGOs by Sub-Sector

Sub-sector	# of NGO Responses	%
Non-Formal Education	40	50
Primary Education	33	41
Scholarship for Disadvantaged Children	25	31
ECCE	12	15
Services to Vulnerable Populations: HIV/AIDS Awareness, Children/Youth with Disabilities, Ethnic Minorities and the Very Poor	9	11
Secondary Education	8	10
Higher Education	4	5
Teacher Training Development	3	4
Other NGO Activities	12	15

n=80

5. 1 Early Childhood Care and Education (ECCE)

MoEYS is working with local authorities, NGOs and development partners to increase the availability of early childhood care and development services. With support from the Fast Track Initiative Catalytic Fund, the ECCE Department reports that MoEYS plans to expand ECCE service in 10 more provinces, starting in 2009.

Twelve of the 80 surveyed NGOs are providing services in early childhood care and education. Activities include the provision of preschool service with food nutrition to children ages three to five years old and support for community preschool teachers to teach and look after preschool children. These NGOs reported that their preschool services enabled more children to attend preschool and that the role of preschool is not only to provide pre-education to children, but to ensure good food and nutrition for children's physical and intellectual development.

Survey respondents also reinforced findings of NEP's study, *The Impact of Preschools on Early Childhood Education in Cambodia*, which explored the contributions of NGO-sponsored preschools to increased net enrolment rates in grade 1, reduced drop-out rates and increased promotion rates.

Table 5: Achievements of NGOs Working in ECCE

Achievements	# of NGO Responses
Additional preschool services in the community enabled more children to attend preschool to learn and get nutritious food	12
Preschool children had the self-confidence to enroll in grade 1 (most demonstrated good study performance)	6
Preschool teachers were selected from the community and received pedagogy training and teaching materials	4
Parents of preschool children understood the importance of education and encouraged their children go to school	2

n=12

Challenges

Limited participation from parents in education activities presented the greatest difficulty for NGOs implementing ECCE programs. Poverty and the need to earn an income continue to present barriers to family support for education and the family's role in a child's education.

The other recurring challenge of seasonal migration of villagers also has an impact on preschool activities as villagers often take their children with them to the fields. Therefore, preschool children are often absent from school.

Table 6: Challenges for NGOs Working in ECCE

Challenges	# of NGO Responses
Low participation from parents in education activities	3
Some families bring their children with them when they migrate seasonally to earn income, e.g. rice harvest	2
Limited collaboration between government (local authorities, teachers) and NGOs	2
Community members' and/or teachers' lack of understanding of children with special needs (those with disabilities or HIV/AIDS)	2
Funds are insufficient, e.g. NGOs, government have no funds to support very poor children	2
Social issues, e.g. land grabbing, trafficking	2

n=12

5.2 Primary Education

Primary education is a crucial foundation, essential for children to develop as people, and an important means of forming professional skills for the future. Education for All

(EFA) is based on the principle that all children have the right to receive a basic education, at no cost.

Collaborative efforts involving MoEYS, education NGOs and development partners have supported an increase in the net primary enrolment ratio from 92.1 in 2006/2007 to 93.3 in 2007/2008. While the survival rate for children in grades 1 – 6 has increased slightly from 49.28 in 2005/2006 to 52.5 in 2006/2007⁷, it remains worrisome.

The primary level survival rate is an issue that needs greater attention and a strong, collaborative effort by government, development partners and education NGOs.

Children who are very poor, disabled or from ethnic minority groups are particularly challenged by barriers to entry and are challenged to remain in the education system for a variety of reasons related to quality, access and poverty. Education NGOs play an important role in providing scholarships, education materials, training and increased access that can enable very poor and vulnerable children to have access to education. To reach ethnic minority students, three surveyed NGOs were providing bilingual education in formal and non-formal systems.

Of the 80 surveyed education NGOs, 33 were implementing a wide range of activities in support of primary education. Activities include the provision of study materials to primary students, library services, environmental awareness and teaching and learning materials for schools.

Table 7: Achievements of NGOs Working in Primary Education

Achievements	# of NGO Responses
Primary school children received support in their studies, including school supplies, uniforms, bicycles	8
NGOs received good support from School Director, Commune Council	5
The promotion rate among students improved, e.g. all poor children who received support from the NGO were promoted to the next level, and the drop out rate decreased	4
More schools were constructed within the community	4
Teaching, reading and learning materials were provided to POE, DOE, school teachers and children	4
A good school environment resulted in better awareness of hygiene	4
Community teachers received ongoing training	3
Parents had a better understanding of children's rights to education	3

⁷ Survival rates statistics for 2007/2008 not available.

Achievements	# of NGO Responses
Teacher salaries were supplemented	2
More libraries were constructed	2

n=33

Challenges

The most common challenge raised by 11 surveyed NGOs working in this sub-sector involved insufficient resources to respond to the needs of their project. Those NGOs working directly at school or community levels reported that they do not have enough teaching and learning materials.

NGOs providing study materials to poor children frequently deal with the issues of student dropouts and children who do not regularly attend classes. These students are often required by their parents to help with household or income generation activities. Some children have also followed parents who migrate seasonally to obtain work. In addition, given levels of poverty and work load, many villagers don't actively participate in NGO programs and activities. Recruitment of teachers in the rural areas also remains a challenge.

Table 8: Challenges for NGOs Working in Primary Education

Challenges	# of NGO Responses
Insufficient resources (teaching materials, reading materials and teachers) at school and community levels	11
Some students drop out or do not attend class regularly because they are needed to help with their parents' work or because their families have migrated elsewhere to find work	6
Villagers are poor, busy earning an income and don't participate in NGO programs	5
Children live very far from school	4
Low salary for teachers	2
Education services are still not good	1

n=33

5.3 Secondary Education

Achievements

The net enrolment ratio in lower secondary schools in 2007/2008 was much lower than the net enrolment ratio in primary school during the same year. The 2007/2008 EMIS data report a net enrolment ratio for lower secondary school of 34.8. This is less than half of the primary school net enrolment ratio of 93.3.

Only eight of the 80 surveyed NGOs were addressing secondary school education.

Table 9: Achievements of NGOs Working in Secondary Education

Achievements	# of NGO Responses
Provided materials to students, e.g. bicycles, study materials	4
Established computer lab	2
Provided accommodation for students along with funds for study costs	2
Helped community build a secondary school	1

n=8

Challenges

The NGOs that established computer labs in schools cited the difficulties of power cuts and high electricity costs. Equipment maintenance and availability of computer instructors were also big constraints to operating a computer lab. Inflation was another issue for NGOs who provide funds for school construction costs and study materials.

5.4 Scholarships for Disadvantaged Children

Scholarship programs are an effective means of encouraging poor and disadvantaged children to go to school. Without special emergency assistance to children, poor families lacking money to buy study materials are unable to enroll their children.

Of the 25 surveyed NGOs providing scholarships to poor and disadvantaged children, six NGOs awarded scholarships to poor students in the form of cash to cover their study costs. Six NGOs provided both cash and in-kind scholarships for supports such as study materials, clothes and bicycles to students. Other NGOs preferred to provide in-kind scholarships only.

In 2008 Our Home in Takeo province, provided scholarships for more than 5,000 poor children, allowing them to enroll for formal education. Of these children, 326 achieved computer literacy, 300 completed elementary English and 312 received supplementary course for mathematic in grades 9, 10, 11 and 12. Our Home believes that their activities contribute to reduced vulnerability and discrimination, and that they have increased the capacity and confidence of children in rural areas.

Achievements

In 2008, education NGO-sponsored scholarship programs enabled poor children to continue and complete their studies. For example, Maryknoll provided scholarships and educational assistance to 607 disadvantaged young people and children

impacted by HIV/AIDS so that they could continue their studies at primary, lower secondary, upper secondary and tertiary levels.

Table 10: Achievements of NGOs Providing Scholarship Programs

Achievements	# of NGO Responses
Children had opportunity to complete primary and secondary school levels	5
Children received supplementary education so that they can continue their studies to achieve better results	3
Students, including indigenous minority children, received English training	2
Improved learning outcomes and regular class attendance	2

n=25

Challenges

Despite some encouraging outcomes realized through scholarship programs, some difficulties continue to exist, including students who use their scholarship for things other than their education.

Selection of poor children for scholarships was also a challenge because local authorities in some districts are not well-equipped to identify poor families. The distance between school and home makes it more difficult for children to get to school. Without transportation or nearby accommodation, children are simply unable to attend.

Another challenge involved the limited budget for scholarships that prevented NGOs from being able to support a child's family. As a result, the participation of some children was limited due to the need for them to engage in income-earning activities.

5.5 Non-Formal Education

The adult literacy rate in Cambodia has improved incrementally in recent years. According to the 2008 Human Development Index Report, the adult literacy rate among Cambodian ages 15 years old and above was 75.6% in 2006⁸, a two point increase from 2004. However, this report also indicates that the adult literacy rate in Cambodia is relatively low compared to neighboring countries, Viet Nam (90.3 %) and Thailand (93.9%).

NEP's survey found that non-formal sub-sector was the one receiving the most attention from 40 education NGOs.

Nineteen NGOs were providing vocational training skills, helping poor families find jobs or helping them set up their own business. Other NGOs working in this sub-sector were attempting to encourage out-of-school children, drop-outs and slow learner to integrate into the formal education system. Several NGOs were working to raise awareness on issues of human trafficking, substance abuse, child rights and

⁸ UNDP, 2008, Human Development Index Report

health. Others were offering literacy and bilingual classes to promote reading and writing in rural and remote areas.

Achievements

Six surveyed NGOs were implementing projects that address the needs of people with special needs. For example, Maryknoll offered vocational training and Khmer sign language programmes for 300 deaf adults in Phnom Penh, Kampot, Kampong Cham and Kampong Chhnang.

Non Timber Forest Product Project (NTFP), based in Rattanakiri is striving to improve the literacy rate of ethnic minorities through a library, bilingual and Khmer literacy classes, and numeracy training for women. As a result of its efforts, ethnic minority participants are able to read and write the Khmer language.

Table 11: Achievements of NGOs Working in Non-Formal Education

Achievements	# of NGO Responses
Non-formal education students and child drop-outs were integrated into public school	6
Youth and vulnerable people received vocational training	6
Illiterate individuals, mainly girls and women, attended literacy classes, and can now read	5
Skills training course participants were able find a job or establish own business	4
Villagers, including parents of disabled persons, understood the rights of their children to education and sent their disabled children to school	4
Villagers were more aware of social issues such as trafficking and drug use	3
Discrimination toward disabled children was reduced	3
Good relationships were established between NGOs and local authority, teacher or District Office of Education	3
Standards of living for families with disabled children were improved through their own income generation activities	2
NGOs provided training to community-based literacy teachers	2
NGOs built schools and equipped with furniture	2
NGOs conducted meeting/workshop to address youth and adult needs and train in leadership, facilitation skills	2

n=40

Challenges

NGOs providing vocational training services reported low commitment among their vocational trainees. While more women and vulnerable groups seek skills training, after a certain period of time, their commitment decreases due to limited or no encouragement from family.

NGOs offering literacy classes also reported irregular participation among their beneficiaries. Villagers often missed classes due to their livelihood activities and some family members migrated seasonally to earn an income.

Ponleu Kumar Organization in Banteay Meanchey reports that literacy trainees who work very hard during the day for their daily livelihood cannot come to classes on a regular basis. Regular class attendance cannot be enforced.

Another challenge facing these NGOs is the financial support required to implement project activities. As reported, almost all NGOs are entirely dependent on financial support from their development partners. Nine of the 40 NGOs implementing non-formal education programs reported that they had experienced funding shortages for both core and program support. Two NGOs reported that there was no financial support for their vocational trainees to start their businesses after they complete skills training, meaning that the benefits of their programs are difficult to realize.

Table 12: Challenges of NGOs Working in Non-Formal Education

Challenges	# of NGO Responses
Lack of financial support	9
Lack of teacher and limited capacity of teacher in rural areas	8
Labor migration of beneficiaries	6
Most rural villagers who are poor and busy with income earning are unable to join literacy classes	4
Many students drop out	4
Distance from school to student home	3
Some parents don't understand the value of education	3
Some beneficiaries are not commit to their skills training	3
Number of students in the rural areas is greater than the capacity of NGOs to respond	2

n=40

5.6 Strengthening of Quality and Efficiency of Higher Education

Five surveyed NGOs were working in the higher education sector. New Humanity and Maryknoll were two of the NGOs implementing projects in tertiary education. In 2008, New Humanity provided financial support and human resources for the management of the Master of Art in Sociology-Anthropology program at the Royal University of Phnom Penh (RUPP), including scholarships for the 15 graduate students enrolled.

Maryknoll also provided strong higher education assistance at the RUPP through salary supplements and support to the HUN SEN Library, English as a Second Language (ESL) for 1600 scholarship students, lecturers in two departments, scholarship assistance for staff and general administrative assistance to the University.

Two non-surveyed organizations also provide support in this sub-sector. Flora and Fauna International is a partner in the RUPP Masters Program in Conservation Biology, providing staff and financial support. The Asia Foundation is the largest source of free high-quality university textbooks for higher education institutions (HEIs) in the country.

Sustainable Cambodia Organization in Pursat provides scholarships to poor students as a means of helping them finish high school and continue on to university. In 2008, this organization awarded 39 students university scholarship tuition and accommodation. In addition, KnK in Battambang provided cash scholarships to enable one girl and five boys to study at the University in Phnom Penh. Veteran International in Prey Veng offers scholarships that enable for children with disabilities to study at university.

5.7 Services to Vulnerable Populations: *HIV/AIDS Awareness, Children/Youth with Disabilities, Ethnic Minorities and the Very Poor*

HIV/AIDS is a sensitive, cross-cutting issue that requires immediate and sustained intervention. Individuals with HIV/AIDS require special attention from education NGOs and other service providers in health and social service sectors. People with disabilities, ethnic minorities and very poor families are others who require timely social intervention and empowerment.

Achievements

In addition to treatment and home-based care provided by health NGOs, nine surveyed NGOs have been working hard to raise awareness of HIV/AIDS, find ways to improve living conditions of HIV/AIDS families and offer those with HIV/AIDS access to their basic rights and to fully participate in the communities in which they live.

Operations Enfants du Cambodge (OEC) has provided rice to support 70 families afflicted by AIDS in Battambang. This kind of support has helped their children go to school.

Families with adults or children with disabilities receive interventions to support their empowerment and family/individual development.

Table 13: Achievements of NGOs Working with Vulnerable Populations

Achievements	# of NGO Responses
Provide services to disabled parents and/or their disabled children	8
HIV/AIDS families received support (animal stock or capital for small business) to improve their livelihood	3
Villagers changed attitudes to towards those with HIV/AIDS (less discrimination)	3
Provide scholarship or study materials to children to go to school	3
Youth groups established in community level to raise awareness on HIV/AIDS	2
People with HIV/AIDS received health check and obtain medicine	2
Provide physical rehabilitation service to improve mobility and mental capacity of disabled persons	2
Offer inclusive education services to enable disabled children access to school	2
Children with HIV/AIDS were able to go to school	1
Club owner understood the issues of HIV/AIDS and allowed NGOs to disseminate HIV/AIDS information to clients	1

n= 9

Challenges

Three surveyed NGOs working to intervene on HIV/AIDS issues indicated that they face funding shortages because their development partners seek to reduce or stop funding. This presents particular challenges because individuals with HIV/AIDS, who often are unable to work, require sustained support. Furthermore, because HIV/AIDS is a sensitive issue, those with HIV/AIDS are often not open about their status. This contributes to the spread of HIV/AIDS in the community and increases demands for services.

Attitudes towards those with disabilities pose a great challenge to those seeking an education. NGOs dealing with disability-related issues are dealing with challenging

classroom dynamics, discrimination towards those with disabilities, and the perception of parents towards disability.

According to survey respondents, children with disabilities require special understanding and attention from teachers who cannot, due to limited school resources or lack of teacher training, provide the support needed. Schools and communities do not always recognize the rights of disabled children to education and can exclude them. Some parents feel that a child with disabilities cannot achieve what others can and are reluctant to send their children to school.

5.8 Teacher Training and Development

Teacher training and development is an essential component of quality education. Capacity building for state teachers is currently the responsibility of MoEYS.

Four surveyed NGOs were working on capacity building for state teachers/education officers through training workshops on learning and teaching pedagogy, library techniques and management and teacher exchange study tours.

Through the Mainstreaming Inclusive Education (MIE) initiative, Voluntary Service Overseas (VSO) volunteers have been working with school directors and teachers in 85 model schools on capacity building, e.g. teaching techniques and the creation and use of teaching/learning materials, and creating a more child-friendly learning environment. Teachers and school directors in many other schools have benefited from training workshops, study visits and the support of volunteers in the classroom. In addition, more than 264 schools in six provinces received support through small grants. VSO volunteers were also working with MoEYS' Teacher Training Centers, and were supporting management capacity building at central, provincial and district levels.

CARE Cambodia is providing teacher training (pre-service and in-service) for over 100 community teachers in the north-eastern provinces (Ratanakiri, Mondulkiri and Stung Treng). These teachers provide bilingual education to 20 schools managed by MoEYS.

5.9 Other NGO Activities

The activities of 12 surveyed NGOs do not fall into sub-sectors identified in this report. Activities include: awareness initiatives related to eco-tourism and natural resources management, fishery and forestry community support and agriculture extension. Their efforts are focused on changing attitudes and behaviour related to environment wellness and improved sanitation.

Like so many other NGOs surveyed in this study, these organizations cited lack of funding as a major challenge. One NGO reported that the shortage of funds limits the ability of its project community committee to monitor community forestry. Another NGO, working to promote eco-tourism and natural resources management, reported difficulty motivating villagers to replant rattan because villagers don't have the training or do not understand the value of re-plantation activities.

VI. Networking with Government Agencies

Surveyed NGOs reported receiving a wide range of interventions from different government agencies. Local authorities have often proven to be a good partner in helping to facilitate the work of NGOs at the community level. Of the 80 respondents, 65 NGOs reported that they were working directly with village chiefs. Village chiefs helped to identify beneficiaries, mobilize villagers to participate in NGO activities, and disseminate information about NGOs' policies and projects. They also assisted in locating a place to organize meetings and training and witness agreements between villagers and NGOs.

Respondents also reported that the Commune Council played an important role in supporting their work. Its contribution was more often related to giving permission to NGOs to organize events, identifying an appropriate place for an event, supporting participatory project implementation and mainstreaming the NGO's planned activities into the Commune Plan.

An encouraging number of school directors and teachers were reported to be actively involved in NGO activities at the school level. Fifty-nine surveyed NGOs worked directly with school directors and teachers to improve the quality of education in their school. Activities included technical assistance, teaching slow learners, monitoring children in class and providing follow-up at home. Many of these NGOs also informed students about their education services and encouraged them to participate, maintained study records of students being supported and facilitated the process of school re-entry or transfer.

Many education NGOs reported a direct working relationship with different government bodies.

Table 14: Education NGOs and Government

Description	# of NGO Responses
Village Chief	65
MoEYS - School Director and Teachers	59
Commune Council members	56
MoEYS - Provincial Office of Education	51
District Chief	43
MoEYS - District Office of Education	43
Provincial Governor	24
MoEYS - Central Level	15
Ministry of Social Affairs	21
Ministry of Health	5

n=80

VII. NGOs Providing Non-Financial Support

7.1 Infrastructure Assistance

In addition to the activities outlined in Section V, surveyed NGOs were also providing infrastructure assistance to schools.

Table 15: Infrastructure Development Supported by Surveyed NGOs

Infrastructure Development	# of NGO Responses
School construction	37
Ramp	4
Water facilities	10
Latrines	18
Community centre	1
Well/pond	5
Public building	1
Shelter	1
Water container	1

n=80

7.2 Provision of Salary Incentives

Twenty-four (24) surveyed NGOs reported that they had contracted with government to have government staff work with them as seconded staff or counterparts.

Table 16: Staff Seconded to Work with NGOs

Level at Which Staff Seconded	# of NGO Responses
MoEYS – Central Level	1
Provincial Office of Education (POE)	9
District Office of Education (DOE)	3
School Level	4
Commune Council Members	10

n=24

Usually, seconded staff worked on a part-time basis — one half day of every working day or a specific number of days per month, based on the agreed terms of reference. The lowest rate NGOs paid to a seconded government staff person was US\$15 per month. The highest rate was US\$60 per month.

7.3 Technical Assistance

Technical Assistance (TA) provided by survey respondents was another way in which education NGOs contributed to education sector improvements. Five surveyed NGOs reported that they have TA support for their organization's work. Of these, three NGOs received a TA from their development partners, one NGO (CARE) provided a national TA to MoEYS and PoE, and one NGO (VSO) provided 35 international TAs to both NGOs and government agencies. The roles of TAs most often focused on technical support and capacity building to local staff. Most had a mandate with the host organization for up to two years. Only four TAs from VSO were working for a term of less than one year.

Maryknoll and non-surveyed NGO such as the Mennonite Central Committee (MCC), Christian Care for Cambodia (CCFC), Overseas Missionary Fellowship (OMF), Cooperative Services International (CSI), Jesuit Service, and Voluntary Service Abroad (VSA) provided teachers and technical assistance support to various departments of the Royal University of Phnom Penh. Some were long-term and seen as adjunct lecturers; others were at the University for a minimum of one year.

7.4 NGO Networks

Three network organizations offer opportunities for information sharing, active learning and dialogue among education NGOs and other civil society organizations and individuals who are interested in education. Informal community-based education NGO network organizations are now starting to be formed at the local level to create opportunities for information and resource sharing. (See *Annex C.*)

VIII. RECOMMENDATIONS

The recommendations in this section focus on proposed action by all stakeholders towards more effective and efficient ESP/ESSP implementation. For its part, NEP is committed to facilitating increased collaboration, dialogue and information sharing.

8.1 Increase Government and Education NGO Collaboration at Provincial and District Levels.

Education NGOs have proven to be good partners to MoEYS in addressing issues of quality and access to education, particularly in the rural and remote regions of Cambodia.

While survey findings have identified the benefits of NGO-local agency collaboration at the commune and village levels, cooperation between government and NGOs at the provincial and district levels appears to be more limited.

NEP recommends that:

- MoEYS' Provincial Offices of Education, District Offices of Education and education NGOs establish mechanisms to share information and identify opportunities to work together in a spirit of collaboration to improve education effectiveness.

- MoEYS encourage school directors to work with local authorities and NGOs to raise awareness among parents of the right and value of education for their children.

Action by NEP

- Identify new opportunities for collaboration between NGOs, development partners and government at all levels.
- Where possible, facilitate initial discussions between government and education NGOs at the sub-national levels.
- Share best practice examples of collaboration between NGOs, government and development partners.

8.2 Education Funding

Adequate and sustained funding of education NGO services is a critical issue facing most surveyed NGOs. While development partner support for the government's ongoing efforts to build institutional service delivery capacity is a priority, sustained support for education NGOs is also essential.

NEP recommends that:

- Development partners, through their policies and funding practices, take care not to offset the delicate balance of support to government and grassroots service delivery by education NGOs.
- Development partners and NGOs undertake a mapping of the needs of vulnerable groups and the available resources to respond to those needs. This will produce a better shared understanding of current needs and resources and action required.
- MoEYS, development partners and NEP refine the Annual Operating Plan process so that future versions can better accommodate and reflect education NGO activity and funding.

Action by NEP

- Continue to work with MoEYS' Department of Planning and development partners on the refinement of education NGO information for the 2010 Annual Operating Plan.
- Offer a proposal writing workshop, including a panel with major donors, to help NEP members understand development partner priorities and to support their ongoing fundraising efforts.

8.3 Work together to offer more coordinated, meaningful support to vulnerable populations

The new education Joint Monitoring Indicator reflects the importance of addressing survival rates in rural and remote areas. However, a stronger, more coordinated and

sustained effort is needed to ensure improved quality of education and access to education for these and other vulnerable populations – those with disabilities, HIV-AIDS, ethnic minorities and the very poor.

NEP recommends that:

- MoEYS and development partners meet with education NGOs in Cambodia to better understand the current constraints to education quality and access for particularly vulnerable sub-populations.

Action by NEP

- Initiate and coordinate the work of a sub-sector working group to identify needs/challenges of vulnerable populations
- Facilitate meetings with MoEYS, development partners and education NGOs representing particularly vulnerable sub-populations.

ANNEXES

Annex A: Survey Form

Annex B: List of Respondents

Annex C: NGO Networks



NGOs Working in Education 2008 អង្គការគ្រូរដ្ឋាភិបាលដែលបំរើការងារក្នុងវិស័យអប់រំឆ្នាំ២០០៨

Education NGO Inventory Project ការអង្កេតកម្មវិធីនិង គំរោង របស់បណ្តារអង្គការដែលធ្វើការក្នុងវិស័យអប់រំ

Respondent Information ព័ត៌មានរបស់អ្នកឆ្លើយតប

Name of organization ឈ្មោះរបស់អង្គការ	
Acronym ឈ្មោះជាអក្សរកាត់	
Address (Postal) លេខប្រអប់សំបុត្រប្រៃសណីយ៍	
Address (Street) អាសយដ្ឋាន	
Telephone(s) ទូរស័ព្ទ	
Email(s) អ៊ីម៉ែល	
Website គេហទំព័រ	
Executive Director's name, phone number, and e-mail address ឈ្មោះនាយកប្រតិបត្តិ លេខទូរស័ព្ទ និង អ៊ីម៉ែល	
Name of NEP Representative ¹ ឈ្មោះអ្នកតំណាងនៅ NEP	
CCC Box number ប្រអប់សំបុត្រនៅ CCC	
Type of NGO (Local, International....etc) ប្រភេទអង្គការ	
Start date of this Education NGO ការបរិច្ឆេទនៃការចាប់ផ្តើមគំរោង	
Mission Statement បេសកកម្មរបស់អង្គការ	

SECTION 1 – PROJECT DETAILS: Please outline details of education projects that took place in 2008: *(expand table if necessary)*

ព័ត៌មានលម្អិតស្តីពីគម្រោង: សូមសរសេរនូវព័ត៌មានលម្អិតស្តីពីគម្រោងអប់រំដែលបានអនុវត្តក្នុងឆ្នាំ២០០៨: (សូមពង្រីកតារាងប្រសិនបើចាំបាច់)

1. Education Sub-sector/s (see List 1 in Section 2 for possible choices) អនុវិស័យអប់រំ (មើលតារាងលេខ១សំរាប់ជ្រើសរើស)	2. Project Name ឈ្មោះគម្រោង	3. Key Activities of Prjoect សកម្មភាពសំខាន់ៗនៃគម្រោង	4. Province/s, district where located (no. of communes) ខេត្តដែលអនុវត្តគម្រោង	5. Target Group/s (see List 2 in Section 2 for possible choices) ក្រុមគោលដៅ (ឧទា: ស្ត្រី, កុមារពិការ)	6. Number of = Beneficiaries ចំនួនអ្នកទទួលបានផលពីគម្រោង	7. Number of Staff ចំនួនបុគ្គលិកក្នុងគម្រោង	8. Budget US\$ (2008) ថវិកាឆ្នាំ២០០៨ ជាដុល្លារអាមេរិក	9. Budget US\$ (2009) ថវិកាឆ្នាំ២០០៩ ជាដុល្លារអាមេរិក	10. Names of funders ឈ្មោះប្រភពថវិកា	10. Project Time Frame (start and finish dates) រយៈពេលគម្រោង

SECTION 2 – Project & Target Group Classifications for Sections 1 and 4.

ការធ្វើចំណាត់ថ្នាក់តាម អាទិភាពកម្មវិធីរបស់ក្រសួងអប់រំ (សូមដាក់លេខកូដ សំរាប់ផ្នែកទី ១ និង ទី ៤)

List 1. Education Sub-sectors (Based on MoEYS program-based budget framework). Apply one or more to Column 1 in Sections 1 and 4.

List 2: Target group. Select one or more for Column 5 in Sections 1 and 4.

CODE	Programme and Sub-Programme វិស័យ និង អនុវិស័យ
P1	General and Non-Formal Education Development ការអភិវឌ្ឍន៍ការអប់រំទូទៅ និង ការអប់រំក្រៅប្រព័ន្ធ
P1S1	Expansion of Early Childhood Education ការពង្រីកការអប់រំកុមារតូច
P1S2	Strengthening of Quality and Efficiency of Primary Education ការពង្រឹង គុណភាព និង ប្រសិទ្ធភាពនៅបឋមសិក្សា
P1S3	Strengthening of Quality and Efficiency of Secondary Education ការពង្រឹង គុណភាព និង ប្រសិទ្ធភាពអប់រំមធ្យមសិក្សាបឋមភូមិ
P1S4	Equitable Access and Provision of Scholarship for Disadvantaged and Poor Students ការផ្តល់ឱ្យនូវកម្មវិធីអាហារូបករណ៍សម្រាប់សិស្សក្រីក្រដោយសមធម៌
P1S5	Expansion of Non-Formal Education ការពង្រីកការអប់រំក្រៅប្រព័ន្ធ
P2	Training, Higher Education and Scientific Research Development ការបណ្តុះបណ្តាល ការអប់រំនៅឧត្តមសិក្សា និងការអភិវឌ្ឍន៍ការស្រាវជ្រាវវិទ្យាសាស្ត្រ
P2S1	Strengthening of Quality and Efficiency of Higher Education ការពង្រឹង គុណភាព និង ប្រសិទ្ធភាពអប់រំនៅឧត្តមសិក្សា
P3	Youth and Sport Development ការអភិវឌ្ឍការងារយុវជន និង កីឡា
P3S1	HIV Awareness and Strengthening of Youth Activities ពង្រីកការយល់ដឹង ពិជីវី អេដស៍ និងពង្រឹងបន្ថែមលើ ការងារយុវជន
P3S2	Development of Sports ការអភិវឌ្ឍវិស័យ កីឡា
P4	Good Governance Strengthening ពង្រឹងអភិបាលកិច្ចល្អ

Code	Target Group
A	Preschool children កុមារមត្តេយ្យ
B	Primary school children សិស្សបឋមសិក្សា
C	Secondary school students សិស្សអនុវិទ្យាល័យ
D	Higher education សិស្សវិទ្យាល័យ
E	TVET សិស្សបណ្តុះបណ្តាលបច្ចេកទេសវិជ្ជាជីវៈ
F	Non-formal students សិស្សអប់រំក្រៅប្រព័ន្ធ
G	Illiteracy អនក្ខរកម្ម
H	Drop out students សិស្សបោះបង់សាលា
I	Out of school children កុមារមិនបានចូលសាលារៀន
J	HIV Aid children/adults អ្នកមានមេរោគអេដស៍
K	Disable children កុមារពិការ
L	Orphan ក្មេងកំព្រា
M	Poor children កុមារក្រីក្រ
N	Ethnic minority children កុមារជនជាតិភាគតិច
O	Scavenger children/adults អ្នករើសសំរាម

P4S1	Monitoring and Evaluation of Education Sector ពង្រឹងប្រព័ន្ធពិនិត្យតាមដាន និង វាយតម្លៃលើវិស័យអប់រំ
P4S2	Inspection of Administration and Finance ត្រួតពិនិត្យផ្នែករដ្ឋបាល និង ហិរញ្ញវត្ថុ
P4S3	Internal Audit សវនកម្មផ្ទៃក្នុង
P5	Support and Management of Education Services គាំទ្រ និង គ្រប់គ្រងលើការផ្តល់សេវាវិស័យអប់រំ
P5S1	Policy Development and Strengthening of Education Planning System ការអភិវឌ្ឍគោលនយោបាយ និង ពង្រឹងប្រព័ន្ធផែនការវិស័យអប់រំ
P5S2	Teacher Training Development ការបន្តការអភិវឌ្ឍគ្រូបង្រៀន
P5S3	Development of Textbooks and Learning Materials ទីរភាពនៃការផ្គត់ផ្គង់សៀវភៅសិក្សាគោល និងសំភារៈសិក្សា
P5S4	Strengthening of Human Resource Management ពង្រឹងលើការគ្រប់គ្រងធនធានមនុស្ស
P5S5	Capacity Development on Financial Planning and Management and Basic Materials ការអភិវឌ្ឍន៍សមត្ថភាពលើ ការធ្វើផែនការ ហិរញ្ញវត្ថុ ការគ្រប់គ្រង និង សំភារៈគោល
P6	Others

Section 3 - Achievements and Challenges Please describe your organization's main achievements in 2008, the challenges your organization encountered and how your organization deal with those challenges.

លទ្ធផលសំរេចបាន និង ការប្រឈមមុខ : សូមពិពណ៌នាពី លទ្ធផលសំរេចបានចំបងរបស់អ្នកនៅឆ្នាំ ២០០៨ ការប្រឈមដែលអង្គការរបស់អ្នកបានជួបប្រទះ និង ដំណោះស្រាយ

Project Name ឈ្មោះគម្រោង	Results/Achievements លទ្ធផល សំរេចបាន	Main Challenges ការប្រឈមចំបង	Solutions/Strategies to Cope with Challenges ដំណោះស្រាយ វិធីសាស្ត្រ

SECTION 4 – New Projects: Do you plan to implement new projects/activities in 2009?

តើអ្នកមានផែនការពង្រីកកម្មវិធី វិសកម្មភាពថ្មី នៅឆ្នាំ ២០០៩ ដែរទេ?

Yes _____ No _____

If yes, please complete the following table : ប្រសិនបើមាន សូមអធិប្បាយខាងក្រោម

1. Education Sub-sector/s (see List 1 in Section 2 for possible choices) អនុវិស័យអប់រំ (មើលតារាងលេខ១សំរាប់ជ្រើសរើស)	2. Project Name ឈ្មោះគម្រោង	3. Key Activities of Project សកម្មភាពសំខាន់ៗនៃគម្រោង	4. Province/s, district where located (no of communes) ខេត្តដែលអនុវត្តគម្រោង	5. Target group/s (see List 2 in Section 2 for possible choices) ក្រុមគោលដៅ (ឧទា: ស្ត្រី, កុមារពិការ)	6. Number of Beneficiaries ចំនួនអ្នកទទួលបានផលពីគម្រោង	7. Number of Staff ចំនួនបុគ្គលិកក្នុងគម្រោង	9. Budget US\$ (2009)	10. Name of funders ឈ្មោះប្រភពថវិកា	11. Expected Outputs លទ្ធផលរំពឹងទុក

SECTION 5 – Government Participation: What levels of government are you working directly with?

ការចូលរួមរបស់រដ្ឋាភិបាល : តើគំរោងរបស់អ្នកធ្វើការពាក់ព័ន្ធជាមួយមន្ត្រីរដ្ឋាភិបាល-ក្រសួងអប់រំ ណាខ្លះ ?

(√)	Levels of Government (Choose one or more) មន្ត្រីតាមលំដាប់ថ្នាក់ របស់ក្រសួងអប់រំ	Nature of Support from Government By Key Partners, e.g. seconde from Ministry ប្រភេទនៃការគាំទ្រពីរដ្ឋាភិបាល-ក្រសួងអប់រំ
	Village chief មេភូមិ	
	School teachers or school directors គ្រូបង្រៀន ឬ នាយកសាលា	
	Commune council members សមាជិកក្រុមប្រឹក្សាឃុំ សង្កាត់	
	DOE អប់រំខេត្ត	
	District chief អភិបាលស្រុក	
	POE មន្ត្រីអប់រំស្រុក	
	Provincial Governor អភិបាលខេត្ត	
	Central level ថ្នាក់មជ្ឈឹម	
	Relevant Ministries (please specify) : ក្រសួងពាក់ព័ន្ធ (សូមបញ្ជាក់)	
	Others ផ្សេងៗ	

SECTION 6 – Non-Financial Support ការគាំទ្រមិនមែនហិរញ្ញវត្ថុ

What types of assistance did you provide in your project(s) in 2008?

តើអ្នកផ្តល់ឱ្យជំនួយអ្វីខ្លះដល់គម្រោងនានាក្នុងឆ្នាំ ២០០៨ ?

1. Construction YES មាន NO មិនមាន

If YES, please provide the following information:

ប្រសិនបើមាន សូមផ្តល់ព័ត៌មានបន្ថែមដូចខាងក្រោម :

√	Type of construction ប្រភេទ	2008		2009	
		Number ចំនួន	Budget ថវិកា	Number ចំនួន	Budget ថវិកា
	School ថ្នាក់រៀន				
	Water facilities បន្ទប់ទឹក				
	Latrines បង្គន់				
	Others – please specify () ផ្សេងៗ សូមបញ្ជាក់ ()				

2. Provision of materials ការផ្តល់ឱ្យសម្ភារៈ: YES មាន NO មិនមាន

If YES, please provide the following information:

ប្រសិនបើមាន សូមផ្តល់ព័ត៌មានបន្ថែមដូចខាងក្រោម :

Type ប្រភេទ	For how many beneficiaries? ចំនួនអ្នកទទួលបានប្រយោជន៍
Teaching and learning materials សម្ភារៈសិក្សា និង បង្រៀន	
Food អាហារ	
Vehicles រថយន្ត	
Motorbikes ម៉ូតូ	
Others – please specify () ផ្សេងៗ សូមបញ្ជាក់ ()	

3. Provision of scholarship ការផ្តល់ឱ្យនូវអាហារូបករណ៍ YES មាន NO មិនមាន

If YES, please provide the following information:

ប្រសិនបើមាន សូមផ្តល់ព័ត៌មានបន្ថែមដូចខាងក្រោម :

Type ប្រភេទ	For how many beneficiaries? ចំនួនអ្នកទទួលបានប្រយោជន៍
In-kind scholarships	
Cash scholarships អាហារូបករណ៍ដោយឧបត្ថម្ភជាប្រាក់	
Others - please specify () ផ្សេងៗ សូមបញ្ជាក់ ()	

4. Capacity building/Training ការកសាងសមត្ថភាព និង ការបណ្តុះបណ្តាល YES មាន NO មិនមាន
 If YES, please provide the following information:

ប្រសិនបើមាន សូមផ្តល់ព័ត៌មានបន្ថែមដូចខាងក្រោម :

Beneficiaries អ្នកទទួលបានផលប្រយោជន៍	How many? ចំនួនប៉ុន្មាន ?
Teachers គ្រូបង្រៀន	
Teacher trainers គ្រូបង្ហាត់	
Administrators បុគ្គលិករដ្ឋបាល	
Community leaders/members អ្នកដឹកនាំ និង សមាជិកសហគមន៍	
Others - please specify () ផ្សេងៗ- សូមបញ្ជាក់ ()	

5. Development of curriculum and teaching/learning materials

ការអភិវឌ្ឍន៍ទៅលើ កម្មវិធីសិក្សា និង សម្ភារៈបង្រៀន និង សិក្សា

YES មាន NO មិនមាន

If YES, please list the names of key materials developed:

ប្រសិនបើមាន សូមបញ្ជាក់ឈ្មោះសម្ភារៈសំខាន់ៗដែលបានអភិវឌ្ឍន៍

Name of materials developed ឈ្មោះសម្ភារៈដែលបានអភិវឌ្ឍន៍	Language ភាសា
	<input type="checkbox"/> Khmer ភាសាខ្មែរ <input type="checkbox"/> English អង់គ្លេស <input type="checkbox"/> Other: specify () ផ្សេងៗ- សូមបញ្ជាក់ ()
	<input type="checkbox"/> Khmer ភាសាខ្មែរ <input type="checkbox"/> English អង់គ្លេស <input type="checkbox"/> Other: specify ()

Name of materials developed ឈ្មោះសម្ភារៈដែលបានអភិវឌ្ឍន៍	Language ភាសា
	ផ្សេងៗ- សូមបញ្ជាក់ ()
	<input type="checkbox"/> Khmer ភាសាខ្មែរ <input type="checkbox"/> English អង់គ្លេស <input type="checkbox"/> Other: specify () ផ្សេងៗ- សូមបញ្ជាក់ ()
	<input type="checkbox"/> Khmer ភាសាខ្មែរ <input type="checkbox"/> English អង់គ្លេស <input type="checkbox"/> Other: specify () ផ្សេងៗ- សូមបញ្ជាក់ ()

6. Provision of salary incentives to government counterparts

ការផ្តល់ជូននូវប្រាក់បៀវត្សន៍លើកទឹកចិត្តដល់ដៃគូរដ្ឋាភិបាល (សមភាគី)

YES មាន NO មិនមាន

If YES, please provide the following information:

ប្រសិនបើមាន សូមផ្តល់ព័ត៌មានបន្ថែមដូចខាងក្រោម :

Beneficiaries អ្នកទទួលបានប្រយោជន៍	How many? ចំនួនប៉ុន្មាន
Central MoEYS staff បុគ្គលិករបស់ក្រសួង អប់រំ យុវជន និង កីឡា	
POE staff បុគ្គលិកមន្ទីរអប់រំខេត្ត	
DOE staff បុគ្គលិកការិយាល័យអប់រំស្រុក	
Teacher trainers គ្រូបង្ហាត់	
Teachers គ្រូបង្រៀន	
School directors នាយកសាលា	
Others - please specify () ផ្សេងៗ- សូមបញ្ជាក់ ()	

7. Technical assistance ជំនួយបច្ចេកទេស YES មាន NO មិនមាន

If YES, please fill out the TA matrix attached in the annex.

ប្រសិនបើមាន សូមបំពេញ TA matrix ដែលភ្ជាប់ជូនក្នុងឧបសម្ព័ន្ធ

SECTION 7 – Recommendations អនុសាសន៍

What are your suggestions/comments to MoEYS and other stakeholders to improve efficiency of education work?

តើអ្នកមាន សំណូមពរ ឬ អនុសាសន៍ អ្វីខ្លះដល់ ក្រសួងអប់រំ និង អ្នកពាក់ព័ន្ធដទៃទៀត ដើម្បីពង្រឹង ប្រសិទ្ធភាពការងារក្នុងវិស័យអប់រំ ?

SECTION 8 – Education Research and Best Practice Documentation ការស្រាវជ្រាវវិស័យអប់រំ និង ឯកសារពិ ការអនុវត្តន៍ល្អ

NEP wishes to share education NGO information, best practices and experience. Therefore, if your organization has any documents or education research reports it would like to share to other NGOs or other stakeholders, please complete and send to NEP the following information Please specify the title and year of study, and provide a soft or hard copy to NEP.

ប្រសិនបើអង្គការរបស់អ្នកមានការស្រាវជ្រាវលើ វិស័យអប់រំ មាន ឯកសារពិ ការអនុវត្តន៍ល្អផ្សេងៗ សូមភ្ជាប់ និង ផ្ញើមក NEP ។ សូមអរគុណ

Completed by បំពេញដោយ: _____ Date កាលបរិច្ឆេទ: _____ Email: _____

Thank you for providing this important information for NEP’s 2008 Education NGO Report and the 2008 Education NGO Inventory Project!

Please return survey to NEP by email

to: info@nepcambodia.org or sopha@nepcambodia.org

Tel: 023 224 774

House #11A Street 248, S/K Vealvong

Khan 7 Makara, Phnom Penh, Cambodia

សូមផ្ញើមកកាន់ភាពជាដៃគូអប់រំនៃអង្គការក្រៅរដ្ឋាភិបាល

តាមរយៈអាស័យដ្ឋាន ផ្ទះលេខ ១១A ផ្លូវលេខ ២៤៨ វាលវែង ៧មករា ភ្នំពេញ

ឬតាមរយៈអ៊ីម៉ែល: info@nepcambodia.org ឬ sopha@nepcambodia.org

ទូរស័ព្ទលេខ: ០២៣ ២២៤ ៧៧៤

Annex B: List of Respondents

NGOs Members and Non- Member Contact List

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
1	AFESIP Cambodia	AFESIP	Local	Phnom Penh	023 884 123	admccambodia@afesip.org	Mr. MAM Khon	#63 CEo, st.598,Sangkat Boeung Kak II, Khan Toul Kork, Phnom Penh, Cambodia.
2	Aide et Action International	AeA	INGO	Phnom Penh	023 221940	info@aea-sea.org	Mr. Un Bunphoeun	#29, Street 294, Tonle Basac, Chamcarmorn, Phnom Penh, Cambodia
3	BANDOS KOMAR		Local	Phnom Penh	023 216 023	bandoskomar@camnet.com.kh	Mrs. Vann Borey	#6, street 388 Tuol Svay Prey 1, Chamkarmorn, Phnom Penh
4	Buddhism For Development	BFD	Local	Kampong Thom	062 962 219 012 589 072	bfdktm@bfdkmer.org	Chim Mony	House # 117, Gr.11, Str.02, Kg.Thom village, Kg.Rotes commune, Stung Sen district, Kg. Thom province
	Buddhism For Development	BFD	Local	Preah Vihear				
5	Cambodian Community Development	CCD	Local	Kratie	072 971 741	ccd-kratie-org@hotmail.com	Hom Sakhunth	#375E0, Preah Soramarith, Psa Veng Village, Kratie commune, Kraties district, kratie province
6	CARE International in Cambodia	Care	INGO	Rattanakiri	023 215 267	care.cam@care-cambodia.org	Ms. Khoun Soklay	House 255, Corner Mao Tse Tong Blvd, Street 63, Sangkat Tonle Bassac, Khan Chamkar Morn, Phnom Penh, Cambodia
	CARE International in Cambodia	Care	INGO	Koh Kong	023 215 267	care.cam@care-cambodia.org	Ms. Khoun Soklay	House 255, Corner Mao Tse Tong Blvd, Street 63, Sangkat Tonle Bassac, Khan Chamkar Morn, Phnom Penh, Cambodia
7	Caring for Young Khmer	CYK	INGO	Phnom Penh	023 210 849	CYKPP@online.com.kh	Mr. Pheng Sophal	#67, Samdech Sothearos Bld., S/K Tonle Basac, Khan Chamkarmorn, Phnom Penh
8	Children and Women Development in Cambodia	CWDCC	Local	Kampot	012 837 667	nouneath@yahoo.com	Nou Neath	Muoy Ousphea V. Kg.Kandal C. Kg. Bay Dist. Kampot Province
9	Christ for Development Kampuchea	CDK	Local	Battambang	012 963 595	cdkbb_virakdara@yahoo.com.au	Som Virak dara	# 146, Gr 7, Prek Preah Sdach Village, Prek Preah Sdach commune, Battambang District, Battambang province

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
10	Community Child Based Organization	CCBO	Local	Sihanouk Ville	034 933 983	ccbo@camintel.com	Mr. Pav Vannak	Street O1, Village 5, Sangkat 4, Khan Mittapheap, Sihanouk ville
11	Cooperation for Prosperity	CFP	Local	Phnom Penh	023 354 334	cfp@citylink.com.kh	Mr. Kemkhem Chakravuth	#15CEo, St. Borey 3 Peng Huot, Phnom Penh Thmey, Russey Keo, Phnom Penh
12	DAMNOK TOEK/GOUTT E D'EAU-CAMBODIA	DTC	Local	Prey Veng	043 750 154	gde.neakloeung@gmail.com	Khan Sovithy	Prek Ksay Village, Prek Ksay "kar" Commune, Peam Ro District, Prey Veng Province
13	Damnok Toek Poi Pet	DTP	Local	Bateay MeanChey	054 394 104 012 508 764	poipet@gouttedeau.org	Mr. Suo Malai	Palelai village, Poi Pet commune, Ochrove District, Banteay Meanchey
14	Development Association of Cambodia	DAC	Local	Phnom Penh	016 555 144	potieng@yahoo.com	Mrs. Po Tieng	#209, St Preah Ang Yukuthor, Chey Chunnak, Duan Penh
15	Disability Action Council	DAC	Local	Phnom Penh	023 215 341	dac@dac.org.kh	Mr. Vorn Samphors	#86, St. 99, Phsar Doem Thkov, Chamkamorn, Phnom Penh
16	Disability Development Services Pursat	DDSP	Local	Pursat	052 951 495	ddsp@camintel.com	Mr. Pheng Samnang	Peal Nhek II village, Pteh Prey commune, Sampov Meas district, Pursat province.
17	Disabled Youth Children Foundation for Education and Vocation	DYCFE	Local	Takeo	012 776 020	sopheapdyce@gmail.com	Ms. Muong Sopheap	Trapaing village, Kos Commune, Trankak District, Takeo province
18	Don Bosco Technical School Sihanoukville	DBTS-SHV	INGO	Sihanouk Ville	034 933764	donboscosville@camshin.net	Mr. Kin Kroch	Sreet O5, Group 13, Mondul 5, Sangkat 5, Khan Mittapheap, Sihanouk Ville
19	ENFANTS D'ASIE ASPECA	EAA	INGO	Kampot	012 262 193	em_sovanny@yahoo.com	Em Sovanny	1 Makara Hun Sen primary school, Tve Khang Cheung village, Andoung Khmer commune, Kampong Bay district, Kampot province
20	Family Health Promotion	FHP	Local	Kampot	012 755 974	dyea1@yahoo.com	Mr. Ea Dy	Satpoung Village, Satpoung Commune, Chhouk District, Kampot province
21	Foundation for Developing Cambodian Communities	FDCC	Local	Prey Veng	012 305865	radysok.fdcc@yahoo.com	Mr. Sok Rady	Prey Veng Office: Village N° 4, Kompong Leav Commune, Kompong Leav District, Prey Veng Province
22	Hagar	Hagar	INGO	Phnom Penh	023 883 157	min.setha@hagarinternational.org	Min Setha	#354i, Sreet 518, Group3, Toul Kok Village, Sangkat Toul Sangke, Khan Russey Keo. PP
23	HANDICAP INTERNATIONAL (France)	HI	INGO	Phnom Penh	023 212 897	office@hicambodia.org	HALLET Virginie	# 6, St 348, Phnom Penh

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
24	Help old Ages and Most Vuluerable	HOM	Local	Kampong Thom	012 759 876	homktm @ yahoo.com	Ol Sam Each	# 25, Village 1, Kampong Thom commune, Stung Sen district, Kampong Thom province
25	International Baccalaureate Organization	IBO	INGO	Kandal	012 697 453	soeun41@yahoo.com	Mr. Ron Auckland	Kandal Teacher Training College, Kandal province
26	International Cooperation Cambodia	ICC	INGO	Phnom Penh	023 213 310	info@icc.org.kh	Ms. Chan Samnang	# 1 C, Street 371, Thnolch Chrom Village, Beung Tampon la Quarter, Mean Cheay District, Phnom Penh
27	Kampuchea Action to Primary Education	KAPE	Local	Kampong Cham	042 941 481 012 762 632	kape@kapekh.org	Kurt, Sao Vanna	Village 6 Vealvong commune, Kampong Cham District, Kampong Cham province
28	Kampuchea Women's Welfare Action	KWWA	Local	Kratie	072 971 586	kwwakrt@camintel.com	Khann Sopheap	Srei Sdow village, Orusey commune, Kratie district, Kratie province
29	Khmer Association for Development	KAD	Local	Kandal	023 932 840	Kad-cngo@yahoo.com	Meas Chandath	Chroy Ampil,Kbal Koh,Kien Svay, Kandal
30	Khmer Association For Development of countryside Cambodia	KADOC	Local	Kratie	012 952 992 072 971 584	kadockrt@camintel.com	Ngoun Sophany	St 7, Orussey II Vil, Orussey , Kratie province
31	Khmer Chit Vit Thmey	KCTO	Local	Kampong Cham	012 567 447	kgtomanager@yahoo.com	Mr. Than Thavy	#35, Phoum Boueng Kok II, Commune Boeung Kak, District Kampong Cham
32	Khmer Cultural Development Institute	KCDI	Local	Kampot	033 932 992	kcdikp@yahoo.com	Mrs.Naim Phanat	Muoy Usaphea Village, Kampong Kandal Commune, Kampong Bay District, Kampot Province
33	Khmer Serving The Poor Children Organization	KSPC	Local	Kandal	011 955 832	kspc_org@yahoo.com	Mr. Kong Sambo	#4, Prey Samrong Village, Bek Chan Commune,Ong Snuol District, Kandal Province
34	Khmer Youth Camp for Culture	KYCC	Local	Phnom Penh	012 736166	info@kycc4peace.org	Mr. Khan Sovithy	#236 St. 376 Boeung Keng Kang III, Khan Chamkarmon, Phnom Penh
35	KnK Network Cambodia	KnK	Local	Battambang	053 952 759	KnKnetworkcambodia@online.com.kh	Mr. Kong Sophea	Chamkar Russey village, Prek Preah Sdach commune,Battambang district, Battambang province
36	Komar Pikar Foundation	KPF	Local	Phnom Penh	012 84 34 66 012 369 379	k.vichetra@gmail.com	Mr. Hun Touch	P.O Box: 148, #53DE0 Street 180, Sangkat Beung Rang, Khan Daun Penh, Phnom Penh

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
37	Kumar Ney Kdey Sangkheum	KNKS	Local	Pursat	052 951 483	knksyfc@yahoo.com	Ms Sok Sothavy	Street 2, Peal Nhiek 1 village, Pteas Prey commune, Sampov Meash district, Pursat province
38	Kunathor		Local	Battambang	012 95 74 16	nuthmakchhong@yahoo.com	Nuth Makchhong	# 91, Street 51, Damnak Loung Village, Wat Kor Commune, Battambang
39	Lutheran World Federation Cambodia	LWF-C	INGO	Phnom Penh	023 811 100	lwf@lwfcam.org.kh	David H. Mueller	# 37, Street 592, Boeung Kak II, Toul Kork, Phnom Penh, Cambodia
40	Maryknoll		INGO	Phnom Penh	023 211 731	mkskhmer@online.com.kh	Regina Pellicore	29 Street 95 BKK III, Chamkarmorn, Phnom Penh
41	Meataphom Komar	MPK	Local	Battambang	053 952 911	ed-mpk@camintel.com	Ms. Mao Lang	Dam Spei Village, Sla Ket Commune, Battambang District, Battambang Provi
42	Minority Organization for Development of Economy	MODE	Local	Kampong Thom	062 962 962	mode_ed@camshin.net	Mr. Penh Sinal	Khana #25 Street 71, Boeung Keng Kang 1, Chamcar Morn, Phnom Penh CAMBODIA
43	Mith Samlanh	Friends	Local	Phnom Penh	023 220 596	friends@everyday.com.kh	Mâp Somaya	#215, St. 13, Sangkat Chey Chumnas, Khan Daun Penh, Phnom Penh
44	MlopTapang- Helping Street Children Sihanouk Ville	MT	Local	Sihanouk Ville	034 399 050 012 587 384	info@mloptapang.org	Eve Sao Sarin	Village 4, Sangkat 4, Khan Mittapheap, Sihanouk Ville
45	Mlup Baitong	Mlup Baitong	Local	Phnom Penh	023 214 409	pdmlup@online.com.kh	Heng Bunny	# 37B, St. 113, Boeung Keng Kang 2, Chamkar Morn, Phnom Penh
46	New Humanity	NH	INGO	Phnom Penh	023 882 304	officepnp@nhcam.org	Mr. Hervé Roqueplan	#19, Street 317, Boeung Kok I, Toul Kork, Phnom Penh
47	New Life Foundation	NLF	INGO	Phnom Penh	023 721193	infor@nlfcambodia.org	Leang Samdy	#50, St. 318, Sangkat Toulsvyeprey II, Khan Chamkamon, Phnom Penh
48	Non Timber Forest Products Organization	NTFP	Local	Rattanakiri	075 974 039	ntfp@ntfpcambodia.org	Long Serey	4 Village , Labansek Commune , Banlung District , Ratanakiri Province , Cambodia .
49	Operations Enfants du Cambodge (OEC)	OEC	Local	Battambang	053 952 752	oeb@camintel.com	Ms. Tith Davy	#23, Sophy II village, Ratanak Commune, Battambang District, Battambang Province
50	Organization to Develop Our Village	ODOV	Local	Prey Veng	012 976 223	odov_ngo@yahoo.com	Tes Sopheap	Mesang district, Prey Veng province, Cambodia
51	Our Home	OH	Local	Takeo	023 987 273	info@ourhomecambodia.org	Hang Vibol	Head Office No 179Bis St 31BT, Boeung Tompun, Meanchey, Phnom Penh, Cambodia

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
52	Partnership for Development in Kampuchea	PADEK	Local	Siem Reap	012 96 10 36	heng.sophat@yahoo.com	Kep Kanaro	Watbo village, Sala Kamroek commune, Siem Reap
	Partnership For Development in Kampuchea.	PADEK	Local	Phnom Penh	023 21 62 24	padek@everyday.com.kh		House # 72, Street 360, Phnom Penh
53	People Improvement Organization	PIO	Local	Phnom Penh	023 993 194	Phymean@peopleimprovement.org	Mr. Ean Pheara	#308, St. 271, Sangkat Tomnob Tek, Khan Chamkar Morn, Phnom Penh
54	Phnom Srey Association for Development	PSAD	Local	Kampong Cham	042 941 670	ps_ad@camintel.com	Hany Fiya	# 126, st. Preah Monivong, Boeung Kok commune, Kampong Cham District, Kampong Cham province
55	Plan International	Plan	INGO	Phnom Penh	023 217 214	Hong.Seng@plan-international.org	Mr. Seng Hong	#99-100, St. Preah Sothearos, Sangkat Tonle Bassac, Khan Chamkarmorn, Phnom Penh, Cambodia
56	Ponleu Kumar - Pursat	PK	Local	Pursat	012 572 502 012 572 552	Vanna_pk@yahoo.com	Kong Sovanna	National Roed Number 5, Koh Svay Village, Trapang chornng commune, Bakan district, Pursat province
57	Ponleur Kumar – Banteay Meanchey	PK	Local	Banteay Meanchey	054 958 562 012 572 502	Chhanly2003@yahoo.com	Dy Chhunly	Kampong Svay village, Kampong Svay commune, Serey Sophon district, BMC province
58	Protect the Earth, Protect Yourself	PEPY	INGO	Phnom Penh	023 222 804	countrymanager@pepyride.org	Maryann Bylander, Meas Vanna Aline	House #14, Street 312, Tonle Bassac, Phnom Penh
59	Prom Vihear Thor	PVT	Local	Pursat	052 951 022 012 581 022	promvihearthor@yahoo.com	Aun Chanthy	Office center Peal Nhiek II Village, Pteas Prey Commune, Sampov Meas District, Pursat Province
60	Puthi Komar Organization	PKO	Local	Battambang	053 730 347	pko@pkocambodia.org	Mr. Lim Sophea	Kamakor village, Battambang district, Battambang provnice
61	Room to Read Cambodia	RTR	INGO	Phnom Penh	023 224 455	bunnarith@roomtoreadcam.org	Mr. Pheng Bunnarith	# 111, Street 566, Boeung Kok II, Toul Kork, Phnom Penh
62	Rural Development Association	RDA	Local	Battambang	012 601 421	Sinath_rda_btb@yahoo.com	Chan Sinath	Chhroy Sdao Pagoda, Chhroy Sdao Commune, Thmar Kol District, Battambang Province
63	Saboras	Saboras	Local	Battambang	053 952 435-6	Saboras_a@camintel.com	Sim Sakhorn	Wat Romdoul village, Battambang City
64	Santi Sena	SSO	Local	Svay Rieng	012 924 855	santisena@online.com.kh	Nhem Kim Teng	Wat Prey Chhlak, Svay Rieng province
65	Save Cambodia's Wildlife	SCW	Local	Phnom Penh	023 211 263	info@cambodiaswildlife.org	Mr. Sin Hong	#31E1, St 388, Toul Svay Prey1, Chamkamon, Phnom Penh
66	Save The Children Australia	SCA	INGO	Phnom Penh	023 214 334	gc_epc@sca-cambodia.org	Mr. Pheap Roda	Villa 51, Street 352, Sangkat Boeung Keng Kang I, PNP

N°	NGO name	Acronym	NGO Type	City/ Province	Telephone	Email	Contact Person	Address
67	Save the Children Norway	SCN	INGO	Phnom Penh	023 211 972	kheang@scn.online.com.kh; sarath@scn.online.com.kh	Mr. Kou Boun Kheang	# 18, St.57 (Corner St 294), Boeung Keng Kang I, Chamkarmorn, Phnom Penh
68	Schools for Children of Cambodia	SCC	INGO	Siem Reap	012 545 530	andrea.messmer@schools4cambodia.org	Ms. Andrea Messmer	Svay Dungkum Primary School, Svay Dungkum Village, Svay Dungkum Commune, Siem Reap District, Siem Reap Province
69	Shanti Volunteer Association	SVA	INGO	Phnom Penh	023 219 080	Info@sva-cambodia.org	Mr. Vann Sopheak	#32, Street 288, Sangkat Olypim, Khan Chamkarmon, Phnom Penh
70	Sustainable Cambodia	SC	INGO	Pursat	052 951 779 012 663 810	soknay@sustainablecambodiagmail.com	Orn Sophalla	#134, group 5, Sthanny village, Svay AT commune, Sampov Meas district, Pursat province
71	Urban Poor Women Development	UPWD	Local	Phnom Penh	023 995 580	upwd@online.com.kh	Mr. Noch Chamrean	#25AEo, St 265, Sangkat Boeung Salang, Khan Toul Kork, Phnom Penh.
72	Veteran International	VI	INGO	Prey Veng	012 95 73 43	ullmenghour@yahoo.com	Ull Meng Hour	Village Baray Lek, District Kampong Leasv, Prey Veng province
73	Voluntary Service Overseas	VSO	INGO	Phnom Penh	023 216734	vso.cambodia@vsoint.org	Ms. Linda Parton	#19, St. 214, Sangkat Boeung Rang, Phnom Penh, Cambodia
74	Wathnakpheap	WP	Local	Pursat	052 391 508	wpkkr@yahoo.com	Chhim Rina	Kandal Village, Trach commune, Kra kor Disctrict, Pursat Province
75	Wathnakpheap	WP	Local	Svay Rieng	044 945 867	ungduongdara@yahoo.com	Mrs. Heng Chanthon	Me Phloeng Village, Svay Rieng commune, Svay Rieng District, Svay Rieng province
76	Women Association for Community Development	WACD	Local	Pailin	011 743 704 017 734 194	wacd_pailin@yahoo.com	Chao Kim Eng	Otapouk Loeu Village, Pailin Commune, Pailin Khan, Pailin Municipality
77	Women Development Association	WDA	Local	Phnom Penh	023 720 807	ssereithida@yahoo.com	Ms. Soreach Sereithida	#69D0+1, St. 97, Village 5, Group 31, Sangkat Phsa Deum Thkov, Khan Chamkar Morn, P.P.
78	World Education	WE	INGO	Phnom Penh	023 216 854	worldedcam@online.com.kh	Mr. Chan Solin	#12, Street 392, Sangkat Boeung Keng Kang I, Khan Chamkar Mon, Phnom Penh, Cambodia
79	World Vision - Cambodia	WVC	INGO	Phnom Penh	023 216 052	Chanto_Ket@wvi.org	Mr. Ket Chanto	# 20, Street 71, Tonle Bassac, Khan Chamkarmorn, Phnom Penh
80	Youth with Disabilities Foundation for Education and Employment	YODIFEE	Local	Kandal	012 391 908	info@yodiffee.org	Mr. Ouch Nimul	Phum Prek Reang Khum Kompong Samnanh Srok Takmao, Kandal province

6.2.1. NGO Education Partnership (NEP)

Formally constituted in 2001, NGO Education Partnership is a membership organization that promotes active collaboration between NGOs working in education and advocates on behalf of its member organizations in policy meetings and discussions with the Ministry of Education Youth and Sports (MoEYS) in Cambodia. NEP is registered as a national NGO with the Ministry of the Interior (MoI) and have signed a Memorandum of Understanding with the Ministry of Education, Youth and Sport (MoEYS).

NEP's 78 members (31 international and 47 national) are based in Phnom Penh and in semi-urban and rural centres throughout Cambodia.

NEP's Vision

Working together to achieve equal and timely access to high quality education for all Cambodian people.

NEP's Mission Statement

NGO Education Partnership is a membership organization that coordinates dialogue and cooperation among key stakeholders to improve the quality and accessibility of education in Cambodia.

NEP's Values

**Integrity
Equality
Collaboration
Making Change Happen**

NEP's Goals:

1. Strengthen links between the education NGO sector, MoEYS, and development partners
2. Build member capacity
3. Further NEP's organization development
4. Strengthen NEP's advocacy capacity

NEP continues to build its capacity to work cooperatively with its 78 members, the Government of Cambodia, and development partners as all parties strive to realize the EFA goal of access to free, quality, basic education for all children in Cambodia.

NEP has and will continue to work closely with other NGO education network organizations such as the Cooperation Committee of Cambodia (CCC), NGO Forum and MEDICAM on cross-sectoral issues involving dialogue on emerging issues, position papers, research and NGO good practices initiatives.

6.2.2. Global Campaign for Education (GCE)

GCE Cambodia is a coalition of 33 local and international education NGOs that are committed to the realization of Education For All goals. NEP actively supports GCE's advocacy work in Cambodia as the lead organization on GCE Cambodia's Leading Committee.

NEP's Education and Capacity Building Officer, Leng Theavy, chairs GCE's Leading Committee which plans and implements Global Action Week, part of a global awareness initiative involving more than 100 countries. Together, NEP and GCE Cambodia are working hard to support progress in areas such as rights-based education for all and literacy.

6.3.3. EDUCAM

EDUCAM, founded in 1991, is an informal information-sharing group comprising NGOs, donor partners and individuals who are interested in education in Cambodia. The group meets monthly, generally on the second Friday of the month, for the purpose of introducing new programs, looking at lessons learned in education projects around the country, discussing MoEYS' plans, presenting new materials, and other topics of interest. Anyone who is interested in education in Cambodia can attend the meetings and participate in discussions.

6.3.4. Informal Local Network Groups

Informal provincial and community-based networks similar to the EDUCAM model are being formed by NGOs for the same purpose, but with a more community-based focus.

For more information, contact:

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Khan 7 Makara, Phnom Penh, Cambodia
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