Assessment Report
on Implementation of National Educational Policies

Multilingual Education National Action Plan (MENAP) in Ratanakiri
Gender Responsiveness in Teacher Policy Action Plan (TPAP) in Siem Reap
School Health Policy (SHP) and Inclusive School Policy (ISP) in Kampot

Supported by

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ACRONYMS

BLCP	Buddhist Library Cambodia Project
CARE	CARE International Cambodia
CRPD	Convention on the Rights of Persons with Disabilities
CBO	Community Based Organization
CSO	Civil Society Organization
DoE	District Office of Education
DTMT	District Training and Monitoring Team
ESP	The Education Strategic Plan
FGD	Focus Group Discussion
GEDSI	Gender Equality, Disability and Social Inclusion
GIZ	German International Cooperation in Cambodia
ICC	International Cooperation Cambodia
ISP	Inclusive School Policy
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MENAP	Multilingual Education National Action Plan
MoEYS	Ministry of Education, Youth and Sport
MLE	Multilingual Education
NEP	NGO Education Partnership
NGO	Non-Government Organization
NSDP	National Strategic Development Plan
PDoWA	Provincial Ministry of Women's Affairs
P-ESWG	Provincial Education Sector Working Group
PoE	Provincial Office of Education
PoEYS	Provincial office of Education, Youth and Sport
REWG	Ratanakiri Education Working Group
RGC	The Royal Government of Cambodia
SHP	School Health Policy
SNV	Netherlands Development Organization
SVC	Save Vulnerable Cambodians
TDSO	Teacher Development Support Organization
UN	United Nations
UNICEF	United Nations Children's Fund

BACKGROUND OF THE PROJECT

With funding support from the USAID and FHI 360, NGO Education Partnership (NEP) - in cooperation with Save Vulnerable Cambodians (SVC), Epic Arts, and Teacher Development Support Organization (TDSO) - has developed a set of activities aimed at improving educational services in Cambodia through the stronger and more structured engagement of Civil Society in public service monitoring, collective advocacy, and policy dialogue efforts. This project is designed to scale up support to Cambodian civil society advocacy efforts to promote quality and inclusive education through capacity development, mobilizing collective action, democratic process, and advocacy campaigns. This proposal also includes a conceptually new direction in CSO coordination and development towards raising awareness of Gender Equality, Disability and Social Inclusion (GEDSI) and other forms of vulnerability and widening advocacy spectrum. NEP achieves the increased capacity to collaborate through the facilitation of information and knowledge sharing to the national decision-making level via the existing thematic and geographical networks of educational sector actors, supporting both national and provincial authorities' decision-making through documented inclusive advocacy processes.

In this project, titled "Promoting access to quality and inclusive education for all through public advocacy campaigns for improving schools, students, and teachers", NEP's provincial strategic partners will be responsible for key work in their respective provinces. Key tasks in each province include initiating, coordinating, and implementing advocacy activities within their constituencies – SVC in Ratanakiri, Epic Arts in Kampot, and TDSO in Siem Reap.

The Kampot Cluster assesses the implementation of School Health Policy and Inclusive School Policy and develops recommendations and advocacy messages. The Ratanakiri Cluster assesses ethnic minority students' access to education through implementation analysis of the Multilingual Education National Action Plan and develops recommendations and advocacy messages. The Siem Reap Cluster assesses implementation of the Teacher Policy Action Plan and maps out capacity development needs for improved gender mainstreaming for teachers and school managers develops recommendations and advocacy messages.

This project, which will run until 31st December 2024, offers the provincial CSO networks (clusters) an opportunity to advance the engagement of CSOs and marginalized stakeholders they serve in monitoring of implementation of Government policies on local level, and strengthen Civil Society approaches to advocacy and strategic communications with beneficiaries, communities, and local government. The project aims to build the capacity of CSOs working in education to:

- participate more fully and more effectively in local governance and policy implementation monitoring,
- influence national and local policy to improve the equity and inclusivity of education service delivery, and
- respond confidently in strengthening local accountability.

DESK REVIEW

Overview of Education Policies

Cambodia has come a long way since the initial turning point towards inclusive education with the adoption of the Convention on the Right of the Child in 1989, which recognized a child's right to education based on the equal opportunity of access. Cambodia has made significant progress in establishing inclusive education policies and systems that remove barriers limiting participation in learning, which should be regardless of gender, age, physical abilities, religion, culture, and other factors. The 1993 Constitution of the Kingdom of Cambodia lays down the right to education for all citizens (Art. 65). Based on the principles of education freedom and quality (Art. 66), free primary and secondary education, for at least nine years, is guaranteed by the constitutional document (Art. 68) and reaffirmed in the 2007 Education Law (Art. 31). The Royal Government of Cambodia (RGC) has continued its effort to reform the education sector at all levels. Over the years, policies and regulations have been enforced to improve education quality, accessibility, efficiency, effectiveness, inclusiveness, and transparency. key overarching policies and regulations addressing these areas include, Education Strategic Plan 2019-2023, Cambodia Secondary education blueprint 2030, Policy on higher education 2030, Cambodia Education Roadmap 2030 (SDG 4), Policy on Inclusive Education (2018), New Generation School Policy (2016), and National Policy on lifelong learning (2019). Specific policies relating to school health, disability, education for ethnic, linguistic and indigenous groups, gender mainstreaming and gender Responsiveness of teaching practices are outlined below.

Intersection of School Health, Special Education Needs and Disability, and New Generation School Policies.

According to the **Cambodia Policy on Inclusive Education (2018)**[1] inclusive education is "a dynamic process of addressing and responding positively to the diverse needs of individuals and groups through participating in learning, culture, and communities and reducing and eliminating exclusion within and from education". It involves changes, modifications in content, approaches, structures, and strategies that include all people in the education system. It is a process that helps expand the education system responsibility in delivering education service to all learners. An inclusive education class refers to a "class that includes all children in the education system both formal and non-formal, without any limitation due to race, behavior, physical, intellectual, society status, language, culture, religion or other specific criteria". Conversely, an integrated class refers to "a separate class for only learners with disabilities conducted in formal schools". The policy recognizes that a person with special education needs requires "additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program." Disadvantages can be "physical, behavioral, intellectual" or may relate to "language, culture, migration, being homeless, poverty, emotional and social capabilities." The **Policy on Inclusive Education (2018)** intends to ensure early identification and immediate intervention by enhancing collaboration across relevant ministries and institutions to implement the use of the identification toolkit, to assess and promptly intervene and to provide assistive devices and rehabilitation services to facilitate access to education.

National Policy on School Health (2019) aims to improve the quality of education and provide learners and educators with good health and wellbeing. To implement the policy, MoEYS has introduced strategies including the development of the necessary legal frameworks and mechanisms, and the promotion of the provision of nutrition, hygiene, and the supply of clean water. The policy emphasizes promoting and providing a safe, inclusive, comfortable, and friendly study environment, with a focus on health education and the participation of all relevant parties in improving student health. An action plan to implement the policy alongside the relevant ministries and institutions has been developed by MoEYS offering all Cambodian

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[1] https://education-profiles.org/sites/default/files/2020-03/IE-Policy_Eng_02_07_2018.pdf

children and youth equal education opportunities, regardless of social status, geography, ethnicity, religion, language, gender, and physical form; one of the objectives set forth in the **Education Strategic Plan (ESP - 2019–2023)**.

The **New Generation Schools Policy[2] (2016)** intended to create new standards of accountability and governance to increase the quality of education based on the **Child Friendly School Policy (2007)**[3]**,** the gaps and lessons learned over the years from policy implementation. Child Friendly School Policy led the way to ensure schooling access to children affected by difficult circumstances, such as poor children, girls, orphans, victims of domestic violence, children belonging to ethnic minorities, children affected by HIV/AIDS and other disadvantaged children. The Education Law, chapter 7, Articles 38 and 39[4] addresses special education, specifically mentioning the rights of children with disabilities to learn with their peers and the provision of a special education service for learners with disabilities and gifted and/or talented learners. 'Disabled persons' have the right to attend regular education programs with their peers if they receive facilitation and additional teaching in regular schools or special education in separate special classes. The Education Law also envisages the opportunity to study in community schools at the local level (Art. 39). Earlier policies addressing education for people with disabilities, such as the Policy on **Education for Children with Disabilities (2008)**[5] was developed as a tool for the identification of children with disabilities and to train school principals, village health workers and support personnel on needs identification based on a checklist and a screening toolkit. In 2017, the Ministry of Education, Youth and Sport (MoEYS) approved **inclusive education guidelines**[6] to help teachers and school administrators identify children with disabilities.

In line with the Child Friendly School Policy (2007) and guidelines, the **Policy on Education for Children with Disabilities (2008)** aims to ensure equal rights to children with disabilities. The Policy reiterates the state's commitment to identify all children with disabilities within local communities, ensuring them, and especially girls with disabilities, access to and participation in all schools and providing them with appropriate educational services.

Building on the 2008 Policy on Education for Children with Disabilities, the Policy on Inclusive Education was adopted in 2018. With the goal of ensuring that all persons with special needs receive adequate education, the policy aims, in part, to provide access to inclusive and equitable quality education and to provide lifelong learning opportunities. Enforced by the **Action Plan on Inclusive Education (2019–2023)**[7], it includes the development of individual education plans and a fair assessment mechanism based on the principle of flexibility and reasonable accommodation. Through the introduction of supportive services, it promotes the inclusion of learners with special needs into regular classes, where possible, and in integrated classes for age-appropriate learning across all levels of education. As specified in the 2009 Law on the Protection and the Promotion of the Rights of Persons with Disabilities, teachers are trained to acquire knowledge on disability and teaching methods to work with students with disabilities (Art. 31). A Special Education Institute has been set up by MoEYS to train teachers who are working with people with disabilities at all education levels and to develop training curricula. In 2017, with funding support from the IKEA Foundation, Save the Children in Cambodia produced guidelines[8] on teaching children with intellectual disabilities, learning disabilities and

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[2] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_new_generation_school_policy_guidelines.pdf

[3] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_policyonchildfriendlyschools.pdf

[4] http://moeys.gov.kh/en/press-releases/policy-on-education-for-children-with-disabilities.html#.XWf_LeMzaUk

[5] https://planipolis.iiep.unesco.org/en/2008/policy-education-children-disabilities-5221

[6] https://ikeafoundation.org/blog/children-learning-better-together-in-cambodia/

[7] https://education-profiles.org/sites/default/files/2020-03/IEAP Eng Version 12-7-2019.pdf

[8] https://ikeafoundation.org/blog/children-learning-better-together-in-cambodia/

autism spectrum disorder. A manual[9] to help teachers educate children with disabilities was produced by MoEYS and Save the Children and launched in 2019.

As a comprehensive legal instrument for the rights of any person with "physical, visual, hearing, intellectual impairments, mental disorders and any other types of disabilities", the Law on the Protection and the Promotion of the Rights of Persons with Disabilities (2009)[10] reaffirms that learners with disabilities have the same rights as their peers to access education and financial support (Art. 27). In line with that law and the UN Convention on the Rights of Persons with Disabilities (CRPD), ratified in 2013, the **National Disability Strategic Plan (2014-2018)**[11] outlined ten key strategic objectives and intended to ensure that persons with disabilities have equal access to quality education and vocational training services (strategic objective 5). Informed by the principle of non-discrimination, it aimed at developing adequate learning materials, including in Braille format, and at providing education using appropriate means of communication and in an adequate environment, particularly for blind, deaf, or deafblind children. To implement the NDSP 2014–2018 and strengthen the effectiveness of the 2009 Law on the Protection and the Promotion of the Rights of Persons with Disabilities[12] in conformity with the provision of the CRPD, a Rectangular Strategy for Growth, Employment, Equity and Efficiency[13] was set out by the Royal Government of Cambodia in 2018 with the aim of informing government activities in the promotion and enhancement of the rights and interests of persons with disabilities. Following up on the Teacher Policy Action Plan, the Policy on Inclusive Education intends to encourage learners with disabilities to embark on careers as teachers. In addition, it promotes teachers' acquisition of knowledge on inclusive education and pedagogy on disability and diversity.

Political framework supporting access to education for Ethnic, Linguistic and Indigenous Groups

The 2007 Education Law aims to provide lifelong education to encourage the knowledge and protection of national cultures and languages (Art. 2). The official language of teaching and learning is Khmer and private schools are also requested to include it in their education programs. The medium of instruction for ethnic and linguistic minorities is determined by the Ministry of Education (Art. 24). Within the legal framework, a Bilingual Education Commission developed formal guidelines in 2010 on the Implementation of the Bilingual Education Program for Indigenous Children in the Highland Provinces and in 2013 on the Identification of Language for Learners of Khmer Nationality and Ethnic Minority Origin. After a pilot project in 2002, MoEYS implemented Multilingual Education (MLE) in primary schools with the support of UNICEF and Cooperative for Assistance and Relief Everywhere (CARE) International, later extending it to pre-primary schools. With the endorsement of a **National Policy for Ethnic Minorities Development in 2008**, MoEYS launched the **Multilingual Education National Action Plan (MENAP)** 2014–2018. MENAP aimed to ensure inclusive access to ethnic minority girls and boys by promoting capacity building of education officials, providing teaching and learning materials, expanding education infrastructures and converting community schools to state schools. Ethnic minority learners can access preschool and the first three years of primary school in their mother tongue, namely Tumpoun, Kroeng, Ponorng, Kouy, Kroal, Kavet, Kachok, Laotian, and Prao. In 2015 and 2016, MENAP was implemented[14] in 18 districts in five target provinces, including Ratanakiri, Stung Treng, Mondulkiri, Preah Vihear and Kratie, reaching four state pre-schools and 80 community pre-schools.

Building upon the previous action plan, the **2019–23 Multilingual Education Action Plan**[15] intends to include Charai as an Indigenous language, expanding the project to six languages and reaching out to more children

[9] https://www.phnompenhpost.com/national/government-ngo-launch-disabled-children-teaching-manual
[10] http://www.mindbank.info/item/2420
[11] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia-national-disability-strategic-plan-2014-18.pdf
[12] http://www.mindbank.info/item/2420
[13] https://www.khmersme.gov.kh/wp-content/uploads/2022/09/Rectangular-Strategy-Phase-IV.pdf
[14] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_2016_mid-term-review_esp_2014-2018.pdf
[15] https://education-profiles.org/sites/default/files/2020-03/MEAP%202019-2023.pdf

in preschool, and to primary and literacy MLE students. The objectives are not only to improve access to inclusive and equitable quality MLE, but also to promote participation of local Indigenous communities into school management committees and in the development of mother tongue teaching and learning materials. One component of the MENAP program[16] focuses on training in MLE for teachers and education officials. The new **Multilingual Education Action Plan (MENAP) 2019–2023**[17] intends to further expand training for community and state preschool teachers and primary and literacy MLE teachers. In particular, a teacher training program has been planned to be integrated into the Regional Teacher Training Centre in Stung Treng, with scholarships to be provided for vulnerable and Indigenous teacher trainees.

The Education Strategic Plan and the Policy on Inclusive Education focuses on increasing the rate of primary education enrolment in the most remote areas, especially focused on ethnic minority children and vulnerable children. A number of initiatives are being implemented to support this objective. Based on the **National Social Protection Policy Framework 2016–2025**[18], a school breakfast program has been implemented in nine provinces, and scholarship programs have been introduced at primary education level to encourage school enrolment of children from poor and vulnerable families. A National Scholarship Policy to provide financial support at all education levels is expected to be developed. Creating a Social Equity Fund to enable schools to access extra funds to help poor learners and abolishing unofficial fees are also objectives of the **New Generation Schools Policy (2016)**[19]. With reference to students with disabilities, the 2009 Law on the Protection and the Promotion of the Rights of Persons with Disabilities[20] pays particular attention to those from poor households and establishes that they are entitled to receive free education in public education institutions at all levels and have access to books and materials (Art. 30).

Gender Responsiveness of the Pedagogical Curricula and Teaching Practices

Cambodia's current policy reforms relating to teacher professional development can be found in a series of key documents produced and in production by the Ministry of Education, Youth, and Sport (MOEYS). These are the **Teacher Policy** document (2013), the **Education Strategic Plan 2019–2023**, the **Teacher Policy Action Plan** (2015), and a **Teacher Career Pathways** document. The 1993 Constitution prohibits any discrimination against women (Art. 45), while the 2007 Education Law recognizes gender equality (Art. 35). Gender has been mainstreamed in policies and plans in education and has been targeted in specific documents, such as the 2011–15 Gender Mainstreaming Strategic Plan and the Strategy for Gender Equity in TVET 2014–18. The **Gender Strategic Plan 2019-2023 (Neary Rattanak V)** aims to increase women's and girls' access to education and vocational training, particularly women from vulnerable groups, such as the aged, poor and disabled, ethnic minorities and those living with HIV, by raising awareness, through scholarships and other financial assistance mechanisms and by promoting gender-responsive social attitudes. Increasing the capacity building of sub-national authorities to respond to gender issues in education, including the needs of vulnerable women and girls, and the process of designing and implementing sub-national plans and budgets are also among the objectives of the Gender Strategic Plan.

The Policy on Inclusive Education (2018) includes a specific focus on inclusive and equitable quality education for girls and women with special needs. To ensure their enrolment and retention in schools, it intends to provide targeted scholarships, organize awareness activities, and take appropriate measures to ensure a safe school environment.

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[16] https://www.unicef.org/cambodia/media/1061/file/2019-Cambodia%20MENAP-Evaluation%20Report-Volume-I.pdf%20.pdf
[17] https://education-profiles.org/sites/default/files/2020-03/MEAP%202019-2023.pdf
[18] https://www.adb.org/sites/default/files/linked-documents/cam-53308-001-tar-ld-02.pdf
[19] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_new_generation_school_policy_guidelines.pdf
[20] http://www.mindbank.info/item/2420

The **Teacher Policy (2013)**[21] is designed to develop the competencies and accountability of the teacher workforce by, among other measures, developing teacher-training centers, providing in-service trainings and continuous professional development, and motivating and retaining teachers. The policy specifies four objectives: (1) "to attract and motivate competent persons into the teaching profession"; (2) "to ensure [the] quality of pre-service teacher training"; (3) "to ensure regular professional development and in-service training for teachers"; and (4) "to ensure the conditions necessary for teachers to fulfill their professional activity effectively and efficiently". To realize this far-reaching set of objectives, the document laid out nine strategies, of which three relate directly to teacher training: defining standards for teacher training systems, developing teacher training centers, and developing in-service trainings and professional development opportunities for teachers. As noted in the **ESP 2019–2023,** "the fact of ASEAN integration in 2015 and the desire of Cambodia to be a middle income country by 2030 require considerable investment in education". The ambitious reform program laid out in the ESP calls for, among other things, a revised teacher training system with the creation of a BA(Ed) and replacement of 12+2 with 12+4 as the standard pre-service training formula for basic education teachers by 2020[22].The changes envisioned in the ESP will also entail fundamental improvements to in-service teacher training, enabling teachers already in service to upgrade their skills[2] with an objective of at least 5% of teachers receiving in-service training each year from 2016, and 100% reaching 12+2 equivalent by 2018[23]. The establishment of teacher standards and quality assurance mechanisms is also envisioned.

The Ministry of Education, Youth and Sport (MoEYS) established an implementation committee for the teacher reform comprising a Steering Committee and a Technical Working Group to guide the development of the policy. The mission of the Steering Committee is to give general directions and decisions on the implementation milestones and approval of the strategic policy documents. To promote diversity and inclusion in the teaching profession, the **Teacher Policy Action Plan (TPAP - 2015)**[24] intends to offer scholarships to future teachers from certain groups, including females, persons from poor households, those belonging to ethnic groups and persons with disabilities. It further aims to revise pre-service teacher training curricula to ensure that teacher education programs are informed by principles of inclusive education and gender sensitivity. In promoting continuous professional development, it also provides incentives and credits on inclusive and multilingual education.

Building on both the Teacher Policy and the ESP documents, the **TPAP** lays out a number of specific actions to implement the objectives and strategies identified, essentially resulting in a full overhaul of Cambodia's pre-service and in-service teacher PD systems. These include, importantly, the elaboration of Teacher Professional Standards (TPAP Action 2.4.1), and of Teacher Education Provider Standards (TEPS) (Action 2.4.2). The development of the TPAP and such standards puts in place firm policy guidelines for the development of teachers and teacher training over the medium-term future. The TPAP acknowledges the need to address the issue of in-service teachers with qualifications below current and desired MOEYS standards through upgrading and other in-service training, and to put in place improved systems for pre-service training, and ultimately a new BA(Ed) degree (TPAP strategy 3.2.1). In order to support those teachers who are in service but have not yet achieved the BA(Ed), the TPAP lays out the intention to offer an opportunity for upgrading through arrangements with institutions of higher education (TPAP strategy 2.3.1.2).

The goal to mainstream gender and integrate inclusive education into pre-service and in-service teacher training, particularly for primary education teachers, was reiterated in the ESP. Ensuring the Teacher Training Collage curriculum adequately addresses inclusive education and gender (TPAP Action 3.1.2.5) is mentioned

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[21] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_teacher_policy.pdf
[22] The Education Strategic Plan (ESP) 2014–2018 pp. 22–23
[23] Ibid pp.55
[24] https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_teacher_policy_action_plan_2015.pdf

in the TPAP. However, the extent and measures to achieve this is unclear. The Teacher Policy and TPAP lacks explicit emphasis on gender mainstreaming and gender responsiveness of the pedagogical curriculum and teaching practices.

NEP STRATEGIC PARTNERS IN IN RATANAKIRI, KAMPOT AND SIEM REAP

Save Vulnerable Cambodians (SVC) – Ratanakiri

SVC is the cluster leader representing P-ESWG in Ratanakiri. SVC is a non-government, non-political, non-partisan, and non-profit organization, established on 17 September 2008. It was registered with the Ministry of Interior through letter No. 1369 dated 22 June 2009. SVC is a member of Ratanakiri Education Working Group (REWG) and will lead the Ratanakiri cluster of 20 civil society organizations. Their focus is on mainstreaming rights of ethnic minorities, access to public services, sustainable livelihood, sustainable income, sufficient food, good health, and living with dignity. SVC works together with Indigenous communities, government institutions, development partners, unions, and the private sector to improve the quality and inclusive education and livelihoods of Indigenous groups and vulnerable groups in rural and urban areas. Since its establishment, SVC has managed about a dozen projects with education, livelihoods, and social protection as core project components. SVC donors include UNDP, EU, Plan International, Save the Children, UNICEF, CARE, and NEP. SVC has much experience with students' right to education and access to quality education for children of ethnic minorities.

SVC in Ratanakiri province is coordinating and implementing advocacy activities within their constituencies, initiating, and contributing to the design of Quality and Inclusive Education research, supporting fieldwork data collection, cooperating with local educational officials and other CSO partners and stakeholders, and facilitating provincial advocacy campaigns. The Ratanakiri Cluster will assess ethnic minority students' access to education through implementation analysis of Multilingual Education National Action Plan and develop recommendations and advocacy messages. SVC will map out gaps and develop recommendations on more thorough implementation of the Multilingual Education National Action Plan, develop provincial and national advocacy messages, and share their experience to other clusters. SVC and Ratanakiri Education Working Group (REWG) will mobilize CSOs, youth activists, women, persons with disabilities, and ethnic minorities to conduct 3 consultations to develop one 3-year collaborative advocacy plan for each cluster and revise annually to update and respond to changes in priorities.

Objectives:

- To strengthen collaboration among education sector stakeholders (CSOs, Communities, PoEs) led by SVC in Ratanakiri (20 organizations) through community-led advocacy for quality and inclusive primary education.

- To increase impact of youth-led and community-led advocacy on local, provincial, and national education sector stakeholders: PoE/DoE, MoEYS, CSOs, CBOs, parents, students, youths, women, persons with disabilities, ethnic minorities, and other marginalized groups.

- To increase impact of community-led advocacy at national level to influence the educational policy implementation and reforms through representation on MoEYS national policy dialogue platforms.

- Output: Advocacy plans (for three years) to advocate for increased access to quality and inclusive primary education for marginalized groups was developed for REWG.

Gender Responsiveness in Teacher Development Support Organization (TDSO) – Siem Reap

TDSO is the cluster leader representing P-ESWG in Siem Reap. TDSO is a non-profit organization, active in Siem Reap Education Sector Working Group and will lead the cluster of 15 civil society organizations. TDSO focusses on Teacher Development, English language courses and IT training. TDSO manages regular learning events for teachers to exchange techniques, experiences, and information. TDSO has been managing the P-ESWG during 2020 and 2021. TDSO has started to transform the MoEYS English curriculum for grades 7, 8 and 9 to fit a flipped classroom approach and will start training teachers to transform themselves to coaches of conversation classes rather than lecturers of theoretical information. Given TDSO's focus, the Siem Reap cluster will map out gaps and develop recommendations on more thorough implementation of the Teacher Policy Action Plan with special focus on gender mainstreaming training for teachers. Key tasks implemented by TDSO in Siem Reap province will be initiating, coordinating, and implementing advocacy activities within their constituencies, initiating, and contributing to the design of Quality and Inclusive Education research, supporting fieldwork data collection, cooperating with local educational officials and other CSO partners and stakeholders, and facilitating provincial advocacy campaigns. The Siem Reap Cluster will assess implementation of the Teacher Policy Action Plan and map out capacity development needs for gender mainstreaming for teachers and school managers.

Objectives:

- To strengthen collaboration among education sector stakeholders (CSOs, Communities, POEs) led by TDSO in Siem Reap (20 organizations) through community-led advocacy for quality and inclusive primary education.

- To increase impact of youth-led and community-led advocacy on local, provincial, and national education sector stakeholders: POE/DOE, MoEYS, CSOs, CBOs, parents, students, youths, women, persons with disabilities, ethnic minorities, and other marginalized groups.

- To increase impact of community-led advocacy at national level to influence the educational policy implementation and reforms through representation at national policy dialogue platforms at the Ministry of Education Youth and Sports.

Epic Arts – Kampot

Epic Arts is the cluster leader representing P-ESWG in Kampot. Epic Arts uses the arts as a powerful tool for transformation that explores and celebrates the richness of diversity through creative experiences. They work with people of all abilities and backgrounds through their Inclusive Education, Community and Social Enterprise programs to encourage a change in perceptions and attitudes at both a personal and public level. They promote the message that every person counts, every person is a unique and creative individual and every person is equal. They believe in integrity, understanding, acceptance, development, equality, and the inclusion of all - most of all they believe in people. Epic Arts is leading the Kampot Cluster of 15 civil society organizations from the Kampot Education Sector Working Group; jointly they have built strong links with both provincial and local level authorities in the education sector. The organization is currently delivering

special education classes to approximately 30 students and supporting children with disabilities and their families to join mainstream schools. The charity is run with the philosophy of "nothing about us without us". Its staff, of all levels, are approximately 60% people with disabilities and caregivers of children with disabilities. Aside from Epic Arts' weight in the Kampot Education Sector, Epic Arts has expertise in advocacy and awareness raising. Over the years the organization has partnered with many international donors (including UNICEF, GIZ, Aide et Action, and WaterAid) to develop creative awareness raising projects.

These projects have been focused on different issues affecting PWD and have been implemented through creative ways such as performances, music videos, dance workshops and research using inclusive participatory methods. As a leader in the inclusive education sub-sector, the Epic Arts team will lead research and mapping on implementation gaps in School Health Policy and Inclusive School Policy, develop provincial and national advocacy messages, and share their experience to other clusters. Epic Arts and Kampot ESWG will mobilize CSOs and target groups including youth activists, women, persons with disabilities, and ethnic minorities to conduct consultations to develop a three-year collaborative advocacy plan. They will identify agenda points, organize, and facilitate quarterly meetings with CSOs and target groups, support NEP in mobilizing target CSOs and communities to review the research paper, incorporate researched evidence in advocacy events messages, and provide further recommendations.

Objectives:

- Consult to create multi-action plan and adjust priority.

- Promote inclusive education with youth, women, Muslim Communities persons with disabilities.

- Mobilize Kampot CSOs, youth, women, Muslim Communities people with disabilities and CBOs on advocacy.

- To strengthen collaboration among education sector stakeholders (CSOs, Communities, PoEs) led by Epic Arts in Kampot (15 organizations) through community-led advocacy for quality and inclusive primary education.

- To increase impact of youth-led and community-led advocacy on local, provincial, and national education sector stakeholders: PoE/DoE, MoEYS, CSOs, CBOs, parents, students, youths, women, persons with disabilities, ethnic minorities, and other marginalized groups.

- To increase impact of community-led advocacy at national level to influence the educational policy implementation and reforms through representation at national policy dialogue platforms at the Ministry of Education Youth and Sports (MoEYS).

ASSESSMENT APPROACH AND METHODOLOGY

The technical approach for carrying out this assessment was systematic and collaborative in nature. Relevant NEP staff and target P-ESWG members were consulted during the inception phase of the project and data collection was implemented in collaboration with designated NEP project P-ESWG staff in the three provinces. The assessment approach was qualitative to generate an in-depth, multi-faceted understanding of the key

factors and issues relating to the implementation of policies and the analyses were primarily inductive – looking for patterns, themes, gaps, etc.

The methodology for collecting relevant data for analysis included a desk review of existing resources and evaluative input from key informants. A purposive sampling strategy was employed that gathered input from both beneficiaries and stakeholders. Data collection techniques were semi-structured interviews and focus group discussions.

Checklists and Guiding Questions

Checklists and guiding questions for key informant interviews (KII) and focus group discussions (FGD) focused on the following areas of policy implementation were developed (see annex 1).

Policy	Province and NEP Project P-ESWG
1. Assess ethnic minority students' access to education through implementation analysis of the **Multilingual Education National Action Plan** and develop recommendations and advocacy messages.	SVC - Ratanakiri
2. Assess gender responsiveness in **Teacher Policy Action Plan** implementation and map out capacity development needs and advocate for improved gender mainstreaming practices for teachers and school managers.	TDSO - Siem Reap
3. Assess implementation of **School Health Policy and Inclusive School Policy** to develop recommendations and advocacy messages to ensure equitable access to WASH in schools.	Epic Arts - Kampot

Initial discussions with NEP and P-ESWG members in three provinces were conducted to gather information for drafting of the checklists and questionnaires focused on different areas of the three-policy implementation. P-ESWG member staff and data collectors in three provinces were trained to conduct data collection.

Data Collection

Qualitatively, the sampling method for data collection was purposive. Participants were selected or sought after based on pre-selected criteria based on the assessment objective and questions. Data collection was conducted in **three target provinces** of the NEP project: **Ratanakiri, Siem Reap, and Kampot provinces**.

The interviews and focus group discussions with stakeholders were conducted using two teams each led by the lead consultant or national co-researcher. The two teams divided the sites (schools and districts) so that work/interviews could be conducted simultaneously (in more than one school/district in each province in the same week).

In Ratanakiri, three staff of SVC and twelve youth from three Indigenous communities who speak Khmer and Indigenous languages (Tampuen, Jarai, and Kreung) were trained to conduct the interviews with students. In Siem Reap, one staff of TDSO and ten youth data collectors and in Kampot, two staff of Buddhist Library Cambodia Project (BLCP) and ten youth data collectors were trained to conduct the interviews with students.

For interviews and data collection from students, two teams divided the sites (schools and districts), each led by respective P-ESWG as team leaders in each province.

The objective of training P-ESWG staff members as team leaders and youth data collectors was to build capacity and leave the know-how with P-ESWGs and data collectors in the provinces for future similar assessments.

Key informant interviews (KII) were used as the primary data collection methodology. The semi-structured key informant interview using the checklists method was selected as it is flexible, allowing for any necessary clarifications to be brought up during an interview as a result of what the interviewee says. KIIs were conducted with POE, DOE, school management and authorities and students.

Focus group discussions (FGD) were used with groups of people that are similar. Due to the time and budget constraints of the assessment, FDGs were used to gather opinions from an adequate representative number of school management and teachers in each province.

Quantitative Sample Size and Sampling Methods

The consultancy team coordinated with the P-ESWGs in the three provinces (Ratanakiri, Siem Reap, and Kampot) to collect data on the population/sampling frame of schools and key informants for setting the sample size and conducting sampling procedures.

Key informants included the following:

Key Informant	Interview Methodology	Number of participants at provincial and district level		
		Ratanakiri	Siem Reap	Kampot
PoE	KII	2	2	2
DoE	KII	2	1	2
School management and authorities	KII & FGD	18	10	16
Teachers	FGD	25	52	32
Students	KII	336 total (170 female, 166 male)	350 total (200 female, 150 male)	448 total (241 female, 207 male)
P-ESWG members and other relevant NGOs	FGD	8	9	10

Student Target Population

A survey was conducted with a sample of students of three target provinces (Ratanakiri, Siem Reap, and Kampot). The target student population varied from province to province based on the assessment criteria of policy implementation and total population size in each target province. Multistage random sampling was applied to all target areas of study to make sure that the sample is a good representation of the population.

In Ratanakiri, the target population was all the students in grades one to three within five districts including Bar Kaev, Koun Mom, Veun Sai, Ou Chum, and Lumphat with a total number of 2,084 students (see Table 1). Students in grades one to three were targeted and selected to participate in the assessment since the Multilingual Education National Action Plan (MENAP) aims to increase access to meaningful education of Indigenous girls and boys by providing them with multilingual education in preschool and in the first three years of primary school. The MENAP initiative uses a bridging model whereby children begin learning in their indigenous language while slowly transitioning to Khmer, the national language of instruction, and the national curriculum in Grade four.

In Siem Reap, the target population was all the students in upper secondary grade of three high schools including Aktipadey, Angkor Chum, and Kouk Doung High School within two districts, Puok and Angkor Chum district with the total number of 3,587 students (see Table 2). Students from upper secondary grade were targeted and selected to participate in the assessment to ensure the students understood and could respond to the checklist questions relating to the implementation of the Teacher Policy Action Plan and capacity of teachers and school managers relating to gender mainstreaming.

In Kampot, the target population was all the students in primary, lower, and upper secondary schools in Kampot province with a total number of 122,686 students (see Table 3). For the assessment of the School Health Policy and Inclusive School Policy implementation, data collectors also observed the infrastructure of schools in addition to interviewing students. Therefore, the maximum number of schools were targeted, covering all districts and municipalities.

Table 1: Total Number of Students in Grades 1-3 within Five Districts in Ratanakiri Province

N	District Name	Number of Students
1	Bar Kaev	407
2	Koun Mom	361
3	Veun Sai	276
4	Ou Chum	664
5	Lumphat	376
	Total	**2084**

Table 2: Total Number of Students in Upper Secondary School in Siem Reap Province

District	School Name	Number of Student		
		Male	Female	Total
Puok	Aktipadey	454	567	1021
Angkor Chum	Angkor Chum	734	994	1728
	Kouk Doung	340	498	838
Grand Total		1528	2059	**3587**

Table 3: Total Number of Students in Primary, Lower, & Upper Secondary School in Kampot Province

N	Grade Level	Total Student	# Students	
			Female	Male
1	Primary School	80,507	38,237	42,270
2	Lower & Upper Secondary School	42,179	22,110	20,069
	Grand Total	**122,686**	**60,347**	**62,339**

To ensure that this study can be generalized for the whole population, the following scientific sample size calculation and appropriate probability sampling was employed.

Sample Size: As the population number of each province of this study is in small scale (population less than or around 100,000), the following formula is used to calculate the sample size.

$$ n = \frac{Z_\alpha^2[p(1-p)]N}{Z_\alpha^2[p(1-p)] + (N-1)C_p^2} $$

Where **C_p** = confidence interval in terms of proportions, Z_α = Z score for various levels of confidence, and p = true population proportion.

Based on the above formula, with each population number of each target province, z=1.96 (Confidence Rate/Level at 95%), **C_p**=0.05, and p=0.5 (rule of thumb when this value is unknown), we got following each sample size of each target province for this study (see Table 4).

Table 4: Sample Size of the Study in Ratanakiri, Siem Reap, and Kampot Province

N	Target Province	Number of Students (Population)	Sample Size
1	Ratanakiri	2,084	**325**
2	Siem Reap	3,587	**348**
3	Kampot	122,686	**448**

Sampling Strategies

Multistage random sampling was applied to all target areas of the study to ensure that the sample is an accurate representation of the population. Specifically, in Siem Reap, proportionate sampling was firstly used to address the different sizes of the population in each district. Then the same sampling method was employed in addressing the different sizes of the population in each school within each district; each grade within each school of each district, and each sex (male and female) within each grade of each school of each district (see Table 5 for the result of this sampling procedure), and so on.

Next, convenience sampling was used to select the students for the interview. For Siem Reap, proportionate sampling was also applied to address the different sizes of the population in each district, each school within

each district, and each sex within each school of each district so that it came up with the sample (see Table 6). From there on, convenience sampling was used to select the students for the interview.

Whereas in Kampot, proportionate sampling was also used to address the different sizes of the population in each grade level (Primary, Lower, and Upper Secondary School). Then this sampling method was employed to address the different sizes of the population in each district/municipality within each grade level to come up with the sample seen in Table 7. Then, a simple random selection using Excel is applied to select schools from each district/municipality. After that, convenience sampling was used to select the students for the interview.

Table 5: Student sample Size by Grade & Sex in Ratanakiri

| N | District Name | School Name | Sample School District | By within | Sample by Grade & Sex | | | | | |
| | | | | | Grade 1 | | Grade 2 | | Grade 3 | |
					Male	Female	Male	Female	Male	Female
1	Bar Kaev	Seung	27		5	3	6	4	6	3
		Lout	36		7	6	7	4	5	6
2	Koun Mom	Ta Ang 2	26		5	7	6	4	2	3
		Sek	31		6	6	5	7	4	4
3	Veun Sai	Kachoan Kroam	16		2	2	3	3	5	2
		Pak Nam	27		4	3	7	4	5	3
4	Ou Chum	Phoum Kam	59		10	9	8	11	11	10
		Mass	45		7	6	7	9	9	8
5	Lumphat	Labang 2	30		10	5	5	4	3	4
		Norng Hai	28		4	7	6	5	3	3
	Total Sample		**_325_**		_60_	_53_	_60_	_52_	_54_	_45_

Table 6: Student sample Size by Sex and School in Siem Reap

| District | School Name | Number of Student | | |
		Male	Female	Total
Puok	Aktipadey	44	55	99
Angkor Chum	Angkor Chum	71	96	168
	Kouk Doung	33	48	81
Grand Total		_148_	_200_	**_348_**

Table 7: Student sample Size by Grade Level and District/Municipality in Kampot

| N | District/Municipality | #Students | | | |
		Lower &Upper	Primary	Missing	Total
1	Angkor Chey	4	60	4	68
2	Banteay Meas	28	40	0	68

3	Chhuk	12	47	1	60
4	Chum Kiri	10	40	0	50
5	Dang Tong	9	20	0	29
6	Kampong Trach	20	49	0	69
7	Kampot	12	20	0	32
8	Tuek Chhou	12	50	0	62
9	Bokor	7	3	0	10
	Total	**114**	**329**	**5**	**448**

Data Analysis

Data was analyzed using both inductive and deductive analysis methodologies. When possible, the data gathered was triangulated using various types of data to verify and substantiate the results of the assessment.

For qualitative data analysis no software was used. The interview notes were collated and reviewed to identify key themes, findings, and learnings summarized.

For quantitative data analysis (survey), a range of statistical analysis techniques using the SPSS program was used. The data analysis plan was not limited to but included description and comparison analysis technique.

Limitations of the study

Key informant interviews, (KIIs) were used as a primary data collection methodology. The semi-structured, key informant interview method was selected, as it is flexible, allowing for further clarification during an interview, as a result of what the interviewee says. A survey was conducted with a sample of key informants, of three target provinces (Ratanakiri, Siem Reap and Kampot). The target key informant population varied from province to province, based on the assessment criteria of policy implementation and total population size, in each target province. Multistage random sampling was applied to all target areas of study, to make sure that the sample is a good representation of the population.

The study is limited by the type of data collected. The data is qualitative and cannot be generalised, but only represents what the study participants said. To respond to this limitation, key informants were asked similar themed questions, to triangulate the findings. Additionally, the number of P-ESWG participants were limited and again can only represent what the participants reported and cannot be generalized. To maintain privacy and anonymity of the key informants, the report has cited their responses in a generic style, rather than specific to their position and name. The initial plans of utilising intermediary contacts, to access a broader group of informants, such as LGBTIQ, and students with visual, hearing, intellectual impairments, mental disorders and any other types of disabilities, was difficult. Therefore, the extent and specific issues relating to accessibility of school environment, teaching methods, materials etc. for children with visual or hearing impairments, was not explored in this study. Discrimination against LGBTQI+ teachers or students was not explored in this study, due to limitations in scope, budget and time. It was noted that some participants had limited knowledge or awareness of certain topics, especially relating to gender and gender mainstreaming concepts.

Finally, as a quantitative study, the study provides a set of reliable data, to measure the extent and scope of the implementation, of the three respective policies, in the three target provinces (Ratanakiri, Siem Reap, and Kampot). The study illustrates readily identifiable patterns of and within knowledge, and practice of the implementation of the three respective policies. Avenues for further research are also highlighted, and the report serves as an exploratory tool, for the development of future priorities in this area.

KEY FINDINGS AND ANALYSIS

1. Multilingual Education National Action Plan (MENAP) – Ratanakiri

Table 8: Key informant type and number of participants in Ratanakiri

Key Informant	Interview Methodology	Number of participants in Ratanakiri
PoE	KII	2
DoE	KII	2
School management and authorities	KII & FGD	18
Teachers	FGD	25
Students	KII	336 total (170 female, 166 male)
P-ESWG members and other relevant NGOs	FGD	9

Table 9: Student participants by School, District, and Grade level in Ratanakiri

District	School Name	Grade 1			Grade 2			Grade 3			Grand Total
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bar Kaev	Seung	3	2	5	7	2	9	7	6	13	27
	Lout	7	6	13	7	4	11	5	6	11	35
Koun Mom	Ta Ang 2	7	6	13	3	7	10	3	2	5	28
	Sek	4	5	9	3	10	13	4	4	8	30
Veun Sai	Kachoan Kroam	2	2	4	2	3	5	5	2	7	16
	Pak Nam	3	4	7	8	4	12	5	4	9	28
Ou Chum	Phoum Kam	11	10	21	7	11	18	11	11	22	61
	Mass	7	6	13	6	10	16	11	9	20	49
Lumphat	Labang 2	7	9	16	5	6	11	3	4	7	34
	Norng Hai	4	7	11	6	5	11	3	3	6	28

Grand Total			<u>55</u>	<u>57</u>	<u>11 2</u>	<u>54</u>	<u>62</u>	<u>11 6</u>	<u>57</u>	<u>51</u>	<u>10 8</u>	**336**

Table 10: List of schools selected for data collection from school management, authorities, and teachers in Ratanakiri

No.	School Name	District	Commune
1	Labaing 2 primary School	Lumphat	Labaing
2	Lout primary School	Borkeo	Ting Chak
3	Soeung primary School	Borkeo	Soeung
4	Krola primary School	Ouchum	Poy
5	Krouch primary School	Ouchum	Ekpheap
6	Kachoun Krom primary School	Veun Sai	Kachoun
7	Phaknam primary School	Veun Sai	Koh Peak
8	Kaleng Primary School	Lumphat	Kaleng
9	Ta Ang 2 primary School	Kaunmon	Ta Ang
10	Seok primary School	Kaunmon	Ta Ang

1.1 Ethnic minority students' access to education, and challenges or gaps in their access to education

- There are initiatives by MoEYS and NGOs to provide education incentives and scholarships for indigenous students. School management authorities and teachers reported that scholarships are available for poor indigenous students. The scholarships are not specifically targeted at girls, however, about 40% of the scholarship recipients are girls.

- None of the schools provided free boarding houses for vulnerable indigenous students, especially girls. The schools did not offer regular education incentives such as learning materials, transportation, clothes/uniform for vulnerable indigenous students, especially girls. Some school authorities reported that in the past few years, NGOs have provided school materials such as bags, books, and pens for the poorest students. However, such support is not consistent, and the school can only provide a small number of supplies.

- Out of the 5 districts, only 3 districts had functioning pre-schools, but they did not meet the minimum standard. According to PoE, DoE, and school authorities, the main reason is budget constraints but also because parents do not prioritize sending children to preschool. They allocate their limited budget to primary schools. In some communities, there are not enough preschool aged children to justify the cost and effort of having a pre-school.

- Based on direct observation of conditions of school facilities, most of the schools had a water well, toilets, and hand washing facilities. Drinking water was provided by some schools and other schools reported that students brought drinking water from home. Some schools that are supported by CSOs (such as Plan International) had toilets, hand washing facilities, and a drinking water tank but did not have funds for regular upkeep, maintenance and to buy clean drinking water.

- When asked about nutrition and health services (food, water, and other health programs) in schools, most of the school authorities reported that they had shared information about health issues and hand washing during COVID. There are no regular activities but sometimes teachers and school authorities share information during student gatherings and classes on health, sanitation, hygiene, and nutrition.

- School authorities and teachers expressed that many parents have concerns that their child does not learn the Khmer language well because of MLE and when they enter grade four they have further difficulties in learning. They reported that some parents felt there is too much pressure for primary school children to learn two languages. Teachers often use Indigenous language orally in the classroom and Khmer language for written materials. Some parents have suggested having a Khmer class separate from the MLE class, so that their children become competent at learning in the Khmer language before grade four.

- Out of the ten schools included in this assessment, five schools teach in Tumpuong and Khmer language and five schools teach in Kreung and Khmer language. School teachers and NGO staff interviewed reported that some Khmer words were difficult to translate into Indigenous language. Some teachers cannot pronounce Khmer words well and as a result students do not learn to pronounce Khmer words correctly. In schools where students do write in Indigenous language, they use a mix of Khmer and Indigenous language. However, the majority of teachers reported that they do see an increase in students' confidence as they move from Grade 1 to 3 in oral use of Indigenous language in the classroom and learning new vocabulary in their indigenous language.

- The majority of student respondents were happy that they can go to school in their own language. 94% of the students reported that they like learning their mother tongue in school and that they started to learn their mother tongue in school. 93% reported that they have teachers who speak their language. However, 51% of these students reported that they had difficulties learning in their mother tongue and 45% reported that it was difficult to change from Khmer language to mother tongue. A higher percentage of students in Grade 1 expressed these difficulties compared to Grade 2 and 3. Their difficulties were mostly related to not having prior exposure to learning in their mother tongue (example, pre-school or at home) and the use of mix of Khmer and Indigenous language.

- There are some persistent barriers to ethnic minority students' access to education. Some parents and communities have limited knowledge of MLE and the use of Indigenous language in schools and some do not see the importance of education (especially preschool and primary) for their children. Some parents have experienced and are aware of only the Khmer national curriculum delivered by Khmer teachers. Remote distances, transport costs and safety concerns, especially for girls, continue to hinder parents from sending children to school. Some parents in farming communities do not have the means to and/or are unable to prioritize taking children to school during planting and harvesting seasons.

1.2 Efficiency and effectiveness of MENAP implementation

- All stakeholders interviewed were aware of MENAP and MLE initiatives in their community/school. School authorities reported increased enrolment of ethnic minority students since their school MLE program started and regular attendance. They reported low school dropouts at primary level because of the quality of education or school/teaching environment. They reported school dropouts and children's non-attendance to school were mostly related to parents migrating, moving for seasonal work or because of financial constraints. Increased enrolment and retention of ethnic minority students at MLE primary schools is the most significant outcome of the MENAP.

- All ten schools face financial and technical constraints in implementation and expansion of MLE. Most of the schools started implementing MLE about seven years ago, but with varying resources and technical expertise. According to PoE, DoE, and school authorities, financial constraints are a major concern for MLE schools. PoE, DoE, and commune council funds and support varies from school to school. Some schools with active school management and authorities are able to secure more financial resources (both from government and non-government sources). Since the MLE primary school teachers have been converted to contract and state teachers, the MLE teachers are getting a comparable salary to Khmer teachers, and this has made it easier to find and retain MLE teachers. However, more Indigenous people need to be employed in senior education leadership roles.

- According to PoE, DoE, school authorities and teachers, an increase in MLE schools and awareness raising on MLE has increased ethnic minority students' access to education. Most schools conduct mapping of Indigenous school-age children every year in collaboration with commune authorities. However, some families and communities living in remote areas and/or migrating for work (e.g., seasonal workers, farmers) are hard to reach and their children are not accounted for in the mapping. Efforts to expand the MLE program to Indigenous children and adults in hard-to-reach communities need to be resourced and increased.

- Most of the school management and authorities reported that only a small number of community members (30 to 40) joined the enrollment campaign and education awareness activities because of their employment, distance from home, or lack of transport, and some simply did not want to join at all. The two schools in Ouchum district of Ratanakiri, with CARE Cambodia project and support, reported that they reach about 100 people (local authorities, communities, and students) through school enrollment campaigns every year. For the campaign, in addition to gathering in school, they march in villages to share information and voice messages by loudspeaker in Khmer and indigenous languages. Some schools were not able to conduct enrolment campaigns and information sharing activities during the Covid pandemic and due to budget constraints, they shared information through students, asking them to inform friends and parents.

- 60% of student respondents reported that their parents have participated in school enrolment activities, information sharing and education awareness raising activities of their school.

- Based on direct observation of conditions of school facilities, none of the ten schools had a collection of Indigenous related documentation, resources, cultural, traditional, and other indigenous artefacts. A few schools had some posters and materials donated by NGOs, but they were old and/or worn-out.

- Some MLE teachers said they were aware of the Indigenous cultural content in current MLE curricula developed by CARE and other NGOs, but the majority of schools lack culturally specific content in MLE teaching.

- The schools did not have regular capacity building activities for school directors and teachers to implement MLE. Some school principals and teachers have received training on MLE from CARE, UNICEF, ICC and PoE, but not on a regular basis.

- All the teachers interviewed reported that there are no regular trainings provided to national core trainers (provinces and districts) and Indigenous core trainers. MLE teachers did participate in training organized by different NGOs (e.g., CARE, ICC with DoE and PoE), but not on a regular basis. Some had attended one-off training, and some had attended once or twice a year. Systematic in-service training and technical support on MLE pedagogy is needed for MLE teachers.

- School management, authorities, and teachers at schools that were part of UN and CSO projects to promote MLE and/or receiving technical and financial support were visibly more capable and had more knowledge of MLE and confidence to describe how and why MLE is being implemented in their school.

- Regular monitoring and evaluation of teaching and learning for MLE in schools is lacking. School management, authorities and teachers reported that UNICEF, PoEYS, DoE, and other NGOs visited the school to conduct monitoring of MLE activities. However, monitoring activities are not coordinated across organizations, often project-based and/or irregular. For example, data and mapping of Indigenous school-age children and on out-of-school indigenous children is not coordinated and difficult to get accurate information. Similarly, it is difficult to verify the reported increases in minority students attending primary school.

- Based on direct observation, the quality of MLE, capacity of school management, authorities and teachers varied across the 10 schools that were selected for this assessment. More resources and systematic effort are needed to enhance capacity of relevant institutions and development of human resources to deliver quality MLE and reach children and adults in hard-to-reach communities.

- The specific challenges for Indigenous children to gain competencies for smooth and successful transition from MLE to Khmer national curriculum schooling needs to be further explored.

1.3 Tools and measures needed to improve implementation

- At the ten schools that were selected for this assessment, some school management committees included Indigenous people. Most of the school principals are Khmer and about 70% of the teachers are Indigenous MLE teachers. More Indigenous people need to be employed in senior education leadership roles. Regular training and capacity building activities are needed for school management and teachers to improve MLE and MENAP implementation.

- There is a lack of resources and efforts to study and develop native language orthography. Most of the stakeholders were not aware of efforts/activities by MoEYS, PoE, DoE, or other organizations to develop native language orthography. Involvement of Indigenous community elders, parents, and students who have been in MLE programs needs to be included and involved in orthography development.

- Develop MLE curriculum and teaching and learning materials for pre-schools and primary schools. MLE teachers reported limited understanding of MLE pedagogy and schools are still lacking enough teachers who are indigenous or who have indigenous language capacity.

- Develop and update textbooks, teacher guides, teacher training documents and teaching and learning materials (e.g., study games, alphabetical charts in mother tongue and national language).

- Ensure schools and MLE teachers receive the required teacher guides and teacher training documents in a timely manner.

- Provide the required quantity of teaching and learning resources for teachers and students. Based on direct observation of the conditions of school facilities, none of the ten schools had a proper library with resources, reading materials, or books students can borrow/use. Some schools had a few posters, leaflets, and books in Khmer language (mostly donated by NGOs), but they were worn-out and/or not used much.

- As mentioned above, school management authorities and teachers reported that scholarships are available for poor indigenous students. However, more targeted incentives and support, such as scholarship, transportation, school materials etc. for most vulnerable children are needed to ensure they enroll and continue their education.

1.4 Needs for improved knowledge of MENAP and areas for advocacy

- All stakeholder and student responses confirm that there is commitment and support for MLE implementation in schools and to facilitate ethnic minority students' access to education. However, a challenge expressed across all respondents was that the MLE curriculum is taught in lower primary grades and students ultimately need to catch up to their Khmer peers when they graduate to Grade 4. Parents, communities, stakeholders, and authorities need more awareness of MENAP, in particular the MENAP objective of facilitating and increasing ethnic minority students' access to education and providing a bridge to successfully enter mainstream education in Khmer language.

- MLE teachers from Indigenous communities emphasized the importance of MLE and to ensure Indigenous languages are not lost or forgotten. Some teachers stated that it is important to assure parents that their rights and their languages are valued and MENAP is a deliberate and sustainable strategy.

- According to school authorities and teachers, parents' willingness to send children to school has increased along with their understanding of what children are learning in primary grades, because they know the schools are providing MLE, they understand the language of instruction, and that the students can understand the teacher. Additionally, during school enrollment advocacy and activities, it is easier to convince parents that if the children understand the language of instruction and communicate in their language with teachers, the children are more eager to learn.

- Most MLE teachers reported that they were not confident and/or unclear about the MLE curriculum use (schools where curriculums were available) in combination with the national curriculum. All MLE teachers interviewed said that they use indigenous language in the classroom orally and for verbal communication, but they have difficulties to write text in the indigenous language. Many teachers reported a lack of confidence in their own ability to write the indigenous language. Some teachers said they did not know how to write indigenous language properly. Some teachers also expressed that the Indigenous languages are taught in primary grades only, and therefore, there is an emphasis on making sure children learn Khmer writing. Most MLE teachers expressed that they need more support to develop literacy skills (e.g., writing, telling stories, culturally significant content, etc.) in Indigenous language.

- MENAP has generated increased demand by indigenous girls and boys, school support committees, and local authorities for expanded and updated cultural curricula. Promote participation of indigenous parents and representatives of indigenous communities in the development of curricula, textbooks and teaching and learning materials in Indigenous language.

- Adequately resource and implement MENAP strategies to improve monitoring and evaluation and data systems.

- Indigenous language of instruction and indigenous teachers are an impetus for enrolment of Indigenous children. However, there is a lack of incentives and economic support for children from poor communities. According to school authorities and teachers, children of farmers and seasonal workers who often move from one province/district to another seem to have irregular or low attendance in some communities. Some parents do not keep or do not know that they need to keep children's school record if they want to enroll their child in a school in another district or commune.

- Support PoE, DoE, CSO's and other organizations to advocate to increase budget allocation to improve the implementation of MENAP and MLE at the local level.

2. Gender Responsiveness in Teacher Policy Action Plan (TPAP) – Siem Reap

Table 11: Key informant type and number of participants in Siem Reap.

Key Informant	Interview Methodology	Number of participants in Siem Reap
PoE	KII	2
DoE	KII	1
School management and authorities	KII & FGD	10
Teachers	FGD	52
Students	KII	350 total (200 female, 150 male)
P-ESWG members and other relevant NGOs	FGD	9

Table 12: Student participants by School, District and Grade level in Siem Reap.

District	School	Number of Student		
		Male	Female	Total
Puok	Aktipadey	46	55	101
Angkor Chum	Angkor Chum	70	97	167
	Kouk Doung	34	48	82
	Grand Total	150	200	350

Table 13: List of schools selected for data collection from School management, authorities and teachers in Siem Reap

No.	School Name	District	Commune
1	Prasat Kol primary school	Angkor Chum	Kol
2	Lvea primary school	Puok	Lvea
3	Khantrang primary school	Barkong	Khantrang
4	Donpeng Secondary school	Angkor Chum	Donpeng
5	Tibtey primary school	Puok	Treygnor
6	Hun Sen Ta An primary school	Sout Nikom	Ta An
7	Brolean Kindergarten/primary school	Kraland	Chonleasdie
8	Kacha primary school	Angkor Chum	Kokdong
9	Watbo Primary School	Siem Reap city	Salakomreouk
10	Angkor Chum Upper Secondary School	Angkor Chum	Chachok

2.1 Efficiency and effectiveness of implementation of TPAP relating to gender mainstreaming.

- All stakeholder respondents agreed and stated that gender responsiveness in education is important. The general view of stakeholders was that there is no discrimination in girls and boys school enrolment and no gender discrimination in schools. However, when explored further and in their responses to specific questions, some stakeholders described gender discrimination and gender stereotypical practices in schools and community (discussed in the section below). Discrimination against LGBTQI+ teachers or students was not explored in this study, due to limitations in scope, budget and time.

- PoE, DoE, and school management were aware of the TPAP, however, were not sure if they develop and implement activities informed by the Teacher Policy and TPAP. They are collecting and/or supporting the collection of gender disaggregated data at the local level. For data collection they follow guidelines and templates provided by MoEYS, PoE and DoE, however, they did not seem to understand the purpose of the gender disaggregated data and how the data is used in decision making at various levels.

Teacher feedback

- The majority of teachers were not aware of the Teacher Policy and TPAP.

- 98% of all stakeholders reported that there is no gender discrimination in their schools. However, when explored further and asked if there are gender stereotypical practices in the school/institution, all of them had some examples and some expressed gender stereotypical views such as "girls do not need to learn high education as they are still housewives" … "girls should help in housework".

- When teachers were asked if they had seen or heard about any gender stereotypical practices towards girls and boys from teachers and/or school management/authorities, the majority said "NO". Some said there were unintended behaviors" from male teachers and some "expectations for women to behave more naturally" and "because of old habits girls' and women's responsibilities are associated with home life".

- When teachers were asked if they believe girls and boys have different learning capacities because of their gender, most of them said no and explained that they have seen differences in learning capacities of boys and girls because of the learning opportunities, time they spend on studies, and encouragement from family. Some teachers were unsure, and some believed boys can learn more than girls. Some teachers had limited understanding of the term "gender" and therefore, were not able to answer the question.

- When teachers were asked if girls and boys have different opportunities in accessing and succeeding in school, the majority said yes. They explained that there is still preference in the communities, especially in rural communities.

- Most teachers said that they experienced gender stereotypical practices towards girls and boys from parents/guardians and community members. "Parents' behavior and restrictions affect girls more than boys"; "girls are affected more when parents live in poor conditions, cannot afford to pay school expenses" and sometimes when schools are far from homes in rural and remote areas, the likelihood of girls' nonattendance increases. Some teachers said that boys in remote and rural areas also tend to drop out of school more than girls, owing to often exacerbated expectations to support family, engage in seasonal work, etc. Parents/guardians and community members tend to influence boys' and girls' behavior directly and indirectly through recommendations, transmission of cultural beliefs and traits, placing restrictions, and role modelling.

- When teachers were asked if they ever experienced gender discrimination during training to become a teacher, most of them (both male and female) said they did not experience any gender discrimination.

However, they knew of other teachers and friends who had experienced gender discrimination during training and once they became teachers.

Gender responsive learning practices and environment

● All school management and teachers interviewed said that they provide a gender-responsive learning environment for girls and boys, regardless of their gender in their school. 99% of all students interviewed (boys and girls) reported that they have the opportunity to ask questions and participate in class. 95% of boys and 90% of girls said they feel comfortable and supported in class. 97% of all students said that the classrooms are arranged in a way that allows all girls and boys opportunities to learn and share in a positive, collaborative learning environment. When asked if they had any difficulties or concerns to attend or participate in class or studies, only about 32% of students said that their teacher was made aware of their difficulties or concerns. All teachers reported that they respond to questions or concerns of girls and boys equally during class regardless of their gender.

● Most teachers said that they treat all students (girls and boys) equally and provide opportunities for all students to participate in their class. They described that they have girls and boys mixed seating arrangements and rotate students' seating positions regularly, to ensure all students are engaging in class. Some teachers said that there are difficulties and limitations for students with physical disabilities to engage in the classroom and on school grounds, because of mobility issues, but they try to include them in all activities.

● All students reported that school-based duties conducted by students were divided equally between both girls and boys; girls and boys had equal opportunities to hold leadership roles in school and equal opportunities are provided for girls and boys to participate in sports and other extracurricular activities. Teachers also said that as much as possible, they try to allocate extra-curricular activities for girls and boys equally regardless of their gender. They encourage boys and girls to play sports (football, volleyball), read books in pairs of boys and girls, and participate in classroom cleaning.

● 80% of students said there are actions and procedures in their school to support girls and help them overcome any gender discrimination or disadvantages. However, only 50% of the students were aware if the school had procedures, rules, and processes to address gender discrimination.

Gender responsive teaching practices

● None of the teachers interviewed were aware of "gender responsive pedagogy" but some said they knew a little about gender and positive discipline in school, including some gender equity promotion.

● All teachers said that for session planning and method they consulted with other teachers and got comments from the principal but had not considered the needs of boys and girls during method development.

● Some school principals said they had gender training and participated in discussions relating to gender and education at the local level led by PoE, DoE, and NGOs. Some teachers said that they had learned about some gender concepts during their pre-service training but did not remember much. None of the teachers had received guidance and/or materials on learning and teaching methodologies that will help them to facilitate equitable participation from both female and male students. Some school management committee members said they had attended gender training by Provincial Ministry of Women Affairs (PDoWA), PoE, and NGOs, but not recently and did not remember the specifics of the training.

● When asked if the teachers had come across any gender stereotypical content (words, illustrations, photos, examples) in teaching and learning materials they are using currently, most of them were unsure. Some said they cannot change the teaching materials, and some said there is a limited budget to buy more

recent books and materials. None of them had discussed with students (in class or out of class) any gender stereotypes encountered in textbooks, by teachers or school management, parents, and community.

Safe and enabling school environment

- All school authorities said there has not been any school-related gender-based violence, including bullying in their school. Some teachers said there has been sexual harassment cases between teachers, but it was not serious. When asked if there are measures in place to ensure the school environment is a safe environment for girls and boys, regardless of their gender, the teachers described mostly equity measures at school infrastructure, such as sex segregated toilets, classrooms, etc. They said that students have free access to undergarments or clean clothes if needed and free access to sanitary materials.

- When asked if there were any equity measures practiced in their school to empower girls and help them overcome any gender discrimination or disadvantages (to ensure fairness and equality outcomes, for example: scholarships, stipends, etc. for girls as an incentive for increasing their access to education), school authorities and teachers said that there are government and CSO scholarship opportunities open for both girls and boys; some CSOs provide support for girls education.

Guidelines, processes, and practices that ensure gender equality in school to promote positive, respectful gender relationships

- Teachers responded saying that students could report issues or problems to the school principal and teachers, and if teachers have issues/problems, they can report it to the school principal. However, most teachers were unsure of grievance policies and procedures related to gender discrimination, sexual abuse, etc. in their school.

- All stakeholders mentioned having a limited operational budget for schools and lack of adequate resource materials needed for management and teacher capacity building. Schools that have or had received support from NGOs mentioned that the support is often project based and not enough for sustained impact on teaching.

2.2 Tools and measures needed to improve implementation of TPAP relating to gender mainstreaming

- For a school to be gender responsive, a holistic gender responsive approach to teaching, school environment and infrastructure, and parents/community involvement is needed. Such an approach must include equality between male and female teachers, gender responsive policies, curriculum and training, enabling physical environment and infrastructure and engagement with parents/community.

- School leaders and school management committee members and teachers need resources, materials, and tools to challenge gender stereotypical practices in and out of school.

- Provide support to develop parameters that promote healthy interactions among learners as well as their teachers in and out of the classroom. Schools need support to develop guidelines, processes, and practices that ensure gender equality in school and promote positive, respectful gender relationships to ensure problems and/or conflicts concerned with gender in the classroom are dealt with in a timely, effective, and accountable way (as per policies and procedures, if any). All students, teachers, and school management are required to report any transgressions, sexual harassment, or gender-based violence they know of,

and/or report any personal violations they have experienced. However, mechanisms and processes to do so are lacking at school level and local education authorities' level.

- School management, authorities, and teachers reported that they did not have and/or have not experienced gender-biased attitudes or stereotypes in their school. It is very important that school management, authorities and teachers become aware of any gender-biased attitudes or stereotypes they may have learned and work to overcome them. Provide training, learning materials, peer support, exposing themselves to examples and stories that defy gender assumptions, and implementing national and school policies on gender equality. Support teachers to start incorporating gender-responsive language practices in the classroom and eliminating gender stereotypical language and behaviors in the classroom.

- All schools reported that they collect sex segregated data on school enrolment, number of students, teachers, school authorities, etc. It was observed during interviews that many schools had boards or chats posted in the school principal/management office with most recent statistics. PoE staff responsible for data collection said that they provide education data collection formats (provided by MoEYS) to DoE, schools, and authorities. It was clear that all stakeholders understood that they were required to collect sex segregated data. A PoE official explained that sex disaggregated data collection provides quantitative data, and they can see male/female imbalance in numbers. However, when asked how PoE and other authorities are using this data in decision making, and for what purpose is sex segregated data collected, they were unsure.

2.3 Needs for improved knowledge of TPAP and gender mainstreaming, and areas for advocacy

The following areas of inquiry relating to TPAP were the least understood and responded to by school management, authorities, and teachers. These areas were also the least addressed and resourced at the local levels.

- Regarding incentives or support for teachers (especially women) who must relocate to rural areas for teaching positions (for example, adequate and safe living conditions, transportation, allowances that enable them to have a decent standard of living, etc.), the general response was that since most of the teachers live in the same commune as the school, the teachers do not need to be provided housing or transport. Out of the ten schools in six districts covered in this assessment, the two schools in Angkor Chum district have some accommodation, one school had three rooms occupied by male teachers and the other school had two rooms, one for female and one for male. The teachers said that the rooms were shared by a few teachers and staff, and some stay only on a temporary basis.

  Upon further discussion, some female teachers said that they chose schools in their commune for various reasons: they cannot afford to live far away from home, they do not have transport to commute to work, their family members or husbands do not want them to work far away from home, or easy to manage child care responsibilities - some teachers said they brought their young children to school when they come to work (which was observed during three interviews with female teachers, who attended the interview holding their babies).

  Some male teachers said they have second jobs (such as family farm, small business, private teaching) and it is more convenient to work in schools in their commune.

- At all ten schools, school principals and management members who participated in the interviews were male. 65% were female teachers and 35% were male teachers. When asked if there is a deliberate effort

at their school to promote and improve diversity and inclusion, the responses were relating to students. Some schools promote poor and children with disabilities to enroll in schools, some provide scholarships (for both girls and boys) each year and encourage poor children to learn by providing school materials as a reward for good efforts. Some school principals said they collect data from their community about children with disabilities and children out-of-school and ask local authorities and NGOs to support their education. Some schools supported poor and vulnerable children in their communities with support from NGOs, such as scholarships and stipend, school materials for poor students, and reading glasses.

According to school principals, management, and teachers, in the past, most of the female teachers were contract teachers, and they were paid less than regular teachers. Contract teachers were hired on a short-term basis (usually a one-year contract) when schools did not have sufficient budgets or had a shortage of regular teachers. They also said this is changing slowly and some contract teachers have been converted to regular teachers, especially those teachers who have worked in the same school for a few years. School principals and management said that they try to have equal conditions for all teachers, but budget is a major constraint.

- None of the teachers interviewed had received or knew of any teacher(s) who had received scholarships or financial support through government, organizations/institution schemes, or NGOs. School principals and management said that they are aware of government and NGO scholarships for poor, females, ethnic minorities, and persons with disabilities to attract them into the teaching profession but did not know how it was implemented.

- None of the teachers had received any gender responsive education (e.g., principles of inclusive education and gender equality), related training, and/or information materials during Service Teacher Training (PRESET). They were not aware of any opportunities for teachers for professional development, especially women, at the local level. Some school principals and management members said that gender responsive education was included in some of the training they had participated in at provincial and national level but did not remember the details.

- School principals and management members said that their schools are monitored by DoE and PoEYS every year or two to check teaching, lesson plan, classroom decoration, and infrastructure maintenance. In general, monitoring and evaluation activities by PoE and DoE are less focused on teaching and learning and more about the school environment and management. There have not been any monitoring activities focused on gender responsiveness of teaching and learning materials, teaching practices, and school environment. The schools that had been part of NGO supported projects (CARE, Plan International, ICC) said that during their project reporting they were asked about gender mainstreaming activities.

- The schools do not conduct any assessment/review of students' learning of gender sensitivity and responsiveness (for example through observing behavior, learning, use of language, participation of both girls and boys, etc.). Teachers said that they try to support both girls and boys; during class they observe student behavior and attitude, observe poor learners and then provide support to them.

- The schools did not conduct regular performance assessments of teachers. Some teachers reported that yearly assessments are done for contract teachers, but for regular teachers there were no regular assessments. School principals reported that they conducted assessments of teachers every year or two, or when they considered promoting the salary scale of a teacher. Some school principals said that even if they did the capacity assessments regularly, the school does not have resources to support capacity improvement of teachers who lack these skills. Some school principals and management members said that they have to take initiative and request support from local authorities and NGOs for financial and resource materials for teacher capacity improvement.

School management or head teachers have not conducted any assessment/review of teachers' capacity and attitude towards gender sensitivity and responsiveness (for example through observing behavior, learning, use of language, participation of both girls and boys, etc.).

2.4 Capacity development needs for gender mainstreaming for school managers, authorities, and teachers

- Provide training and support to school management, authorities, and teachers to improve their understanding of gender concepts and what gender mainstreaming looks like in practice. When teachers become aware of the negative impact that discriminatory gender constructs, norms, bias and expectations have on all learners and academic performance, they can more skillfully mitigate these issues, identify students (boys and girls) needs and build their skills, strengths and confidence in the areas that most need support.

- Build capacity of all stakeholders and awareness on educational principles and practices that promote gender equality. School management and teachers need to understand that a gender responsive school is one in which the academic, social, and physical environment take into account the specific needs of both girls and boys. For example, the teaching methodologies, language use, educational materials, classroom set-up, interactions, and physical environment should all be gender responsive and learner centered.

- Majority of the stakeholders were aware of diversity and inclusion, and some understood the terminology relating to gender. However, a thorough understanding of the underlying root causes for gender discrimination and exclusion is lacking. For example, the understating that a person's experience of gender does not exist in isolation. Multiple and intersecting forms of discrimination exist and exacerbate the barriers and unequal treatment that girls and women face including age, social status, profession, geographic location, racial or ethnic background, disability, poverty, etc.

- Support PoE, DoE, and school management to advocate for adequate infrastructure for girls and students with disabilities (such as separate toilets for girls and boys or wheelchair ramps), to engage in gender-balanced hiring practices, provide opportunities for ongoing teacher training, develop and enforce teacher codes of conduct, establish student safety and protection measures, and use gender responsive budgeting.

- The TPAP promotes diversity and inclusion in the teaching profession. However, to understand what this means requires stakeholders to understand and comprehend concepts relating to diversity and inclusion. Provide training and awareness to relevant stakeholders to ensure teacher training curricular review includes principles of inclusive education and gender sensitivity.

- Key stakeholders at sub-national level, such as PoE, DoE, school management, ESWG, and relevant NGOS need to be made aware of MoEYS commitment to implement the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and the efforts to mainstream gender issues into the educational policies of all sub-sectors including Education Strategic Plan 2019-2023 and Teacher Policy Action Plan.

3. School Health Policy (SHP) and Inclusive School Policy (ISP) – Kampot

Table 14: Key informant type and number of participants in Kampot.

Key Informant	Interview Methodology	Number of participants in Kampot
PoE	KII	2
DoE	KII	2

School management and authorities	KII & FGD	16		
Teachers	FGD	32		
Students	KII	448 total (241 female, 207 male)		
P-ESWG members and other relevant NGOs	FGD	10		

Table 15: Student participants by District/Municipality and Grade level in Kampot.

N	District/Municipality	#Students			
		Lower &Upper	Primary	Missing	Total
1	Angkor Chey	4	60	4	68
2	Banteay Meas	28	40	0	68
3	Chhuk	12	47	1	60
4	Chum Kiri	10	40	0	50
5	Dang Tong	9	20	0	29
6	Kampong Trach	20	49	0	69
7	Kampot	12	20	0	32
8	Tuek Chhou	12	50	0	62
9	Bokor	7	3	0	10
	Total	**114**	**329**	**5**	**448**

Table 16: List of schools selected for data collection from School management, authorities and teachers in Kampot

No.	School Names	District	Commune
1	Boeng Touk Secondary School	Krong Bokor	Sangkat Koh Touch
2	Kdat Secondary School	Krong Bokor	Sangkat Koh Touch
3	Pothivong Primary School	Teok Chhou	Kon Satv
4	Ko Chenleng Primary School	Treok Chhou	Thmey
5	Phnom Troyeung Primary School	Dong Tong	Laang
6	Meakirisalvorn Primary School	Dong Tong	Ang Rameas
7	Ang Chhouk Primary School	Chhouk	Chhouk
8	Ang Chhouk Secondary School	Chhouk	Chhouk
9	Otoch Primary School	Krong Kampot	Sangkat Angdoung Khmer
10	Reaksmey Sangkruos Primary School	Krong Kampot	Sangkat Kraing Ampil
11	Wat O Primary School	Kampong Trach	Boeng Salakhhangcheung

12	What Beong Primary School	Kampong Trach	Damnak Kantuot
13	Damnak Troyeong Primary School	Banteay Meas	Sam Rongleu
14	Kriang Dong Primary School	Banteay Meas	Wat Angkhhangcheung
15	Chan Kiri Primary School	Angkor Chey	Phnom Kong
16	Ang Chek Primary School	Angkor Chey	Tany
17	Phum Dong Primary School	Chumkiri	Sre Khnong
18	Domrey Romeal Primary School	Chumkiri	Sre Khnong

3.1 Efficiency and effectiveness of the SHP and ISP implementation

- Out of the 120 schools in Kampot included in this assessment, 50% of the schools had students with physical disabilities (between 1 to 6 students per school). However, only 35% of the 120 schools had toilet facilities, classrooms, and school grounds that were accessible to wheelchair users.

- There was a significant variation between schools with regards to availability and accessibility of toilet facilities, clean water, and hygiene.

  - All schools had toilet facilities. 10% of the school had separate toilets for teachers (and separate toilet facilities for male and female teachers). 90% of the schools had sex segregated toilet facilities for male and female. 50% of the schools had sufficient toilets and urinals for male students that met the national standard of: 2 latrines and 3 urinals for 100 male students. Similarly, 50% of the schools had sufficient toilets for female students that met the national standard: 3 toilets for 100 female students.

  - When asked about cleanliness of the toilets in schools, 75% of school principals and teachers interviewed said the toilets are clean and 72% of the students said the toilets are clean. 84% of the students said that there is a regular schedule for cleaning toilets. Based on observation, some schools had the cleaning schedule hung on the wall of the toilet facility. 88% of students said there is enough clean water throughout the year to keep toilet facilities clean and 75% said there was soap at the hand-washing place. Based on observation, the majority of schools did not have a separate hand washing place, but there was water and soap at the toilet cubicle. 52% of the students said that the hand washing place was not accessible to wheelchair users and students with limited mobility. 100% of school principals and teachers interviewed said the toilets can be used safely with privacy (able to lock), however, only 85% of students said the toilets are safe and easy to access. It was observed that some of the school toilet facilities had broken locks and/or inability to close the door properly because of broken hinges or warped wooden doors, and in some cases the door was too small for the frame.

  - With regards to accessibility of the toilets in schools, 37% of students said the toilets are accessible to wheelchair users and for those with limited mobility but 46% of the students said they have problems accessing or using the toilet facilities. The reasons included: not being wheelchair accessible, not able to close the door, unclean toilet, no water, and toilet being too far from the classroom. Based on observation, majority of the schools' toilets were unlocked and available for use during school hours and there were light switches at an appropriate height level for students. About 90% of the schools had enough water throughout the year for toilet facilities and handwashing.

  - 50% of school principals and teachers and 65% of students interviewed said there is free drinking water at school (boiled water, filter water, potable water, etc.). Teachers said that the students are asked to bring drinking water from home. 50% of all respondents said the area for drinking water is not well

maintained nor positioned on a level surface, often having steps and inaccessible by wheelchair. Based on observation, the majority of schools had a drinking water tank in the school grounds.

- 93% of students said sanitation and hygiene was taught at school. Teachers said that they follow the national curriculum and provide health education topics in classrooms. When asked what topics they have been given in classrooms and were trained on, most teachers said they talk to students about basic hygiene and sanitation, they observe and support students who are unhygienic, and other health topics including healthy food and changes in the body like puberty. Most teachers said they are "not trained on health topics, they just follow what is written in the curriculum and material". A few teachers said they research these topics on the internet to learn more. Some schools had leaflets and posters provided by government authorities and NGOs. Most of these materials were provided during the Covid-19 pandemic as part of Covid-19 prevention measures.

- Only 5% of female students said there are female sanitary hygiene products available free of charge at school and 7% said there is a person(s) they can ask at the school when these products are needed. Teachers said that students are asked to bring sanitary products from home but if there were an emergency, teachers would help by providing sanitary products where possible.

- **With regards to measures to implement the SHP at schools:**
  - School principals were aware of the School Health Policy, but their school did not have clearly listed school health regulations based on the policy. Some schools had school health regulations, and some said they created the regulation during the Covid-19 pandemic. According to PoE and DoE, all schools should have school health regulations based on the policy. The consensus among school principals was that all teachers and staff of the school are aware of the school health regulations, but the majority said they did not have any specific activities to orient the teachers and staff.

  - School principals and teachers said the schools had a first aid box/cabinet, but they were unsure if it was regularly restocked or maintained. It was not clear from the responses if the schools had a separate medical room and dedicated staff to provide health check and healthcare, especially first aid. Teachers said they have provided first aid to injured students at schools. If it is a serious case, they ask the parents to come get the student and/or send them home. However, most teachers mentioned that they did not attend any training or workshops on first aid topics. Some said they had received first aid training information during their training to become a teacher.

  - The professional capacity and dedicated staff/teachers to provide counseling in regard to hygiene and nutrition services to students seems low, and most schools did not have an office or other space with a door to provide privacy if students need to disclose something of a sensitive or private nature – the principal's office was often used for such purposes.

  - Most schools did not have staff/teachers who knew how to specifically support any disability related concerns. School principals and teachers said that they were mostly aware of the physical disabilities of students. According to PoE and DoE there is more awareness and knowledge among principals and teachers about physical disabilities, but other disabilities and learning difficulties are not understood very well. SNV and Epic Arts had provided training to some schools on topics relating to disabilities.

  - School principals and teachers said the schools did not have specific school feeding programs but had awareness raising activities and talked to students about food and nutrition. The teachers said they encouraged students to eat healthy food and play sports. The majority of schools did not allow fast food or high sugar drinks to be sold on the premises. Based on observation, most schools had fast food and high sugar drinks sold just outside the school premises and students could buy them easily during school hours.

- **With regards to knowledge, capacity, and attitude towards inclusion:**
  - Awareness of school management, principals, teachers, and staff about guidelines on school health policy and inclusive education policy is low and clear mechanisms/steps taken to effectively implement these policies were not in place.
  - Schools had received financial support or subsidies from government and/or NGOs to construct/improve accessible water points, toilets, and handwashing facilities for people with disabilities. Some NGOs provide specific support and education incentives for students with disabilities.

  - School management, principals, and teachers had received very limited awareness raising, training or guidance to implement inclusive education at the school. As mentioned above, they were most aware of students with physical disabilities, but no other aspects of inclusion. Additionally, school management principals and teachers had received limited awareness raising, training, or guidance to improve and create an enabling school environment for people with disabilities (e.g., infrastructure, behavior, attitude, etc.). When awareness and training was mentioned, it was provided by NGOs such as Epic Arts. The capacity at the school to identify and assess the different types of disabilities and to ensure persons with special needs have access to education is low.
  - Teachers were unsure and had vague responses when asked if they had brought concerns or issues of students with disabilities, they encountered in the classroom to the school management committee or their colleagues to get input and seek a solution. There was strong agreement among school management, principals, and teachers that there are gaps or barriers to education and resources required to educate all persons with special needs. They emphasized the need for teaching and learning materials to improve teachers' knowledge and to meet student needs, especially students with special educational needs.
  - A few schools had collaborated with disability service delivery NGOs to improve school environment and infrastructure, to be more accessible to people with disabilities (but mostly focused on physical disabilities). These schools had NGO staff visiting to monitor school environment and infrastructure to ensure accessibility to people with disabilities.
- The Working Group on Children with Disabilities is functioning at PoE level. It was unclear if the working groups are functioning at DoE and school levels.
- All school principals said they promote equal education for both girls and boys. When asked if they have activities to educate parents and communities about the importance of completing basic and high school education for girls and boys, they mentioned that it was done during school enrolment campaigns.

3.2 Tools and measures needed to improve implementation:

- Provide capacity building training to school management, principals and teachers to assess gaps and barriers to education in their schools. Identify what resources are required to improve and promote inclusive education and specific education resources for students with special needs. Provide teaching and learning materials to improve teachers' knowledge and teaching practices.
- Provide support to PoE, DoE and schools to form collaborations and improve collaborations with disability service delivery NGOs to improve school environment and infrastructure, especially for students with physical disabilities.

- The extent and specific issues relating to accessibility of school materials for children with visual or hearing impairments was not explored in this study. However, as mentioned above, there was strong agreement among school management, principals, and teachers that there are gaps or barriers to education and resources required to educate all persons with special needs. Currently, the few schools that has collaboration with disability service delivery NGOs is focused in improving school environment and infrastructure is mostly focused on physical disabilities. Specific needs and issues relating to accessibility of school environment, infrastructure and materials for children with all forms of disabilities, including visual or hearing impairments, need to be assess and addressed.

- Provide technical support to improve the functioning of the Working Groups on Children with Disabilities is functioning at PoE, DoE and school level.

- PoE and DoE have competing priorities and other activities related to their plans. Support PoE and DoE to improve their knowledge and capacity to maximize resources and set priorities, develop specific activities, allocate resources to ensure policy implementation.

- Provide training to school management, principals and teachers to improve their knowledge of nutrition, hygiene, and other health concepts.

- School management, principals and teachers specifically mentioned the need for refresher training on health concept integration in lesson plans, improve the capacity of school management to assess and remove barriers to inclusion in schools, and improve capacity of teachers and staff to better support students with disabilities.

- Support local authorities and school authorities to introduce and encourage the using school health policy checklist or community score card tools and improve monitoring of SHP implementation. Develop participatory monitoring, by teacher, students, and parents committee representative etc., to ensure the tools are used regularly and present the result to school authorities for improvement.

3.3 Needs for improved knowledge of these policies and areas for advocacy:

- Improve knowledge of all stakeholders regarding existing policies and guidelines relating to school health and inclusive education to ensure they are able to implement policies properly and improve and develop school regulations and guidelines based on these policies. Additionally, to improve understanding of the school health guidelines by all personnel from schools.

- Clearly list roles and responsibilities of various stakeholders at PoE, DoE, school level, NGOs and how they contribute to the implementation of these policies. If they are listed already, then review and update as necessary.

- Provide capacity building training to relevant staff of PoE, DoE, schools and NGOs on monitoring and evaluation (M&E) of their activities/interventions that contribute to the implementation of these policies. Improve coordination and M&E information sharing among these institutions and organizations and emphasize the critical role each stakeholder plays in measuring and improving policy implementation.

- PoE, DoE, school and NGO stakeholders need to be involved in planning clear mechanisms/steps taken to effectively implement these policies. For example, some teachers felt that they were not involved in developing school health guidelines and they were just told to implement what is already in place at schools. Involving stakeholders in planning of mechanisms/steps they are required to implement will create more ownership and competence for implementation.

- Use existing coordination mechanisms such as P-ESWG to share information about the specific activities and timeframes of activities/interventions of PoE, DoE, school level, NGOs that contribute to policy

implementation, with the objective of maximizing resources, avoiding duplication of effort and to identify gaps and challenges.

- Support PoE, DoE, CSO's and other organizations to advocate to increase budget allocation to improve the implementation of school health policy and Inclusive school policy at the local level. Additionally, advocacy to ensure that school construction plans and update plans are compliant with accessibility guidelines to ensure the school environment and infrastructure is fully accessible to students with disabilities.

RECOMMENDATIONS:

NGOs and P-ESWG members in Ratanakiri, Siem Reap, and Kampot play a key role in promoting inclusion and equity in the education systems and contribute to the implementation of the three policy areas: multilingual education, gender mainstreaming in teaching and learning practices, inclusion and school health. P-ESWG aims to bring positive change in education policy and practice through working together, connecting local and international NGOs active in the field of education to each other, sharing information, joining educational service monitoring, and conducting advocacy and policy dialogue together at the provincial level[25].

Based on discussions with P-ESWG members and CSO partners, and the key findings presented above, the following are recommendations for CSO capacity building to strengthen their engagement in policy reform, implementation and monitoring.

Measures to improve implementation of Multilingual Education National Action Plan (MENAP) in Ratanakiri

School Support

- Support schools and CSOs to offer regular **education incentives** such as learning materials, transportation, clothes/uniform for vulnerable Indigenous students (especially girls). Provide free boarding houses for vulnerable Indigenous students, especially girls.
- Assess the availability and **access to pre-schools** and if the existing pre-schools are functioning and meet the minimum standard.
- Support CSOs to provide regular **capacity building activities** for school directors and teachers to implement MLE and regular trainings to national core trainers (provinces and districts) and Indigenous core trainers.
- Support to **develop and update textbooks, teacher guides**, teacher training documents and teaching and learning materials (e.g., study games, alphabetical charts in native language and national language). Ensure schools and MLE teachers receive the required teacher guides and teacher training documents in a timely manner.
- Provide the required quantity of **teaching and learning resources** for teachers and students.

Advocacy, awareness and community engagement
- Advocacy and **awareness raising with parents and community**: address parents' concerns and lack of undertaking of MLE and the use of Indigenous language in schools. **Emphasize the importance of education** (especially pre-school and primary) for their children.

- **Address** factors that hinder parents from sending children to school, such as **transport and safety concerns**, especially for girls and farming communities who do not have the means to and/or are unable to prioritize taking children to school during planting and harvesting seasons.

- Support CSOs **dialogue with local authority and stakeholders** to engage them in improvement plan and response for Multilingual Education Promote Enrollment Campaign via social media, sound system and campaigns. **Organize advocacy activities** on key occasions, such as the national day, reading day, children's right day, literacy day, teacher day, 16 days of activism against gender-based violence.

- Support CSOs to **work with youth groups** and children's clubs for peer education on the Multilingual Education issues. Continuously engage youth to promote MLE and identify existing challenges for students.

- Youth Groups: conduct advocacy with local authorities and stakeholders to **increase engagement and demand for schools** that promote access for Indigenous children in the communities.

Capacity building, monitoring, learning and evaluation

- **Capacity building support** for Youth Activists, NGOs and Community Leaders to improve their understanding of MENAP and other Education Policies and Guidelines and develop advocacy skills and use of social media and other online platforms to promote MLE.

- **Improve** CSOs, School Management Committee, DOE **monitoring and evaluation** of teaching and learning for MLE.

- Support SVC and RTK ESWG to **organize learning collaboratives** at the provincial level to improve the quality of programming and encourage institutional and organizational learning across the sector.

Indigenous Support

- Support CSOs to **conduct mapping of Indigenous school-age children** every year in collaboration with POE, DOE and schools. Ensure families and communities living in remote areas and/or migrating for work (e.g., seasonal workers, farmers) are considered and their children are accounted for in the mapping. Efforts to expand the MLE program to Indigenous children and adults in hard-to-reach communities need to be resourced and increased.

- Support CSOs to **develop and distribute Indigenous language related documentation**, resources, cultural, traditional, and other indigenous artefacts. Produce local and indigenous learning materials through key messages, audio, visual, video and song, etc.

- Support to recruit and train teachers for Multilingual Education. **More Indigenous people need to be employed in senior education leadership roles** and conduct regular training and capacity building for school management and teachers to improve MLE and MENAP implementation.

- **Develop MLE curriculum and teaching and learning materials** for pre-schools and primary schools. Improve teachers understanding of MLE pedagogy and increase the number of teachers who are Indigenous or who have Indigenous language capacity.

- Support SVC and RTK ESWG to discuss and identify which issues they can get involved in relating to MENAP and MLE implementation and help **develop concrete measurable steps/plans** to address these issues. The key challenges and common issues relating to MENAP implementation include mapping and measuring ethnic minority students' education needs, assessing students' participation in school and quality improvement of schools, building community awareness and capacity for community

involvement, training of teachers, and building technical competencies to deliver MLE programs in schools.

Measures to improve implementation of Teacher Policy Action Plan (TPAP) and gender mainstreaming practices for teachers and school managers in Siem Reap

Training & Awareness

- Support to improve CSO, PoE, DoE, and school management **knowledge of the TPAP** and to develop and implement activities informed by the Teacher Policy and TPAP. Provide training and awareness to relevant stakeholders to ensure teacher training curricular review includes principles of inclusive education and gender sensitivity.

- Support PoE, DoE, school management and teachers to **identify gender stereotypical content** (words, illustrations, photos, examples) in currently used teaching and learning materials and eliminate such content.

- Support to improve school management and teachers' knowledge of how to **create a gender-responsive learning environment** in schools and provide tools and resources to put them into practice.

- Support to identify and address **gender stereotypical practices** in schools towards girls and boys from teachers and/or school management/authorities.

- Support teachers to discuss with parents and community members the gender stereotypical practices towards children from parents/guardians and community members and how it **perpetuates gender inequality** in education and other spheres of life.

- Conduct **regular gender training** at the local level and ensure participation of PoE, DoE, school management, teachers and CSOs.

- Improve school management and teachers' knowledge of "**gender responsive pedagogy**". Work jointly with other teachers and discuss the separate needs of boys and girls during method development and session planning. Provide guidance and/or materials on learning and teaching methodologies to teachers that will help them to facilitate equitable participation from both female and male students.

- Provide training and support to school management, authorities, and teachers to improve their understanding of gender concepts and **what gender mainstreaming looks like in practice**. Improve understanding of the negative impact that discriminatory gender constructs, norms, bias and expectations have on all learners and academic performance so they can mitigate these issues, identify students (boys and girls) needs and build their skills, strengths and confidence in the areas that most need support.

- Support PoE, DoE, and school management to advocate for **adequate infrastructure for girls and students with disabilities** (such as separate toilets for girls and boys or wheelchair ramps), to engage in gender-balanced hiring practices, provide opportunities for ongoing teacher training, develop and enforce teacher codes of conduct, establish student safety and protection measures, and use gender responsive budgeting.

- Support school management or head teachers to **conduct assessment/review of students' learning** of gender sensitivity and responsiveness (for example through observing behavior, learning, use of language, participation of both girls and boys, etc.).

Other measures

- **Provide incentives and support** for female teachers who must relocate to rural areas for teaching positions (for example, adequate and safe living conditions, transportation, allowances that enable a decent standard of living, etc.).

- Support to **implement grievance policies and procedures** related to gender discrimination, sexual abuse, gender-based violence, etc. in schools.

- **Key stakeholders** at sub-national level, such as PoE, DoE, school management, ESWG, and relevant NGOS **need to be made aware** of MoEYS commitment to implement the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and efforts to mainstream gender issues into the educational policies of all sub-sectors including Education Strategic Plan 2019-2023 and Teacher Policy Action Plan.

- Some key **factors that can either facilitate or inhibit inclusive and equitable practices** within education systems include teacher skills and attitudes, infrastructure, pedagogical strategies, and the curriculum. These are areas and issues which CSOs working and supporting education systems can get involved in directly, or over which they can at least exert considerable influence. For example, teacher education curriculum, pedagogy, and instructional materials are powerful mediums/tools for enacting the principles of inclusion and equity within the educational processes. Through teachers' knowledge, teaching and practices, the attitudes and behavioral patterns of learners can be transformed.

- Support CSOs to identify key factors, areas and issues that can **promote and ensure inclusive and equitable practices** and work to address such factors, areas, and issues. Support CSOs to work jointly together with other NGOs and with government institutions (as much as possible) to address such factors, areas, and issues to bring about sustainable improvements and change.

- Since P-ESWG members focus on their CSO's area of work, their **work and interests can become siloed**. Support P-ESWG to hold broader discussions and provide technical support to advance knowledge of TPAP and gender mainstreaming needs, thematic areas and concepts relating to gender mainstreaming and provide other support for them to advocate for specific issues. Support to improve P-ESWG members participation and accountability for cluster advocacy plan implementation. Support P-ESWG to organize learning collaboratives at the provincial level to improve the quality of programming and encourage institutional and organizational learning across the sector.

Measures to improve implementation of School Health Policy (SHP) and Inclusive School Policy (ISP) in Kampot

Training & Awareness

- Improve CSOs, education sector stakeholders and school authorities' **knowledge of SHP/ISP** and support to develop and implement school regulations on the policies.

- Provide **capacity building training** to school management, principals and teachers to assess gaps and barriers to education in their schools. **Identify what resources are required** to improve and promote inclusive education and specific education resources for students with special needs. **Provide teaching and learning materials** to improve teachers' knowledge and teaching practices.

- Support to build professional capacity and adequate number of staff/teachers to specifically support any **disability related concerns** at schools. Build knowledge and capacity of school principals and teachers about all forms of disabilities and learning difficulties.

- Provide refresher training to school management, principals and teachers specifically on **health concept integration** in lesson plans. Improve the capacity of school management to assess and remove barriers to inclusion in schools.

- Advocate with schools to **not allow fast food or high sugar drinks** to be sold on the school premises or just outside the school premises, so that students cannot consume such foods during school hours.

- Provide training for POE, DOE, school management, principals and teachers to increase their awareness, capacity to improve and **create an enabling school environment** for people with disabilities (e.g., infrastructure, behavior, attitude, etc.).

- Provide capacity building training to relevant staff of PoE, DoE, schools and CSOs on monitoring and evaluation (M&E) of their activities/interventions that contribute to the implementation of these policies. **Improve coordination and M&E information sharing** among these institutions and organizations and emphasize the critical role each stakeholder plays in measuring and improving policy implementation.

Other measures

- Improve availability and **accessibility of toilet facilities, clean water, and hygiene** at schools (including female sanitary hygiene products available free of charge).

- Support to **build professional capacity** and encourage schools to assign dedicated staff/teachers to provide counseling, regarding hygiene and nutrition services to students.

- Support local authorities and school authorities to introduce and encourage the use of **school health policy checklists** or **community score card tools** and improve monitoring of SHP implementation. Develop participatory monitoring by teachers, students, and parents committee representatives etc. to ensure the tools are used regularly, and present results to school authorities for improvement.

- Ensure schools receive **financial support or subsidies** from government and/or CSOs to construct/improve accessible water points, toilets, and handwashing facilities for people with disabilities.

- **Improve collaboration** between schools and disability service delivery organizations to improve school environment and infrastructure, to be more accessible to people with disabilities (across all forms of disability, including visual or hearing impairments, physical disabilities, etc.).

- Assess if the Working Group on Children with Disabilities (WGCD) is functioning at PoE, DoE and school levels and support to **establish and/or strengthen** the WGCDs.

- Involve PoE, DoE, school and CSO stakeholders in **planning clear mechanisms/steps** to effectively implement these SHP and ISP to create more ownership and competence for implementation.

- Use existing coordination mechanisms such as P-ESWG to **share information** about the specific activities and timeframes of activities/interventions of PoE, DoE, school level, CSOs that contribute to policy implementation, with the objective of maximizing resources, avoiding duplication of effort and to identify gaps and challenges.

- Support PoE, DoE, CSO's and other organizations to **advocate for increased budget allocation** to improve the implementation of school health policy and Inclusive school policy at the local level. Additionally, advocacy to ensure that school construction plans and update plans are **compliant with**

accessibility guidelines, to ensure the school environment and infrastructure is fully accessible to students with disabilities.

General Recommendations

Ways to support CSOs to influence policy reform and implementation at the national and local levels:

- **Strengthen capacity of CSO coordination mechanisms and partnership** with government institutions and modalities at different levels to improve service delivery, policy dialogue, and advocacy and monitoring of education systems in the three provinces.

- CSOs (and development partners' support) have also contributed to catalyzing change in key areas of education systems. For example, MLE initiated and piloted within the formal education system with initial support from international CSOs such as CARE Cambodia and others. However, it is only with the **regulation of clear policy** that such changes will become mainstream and sustainable within the education system.

- Support CSOs (through P-ESWG or other coordination modalities) to **assess the effectiveness and sustainability of CSO interventions** and how they can maximize their efforts and resources towards policy reform and implementation.

- CSOs and P-ESWG members also need **technical and capacity building support** for monitoring activities, and to articulate the findings from monitoring activities and present them in policy dialogues with government stakeholders and CSO advocacy activities. Currently, CSOs conduct monitoring and evaluation (M&E) activities at the level of specific activities/initiatives and across education institutions or in specific sections of institutions. Support CSOs to develop indicators that specify aspects of inclusiveness and equity they aim to measure. For example, gender-sensitive indicators to measure and inform whether inputs, resources, activities or other services are delivered timely, equitably, and efficiently, along with consideration of the different impacts they have on female and male participants/members of the activity/initiative and institution.

Capacity building needs of CSOs working in education to effectively engage in policy implementation and monitoring:

- Support CSOs to **assess and identify which issues they can get involved in** relating to policy implementation and **how to develop concrete measurable steps/plans** to address these challenges. Support CSOs to work in a coordinated manner to address these challenges and issues. Depending on the CSO financial and technical resources, geographic presence or other factors, the involvement and effort of the CSO may be small or big; the objective is to make incremental but compounding changes towards positive improvements. Support to strengthen Civil Society approaches to accountability and sustainability.

- Some specific areas of support for capacity building include:

  - **Provide technical support and expertise** on specific subject matters and principles for policy dialogues, to engage in discussions with stakeholders/policy makers to reach a consensus, ideally informed by objective data and analysis. For example, inclusion and equity are overarching, and core principles of the three policies and plans discussed in this assessment. Engaging key education and community stakeholders to foster the conditions for inclusive learning, and to foster a broader

understanding of the principles of inclusion and equity. Building a common understanding that more inclusive and equitable education systems have the potential to promote gender equality, reduce inequalities, develop teacher and system capabilities, and encourage supportive learning environments.

- **Strengthen CSO monitoring and evaluation expertise** and capacity to document evidence of the effectiveness of activities/initiatives/programs to influence policy.

- Provide support to **build sustainable CSO partnerships**. CSOs have actively sought partnerships in which they and the government pursue complementary activities to achieve a common goal (such as MLE, health needs, etc.), working together to define their role in education policy. Identify partnership mechanisms so that policy process becomes a common strategy to achieve successful policy development, reform, and implementation. For example, using CSO education data complementary to the national education management systems data to increase information fed into policy processes.

- Support CSOs and key education and community stakeholders to **conduct public campaigns** and advocacy and ensure all voices are considered in the policy formation process (i.e., public, CSOs, government, donors, and private sector, at national and local levels).

- Engage in discussions relating to **education policy financing** and significant costs of strategies that can affect policy implementation. Advocate with government and development partners to allocate resources to influence the policy process.

ANNEXES

ANNEX 1 – CHILD PROTECTION RISK ASSESSMENT AND MITIGATION

Purpose: Assessment of implementation of National Educational Policies: Multilingual Education National Action Plan in Ratanakiri; Teacher Policy Action Plan in Siem Reap; and School Health Policy in Kampot.

		Impact		
		L	M	H
Likelihood	H	M	H	H
	M	L	M	H
	L	L	L	M

Timeframe: January to February 2023

L: Low   M: Medium   H: High

Risk Characteristics		Risk Calculation			Risk Mitigation		By Whom	Be When
Risk Identification	**Who or which group of children are at risk?**	**Li k el ih o o d**	**I m p ac t**	**R is k**	**Existing Control Measures**	**Additional Actions**		
Survey interview with students (children and young people) including girls and engaging youth as data collectors								
Contact with children: involves data collectors meeting and talking one-on-one with children	Children who participate in the assessment	H	M	L	Clearly explain the objectives of the assessment and why seeking responses from students is important.	Training and orientation on child safeguarding to all data collectors and research teams. Clearly explain the procedure and guidelines for interaction with children. For example, consent, respect for confidentiality, data collectors cannot photograph the children or post on social media or share pictures of them doing data collection work.	Lead consultant. Team leader of data collector	Before consultation

After meeting |
| Un-Intended actions from data | Children who have experienced | L | H | M | Training and orientation on child safeguarding to all | Observe every step during the interview and discussion. Tell | Data collector. Data | During the meeting |

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collectors leading to emotional abuse or sensitive questions	violence or sensitive with that issue				data collectors and research teams. Remember about which sensitive questions should be asked and what we should do if some children don't feel good with this.	the data collection team leader if the data collector sees any issues with children's behavior.	collection team leader.	
Travelling risk: Traffic accidents from the travelling	Children who are without chaperone and living far from the meeting place	L	H	M	Introduction about the objectives of the meeting and children who are fatigued can take a rest a bit before joining. Guide to children to take care when traveling back home after the discussion	Check with school authorities about convenient times to interview students and about children traveling safely.	Team leader of data collector	Before consultation After meeting
Venue and Equipment risk: falling down or difficult to read and write	Children with disabilities, small children	M	M	M	Check with school authorities and arrange a safe meeting place to avoid the accident. Prepare all written documents with enough light and with big letters easy to read.	Ask children again during the meetings to ensure they are able to read and write	Data collector	During meeting
Refreshment risk: Poisoning from the fruits or cakes or biscuits	Children and young people participating in the activities	L	H	M	Check the drinking water and refreshments are clean and hygienic.	Guide to children and young people to clean hands before eating and use tissue provided.	Data collector	During meeting
Health risk: children who maybe unwell	Children who are fever or cold	L	H	M	Observe the health status of all children and young people participants.	Check with school authorities if the student is able to participate.	Data collector	Before and during the meeting
Peer attitude risk: physical and emotional abuse from their peers during the discussion	Children with disabilities, small children and girls	L	H	M	Check with school authorities and arrange meeting place and time to ensure students can be interviewed one-to-one and their peers are not interrupting or intervening during the interview.	Observe every step during the interview and discussion. Tell the data collection team leader if the data collector observes any inappropriate behavior.	Data collector	During the meeting

ANNEX 2 - ETHICS AND SAFEGUARDING FOR CHILDREN AND YOUNG PEOPLE

The Research Team have all received training in child protection and safeguarding children in research. During the inception phase a child safe-guarding plan will be developed based on the specific data collection processes in this research. Prior to fieldwork the Research Team will have training on Child Protection in this research, training on the specific tools and other relevant training. All team members will adhere to Child Safeguarding procedures and child protection policy will be implemented by the lead consultant.

The Guidelines are as follows:

The guidelines should be applied in relation to children and/or young people as appropriate, depending on *the group the organization works with.*

1. **Prevention:** The Organization must take appropriate measures to manage child and/or youth safeguarding risk factors and prevent abuse and exploitation before it occurs. Prevention measures should include organizational safeguarding policies, codes of conduct and associated procedures; the management of safeguarding risks in relation to its operations, activities and interventions; and the production and promotion of 'child and young person friendly' safeguarding information and resources.

2. **Code of Conduct:** Each Organization is required to ensure that their personnel avoid any behavior or conduct that compromises the safety and protection of children and/or young people within its activities, operations and programs. In addition, programs and activities working directly with children and/or young people or involving direct contact between the same should develop guidance on expected and acceptable behavior for children and/or young people towards each other. This should be incorporated into policy and practice documents.

3. **Gender Equality and Non-Discrimination:** The Organization should ensure that all Safeguarding Children and/or Young People policies and procedures take into account gender equality and non-discrimination requirements. Recognizing that girls, boys, young women, young men, and children and young people of different gender identities may face different risks relating to their safety and protection and that all children and/or young people have an equal right to protection, irrespective of: age, sex, gender, gender identity, sexual orientation, nationality, ethnic origin, color, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, or class.

4. **Screening Procedures:** There should be detailed screening procedures for all personnel (including unpaid volunteers) who will come into contact with children and/or young people (directly or indirectly). Screening procedures should be as available in each country and updated on a regular basis, where possible. Screening procedures may include certificate of good conduct, police reference checks or equivalent, verification that applicants are not listed in national registries of child offenders; a detailed application and interview process; references who support the applicant's suitability to work with children and/or young people.

5. **Awareness:** The Organization should ensure that all personnel, sub-contractors or consultants or affiliates involved with children and young people's programs are aware of safeguarding risks, policies and procedures; and their safeguarding responsibilities. In addition, children and/or young people engaged, and their parents, guardians or carers should be informed of the same so that they know what behaviors to expect and how to report any concerns.

6. **Capacity Building:** The Organization should develop the capacity of all who work with and for children and/or young people to appropriately prevent, detect, report and respond to safeguarding concerns and

particularly as they pertain to differing gender and other identities. Efforts should be made to ensure organizational policies and practices are understood and can be effectively implemented through mandatory inductions and on-going training courses for all employees and volunteers and other associates.

7. **Participation of children and/or young people:** Children and/or young people should be actively, meaningfully and ethically involved in the development of safeguarding measures in accordance with their evolving capacities. Children and/or young people must not be treated simply as objects of concern but rather listened to and taken seriously and treated as individual people with their own views.

8. **Reporting Mechanisms for children and/or young people and Staff:** Mechanisms should be established that enable the safe reporting of safeguarding concerns. Such mechanisms should ensure appropriate escalation of concerns within the organization, referral to the appropriate authorities and confidentiality. In addition, child and youth reporting mechanisms should be accessible, friendly and sensitive to their differing needs.

9. **Response and Follow Up: Organizational** policies and procedures should include appropriate measures to support and protect children and/or young people when concerns arise. All measures taken to respond to a safeguarding concern should take into account the best interest of the child or young person and be sensitive to their differing gender and other identities ensuring they are kept safe and protected. Response measures should be appropriately risk assessed and endeavor to ensure no further harm comes to the child and/or young person as a result of any actions taken by the Organization.

   Concerns should be written up and information kept in accordance with the privacy and confidentiality policies of the Organization and/or local legislation. In addition, organizational processes should ensure response evaluation and follow up for organizational learning.

10. **Implementation, Monitoring and Review:** The implementation and monitoring the child Safeguarding Policy for each Organization should be reviewed at regular intervals as determined necessary by the Organization, preferably at least every three (3) years, where possible.

11. **Sanction and Discipline of Organization personnel:** The Organization policies and procedures should provide for appropriate sanctions and disciplinary measures which ensures children and young people are protected from further potential harm. This may include the immediate suspension of personnel until such time as the allegations are followed up and either substantiated or refuted and/or where personnel is convicted of abusing a child or young person, the said personnel is immediately terminated with cause from his or her position.

12. **Informed Consent:** The Organization should provide children and/or young people (and their parent(s)/legal guardian(s) where applicable), with all necessary details (including on any associated risk,) to make an informed decision regarding their participation in programs and activities, including any voice recordings, video or photographs of children and/or young people (including how and where these will be used). Participation and/or usage of information and/or images should only take place after consent is obtained.

13. **Protection of Personal Information:** Personal information regarding any Child or children and/or young people, whether or not such information is obtained as part of the programs involving children and/or young people, should be treated confidentially. There should be clear procedures showing the responsibilities within the organization for accessing and using such data with appropriate authorizations. In addition, such data should not be disclosed to any third party, except in accordance with the policies of the Organization or as required by applicable local laws. Personal information includes, but is not limited to, any information that can be linked to or used to identify a Child and/or Young Person.

14. **Working with partners:** The Organization should ensure adequate safeguarding assessments are made as part of its due diligence processes when it comes to partnership working. Third party entities that are

contracted or supported to work with children must be subject to the same safeguarding principles and approach outlined in the Organizations policy and procedures. Vendors, suppliers and other contractors that may be in direct or indirect contact with children must also be subject to appropriate safeguarding measures.

CHILDREN AND YOUTH PARTICIPATION:

As part of this study, children and youth will be interviewed through focus groups, individual interviews and a child friendly activity. This direct communication with children requires a review of ethical considerations. International standards stipulate the prime importance to consider is that the participant is fully informed, permission is gained, and the data collection does not cause the participant harm.

Ethical issues already considered are as follows These will be updated in the inception report process.

Volunteer and well informed: Child and youth are invited to participate by providing all relevant information about the event such as objective, time, venue, participants, facilitators and organizers. They are provided time to decide to participate with consent from them and their parents. During the events, children gave assent to voluntary participation in every session/activity.

Respect child and youth's commitment and time: All researchers will facilitate the interviews with children based on availability of the children. Children's decision criteria and selection of their representative are also respectful and facilitated.

Best Interest of the Child: Children will be informed about the relevance of the research to them from participation.

Child and youth Safe Participation: Child Protection Policy is applied and respected. The researchers will be trained on child protection issues and have a process in the beginning of the events. Consent from children and parents will be completed and respected for voice record taking and quote or case study collection. Protection measures to be carried out in this study will be the use of interviewers skilled in interviewing children and youth. All have past training and experience in data collection from children and youth. Child and youth participants will be informed orally of the purpose and nature of the study and asked for assent. All data collectors will be trained on child protection policy and code of conduct and how to communicate with children and youth in different situations. Sex of data collectors will be allocated for different sex of child and youth to create confidence for discussion because the topic of this assignment is so sensitive among them.

Child Friendly Environment and materials: All tools and methodologies will be developed that are suitable for children and youth's capacity and backgrounds including children with disability, illiterate children, minority children and children with other backgrounds.

Non-discrimination and inclusion: All researchers will provide equal opportunity to all kinds of children and youth mainly to most marginalized children and youth. There is no assumption about the ability of children and youth (who can do and who cannot). The data collectors will be composed of male and females so that they can manage and facilitate with different sex of child and youth to ensure that girls and boys participate fully and equally.

Children – seen and not heard: All interviews with child and youth will be conducted in consideration of the child's privacy – not to be heard by others but will be in the sight of another interviewer or adult. No children and youth will be alone with interviewers.

Accountability: Children and youth will be informed about the result of the discussion at the end of the session. All information and questions are responded to equally and transparently for all children and youth during the session. The action forward from the discussion will be provided for children and youth to ensure that they can know and all suggestions from them will be brought to the hiring organization for action.

CONSENT AND CONFIDENTIALITY:

Because of low levels of literacy in Cambodia, and the fear people might have of recording their names, the interviewer requested verbal consent of the participants to conduct the interview. As part of the consent procedure, the participants will be informed that data collected will be held in strict confidence. Participants will be asked if they had any questions and told they can refuse to answer any questions or leave at any time. Participants will be told the purpose of the study, and what will happen with the data.

All data will be aggregated, and no comments tied specifically to a name. This will also be explained in the interview process.

ANNEX 3 – CHECKLISTS AND GUIDING QUESTIONS

(Attached separately)

Approved by	Reviewed by	Submitted by
Mr. Khieu Chetra	**Ms. Leng Sreynich**	**Ms. Inala Fathimath**
Executive Director	**Advocacy Coordinator**	**Research Consultant**
25 May 2023	**24 May 2023**	**16 May 2023**