CSO MAPPING REPORT
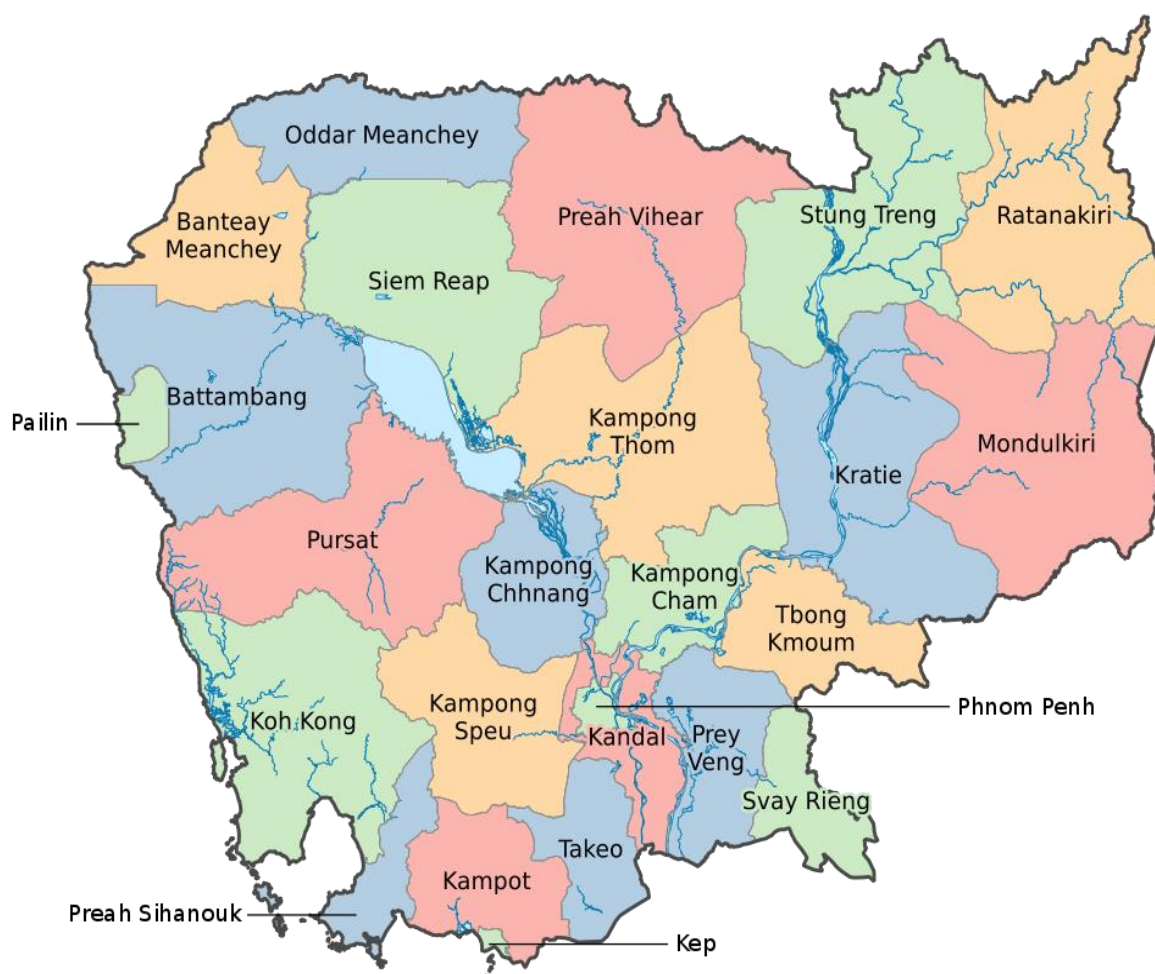# ON
PROGRAM INTERVENTION FOR EDUCATION SECTOR
2024-2028

MARCH 2024

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ACRONYMS AND ABBREVIATION

AARJ	Association for Aid and Relief, Japan
AOP	Annual Operation Plan
AREDOC	Action for Rural Economic Development of Cambodia
AusCam	AusCam Freedom Project
BK	Bandos Komar Association
BLCP	Buddhist Library Cambodia Project
CARE	CARE Cambodia
CCAFO	Cambodian Children's Advocacy Foundation Organization
CCF	Cambodian Children's Fund
COCD	Cambodian Organization for Children and Development
CPRDE	Cambodian Organization for Research Development and Education
CRC-Cambodia	Child Rights Coalition Cambodia
CRF	Child Rights Foundation Organization
CRF	Child Rights Foundation
CSO	Civil Society Organization
CTOD	Community Training Organization for Development
DTMT	District Training and Monitoring Team
DVVI	DVVI Organization
EA	Epic Arts
EOL	EDUCATION OUT LOUD
ESP	Education Sector Plan
ESWG	Education Sector Working Group
EYC	Empowering Youth in Cambodia
FH-Cambodia	Food for the Hungry Cambodia
GNC	Good Neighbors Cambodia
HI	Humanity & Inclusion
ICC	Integral Cooperation Cambodia organization
ISF Cambodia	Indochina Starfish Foundation
JTWG	Joint Technical Working Group
KCD	Khmer Community Development
KNGO	Khmer New Generation Organization
KrY	Krousar Yoeung Association
KT	Krousar Thmey Organization
KYA	Khmer Youth Association
LOC	Lotus Outreach Cambodia

MCC	Mennonite Central Committee
MHM	Menstrual Hygiene Management
MI	Mith Samlanh
MoEYS	Ministry of Education, Youth and Sports
NEP	NGO Education Partnership
NISE	National Institute of Special Education
NTFP	Non-Timber Forest Products
OCCO	The Orphanage for Cambodian Children Organization
OEC	Operation Enfants du Cambridge
PE&D	Planete Enfants & Développement
P-ESWG	Provincial Education Sector Working Group
PLAN	Plan International Cambodia
RAO	Rural Aid Organization
RSO	Rabbit School Organization
RTI	Research Triangle Institute
RTI-IPEA	Research Triangle Institute -IPEA
RtR	Room to Read Cambodia
SCI	Save the Children Cambodia
SCO	Sunshine Cambodia Organization
SDP	School Development Plan
SED	Special Education Department
SIPAR	SIPAR organization
SP	Sovann Phoum Organization
SVC	Save Vulnerable Cambodians
TDSO	Teacher Development Support Organization
TLC	This Life Cambodia
UDL	Universal Design for Learning
UWS	UWS Cambodia
VSO	Voluntary Service Overseas
VVOB	VVOB Organization
WASH	Water, Sanitation, and Hygiene
WE	Word Education
WVI	World Vision International-Cambodia

EXECUTIVE SUMMARY

NGO Education Partnership (NEP), a coalition of more than 72 education NGOs, aims to empower CSOs in inclusive and gender-responsive education policy development and implementation. We advocate for civic space in the ESWG and JTWG, national-level education policy dialogue platforms. NEP aims to strengthen CSO and marginalized group capacity in policy analysis, monitor education sector plan implementation, partnership compact, and national budget, and strengthen policy dialogue and knowledge management through platforms like policy bank, Telegram app, and Google Drive. It also looks for collaboration with other coalitions in the Asia Pacific.

This CSO mapping report presents on the crucial role of Education Civil Society Organizations (CSOs) in bridging these gaps. Over 52 NGOs participated in the study, revealing their focus on helping children most in need – those from disadvantaged backgrounds. However, a concerning disparity exists. Urban areas often boast better resources and qualified teachers compared to rural communities. This creates an uneven playing field, hindering the future prospects of students in underserved areas.

Here's where the collaborative spirit of Cambodian CSOs shines. They champion solutions through training programs for teachers, focusing on modern teaching methods and technology integration. Inclusive education practices are also a priority, ensuring classrooms cater to diverse learners. The report emphasizes the importance of working together. Collaboration platforms like Provincial Education Working Groups (PESWGs) bring together NGOs. By sharing knowledge and resources, they can tackle challenges more effectively.

This isn't always easy. Political instability in some areas disrupts education initiatives. To address this, CSOs are developing flexible programs that can adapt to changing circumstances. Additionally, collaboration with local organizations provides valuable insights for navigating these challenges.

The report also highlights the **importance of engaging parents and communities**. When everyone invests, the impact of education programs is amplified. CSOs play a key role in fostering this engagement. This mapping exercise serves a crucial purpose. It identifies areas where CSOs can contribute most significantly, optimizes resource allocation, and provides data-driven insights for all stakeholders.

The report extends a call to action for other CSOs to join the movement. By participating in future mapping initiatives, identifying collaboration opportunities, and advocating for change, they can contribute to a brighter future for Cambodian

education. Together, Education CSOs can create a more equitable and effective education system, ensuring all Cambodian children have the opportunity to succeed, regardless of background or circumstance.

The survey results paint a generally positive picture, with a strong foundation for gender equality and inclusive education among these organizations. There's a need, however, to translate policies into consistent implementation practices, strengthen data collection and utilization, and solidify partnerships with a shared vision. Continuous efforts are crucial to ensure all students benefit from a truly inclusive and equitable educational experience.

INTRODUCTION

1) Background

The Ministry of Education, Youth, and Sports (MoEYS) adopts planning and policy cycles on a regular basis to review education policies, strategic planning, budgeting, and annual action plans. In 2023, the review of the education strategic plan and the SDG mid-term review will take place. The review will be followed by the formulation of a new Education Strategic Plan 2024-2028 and the Implementation of Partnership Compact. It is critical that CSOs who work in the education actors are well aware of the process, are prepared, and coordinate among themselves to engage in this process to ensure that voices from the grassroots are heard in the consultation process. There is a need for on-going engagement with CSOs to bring about voices from the ground through strategic platforms such as the Joint Technical Working Group (JTWG), the Education Sector Working Group (ESWGs), Provincial JTWG, and the Provincial Education Sector Working Group (P-ESWGs).

The mapping aims to deepen the knowledge of the CSO education actors at all levels to be well informed of the government education policy frameworks and to enable them to lead local research to generate qualitative and quantitative data at their local level to offer effective evidence to the policy dialogue at all levels.

NEP is crucial in coordinating policy dialogue, advocacy efforts, and CSO representation in Cambodia. Education CSOs and policy dialogue groups are identifying the key issues, and there is a need for coordinated sector response. NEP's deep network and influence among CSOs can upgrade local capacity and facilitate cooperation, enhancing the capacity of local CSOs and their networks.

2) Objective and Scope

Within the EDUCATION OUT LOUD (EOL) project funded by GPE via Oxfam Denmark, to address this key issue identified in situation analysis, NEP proposes objective 1: Ensured continuity in bringing voices of grassroots and civil society with national representatives in the development of more inclusive and gender responsiveness education policies and programs. NEP expects to strengthen the capacity of the CSO and improve knowledge management through the mapping of the capacity gap of the CSO, propose training, run the policy bank for storing and sharing of information, and furthermore, NEP is looking to build a strong collaboration with the coalition at the regional level. In relation to advocacy, NEP proposes objective 2: Increased CSO policy engagement and joint advocacy effort by ensuring more effective engagement of NEP in national education policy and advocacy and policy dialogues through the mobilization of the CSO to provide inputs, produce policy papers, organize the national conference, support the meetings of provincial-based NGO and thematic groups, and join the ESWG and

JTWG meetings. Furthermore, NEP and members will closely monitor the implementation of the Education Sector Plan and partnership compact and produce spotlight reports.

NEP conducts this CSO study to map the program of CSOs working in the field of education in 2024–2028. NEP wants to know what CSO will plan to implement from 2024 to 2028 in order to promote the work of the education sector better and also to know the institutions' human resources, financial resources, capacity gaps of staff in the field of education, gender, and inclusive education. The results of this study will benefit the NEP, its affiliates, and all civil society organizations to work together to improve education.

3) Methodology and Limitation

a. Methodology

The information and data in this report were collected via an online tool, the Kobo Toolbox. The section and open questions were included in the tool. The question was sent to around 70 organizations—both NEP's members and non-NEP's members—and also sent to PESWG from the first week to the fourth week of March 2024 through email and telegram. As a result, 52 NGOs participated in the mapping. The information and data collected were divided into several sections: participants CSO and its type, intervention and targets; PESWG; intervention program and budget estimation from 2024–2028; research/study activity plan; skill expertise and capacity gaps; and recommendations.

b. Limitation

The limitations for this online CSO mapping covered: 1. Some NGOs were closed; they changed their program to another sector out of education and couldn't complete the survey; however, their contacts are still remaining in NEP's member list; and 2. A few NGOs faced the challenges of using the online tool platform and accessing the internet, so they missed the opportunity to complete and submit the survey.

This CSO mapping report aims only to present the main program activities, target areas and beneficiary groups, general budget estimation for implementation, skill expertise and capacity gaps, and the research and study activity plan as information for each NGO to seek collaboration or work together if there is any alignment or consistency with their internal NGO. But this report does not represent the effectiveness and impact of the interventions of the respondents NGO. It also does not represent the whole country or all NGOs working in the education sector in Cambodia.

I.   CSO INFORMATION

1) CSO Respondents and Types

As an education coalition, we have gathered our members and non-members to complete the survey. As a result, 52 organizations participated in the survey, 36 organizations based in Phnom Penh, including: 24 (46.15%) International Organization, 24 (46.15%) Local Organization, 03 (5.77%) Association Organization, and 01 (1.92%) Coalition/Membership Organization. 47 out of 52 organizations are NEP's members. The respondents are Executive/Country Director (32.69%), Deputy Director (5.77%), Program Manager/Coordinator (23.08%), Project Manager (23.08%), Project Coordinator (7.69%), Project Officer (1.92%), and Staff (5.77%). 34.62% of respondents are women.

2) CSOs Programme

a.   Education working group

The chart shows the working group/sub-sector of education that NGOs work for. The largest counting for 32 NGOs working in primary education, 22 in Vocational training, 19 in Non-formal education, 18 in ECCD, 17 in lower secondary, 14 in upper secondary, 13 in multilingual education, 13 in supporting Model school standard, 10 in Teacher training, 7 in Disabilities and Special education, 5 in Youth and Sport, 5 in Higher education and 7 in other area of education sector for example work with school to work with caregivers/parents to ensure children receive preschool education, promote gender equality and inclusivity in teachings, integrate ICT into English language learning, offers STEM education programs to young learners, provide catch-up classes from grades 1 to 6 to support slow learners, reintegrates students into public school system and continued support until they graduated from high school and potentially even university, collaborate with government hospitals to provide healthcare services, career orientation, social enterprise opportunities, transportation and scholarship support, and builds clean drinking water systems at schools.

Chart1: Number of NGOs work on each sub-sector of education
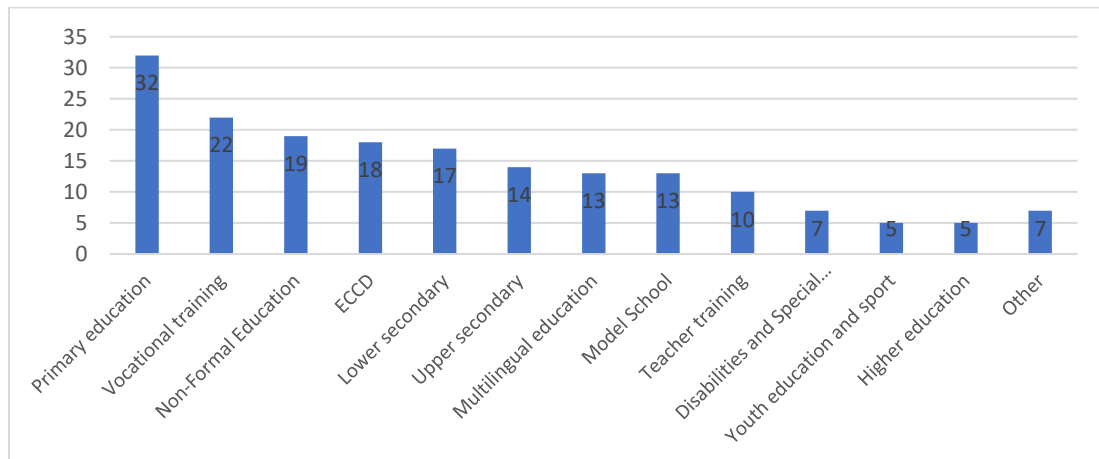
b.   Beneficiary

Based on the mapping from 52 NGOs, the target intervention beneficiaries are 36 organizations work for poor children, 29 work to support general children, 23 work for children with disabilities, 21 work for drop-out youth, 17 work for out of school children, 17 work for drop out student, 16 for ethnic minorities, 13 work for Children with special need, 13 work for migration children, 12 work for girl only, 11 work for minorities children, and 5 work for other group of children including children in preschool age, integrated, pregnant women, and caregivers of children under five years old, train English a broader range of teachers and community teachers, LGBTQI, street children, non-formal education, and prisoners.

Chart 2: Target Intervention beneficiaries
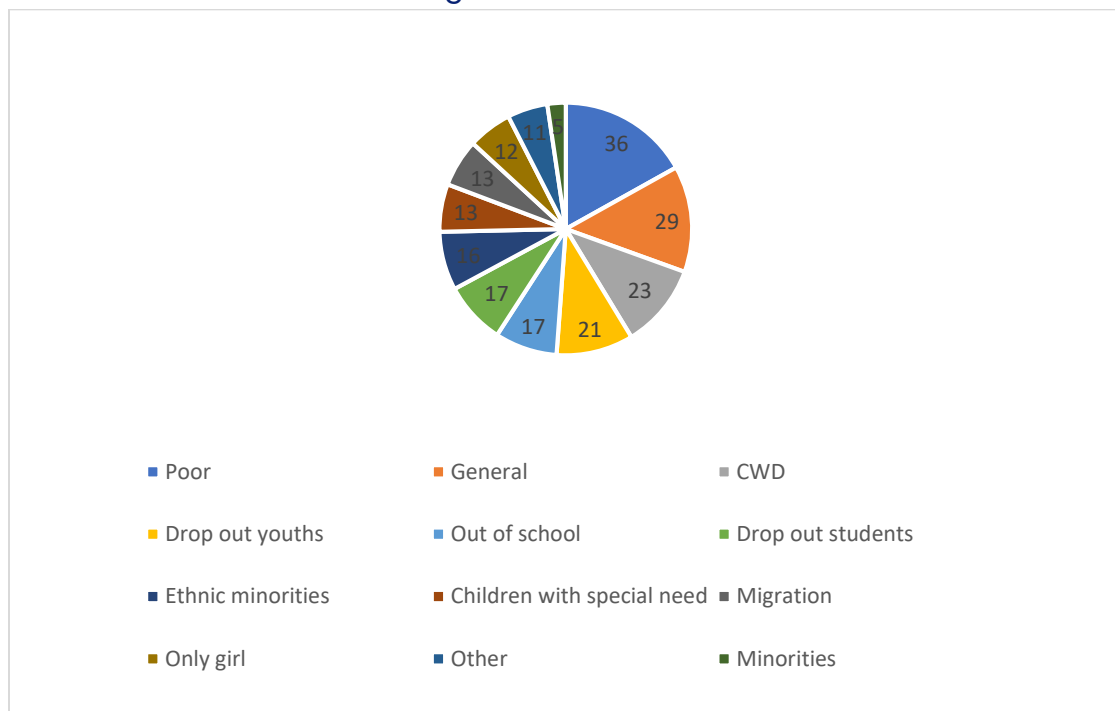
c.   Intervention Provinces of NGOs

Through the NGO respondents, they operate across various provinces. The highest number of NGO presence are in Phnom Penh, and Siem Reap as we know that it is the main cities and easier access to resources, infrastructure, government entities, and development partners. And the lowest are five provinces including Koh Kong, Oddar Meanchey, Preah Sihanouk, Kep, and Pailin provinces.

Chart 3: Number of NGOs joined the survey intervention provinces

Number of NGOs by Province
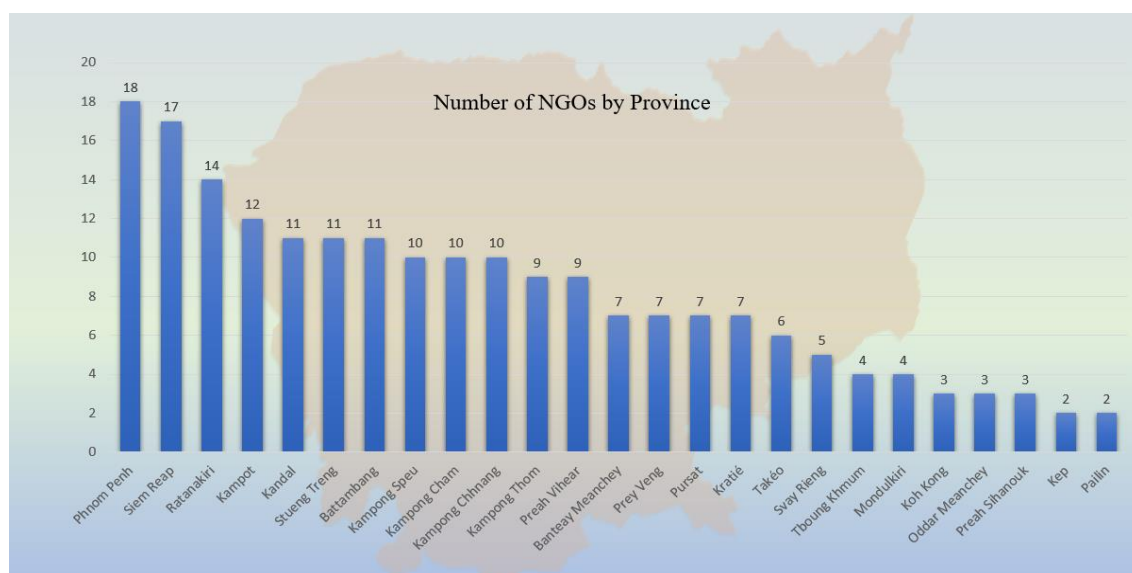
The distribution of education NGOs in Cambodia is influenced by factors such as geographic accessibility, development priorities, existing local partnerships, funding opportunities, the needs, and government regulations. Each province presents unique opportunities and challenges for NGOs seeking to make a positive impact in the country.

d.   Intervention by working group/sub-sector

Programme and projects of respondents NGOs followed MOEYS sub-sectors. However, the mapping opens the opportunity for NGOs to mention and provide it intervention programs and activities beside the fix sub-sectors to explore more on what they are doing as following:

Intervention Sector/Area	Intervention Program/Project/Activity
1. Early Childhood Care Education program	
Curriculum and Training	- Support MoEYS in developing and implementing ECCD guidelines and curriculum - Implement the National Kindergarten Curriculum (KRKC) teaching and learning materials (TLM) package. - Develop ECCD manuals and guidelines - Train teachers, in-service, pre-service, and community - Strengthen the capacity of parents and caregivers - Recruit and train community members as ECCE teachers

	- Strengthen the capacity of ECCE teachers and partners - Enhance curriculum by grade level (within curriculum development)
Infrastructure	- Establish and support community-based ECCE facilities - Build and renovate ECCE facilities in school and community - Provide playgrounds for ECCE facilities
Wellbeing and child development	- Utilize child development screening and assessment tools - Provide nutritious meals (breakfast, snacks, and milk) - Promote proper hygiene practices and healthy routines
Accessibility and Equity	- Provide a whole-day program (morning to afternoon) - Develop and distribute teaching and learning materials - Link scholarships for ECCE attendance - Promote gender equality in childcare practices through strengthening Provincial Child Protection Units and men's engagement - Provide hygiene materials and Support school feeding program - Encourage community ownership of ECCE facilities
Monitoring and Collaboration	- Collaborate with NGOs for best practices in gender-responsive teaching methods implementation and monitoring - Implement home visits and parent support groups - Implement a monitoring program for ECCE facilities (monitoring community preschools and oversight program)
2. Primary Education Program	
Teacher Training and School Management	- Strengthen teachers' capacities in innovative educational strategies to improve children's learning. - Strengthen the technical supervision mechanism for improving teaching and learning quality (DTMT) in Treang district (20 schools). - Implement and support the MoEYS mentoring program. - Train school principals, teachers, and librarians. - Train School Management Committees. - Support School Inspection (DTMT).

Early Grade Learning Education	- Implement and mentor the early grade math program. - Train teachers on Early Grade Learning packages. - Train school leaders on school-based management. - Educate caregivers on early grade success learning. - Implementing SMILE program (2022-2026) "Strengthening early-grade Mathematics through Inclusive, Level-appropriate, Education" (Capitalized "Program" if using American English) - Support MoEYS to implement EGM package (grades 1-3) in three provinces: Kep, Kampot, & Kampong Thom collaborate with PED, TTD, and EQAD.
Inclusive Education	- Establish Inclusive Education working groups and build capacity. - Build accessible physical infrastructure in target schools. - Train teachers and conduct workshops for students with disabilities. - Organize community disability awareness events. - Conduct research on the situation of children with disabilities and provide necessary support. - Share information and experiences with other districts/provinces. - Train special education teachers and commune/district disability support committees. - Improve accessibility of schools (ramps, toilets). - Develop and support school integration plans. - Train teachers and education professionals on inclusive education. - Identify children with disabilities for referral. - Provide technical advice to improve accessibility. - Support children with disabilities with learning materials, assistive devices. - Organize review meetings on the implementation of IE policies.
School Improvement and Student Support	- Construct school buildings and toilets (where needed). - Improve school buildings, infrastructure, and environment. - Equip schools with clean water equipment. - Provide library materials and support library activities.

	- Support the use of ICT for education. - Provide scholarships to vulnerable children. - Provide study materials, clothes, and cover school fees (if needed). - Improve School WASH (Water, Sanitation, and Hygiene). - Raise awareness about climate change adaptation and the 3Rs (Reduce, Reuse, Recycle). - Implement school gardening programs. - Provide lunch to students in need. - Provide school supplies, sports equipment, and school uniforms. - Organize sports activities. - Offer monthly incentives for regular attendance. - Provide pocket money and transportation for students during special events. - Implement a learning support program for struggling students. - Integrate Catch UP students into the state school and continue support until they graduate grade 12 and can continue to the university. (Changed "continue" to "can continue" for a suggestion) - English Class, Computer Class, Yoga, Khmer Traditional Dance, Library, Arts, PE - Provide Healthcare services in ISF Schools and cooperate with Government Hospitals.
Community Engagement and Lifelong Learning	- Promote child rights, healthcare, and environmental protection among children, parents, and teachers. - Build capacity of school committees and teachers. - Support libraries and children's councils/clubs. - Provide a half-day preschool program supplementary to public school. - Provide life skills education, ICT, English, personal finance, math, Khmer, STEM, and art classes. - Provide regular healthcare to students. - Organize extracurricular activities (English, Computer, Yoga, Khmer Traditional Dance, Arts, PE).

	- Promote enrollment/re-entry to school through awareness campaigns and scholarships. - Support re-entry classes, equivalency classes, MLE classes, and accelerated learning classes for over-aged children, dropouts, and indigenous children. - Support ethnic Vietnamese children to join formal and informal education.
Financial Literacy for Children	- Improve financial literacy skills for 2,500 children (aged 7-12) in 10 primary schools of Treang district (Takeo province). - Implement a series of activities promoting basic financial literacy education. (This likely includes the development of educational materials mentioned elsewhere)
3. Special Education Program	
Children Identification and Care	- Child Screening to identify children with disabilities and developmental delay. - MUAC Screening to identify children's malnutrition. - Nurturing Care Training to caregiver group. - Referred children with disabilities to special education based on their needs. - Support children based on their needs, such as rehabilitation services and materials.
Learning Assessment and Support	- Assess and recommend the implementation of special education to MoEYS - Create a more inclusive learning environment, support students with disabilities within special schools and inclusive schools. - Collaborates with MoEYS through the SED and NISE to support their implementation in special schools by receiving training to meet the needs of diverse learners, including those with disabilities, and resources such as formative assessment for the early-grade deaf students. - Provide teacher training incorporating modules on UDL instruction and using appropriate strategies with various learning needs. - Provide scholarships for Education Services Delivery service.

	- Work with a partner for special needs students, Rabbit School, to provide support to them. (Changed "students" to "them" for a smoother flow) - Operate 3 different special classes at Epic Arts Center providing free special education to Children and Youth with disabilities from 3 years old to 35 years old. (Changed "provide" to "providing" for active voice) - Work with targeted public primary schools in Kampot to integrate CWD into integrated classes and also work with 3 public schools running 3 inclusive classes in Kampot. - Support Khmer language learning for ethnic Vietnamese children before they start public school. (Changed "to" to "for" and "starting" to "start" for present tense) - Promote and encourage students to participate in special education programs implemented by the municipal/district education office. - For special education programs, we conduct blended learning programs and operate modern libraries.
4. Multilingual Education Program	
Teacher Supports	- Implement the specialized MLE teacher training course and participate in supporting the training of multilingual teachers - Strengthen the teaching of teachers and participate in related workshops
Student supports	- Support re-entry classes, equivalency classes, Multilingual education (MLE), and accelerated learning classes for over-aged children drop-outs and indigenous children. - Support Khmer language to ethnic VN children before starting public school - Provide free English language instruction to about 300 students per year for students from primary to secondary level in Khmer and Cavet in remote areas in Ratanakiri. - Provide English classes to students from KG to K12. - Enhance the English capacity of students by integrating ICT such as using Literacy Planet apps, audio library, online tests - Provide the school fee for the students to study English and Chinese

Community awareness	- Awareness raising of the importance of education, especially multilingualism to all stakeholders.
Materials and facilities	- Provide equipment for multilingual education, both inside and outside the system. - Build provincial, district, and school-level authorities' capacity on Multilingual education (MLE), and gender-responsive in teaching and inclusive learner-centred methodologies, social and emotional learning/psychosocial at Primary School - Build community preschool buildings, toilets, and sanitation systems in schools. - Initiate and support mobile libraries in schools.
Monitoring, evaluation and Networking	- Monitoring and evaluation of the process - Participate and strengthen the education network.
5. Lower Secondary School Education Program	
Improved Access to Education	- Providing scholarships, capacity building for children councils, and promoting leadership skills and financial support for vulnerable girls and students in need. - Provide uniforms, textbooks, and learning materials. - Building and improving schools, toilets, and sanitation facilities. - Support re-entry programs, equivalency classes, and multilingual education (MLE) for disadvantaged groups, including Khmer language instruction to ethnic Vietnamese children before they start public school. - Providing catch-up classes from grades 1 to 6 and integrating catch-up students into the state school system, supporting them until they graduate grade 12 and potentially continue to university. - Providing school fees for students to study English and Chinese. - Offering an evening food program and providing opportunities for students to engage in community work. - Utilizing SDP, AOP, and school assessment tools for training, coaching, and follow-up.

	- Following the state school curriculum while providing additional classes like English, computer, music, and healthcare. - Integrating Comprehensive Sexuality Education, life skills training, and Inclusive education in curriculum development processes - Support extracurricular activities such as sports, arts, clubs promoting child rights, healthcare, and the environment.
Quality Education and Well-being:	- Pre-service and in-service training for effective teaching methodologies, including learner-centered, inclusive, and gender-responsive approaches. - Strengthening education network participation, training school management committees, and conducting school inspections with DTMT support. - Providing healthy lunches and programs that encourage regular attendance, such as monthly rice incentives. - Offering yoga, Khmer traditional dance, living values education, and opportunities to participate in sports activities. - Promoting community-led education initiatives, including WASH and MHM in partnership with local authorities, parent training, student council involvement, and volunteer opportunities for students as mentors in evening extra classes. - Providing healthcare services in ISF Schools and cooperating with government hospitals.
Child Protection and Safe Learning Environments	- Conduct campaigns against violence against children, child rights education for children, parents, and teachers. - Co-organizing campaigns to spread awareness against discrimination and promote environmental education, collaborating on reading reinforcement events, and disseminating information on the importance of environmental education. - Training for educators, legal professionals, and school leadership on child protection, gender equality, and participation. - Building child protection groups, promoting mental health education.

Sustainability and Monitoring	- Resource mobilization: Organizing training to empower schools and communities. - Monitoring and evaluation: Regularly assessing the effectiveness of programs and ensuring their sustainability.
6. Upper Secondary School Education Program	
Partnership and Collaboration	- Collaborate with partners to raise awareness about child protection, violence against children, preventing school dropout, and gender equality in education (including WASH and MHM facilities in remote areas). - Engage disadvantaged youth representatives in dialogue about education with policymakers and service providers. - Share evidence-based, child- and youth-friendly educational materials to influence policy improvements. - Co-organize campaigns against discrimination and promote reading reinforcement and environmental education.
Supporting Children and Youth	- Support children and youth attendance in public schools, including scholarships for high school girls and financial assistance for breakfast, snacks, and private tuition for target students. - Offer school uniforms for underprivileged children, particularly girls.
School Improvement	- Assist the Ministry of Education and Youth (MoEYS) in developing e-learning platforms and increase the relevance of education and life skills (financial literacy, digital skills). - Build child protection groups within schools and conduct capacity development programs for principals, teachers, and librarians. - Establish Professional Learning Communities (PLCs) for STEM teachers and train teachers on mental health and environmental education. - Build unobstructed physical infrastructure in target schools
Enrichment Programs	- Offer English, computer, sports, healthcare, music, scholarships, leadership classes, and after-school programs with food, activities, and academic support.

	- Integrate project-based learning opportunities and encourage student engagement in community work through volunteer mentoring programs. - Implement living values education classes and organize vocational orientation workshops.
Student Support	- Provide study materials, monitor learning progress, manage family cases related to student attendance, and follow the state school curriculum. - Offer catch-up classes from grades 1-6, integrate catch-up students, and support them until graduation.
Extracurricular Activities	- Provide extracurricular activities like English, computer, yoga, Khmer dance, library, arts, physical education, sports, art, and music classes. - Offer monthly rice incentives for regular attendance and leadership classes (weekly). - Support extra-curricular fees, offer educational mentoring, and provide learning materials (uniforms, shoes, bicycles, etc.).
7. Non-Formal Education Program	
Literacy and Language Programs	- Operate Khmer and Cavet literacy classes for children and youth and provide learning and teaching materials for classes. - Organize Literacy Day. - Initiate and produce multilingual learning and teaching materials. - Provide equipment (solar) for informal multilingual education. - Provide and train contract teachers for teaching informal literacy
Teacher Training and Support	- Conduct capacity building programs for teachers. - Support monthly allowances to teachers and provide incentive to outstanding teachers. - Provide training on child's rights, values, and teaching techniques. - Provide teaching materials to teachers.
Student Support	- Support students in pre-integration classes to integrate into public schools.

	- Provide BEEP (Basic Education Equivalency Program) education for qualified students. - Offer supplementary instruction in math, Khmer, and English languages. - Help students implement community service projects. - Support ethnic Vietnamese children who are unable to register for school.
Community Awareness and Development	- Conduct awareness on healthcare, hygiene, life skills, education, and children's rights to the Cavet community. - Strengthen the capacity of village development committees related to education. - Organize outreach meetings, quarterly meetings, training, and workshops. - Facilitate the development and promotion of the village environment. - Meet with parents, program officials, and communities to discuss the importance of education programs.
Child Protection	- Work with partners to promote awareness raising related to child protection and preventing school dropout. - Conduct nurturing care sessions.
Technology and Life Skills	- Provide computer skills training. - Provide soft skills training programs focusing on youth engagement and raising awareness of Online Child Sexual Exploitation (OCSE)
8. Higher Education Program	
Promote Higher Education	- Encourage young people to pursue higher education. - Provide scholarships to interns who volunteer and students based on interest, talent, and financial need. - Offer career counseling, university application guidance, and support with university fees. - Provide a four-year scholarship program for female students with accommodation, meals, basic computer courses, textbooks, English tuition, and monthly stipends. - Organize study visits, workshops, and sharing sessions to enhance student learning and development.

	- Facilitate communication and solidarity among scholars through team-building activities. - Encourage scholars to intern and volunteer with NGOs. - Offer individual consultations. - Community Engagement: Organize "Paying Back Day" events for scholars to raise funds and support schools in remote areas.
Support Vocational Training	- Promote vocational skills training for students interested in alternative pathways. - Conduct career preparedness workshops (CV writing, job interviews, labor laws, and scholarship hunting).

Financial and Academic Support	- Support students with disabilities: Assist blind, deaf, or underprivileged youth with continuing their higher education by providing study materials and school fees.
	- Provide financial support:
	  • Offer partial scholarships, stipends, and rice allowances.
	  • Pay for English tuition fees.
	- Provide academic support:
	  • Offer leadership classes and basic computer courses.
	  • Require scholars to maintain a daily journal in English and present essays or research at monthly meetings.

9. Vocational Training Education Program	
Skill development and training program	- Offer training in computer skills, English language, small business management, food processing, weaving, and various vocational courses (mechanics, barbering, cosmetology, soft drink production). - Provide agricultural skills training for out-of-school youth. - Deliver specialized MLE teacher training (including an online version). - Train youth on vocational skills like motorcycle repair, hairdressing, and more. - Support young people and parents to attend literacy and vocational classes. - Help students interested in vocational training with career counseling and job placement.

	- Support TVET centers on agro-processing curriculum development and train TVET trainers on agro-processing. - Provide vocational training for youth with disabilities (dance, arts, hospitality, literacy, English, and computer skills) at the Epic Arts Center. - Refer people with disabilities to vocational training programs after rehabilitation services. - Connect students who passed or failed year 12, or dropped out of school, with skills training opportunities. - Promote positive practices on sexual and reproductive health (SRH) and nutrition for school children and trainees. - Offer post-training support such as internships. - Provide small grants to TVET graduates for starting micro, small, and medium enterprises (MSMEs). - Partner with enterprises and vocational training schools to register young people (aged 15+) for vocational training. - Provide training packages and regular professional development opportunities for teachers. - Facilitate regular knowledge sharing sessions and technical meetings for teachers.
Financial and Needs-Based Support:	- Support vocational training fees, living costs, and capital for business startups. - Offer scholarships for students to attend vocational training programs. - Support training fees for youth participants. - Provide monthly allowances to youth for food expenses.
Target Groups and Approaches	- Focus on disadvantaged youth, including those not in education, employment, or training (NEET), young women, and the underemployed/underkilled in both rural and urban areas. - Prioritize skills development in technical skills, soft skills, entrepreneurship, and job readiness. - Address gender stereotypes by promoting non-traditional jobs for young women. - Work with stakeholders (youth, parents, government, and private sector) to improve access to relevant education and employment opportunities, particularly for young women.

	- Build the capacity of training providers to deliver youth-friendly and gender-responsive training. - Advocate for improvements in TVET policies and guidelines.
10. Model School Education Program	

Model School Support	- Teacher and Leader Training:
	  • Enhance teaching skills through Early Grade Package training.
	  • Equip school leaders with effective school-based management practices.
	- Parental Engagement:
	  • Educate caregivers on supporting early grade success.
	- School Improvement:
	  • Provide materials for school renovation and library development.
	  • Integrate ICT (Information and Communication Technology) for improved learning.
	- Library Management: Equip libraries and train librarians on services, technical support, and administration.
	- STEM Education: Empower STEM teachers through:
	  • Science lab management training.
	  • Efficient use of equipment for practical experiments.
	  • Integrating a STEM approach to teaching and learning.
	  • Promoting student engagement through project-based learning.
	  • Establishing a Professional Learning Community (PLC) for STEM educators.
	- Assessment and Evaluation:
	  • Conduct early grade reading and math assessments.
	  • Offer support to libraries, principals, and teachers for capacity building.
	- Enhance social accountability, transparency, and community engagement through Model School programs.
	- Collaborate with relevant authorities to provide training and support for successful implementation.

Financial Literacy	- Develop and deliver the Cha-Ching program, focusing on core financial concepts.

Education and Empowering	- Strengthen the roles and functions of the Student Council Committee. - Train teachers and students on WASH (Water, Sanitation, and Hygiene) practices and soft skills. - Collaborate with educational authorities to ensure the successful Model School program implementation.
Sustainability and Growth	- Conduct research and monitor the quality of program implementation. - Partner with school management to improve the learning environment, infrastructure, and sanitation. - Foster parental involvement through school gardening initiatives. - Conduct regular assessments, develop improvement plans, and invest in school infrastructure development.
11. Other Activities (which not specified)	
Not Specified	- Training Programs: Teaching Methods and Training English Teachers for English Language Learners") - Strategic Actions: Natural Resource Management, Agriculture and Livelihood, Child Rights and Education, and Biodiversity and Conservation - Soft and Life Skills Training for Youth - Gather Youth from Diverse Backgrounds to Develop Micro-Projects for Local Communities - Support Children and Youth in Promoting Education: Child- and Youth-Led Campaigns, Raising Awareness, Dialogue and Action Research - Assisted MoEYS to Develop an E-Learning Platform for CPD - School Painting and Renovation - Work on Gender-Responsive mainstreaming to reduce GBV - Pilot Project: Harnessing ICT for Improved Learning in Early Grades with Digital Library Support: Smart TVs and Tablets - Teacher Training on Technology Use - Coordinate an App or Learning Platform Development - Exchange Resources on Nutrition and Public Health - Support MoEYS Staff Capacity Building for Evidence-Based Education Planning (Provincial, District, and School Levels)

	- Support Youth Engagement and Development through Volunteering
	- Programs Implementation on: Health and Nutrition, Water and Sanitation, Disaster and Agriculture, Child Development
	- Child Protection: Nutrition, Disaster Management
	- Pre-Service Teacher Training:
	    ● MoEYS partnered with the IPEA project to develop curriculums for teaching Khmer language reading and writing to primary school teachers.
	    ● Supported the creation of syllabuses and teaching materials for both Bachelor's degree (12+4 years) and PTTC (Provincial Teacher Training Center, 12+2 years) programs. These curriculums focus on effective methods for teaching Khmer in primary
	- Good Governance Program (AYRG)
	- Training for Health Center Staff
	- Support Accessibility for Children with Special Needs
	- Vocational Training and Livelihood Support
	- Teacher Training and Curriculum Development
	- Awareness Raising and Advocacy
	- Healthcare and Dental Care, Physical Rehabilitation Services
	- Employment Programs: Adult Literacy Classes, Sewing Training Classes, Book Publishing
	- Student Activities: Annual Camping Trip, and Leadership Events: Annual Youth Talk and Annual Youth Leadership
	- Social Enterprises: Epic Arts Café and Epic Arts Dance Group
	- Support for Female Students: Bicycles for Students Living Far from School, Rice Support for Scholarship Students, Partner with Local NGOs to Provide Scholarships (Grades 10-12) in Phnom Penh, Siem Reap & Pursat
	- Partnerships: Local NGO (Santi Sena) for Integrated Rural Development Project in Svay Rieng and PNC to Support Girls in Web Programming Associate Degree Programs in Phnom Penh
	- Improve Education Quality and Equitable Access for All Children
	- Support for Girls at Risk of Online Child Sexual Exploitation (OCSE): Awareness Raising Campaigns and Community Outreach, Freedom Line Support, Chatbot and Risk Assessment

	Tool Implementation, Campaign Incubator and Community Project Training, and Exploitation-Free Village Initiative
	- Train Citizen Researchers, Journalists, Peer Mentors, and Change Agents
	- Global Youth Education Program: Network Platform for Secondary School Students to Share Ideas
	- School WASH Program: Water Purified System Installation, School Incinerators Installation (consider "waste disposal systems" instead), Handwashing Facilities and Latrine Construction, and Monthly Monitoring of Facility Use and Maintenance
	- Child Health Programs: Screening and Treatment and Oral Health Education
	- Parent Education: Positive Child Education, Child Rights, Child Values, All Forms of Child Protection, and Supporting Women and Children Affected by Violence

II.   FINDING

1) Budget Estimation

The provided information by NGOs indicates the budget plan/estimation are different from year over year and based on the types of NGO. The education budget plan/estimation show as below.

Chart4: Table of Budget Plan (or Estimation) from respondent NGO Mapping

Budget Plan (or Estimation)

	Under 50000	50001-100000	100001-200000	200001-500000	500001-1000000	1000001-1200000	1200001-1500000	1500001-2000000	Over 2000000
2024	16	8	5	11	5	1	4	1	0
2025	21	6	5	9	5	1	1	3	0
2026	24	5	5	7	5	0	2	2	1
2027	25	5	5	7	4	0	2	2	1
2028	27	4	4	6	5	0	2	3	0
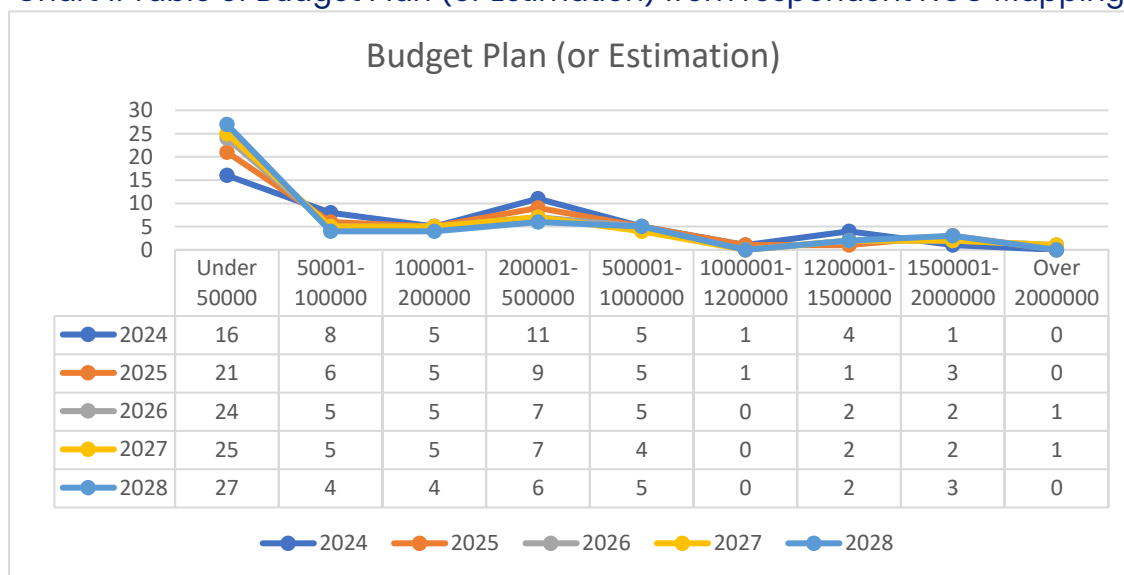
- 2024, 16 NGOs have budget plan/estimation under $50,000. However, it will be increased to 27 NGOs in 2028. So, we see that there will be increased in grassroots initiatives and smaller, localized organizations. Moreover, it also indicated that the bigger funding amount is decreased.
- Mid-Range NGOs ($50,000 - $500,000): decrease in mid-range budgets (from 32 to 24 NGOs) indicates potential consolidation or difficulty securing funding in this range.
- Over $1,200,000, only large NGOs who have ability to manage it. This segment shows a potential shift towards larger organizations. Budgets between $1,500,000 - $2,000,000 and over $2,000,000 are expected to grow, suggesting a trend towards larger, more established NGOs receiving more significant funding.

According to the chart on budget plan/estimation, some possible reasons for budget shifts including: Funding Competition: competition for funding could be pushing smaller NGOs to merge or limit their scope and Donor Preferences: Donors might be prioritizing larger organizations with proven track records or focusing on specific areas requiring larger budgets (e.g., large-scale infrastructure projects).

Limitations: Please understand that the source of the table's data is only representative of respondents NGOs in this mapping. Some NGOs didn't provide budget details due to it didn't approval, challenges of budget changes, and unreported budgets. It is important to consider that some NGOs didn't report their budgets due to limited awareness or confidentiality concerns.

2) Research/Study, and Specific Training Activities

Among of the respondent NGOs, 30 NGOs have clear budget and plan for researches and studies as following:

Area or research/Study	Topic
Student Learning and Outcomes	- Evaluate Student Learning Outcomes, Skills Development, and Employability Prospects upon Graduation from Higher Education Institutions - Examine the Alignment between Academic Programs and Labor Market Needs, as well as the Effectiveness of Career Guidance and Placement Services in Facilitating Graduates' Transition to the Workforce - Student Quality of Study, Dropout Rate - Technology for Student Learning - Study About Dropout Rates and Challenges - Study on the Quality of Education, National Standards, and Non-Formal Education - The Quality of Education for Children with Disabilities in Cambodia - Early Grade Reading Assessment - Integrate Early Grade Teaching Approach in Pre-Service Teacher Training - Early Grade Math Teaching and Mentoring - Project Baseline and Endline to Evaluate the Change in Students' Reading Competencies
Teacher Training and Development	- Teacher Capacity Building and Student Learning Outcomes - Action Research - Mentoring - Needs Assessment and Project Development - Assessment of School Model in Stung Treng - Education Policy Implementation and Public-School - Teaching and Learning Quality (Including Extra Classes)

School Development and Management	• Preschools and Gender Education at Target Primary Schools • School Meals • Community Participation Towards Child Learning • Resources Allocation to Implement Model School and Its Quality • Model School • How Many Schools Are Able and Need to Implement the New Generation School? • The Budget Allocated for MEAL Activities: Relevance to Our Activity Implementation on School Development, Children at Risk of Dropout, and Community Engagement • Function Transfer to District: Challenges and Impact
Social Issues in Education	• Online Child Sexual Exploitation • Girl Education and Climate Change • Deeper Research about Children and Youth with Disability Access to School • Challenges of Ethnic Vietnamese in Education and Improving Education • LGBTQI in Education and Post-Training • Research on Illiteracy and Challenges of Indigenous Peoples in Ratanakiri • Gender-Transformative Education in Primary and Secondary School
Language and Culture	• Study Indigenous Languages and Their Traditional Cultures • Multilingual Education Program
Project Evaluation	• Research on the End Project to Assess the Impact of Project Implementation • Project Evaluation

For a more detailed of these research topics, NGO and budget, please refer:
Annex 1: Implementation Specific budget for research/study and trainings

3) Skill Expertise

Regarding to the staff expertise, from the respondents NGO respond as following:

Expertise Area	#NGO	Name of NGO
Early childhood care education	21	SCI, PE&D, RTI, COCD, CCAFO, VVOB, FH-Cambodia, BK, KrY, RSO, HI, Mith Samlanh, ISF, SIPAR, CCF, PLAN, IIC, GNC, OEC, KNGO, CORDE
Primary education	28	SCI, TDSO, CRF, OCCO, AREDOC, WE, COCD, SCO, CARE, VVOB, FH-Cambodia, SP, BK, WVI, RTI-IPEA, CTOD, HI, CRFO, RtR, Mith Samlanh, ISF, SIPAR, CCF, PLAN, KCD, ICC, OEC, KNGO
Secondary education	20	TDSO, CRF, WE, COCD, SCO, CARE, VVOB, FH-Cambodia, SP, VSO, BK, CTOD, AARJ, EYC, RtR, TLC, ISF, SIPEAR, CCF, MCC
Inclusive education	16	CRF, NTFP, RTI, SVC, WE, CARE, BK, RTI-IPEA, CTOD, AARJ, RSO, HI, EA, RAO, UWS, ICC
Teacher training	24	TDSO, CRF, NTFP, RTI, WE, SCO, CARE, VVOB, FH-Cambodia, VSO, BK, WVI, RTI-IPEA, AARJ, RSO, EYC, TLC, Mith Samlanh, SIPEAR, CCF, EA, KCD, ICC, CORDE
Gender	25	SCI, CRF, NTFP, PE&D, RTI, KYA, SVC, WE, SCO, CARE, VVOB, FH-Cambodia, SP, BK, CTOD, CRF, TLC, Mith Samlanh, ISF, PLAN, KCD, UWS, ICC, BLCP, OEC
Advocacy	19	SCI, CRC-Cambodia, KYA, SVC, COCD, CARE, BK, WVI, RTI-IPEA, CTOD, Mith Samlanh, EA, PLAN, RAO, UWS, ICC, AusCam, BLCP, OEC
Research	25	SCI, CRF, CRC-Cambodia, RTI, KYA, SVC, WE, CARE, VVOB, FH-Cambodia, SP, VSO, BK, RTI-IPEA, CTOD, HI, CRF, Mith Samlanh, SIPAR, CCF, PLAN, ICC, GNC, BLCP, OEC
Special Education	7	SCI, BK, RTI-IPEA, RSO, SIPAR, EA, KCD
Social work	2	PE&D, KT
Adult learning and Education	1	DVVI
Positive discipline	1	COCD

English Language	1	CCAFO
Mentoring, STEM, early grade learning, coaching, blended learning/approach	1	VVOB
School Based Management	1	RTI-IPEA
Maternal and child health and WASH	1	HI
Contemporary dance social business	1	EA
Higher education	1	LOC
Community Development	1	MCC
Case management, career counselling, development of child researchers	1	AusCam
School WASH, Dental Health, School Development	1	BLCP

4) Challenges face by NGO from the mapping

From the mapping result, NGO respondents report the challenges that they faced for education sector implementation.

Chart6: Challenges face by respondent NGOs from the mapping
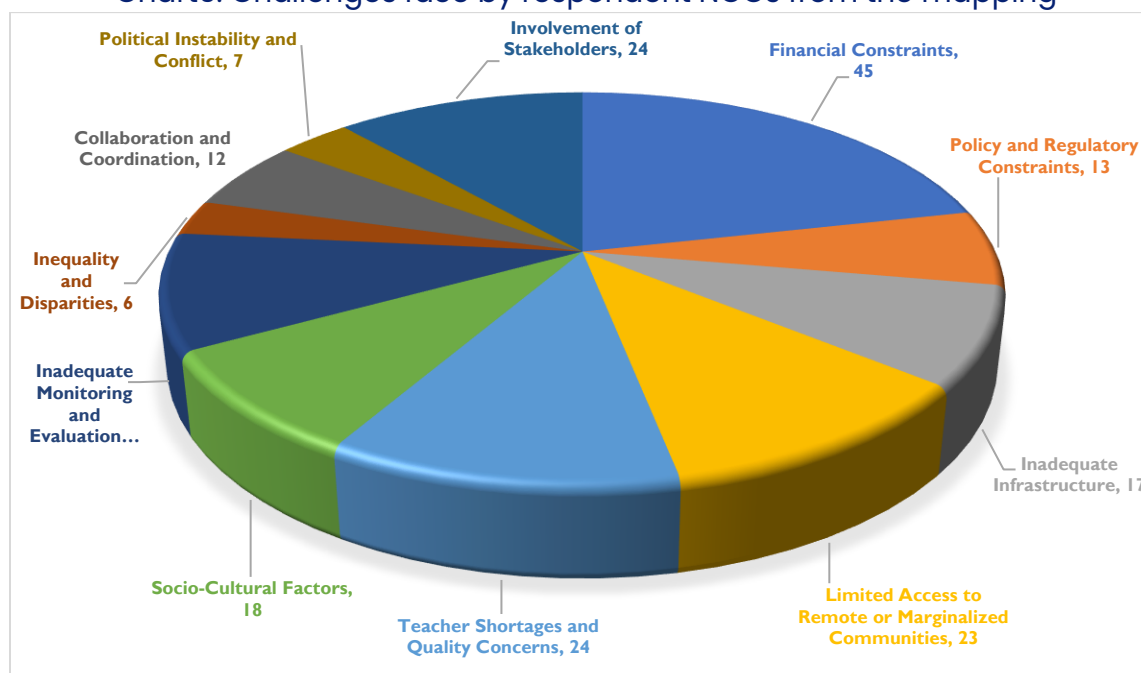
1. **Financial Constraints:** This challenge was reported by 45 NGOs. This remains the most significant hurdle for both the Cambodian government and NGOs. Limited Government Education Budget: compared to its neighbors, Cambodia spends less per student. A significant portion of this budget goes towards teacher salaries, leaving limited resources for professional development programs. The government may struggle to allocate sufficient funds for large-scale training initiatives or provide ongoing support for teacher development. Funding for NGOs: Many NGOs rely heavily on donor funding to support them. This can lead to uncertainties and inconsistencies in funding, making it difficult for NGOs to plan long-term and offer sustainable programs.

   Recommendations:
   - Increased Government Investment: Advocating for increased government allocation towards education programs budget.
   - Diversification of Funding Sources: NGOs can explore alternative funding sources beyond traditional donors, such as public-private partnerships or innovative financing mechanisms.
   - Cost-Effective Training Models: Developing and implementing more cost-effective training models that deliver high-quality professional development within budgetary constraints.
   - Focus on Sustainability: Designing programs with long-term sustainability in mind, potentially through a combination of funding sources or building the capacity of local institutions.

- **Policy and Regulatory Constraints:** It was faced by 13 NGOs. Government policies and regulations can create roadblocks for NGOs such as obtaining approval from the ministry or higher level of management, NGO Law: lengthy registration process can hinder new education-focused NGOs from establishing themselves and starting their work quickly. This can delay important educational initiatives reaching students in need, before offering programs and implementation that can impact the NGO operations and slow down program implementation. In addition, the limits of flexibility, some policies and regulations may limit the creativity and innovation NGOs can bring to their professional development programs. Also, lack of clear guidelines: Unclear or inconsistent guidelines from the government can make it difficult for NGOs to understand and comply with expectations, leading to delays or inefficiencies.

  Recommendations:
  - Streamlined Approval Processes: Collaborating with the government to streamline approval processes for NGO programs.

- Increased Dialogue and Collaboration: Regular communication and collaboration between NGOs and the ministry to ensure policies and regulations support effective professional development initiatives.
- Advocacy for flexibility: NGOs advocating for more flexible policies that allow for innovation and adaptation based on specific needs and contexts.

2. **Limited Access to Remote or Marginalized Communities:** There are 23 NGO reported that they face challenges of access to remote or marginalized communities. Reaching remote areas can be difficult due to limited infrastructure and transportation options. This increases the cost of delivering the education programs in these communities. In addition, the additional costs associated with reaching remote areas can further strain already limited NGO budgets. On the other hand, cultural norms and traditions in some marginalized communities may require a different approach for the program design and delivery.
   Recommendations:
   - Collaborating with local NGOs or community organizations that have a better understanding of the specific needs and contexts of remote communities.
   - Exploring the use of technology-based training solutions, such as online modules or video conferencing, to reach remote locations.
   - Developing programs that are culturally sensitive and address the unique challenges and opportunities faced by remote or marginalized communities.

3. **Inadequate Infrastructure:** It was reported by 17 NGOs. The lack of basic facilities and resources in schools, such as computers, projectors, and internet access, hinders the delivery of programs that require technology or other specialized resources. This can limit the methods NGOs can use and potentially reduce the effectiveness of the programs. At the same time, the existing infrastructure may be poorly maintained or outdated, further hindering the delivery of training programs. Broken equipment or unreliable internet connections can disrupt training sessions and frustrate participants.
   Recommendations:
   - NGOs can work with the government, donors, or the private sector to secure funding for upgrading school infrastructure and providing necessary materials and resources.
   - Developing programs that are less reliant on technology and can be effectively delivered with limited resources. This may involve using more traditional methods like lectures, group discussions, and hands-on activities that utilize readily available materials.

- Where possible, NGOs can offer additional work on how to effectively integrate technology into school, even with limited resources. This can help the most of available technology and prepare for a future with potentially improved infrastructure.

4. **Teacher Shortages and Quality Concerns:** this significant challenge was reported by 24 NGOs from the mapping. Teacher shortages, especially in rural areas, create a challenge for NGOs to find enough participants for the programs. This limits the overall reach and impact of these initiatives. In addition, inadequate training is the foundation to strengthen and improve knowledge and skills of teachers that may lead to insufficient training for them to effectively implement new teaching methods introduced through professional development programs and new initiatives from the ministry.
   Recommendations:
   - Collaboration with Teacher Training Institutions to improve in-service and pre-service training programs and ensure they are equipped with the necessary skills and knowledge.
   - Prioritize the training to teacher in rural areas to address the needs of teachers in rural areas or those with limited training.
   - Offering incentives, such as stipends or professional recognition (teacher identity and social status), to encourage teacher participation in professional development programs, particularly in underserved areas. A campaign to promote teacher identity should be jointly conducted by MoEYS and relevant NGOs.

5. **Socio-Cultural Factors:** It was reported by 18 NGOs. Traditional teaching methods: deeply ingrained cultural norms and expectations around teaching methods can create resistance to adopting new approaches introduced through professional development programs. Language barriers also can hinder communication and understanding between NGO, teachers, students; particularly in multilingual contexts.
   Recommendations:
   - Consider designing the programs that are sensitive to local cultures and incorporate traditional where appropriate.
   - Case Studies learning, using examples and case studies that are relevant to the context and address the specific challenges and opportunities.
   - Delivering programs in the local languages spoken whenever possible, to overcome language barriers and facilitate effective communication.

6. **Inadequate Monitoring and Evaluation Systems:** Reported by 20 NGOs. They have lacked the resources or expertise to develop and implement robust monitoring and

evaluation (M&E) systems for programs. Inadequate data collection and analysis practices make it difficult to measure the impact of programs and identify areas for improvement.

Recommendations:

- Capacity Building for M&E: Providing NGOs with training and support in developing and implementing M&E systems for development programs.
- Partnering with research institutions to conduct more rigorous evaluations of the effectiveness of NGO-led training programs.
- Developing standardized M&E frameworks specific to the context of Cambodia to streamline data collection and analysis. This framework can be used across the network.
- Developing a joint education monitoring system to capture the achievement of NGOs working in education.

7. **Inequality and Disparities.** This challenge was reported by 6 NGOs. Many Cambodian students don't have equal opportunities to learn due to gaps of resources, like computers, projectors, and libraries. It also may be because of experienced and qualified teachers. Urban and rural Divide: Schools in urban areas often have more access to professional development programs for teachers compared to rural schools. Students in disadvantaged schools/areas may have fewer opportunities to learn effectively due to lack of well-trained teachers and limited resources. The gap in educational quality between advantaged and disadvantaged schools widens, perpetuating the cycle of inequality. Unequal access to quality education limits students' future opportunities, affecting their ability to secure higher education or better jobs.

Recommendations:

- Prioritize professional development programs for teachers in disadvantaged schools and rural areas involving additional training, workshops, or online learning opportunities.
- Advocate for policies that promote a more equitable distribution of resources across the education system including increased government funding for schools in underserved areas or initiatives to ensure all schools have access to basic resources necessary for effective learning.
- Develop scholarship and incentive programs to attract and retain qualified teachers in disadvantaged schools. This could involve financial incentives, housing allowances, or opportunities for professional development and career advancement.

- Partner with local NGOs or community organizations that have a deep understanding of the specific needs of schools in their areas and explore funding opportunity to support the disadvantage schools.
- Explore the use of technology to bridge the gap between urban and rural schools. This could involve online training modules, video conferencing for remote sessions, or providing mobile devices with pre-loaded teaching resources to rural schools.

8. **Coordination and Collaboration Challenges.** There are 12 NGOs reported they challenge with coordination and collaboration. The education sector in Cambodia involves multiple stakeholders with diverse priorities and approaches. This can make it difficult for NGOs to coordinate their efforts effectively and avoid duplication. Insufficient communication and information sharing between NGOs, the government, and other stakeholders can hinder collaboration and lead to missed opportunities for joint initiatives.

   Recommendations:
   - Stakeholder Forums and Platforms: Strengthening the existing platforms for regular dialogue and collaboration among NGOs, the government, institutions, and other stakeholders in the education sector. PESWG should be a platform for NGOs working in the provinces to discuss coordination and collaboration.
   - Conducting joint schools' needs assessments and establishing collaborative programs to ensure they address the most pressing priorities in the education system.
   - Developing mechanisms for generating the knowledge and best practices and share among stakeholders working in the education sector. Building the learning culture amongst stakeholders is necessary. NEP should take the lead in creating a learning framework and mobilizing stakeholder to reflect on their work and the national conference of NEP is the policy dialogue platform that stakeholders can share their finding.

9. **Change of political context:** 7 NGOs reported that political instability and conflict can disrupt education initiatives and make it difficult for NGOs to operate effectively in certain areas.

   Recommendations:
   - Designing programs that are flexible and adaptable to changing contexts and can be delivered even in the face of disruptions.
   - Collaborating with local organizations that have a better understanding of the specific security situation and can help navigate challenges in conflict-affected areas.

10. Involvement of Stakeholders: From the mapping, 24 NGOs faced the challenges of limited stakeholder engagement. Insufficient involvement of key stakeholders, such as parents, community members, school, and authorities can limit the effectiveness and sustainability of the program's implementation.

Recommendations:
- NEP and the PESWG lead to develop comprehensive stakeholder engagement strategies to ensure all key actors are involved in the design, implementation, and evaluation.
- Exploring community-based approaches that leverage the knowledge and resources of local communities to support the implementation.
- Providing capacity building opportunities for stakeholders, such as school leaders and parents, to equip them with the skills and knowledge to support initiatives programs.

5) Existing Training by NGO

Based on the chart, there are many trainings that will be provided to their own internal NGO team and it will also provide to their partner and targets. The educational training topics will be provided as following:

Chart7: Training will be conducted by respondent NGOs

- Pedagogical
- Subject-Specific
- Technology Integration
- Inclusive education
- Assessment and Evaluation
- Classroom Management
- Professional development and leadership
- Social and emotional learning (SEL)
- Cultural and Social Based Learning
- Parent and Community Engagement
- School-based management
- Pedagogy mentoring
- Training of trainers/training to core trainers
- Special Education
- Other

1. **Pedagogical** (17 NGOs): This kind of training covers a variety of teaching methods and strategies that can be integrated into the curriculum.
2. **Subject-Specific** (20 NGOs): It refers to training specific to a particular subject area, like Khmer, mathematics, social, cultural, science, and others.
3. **Technology Integration** (17 NGOs): This training will focus on using technology effectively for teaching and learning, ICT, and other technology platforms.
4. **Inclusive Education** (20 NGOs): It will cover methods for creating inclusive learning environments for students with disabilities and special needs.
5. **Assessment and Evaluation** (19 NGOs): For Assessment and evaluation training, it will cover the methods for evaluating student learning and progress, project evaluation/assessment, and other purposes.
6. **Classroom Management** (17 NGOs): This kind of training deals with strategies for maintaining a positive and productive learning environment in class to make effective class management for students to produce good results and increase learning outcomes.
7. **Professional development and leadership** (29 NGOs): Focusing on developing leadership skills for educators and providing support for teachers.
8. **Social and emotional learning (SEL)** (10 NGOs): Aim to build skills for educators to manage their own emotions and create a positive learning environment for students and other target beneficiaries.
9. **Cultural and Social Based Learning** (8 NGOs): This kind of training will be provided to explore how to integrate cultural and social contexts into the curriculum, and learning and teaching.
10. **Parent and Community Engagement** (24 NGOs): This will teach strategies to involve parents and the community in the educational process, resources mobilization, community engagement and participation.
11. **School-based management** (11 NGOs): This covers the skills and knowledge needed for effective school administration management, operation, community engagement, resources mobilization, and other.
12. **Pedagogy mentoring** (10 NGOs): This provides support for teachers through mentorship programs.
13. **Training of trainers/training to core trainers** (29 NGOs): It will focus on training educators to become trainers themselves.
14. **Special Education** (7 NGOs): This kind of training will focus on addressing the specific needs of students with disabilities and special needs.

15. **Other** (6 NGOs): A variety of other training topics that are not listed in the table, such as: Child rights and child participation, Child protection guideline, Photos, video shooting and producing, Adult learning education, Project implementation management, Support staff to learning by doing and reflection, and Inviting outside NGO, international specialist in education to provide training to the teachers.

6) Partnership and Collaboration

44 out of 52 organizations have partnership and collaboration with other organizations. And 40 out of 52 organization are PESWG member. In the blow chart show about the respondent NGO in this mapping are the member of PESWG (in each province, the number of PESWG may higher as this number is count only for NGOs that complete the CSO mapping only).

For other 8 NGOs that cannot join or able connect with PESWG reported some challenges in attending the ESWG meeting such as: 1. Difficulties of reachability or distance, 2. Limitations in time or human resources for participation, 3. The working group not being active yet, 4. Lack of relevance due to the nature of their projects, 5. Specific focus on marginalized children's education or higher education, potentially indicating a mismatch with the PESWG's scope, and 6. They reported that no any meeting hold in the province. Through the factors highlighted, it is needed for improve communication, addressing logistical barriers, and ensuring the ESWG's focus aligns with the interests of a wider range of NGOs.

There are several recommendations to improve PESWG participation and activity:
  1) **Communication and Outreach:**
      1. Identify the specific focus areas of the PESWG and outreach to NGOs working in those areas which involve targeted email campaigns, phone calls, or presentations at relevant NGO events.
      2. **Clearer communication:** Ensure meeting agendas, goals, and expected outcomes are clearly communicated to potential attendees. This will help NGOs assess if the PESWG aligns with their work by utilize a variety of communication channels.
  2) **Addressing Logistical Barriers:**
      1. Offer virtual meeting options alongside in-person meetings to accommodate NGOs with travel limitations or time constraints.
      2. Consider rotating meeting locations to be more accessible for geographically diverse NGOs.

3) **Enhancing PESWG Activity:**
   1. Share success stories and achievements of the PESWG to showcase its value and encourage participation.
   2. Invite guest speakers with expertise relevant to the PESWG's focus to generate interest and spark discussions.
   3. Establish clear metrics to track the ESWG's progress and demonstrate its value to stakeholders.
4) **Addressing Relevance Concerns:**
   1. Regularly review the PESWG's focus areas to ensure they remain relevant to the current needs of NGOs.
   2. Conduct a needs assessment among NGOs to understand their priorities and tailor the PESWG's work accordingly.
   3. Should prepare a feedback mechanism to gather input from NGOs on how to improve the PESWG's effectiveness.

Chart7: #NGOs as member of PESWG by province (from Mapping). Detail in Annex.

#of NGO
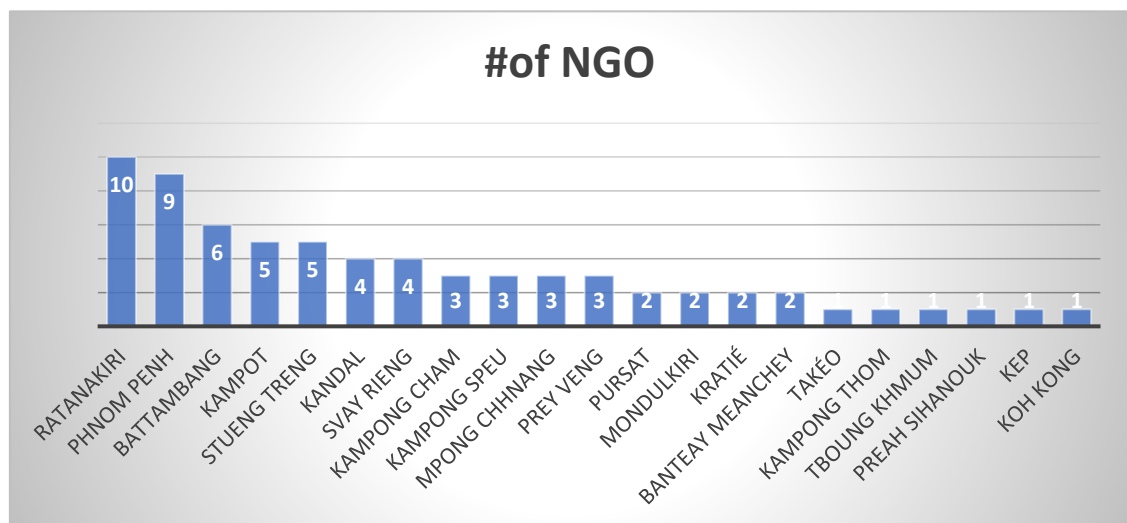
7) **Gender and Inclusion**

Based on the survey by NGOs participants on gender and inclusion in education has provide a generally positive picture, with a strong majority of organizations demonstrating commitment to gender and inclusion. The key findings as following:

- **Strong Policies and Commitments:** Over 80% of organizations have policies or initiatives for inclusive education (65.38%) and gender equality (82.69%). Additionally, nearly all organizations (92.31%) are committed to promoting equal opportunity and non-discrimination in staff selection and promotion. This demonstrates a clear commitment to these principles at the organizational level.
- **Supportive Environment:** A significant portion of organizations (69.23%) have specific programs for gender equality and inclusion, and most organizations claim

their staff is aware of these issues (92.31%). This indicates a supportive environment where these issues are being addressed.

- **Focus on Students with Disabilities:** A positive finding is that over three-quarters of the organizations (76.92%) provide accommodations or support for students with disabilities. This ensures that these students have an equal opportunity to succeed in education.
- **Collaboration for Gender Equality:** Collaboration is key to achieving gender equality. Here, a positive sign is the high rate of collaboration with other organizations (69.23%) to promote these goals.

Areas for Improvement

While the results are promising, there are areas where improvement is needed to ensure a truly inclusive and equitable educational environment.

- **Implementation of Programs:** While a good number of organizations have policies and initiatives in place, translating these into consistent practices requires more focus. For instance, only two-thirds (69.23%) have specific programs for gender equality and inclusion, and a significant minority (44.23%) haven't provided training on these topics yet.
- **Data Utilization:** Data is crucial for informed decision-making. Here, only around half of the organizations collect data disaggregated by gender (55.77%) and use it to inform decision-making on gender equality in education programs (48.08%). Strengthening data collection and utilization practices is essential.
- **Integration of Gender and Inclusion:** Efforts are needed to integrate gender and inclusion considerations throughout the program lifecycle. Only 40.38% of organizations have specific strategies for integrating these considerations into program development, implementation, and monitoring.
- **Partner Alignment:** Collaboration is important, but ensuring partners share the commitment is crucial. Here, while many organizations collaborate with others, less than half (46.15%) ensure their partners share a commitment to gender equality and inclusive education.

Recommendation for Areas for Improvement

Based on the identified areas for improvement, here are some recommendations for organizations to strengthen their commitment to gender equality and inclusive education.

i. **Transform Policy to Practice:**
   a. Develop action plans: translate broad policies into specific action plans with clear goals, timelines, and responsible parties
   b. Capacity building: Provide regular training for staff on gender equality and inclusive education best practices. This equips them to implement these principles effectively

      c. Resource allocation: Allocate sufficient resources, including human and financial, to support the implementation of gender equality and inclusion initiatives.

  ii. **Data-Driven Decision Making:**
      a. Strengthen data collection: Expand data collection to include disaggregation by various indicators like gender, disability, and socioeconomic background
      b. Data analysis and utilization: Invest in data analysis capabilities to identify trends and make data-driven decisions for program improvement
      c. Reporting and transparency: Develop mechanisms for regular reporting on progress towards gender equality and inclusive education goals.

  iii. **Systematic Integration:**
      a. Integrate gender and inclusion considerations: Develop clear guidelines and frameworks to integrate these principles throughout the program lifecycle, from design and planning to implementation and monitoring
      b. Diversity and inclusion audits: Conduct regular audits of programs to assess their effectiveness in promoting gender equality and inclusion
      c. Innovation and best practice sharing: Encourage innovation in developing and implementing inclusive education strategies. Share best practices among organizations through workshops or online platforms.

  iv. **Partner Alignment:**
      a. Partner selection: Establish criteria that prioritize collaboration with partners who demonstrate a strong commitment to gender equality and inclusive education
      b. Partner capacity building: Collaborate with partners to build their capacity on these issues, fostering a shared understanding and approach
      c. Develop memoranda of understanding (MOUs): Formalize partnerships with MOUs that clearly outline shared goals and expectations regarding gender equality and inclusive education
      d. Community engagement: Actively engage with communities, including marginalized groups, to understand their needs and perspectives on gender equality and inclusive education.

8) Participant NGOs Advocacy Strategy

Based on the survey, the chart below shows the distribution of NGOs across various education advocacy strategies including:

a) **Awareness Campaigns (32 NGOs):** this is the most popular strategy, indicating a strong focus on raising public awareness about education issues.

b) **Community Mobilization (31 NGOs):** this significant number suggests a preference for grassroots mobilization efforts to rally community support for education advocacy.

c) **Strategic Partnerships (31 NGOs):** collaboration is a key theme, with many NGOs recognizing the value of partnering with other organizations to amplify advocacy efforts.

d) **Training and Capacity Building (23 NGOs):** investing in equipping educators and advocates with the skills and knowledge they need is a critical step for long-term impact.

e) **Policy Analysis and Strategic Planning (12 NGOs):** this highlights the importance of research and strategic planning in grounding advocacy efforts in evidence and a clear roadmap

f) **Coalition Building (18 NGOs):** similar to strategic partnerships, this emphasizes collaboration in building alliances for a stronger collective voice.

g) **Grassroots Legal Advocacy (7 NGOs):** This suggests a potential gap in legal advocacy efforts, which can be crucial for addressing systemic issues in education.

h) **Lobbying (23 NGOs):** This advocacy strategy is used by fewer NGOs, possibly indicating a preference for grassroots or collaborative approaches.

i) **Research and Publications (22 NGOs):** Research plays a role, but a larger focus on awareness raising and community mobilization is evident.

j) **Multimedia Engagement (16 NGOs):** This suggests that while some organizations are utilizing multimedia tools, it's not yet a widespread strategy.
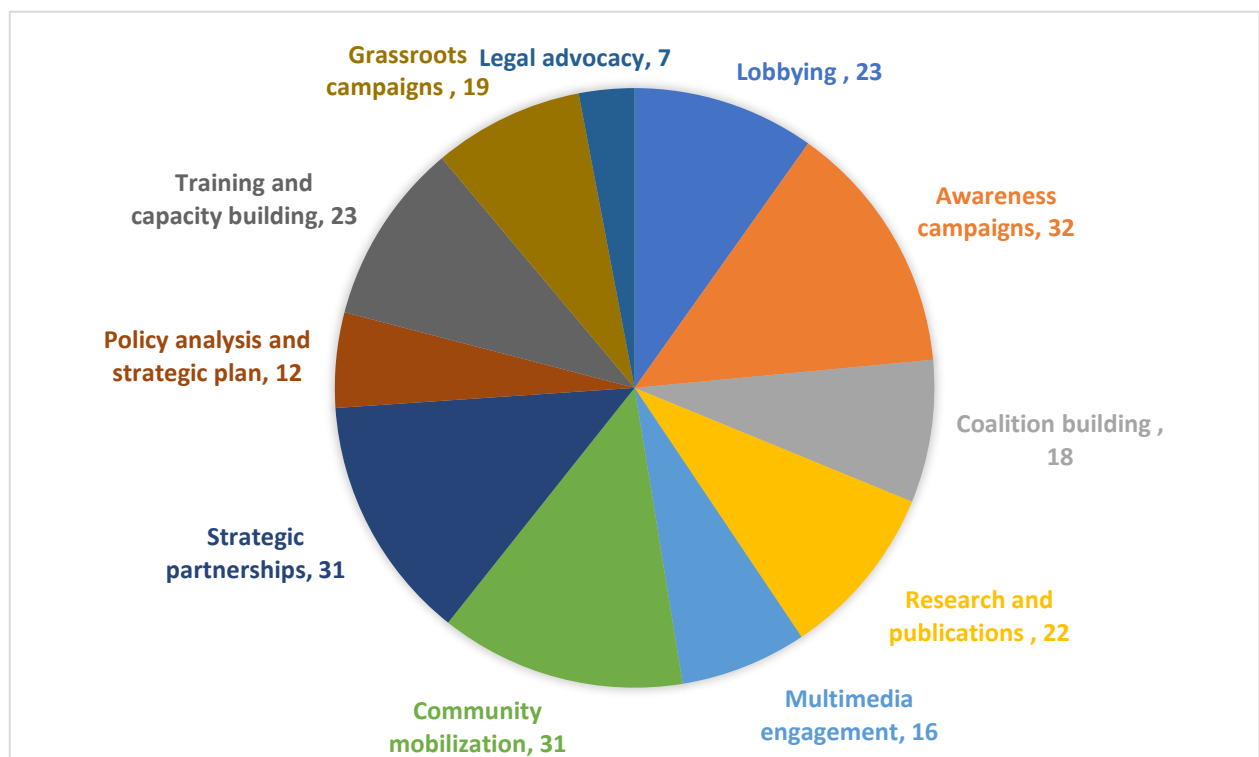
III.   CONCLUSION

This CSO mapping report doesn't cover all the picture of Cambodia Education Sector. However, it provides data and information of the Cambodian education sector from education CSO, emphasizing the critical role of Education CCSOs in tackling existing challenges and propelling the country towards educational equity. Based on the data and information that we gathering, we can see key points such as:

- **Unequal Opportunities:** A significant disparity exists in educational quality between urban and rural areas due to unequal access to qualified teachers, technology, and learning resources. This perpetuates a cycle of disadvantage for students in underserved communities.
- **Collaboration is Paramount:** Effective solutions require collaboration among all stakeholders – NGOs, government agencies, schools, communities, and parents. The high participation of NGOs in Provincial Education Working Groups (PESWGs) highlights a positive step towards coordinated efforts.
- **Investing in People:** While infrastructure development is important, investing in human capital through training programs for teachers in disadvantaged areas is crucial. These programs should focus on pedagogy, subject-specific knowledge, and technology integration to enhance teaching effectiveness.
- **Fostering Inclusion:** Inclusive education practices that cater to diverse learning needs are essential. Training programs equip teachers with the skills and knowledge to create learning environments that support students with disabilities or special needs.
- **Building Strong Foundations:** Parental and community engagement is vital. NGOs play a key role in developing strategies for engaging these stakeholders and ensuring their voices are heard.
- **Adaptability in Uncertain Times:** Political instability presents challenges for NGOs operating in certain areas. Developing flexible and adaptable programs that can continue delivering even amidst changing circumstances is crucial. Collaboration with local organizations can provide valuable insights for navigating such situations effectively.

So, this CSO mapping can helps identify gaps and areas where CSOs can contribute most effectively, ensuring their efforts align with national education priorities; it also facilitates collaboration among CSOs, avoiding duplication of efforts and maximizing

the impact of their resources; and providing data on CSO activities, interventions, and geographic reach, this report informs decision-making by government agencies, donors, and the CSOs themselves.

A Call to Action:

The dedication and collaborative spirit of existing Education CSOs offer a promising outlook for Cambodian education. However, achieving educational equity requires a collective effort. This report serves as a call to action for other CSOs to join the movement:

- **Contribute to Data Collection:** Participating in future education mapping initiatives will provide a more comprehensive picture of the sector and inform future interventions.
- **Identify Collaboration Opportunities:** Utilize the data to identify areas for collaboration with existing NGOs, maximizing the collective impact.
- **Advocate for Change:** Partner with other CSOs to advocate for policies implementation that promote equitable resource distribution and improve access to quality education for all Cambodian children.

By working together, sharing knowledge, and advocating for change, Education CSOs can play a transformative role in ensuring a brighter future for Cambodian education.

IV. ANNEX

Annex1: For Name and Number of NGOs in each province.

No	Province	NGOs from Mapping
1	Banteay Meanchey	PE&D, KK, KrY, WVI, RtR, SIPAR, GNC
2	Battambang	OCCO, KYA, KT, VSO, WVI, CTOD, SIPAR, GNC, OEC, KNGR, CORDE
3	Kampong Cham	SCI, CRF, PE&D, DVVI, KT, KrY, HI, SIPAR, AusCam
4	Kampong Chhnang	SCI, CRC-Cambodia, DVVI, WE, CCAFO, VSO, WVI, RTI-IPEA, SIPAR, KCD
5	Kampong Speu	CRF, PE&D, CRC-Cambodia, KT, CCAFO, BK, WVI, RSO, SIPAR
6	Kampong Thom	NTFP, RTI, DVVI, WE, VVOB, VSO, WVI, SIPAR, CORDE
7	Kampot	CRF, PE&D, CRC-Cambodia, DVVI, KT, COCD, CCAFO, VVOB, SIPAR, EA, BLCP
8	Kandal	CRF, CRC-Cambodia, DVVI, KT, WVI, AARJ, RSO, Mith Samlanh, SIPAR, KCD
9	Kep	VVOB, SIPAR
11	Kratié	CARE, KYA, WVI, SIPAR, MCC, UWS, GNC
12	Mondulkiri	CARE, SIPAR, UWS, GNC
13	Oddar Meanchey	FH-Cambodia, SIPAE, UWS
14	Pailin	SIPAR, KT
15	Phnom Penh Capital	CCF, PE&D, KYA, KT, SCO, VSO, BK, RSO, EYC, CRF, MS, ISF, SIPAR, LOC, PLAN, AusCam, GNC
16	Preah Vihear	NTFP, RTI, DVVI, KT, CARE, KrY, WVI, SIPAR, UWS
17	Pursat	CRC-Cambodia, DVVI, COCD, VSO, BK, SIPAR, LOC
18	Prey Veng	CRC-Cambodia, KT, WE, SCO, RTI-IPEA, SIPAR, MCC
19	Ratanakiri	CRF, NTFP, CRC-Cambodia, KYA, DVVI, SVC, CARE, KrY, BK, SIPAR, PLAN, UWS, ICC
20	Siem Reap	TDSO, CRF, CRC-Cambodia, RTI, KYA, KT, WE, FH-Cambodia, KrY, BK, WVI, RSO, TLC, SIPAR, LOC, PLAN
21	Preah Sihanouk	BK, SIPAR, OEC
22	Stueng Treng	CRF, NTFP, KYA, DVVI, SP, KrY, SIPAR, PLAN, UWS
23	Svay Rieng	KT, WE, RTI-IPEA, SIPAR, RAO
24	Takéo	AREDOC, DVVI, KT, CCAFO, WVI, SIPAR
25	Tboung Khmum	KT, KrY, HI, SIPAR
26	Koh Kong	SCI, SIPAR, UWS

Annex 2: Implementation Specific budget for research/study and trainings

Name of Organization	How much budget does your organization have for the following programs? (in USD)						If budget for research or study, what topic/section do you want to research/study?
	Budget for research or study	Budget for Advocacy Training	Budget for teacher training	Budget for Gender Training	Budget for inclusive/special education training	Other	
Action for Rural Economic Development of Cambodia	2500		4000				Pres-schools and Gender education at target primary schools.
Association for Aid and Relief, Japan							
AusCam Freedom Project	20,000	100000					Online Child Sexual Exploitation
Bandos Komar Association	2000	20000	100000	20000	10000	Construction and improvement of school infrastructure equipped with water and sanitation equipment $ 330,000	Student quality of study
Buddhist Library Cambodia Project							
Cambodian Children's Advocacy Foundation Organization			5000				School Meals
Cambodian Children's Fund			42400				
Cambodian Organization for Children and Development		20000	10000			50000 USD to conduct awareness raising on positive discipline	
Cambodian Organization for Research Development and Education			17000				
CARE Cambodia	5000		30000				Multilingual Education program.
Child Rights Foundation							Action Research
Community Training Organization for Development							
CRC-Cambodia	1000	2000		1000			Girl education and climate change
DVVI							
Empowering Youth in Cambodia			200				

Organization							Research interest
Epic Arts		5000			30000		Deeper research about Children and Youth with disability access to school
Food for the Hungry Cambodia			40000				- Teacher capacity building and student learning outcomes - ICT for education - Community participation towards child learning
Good Neighbors Cambodia	90000				20000		For research, we have budget for assessment and evaluation only
Humanity & Inclusion	28000			3,000	21,400		Research on the end project to assess the impact of project implementation.
Integral Cooperation Cambodia organization	10000	2500	15000	5000	3000	The budget will be flexible according to the actual needs for teacher capacity building and advocacy activities.	Study indigenous languages and their traditional cultures.
ISF Cambodia (Indochina Starfish Foundation)			12000				N/A
Khmer Community Development	Prefer not to response	Prefer not to response	Prefer not to response	Prefer not to response	Prefer not to response	Prefer not to response	Challenge of ethnic Vietnamese in education and improve education
Khmer New Generation Organization			500				Drop-out rate
Khmer Youth Association	15000	20000		24000			LGBTQI in education and post training
Krousar Thmey Organization					30000		The quality of education of children with disabilities in Cambodia
Krousar Yoeung Association	10000		30000				Project evaluation
Lotus Outreach Cambodia							*Evaluate student learning outcomes, skills development, and employability prospects upon graduation from higher education institutions. *Examine the alignment between academic programs and labor market needs, as well as the effectiveness of career guidance and placement services in facilitating graduates' transition to the workforce.

Organization	C1	C2	C3	C4	C5	C6	Notes
Mennonite Central Committee							N/A
Mith Samlanh							Technology of student learning. how many schools are able and needs to implement the New Generation School
Non-Timber Forest Products, NTFP			60000				1. Study about dropout rates and challenges 2. Study on the quality of education, national standards and non-formal education 3. Research on illiteracy and challenges of indigenous peoples in Ratanakiri
Operation Enfants du Cambridge			2500				
Plan International Cambodia	50000	20000	20000-30000	50000-100000	Not specific.		1. Gender transformative education in primary and secondary school 2. Resources allocation to implement model school and its quality
Planete Enfants & Développement							
Rabbit School Organization		10000	10000		5000		
Research Triangle Institute							
Research Triangle Institute (RTI) (IPEA Project)	100000						-Early Grade Reading -Assessment -Integrate Early Grade Teaching -Approach in Pre-Service -Model School -Mentoring
Room to Read Cambodia			56231	56703			
Rural Aid Organization		2000		1500	1000		
Save the Children Cambodia							
Save Vulnerable Cambodians							Quality of Education
SIPAR	10000						Need assessment and project development.

Organization							
Sovann Phoum			Yes	Yes	Yes		Assessment on school model in Stung Treng
Sunshine Cambodia Organization		1500	2500	1500	800-1000	1000	
Teacher Development Support Organization			313903.1			71407.98	
The Orphanage for Cambodian Children Organization							
This Life Cambodia							Education Policy Implementation and Public-school teaching and learning quality (include extra class)
UWS Cambodia	40000	20000	30000	Combined budget with teacher training			The budget allocated for MEAL activities are relevant to our activity implementation on school development, children at risk of dropout and community engagement.
Voluntary Service Overseas (VSO)			50000				
VVOB	150000	3000	Don't know	Don't know			Early grade math teaching and mentoring
Word Education	27887.14		448598.52				Project baseline and endline to evaluate the change in students' reading competencies
World Vision International-Cambodia		5000	Not sure				Function transfer to district: any challenges and impact

Annex 3: Mapping NGO as PESWG member in province

Province	Name of Organization
Battambang	The Orphanage for Cambodian Children Organization
	World Vision International-Cambodia
	Community Training Organization for Development
	Good Neighbors Cambodia
	Khmer New Generation Organization
	Cambodian Organization for Research Development and Education
Kampong Cham	Save the Children Cambodia
	Child Rights Foundation
	Humanity & Inclusion
Kampong Chhnang	Word Education
	Research Triangle Institute (IPEA Project)
	SIPAR
Kampong Speu	Child Rights Foundation
	Bandos Komar Association
	Rabbit School Organization
Kampong Thom	Word Education
Kampot	Child Rights Foundation
	Cambodian Organization for Children and Development
	Cambodian Children's Advocacy Foundation Organization
	Epic Arts
	Buddhist Library Cambodia Project
Kandal	Child Rights Foundation
	World Vision International-Cambodia
	Association for Aid and Relief, Japan
	Rabbit School Organization
Kep	Epic Arts
Koh Kong	UWS Cambodia
Kratié	Krousar Yoeung Association
	Good Neighbors Cambodia
Mondulkiri	CARE Cambodia
	Good Neighbors Cambodia
Phnom Penh	The Orphanage for Cambodian Children Organization
	Sunshine Cambodia Organization
	VVOB
	Bandos Komar Association
	Empowering Youth in Cambodia
	Child Rights Foundation Organization
	Mith Samlanh
	Cambodian Children's Fund

	Good Neighbors Cambodia
Preah Vihear	DVVI
Pursat	Cambodian Organization for Children and Development
	Bandos Komar Association
Prey Veng	Word Education
	Sunshine Cambodia Organization
	Mennonite Central Committee (MCC)
Ratanakiri	Child Rights Foundation (CRF)
	Non-Timber Forest Products, NTFP
	CRC-Cambodia
	Save Vulnerable Cambodians
	CARE Cambodia
	Bandos Komar Association
	SIPAR
	Plan International Cambodia
	UWS Cambodia
	Integral Cooperation Cambodia organization (ICC)
Siem Reap	Teacher Development Support Organization
	Child Rights Foundation (CRF)
	CRC-Cambodia
	Word Education
	Food for the Hungry Cambodia (FH Cambodia)
	Krousar Yoeung Association
	Bandos Komar Association
	World Vision International-Cambodia
	This Life Cambodia
	SIPAR
	Plan International Cambodia
Preash Sihanouk	Bandos Komar Association
Stueng Treng	Child Rights Foundation (CRF)
	Non-Timber Forest Products, NTFP
	CRC-Cambodia
	Sovann Phoum
	Plan International Cambodia
Svay Rieng	CRC-Cambodia
	Word Education
	Research Triangle Institute (RTI) (IPEA Project)
	Rural Aid Organization
Takeo	CRC-Cambodia
Tboung Khmum	Krousar Yoeung Association

Annex 4: Training and capacity-building opportunities

Name of Organization	Do you plan to provide training and capacity-building opportunities for your staff members related to the education sector?														
	Pedagogical	Subject - Specific	Technology integration	Inclusive education	Assessment and evaluation	Classroom management	Professional development and leadership	Social and emotional learning (SEL)	Cultural competency and diversity	Parent and community engagement	SBM	Pedagogy mentoring	ToT/ Training to core trainers	Special Education	Other
Action for Rural Economic Development of Cambodia		YES	YES	YES				YES		YES			YES		
Association for Aid and Relief, Japan				YES			YES								Inclusive Career for people with disabilities
AusCam Freedom Project							YES						YES		
Bandos Komar Association		YES		YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	
Buddhist Library Cambodia Project										YES					
Cambodian Children's Advocacy Foundation Organization	YES	YES									YES				
Cambodian Children's Fund	YES	YES	YES		YES	YES	YES			YES	YES	YES			
Cambodian Organization for Children and Development						YES	YES			YES			YES		
Cambodian Organization for Research Development and Education						YES	YES			YES			YES		
CARE Cambodia		YES	YES	YES	YES		YES		YES				YES	YES	
Child Rights Foundation		YES			YES								YES		1. Child Rights and Child participation. 2. Child Protection Guideline 3. Photos, video shooting and producing.
Community Training Organization for Development		YES		YES	YES		YES	YES		YES	YES		YES		
CRC-Cambodia			YES				YES						YES		

Organization	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	Notes
DVVI									YES						Adult Learning Education
Empowering Youth in Cambodia	YES		YES			YES	YES								
Epic Arts		YES	YES	YES	YES	YES	YES		YES	YES				YES	
Food for the Hungry Cambodia		YES								YES	YES	YES	YES		
Good Neighbors Cambodia				YES						YES					
Humanity&Inclusion				YES						YES			YES		Project Implement Management
Integral Cooperation Cambodia organization (ICC)		YES		YES	YES		YES		YES	YES			YES		Support Staff to learning by doing and job reflection
ISF Cambodia		YES	YES			YES				YES					Inviting outside NGO, international specialist in Education to provide training to the teachers
Khmer Community Development	YES			YES										YES	
Khmer New Generation Organization	YES	YES	YES	YES	YES	YES	YES			YES			YES	YES	
Khmer Youth Association							YES						YES		
Krousar Thmey Organization				YES			YES	YES							
Krousar Yoeung Association	YES	YES				YES						YES			
Lotus Outreach Cambodia							YES								
Mennonite Central Committee				YES		YES				YES			YES		
Mith Samlanh	YES	YES	YES		YES	YES	YES	YES	YES	YES		YES	YES		
Non-Timber Forest Products						YES	YES	YES		YES			YES		

Organization	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Operation Enfants du Cambridge													YES	
Plan International Cambodia							YES							
Planete Enfants & Développement	YES				YES		YES	YES		YES			YES	
Rabbit School Organization	YES	YES	YES	YES									YES	YES
Research Triangle Institute										YES			YES	
Research Triangle Institute (IPEA Project)	YES			YES	YES	YES	YES			YES	YES	YES	YES	YES
Room to Read Cambodia	YES					YES						YES	YES	
Rural Aid Organization				YES			YES							
Save the Children Cambodia	YES		YES	YES				YES					YES	
Save Vulnerable Cambodians		YES	YES	YES	YES		YES	YES	YES	YES	YES			
SIPAR	YES	YES	YES		YES		YES							
Sovann Phoum						YES					YES			
Sunshine Cambodia Organization			YES	YES	YES		YES	YES		YES			YES	
Teacher Development Support Organization	YES		YES		YES		YES				YES	YES	YES	
The Orphanage for Cambodian Children Organization										YES				
This Life Cambodia		YES											YES	
UWS Cambodia	YES			YES	YES								YES	
Voluntary Service Overseas (VSO)					YES		YES						YES	
VVOB	YES	YES	YES			YES	YES					YES		
Word Education	YES	YES	YES	YES	YES	YES	YES		YES	YES	YES	YES	YES	
World Vision International-Cambodia					YES									

Annex 5: Name of Organization participated in the Survey

NO	Name in English	Name in Khmer	Type of organization
1	Action for Rural Economic Development of Cambodia	អង្គការសកម្មភាពដើម្បីអភិវឌ្ឍសេដ្ឋកិច្ចជនបទកម្ពុជា (អារីដុក)	Local Organization
2	Association for Aid and Relief, Japan	សមាគមសម្រាប់ជំនួយ និងសង្គ្រោះនៃប្រទេសជប៉ុន	International Organization
3	AusCam Freedom Project	អង្គការសេរីភាពកម្ពុជាអូស្ត្រាលី	International Organization
4	Bandos Komar Association	សមាគមន៍បណ្ដោះកុមារ	Association
5	Buddhist Library Cambodia Project (BLCP)	អង្គការគម្រោងពុទ្ធិកបណ្ណាល័យកម្ពុជា	Local Organization
6	Cambodian Children's Advocacy Foundation Organization	អង្គការមូលនិធិទ្រទ្រង់កុមារកម្ពុជា	Local Organization
7	Cambodian Children's Fund	អង្គការមូលនិធិកុមារកម្ពុជា	Local Organization
8	Cambodian Organization for Children and Development	អង្គការកម្ពុជាដើម្បីកុមារ និងការអភិវឌ្ឍន៍	Local Organization
9	Cambodian Organization for Research Development and Education	អង្គការកម្ពុជា ដើម្បីស្រាវជ្រាវ អភិវឌ្ឍន៍ និងអប់រំ	Local Organization
10	CARE Cambodia	អង្គការរៀរ	International Organization
11	Child Rights Foundation (CRF)	អង្គការ មូលនិធិសិទ្ធិកុមារ (ម.ស.ក.)	Local Organization
12	Child Rights Foundation Organization	អង្គការមូលនិធិសិទ្ធិកុមារ	Local Organization
13	Community Training Organization for Development (CTOD)	អង្គការបណ្ដុះបណ្ដាលសហគមន៍ដើម្បីអភិវឌ្ឍន៍	Local Organization
14	CRC-Cambodia	អង្គការសម្ព័ន្ធសិទ្ធិកុមារកម្ពុជា	Coalition/Membership
15	DVVI	អង្គការឌីវីវីអន្តរជាតិ	International Organization
16	Empowering Youth in Cambodia	អង្គការពង្រឹងយុវជនកម្ពុជា	Local Organization
17	Epic Arts	អង្គការអេពីកអាត	International Organization
18	Food for the Hungry Cambodia (FH Cambodia)	អង្គការអាហារសម្រាប់ជនស្រេកឃ្លានកម្ពុជា	International Organization
19	Good Neighbors Cambodia	អង្គការហ្គុដណេប៊ីសកម្ពុជា	International Organization
20	Humanity & Inclusion	អង្គការជនពិការអន្តរជាតិ	International Organization
21	Integral Cooperation Cambodia organization (ICC)	អង្គការសហការគ្រប់ជ្រុងជ្រោយដើម្បីកម្ពុជា (ស.គ.ក)	Local Organization
22	ISF Cambodia (Indochina Starfish Foundation)	អង្គការផ្កាយសមុទ្រកម្ពុជា	International Organization
23	Khmer Community Development	អង្គការខេមរអភិវឌ្ឍន៍សហគមន៍	Local Organization
24	Khmer New Generation Organization	អង្គការខ្មែរជំនាន់ថ្មី	Local Organization
25	Khmer Youth Association	សមាគមយុវនជនខ្មែរ	Association

26	Krousar Thmey Organization	អង្គការគ្រួសារថ្មី	Local Organization
27	Krousar Yoeung Association	សមាគមគ្រួសារយើង	Association
28	Lotus Outreach Cambodia	អង្គការឡូតឺសអៅរីចខេមបូឌា	Local Organization
29	Mennonite Central Committee (MCC)	N/A	International Organization
30	Mith Samlanh	អង្គការមិត្តសំឡាញ់	Local Organization
31	Non-Timber Forest Products (NTFP)	អង្គការអនុផលព្រៃឈើ	Local Organization
32	Operation Enfants du Cambridge (OEC)	អង្គការប្រតិបត្តិការកុមារកម្ពុជា	Local Organization
33	Plan International Cambodia	អង្គការផ្លែនអន្តរជាតិអន្តរជាតិកម្ពុជា	International Organization
34	Planete Enfants & Développement	អង្គការPE&D	International Organization
35	Rabbit School Organization	អង្គការសាលារៀនទន្សាយ	Local Organization
36	Research Triangle Institute	វិទ្យាស្ថានស្រាវជ្រាវត្រីកោណ	International Organization
37	Research Triangle Institute (RTI) (IPEA Project)	វិទ្យាស្ថានស្រាវជ្រាវត្រីកោណ (IPEA Project)	International Organization
38	Room to Read Cambodia	អង្គការរុមធូរីដកម្ពុជា	International Organization
39	Rural Aid Organization	អង្គការជំនួយជនបទ	Local Organization
40	Save the Children Cambodia	អង្គការសង្គ្រោះកុមារកម្ពុជា	International Organization
41	Save Vulnerable Cambodians	អង្គការសង្គ្រោះជនងាយរងគ្រោះកម្ពុជា	Local Organization
42	SIPAR	អង្គការស៊ីប៉ា	International Organization
43	Sovann Phoum	អង្គការសុវណ្ណភូមិ	Local Organization
44	Sunshine Cambodia Organization	អង្គការពន្លឺកម្ពុជា	Local Organization
45	Teacher Development Support Organization	អង្គការគាំទ្រការអភិវឌ្ឍន៍សមត្ថភាពគ្រូបង្រៀន	International Organization
46	The Orphanage for Cambodian Children Organization (OCCO)	អង្គការមណ្ឌលកុមារកំព្រាសំរាប់ក្មេងកម្ពុជា	Local Organization
47	This Life Cambodia	អង្គការជីវិតនៅកម្ពុជា	International Organization
48	UWS Cambodia	អង្គការ UWS កម្ពុជា	International Organization
49	Voluntary Service Overseas (VSO)	អង្គការអ្នកស្ម័គ្រចិត្តបំរើការងារនៅរវាបរទេស	International Organization
50	VVOB	អង្គការវីវ៉ូប៊ី	International Organization
51	Word Education	អង្គការអប់រំពិភពលោក	International Organization
52	World Vision International-Cambodia	អង្គការទស្សនៈពិភពលោក	International Organization