

• Youth wealth index quintile

Wealth Index Quintile	AGE GROUP						Ref
	10-14		15-17		18-24		
	Male	Female	Male	Female	Male	Female	
Q1 (poorest)	178,977	173,247	103,136	93,745	213,212	208,781	2
Q2 (next poorest)	196,157	183,197	108,083	95,079	201,476	196,170	2
Q3 (middle)	189,428	188,002	108,276	93,407	196,068	198,355	2
Q4 (next richest)	193,717	185,883	113,361	108,228	203,132	203,784	2
Q5 (richest)	166,725	162,217	112,779	115,146	243,048	250,599	2
Cambodia	925,003	892,546	545,635	505,605	1,056,936	1,057,689	2

1.6. Correlates of income/ Consumption poverty among households with youth

Cambodia	Poverty headcount rate (%)	Poverty gap (income/ consumption shortfall as % of poverty line)	Poverty severity rate (%)	Ref
Age group by gender				
Male youth 15-24	32.31	8.4	3.14	2
female youth 15-24	32.34	8.3	3.05	2

1.7. Percentage of Youth Exposed to at least one Media Source (newspaper, radio, television)

Age group	GENDER		Ref
	Female	Male	
15-19	86.5	87.7	6
20-24	81.0	83.9	
15-24	84.0	86.1	

II- EMPLOYMENT PROFILE

2.1. Labour force by age groups in 2004

Age group	No (1,000)	Per cent	Males	Females	Ref.
10-14	874.6	11.6	12.0	11.3	1/2
15-19	1,241.2	16.4	16.5	16.2	
20-24	1,206.6	16.0	16.2	15.5	
25-29	709.0	9.4	9.6	9.1	

2.2. Trends in Youth Labour Force (LF) 1998-2010 ('000)

Age	Pop 98	LF 98	Pop 2004	Labour force	Participation rate%	Pop 2010	LF 2010	Ref.
10-14	1703.5	819.4	1817.9	874.4	48.1	1651.7	794.5	2
15-19	1381.0	1005.4	1705.3	1241.5	72.8	1848.7	1345.9	
20-24	766.0	640.4	1443.3	1206.6	83.6	1697.9	1419.4	
25-29	912.8	794.1	815.3	709.3	87.0	1488.6	1295.1	

2.3. Labour force Participation by sex and rural/urban areas

Sex	Phnom Penh	Urban	Rural	All areas	Ref.
Male	65.1	73.1	81.4	78.9	2
Female	56.7	66.0	73.0	70.7	
Both sexes	60.8	69.5	77.0	74.6	

2.4. Youth Labour Force by Level of Education

Age group	None	Primary	Lower Secondary	Upper Secondary	Total	Ref.
15-19	13.4	42.2	34.5	10.0	100.0	2
20-24	18.9	36.2	25.4	19.3	100.0	
25-29	23.7	37.0	22.4	17.0	100.0	

2.5. Total number of employed youth population, by sector and age group ('000)

Employment Sector	Employment		Ref. 2/14/15
	1999	2004	
Agriculture			
Agriculture	1,267.1	1,455.3	
Industrial Sector			
Manufacturing	123.5	326.6	
Service Sector			
Trade	89.3	284.4	
Transport and communication	25.2	6.3	
Public administration	12.3	12.3	
Total	1,517.5	2,084.9	

2.6. Youth unemployment by sex and Region

Criteria	Total	Male	Female	Phnom Penh	Other Urban	Rural	Ref.
Unemployment using "strict" definition							
15 - 19	1.4	1.3	1.4	6.2	2.7	0.9	2
20 - 24	1.6	1.9	1.2	7.8	1.4	0.8	
15 - 24	1.5	1.6	1.3	7.2	2.1	0.9	
Unemployment using "relaxed" definition							
15 - 19	7.9	7.3	8.5	24.8	10.1	6.2	2
20 - 24	6.5	5.4	7.6	16.6	7.1	5.1	
15 - 24	7.2	6.4	8	20.1	8.6	5.7	

Note: "Strict" definition counts only those actively seeking employment; "Relaxed" definition measures those not working but available for work

III- EDUCATION PROFILE

3.1. Youth Education by age group and gender

Education Level	AGE GROUP						Ref
	10-14		15-17		18-24		
	Male	Female	Male	Female	Male	Female	
Primary	780,033	751,830	320,531	288,763	423,385	494,608	2
Secondary & Higher	39,464	45,172	173,215	164,207	491,332	333,488	
Do not know	75,856	70,122	48,535	50,273	133,893	221,553	

3.2. Trends in Public Expenditure for Education from 1995- 2007

Cambodia	1995	2000	2001	2002	2003	2004	2005	2006	2007	Ref.
Total Education Current budget expenditures (in million riels, MOEF)	N/A	165,816	209,246	289,669	300,458	325,908	350,768	445,614	N/A	3
As % of GDP	N/A	1.18	1.34	1.73	1.62	1.52	1.36	1.49	1.38	4

3.3. Public Expenditure for Education by Region

Total Expenditure	Expense (in million Riels)	Ref.
Current budget expenditure	325,908	2/5
Private Expenditure	475,679	2/5
Region 1	206,119.1	5
Region 2	97,775.96	5
Region 3	32,358.82	5
Region 4	483,474	5

3.4. Number of Teachers and Schools

Teachers and schools		Primary	Lower secondary	Upper secondary	Ref
% of teachers, by sex (2005-06)	Female/ Male	41.7/ 58.3	30.8/ 69.2	33.3/ 66.7	13
	2000/ 2004	50.1/ 55.1	18.5/ 25.1		11
Pupils to teacher ratio ¹	2005/06	50.8	31.7	29.5	9
No. of schools	2002/ 2006	5,741/ 6,277	534/ 911	163/ 252	10/ 9
Longest distance to (km.)	2000/ 2005	2.0/ 1.5	8.0/ 5.0	- / -	11

3.5. Literacy Rate

Literacy		Female	Male	Total	Ref
Literacy (% ages 7 & over), 2004	Urban/ Rural	78.6/ 65.3	88.9/ 80.8	83.5/ 72.7	12
	Total	67.4	82.1	74.4	
Adult literacy (% ages 15 & over), 2004	Urban/ Rural	76.9/ 61.6	91.7/ 83.3	83.8/ 71.6	12
	Total	64.1	84.7	73.6	
Literacy Rate (% ages 15 -24 years), 2004	Urban/ Rural	88.0/ 76.8	92.8/ 87.0	90.8/ 81.9	12
	Total	78.9	87.9	83.4	

Table 3.5a Literate Population aged 7 years and over by sex and sector

	Male			Female			Both Sexes		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Literate	85.5	72.2	74.4	76.0	57.5	60.4	80.7	64.6	67.2

Table 3.5b Literate Population aged 15 to 24 years by age group, sex and sector

	Male			Female			Both Sexes		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
15-19	92.1	84.5	85.8	90.1	80.4	82.1	91.1	82.6	84.0
20-24	91.4	80.1	82.1	86.0	67.6	70.6	88.8	73.7	76.3

3.6. Gross and Net Enrolment Rate

Gross and Net Enrolment Rate		Primary	Lower secondary	Upper secondary	Ref
Gross enrolment rates ¹ 2005-06	Female/ Male	118.6/ 129.4	50.0/ 60.5	15.3/ 23.1	13
	Total	124.0	55.3	19.3	
Net enrolment rate ¹ 2005-06	Female/ Male	89.7/ 93.0	30.4/ 32.1	9.0/ 12.7	13
	Total	91.3	31.3	11.3	
% Female enrolment	2001-02/2005-06	46.5/ 47.3	36.2/ 44.9	32.1/ 38.8	13

Gross & Net Enrolment Rate, by area, 2005/06		Primary		Primary		Primary		Ref
		Urban	Rural	Urban	Rural	Urban	Rural	
Gross enrolment ratio	Female	117.4	118.9	81.3	45.2	40.9	9.6	9
	Male	127.5	129.8	95.5	55.3	50.4	16.5	
Net enrolment ratio	Female	89.7	90.1	50.3	27.4	26.1	6.3	9
	Male	92.7	93.3	49.9	29.7	26.7	9.3	

Gross enrolment rate in 15-24 years age group, by level of education

	Male				Female				Both Sexes			
	P	LS	US	Total	P	LS	US	Total	P	LS	US	Total
15-19	149.7	27.1	14.5	191.3	140.8	21.9	9.2	171.9	145.4	24.6	11.9	181.9
20-24	182.7	33.1	17.7	233.5	161.0	25.0	10.5	196.5	171.8	29.0	14.1	214.9

P – Primary; LS – Lower Secondary; US – Upper Secondary

Net enrolment rate in 15-24 years age group, by level of education

	Male				Female				Both Sexes			
	P	LS	US	Total	P	LS	US	Total	P	LS	US	Total
15-19	28.9	20.3	6.7	56.0	20.2	15.5	6.5	42.2	24.7	18.0	6.6	49.3
20-24	1.4	2.7	8.5	12.6	0.6	1.3	2.6	4.6	1.0	2.0	5.6	8.6

P – Primary; LS – Lower Secondary; US – Upper Secondary

3.7. Technical and Vocational Training

Technical, Vocational Education & Training	Total	% Female	Ref
2000-01	6,169	29.4	13
2001-02	7,943	19.9	13
2002-03	6,790	26.8	13

3.8. Drop Out & Survival Rate

Drop out rate (across all educational levels)	Urban		Rural		Remote		Ref
	Female	Male	Female	Male	Female	Male	
2002-03	9.55	8.56	12.51	11.6	23.13	20.68	13
2003-04	9.16	7.81	12.46	10.17	21.58	16.8	
2004-05	8.93	8.6	12.33	11.68	19.03	17.15	

Drop out Rates	Primary School		Lower Secondary		Upper Secondary		Ref
	Female	Male	Female	Male	Female	Male	
2001-02	9.55	10.84	20.8	17.3	16.5	16.2	13
2002-03	9.52	10.76	22.9	20.4	23.3	23.3	
2003-04	12.2	9.67	22.5	28.8	18	20.5	
2004-05	12.1	11.4	23.5	21.4	15.7	17.8	

Survival rate, 2005	Grade 1-5	Grade 1-6	Grade 1-9	Ref.
Female	54.94	47.55	24.80	9
Male	56.00	48.70	27.94	

IV- HEALTH PROFILE

4.1. Public Expenditure for Health from 1995- 2007

Cambodia	1995	2000	2001	2002	2003	2004	2005	2006	2007	Ref.
Total Health Current budget expenditures (in million riels, MOEF), of which	N/A	101,808	129,749	164,391	172,966	192,062	224,560	260,791	N/A	3
As % of GDP	N/A	0.72	0.83	0.98	0.93	0.9	0.87	0.87	0.98	4

4.2. Public Expenditure for Health by Region

Total Expenditure	Health Current Budget Expense (in million Riels)	Ref.
Current budget expenditure	192,062	2/5
Private Expenditure	61,513	2/5
Region 1	36,970.22	5
Region 2	25,331.22	5
Region 3	8,592.65	5
Region 4	9,665.12	5
Total Expenditure	253,575	

4.3. Percentage of youth who used a condom at last high-risk sex

Background characteristics	Men 15-24 who had sexual intercourse in the past 12 months		Men 15-24 who had higher risk intercourse in the past 12 months		Ref.
	Percentage who had high-risk intercourse in the past 12 months	Number of men	Percentage who reported using a condom at last higher-risk intercourse ¹	Number of men	

Age					
15-19	69.8	91	80.2	64	6
15-17	*	20	*	16	
18-19	66.7	71	(82.1)	48	
20-24	30.9	606	85.8	187	
20-22	37.4	283	91.8	106	
23-24	25.3	323	78.0	82	
know condom source					
Yes	46.2	448	87.1	207	6
No	17.8	249	71.6	44	
know condom source					
Urban	64.1	152	89.3	98	6
Rural	28.2	545	81.3	154	

Note: Figures in parentheses are based on 25-49 unweighted cases. An asterisk indicates that a figure is based on fewer than 25 unweighted cases and has been suppressed.

¹ Sexual intercourse with a non-marital, non-cohabiting partner

² Friend, family members and home are not considered sources of condoms

4.4. Percentage of youth with comprehensive correct knowledge of HIV/AIDS

Background characteristic	Percentage of women and men who say that:				A person cannot become infected by sharing food with a person who has AIDS	Percentage who say that a healthy-looking person can have the AIDS virus and who reject the two most common local misconception	Percentage with a comprehensive knowledge about AIDS	Number of women and men	Ref.
	A healthy-looking person can have the AIDS virus	AIDS cannot be transmitted by mosquito bites	AIDS cannot be transmitted by supernatural means						
Age									
Female									
15-24	72.3	69.2	85.8	90.2	55.0	50.1	6,646	6	
15-19	71.9	70.2	86.5	89.7	55.2	50.2	3,601		
20-24	72.8	67.9	85.0	90.9	54.8	49.8	3,045		
Male									
15-24	59.9	75.6	90.7	89.1	48.5	45.2	2,884	6	
15-19	56.3	72.4	90.0	87.8	44.6	41.4	1,662		
20-24	64.7	79.9	91.7	91.0	53.8	50.4	1,222		

4.5. Pregnancy of Female Youth

Current age	Percentage who gave birth by exact age					Percentage who have never given birth	Number of women	Median age at first birth	Ref.
	15	18	20	22	25				
Age									
15-19	0.2	na	na	na	na	94.8	3,601	a	6
20-24	0.4	8.9	26.3	na	na	51.5	3,045	a	6

na = Not Applicable due to censoring

a = Omitted because 50% of women had a birth before reaching the beginning of the age group

4.6. HIV prevalence rate among youth

Background Characteristics	Percentage who gave birth by exact age		Percentage who gave birth by exact age		Percentage who gave birth by exact age	
	Percentage HIV positive	Number	Percentage HIV positive	Number	Percentage HIV positive	Number
Age						
15-19	0.0	1,657	0.1	1641	0.0	3,298
20-24	0.6	1,483	0.2	1216	0.4	2,699
Residence						
Urban	0.4	638	0.0	511	0.2	1,149
rural	0.3	2,503	0.1	2345	0.2	4,848

Note: Figures in parentheses are based on 25-49 unweighted cases. An asterisk indicates that a figure is based on fewer than 25 unweighted cases and has been suppressed

4.7. Percentage of Youth Who Use Tobacco Products (smoke cigarettes/pipe or use other tobacco product)

Age group	Gender		Ref.
	Female	Male	
15-19	0.8	U	6
20-24	2.2	U	
15-24	1.4	U	

U= Unknown (data not collected or insufficient data to calculate indicator)

4.8. Percentage of Currently Married Youth Who Do not Want any more Children, or Want to Wait at Least 2 Years before Having a Child

Age group	Gender		Ref.
	Female	Male	
15-19	25.7	U	6
20-24	23.7	U	
15-24	24.1	U	

4.9. Percentage of Youth Who Experienced any Physical Violence in the 12 Months Preceding the Survey

Age group	Gender		Ref.
	Female	Male	
15-19	7.9	U	6
20-24	-	U	
15-24	-	U	

4.10. Percentage of Youth Who Have Had Sexual Intercourse and Who Say that Their First Experience Was against Their Will

Age group	Gender		Ref.
	Female	Male	
15-19	0.0	na	6
20-24	2.5	na	
15-24	2.0	na	

4.11. Percentage of Ever-Married Youth Who Have Experienced any Violence (physical, sexual, or emotional) by Their Current or most Recent Husband/Partner

Age group	Gender		Ref.
	Female	Male	
15-19	18.6	na	6
20-24	-	na	
15-24	-	na	

Note: Women not currently married were asked questions about the behavior of their most recent husband/partner using the past tense

4.12. Percentage of Underweight Youth (BMI < 18.5)

Age group	Gender		Ref.
	Female	Male	
15-19	27.9	U	6
20-24	19.1	U	
15-24	24.0	U	

Note: The Body Mass Index (BMI) is expressed as the ratio of weight in kilograms to the square of height in meters (kg/m²)

4.13. Percentage of Overweight Youth/Obese (BMI<25.0)

Age group	Gender		Ref.
	Female	Male	
15-19	1.5	U	6
20-24	4.3	U	
15-24	2.8	U	

Note: The Body Mass Index (BMI) is expressed as the ratio of weight in kilograms to the square of height in meters (kg/m²)

4.14. Percentage of Youth with any Anaemia (women<12.0 g/dl; pregnant women <11.0g/dl)

Age group	Gender		Ref.
	Female	Male	
15-19	46.5	U	6
20-24	44.6	U	
15-24	45.6	U	

Note: Prevalence is adjusted for altitude

4.15. Percentage of Female Youth Who Received Antenatal Care from a Skilled Provider

Age group	Gender		Ref.
	Female	Male	
15-19	71.4	na	6
20-24	73.9	na	
15-24	73.7	na	

Note: Skilled provider includes doctor, nurse, midwife and auxiliary nurse/midwife

4.16. Percentage of Youth with Comprehensive Knowledge of AIDS

Age group	Gender		Ref.
	Female	Male	
15-19	50.2	41.4	6
20-24	49.8	50.4	
15-24	50.1	45.2	

Note: Comprehensive knowledge means knowing that consistent use of condoms and having just one uninfected faithful partner can reduce the likelihood of getting the AIDS virus, knowing that a healthy looking person can have the AIDS virus, and rejecting the two most common local misconceptions about AIDS transmission and prevention.

4.17. Youth Maternal Mortality Ratio

Age	Deaths	Exposure	Mortality rates	Reference
Women				
15-19	38	37,770	1.02	6
20-24	60	34,633	1.73	
Men				
15-19	62	37,687	1.63	6
20-24	92	36,570	2.51	

- **Percentage of current married women who have heard of at least one contraceptive method and who have heard of at least one modern method, by age**

Age	Heard of any method	Heard of any modern method	Number of women	Reference
15-19	97.3	97.3	363	6
20-24	99.2	99.0	1,671	

• Percent distribution of all women and currently married women by contraceptive method currently used

Age	Any method	Modern method										Any traditional method				Total	Number of women	Ref.							
		Any modern method	Female sterilisation	Male sterilisation	Daily pill	Monthly pill	IUD	Injec-table	Im-plants	Male condom	LAM	Any traditional method	Rhythm	With-drawal	Folk method				Not currently using						
ALL WOMEN																									
15-19	2.1	1.4	0.0	0.0	0.7	0.1	0.2	0.2	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.6	0.1	0.1	0.6	0.0	0.0	97.9	100.0	3,601	6
20-24	19.1	12.9	0.1	0.0	5.9	0.9	0.5	3.5	0.1	1.8	0.1	0.1	0.1	0.1	0.1	4.3	1.8	0.1	4.3	0.0	0.0	80.9	100.0	3,045	6
CURRENTLY MARRIED WOMEN																									
15-19	20.8	13.7	0.0	0.0	7.0	0.6	1.7	1.6	0.0	2.8	0.1	0.1	0.1	0.1	0.1	5.9	1.2	0.1	5.9	0.0	0.0	79.2	100.0	363	6
20-24	34.6	23.3	0.2	0.0	10.7	1.6	1.0	6.3	0.1	3.0	0.2	0.2	0.1	0.2	0.2	7.9	3.3	0.1	7.9	0.1	0.1	65.4	100.0	1,671	6

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ANNEX 1- 1

YOUTH SITUATION ANALYSIS RESEARCH QUESTIONS

The Situation Analysis aims to identify the country's human, financial and organisational barriers to the fulfilment of youth and young people's right, with special focus on those most vulnerable and exclude from society, giving full consideration to their active participation in the process as right bearers. The results of the analysis will guide the development community to provide the tools and support necessary for duty bearers to become aware and accountable for their duties, while empowering young people to advocate for their rights.

KEY QUESTIONS OF THE STUDY:

- How is the situation of young people in current development process?
- What would be their critical needs, major challenges and barriers to the fulfilment of their rights?
- To what extent, current programmes, as well as existing support and funding and project activities supporting to youth and young people available in Cambodia?
- What are the main gaps and overlaps of such program in the areas of intervention? (with inclusion both mapping of formal and informal volunteer programmes)
- To what extent the links between the different elements such as population growth, employment patterns, economic and social development impact to youth?
- How important of relations around gender, sexuality, ethnicity, class to the ways in which young people are positioned within the society?
- To what extent, existing studies, surveys, data and research on young people in Cambodia available?
- What are the main gaps in data and analysis of such research, survey and data?
- What are the main areas required to bring more concerted efforts and greater investments for young people? And what should be the proposed priority actions?

ANNEX 1- 2

YOUTH SITUATION ANALYSIS: FIELD RESEARCH GUIDE

I. THEMATIC FOCUS AND RESEARCH QUESTIONS

The overall objective of the fieldwork exercises is to understand how the situation of youth in Cambodia is changing in today's society, especially with respect to vulnerable and marginalised young men and women. We first need to understand how young men and women perceive their social, physical, and economic environment is changing (or not changing) in the area where they live and, in some cases, work. Second, we want to understand the recent experiences of young men and women, as well as their perceptions of their own current situation and expectations about their future. In considering the following themes, it is important to lead the group through a discussion of how young men and women see things changing and where they fit in the context of the many changes. In this sense, we will want to discuss their concerns as well as hopes and ambitions for the future.

The key themes that will guide the focus group discussions concern employment, education, health, human security, rights and participation, changing values and attitudes, expectations about the future, and other activities. It is important to bear in mind that gender is an overarching theme that cuts across all of the discussions and interviews. We are especially interested to learn more about the similarities and differences of perceptions and expectations between young men and women. The research methodology is specifically designed to reflect gender as an overarching theme and includes Focus Group Discussions (FGDs) for young men and women.

Employment What are the main livelihood activities in the village? Is this changing? How are youth affected/involved?

What are the main employment opportunities in or near the village? Who has the opportunity to be employed, and who does not? What are the reasons? What is required to access employment? Are they prepared/ able to get any of these jobs?

What kind of job would you like to have in two/five years? What would you need (i.e., skills, training) to obtain such a job? Is that available here, or where would you have to go to?

How do you learn new skills to do a job? Have you ever participated in any vocational training program or skills development activities? Are such opportunities available nearby?

Do you think you might need to migrate somewhere else to find work? Are people in the village migrating elsewhere to find employment?

Education What level of education is available in or near the village? Who goes to school, for how long? What is required to go to school? Does everyone finish? If not, why not?

Why go to school – how is relevant and what do they learn? Will it help you find employment – or does it not matter?

What are your ambitions/hopes for education, including higher education (what level would you like to achieve)? What would you need to achieve this level?

Have you ever received special training for something?

Health What are the main health issues in the village? Are all youth affected similarly?

Do people have access to good health care? What about health education? What are the sources of information concerning health care and health education?

How often do you go to the local health centre? Why do you go (for routine check up, or just when you are sick or there is a problem)? How do you feel when you go to the health centre? Do all young people go to the same health provider? If not, where do others go, and why?

What concerns young people about health and health care?

Are there instances of HIV/AIDS in the village? What do young people know about this, and where do they get information? What about other sensitive health related issues, such as sexuality and STDs?

What, if anything, can be done to improve health and health care in the village?
Where do such ideas come from?

Human security Do you feel safe and secure in the village?

Are there any problems associated with security in the village or nearby?
Why do such problems occur? How do such problems affect you?

What do local authorities do about these problems? What can be done about these problems?
Is there anything you can do about such problems? Who should be responsible for solving such problems?
Do they have the authority/capacity to solve these problems?

Is there anything you can do to help resolve such problems?

Rights and Participation What does the idea of freedom mean to you? Examples? Do you feel you have freedom to participate in the affairs of your village (social, political affairs)? Do you feel that others in your community have more freedom than you? Why, or why not? Examples?

How are decisions made in the village about what people do together? Do you think your opinions are important (in the community, in the family)? Why or why not? Examples?

How is information communicated within the village and within the family? Are young people included in communication about the village and/or family, or not? Why or why not?

Have you ever participated in any group activities, and are you a member of any particular group or organisation? Why, or why not? Are there opportunities to participate in group activities? Are there barriers to participate? What kind of activities would you like to participate in?

Have you ever participated in volunteer work, or do you currently do volunteer work? What kind of work is it? Why do you do it? Do other young people do volunteer work in the community? What kind of work, and why?

Changing Values and Beliefs Do you think that your behaviours (and other young people) and ideas are different from your parents when they were the same age? If so, how - please give examples. How about grandparents? If not, how - please give examples? Why are their differences? Why are there similarities?

Are there things that you disagree about with your parents or grandparents? If so, what and why? Are there things that you agree about with your parents or grandparents? (Re. attitudes, beliefs, practices - e.g., behaviour, marriage).

Do you think there are certain things that other people, like teachers or other authorities, expect you to do or expect you to think? Do you have the same idea, or do you have a different idea? Please give examples?

What do you think about the role of women in the village - what is expected of them? Who decides this? What about men? If there are differences do you think this is fair - how have these roles changed and why? Do you think these could change? How so and why?

About the future What do you see yourself doing in 2-5 years? Will you be married? Will you have children? (Why, or why not?) Do you think you will be in the same village?

Is community well-being changing? Are there more poor people, more rich people? Are things improving in the village? What are their criteria for improvement (what example do they give of things getting better or getting worse)? How do you think things will change in the village - will it be better or worse? What will cause these changes? How will these changes affect you?

Do you think things will be better for your children, or the children of the village, in the future? How so, or why not?

Are you optimistic about the future, or pessimistic? In either case, why? What examples can you provide?

What are your hopes and dreams for Cambodia? What are three (3) things you would like to advise today's leaders to do in order to help those hopes/dream come true?

Other activities When you are not working, or in school, what do you like to do for entertainment or fun? What do other young people in your community like to do for fun? What is there to do in the village? Or do you have to go somewhere else for entertainment or fun? Depending on the answer, probe to see if it costs money to do. What are your sources of money for spending on entertainment and fun?

Key Informant Interviews Four key informant interviews will be conducted at each village site, making a total of 24. The interviewees may include village chiefs, CBO staff, teachers, health workers, and police.

Special efforts will be made to meet with commune council members as circumstances permit. The national elections will take place 27 July and in some areas commune council members be not be available. One or two KIIs will also be conducted in the specifically targeted areas of Phnom Penh, Siem Reap, and Sihanoukville. The total number of KIIs will therefore be about 27 – 30.

Individual interviews About 2-3 semi-structured individual interviews will be carried out at every village site, making a total of 12-18. The actual number will depend on the types of issues that emerge in the FGDs and KIIs and the availability of time. The interviewees will be selected from each of the four youth group FGDs or will be selected based on special areas of concern (e.g., disabilities, ethnicity, school drop out, HIV/AIDS, substance abuse, child labourer). An additional two interviews will be conducted in specifically targeted areas in Phnom Penh, Siem Reap, and Sihanoukville. The total number of individual interviews will therefore be about 18-24.

II. STUDY PROCESS

The complete fieldwork process in each village site will take six days as follows.

Activity	Number of days
Travel	1
FGDs, KIIs, and individual interviews in the village	3
Reflection/Report writing	1
Contingency	1
Total	6

The number of days earmarked for each activity is limited due to budget and time constraints. Although in practice there should be flexibility in how the time is used, the fieldwork should ideally proceed according to the following sequence of activities.

In Phnom Penh, Siem Reap, and Sihanoukville, one additional day would be needed to cover the specifically targeted areas and groups. Six days may be sufficient for Phnom Penh as travel time will be minimal. Again, the amount of work that can be achieved regarding specifically targeted groups will depend on the resources available at the conclusion of the second round of fieldwork.

The village survey teams will be comprised of four enumerators and one CDRI team leader. There will three survey teams. Each survey team will visit one province during the first phase of the fieldwork and one province during the second phase.

Preparation Before starting the fieldwork in a village, the team should call on the commune council and inform them of the study process. This meeting should also be used to gather preliminary information about the commune, with a specific focus on issues pertaining to the situation of youth. A time should be arranged to meet as many of CC members and village chiefs as possible at the conclusion of the fieldwork in order to cross-check the main findings and obtain feedback and clarification on areas that are not clear. The roles and responsibilities of the team members should be decided before starting the fieldwork. The team should also discuss a tentative plan for the fieldwork.

Introduction Full introductions should be given before starting the fieldwork at any location. We also need to repeat the full introductions before starting a FGD or individual interview. Introductions should include:

- Personal introductions (names)
- Information about the study
- Objectives, and how the study results may be used
- Study process (FGDs and interviews, commune discussions)
- Duration
- Make it clear that no immediate benefits/projects will come to the village or any individuals as a result of this study.

It is important to be transparent about the study, and provide any information that the community may want to know. It is also important that no false expectations are generated in this process.

FGDs The FGDs should ideally have between 8-12/15 participants. Each group will generally last 2 to 2.5 hours. The facilitators should inform participants about the expected duration of the discussion before starting and make sure they understand and agree. If the meeting is going to exceed 2.5 hours, be sure to stop and clarify with participants how much longer the meeting may go on. Participation in the FGD is strictly voluntary, and participants may leave at any time. It is important to ensure everyone's responses will be kept strictly confidential, and that there will be no attribution according to name. The FGDs will be recorded with a small discrete cassette recorder in order to support documentation and analysis. Participants should be informed of this in the beginning and asked permission to record, ensuring people that their names will be not be associated with the recording.

Previous FGD experience shows that male participants tend to dominate mixed group FGDs, which diminishes women's voices and perspectives. Also, women are often reluctant to raise sensitive issues (e.g., reproductive health) in mixed groups, or groups with a male facilitator. As a result, the FGD facilitators and note-takers will be the same sex as the FGD participants. For example, for any female FGD, the facilitators and note-takers must be female.

After introducing yourselves and explaining the purpose of the research, the facilitators should start each FGD with a community time-line exercise to help participants reflect about how circumstances have been changing in their village. The time-line exercise should focus on important events, such as development projects or crisis (e.g., flood, drought), exploring along the way what participants think about these events and how they feel they have been affected. If relevant, the facilitators may also want to ask about changes in the natural resources in the areas, but there will not be time to do a village resource mapping exercise.

In terms of wrapping up the FGD, the facilitator should ask the group participants to discuss among themselves the most important problems they face as young people in their community. They should rank these problems in order of importance and explain why they are problems. They should also be asked to propose solutions or recommendations for managing such problems, and identify those who should be responsible for solutions. The facilitators can leave the group to work on their own, giving them about 15 minutes, or can stay with the group and help guide them through the exercise. The most appropriate course of action may depend on the group. This exercise could also be used to wrap up and individual interview.

For the final concluding exercise, the facilitators should ask the group participants to identify their hopes and dreams for Cambodia in the future, perhaps 3-5 themes. They should be asked for three (3) things they would like to advise today's leaders to do in order to help those hopes/dreams come true and explain why.

Key informant and individual Interviews It is often best to carry out the key informant interviews with adults early in the fieldwork process in order to help provide background information as well as identify and frame trigger questions for the FGDs. Individual interviews with youth or others can then be conducted toward the end of the fieldwork when the general issues in the village have become clearer. The individual interview can then be used as an opportunity to explore specific issues in detail and clarify information and observations.

Reporting back to the village/verification It is important to keep in mind that we are visitors in the village and that people who participate in FGDs and agree to interviews are in fact taking time away from their usual busy schedules. We need to respect this at all times. One way of showing our respect for people's time and effort is to report back to the village what we have observed and found and seek their verification and clarification. This meeting should be conducted at the end of the village visit and can be organised with help from the village chief and other leaders in the village. This meeting should be planned in the very beginning and should be open to everyone from the village, especially young people. As with the FGDs, this meeting should be recorded along with careful note-taking.

Outputs The main outputs from the village fieldwork will include the daily reports, individual interview standard forms, and the village synthesis report. Other outputs will include all enumerator field notes, cassette recordings, and community timeline exercises, as recorded on newsprint. The team leader should be sure that all of this material is available and well organised before departing the village.

III. CHECKLIST OF ISSUES AND METHODS FOR FGDs

Be prepared with all the material you need (including water and snacks to share with participants) and be ready to start on time, even though some participants may arrive after the scheduled time.

Getting discussion underway: start the FGD by doing a simple community timeline exercise to help participants talking about their village environment

Keeping the discussion moving: Occasionally there may be pauses or gaps in the discussion. Be prepared to use a "trigger" question or observation and ask participants to comment.

Often times, a few people may tend to dominate. Be inclusive! Be sure each participant gets a chance to speak, so politely ask individuals what their idea/opinion is if they have not had a chance to speak.

Clarify and check back with the group frequently to make sure you understand what they have said. Also, ask the group if they agree or disagree with a certain point. This is also a good way to generate more discussion.

Probing questions: the most important component of conducting an informative FGD is to keep asking probing questions. Keep in mind that the key word in this regard is "why"? Keep probing for

explanation and clarification. Other key words are when, where, who, and what.

When an individual tells something about themselves, be alert for opportunities to ask the group if they have had a similar experience or made a similar observation or thought. And then ask the group if others in the village have had similar experiences or thoughts. It will be especially interesting and useful to ask young men and women to compare their situation or themselves with others in the community who they perceive to be better off or worse off.

Sometimes it is useful to draw pictures or make diagrams – or ask participants to do so if you think it will help clarify a point or generate more discussion. (See the checklist of materials below, and be sure you have everything!)

Wrapping up the FGD. When you sense the group is tired and ready to stop, you will want to start wrapping up. As you get toward the end, be sure to let people know how much more time there is (“In the next ten minutes before we stop, I would like to ask a few more questions...”) When you get to the end, be prepared to give the group a brief summary of what you have observed and learned, and ask if they agree. Be sure to thank everyone for his or her time – this is really important!

After the FGD is over, the research team should sit together and make a list of the most important/interesting observations and points that came up. Be sure to identify the points that were surprising or controversial, and the themes that seemed to generate the most discussion. This is a useful exercise in terms of helping you prepare the daily report as well as prepare for the next FGD.

IV. CHECKLIST OF ISSUES AND METHODS FOR INDIVIDUAL INTERVIEWS

Many of the issues and methods concerning FGDs can be modified and adapted for both key informant and individual interviews. However, the individual interviews should not require as much time, perhaps 30-45 minutes for the individual interview with youth and up to one hour with the adult key informant interviews.

As with FGDs, be prepared with all the material you need (including water and snacks to share with participants) and be ready to start on time.

Before starting, take a few minutes to chat briefly with your prospective interviewee to make sure he or she is a reliable informant. In some cases, informants may be distracted by work they are doing or watching after children. In such cases, it may be better not to start the interview and choose someone else.

Also, be sure to make sure that the surrounding circumstances are conducive to a good interview. If there is too much noise or other kinds of environmental distractions, it may be best to conduct the interview in another location. In the case of key informant interviews, it may actually help to have additional people observing so that information can be cross-checked and verified right on the spot. In the case individual interviews, however, you may need to be careful about confidentiality and so may want to select a more private location.

Getting discussion underway: start the individual interview by doing a simple personal life history exercise to help them talk about themselves. As for KIs, you may want to make one or two observations about the village environment and ask the interviewee to respond.

Keeping the discussion moving: Occasionally there may be pauses or gaps in the interview. Be prepared to use a “trigger” question or observation and ask participants to comment.

Clarify and check back with the individual frequently to make sure you understand what they have said. Also, ask them if they agree or disagree with a certain point. This is also a good way to generate more discussion.

Probing questions: As with FGS, the most important component of conducting an informative interview is to keep asking probing questions. Keep in mind that the key word in this regard is “why”? Keep probing for explanation and clarification. Other key words are when, where, who, and what.

When an individual says something about themselves, be alert for opportunities to ask them if others in the village have had similar experiences or thoughts. It will be especially interesting and useful to ask young men and women to compare their situation or themselves with others in the community who they perceive to be better off or worse off.

Sometimes it is useful to draw pictures or make diagrams – or ask interviewees to do so if you think it will help clarify a point or generate more discussion. (See the checklist of materials below, and be sure you have everything!)

Wrapping up the interview. When you sense the individual is tired and ready to stop, you will want to start wrapping up. As you get toward the end, be sure to let people know how much more time there is (“In the next ten minutes before we stop, I would like to ask a few more questions...”) When you get to the end, be prepared to provide the individual with a brief summary of what you have observed and learned, and ask if they agree. Be sure to thank everyone for his or her time – this is really important!

Immediately after the interview, the interviewer should take time to make a list of the most important/interesting observations and points that came up. Be sure to identify the points that were surprising or controversial, and the themes that seemed to generate the most discussion. This is a useful exercise in terms of helping you prepare for the next FGD or individual interview.

The individual interviews should be timed to last about 30-45 minutes, depending on the content and quality of the interview. Themes and issues to be covered during individual interviews include:

- Individual time line/life story: What are the key events/changes experienced by the household and how have they affected the individual?
- Description of their family and their role/position is within the household.
- Livelihood/employment discussion: assets owned by the individual (if applicable) household, changes in asset ownership, assets they have access to (from relatives and neighbours), sources of livelihood, outflows, periods of stress and coping strategies.
- Observations about social and economic environment of the villages, including references to social services, human security, participation in group activities, organisations or other social networks in the village that this individual is part of; are there networks this individual feels left out from; how do these networks work, i.e. on the basis of clusters, relatives/kinship, friends, political affiliations, ethnic groups, etc.

- Their expectations for the future concerning employment, marriage, children.
- What are the most important problems they face? How do they cope with or solve these problems?
- What are their hopes and dreams for Cambodia? What would they like to advise leaders to do in order to achieve these hopes and dreams?

The interviews will address specific questions related to the main research themes and questions as outline in Section 1 above. Although the questions will be written down on a standardised form for recording responses, the interviewer should be prepared to ask follow-up probing questions and to be flexible about the order in which questions are addressed. In this sense, the interview is semi-structured. It is important to engage the respondent in a free flowing discussion that the interviewer steers, making sure that all issues are addressed regardless of the order in which they come up in the conversation/interview.

V. DOCUMENTATION

It is important that all FGD, KIIs, and individual interviews, as well as any informal chats, are thoroughly and accurately recorded in order to minimise the amount information leakage that can take place as data moves along the documentation and reporting ladder. All informal chats should be documented as some of the most interesting and useful information comes up from these interactions. The field notes, FGD reports, KKI and individual interview report forms will inform the preparation of a comprehensive village site report.

Field Notes Each enumerator should be prepared to take copious notes of each discussion group and interview in a field journal. Each FGD should have one person who is designated as the note-taker whose sole responsibility will be to take detailed notes. All notes (FGDs as well as key informant and individual interviews) should be recorded chronologically, reflecting the actual order of the discussion or interview. The notes can be then categorised according to topic at a later time.

FGD Reports The Village Survey Team will prepare a comprehensive report for each FGD using a standardised format. The report will cover all the main points with complementary detail addressing each of the main research themes. The reports should be prepared on the same day as the FGD in order to minimise information leakages.

Interview Notes Both key informant and individual interviews will be recorded on standardised forms. Because of time constraints, the interviewers will be able to record these notes on the forms and will not have to prepare separate or collective reports for each interview.

Daily Discussion Notes Each evening while in the field, the team leader should convene a team discussion to review findings and observations made during the course of the day. The notes from this discussion should be synthesised into a daily findings brief. The evening discussion will also be useful in terms of informing the work plan for the next day.

Village Synthesis Report The village site reports will serve as basic analytical data upon which the survey analysis will rest, and as a result should be thorough and comprehensive. The village site report will address all the key research questions outlined in the field guide as well as provide any and all new information that the team considers relevant to the overall goals and objectives of the research project.

The village site report should be prepared in Khmer and then translated into English in order to provide a wide range of observers and researchers with access to the data as well as facilitate analysis with NVivo software.

VI. VILLAGE SURVEY TEAM COMPOSITION, ROLES AND RESPONSIBILITIES

Each village survey teams will be comprised of four enumerators, including two women and two men. The field enumerators are contracted on a short-time basis and will be responsible for facilitating the FGDs and helping with the individual interviews as needed. A CDRI researcher who is responsible for ensuring quality control for all data collection, documentation and reporting activities will supervise each team. The CDRI team leader may also help conduct some of the key informant interviews and individual interviews as needed.

VII. RESEARCH ETHICS

Social research involves human beings and must be guided by a strong and clear sense of ethical considerations. This is especially so when working with vulnerable groups, including children. CDRI team leaders and field enumerators should strictly adhere to the following ethical guidelines:

- Participation in all research activities is strictly voluntary and individuals have the right to terminate their involvement at any time. Individuals should not be coerced or otherwise persuaded to participate against their will.
- The interviews and FGDs will be conducted in strict confidence. The information will not be divulged outside CDRI and there will be no individual references or attribution (i.e., quotation) by name.
- Everyone who participates in the research should be informed of the goals and objectives of the research and how it will be used. People should also be informed that the research will not lead to any projects or other interventions in the community.
- Children under the age of 17 must have parental consent to participate in interviews or focal group discussions.
- Individual interviewers and FGD facilitators should be aware of any topics or comments that may make participants uncomfortable. Individual interviewers should terminate the interview if they observe discomfort on the part of the interviewee. FGD facilitators can excuse individual participants from the group or call a “time out” in the discussion if they feel anyone is uncomfortable with the content of the discussion. Interviewers and facilitators should discuss such matters with the team leader. If necessary, the team leader should call their supervisor or the research advisor for consultation.
- CDRI research and enumerators working on behalf of CDRI are expected to conduct themselves as professionals while in the village. FGD participants and interviewees, as well as all members of the community, should be treated with respect at all times.

VIII. MATERIALS TO TAKE ALONG TO THE FIELD

- Notebooks for all note keeping
- Large sheets of paper
- Marker pens
- A-4 size paper
- Cassette recorders (preferably two per village)
- A sufficient number of cassettes
- Scissors
- Masking tape
- Rubber band (to secure the rolled up sheets of paper)
- Folders (to file the daily and site reports)
- Pens
- Pencils
- Eraser
- Stapler and staple pins
- Sufficient cash to purchase snacks/water for FGDs, as well as other items
- Bag to carry all the material (a plastic shopping bag may do)

ANNEX 1- 3

YOUTH SITUATION ANALYSIS RESEARCH COORDINATION MATRIX

Main Area of Analysis		FGD	Key Informant Interview
I- Major Trend (Youth Profile and Demographic)			
Detail Indicators/ Data			
1.1	Youth statistical data and profile (population, sex, language spoken, marital status, Geographical distribution, Ethnicity, Religious Affiliation, Family size and structure, Employment Statistic, Education Statistic, Health Statistic, Poverty and hunger, food security and nutritional status)		
1.2	Cambodia youth in context of current development (globalisation and free market economy, population growth, fertility rate). Current situation of youth in free market economy and overview of future trend		
1.3	Trend in youth migration (Internal Migration, External Migration, Permanent and Short-term migration) and interrelation to current labour participation rate (LPR) among Cambodia youth, the trend in youth labour forces? What are gender gaps in LPR? What could be the issue regarding the gender gap in LPR? and the status or well-being of migrant people	X	X
1.4	How different livelihood of youth by well-being/ gender and ethnicity and geographic? Are there any correlation between HH poverty and the number of young adult work? What is the situation of young adult under women head family?	X	
1.5	Analyse trend and correlations between social or economic development to LPR of youth in Cambodia		X
II- Overview of Legislation			
Detail Indicators/ Data			
2.1	Overview of existing law on youth (including related institution and their effectiveness of law implementation), What are constraints for implement law on young people? How current laws will contribute to formulation of national youth strategy?		
2.2	Youth and their common conflicts (Social, Economic, Political, and Psychological dimensions) with law, Law and conflict resolution (with refer to youth). Case study of law conflict resolution		
2.3	According to the law, what right the young people have? Legal right for young people. Law and prospects for enhance social safety net for vulnerable young people, what are opportunities for law enforcement, what areas, gap, and limitation need to be adjusted and improved?		
1.3	Trend in youth migration (Internal Migration, External Migration, Permanent and Short-term migration) and interrelation to current labour participation rate (LPR) among Cambodia youth, the trend in youth labour forces? What are gender gaps in LPR? What could be the issue regarding the gender gap in LPR? and the status or well-being of migrant people		

III- Policy Implication

Detail Indicators/ Data

3.1	Current National Policy (CMDGs, NSDP II, Rectangular Strategic...) and its reflection to young people development, Does current policy respond comprehensively to the needs of vulnerable young people? What are perception from government and development institution regarding current policy? What will be trend of policy and its foreseen impact to young people?	
3.2	What are possible role from which civil societies and other development institutions could contribute to policy and other national intervention which ultimately impact more effectively to youth development	
3.3	Halving poverty by 2015? Within this effort for poverty reduction, what would be prospects (opportunity and constraint and challenges) for youth to catch up this opportunity?	X
3.4	Integration of youth development issues to CIP and CDP, what are prospects and perception among stakeholder and youth them selves?	
3.5	Analyse current context of social change (participation, empowerment, good governance and democracy) would help contribute to the change of youth behaviour or youth situation improvement	
3.6	Challenge, opportunity and constraints for government to formulate national youth strategy, What are perceptions from NGOs and donor regarding the formulation of national youth strategy and what are possible contribution from those agencies to the formulation? If formulated, how could National youth strategy will impact to young people development in Cambodia? What are policies priorities for youth national strategy? What are good lesson learnt from other country youth policy?	X

IV- Health

Detail Indicators/ Data

4.1	Youth health statistical profile (Percentage of young people living in absolute poverty, fertility, contraception, Marital mortality ratio, Disability in population, access to health care and expenditure, food security and nutritional status)	
4.2	Youth and access to health care and expenditure (Overview current access to health care service by youth and vulnerable youth) and does situation of youth being excluded from health services exist (with refer to macro and micro level of health sector)	
4.3	Overview of current policy (health safety net for young people, gap in health service to vulnerable young people) from prospects of economic development and improvement of Prospects of economic development and improvement of health service for youth. What are the foreseen prospects for promoting health care for youth for stimulates growth, poverty reduction and health care expenditure? What are possible role of public sector for contribution to health sector development?	X
4.4	Youth perception on current health service, Challenge and opportunity for health sector development for youth? What is prioritised health education needed by young people?	
4.5	Analysis of situation of drug and tobacco, alcohol abuse among young people	X
4.6	Current situation of Youth Reproductive Health, Trend of HIV/AIDS, STI among youth, Challenge for young people with ARH (education), youth and preventive measure to HIV/AIDS and STIs	X
4.7	What are possible role for youth in health sector improvement (VHV...)? How useful contribution of young people and their participation in health development at commune level?	X (Commune Health Center)

V- Education and Training

Detail Indicators/ Data

5.1	Youth education statistical profile (Youth literacy rates, Gross enrolment ratio for secondary education, Net enrolment rate for secondary education, Gross enrolment rates for tertiary education, Transition rate to general secondary education, Government budget allocation to education improvement)	
5.2	Overview of current education policy and intervention made by government, What are foreseen gap in education sectors for youth (a review from formal and informal sector)? Review major constraint and opportunity for improve access to education (with refer to NSDP and CMDGs other national education policy) - a review from macro level for education sector development for youth. What are role of development institution to fill in the gap in education?	
5.3	Prospects for economic development and future implication of education development and enhancement. Additional skills needed by young people to catch up opportunity and benefit from development and growth? What are the main challenges for youth to access to higher education, vocational training and life skills?	
5.4	Assessment of current effort of current project, program, intervention which include media and other broadcast means made by Government, NGOs and other institution in support to education sector. What are their strength, weakness, and gap in implementation the program?	
5.5		X (CCs or VDCs)

VI- Livelihood and Employment

Detail Indicators/ Data

6.1	Major challenges and barriers to the fulfilment and improvement of their livelihood	X (Optional)
6.2	- Challenge for safe migration, Are there any correlation between household size and young people migration?	
6.3	- Reduction of livelihood activities in the community (reduction of Natural Resources Availability, Food Insecurity, debt, Shock and disaster)	X
6.4	Analyse the current situation of job opportunity for youth in current economic development (both internal and external), Current situation of youth in free market economy and social development (Labour availability, LPR, trend of youth employment an unemployment, prospects for promoting labour availability for youth). How is trend of impact to youth	
6.5	What are the positive and negative impact of physical infrastructure development and livelihood of young people	X
6.6	Identification of their critical need for sustainable livelihood, Access to basis standard of living (Food, Shelter, Quality of life, Education, Opportunities as baseline information)	
6.7	What are the factors and circumstance enhance or impede the ability of youth to access to social services and development infrastructure? Are these different by gender/ ethnicity or economic status? What are the most challenging issue for young people for livelihood improvement?	X
6.8	Analysis of MFI and SME development and implication to improvement and provide better opportunity for improvement of youth livelihood in both rural and urban area? How could promoting agriculture marketing will help in order to enhance their livelihood (from perspective of agriculture development)?	X

6.9	What are the prospects for enhancing social capital for youth will help contribute to their livelihood improvement? What role social capital play to livelihood improvement?	
6.10	Good practice and lesson learn from any intervention on youth livelihood improvement	X
VII- Risk and Vulnerability		
Detail Indicators/ Data		
7.1	Overview of common risk and vulnerability that young people is facing (by gender, geographic and by employment sectors with refer to poverty and current development context). Youth perception in risk and vulnerability they faced	X
7.2	Economic dimension of youth risk and vulnerability (Labour market challenge for youth in context of Cambodia development, what make youth vulnerable in labour market). Economic inflation and its implication to risk and vulnerability to youth and young people? Prospects of SME development and its impacts to risk and vulnerability mitigation of young people	
7.3	Young people and sexual abuse and vulnerability (tourist sector)	X
7.4	Foreseen the future development and its implication whether benefit from growth and development will contribute to reduction of risk and vulnerability among young people?	X
7.5	Review and analyse social protection program for young people with refer to mean for mitigate their risk and vulnerability (Social protection efforts and mechanism to reduce youth vulnerability). Role of the government and development institution in reducing risk and vulnerability of youth	X
VIII- Civil right and Participation in Development process		
Detail Indicators/ Data		
8.1	Youth and exclusion from participation in development process with refer to youth right and participation in social and community development, formulation of Commune development plan, other related initiative on community development, their possible role in CBOs, and their influence on public decision Discuss role of youth and educated adult in support to their community development scheme	X
8.2	Good lesson learnt and practice on promote civil right to youth	
8.3	Foreseen the future development and its implication to improvement of right for youth to access to development process and participation	X
8.4	Overview community perception on youth role (education, youth development, employment creation and sustainable livelihood, business development, and health and well-being)	X (CCs or VDCs)
8.5	Prospects of volunteerism and participation of youth in community development. Young people and volunteerism and member ship in civic society (village health volunteer, other type of volunteer in community and other social services, democratic process)	X
8.6	How development information will be facilitated to youth in community? Youth and access to media and use of media, ICT, what information do young people value? Implication for young people's media rights (protection of young people's media rights, Provision of young people's media right, participation and young people's media right, Education and young people's media right)	X

IX- Gender roles and disparities

Detail Indicators/ Data

9.1	Gender issue in socio-economic development (Gender in health issue, gender in education, participation in development process, gender and employment..) Prospect of gender integration into development process (with specification on youth)?		X
9.2	Analyse issue regarding LPR by gender? What are the gender gap in LPR		
9.3	Perception regarding the program and the project support to youth (by gender)		X
9.4	Does current social protection program respond equally by gender?		X
9.5	Gender Exclusion and Discrimination in access to social service, employment (in respects to youth)		X

X- Social Environmental

Detail Indicators/ Data

10.1	Intergeneration relation which include violence, poverty, trafficking and gender relation and its potential impact to youth	X	X
10.2	Other activities that might interfere young people education and protection (leisure time, other surrounding environment, trend of modernisation)	X	X
10.3	Social Environment and impact of families and community on young people	X	X

XI. Map current programmes, as well as existing support and funding, in order to identify the main gaps and overlaps

Detail Indicators/ Data

11.1	Overview of current program and project and other intervention on youth (International intervention, national NGOs, private sector such as MFI, SME, Area of support or the focus of the project...) What are the specific criteria's for selection of beneficiaries (young people into the project? What are the reasons for exclusion to other youth?		X
11.2	Assess trend for program and project on youth with reference to government policy, socio-economic development? (scaling up the program to see the gaps). With this regards, what assistance should be provided by stakeholder to youth to match up with social and economic development and provide them with better livelihood activities (type of vocational training, other education support, and risk and vulnerability mitigation among young people?		X
11.3	Donor perspectives on current project on program on youth? What are the trends in donor support to young people in Cambodia? What will be opportunity for continuing current support to project which related to youth?		X
11.4	Assess the overlap in the area of development from development institutions, reason for overlap? What shape the area of focus?		X
11.5	What are constraint and opportunity for those developing institution regarding the implementation of their current program? What are good lesson learnt or good practice they face during the course of project implementation? How to ensure the program and project to be effectively benefit and widely accessible to vulnerable young people (from perspectives of development agencies, donor and government)		X

XII. Analyse the main areas requiring concerted efforts and greater investments for young people, and propose priority actions


Detail Indicators/ Data



<i>Livelihood linking education to employment and income generation</i>		
12.1	Policy implication for safe migration and what are other challenges for safe migration? And what are should be proposed intervention?	
12.2	What recommendation should be proposed to employer to provide better working condition for young employment?	X
12.3	Vocational Training for youth, what are skills and needs and gap in vocational training to youth to access wider to labour market?	X
12.4	Assessment of NGOs and government policy program and the area that need to be adjusted in order to fulfilment the critical need of youth?	
12.5	How could future development be more benefit to youth and ensure the equity sharing of the benefit from growth to most vulnerable young people?	X
12.6	Appropriate policy that allow youth to access more widely to the social services and development infrastructure? What are the areas that need to be adjusted and more focused?	
12.7	To what extent and what roles could private such as MFI other public institution and stakeholder sector involved in youth development?	X
12.8	What recommend should be made to diversified livelihood activities for youth in the rural area? (with refer to poverty reduction)	X
<i>Program, identify gap in services and recommend opportunity for civil society and government intervention</i>		
12.10	Gap and limitation in social protection program for youth and what should be intervention to over come this gap?	X
12.11	What are NGOs area of suggestion and recommendation to donor for continuing support to youth development? What will be perspectives for NGOs and INGOs in continuing implementation of their project, program?? Assess prospects for project sustainability	X
12.12	What would be the recommendation from donor site, regarding youth and development, program project on youth? What will be perspectives for continuing support to IOs or NGOs to continue support to young people in	X
12.13	Will SME is one of the strategy for livelihood improvement for youth? and to be included in their development project on youth	X
12.14	How to bettering social protection program in the way that the program or project will be enlarge and ensure that vulnerable young people to benefit from its?	X
<i>Gender: promoting gender equality and employment and education and other</i>		
12.15	Taking from finding and barrier in access to social infrastructure, what would be prospects for promoting equity and equality between man and women including ethnic group adult in access to social infrastructure (what should be intervention, and who role of stakeholder for this involvement)	
12.16	With current LPR, what are appropriate recommendation should be made in order to promote LPR for youth? Assess the way from which we could promote wider access to employment for young women	X
12.17	Suitable way that enhance different type of youth (ethnicity and gender) for equal access to social service	X
12.18	Prospects for overcome gender disparities and promote gender equity and equality among young people	X
<i>Civil right and participation: How to promote youth right and participation</i>		
12.19	Link CDP and CIP with integration of youth issue and other social service for youth, to ensure greater participation and inclusion of young people in development process	X
12.20	Are there any alternative way for helping unemployment youth to take part in their community development?	X


12.21	What are proposed action and strategy to broaden young people to volunteerism and ensure their active participation in social development?	
12.22	What are appropriate recommendation to youth and exclusion from participation in development process	X
Education: and the area for improvement for youth for wider access to education		
12.23	Proposed recommendation to overcome constraint for youth to access to vocational training? What are emergent types of vocational training need to cope with current development context?	X
12.24	How could youth human capital be promoted in current context of development? Assessment of policy and other effort made by various institutions in education sector. What are the recommendations should be proposed regarding the strategy for the promotion of higher education for young people?	
12.25	What are skills and education should be proposed for young people to catch up these opportunities (SME development...)	X
12.26	What are prospects for promoting economic empowerment for young women? (with refer more specifically to education issue)	X
Risk and vulnerability: recommendation for mitigation of risk and vulnerability		
12.27	What would the responses required to help youth from facing risk and vulnerability (government perspectives, other development agencies perspectives)	X
12.28	How to would social protection program will benefit to most vulnerable youth? And mitigate risk and vulnerability faced by young people?	X
Policy and legal framework: Area of recommendation for policy and legal framework		
12.29	Labour law and what it needed to be adjust (improvement of working condition, social safety net for young worker)	X
12.30	What will be the role of private sectors in the contribution to formulation of National Youth Strategy	X
12.31	What are proper interventions to fill gap in current national policy and to benefit to vulnerable young people. What are the appropriate strategies for development agencies, donor and government institution should undertake to ensure that young people will benefit from development and other development program/ project	X
12.32	Is it feasible that development agencies should take SME development as one strategy for livelihood improvement for youth? (discuss on recommendation made to promote SME and its benefit to poor young people)	X
12.33	Suggested prioritise area synthesise for the National Youth Strategy and formulation	
Health: What are the area needed for improvement in health sectors for youth		
12.34	How to improve access of youth to health care service to youth. Prospects for enhancing social health safety net to vulnerable young people (food security and nutritional status, emergent health education, and HIV/AIDS prevention measure)	X
12.35	What should be lesson learn from neighbouring country in health development for youth	
12.36	To what extent, that health status of young employment engages in service sector being improved?	X
12.37	Prospects of enhance the contribution and intervention of private sector to health service to young people?	X

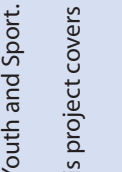
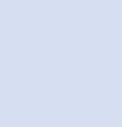
*** It is noticeable that indicators set in the matrix are tend to be changed or removed accordingly to fit to research objectives and major themes. All indicators in the matrix will be comprehensive guideline and road map for construction of questionnaires and collecting both primary and secondary data as well as structuring report. However, within time frame of the project, It is not necessarily to follow all indicators exist. For that reason, remaining indicators and themes will be considered to be gap for future research.

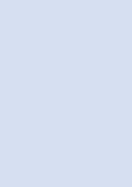
ANNEX 3-1 UN AGENCY YOUTH PROGRAMMES (WORKING DOCUMENT AS OF 3 FEBRUARY 2009)

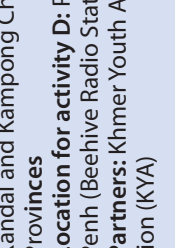
Agency	Policy/ legislation	Research	Programme	Partners./Target Areas
	<p>Safe motherhood</p> <p>Equity funds</p> <p>Abortion Law</p> <p>Birth Spacing</p> <p>Adolescent & Youth Friendly Services</p> <p>Providing Technical support to Youth</p> <p>Policy</p>	<p>Joint support to Youth SitAn</p>	<p>Adolescent Reproductive Health Objective: Increasing awareness of women, men and youth about reproductive health, reproductive rights and available services in the priority areas.</p> <p>UNFPA Support for the Life Skills Programme and Youth Dialogue Strategies:</p> <ul style="list-style-type: none"> • Support for the Life Skills and Youth Policy dialogue on youth issues and implementation of the Ministry of Education, Youth and Sports' Life Skill on HIV/AIDS education Programme, which address the sexual and reproductive health concerns and needs of the in and out of school youth in Kratie Province. • In 2008, the support is being made to build capacity of the primary level in-service teachers to be able to further integrate HIV life skill knowledge into the local life skill hours. This has been implementing in 12 provinces. • Advocacy events (IYD and WAD) are being supported to increase awareness on the importance of SRH and the preventive way from contracting HIV/AIDS throughout the country by the MoEYS. <p>UNFPA Support to Youth Friendly Sexual & Reproductive Health Services and HIV/AIDS</p> <ul style="list-style-type: none"> • Support the Youth Friendly Sexual & Reproductive Health Services (YFSRHS) and HIV/AIDS strategies that contribute to strengthening the decentralised responses to HIV/AIDS prevention and improving the sexual and reproductive health (SRH) status of young people aged 10 to 24 in three provinces <p>UNFPA Support to Young People's Reproductive and Sexual Health</p> <ul style="list-style-type: none"> • UNFPA supports Young People's Reproductive and Sexual Health and Youth dialogue, and the implementation of a SRH outreach education programme <p>Support the community/ commune council level initiatives: Building links and responsiveness between youth, commune councils, women's and children's committee and existing health and education structures and local youth NGOS (youth/ peer education's initiatives). Promoting youth engagement with community (leaders) in reproductive health an community development.</p>	<p>Kratie with MoEYS and CSCS</p> <p>1-Kampong Cham; 2-Kampong Thom; 3-Kampong Chhnang; 4-Kampong Speu; 5-Pursat; 6-Takeo; 7-Kampot; 8-Siem Reap; 9-Oddor Meanchey, 10-Pheah Vihear; 11-Koh Kong; 12-Sihanouk Ville</p> <p>Koh Kong with CARE Kratie with PFD Kg. Cham with RHAC</p> <p>Banteay Meanchey and Kg Chhnang provinces The programme is undertaken by the Youth NGO, Khmer Youth Association (KYA) in 2 provinces.</p> <p>Ministry of Interior. 14 provinces (out of 24), 446 (out of 1,612) communes</p>

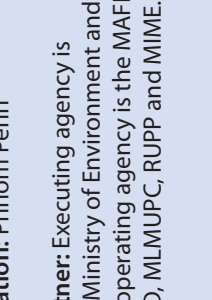
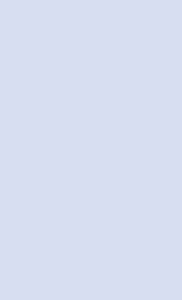
Agency	Policy/ legislation	Research	Programme	Partners./ Target Areas
	Providing Technical support to Youth Policy SitAn	Supported Youth SitAn	<p>Young Women Leadership</p> <p>Keys Activities/ Strategies</p> <ul style="list-style-type: none"> Capacity building related to Personal Development, leadership, Project management, Women Rights and CEDAW Build Commitment for Young Women to become activist in the future The member of Young Women Leadership Programme will be the people who help monitor CEDAW and Women Rights implementation by state partners and partners 	Phnom Penh Young Women staffs from different NGOs network that work on women issues such as: NGO CEDAW Committee, NGO forum, GAD/C and CAMBO. 20 NGOs network
		Supported Youth SitAn	<p>School feeding programme:</p> <p>Objective: to ensure regular attendance and improve retention in primary schools of children (in particular girls) from poor food insecure households, particularly for girls.</p> <p>Strategy: Providing a daily hot breakfast to primary school children in WFP target commune using standard WFP food ration of rice, canned fish, beans, oil and salt. Participating schools and communities provide fresh vegetables, water and fuel as well as are responsible to establish a school kitchen, food storage facility and organise cooks to prepare the breakfast.</p> <p>Take home ration</p> <p>Objective: to reduce drop out and increase the completion rate</p> <p>Strategy: Providing to students of poor families (grade 4, 5, 6) particularly for girls, to enable poor households to enrol and keep their children in school and to thus provide more equitable access to the Government's "Scholarship for the Poor" programme in grades 7 to 9.</p> <p>Vocational training to Adolescent girls</p> <p>Objective: to increase employment opportunities of vulnerable and adolescent girls and reduce the likelihood of them becoming potential victims of violence or trafficking</p> <p>Strategy: On site feeding is provided to women and adolescent girls who attend skills or post literacy training at centre in rural community in target areas.</p>	Targeted poorest communes. Location: 12 provinces (KCM, KTM, KSP, SRG, STG, PVG, PVR, KCG, SRP, OMC, PST, PHN) Partners: MoEYS (including PDoEYS) UN agencies: UNICEF NGOs: SAJ, KAPE, CARITAS, FSC Location: KCM, PVG, PHN, BMC, STG, SRG, KCG, PST, SRP, KSP and PVR. Partners: MoEYS, UNICEF, KAPE, SAJ, WVC, CWCC, WE, FSC. Location: KCM, SRP, KPT, PHN Partners: AFESIP, FSC, KPT VT



Agency	Policy/ legislation	Research	Programme	Partners./ Target Areas
	Supporting Youth Policy Equity funds	Supported Youth SitAn Situation Analysis on women and children using a HRBA	HIV Prevention and Care Program Strategies: <ul style="list-style-type: none"> • HIV education & vocational training, sports & recreation activities, peer education/facilitation for most at risk adolescents • Community Youth Volunteer Programme for out of school youth with focus on most-at-risk adolescents (10-18 years) • BCC strategy developed and activities implemented, including telephone hotline to provide information on HIV/AIDS, mass media, special events, & printed material • Expand Life Skills Education project for out of school youth (Prey Veng Province) (NOTE: The UNICEF & UNFPA Life Skills Programs are the same program (same curriculum, etc), but with different implementing modalities (e.g., using different implementing partners)	UNFPA, UNESCO, NGOs, Ministries Ministry of Rural Development NGOs, MoLVT, MoEYS, UNESCO, Inthanou MoEYS
	ECD and CFS policy Development of legal framework juvenile justice Trafficking law	Secondary analysis of CDHS 2005 Formative research on behaviours including youth	Expanded Learning Opportunities for disadvantaged children and Youth-Objective: Address specific needs of disadvantaged children and youth without access to focal pre- schools or basic education Strategy: Supporting community or home based pre- schools,, life skill education for in and out of school youth, multi grade teaching and bilingual education for hard- to- reach and ethnic minority areas.	
			Child/Youth Participation, Promotion for child/youth rights Strategies: <ul style="list-style-type: none"> • Support initiatives which promote a high degree of decision making by young people for young people t Child protection: Strengthening social welfare systems for vulnerable children and adolescents,	Youth TV Bureau (SCY), CMCC MoSVY, Mol, MoJ, MoEYS, CMAA, international and local NGOs
			VPromote a youth leadership initiative Strategy: In the community work with commune councils to support the voice of young people in council decisions	Mol and MoWA

Agency	Policy/ legislation	Research	Programme	Partners./Target Areas
 World Bank	Supported Youth SitAn	<p>Education Sector Support Project: Objectives: To assist the government to implement its education sector support program goals to expand access to educational services Strategy: Addressing supply, demand, quality and efficiency constraints, with special focus on the poor and underserved communes. (Active)</p> <p>EMainstreaming Education for Disadvantage Children (Active)</p>	<p>Implementing by the Ministry of Education, Youth and Sport. Located: this project covers nationwide</p> <p>Implementing by VSO Cover areas in six provinces – Ratanakiri, Mondulakiri, Koh Kong, Banteay Meanchey, Battambang and Kampot</p>	<p>Implementing by EB. Location: Prey Kabas and Angkahn commune, Takeo Implementing by KYSD. Location: Kandal province</p>
 UNITED NATIONS Office on Drugs and Crime <small>Project Office, Phnom Penh, Cambodia</small>	<p>National integrated drug abuse prevention program for subsequent The targets are in and out-of school youth. Objective: Awareness raising of drug related transmission of HIV/AIDS, developed and piloted, and a plan made for large-scale delivery of the programme Strategies:</p> <ul style="list-style-type: none"> • Establish a working group to develop and subsequently oversee the delivery of the drug abuse prevention programme, consisting of representatives of the Ministry of Education, NACD, other concerned government agencies and relevant NGOs. • developing, piloting, evaluating and finalising the prevention programme, including the preparation of IEC (information, education and communication) material for the programme, encompassing also life-skills education curricula (with support of International and local specialise contractors) • Pilot-test the draft prevention programme in 5 secondary schools in Phnom Penh and 5 secondary schools in five provinces through training by the trainers of teachers in the schools and subsequent delivery of the programme by the teachers to the students and the trainers of selected personnel in NGOs, CBOs or other suitable entities identified for the purpose and subsequent delivery of the programme to out-of-school youth by the trained personnel. 	<p>Small Grant program (Active) A. support Environmental Beauty (EB) for its “Positive Think-Positive Change” program which involve 300 youths at the communities B. Support Khmer Youth and Social Development Organisation (KYSD) for a second year for its project on “Women as Partners in Promotion of Gender and Good Governance in the Community”</p>	<p>[Partners: MoEYS --specifically the Inter-Departmental Committee on HIV/AIDS (ICHA), the School Health Department -- UNESCO, UNICEF, DFID, UNFPA.</p>	<p>[Partners: MoEYS --specifically the Inter-Departmental Committee on HIV/AIDS (ICHA), the School Health Department -- UNESCO, UNICEF, DFID, UNFPA.</p>

Agency	Policy/ legislation	Research	Programme	Partners./ Target Areas
 International Labour Organization			<p>Youth Employment and Social Dialogue (YEP) Objectives: to create decent work and income opportunity for youth in Cambodia through matching the training with the labour market and by strengthening the role of employers in collaboration with other stakeholders to provide youth with access to job market, information and training for getting them ready employment.</p> <p>Strategies/Main activities</p> <ul style="list-style-type: none"> Developing a knowledge base to create a learning platform among policy makers and stakeholders in order to improve understanding of the issues in youth employment and form appropriate responses. This is done through a variety of activities, including surveys (on youth and employers), social dialogue, technical workshops, and dissemination of policy recommendations and good practices. Policy advocacy is carried out promote greater inclusion of Cambodian youth within policy and national development framework. Also, the surveys' results will inform education planners and policy makers in the process of reform of educational system to provide education of quality that equips graduates with necessary skills demanded in the labour market in the long-run. Establishment of the Employment Resources Centre. The aim is to disseminate job related information and job vacancies. Employability Skills programs are to train youth in critical skills for work effectiveness and employability to enter workplaces effectively. 	CAMFEBA
			<p>Women's Entrepreneurship Development and Gender Equality (WEDGE) Objective: to create a 'business mind' among youth and young women and enable youth and their families to productively engage in income generation and profitable business with improvement in business management skills.</p> <p>Main activities: Provide technical and financial support to Siem Reap Provincial Training Center (PTC) to conduct training on business skills using the ILO training toolkits - Gender and Entrepreneurship Together for Women in Enterprise, Start and Improve Your Business – for students who study vocational skills at PTC.</p>	MoWA, MIME, MoLVT, CAMFEBA

Agency	Policy/legislation	Research	Programme	Partners./Target Areas
	<p>Researching on youth voter turn-out and their political opinions. To be implemented in July 2008.</p>	<p>Elections Project Objective: To promote the electoral and democratic processes among youth and to strengthen youth participation in upcoming National Assembly Election (July 2008) Strategies:</p> <ul style="list-style-type: none"> • Training of 300 youths (members of COMFREL, KYA, YRDP and political party activists) on youth advocacy, the electoral process and electoral observation. Ongoing. • Creating and disseminating voter education materials. To be implemented in June-July 2008. • Weekly Radio program on youth involvement in politics. Ongoing 	<p>Location for activities A, B and C: Kandal and Kampong Cham Provinces Location for activity D: Phnom Penh (Beehive Radio Station) Partners: Khmer Youth Association (KYA)</p>	<p>Location for activities A, B and C: Kandal and Kampong Cham Provinces Location for activity D: Phnom Penh (Beehive Radio Station) Partners: Khmer Youth Association (KYA)</p>
		<p>Clearing for Results (Demining Project) Objective: To promote youth awareness of mine action issues in Cambodia and encourage them to become involved in CMDG 9 to move towards a nation free of the impact of Mines and Explosive Remnants of War (ERW) Strategies: Lectures about mine action issues from Cambodian mine action experts. Field visits to cleared areas to learn directly from beneficiaries</p>	<p>Access to Justice Objective: To the build capacity of the Cambodian Indigenous Youth Association in human rights and leadership.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Assist the Cambodian Indigenous Youth Association with the development of a constitution and strategic planning. • Involve CIYA in research on customary rules. • Engage CIYA in NGO networks at the national and regional levels. • Encourage CIYA members to register at the Ministry of Interior. 	<p>A: Phnom Penh, Battambang (university campuses) B: Battambang, Banteay Meanchey, and Pursat (project target provinces) Partners: Mine action NGOs, Royal Univ of Ag, National University of Mgt</p>
		<p>Insight for Action Objective: Catalysing Policies and Action for Achieving Cambodia's Millennium Development Goals (CMDGs) Strategies: <i>Knowledge Generation:</i> Study on Labour Market and Youth Employment - prepared by SNEC in collaboration with UNDP and ADB. Focus on the trends, characteristics and determinants associated with Cambodian youth, youth employment and the labour market. <i>Knowledge Sharing:</i> 3rd Cambodia Economic Forum – lead organisers are SNEC and UNDP/ IFA. Theme will be “Increasing Cambodia's Competitiveness for Growth and Poverty Reduction” and research will include Cambodia Country Competitiveness (led by UNDP), Sources of Growth (led by World Bank), Inflation (SNEC), and Labour Market/ Youth Employment (led by SNEC).</p>	<p>Based in Phnom Penh / working with all indigenous youth in Cambodia. Partners: Cambodian Indigenous Youth Association (CIYA), all local, regional, and national NGOs working with issues regarding indigenous people.</p>	<p>Location: Phnom Penh Partners: SNEC, Ministry of Economy and Finance and ADB Duration: 2005 - 2010</p>
	<p>Labour Market and Youth Employment Cambodia's Competitiveness for Growth</p>			

Agency	Policy/legislation	Research	Programme	Partners./Target Areas
			<p>National Capacity Self-Assessment for Global Environmental Management (NCSA): Objectives: The primary objective is to identify country level priorities and needs for capacity development, to address global environmental management requirements, particularly the thematic concerns of the three UN conventions. Activity: Amongst the key results is Public debate on NCSA for youth aired on TV.</p> <p>Young Professional Officer (YPO): Objective: To provide an on-the-job training opportunity for qualified, motivated and talented young national professionals recently completed their post graduate degree, as well as to strengthen the resources base and research capacity with UNDP team. Activity: Each year, UNDP recruits a number of YPO to work with UNDP team. The duration of each YPO's contract is 12 months maximum.</p>	<p>Location: Phnom Penh</p> <p>Partner: Executing agency is the Ministry of Environment and Co-operating agency is the MAFF, MRD, MLMUPC, RUPP and MIME.</p> <p>UNDP</p>
		<p>Youth Development Objectives: Intrinsically connected to the promotion of volunteerism, is the development of the youth sector in Cambodia.</p> <p>Strategies/Activities:</p> <ul style="list-style-type: none"> • A NUNV has been placed in the UNRC office to serve as UN Youth Officer. • UNV is providing technical expertise and support to the UN Youth Situational Analysis, the National Youth Policy, the UN Youth Advisory Panel, and the development of a potential UN Joint Youth Programme. 		
		<p>Supported Youth SitAn VOLUNTEERISM – Harnessing the Potential to Develop Cambodia'</p>	<p>Promoting Volunteerism Among Youth Strategies:</p> <ul style="list-style-type: none"> • After participating in the publication of the research 'VOLUNTEERISM – Harnessing the Potential to Develop Cambodia', UNV is now working with its partners to develop a volunteer-enabling environment, advocating particularly for support from the private sector and from the Government, and promoting legislation and national policy framework to enhance volunteerism in Cambodia. • UNV is committed to strengthening the national volunteer infrastructure in the country and continuing to support the local youth volunteers. 	

Agency	Policy/ legislation	Research	Programme	Partners./ Target Areas
 <p>United Nations Educational, Scientific and Cultural Organization ទីស្នាក់ការកណ្តាល នៃសហភាពជាតិ អាស៊ាន ភ្នំពេញ</p> <p>PHNOM PENH Office</p>	<p>Support to the UN Youth Situational Analysis</p>	<p>Support to the UN Youth Situational Analysis</p>	<p>Capacity Development to teacher trainers on HIV/AIDS prevention among students Strategies: Training of teachers at CLCs in HIV/AIDS awareness & prevention Awareness raising activities through MoEYS mobile van at CLCs Development of IEC materials, with focus on gender awareness, for teachers & teacher training</p>	<p>MOEYS, NIE Central level</p>
 <p>World Health Organization</p>	<p>Adolescent Friendly Health Services, policy Support to the Youth Policy</p>	<p>Support to the Youth SitAn</p>	<p>YAdolescent Health and Development - NRHP strategy development Sexual and Reproductive Health Support for the development and implementation of the Adolescent Sexual and Reproductive Health Strategy Road Safety - Support to the Road Safety campaign, especially helmet use of youth Harm reduction HIV/AIDS and STI - Integration of adolescent issues in HIV/AIDS care and treatment guidelines Tobacco Control - Anti-tobacco poster contest “ban of tobacco advertising” and smoke free implementation at Schools</p>	<p>Health System wide: Ministry of Health Health system wide: National MCH Centre. Ministry of Health Nationwide: MOH and Handicap International NCHADS National Centre for Health promotion (NCHP): Siem Reap and other provinces. Adventist Development and Relief Agency (ADRA), Cambodia</p>
	<p>Health financing policy</p>		<p>Gender and human rights - Country profile on equity, gender and human rights approach in health policies and strategies Equity and gender - Promoting the use of evidence and information for health financing policy, including integration of equity and gender perspective in health financing data collection, analysis and in health financing policies.</p>	<p>Dept. of Planning, Ministry of Health Dept. of Planning, Ministry of Health.</p>



ANNEX 3- 2

DONOR INVOLVEMENT IN THE CAMBODIAN EDUCATION SECTOR

DONOR INVOLVEMENT IN THE CAMBODIAN EDUCATION SECTOR

The Agency of Francophone Universities (AUF) and the French Embassy support higher education in the areas of ICT, scholarships, research and French language. The French Embassy also assists with the teaching of French in schools.

The Asian Development Bank (ADB) addresses access to schooling through the building of secondary schools and dormitories for girls, through small grants to schools, and through the provision of scholarships. All of these interventions also focus on quality. The ADB is also assisting with the development of a regulatory framework for education and with an organizational audit, within the context of the Ministry's third main policy. The ADB's programme loan to the RGC provides support to the full budget of the MOEYS.

The Belgian DGDC enables increased access through school construction and scholarships, and improves quality through teacher and school management training.

Assistance from DFID and from UNFPA enhance educational quality through programmes in life skills, sexual and reproductive health, and HIV/AIDS for in-school and out-of-school youth, and integration of HIV/AIDS education in pre-service and in-service teacher training, thereby also contributing to equitable access to education services for in-and out-of school youth, including street children.

Access and quality have been addressed in the European Commission's targeted budget support of the Ministry's priority action programmes (PAPs) for education service efficiency, primary and lower secondary education, and non-formal education. There has also been technical assistance in support of these objectives and six policy informing studies have been undertaken. In addition, master's level studies for Ministry officials are being funded as a contribution to capacity development.

JICA's interventions improve access, through school construction and non-formal education, and enhance quality through library and school management interventions, through improving physical education, and at upper secondary level through curriculum and textbook development and teacher education. Higher education is served through a variety of programmes at the Cambodia-Japan Cooperation Centre, based at the RUPP.

Most of the activities covered under Sida and UNICEF's first EBEP (Expanded Basic Education Programme) are continued under the second phase of the programme. Access and quality are approached in combination through community-based pre-school and parenting education, multi-grade and bilingual education, life skills, an accelerated learning programme for over-age children, and the promotion of

child friendly schools. There is also a component for institutional development and capacity building, related specifically to sector-wide management reform and the implementation of priority action programmes.

UNESCO has supported capacity building for the implementation and assessment of the National Education for All Action Plan, especially in early childhood education and care, teacher training, HIV/AIDS, secondary education, higher education and non-formal educational and cultural activities in cooperation with ministries other than the MoEYS, with public and private higher education institutions, and with NGOs. Using funding contributed by Japanese Funds-in-Trust (JFIT) it has promoted the use of ICT in schools and teacher education institutions. Literacy training together with life skills was provided to out-of-school youth and adults, using funding made available by the Belgian Government. UNESCO has also assisted the MoEYS in introducing a Non-formal Education Management Information System (NFE-EMIS).

The contribution of USAID to educational quality has been to assist the Ministry in the revision of the entire basic education curriculum, along with the development of standards. In-service and on-the-job training will be an important part of this process. Teacher training will focus on proficiency levels, life skills, and child-centered methodology. A new system for textbook production and procurement has been developed in line with ESP targets. Access has been addressed through getting out-of-school children back into the system, through scholarships, and through the training of community teachers.

The World Bank has increased access to basic education through the construction of lower secondary schools and through promoting the inclusion of disadvantaged children in education. To improve quality, a national assessment system and teacher standards are being developed, and training is being provided. Support is also provided for quality enhancement in higher education.

School feeding and take-home rations provided by the World Food Programme (WFP) are used as incentives to get vulnerable children into school and keep them there. The WFP cooperates with UNICEF to extend school feeding in child-friendly schools.

ANNEX 3-3

MAPPING OF CURRENT NGO PROGRAMMES/ ACTIVITIES SUPPORTING YOUTH, BY PROVINCE

Province	Health					Education							
	Sexual and Reproductive health	HIV/AIDS & STD	Primary Healthcare and nutrition	Tobacco, alcohol and drug abuse	Vocational/ skills training	Non-formal education	Scholarship/ fellowship	Primary	Secondary	Tertiary			
1. Banteay Meanchey	1. KYA 2. CARE 3. EWMI	1. AFESIP 2. DRO 3. OEB 4. PK 5. AEA-ASE 6. CAMA Service 7. World Education	1. CARE 2. CAMA Service 3. JS/JRS 4. MCC 5. World Education	1. DRO 2. OEB	1. AFESIP 2. AMARA 3. SKO 4. JS/JRS 5. World Education 6. IOM	1. ADA 2. CARE 3. CAMA Service 4. World Education 5. MCC	1. YODIFEE 2. EDM 3. VSO 4. World Education	1. CWCC 2. OEB 3. DTC 4. AEA-ASE 5. CARE 6. CAMA Service 7. EDM 8. SCA-CO 9. World Education	1. World Education				
2. Battambang	1. RHAC 2. EWMI	1. CWPD 2. DRO 3. OEB 4. PPS 5. YCC 6. CIYA 7. Action Aid 8. AEA-ASE 9. CARITAS 10. Pact Cambodia	1. MPK 2. Action Aid 3. CARITAS 4. JS/JRS	1. DRO 2. OEB	1. AMARA 2. PVKK 3. SKO 4. VTH 5. CVD 6. CARITAS 7. JS/JRS	1. VTH	1. YODIFEE 2. ASAC 3. CIAI 4. EDM 5. ERM 6. VFI 7. VSO	1. OEB 2. PKO 3. CVD 4. Action Aid 5. AEA-ASE 6. CIAI 7. EDM 8. SCA-CO					
3. Kampong Cham	1. RHAC 2. ADRA 3. CARE 4. Plan 5. PSI 6. SCA	1. CIYA 2. AFESIP 3. DRO 4. Mith Samlanh 5. NAS 6. PSAD 7. YCC 8. CARE	1. Action Aid 2. ADRA 3. CARE 4. CARITAS 5. JHP 6. Plan 7. PSI 8. SCA	1. DRO	1. AFESIP 2. ADRA 3. CARITAS 4. DWHH/ GAA 5. JHP 6. Plan 7. World Education	1. BAED 2. Mith Samlanh 3. CARE 4. World Education	1. VCAO 2. YODIFEE 3. ASAC 4. EDM 5. Plan 6. VSO 7. World Education	1. KAPE 2. Action Aid 3. AEA-ASE 4. CARE 5. EDM 6. FIDR 7. JHP 8. SCA-CO	1. World Education				

	<ul style="list-style-type: none"> 9. Action Aid 10. AEA-ASE 11. CARITAS 12. Pact Cambodia 13. PSI 14. SCA 15. SHARE 16. World Education 	9. World Education	<ul style="list-style-type: none"> 8. Don Bosco 9. IOM 	9. World Education		
4. Kampong Chhnang	<ul style="list-style-type: none"> 1. CWPDP 2. DRO 3. CWPDP 	<ul style="list-style-type: none"> 1. CWF 2. NH 	<ul style="list-style-type: none"> 1. DRO 1. NH 2. IOM 	<ul style="list-style-type: none"> 1. VCAO 2. YODIFEE 3. NH 	<ul style="list-style-type: none"> 1. FIDR 2. SCA-CO 	
5. Kampong Speu	<ul style="list-style-type: none"> 1. RHAC 2. CARE <ul style="list-style-type: none"> 1. CWPDP 2. DRO 3. YCC 4. CWPDP 5. AEA-ASE 6. World Education 	<ul style="list-style-type: none"> 1. CARE 2. JHP 3. World Education 	<ul style="list-style-type: none"> 1. DRO 1. CYDSO 2. JHP 3. World Education 4. IOM 	<ul style="list-style-type: none"> 1. CARE 2. E&D 3. World Education 	<ul style="list-style-type: none"> 1. SCADP, 2. YODIFEE 3. ASAC 4. World Education 	<ul style="list-style-type: none"> 1. Bandos Komar 2. AEA-ASE Education 3. CARE 4. E&D 5. JHP 6. World Education
6. Kampong Thom	<ul style="list-style-type: none"> 1. ADRA 2. EWMI <ul style="list-style-type: none"> 1. AFESIP 2. CWPDP 3. DRO 4. NAS 5. CIYA 6. CSCS 7. Action Aid 8. CARITAS 9. Pact Cambodia 	<ul style="list-style-type: none"> 1. BOICD 2. Action Aid 3. ADRA 4. CARITAS 	<ul style="list-style-type: none"> 1. DRO AFESIP ADRA CARITAS Don Bosco IOM 	<ul style="list-style-type: none"> 1. BOICD 	<ul style="list-style-type: none"> YODIFEE ASAC EDM 	<ul style="list-style-type: none"> Action Aid EDM 1. AAB
7. Kampot	<ul style="list-style-type: none"> 1. EWMI <ul style="list-style-type: none"> 1. DRO 2. KWCD 3. CIYA 4. Pact Cambodia 	<ul style="list-style-type: none"> 1. Food for the 2. Hungry 	<ul style="list-style-type: none"> 1. DRO 1. HCC 2. IOM 	<ul style="list-style-type: none"> 1. YODIFEE 2. ASAC 3. CIAI 4. EDA 5. EDM 6. VSO 	<ul style="list-style-type: none"> 1. CIAI 2. EDM 	

Province	Health					Education				
	Sexual and Reproductive health	HIV/AIDS & STD	Primary Healthcare and nutrition	Tobacco, alcohol and drug abuse	Vocational/ skills training	Non-formal education	Scholarship/ fellowship	Primary	Secondary	Tertiary
8. Kandal	1. IDA 2. KYA 3. MSC 4. PSK 5. CARE 6. EWMI 7. SCA	1. CWPD 2. DRO 3. PSK 4. YCC 5. CIYA 6. AEA-ASE 7. CARITAS 8. FHI 9. Pact Cambodia 10. SCA	1. SIT 2. CARE 3. CARITAS 4. FHI 5. JS/JRS	1. DRO	1. HCC 2. SP 3. ACF 4. CARITAS 5. JVC 6. JS/JRS 7. Don Bosco	1. CARE	1. YODIFEE 2. ACF 3. CIAI 4. EDA	1. Bandos Komar 2. AEA-ASE 3. CARE 4. CIAI 5. SCA-CO		
9. Koh Kong	1. MSC 2. CARE 3. EWMI 4. PFD	1. AFESIP 2. DRO 3. CIYA 4. Action Aid 5. PFD	Action Aid CARE PFD	1. DRO	1. AFESIP 2. IOM	1. CARE	1. SCADP 2. YODIFEE 3. CARE	1. Action Aid 2. SCA-CO		
10. Kratie	1. CARE 2. EWMI 3. PFD 4. SCA	1. AFESIP 2. DRO 3. CIYA 4. Action Aid 5. PFD 6. World Education 7. SCA	1. Action Aid 2. CARE 3. World Education 4. PFD 5. SCA	1. DRO	1. AFESIP 2. World Education	1. CARE 2. World Education	1. YODIFEE 2. VSO 3. World Education	1. Action Aid 2. CARE 3. World Education	1. World Education	
11. Mondolkiri	1. RHAC 2. CARE 3. EWMI	1. CIYA 2. World Education	1. CARE 2. World Education	1. DRO	1. World Education	1. CARE 2. World Education	1. YODIFEE 2. World Education	1. CARE 2. World Education	1. World Education	

12. Phnom Penh	<p>1. CWPD 2. IDA 3. KWCD 4. KYA 5. MSC 6. RHAC 7. CSCS 8. PHD 9. EWMI 10. Plan 11. PSI 12. SCA</p>	<p>1. AFESIP 2. CWPD 3. DRO 4. KAPE 5. KWCD 6. Mith Samlanh 7. PPS 8. USG 9. YCC 10. CIYA 11. CPCFO 12. KDO 13. PHD 14. Action Aid 15. AEA-ASE 16. FHI 17. Mary Knoll 18. MCC 19. PSI 20. SCA</p>	<p>1. USG 2. Action Aid 3. FHI 4. JHP 5. JS/JRS 6. Mary Knoll 7. NH 8. Plan 9. PSI 10. SCA</p>	<p>1. DRO</p>	<p>1. AFESIP 2. ADOVIR 3. CWCC 4. HCC 5. PIO 6. SP 7. KDO 8. DWHH/ GAA 9. JHP 10. JS/JRS 11. NH 12. Plan 13. PSE 14. Don Bosco 15. IOM</p>	<p>1. KAPE 2. Mith Samlanh 3. E&D 4. MCC 5. NH</p>	<p>1. SCADP 2. YODIFEE 3. CIAI 4. EDA 5. EDM 6. NH 7. Plan 8. VSO</p>	<p>1. CPCFO 2. Action Aid 3. AEA-ASE 4. CIAI 5. E&D 6. EDM 7. FIDR 8. JHP 9. PSE 10. SCA-CO</p>
13. Preah Vihear	<p>1. ADRA 2. Action Aid 3. FHI</p>	<p>1. DRO 2. Action Aid 3. FHI</p>	<p>1. Action Aid 2. ADRA 3. FHI</p>	<p>1. DRO</p>	<p>1. ADRA</p>	<p>1. YODIFEE 2. EDM</p>	<p>1. Action Aid 2. EDM 3. SCA-CO</p>	
14. Prey Veng	<p>1. CARE 2. YCC 3. FHI 4. Pact Cambodia</p>	<p>1. DRO 2. YCC 3. FHI 4. Pact Cambodia</p>	<p>1. CARE 2. FHI 3. MCC</p>	<p>1. DRO</p>	<p>1. HCC 2. CWPD 3. DWHH/ GAA</p>	<p>1. CARE 2. MCC</p>	<p>1. YODIFEE Komar 2. CARE</p>	
15. Pursat	<p>1. EWMI 2. DRO 3. PK 4. YCC 5. CMYCC 6. Action Aid 7. AEA-ASE</p>	<p>1. AARR 2. DRO 3. PK 4. YCC 5. CMYCC 6. Action Aid 7. AEA-ASE</p>	<p>1. WP 2. Action Aid 3. ADRA</p>	<p>1. DRO</p>	<p>1. WP 2. DWHH/ GAA</p>	<p>1. AARR</p>	<p>1. WP 2. YODIFEE</p>	<p>1. Action Aid 2. AEA-ASE 3. SCA-CO</p>
16. Ratanakiri	<p>1. CARE 2. Action Aid</p>	<p>1. DRO 2. Action Aid</p>	<p>1. Action Aid 2. CARE</p>	<p>1. DRO</p>	<p>1. DWHH/ GAA</p>	<p>1. KCA 2. CARE</p>	<p>1. YODIFEE 2. VFI</p>	<p>1. Action Aid 2. CARE 3. SCA-CO</p>

Province	Health					Education					
	Sexual and reproductive health	HIV/AIDS & STD	Primary Healthcare and nutrition	Tobacco, alcohol and drug abuse	Vocational/ skills training	Non-formal education	Scholarship/ fellowship	Primary	Secondary	Tertiary	
17. Siem Reap	1. RHAC 2. ADRA 3. Plan 4. PSI	1. AFESIP 2. CWPDP 3. DRO 4. YCC 5. CSCS 6. Action Aid 7. AEA-ASE 8. CARITAS 9. CAMA Service 10. PSI	1. Action Aid 2. ADRA 3. CARITAS 4. CAMA Service 5. JS/JRS 6. Plan 7. PSI	1. DRO	1. FESIP 2. WP 3. ADRA 4. ACF 5. CARITAS 6. JS/JRS 7. Plan 8. PSE	1. CAMA Service	1. KAKO 2. VCAO 3. YODIFEE 4. ACF 5. CIAI 6. EDA 7. EDM 8. Plan	1. CWCC 2. Action Aid 3. AEA-ASE 4. CIAI 5. CAMA Service 6. EDM 7. PSE 8. SCA-CO			
18. Sihanouk Ville		1. AFESIP 2. DRO 3. KWCD 4. Pact Cambodia	1. JHP	1. DRO	1. AFESIP 2. JVC 3. JHP 4. Don Bosco 5. IOM		1. YODIFEE 2. ASAC 3. VFI	1. AEA-ASE 2. JHP 3. SCA-CO			
19. Stung Treng		1. AFESIP 2. DRO 3. YWAM	1. YWAM	1. DRO	1. AFESIP 2. SWDC	1. YWAM	1. YODIFEE 2. VSO				
20. Svay Rieng	1. RHAC	1. DRO 2. YCC 3. Action Aid 4. AEA-ASE 5. Pact Cambodia	1. Action Aid	1. DRO	1. HCC 2. WP		1. YODIFEE	1. Action Aid 2. AEA-ASE			
21. Takeo	1. RHAC 2. EWMI	1. DRO 2. KWCD 3. YCC 4. CARITAS 5. Pact Cambodia	1. CARITAS 2. JHP 3. MCC	1. DRO	1. CARITAS 2. DWHH/ GAA 3. JHP	1. MCC	1. VCAO 2. YODIFEE 3. CIAI 4. EDA	1. CPCFO 2. CIAI 3. JHP 1. AAB			
22. Oddor Meanchey	1. EWMI	1. DRO		1. DRO	1. IOM		1. YODIFEE 2. EDM	1. EDM			
23. Krong Kep		1. DRO	1. CWF	1. DRO	1. CWPDP		1. YODIFEE				
24. Krong Pailin	1. RHAC	1. AFESIP 2. CWPDP 3. DRO	1. CBCDO	1. DRO	1. AFESIP 2. AMARA 3. CBCDO 4. CVD 5. IOM		1. YODIFEE 2. CIAI 3. EDM	1. CVD 2. CIAI 3. EDM			

Provinces	Community Development	Youth center and promote livelihood skills	Civic engagement and citizenship	Democracy, human rights and advocacy	Combating child and women sexual exploitation	Domestic violence/ Gender-based violence	Human traffic protection/ child rights and juvenile delinquency	Peace/ non-violence and conflict prevention	Gender roles and disparities	Other
1. Banteay Meanchey	1. PK 2. SKO 3. SCADP 4. CVS 5. AEA-ASE 6. CAMA Service 7. EDM 8. MCC	1. ADA 2. CAMA Service 3. IOM	1. CORDE 2. EWMI	1. AMARA 2. KYA 3. CARE 4. Diakonia 5. EWMI 6. JS/JRS	1. AFESIP 2. PK 3. DTC 4. SCN-CO 5. VSO 6. IOM	1. EWMI 2. SCN-CO	1. LAC 2. World Education 3. IOM	1. AMARA 2. CWCC 3. CVS 4. Diakonai	1. CV5 2. MCC	
2. Battambang	1. CIA 2. MPK 3. PPS 4. PVKK 5. SEA 6. SKO 7. CAEMIC 8. CVS 9. AEA-ASE 10. EDM 11. Pact Cambodia 12. VFI 13. WVI	1. CHED 2. Saboras 3. CARITAS 4. VFI 5. WVI	1. YFP 2. CORDE 3. EWMI	1. AMARA 2. KYA 3. YCC 4. KDO 5. Action Aid 6. EWMI 7. JS/JRS	1. MPK 2. VCD 3. Action Aid 4. SCN-CO 5. VSO 6. WVI	1. EWMI 2. SCN-CO	1. GGAC 2. LAC 3. MPK 4. Saboras 5. CIAI 6. WVI	1. YFP WVI	1. AMARA 2. KYCC 3. CVS 4. YFP 5. Pact Cambodia	1. YCC 2. YFP
3. Kampong Cham	1. Mith Samlanh 2. NAS 3. CIA 4. YS 5. KYSD 6. AEA-ASE 7. EDM 8. FIDR 9. Pact Cambodia 10. SCA 11. WVI	1. CHED 2. Mith Samlanh 3. CARITAS 4. DWHH/ GAA 5. Plan 6. IOM	1. YS Plan	1. KYA 2. YCC 3. YRDP 4. YS 5. Action Aid 6. CARE 7. DWHH/ GAA 8. Plan	1. AFESIP 2. NAS 3. VCAO 4. Action Aid 5. SCN-CO 6. VSO 7. WVI 8. IOM	1. SCN-CO	1. KYCC 2. LAC 3. Plan 4. SCA 5. World Education 6. IOM	1. KYA 2. WVI	1. KYSD 2. KYCC 3. PSAD 4. SILAKA 5. ADRA 6. Pact Cambodia	1. YCC

4. Kampong Chhnang	1. CAEMIC 2. FIDR 3. WVI	1. CHED 2. WVI 3. IOM	1. YFP	1. KDO 2. YRDP	1. VCAO 2. SCN-CO 3. WVI 4. IOM	1. SCN-CO	1. LAC 2. NH 3. WVI 4. IOM	1. YFP 2. WVI	1. KYSD 2. YFP	1. YFP
5. Kampong Speu	1. SCADP 2. CVS 3. KYSD 4. AEA-ASE 5. E&D 6. WVI	1. CHED 2. KrY 3. WVI 4. IOM		1. BDO 2. YCC 3. KDO 4. YRDP 5. CARE	1. WVI 2. IOM		1. GGAC 2. LAC 3. World Education 4. WVI 5. IOM	1. CYDSO 2. E&D	1. CVS	1. YCC 2. CYDSO
6. Kampong Thom	1. CIYA 2. NAS 3. COP 4. WFYD 5. PADV 6. CVS 7. EDM 8. Pact Cambodia 9. WVI	1. CARITAS 2. WVI 3. IOM	1. EWMI	1. COP 2. WFYD 3. KDO 4. YCC 5. Action Aid 6. EWMI	1. AFESIP 2. NAS 3. Action Aid 4. WVI 5. IOM	1. EWMI	1. GGAC 2. LAC 3. WVI 4. IOM	1. WVI	1. SILAKA 2. CVS 3. ADRA 4. Pact Cambodia	1. BOICD
7. Kampot	1. CIYA 2. CVS 3. EDM 4. Pact Cambodia		1. EWMI	1. YRDP 2. YCC 3. EWMI	1. HCC 2. VSO 3. IOM	1. EWMI	1. LAC 2. CIAI 3. IOM	1. YFP	1. SILAKA 2. CVS 3. YFP 4. Pact Cambodia	1. EDA
8. Kandal	1. CIYA 2. SCADP 3. PADV 4. KYSD 5. AEA-ASE 6. Every Child 7. Pact Cambodia 8. SCA 9. WVI	1. CHED 2. CARITAS 3. WVI	1. CORDE 2. EWMI	1. YCC 2. YRDP CARE EWMI JS/JRS	1. HCC 2. SCN-CO 3. WVI	1. EWMI 2. SCN-CO	1. GGAC 2. KYCC 3. LAC 4. CAREPO CIAI Every Child SCA WVI	1. WVI	1. CWPD 2. KYSD 3. KYCC 4. SILAKA 5. Pact Cambodia	1. CWPD 2. YCC 3. EDA
9. Koh Kong	1. CIYA 2. SCADP 3. Action Aid	1. CHED 2. CSCS	1. EWMI	1. Action Aid 2. CARE 3. Diakonai 4. EWMI	1. AFESIP 2. Action Aid 3. SCN-CO 4. IOM	1. EWMI	1. LAC 2. Oxfam Quebec 3. IOM		1. CVS 2. Diakonai	

Provinces	Community Development	Youth center and promote livelihood skills	Civic engagement and citizenship	Democracy, human rights and advocacy	Combating child and women sexual exploitation	Domestic violence/ Gender-based violence	Human traffic protection/ child rights and juvenile delinquency	Peace/ non-violence and conflict prevention	Gender roles and disparities	Other
10. Kratie	1. CIYA 2. YS 3. PADV 4. CVS 5. SCA	1. CSCS	1. YS 2. EWWI	1. CCD 2. KDO 3. YS 4. Action Aid 5. CARE 6. EWWI	1. AFESIP 2. Action Aid 3. VSO	1. EWWI	1. LAC 2. SCA 3. World Education	1. KYSD 2. CCD 3. CVS	1. CCD	
11. Mondolkiri	1. CIYA 2. KYSD	1. CSCS	1. EWWI	1. CARE 2. EWWI		1. EWWI	1. LAC 2. World Education			
12. Phnom Penh	1. KAPE 2. Mith Samlanh 3. PIO 4. SCADP 5. CAEMIC 6. WHC 7. CIYA 8. CSARO 9. CVS 10. AEA-ASE 11. E&D 12. EDM 13. Every Child 14. FIDR 15. MCC 16. SCA 17. WVI	1. Mith Samlanh 2. USG 3. CAMP 4. CCASVA 5. KrY 6. DWHH/ GAA 7. Plan 8. WVI 9. IOM	1. USG 2. YFP 3. EWWI 4. Plan	1. KYA 2. YCC 3. CAREPO 4. CAMP 5. CARAM 6. YRDP 7. Action Aid 8. EWWI 9. DWHH/ GAA 10. JS/JRS 11. Plan	1. AFESIP 2. ECPAT 3. HCC 4. PJJ 5. CARAM 6. CCASVA 7. Action Aid 8. SCN-CO 9. VSO 10. WVI 11. IOM	1. CWCC 2. EWWI 3. SCN-CO	1. GGAC 2. LAC 3. VDTO 4. CIAI 5. Every Child 6. NH 7. Oxfam Quebec 8. Plan 9. SCA 10. WVI 11. IOM	1. KYA 2. YFP 3. E&D 4. WVI	1. KYSD 2. KYCC 3. PSAD 4. SILAKA 5. YFP 6. CVS 7. PHD	1. YCC 2. YFP 3. CARAM 4. NYEMO 5. EDA 6. MCC
13. Preah Vihear	1. SCADP 2. KYSD 3. EDM 4. Every Child	1. CHED 2. CSCS 3. WVI	1. CORDE	1. Action Aid	1. Action Aid 2. SCN-CO 3. WVI	1. SCN-CO	1. LAC 2. Every Child 3. WVI	1. WVI	1. ADRA	

14. Prey Veng	1. YS 2. CVS 3. Every Child 4. MCC 5. Pact Cambodia	1. DWHH/ GAA	1. YS	1. HCC 2. KYA 3. YCC 4. YS 5. CARE 6. DWHH/ GAA	1. HCC 2. PNKS	1. LAC 2. Every Child	1. KYA 2. YFP Cambodia	1. YFP 2. Pact Cambodia	1. CWPDP 2. CCASVA 3. MCC
15. Pursat	1. CVS 2. AEA-ASE 3. Pact Cambodia	1. WP 2. DWHH/ GAA		1. AARR 2. YCC 3. Action Aid 4. DWHH/ GAA	1. PK 2. Action Aid 3. SCN-CO	1. LAC	1. CAMP	1. AARR 2. KYSD 3. CVS 4. Pact Cambodia	
16. Rattanakiri	1. SCADP 2. VFI	1. CAMP 2. DWHH/ GAA 3. VFI		1. Action Aid 2. CARE 3. DWHH/ GAA	1. Action Aid 2. SCN-CO	1. LAC			
17. Siem Riep	1. KAKO 2. AEA-ASE 3. CAMA Service 4. EDM 5. Pact Cambodia	1. KAKO 2. WP 3. KrY 4. CVS 5. CARITAS 6. CAMA Service 7. Plan	1. Plan	1. KYA 2. YCC 3. Action Aid 4. JS/JRS 5. Plan	1. AFESIP 2. VCAO 3. Action Aid 4. SCN-CO	1. LAC 2. CIAI 3. Plan	1. KYA	1. CWCC 2. SILAKA 3. CVS 4. ADRA 5. Pact Cambodia	1. YCC 2. EDA
18. Sihanouk Ville	1. AEA-ASE 2. Pact Cambodia 3. VFI	1. CHED 2. VFI		1. AFESIP 2. KWC 3. SCN-CO 4. IOM	1. AFESIP 2. KWC 3. SCN-CO 4. IOM	1. LAC 2. IOM			
19. Stung Treng	1. YWAM			1. AFESIP 2. VSO	1. AFESIP 2. VSO	1. LAC 2. Oxfam Quebec		1. CVS	
20. Svay Rieng	1. SCADP 2. AEA-ASE 3. Pact Cambodia	1. WP	1. OFC	1. KYA 2. YCC 3. OPC 4. Action Aid	1. HCC 2. Action Aid	1. LAC	1. KYA 2. YFP Cambodia	1. Pact Cambodia	1. CWPDP 2. YCC 3. YFP

Provinces	Community Development	Youth center and promote livelihood skills	Civic engagement and citizenship	Democracy, human rights and advocacy	Combating child and women sexual exploitation	Domestic violence/ Gender-based violence	Human traffic protection/ child rights and juvenile delinquency	Peace/ non-violence and conflict prevention	Gender roles and disparities	Other
21. Takeo	1. PADV 2. FIDR 3. MCC 4. Pact Cambodia	1. KY 2. CARITAS 3. DWHH/ GAA	1. YFP	1. KYA 2. YCC 3. YRDP 4. DWHH/ GAA	1. VCAO		1. GGAC 2. LAC 3. CIAI	1. KYA 2. YFP	1. KYCC 2. YFP 3. Pact Cambodia	2. CWPD 3. YCC 4. YFP 5. KCA 6. EDA 7. MCC
22. Oddar Meanchey	1. EDM	1. CHED 2. CSCS	1. CORDE 2. EWMI	1. EWMI		1. EWMI	1. LAC 2. IOM			
23. Krong Kep							1. LAC			
24. Krong Pailin	1. MPK 2. EDM	1. CHED 2. CSCS	1. CBCDO	1. AMARA 2. CBCDO	1. AFESIP 2. CVD 3. IOM		1. LAC 2. CIAI 3. IOM	1. YFP	1. AMARA 2. YFP	

ANNEX 3-4

MAPPING OF CURRENT NGO PROGRAMMES/ ACTIVITIES SUPPORTING YOUTH, BY REGION

Code	Province	Health						Education					
		Sexual and Reproductive health	HIV/AIDS & STD	Primary Healthcare and nutrition	Tobacco, alcohol and drug abuse	Vocational/ skills training	Non-formal education	Scholarship/ fellowship	Primary	Secondary	Tertiary		
12	Phnom Penh	12	20	10	1	15	5	8	10	0	0		
Plain		17	40	21	5	24	8	17	21	2	0		
3	Kampong Cham	6	16	9	1	9	4	7	9	1	0		
8	Kandal	7	10	5	1	7	1	4	5	0	0		
14	Prey Veng	1	4	3	1	3	2	1	2	0	0		
20	Svay Rieng	1	5	1	1	2	0	1	2	0	0		
21	Takeo	2	5	3	1	3	1	4	3	1	0		
Tonle Sap		12	46	25	8	30	10	27	32	2	0		
1	Banteay Meanchey	3	7	5	2	6	5	4	9	1	0		
2	Battambang	2	10	4	2	7	1	7	8	0	0		
4	Kampong Chhnang	0	3	2	1	2	1	3	2	0	0		
6	Kampong Thom	2	9	4	1	5	1	3	2	1	0		
15	Pursat	1	7	3	1	2	1	2	3	0	0		
17	Siem Reap	4	10	7	1	8	1	8	8	0	0		
Coastal		5	14	7	4	10	1	13	7	0	0		
7	Kampot	1	4	2	1	2	0	6	2	0	0		
9	Koh Kong	4	5	3	1	2	1	3	2	0	0		
18	Sihanoukville	0	4	1	1	5	0	3	3	0	0		
23	Kep	0	1	1	1	1	0	1	0	0	0		

Code	Province	Health						Education					
		Sexual and Reproductive health	HIV/AIDS & STD	Primary Healthcare and nutrition	Tobacco, alcohol and drug abuse	Vocational/ skills training	Non-formal education	Scholarship/ fellowship	Primary	Secondary	Tertiary		
	Plateau/Mountain	13	27	17	8	17	10	20	21	4	0		
5	Kampong Speu	2	6	3	1	4	3	4	6	2	0		
10	Kratie	4	7	5	1	2	2	3	3	1	0		
11	Mondul Kiri	3	2	2	1	1	2	2	2	1	0		
13	Preah Vihear	1	3	3	1	1	0	2	3	0	0		
16	Ratanak Kiri	1	2	2	1	1	2	2	3	0	0		
19	Stung Treng	0	3	1	1	2	1	2	0	0	0		
22	Oddor Meanchey	1	1	0	1	1	0	2	1	0	0		
24	Pailin	1	3	1	1	5	0	3	3	0	0		
	Total	59	147	80	26	96	34	85	91	8	0		

MAPPING OF CURRENT NGOS PROGRAMME/ ACTIVITIES SUPPORTING YOUTH IN CAMBODIA BY REGION (continued)

Code	Province	Community Development	Youth center and promote life skills and livelihood skills	Civic engagement and citizenship	Democracy, human rights and advocacy	Combating child and women sexual exploitation	Domestic violence/ Gender-based violence	Protection child rights and juvenile delinquency	Peace/non-violence and conflict prevention	Gender equity and empowerment	Other
12	Phnom Penh	17	9	4	11	11	3	11	4	7	6
Plain		17	40	21	5	24	8	17	21	2	0
3	Kampong Cham	32	14	7	27	16	3	20	9	17	16
8	Kandal	11	6	2	8	8	1	6	2	6	1
14	Prey Veng	9	3	2	5	3	2	8	1	5	3
20	Svay Rieng	5	1	1	6	2	0	2	2	2	3
21	Takeo	3	1	1	4	2	0	1	2	1	3
Tonle Sap		41	23	8	30	28	8	21	7	24	8
1	Banteay Meanchey	8	3	2	6	6	2	3	0	4	2

2	Battambang	13	5	3	7	6	2	6	2	5	2
4	Kampong Chhnang	3	3	1	2	4	1	4	2	2	1
6	Kampong Thom	9	3	1	6	5	1	4	1	4	1
15	Pursat	3	2	0	4	3	1	1	1	4	0
17	Siem Reap	5	7	1	5	4	1	3	1	5	2
	Coastal	10	4	2	7	11	3	9	1	6	1
7	Kampot	4	0	1	3	3	1	3	1	4	1
9	Koh Kong	3	2	1	4	4	1	3	0	2	0
18	Sihanoukville	3	2	0	0	4	1	2	0	0	0
23	Kep	0	0	0	0	0	0	1	0	0	0
Code	Province	Community Development	Youth center and promote life skills and livelihood skills	Civic engagement and citizenship	Democracy, human rights and advocacy	Combating child and women sexual exploitation	Domestic violence/ Gender-based violence	Protection child rights and juvenile delinquency	Peace/non-violence and conflict prevention	Gender equity and empowerment	Other
	Plateau/Mountain	22	16	7	20	16	4	20	6	8	3
5	Kampong Speu	6	4	0	5	2	0	5	2	1	2
10	Kratie	5	1	2	6	3	1	3	0	3	1
11	Mondul Kiri	2	1	1	2	0	1	2	0	0	0
13	Preah Vihear	3	3	1	1	3	1	3	1	1	0
16	Ratanak Kiri	2	3	0	3	2	1	1	0	0	0
19	Stung Treng	1	0	0	0	2	0	2	0	1	0
22	Oddor Meanchey	1	2	2	1	1	0	1	2	0	0
24	Pailin	2	2	1	2	3	0	3	1	2	0
	Total	122	66	28	95	82	21	81	27	62	34

CONCENTRATION INDICES OF YOUTH PROGRAMMES IN CAMBODIA – PRINCIPLE COMPONENTS ANALYSIS

Province	Youth Programme (Frequency) ^{a/}																				Concentration Index(Principal Component)s
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)	(r)	(s)	(t)	
Kep	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0.04166667
Stung Treng	0	3	1	1	2	1	2	0	0	0	1	0	0	0	2	0	2	0	1	0	0.083333334
Oddar Meanchey	1	1	0	1	1	0	2	1	0	0	1	2	2	1	1	0	1	2	0	0	0.125
Mondul Kiri	3	2	2	1	1	2	2	2	1	0	2	1	1	2	0	1	2	0	0	0	0.166666667
Ratanak Kiri	1	2	2	1	1	2	2	3	0	0	2	3	0	3	2	1	1	0	0	0	0.208333333
Sihanoukville	0	4	1	1	5	0	3	3	0	0	3	2	0	0	4	1	2	0	0	0	0.25
Svay Rieng	1	5	1	1	2	0	1	2	0	0	3	1	1	4	2	0	1	2	1	3	0.291666666
Pailin	1	3	1	1	5	0	3	3	0	0	2	2	1	2	3	0	3	1	2	0	0.333333334
Preah Vihear	1	3	3	1	1	0	2	3	0	0	3	3	1	1	3	1	3	1	1	0	0.375
Pursat	1	7	3	1	2	1	2	3	0	0	3	2	0	4	3	1	1	1	4	0	0.416666666
Kampong Chhnang	0	3	2	1	2	1	3	2	0	0	3	3	1	2	4	1	4	2	2	1	0.458333334
Kampot	1	4	2	1	2	0	6	2	0	0	4	0	1	3	3	1	3	1	4	1	0.5
Prey Veng	1	4	3	1	3	2	1	2	0	0	5	1	1	6	2	0	2	2	2	3	0.541666669
Koh Kong	4	5	3	1	2	1	3	2	0	0	3	2	1	4	4	1	3	0	2	0	0.583333331
Takeo	2	5	3	1	3	1	4	3	1	0	4	3	1	4	1	0	3	2	3	6	0.625
Kratie	4	7	5	1	2	2	3	3	1	0	5	1	2	6	3	1	3	0	3	1	0.666666669
Kampong Speu	2	6	3	1	4	3	4	6	2	0	6	4	0	5	2	0	5	2	1	2	0.708333331
Kampong Thom	2	9	4	1	5	1	3	2	1	0	9	3	1	6	5	1	4	1	4	1	0.75
Siem Reap	4	10	7	1	8	1	8	8	0	0	5	7	1	5	4	1	3	1	5	2	0.791666669
Kandal	7	10	5	1	7	1	4	5	0	0	9	3	2	5	3	2	8	1	5	3	0.833333331

Province	Youth Programme (Frequency)a/														Concentration Index(Principal Component)s						
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)		(o)	(p)	(q)	(r)	(s)	(t)
Banteay Meanchey	3	7	5	2	6	5	4	9	1	0	8	3	2	6	6	2	3	0	4	2	0.875
Battambang	2	10	4	2	7	1	7	8	0	0	13	5	3	7	6	2	6	2	5	2	0.91666669
Kampong Cham	6	16	9	1	9	4	7	9	1	0	11	6	2	8	8	1	6	2	6	1	0.95833331
Phnom Penh	12	20	10	1	15	5	8	10	0	0	17	9	4	11	11	3	11	4	7	6	1

^{a/}Alphabetic notations are represented by the following variables:

- (a) Sexual and Reproductive health
- (b) HIV/AIDS & STD
- (c) Primary Healthcare and nutrition
- (d) Tobacco, alcohol and drug abuse
- (e) Vocational/skills training
- (f) Non-formal education
- (g) Scholarship/ fellowship
- (h) Primary education
- (i) Secondary education
- (j) Tertiary education
- (k) Community development
- (l) Youth centre and promoting life skills and livelihood skills
- (m) Civic engagement and citizenship
- (n) Democracy, human rights and advocacy
- (o) Combating child and women sexual exploitation
- (p) Domestic violence/ Gender-based violence
- (q) Protection – child rights and juvenile delinquency
- (r) Peace/ non-violence and conflict prevention
- (s) Gender equity and empowerment
- (t) other



ANNEX 3- 6

CONCENTRATION INDEX MAP OF YOUTH PROGRAMMES IN HEALTH

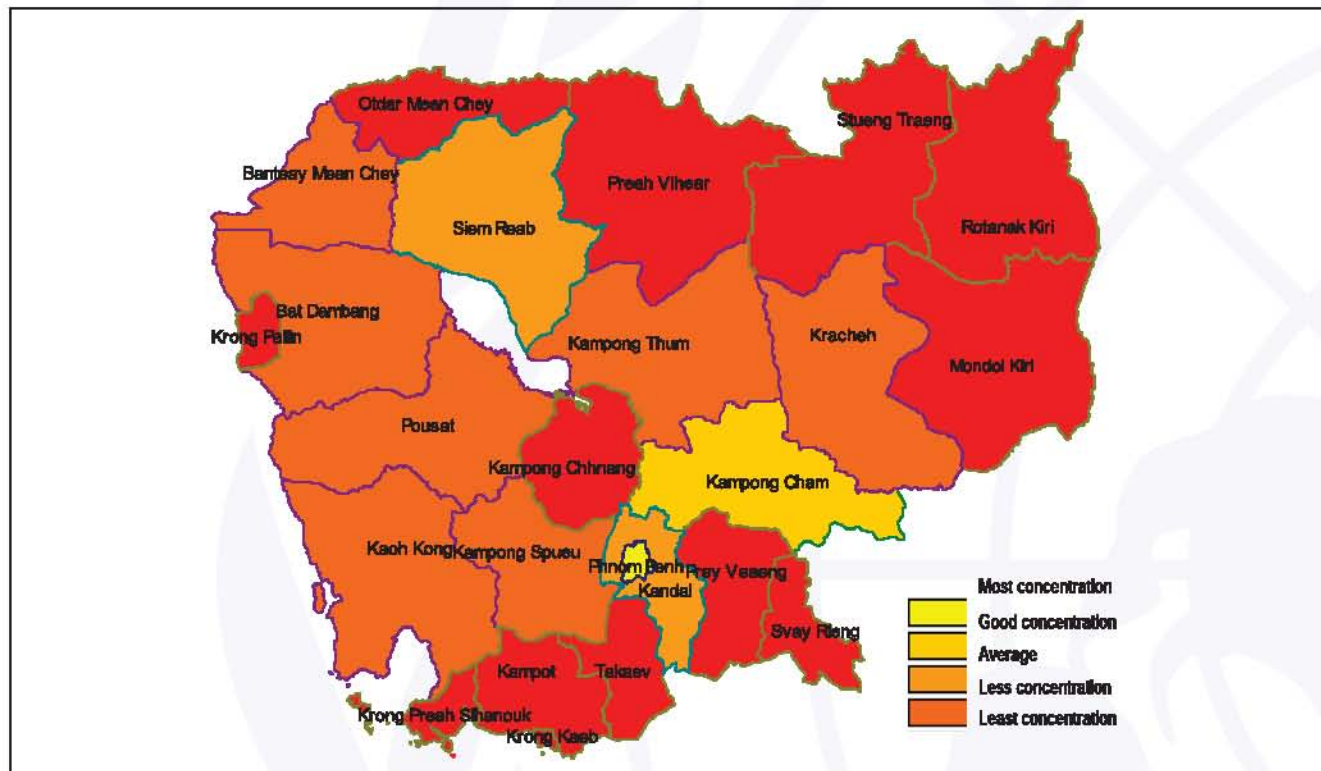
Province	Youth Program (Frequency)				Total score
	(a)	(b)	(c)	(d)	
Kep	0	1	1	1	3
Oddar Meanchey	1	1	0	1	3
Stung Treng	0	3	1	1	5
Ratanak Kiri	1	2	2	1	6
Sihanoukville	0	4	1	1	6
Pailin	1	3	1	1	6
Kampong Chhnang	0	3	2	1	6
Mondul Kiri	3	2	2	1	8
Svay Rieng	1	5	1	1	8
Preah Vihear	1	3	3	1	8
Kampot	1	4	2	1	8
Prey Veng	1	4	3	1	9
Takeo	2	5	3	1	11
Pursat	1	7	3	1	12
Kampong Speu	2	6	3	1	12
Koh Kong	4	5	3	1	13
Kampong Thom	2	9	4	1	16
Kratie	4	7	5	1	17
Banteay Meanchey	3	7	5	2	17
Battambang	2	10	4	2	18
Siemreap	4	10	7	1	22
Kandal	7	10	5	1	23
Kampong Cham	6	16	9	1	32
Phnom Penh	12	20	10	1	43

CONCENTRATION INDEX MAP OF YOUTH PROGRAMMES IN EDUCATION

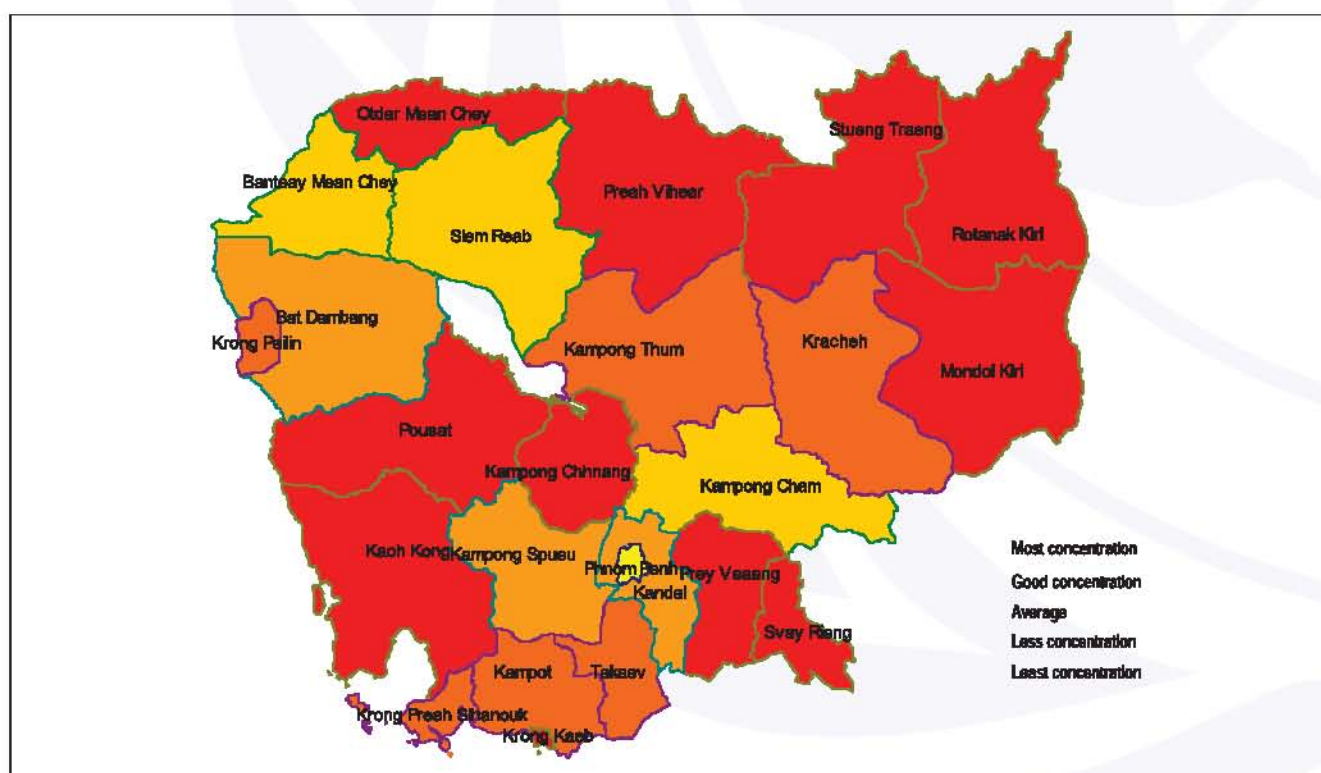
Province	Youth Program (Frequency)						Total score
	(e)	(f)	(g)	(h)	(i)	(j)	
Kep	1	0	1	0	0	0	2
Oddar Meanchey	1	0	2	1	0	0	4
Stung Treng	2	1	2	0	0	0	5
Svay Rieng	2	0	1	2	0	0	5
Preah Vihear	1	0	2	3	0	0	6
Mondul Kiri	1	2	2	2	1	0	8
Ratanak Kiri	1	2	2	3	0	0	8
Pursat	2	1	2	3	0	0	8
Kampong Chhnang	2	1	3	2	0	0	8
Prey Veng	3	2	1	2	0	0	8
Koh Kong	2	1	3	2	0	0	8
Kampot	2	0	6	2	0	0	10
Sihanoukville	5	0	3	3	0	0	11
Pailin	5	0	3	3	0	0	11
Kratie	2	2	3	3	1	0	11
Takeo	3	1	4	3	1	0	12
Kampong Thom	5	1	3	2	1	0	12
Kandal	7	1	4	5	0	0	17
Kampong Speu	4	3	4	6	2	0	19
Battambang	7	1	7	8	0	0	23
Siemreap	8	1	8	8	0	0	25
Banteay Meanchey	6	5	4	9	1	0	25
Kampong Cham	9	4	7	9	1	0	30
Phnom Penh	15	5	8	10	0	0	38

ANNEX 3-7

CONCENTRATION INDEX MAP OF THE YOUTH PROGRAMMES IN HEALTH



CONCENTRATION INDEX MAP OF THE YOUTH PROGRAMMES IN EDUCATION



ANNEX 4-1

DISTRIBUTION OF NGOS AND PROJECT INTERVENTIONS ON EDUCATION, BY PROVINCE

No	Province	Number of NGOs	Number of Projects
1	Banteay Meanchey	20	27
2	Batambang	25	38
3	Kampong Cham	27	39
4	kampong Chhnang	18	25
5	kampong Speu	19	24
6	Kampong Thom	18	24
7	Kampot	21	24
8	Kandal	24	30
9	Koh Kong	10	14
10	Kratie	14	23
11	MondulKiri	12	17
12	Phnom Penh	35	57
13	Preah Vihear	10	15
14	Prey veng	18	24
15	Poursat	22	29
16	Ratanakiri	11	15
17	Siem Reap	26	43
18	Sihanoukville	12	17
19	Steung Treng	13	17
20	Svay Rieng	16	20
21	Takeo	19	25
22	Krong Kep	10	15
23	Krong Pailin	10	13
24	Oddar Meanchey	15	20

Source: MoEYS 2008

ANNEX 4-2

EDUCATION SECTOR: KEY GOALS AND TARGETS

Targets and Indicators		2005	2006	2010 (Target)	2015 (Target)
1	Primary School (1-6), Net Enrolment %: Total	91.9	91.3	100	100
	Boys	93.0	93.0	100	100
	Girls	90.7	89.7	100	100
2	Lower Sec. School (7-9), Net Enrolment %: Total	26.1	31.3	75	100
	Boys	27.3	32.1	75	100
	Girls	24.8	30.4	75	100
3	Survival rate %: 1-6:	53.1	48.15	100	100
4	Survival rate %: 1-9:	29.30	26.48	50	100
5	Literacy rate - 15-24 years %	83.4	84.7	95	100

Source: EMIS 2006

ANNEX 4-3

SCHOLARSHIP FOR POOR STUDENTS - CHILD PROTECTION PROGRAMMES (2005-2006)

Program	Institution/ Agency	Beneficiaries (Number)	Expenditure (US\$, millions)
Scholarship Programmes for Poor Students	MoEYS, ADB/ JFPR, BTC/BETT, WB/ CESSP, and NGOs	20,000	1.39*
School Feeding Programme	WFP	544,296	2.55
Time Bound Programme (ILO IPEC's TBP)	ILO	8,000	0.400
Centre for Orphans, Street and Destitute Children	MoSVY and INGOs, and LNGOs	13,500*	0.310**
Total		585,796	4.65

Source: 2005 Annual report and interviews (ADB)

* This figure is a combination between cash transfer (0.93 million US\$) and WFP program of scholarships for Girl (0.46 million US\$)

** This figure depends entirely on MoSVY annual report, 2005, with data collected only from NGOs who provided annual report that were submitted to MoSVY. Therefore, the actual number of beneficiary is significantly higher than this.

ANNEX 4-4

KEY POLICY, STRATEGY AND TARGETS FOR EDUCATION SECTOR

KEY POLICIES, STRATEGIES AND TARGETS

Equitable Access to Education Services

- Expand access to ECE (early childhood education) programmes for 5 year olds targeted on those communes with low new admission rates and high repetition rates in primary schools.
- Ensure entry of all 6 year olds into primary school by performing regular population census and by issuing a decree and guidelines for 6 years as age of entry to primary school.
- Reduce parental costs barriers (such as informal payments) by increasing operational budgets for schools and teachers' salaries.
- Enable Greater Private/Community involvement in all stages of schooling in order to increase understanding of importance of education as well as achieving greater transparency and accountability in the structures.
- Continued provision of new schools or additional facilities to incomplete primary schools as well as locating school facilities closer to home thus reducing direct and opportunity costs for families.
- Increase the number of scholarships for youth from poor families, especially girls.
- Expand public-NGO community partnerships in non-formal education to promote education in border, remote and disadvantaged areas to response to labour market.

Increasing quality and efficiency of the education services

- Improve the quality of teaching and learning through nationwide implementation of child-friendly school and school readiness programs.
- Increase the schools' and training institutions' operational autonomy and accountability regarding operational budgets and decisions on programs by establishing new financial planning and accountability mechanisms for school operating budgets.
- Strengthening teaching and learning quality to ensure primary and secondary teachers with pedagogy and ICT (Information Communication Technology) awareness.
- Implement the minimum standards of student achievement for grades 3, 6 and 9 nationwide, assure a shared understanding of minimum standards amongst teachers, parents and other stakeholders and follow up on the results of the tests in the nationwide school report cards.
- Increase transparency and improve performance monitoring and accountability of teachers, schools and post-secondary institutions by disseminating the result of students' achievements to the public by promoting the education authorities at all levels including the education inspectors.

Institutional Development and Capacity Building for Decentralization

- Provide a clearly defined legislative, regulatory framework to the sector and the sub-sectors through the adoption of the Education Law by end of 2006.
- Improved predictability for Medium Term Financial Planning and decentralized management and improved Governance and Regulatory Systems by increasing transparency and accountability of resources, including external assistance.
- Strengthening education system performance monitoring, personnel management, monitoring systems and impact systems, including ESP-ESSP review processes.
- Strengthening Central, Provincial and District Financial Monitoring Systems by increased access to training for Budget Management Centers (BMCs).
- Assuring that all designated Budget Management Centers become operational and effective, and that District and School/Institutional Management Systems are enhanced to ensure quality education.
- Expand public-NGO community partnerships in non-formal education in border, remote and disadvantaged areas to promote life skills, vocational training and professional skills to satisfy the labour market demand.

Source: *Ibid*, pp. 11-13