

# Social Monitoring Report

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Project Number: 43260-013

August 2018

## Cambodia: Third Education Sector Development Program

Prepared by Ministry of Education, Youth and Sport for the Royal Government of Cambodia and the Asian Development Bank.

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## **Progress Report of Indigenous Peoples Plan Implementation**

### **1. PROJECT DESCRIPTION**

1 The Third Education Sector Development Project (ESDP III) was established by a Loan Agreement between the Royal Government of Cambodia (RGC), through its executing agency, the Ministry of Education Youth and Sport (MoEYS), and the Asian Development Bank (ADB). The Loan Agreement was signed on 17 January 2013 for US\$18.1 million. The Project commenced and became effective on December 2013 and was completed on 30 June 2018. The project was guided by several specific documents including the Grant Covenants, the Design and Monitoring Framework, Gender Action Plan and Indigenous Peoples plan. This report provides a description of the project, its purpose, design, implementation, output achievements and its financial status.

2. The Third Education Sector Development Program (ESDP III, the Program) supports the Royal Government of Cambodia (RGC) to address equity, quality and efficiency issues facing the basic education system, particularly the lower secondary education subsector (Grades 7-9), through

- (i). expanded access to lower secondary education;
- (ii). improved quality of lower education; and
- (iii). improved sub-sector management.

3. The Program supports the Education Strategic Plan 2009-2013, which sets the framework for meeting the goals set in the 'Education for All National Plan 2003-2015'. Parallel with the projects interventions to strengthen lower secondary education, the Program will support policy reforms towards:

- (i) ensuring student progression from primary to lower secondary education;
- (ii) directing resources to schools to meet local needs;
- (iii) strengthening of school-based management and community involvement for improved school performance and standards monitoring; and
- (iv) streamlining administration of basic education.

The Indigenous Peoples Action Plan was prepared to improve the IP balance within the education sector in line with improvements to the lower secondary education sector. The improvement in the enrolment of indigenous people has been steadily improving since 2010 and although the completion rate for females has also been increasing the total number of females completing basic education is not high. Male enrolment and completion, on the other hand, has been stagnate since 2010/11 and has become a concern unless the trend reverses. The issue for indigenous students is that everyday life is becoming more technological, more institutional and communication rich. This requires students to be better

prepared with basic skills such as reading, writing and mathematical calculations. Students who drop out or fail to complete basic education are greatly disadvantaged in the modern world even if students never leave their province. The project aims to improve the outcomes of education by addressing the concomitant factors of access to schools, better teaching and curriculum and improved school management.

## **2. INDIGENOUS PEOPLES ANALYSIS AND PROJECT DESIGN FEATURES**

### **2.1 Indigenous Peoples Issues and IP Action Plan Features**

4. Some progress has been made in improving IP issues through the project and in the target schools. However, persistent issues remain as obstacles to raising the overall equity and inclusion of females, the poor, the marginalised and the disadvantaged in educational opportunity. The problems are more pronounced in remote locations where limitations to accessing schooling continue and impediments remain to those on low incomes sending their children to school rather than taking opportunities to earn income. Although no official data exists on the impact on indigenous students they are well represented in the provinces identified with high indigenous populations as shown in the survey of indigenous students with approximately 50% being indigenous (see matrix table below) and likely to include indigenous students in the drop out and completion results. The differential between males and females in enrolment in lower secondary schools indicates that male to female enrolment is close to parity but with only approximately 50% of students progressing on to lower secondary schools, educational growth is low. Although females are now enrolling at the same rate as males into lower secondary education, those not progressing would predominately be from poor and disadvantaged families. However, the dropout rate for males has increased at a faster rate than females and this would indicate that schooling is failing many male students. This will have a long-term consequence for economic growth and lifting the living standards of the population. The most recent 2016 – 2017 completion rate shows an encouraging increase for both males and females and this may mean that schooling has increased in its value to students and their families. Nevertheless, this increase is marginal and the most likely reason for the falling rate of completions is the demand for low skilled cheap labour in factories and cross border employment, which may have subsided in the most recent period.

5. The 2016 – 2017 enrolment statistics have also increased slightly which may show an increasing awareness of the benefits of education, a drop-in demand for labour in the border regions or some demographics of increasing populations now appearing in the statistics. However, the completion rates are still low and the drop-out rate high. This problem is more pronounced in the remote and disadvantaged areas and those near border regions where work opportunities lie within reach. Some of the reasons for this were recognised in the ESDPIII project design such as aiding, through the School Improvement Grants, those students likely to drop out, including the life skills and employability programs to educate students about the link between basic skills and employment opportunities and improving the teaching of maths and science making learning more interesting. Much remains to be done and, in many ways, the ESDPIII has only just begun exploring how this may be improved. However, the

discrimination against females and the poor persists in many areas including employment, facilities, services and education even as the economy improves.

6. The Indigenous Peoples Plan was prepared to highlight the indigenous and equity issues and shortcomings in the school improvement plans for lower secondary education and particularly in drawing attention to the details of indigenous students in project implementation which may otherwise be overlooked during execution. Its goal was to ensure that indigenous women, girls, the poor and disadvantaged have equal access to educational services and training opportunities at all levels in project implementation. The Indigenous People's Plan focused on (i) improving the access of indigenous people to lower secondary education including through ensuring that site locations for LSE constructions (classrooms, teacher housing and toilets) prioritised IP areas, and education campaigns emphasising the benefits of education target these areas (ii) ensuring that indigenous students and teachers benefit for quality improvements in LSE, including through ensuring that the design of the School-Based enrichment program is sensitive to ethnicity, training promotes access of IP, ensuring that IP teachers and teachers in majority IP areas receive preferential access to math and science training, and ensuring that employability skills program activities are sensitive to IP needs, and (iii) ensuring that IP benefit from improved subsector management and leadership, and that IP community participation is increased.

7. The indigenous peoples plan was based on an analysis prepared for the Project. It was designed according to the Asian Development Bank's (ADB's) Policy on the indigenous peoples' development (1998).

## **2.2 Overall Assessment of IP – related Results and Achievements**

8. The Project Indigenous Peoples Action Plan objective was to ensure that IP participation within the Ministry increased in each of the project goals. The project was relatively successful in achieving its goals within the tight timeframes and limited budget. Furthermore, because the project began in stages with Capacity building beginning late and the contract for the consultant's team not beginning for a further two years, the scope of work was limited to a shorter period than originally planned and problems had to be resolved in the budget allocations which delayed most training programs and limited the evaluation tasks. It should also be noted that it is difficult to measure high order outcomes due to a lack of disaggregated data, for example the EMIS system does not collect any data on the indigenous populations in schools. Some schools have kept records of their indigenous students but this is not a universal activity, and this data needs to be collected individually for schools. Generally, the IP activities within the project were successfully implemented. Significantly, sensitivity to the needs and issues of indigenous peoples was introduced in all training and course development undertaken by all principals. This may have a major impact on the future of MoEYS and the teaching staff. However, the activities undertaken in this project are unlikely to have significant impact on indigenous students for some time as the improvements work through and are fully implemented in the system. The following summary of achievements demonstrates the influence of the IPP.

## **2.3 Indigenous Peoples Equity Results**

9. The equity results for Indigenous peoples are shown in the improved access to educational opportunities achieved, by providing access to new schools, upgraded schools and schools in primary compounds where lower secondary school are too far from the students' homes. The schools have effective toilets and sanitation systems which are sensitive to gender and the teachers have been trained to deliver a better quality of education in maths and science, developing enrichment programs and employability programs. The principals have also been trained to manage and track students who are at risk of dropping out and supporting teachers to offer programs of assistance to improve student completion rates and increase enrolments. The principals were trained to establish effective school support committees and coached in setting them up. The schools have also been trained in the guidelines developed to establish and operate a school support committee which will work with the principal to improve the school and its relationship with the community. These schools will benefit all students who access the schools including indigenous people and students. However, the school support committee is responsible for considering the enrolment of all student and particularly to focus on indigenous parents to encourage them to send their children to school. The Principal was trained to conduct promotion campaigns specialised to their local needs and populations including Indigenous people and the effectiveness of this can only be evaluated once the programs have been implemented for some time.

## **2.4 Participation, access to Project Resources and Practical Benefits**

10. The IP outputs are discussed under each of the output objectives below.

### **2.4.1 Output 1: Expanded access to lower secondary education**

**Action: 1.1A - 1.3A.** In provinces/communes with majority or significant IP populations, ensure that site location for all LSE construction (new LSS, expansions) prioritizes areas with low IP enrolments.

11. The locations for all schools and facilities were selected based on the criteria specified in the PAM. Furthermore, a social safe guards survey was conducted in all proposed school sites and the local community was consulted before approval to construct was granted. The provinces with high IP populations were consulted before schools were built. The new schools and classrooms constructed in IP areas, which were identified as locations of significant indigenous populations. These include 1) Mondulkiri; 2) Ratanakiri; 3) Stung Treng, 4) Preah Vihear, 5) Kampong Thom; 6) Pursat; and 7) Kampong Speu.

**Action:1.1A - 1.3A.** For remote locations in other provinces, ensure that increased IP enrolment opportunities underpin commune and site selection.

12. The Ministry does not record the numbers of indigenous students or teachers in EMIS statistics after the third grade in schools where all students are taught in the Khmer language. However, schools were asked to estimate the numbers of indigenous student in their schools. These schools were selected and reviewed by the social safe guard's analysis and where compliant proceeded with construction of classrooms, teacher houses, toilets and sanitation systems. The selection criteria for the location of schools limits the ability to suit all needs of remote IP communities.

As no data exists for the exact location and populations of IP students this must depend on sufficient numbers of students to justify construction of classrooms and facilities and the advice of local principals and community.

**Action:1.4A.** Ensure that IP border area sites are given preferential treatment for teacher housing units.

13. All border locations where schools were proposed included teacher houses with the placement of new schools. The social surveys were completed before construction could begin which included confirmation of the IP populations in the schools. All female teachers that request housing were given preferential access to Ministry provided housing in all sites where housing was available. See chart of teachers access to housing 1.4a below. All female teachers that requested housing were given preferential access to Ministry provided housing in all sites where housing was available. See chart of teachers access to housing 1.4a below.

**Action:1.4B.** Ensure that IP teachers or teachers in IP areas are given preferential access to the new RTTC dormitory in Phnom Penh.

14. The records of access to the RTTC dormitory for Teachers from IP provinces is listed below in the Indigenous Peoples Action Plan, see 1.4 b 2014/5: (i) Total teachers 78 and 39 female students. (ii) 2016/20 Total teachers 64 and 37 female teachers. Guidelines for use of the RTTC Dormitory: Three prioritised groups were identified for access in the RTTC Dormitory: (i) females, (ii) ethnic minorities or those who live in the disadvantage/remote areas, and (iii) the poor. If the number exceeds the capacity of the dormitory, then those whose conditions are more severe (e.g., the poorest) will be selected. The facilities are also being used for students from regional provinces attending the Don Bosco vocational training school and some NGO students as displayed above.

**Action:1.5A.** Ensure priority is given to improved water and sanitation facilities (separate latrines for girls) in majority IP communes/LSS to improve the attractiveness of staying in school

15. All new and upgraded schools received separate toilet blocks consisting of two cubicles for males and either one cubicle for females and one disabled toilet or for later construction phases, two male cubicles and two female cubicles with separate entrances and a disabled toilet with a ramp access at the female end of the toilet block. All schools in the identified indigenous people's provinces received toilet blocks serviced with water supplies from the school roofing to a 20-cu meter tank and where possible a bore for water supply was provided when the dry seasons does not provide enough water to fill the tanks. Beneficiaries of toilets and sanitation systems in IP schools; In the IP Provinces the project provided toilet blocks with 4 or 5 cubicles in each school. In the new sites the project provided 27 toilet blocks with 4 cubicles and 23 toilet blocks with 5 cubicles in existing schools which provided a toilet capacity for 8,920 students. The project also provided 29 toilet blocks with 5 cubicles each in schools without adequate toilet blocks or water supplies providing approximately toilets for 5,800 students. Therefore, the project provided toilets for a total of 14,720 students in IP provinces.

**Action:1.6A.** Ensure that multimedia basic education campaign is translated into predominant IP language for community based campaign.

16. No multimedia education campaign was undertaken. Promotion of basic education will be developed at the school and local community level. The School Principals' training program included the objective of increasing the capacity of Principals to promote education for the school at the local level and for the community in which school is located. Although the principal is responsible for promotion of schooling the training also focused on the important role of the school support committees, including parents, local employers and significant people in the commune who have influence in the community. A coaching was implemented to assist school principals with implementing their promotion campaign. The promotion activity was developed at the local school and regional level following a training program where local messages were developed specifically for their audience. This enables the principals in IP provinces to specifically target the needs recognised as successful in the local environment. Posters can be printed for the local community and in the language to suit the needs.

**Action:1.6A - B.** Ensure the media campaign is sensitive to ethnicity, including positive images and includes a social marketing strategy to reach IP parents and community leaders to increase understanding of the positive benefits of LSE.

17. As mentioned above, training included discussion regarding the need find appropriate methods to target IP families and community members, and the provision of templates, messages and ideas for principals and SSCs to further tailor to local needs. Training was supported by on-the-job coaching for principals. This enables the principals in IP Provinces to specifically target the needs recognised as successful in the local environment.

**Action:1.6C** Disseminate information in IP language, through local media and channels accessed by IPs.

18. The School Principals have received training in the promotion of education in their community. Depending on the IP population in the school they will decide if the community needs the promotion material in an indigenous language or not. All students are taught in the Khmer language after grade 3 and therefore should be able to read any information prepared by the school in the Khmer Language.

**Action:1.7.** Ensure the IPP is disseminated to members of the PMU when it is established.

19. The PMU was briefed during the project implementation meetings in 2013 and they understand the objectives of the IPP

## **2.1.2 Output 2: improved quality of lower secondary education;**

**2.1A - C.** Ensure that design of School-based Enrichment Program (SBEP) is sensitive to ethnicity and reflects awareness of IP cultural patterns and values.

20. The Principals in all 100 pilot schools were trained in SBEP and the training included awareness of the needs of IP requirements. These principals are responsible for developing programs sensitive to IP cultural requirements.

**2.1 D.** Ensure that the SBEP design and implementation training by POEYS Education Managers references IP requirements and mitigation measures, including strategies to promote IP access to and completion of LSE.

21. The POEYs were included in the development of the management training program and in the final workshops to approve the training and content of the principals training. The training of the principals included strategies to create suitable SBEP for their schools and environment.

**2.1D.** Monitor SBEP implementation in IP majority areas to ascertain extent of IP student dropout prevention success.

22. The coaching program conducted for all 100 pilot schools supported the principals to implement programs of SBEP. At the end of the program details of the types of programs considered by the schools will vary according to the school needs and the teaching staff and community. Principals have trialled the SIG funds to implement their SBEP programs. The outcomes of this action were evaluated to determine the type of programs they considered most effective. The sustainability of this program will depend on funding in the Ministry to maintain this objective.

**2.2.** Ensure that School Improvement Grant (SIG) awards reflect the proportion of IP majority communes under ESDP III.

23. This output cannot be ensured as no firm data exists on the populations of IP and the SIG is distributed on equity grounds based on need rather than on categories of the population.

**2.3A - D. 2.4A - D.** Ensure 100% of IP teachers and teachers in majority IP areas receive preferential access to in-service math and science training.

24. All teachers in the 100 pilot schools, including all IP teachers, received in-service maths and science training and have access to the on-line lesson plans for improved teaching.

**2.3A - D. 2.4A - D.** Ensure that program partners (e.g. VVOB) are aware of IP participation targets.

25. Meetings were held with program partners to discuss the design of the Program and support the development of training materials. Gender and IP issues were discussed. IP issues were not identified as an important concern.

**2.5 A-E.** Ensure that all Employability Skills Program activities are sensitive to ethnicity and culturally appropriate occupation choices and workplace skills.

26. A detailed Employability Skills and Life Skills program that is imbedded within the curriculum has been developed and agreed by MoEYS. All principals in the 100 pilot schools received training and on-the-job coaching regarding this program. The program emphasises the need to include activities that are suited to the needs and interests of students, local requirements and realities, the capabilities of teachers, and resources within schools.

### **Output 3: Improved sub-sector management.**

**3.1A – B.** Integrate IP related "Lessons Learned" from similar School-Based Management and Instructional Leadership training programs implemented by donors into the School Director Professional Development (SDPD) program.

27. Meetings with the NGOs during the development of learning material did not raise any specific issues about IP populations but all the NGO material including their lessons learned were used in the development of the School Director Professional Development (SDPD) program.



**3.1A - B.** Include modules on advocacy and interventions to increase IP representation in school management positions.

28. The training programs for principals included information on intervention which can be employed for IP representation but there was neither the funds nor the time to develop and include standalone modules on advocacy and intervention as separate modules for training.

**3.1C.** If possible, include IP in Core Trainer group.

29. The Ministry of Education, Youth and Sport does not have data on the indigenous status of staff, so it was difficult to target this group for inclusion. The core trainers were involved in the design and development of the training program and therefore were subject to discussions on ensuring inclusion of IP in the program.

**3.1D.** Ensure that 100% of IP School Directors/Deputy Directors and those in IP majority areas receive school-based management and instructional leadership training.

30. All 200 of the pilot school principals and deputy principals received management and leadership training through the project.

**3.1D.** Ensure 100% of IP SD/DD and those in IP majority areas receive SSC training.

31. All the 100 pilot school principals and deputy principals regardless of IP backgrounds received training regarding school support committees and this was followed up with coaching on implementation of the SSCs.

**3.2A** Ensure that IP School Support Committees understand the need for, and provide, strong commitment in order to receive the SIG.

32. The principals have all received training and on-the-job coaching on setting up the SSCs and on the responsibility and requirements of the SSCs in supporting the SIG.

**3.2A.** Ensure that School Support Committee (SSC) guidelines appropriately reflect IP village authority structures and other relevant cultural aspects.

33. The guidelines for the SSCs have included the importance of the involvement of village chiefs and other significant people in their SSC and on the elections process to ensure the structures are representative of the local community. (Source: School Support Committee Guidelines 2017).

**3.2B.** Ensure that the SSC orientation program includes modules on IP needs and support requirements.

34. The guidelines for the responsibility of the SSCs includes mechanisms to fully represent all the people in the community including the IP needs. An orientation program was conducted for all 100 schools when training was conducted for creation of SSCs where the needs of the local community and IP membership were discussed.

**3.2C.** Ensure IP input into SSC National Trainer preparation activities to increase ethnic sensitivity and knowledge of IP perspectives.

35. IP input was inclusive in the SSC National Training programs and members of the trainers were made aware of the IP communities within their provinces.

**3.3A - D.** If one of the two pilot Basic Education School Cluster sites is not in an IP majority province, ensure that pilot assessment includes analysis of specific relevance to IP areas e.g. cross-cultural communication, IP community engagement strategies, etc.

36. All 100 schools in the targeted pilot programs received training in school clusters and principals are responsible for establishing school clusters where they can develop the relationships and structures for the cluster schools. In some cases, the IP population are in regions where establishing cluster schools will be difficult due to distance and lack of teacher numbers to make it viable.

**3.4** Ensure action research focus areas take IP policy formulation needs into consideration and include an IP specific analysis for each action research area.

37. Training was included in the 100 pilot schools to ensure that the principals were able to set up Action Research groups within their schools to solve problems. If the problems they are facing includes issues of IP education, then they can address such issues. However, schools have responsibility and the capacity to identify the problems they want to consider depending on its importance to the schools. Eight schools accepted responsibility to conduct an action research activity to develop their capacity to solve school based problems.

### **3. General Comments/Remarks (including progress):**

38. The exact nature of the indigenous population is poorly understood. The differentiation between indigenous people and immigrants is not known. Many of the actions in this IP are too advanced for introduction in the schools as their skills, competence, management and budgets are only capable of being directed at basic operational issues.

### **Suggestions/Recommendations to address the issues/challenges:**

39. Discussions with NGOs dealing with indigenous people suggest that the indigenous population does not encourage their families to remain in school and that they would be highly represented in the drop out numbers. These people may need specific incentives to encourage them to remain in school. It is possible that a scholarship scheme targeted at the indigenous people with young students may be beneficial.

## **Appendix 7 - Report of Compliance with Indigenous Peoples Plan**

### **Progress Report of Indigenous Peoples Matrix**

**As of March 2018**

<b>Project Title:</b>	Education Sector Development Program 3
<b>Country:</b>	Cambodia
<b>Project No.</b>	2888 & 2889-CAM (SF)
<b>Type of Project (Loan/ TA):</b>	Grant 0241-CAM (SF)
<b>Effective and Closing:</b>	13 November 2013 – (30 August 2018)
<b>Gender Category:</b>	Effective Gender Mainstreaming (EGM)
<b>Mission Leader:</b>	Mr Sophea Mar
<b>Program Impact:</b>	Achievement of universal 9-year basic education in Cambodia
<b>Program Outcome:</b>	Increase lower secondary enrolments.

Activities, Indicators and Targets, Timeframe and Responsibility	Progress to Date	Issues and Challenges																																																																																
	(This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.)	(Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)																																																																																
OUTPUT 1: Improved Access to Lower Secondary Education																																																																																		
Anticipated Positive Impact: Better access of Indigenous People to LSE, increased teacher housing, increased Social marketing of the benefits of LSE.																																																																																		
Anticipated Negative Impact: Indigenous Peoples excluded due to site selection and failure of media campaigns.																																																																																		
1.1A - 1.3A. In provinces/communes with majority or significant IP populations, ensure that site location for all LSE construction (new LSS, expansions) prioritizes areas with low IP enrolments.	<p>All locations were chosen to improve the educational outcomes of schools with high drop-out rates and IP populations.</p> <p>Seven Provinces were specifically identified as having a significant indigenous population: 1) Mondulkiri; 2) Ratanakiri; 3) Stung Treng, 4) Preah Vihear, 5) Kampong Thom; 6) Pursat; and 7) Kampong Speu.</p> <p>These areas also contain many migrant groups from Lao PDR, Thailand and Vietnam. About 4% of the population in Cambodia are indigenous groups.</p> <table><tr><th></th><th>Provinces Populations selected</th></tr><tr><td>1</td><td>Mondukiri</td></tr><tr><td>2</td><td>Ratanakiri</td></tr><tr><td>3</td><td>Strung Treng</td></tr><tr><td>4</td><td>Preah Vihear</td></tr><tr><td>5</td><td>Pursat</td></tr><tr><td>6</td><td>Kampong Thom</td></tr><tr><td>7</td><td>Kampong Spreu</td></tr></table>		Provinces Populations selected	1	Mondukiri	2	Ratanakiri	3	Strung Treng	4	Preah Vihear	5	Pursat	6	Kampong Thom	7	Kampong Spreu	<p>No statistical records kept of Indigenous People numbers.</p> <p>Sample of Indigenous People in Province and school</p> <table><tr><th colspan="5">Surveyed January-March 2018</th></tr><tr><th rowspan="2">School Name</th><th colspan="2">Total student</th><th colspan="2">IP student</th></tr><tr><th>Total</th><th>Female</th><th>Total</th><th>Female</th></tr><tr><td>Kampong Speu</td><td></td><td></td><td></td><td></td></tr><tr><td>Chha-en</td><td>150</td><td>89</td><td>108</td><td>46</td></tr><tr><td>Pursat</td><td></td><td></td><td></td><td></td></tr><tr><td>O Saom LSS</td><td>69</td><td>27</td><td>20</td><td>8</td></tr><tr><td>Preah Vihear</td><td></td><td></td><td></td><td></td></tr><tr><td>Preah Inn</td><td>46</td><td>29</td><td>44</td><td>26</td></tr><tr><td>Preus Ka-Ark</td><td>25</td><td>18</td><td>15</td><td>11</td></tr><tr><td>Rovieng UPP</td><td>1037</td><td>556</td><td>61</td><td>36</td></tr><tr><td>Prame</td><td>54</td><td>35</td><td>52</td><td>35</td></tr><tr><td>Mondulkiri</td><td></td><td></td><td></td><td></td></tr></table>	Surveyed January-March 2018					School Name	Total student		IP student		Total	Female	Total	Female	Kampong Speu					Chha-en	150	89	108	46	Pursat					O Saom LSS	69	27	20	8	Preah Vihear					Preah Inn	46	29	44	26	Preus Ka-Ark	25	18	15	11	Rovieng UPP	1037	556	61	36	Prame	54	35	52	35	Mondulkiri				
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		Dakdam	94	48	84	39
		Keo Seima	557	303	91	54
		O Raing	236	148	203	131
		Soksan	196	97	102	67
		Purapiet Primary	108	52	97	47
		Puchri Primary	236	107	53	34
		Sre Preah	168	99	143	65
		Toul Pring	171	83	70	30
		Chrous Bousra	269	135	159	79
		<b>Stung Treng</b>				
		Sen Sok LSS	69	36	21	11
		Santepeap	45	17	45	17
		Alung Pee	100	40	100	40
		Sam Ang	59	33	6	4
		Alung Chrey	60	30	30	15
		Sesan	123	64	15	7
		Serei Toat	253	121	18	7
		Thalaboravath	245	200	15	10
		<b>Ratanakiri</b>				
		Pok Nhai	70	39	70	39
		O Yadav	432	215	304	149
		Pak Thom, Pri.	281	137	261	127
		Som Thom-UPP	335	165	308	151
		Borkeo	717	330	428	227
		Andaung Meas	458	189	176	60

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Vireakchey	408	164	96	32																		
Total	7752	3941	3233	1624																		
1.1A - 1.3A. For remote locations in other provinces, ensure that increased IP enrolment opportunities underpin commune and site selection.	<p>The location of the construction of school’s toilets and teacher housing in provinces other than those identified with high indigenous populations as above were selected where a lack of school facilities existed in remote and difficult regions which would service the local community and indigenous students.</p> <p>School Directors have been trained to survey and identify the needs of their communities and IP students within their areas of operation to ensure that they are provided with access to schools</p> <p>Their training included skills to promote education within their local communities and this requires a focus on IP students</p> <p>Other provinces where IP students targeted are:</p> <table><tr><th>Provinces selected due to IP Populations</th></tr><tr><td>Mondukiri</td></tr><tr><td>Ratanakiri</td></tr><tr><td>Strung Treng</td></tr><tr><td>Preah Vihear</td></tr><tr><td>Pursat</td></tr><tr><td>Kampong Thom</td></tr><tr><td>Kampong Spreu</td></tr></table>	Provinces selected due to IP Populations	Mondukiri	Ratanakiri	Strung Treng	Preah Vihear	Pursat	Kampong Thom	Kampong Spreu	<p>The Ministry of Education, Youth and Sport does not have data on the numbers and locations of Indigenous People.</p>												
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1.4A. Ensure that IP border area sites are given preferential treatment for teacher housing units.	<p>Teacher housing has been included in all sites where schools are being built which includes those in IP areas and teacher housing has been identified as a need for local teachers as other housing is not available. Without housing teachers will not stay.</p> <p>Teacher houses have a capacity for 11 single male and female teachers or families</p> <p>Provinces near Borders with teacher houses include those in the table below:</p> <table><tr><th>Province</th><th>No. Houses</th></tr><tr><td>Mondukiri</td><td>1</td></tr><tr><td>Ratanakiri</td><td>1</td></tr><tr><td>Strung Treng</td><td>1</td></tr><tr><td>Preah Vihear</td><td>4</td></tr><tr><td>Pursat</td><td>2</td></tr><tr><td>Bandey Meanchey</td><td>1</td></tr></table>	Province	No. Houses	Mondukiri	1	Ratanakiri	1	Strung Treng	1	Preah Vihear	4	Pursat	2	Bandey Meanchey	1	<p>Teacher Houses need redesign to make them more attractive to teachers transferring from city regions</p>						
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1.4B. Ensure that IP teachers or teachers in IP areas are given preferential access to the new RTTC dormitory in Phnom Penh.	<p>Teachers generally attend regional RTTCs when closer to their homes.</p> <p>The following criterion will be used when selecting teacher candidates to stay in the RTTCs' dormitories:</p> <ul style="list-style-type: none"><li>There are three prioritised groups: (i) female, (ii) ethnic minority or those who live in the disadvantage/remote areas, and (iii) the poor. If the number exceeds the capacity of the dormitory, then those whose condition are more severe (e.g., the poorest) will be selected.</li></ul> <p>Recruitment to be a teacher trainee: The above three categories also apply in terms of providing specific additional scores to their exam scores. If after adding the additional score and their total scores still do not reach the passing scores set, then they will not be selected.</p> <p><i>Teachers from IP regions given access to RTTC dormitory in PP.</i></p> <table><tr><th colspan="5">Trainee Teachers from IP Areas</th></tr><tr><th>Province</th><th colspan="2">Year 16/17</th><th colspan="2">Year 17/18</th></tr><tr><td></td><th>Total</th><th>Fem</th><th>Total</th><th>Fem</th></tr><tr><td>Ratanakiri;</td><td>13</td><td>7</td><td>19</td><td>6</td></tr><tr><td>Mondulkiri</td><td>11</td><td>4</td><td>6</td><td>5</td></tr><tr><td>Preah Vihear</td><td>26</td><td>15</td><td>24</td><td>17</td></tr><tr><td>Stung Treng</td><td>24</td><td>13</td><td>15</td><td>9</td></tr><tr><td>Kampong Thom;</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Pursat; and</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Kampong</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Sub Total</td><td>78</td><td>39</td><td>64</td><td>37</td></tr><tr><th colspan="5">Other Users</th></tr><tr><td>Phnom Penh</td><td>0</td><td>0</td><td>9</td><td>6</td></tr><tr><td>Koh Kong</td><td>19</td><td>12</td><td>20</td><td>13</td></tr><tr><td>NGOs*</td><td>4</td><td>2</td><td>2</td><td>2</td></tr><tr><td>Sub Total</td><td>23</td><td>14</td><td>31</td><td>21</td></tr><tr><td>Total</td><td>97</td><td>53</td><td>95</td><td>58</td></tr></table> <p>*NGO Dom Bosco students</p>	Trainee Teachers from IP Areas					Province	Year 16/17		Year 17/18			Total	Fem	Total	Fem	Ratanakiri;	13	7	19	6	Mondulkiri	11	4	6	5	Preah Vihear	26	15	24	17	Stung Treng	24	13	15	9	Kampong Thom;	0	0	0	0	Pursat; and	0	0	0	0	Kampong	0	0	0	0	Sub Total	78	39	64	37	Other Users					Phnom Penh	0	0	9	6	Koh Kong	19	12	20	13	NGOs*	4	2	2	2	Sub Total	23	14	31	21	Total	97	53	95	58	
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1.5A. Ensure priority is given to improved water and sanitation facilities (separate latrines for girls) in majority IP communes/LSS to improve the attractiveness of staying in school.	<p>All new school received new latrines with separate facilities for gender and disabled access with a dual source of water both from roof catchments and bores with pumps</p> <ul style="list-style-type: none"> <li>• 84 Blocks of 5 classrooms were completed</li> <li>• 71 Toilet blocks with separate female and disabled cubicles and facilities in new schools, and an additional</li> <li>• 65 Toilet blocks in other IP communities with separate female and disabled cubicles and facilities.</li> </ul>	
1.6A. Ensure that multimedia basic education campaign is translated into predominant IP language for community-based campaign.	<p>All school directors have been trained to include IP considerations in the education campaign.</p> <p>The Promotion campaigns will be driven by school Principals to match their local needs and where necessary language can be focused on the indigenous languages.</p> <p>This was established in the follow up coaching/monitoring of the Principals following their training to determine if the promotion programs were prepared and implemented as a measure of competency.</p>	Due to the number of indigenous languages being used in the more remote provincial locations as well as Lao, Vietnamese and Thai the language used for promotions will be the responsibility of the principal of the school
1.6A - B. Ensure the media campaign is sensitive to ethnicity, including positive images and includes a social marketing strategy to reach IP parents and community leaders to increase understanding of the positive benefits of LSE.	<p>This requirement was included in the training of Principals who work in these areas and the School Support Committee will include indigenous representatives where possible.</p> <p>Directors are requested to prepare a promotion strategy following their training which will include indigenous people where necessary.</p> <p>These promotional activities will be locally based and will not rely on Media forms such as radio or TV as they have been found ineffective. The follow up coaching supported the school implementation.</p>	<p>Indigenous languages are used in schools to year 3. Thereafter all students and teachers use Khmer</p> <ul style="list-style-type: none"> <li>• Grade 1 all indigenous language</li> <li>• Grade 2 50% indigenous Language and 50% Khmer</li> <li>• Grade 3 80% Khmer and 20% indigenous</li> </ul> <p>The MIS does not identify indigenous teachers or students</p>
1.6C Disseminate information in IP language, through local media and channels accessed by IPs.	<p>Where it is determined that IP languages are required the media and channels will be encouraged to be modified to meet their language needs.</p> <p>This will be up to local school Principals and SSC or community decisions.</p>	This is as above
1.7. Ensure the IPP is disseminated to members of the PMU when it is established.	The PMU is responsible for all outputs and outcomes and IP needs are included in their agendas	



Activities, Indicators and Targets, Timeframe and Responsibility	Progress to Date	Issues and Challenges
	(This should include information on period of actual implementation, sex-disaggregated qualitative and quantitative updates (e.g. number of participating women, women beneficiaries of services, etc.)	(Please include reasons why an activity was not fully implemented, or if targets fall short, or reasons for delay, etc.)

OUTPUT 2: Improved Quality of Lower Secondary Education		
2.1A - C. Ensure that design of School-based Enrichment Program (SBEP) is sensitive to ethnicity and reflects awareness of IP cultural patterns and values.	<p>The SBEP has been designed to address the needs of schools with large dropout rates. The approaches planned for the identification of at risk students will consider IP cultural patterns and values where required.</p> <p>A template has been prepared for classroom teachers to keep records of student performance. The template includes IP as a contributing factor in the identification of at-risk students.</p>	Data will be collected on the use of SIG funds for students including IP where available, type of assistance and cost. The design of school-based employability programs is the responsibility of the principal as each program will have to reflect the local need and hence ethnicity
2.1D. Ensure that the SBEP design and implementation training by POEYS Education Managers references IP requirements and mitigation measures, including strategies to promote IP access to and completion of LSE.	The training of Principals included training of POEYS staff and included IP issues so that direction to teachers supports strategies that address indigenous disadvantage.	<p>The essential design is to identify poor student performance leading to drop outs.</p> <p>One of the factors may be IP language or other related factors but these should be identified in the tracking system but not all teachers record IP unless the teachers are indigenous.</p>
2.1D. Monitor SBEP implementation in IP majority areas to ascertain extent of IP student dropout prevention success.	<p>The SBEP was introduced in a pilot group of 100 schools within the target area and supported by a coaching program to assist principals and teachers in providing suitable enrichment programs for the local needs.</p> <p>These will target students considered at risk in the first instance and IP issues in terms of the percentage of at risk students in the students needing additional support.</p> <p>Monitoring will be the responsibility of the POE for the Province</p>	School based surveys of students will identify both at risk students and IP background students if they are included in at risk students and how they perform following SBEP
2.2. Ensure that School Improvement Grant (SIG) awards reflect the proportion of IP majority communes under ESDP III.	The SIG awards reflect poor and at-risk students but do not identify if they are IP students. Within the IP recognised schools approximately 50% of students are indigenous (survey by project) therefore SIG awards would have included IP student needs.	<i>Numbers and percentage of IP are not known unless student enrolled as Indigenous but data is not recorded in EMIS</i>

		At this stage, we do not know the percentage of IP students in the “at risk” group until evaluated. This information will only be anecdotal evidence
2.3A - D. 2.4A - D. Ensure 100% of IP teachers and teachers in majority IP areas receive preferential access to in-service math and science training.	<p>All math and science teachers in the 100 targeted schools received in-service training in math and science. Therefore, all teachers including IP background teachers and management were given access to training provided.</p> <p>The numbers of IP teachers and Principals in the system were not known nor how many teachers from IP areas were involved in math and science training</p> <p>All specialist teachers in the IP areas below were given access to maths and science training.</p> <p>Mondulkiri; Ratanakiri; Stung Treng, Preah Vihear, Kampong Thom; Pursat; and Kampong Speu</p>	
<b>2.3A - D. 2.4A - D.</b> Ensure that program partners (e.g. VVOB) are aware of IP participation targets.	Meetings were held with program partners to discuss the design of the Program and support the development of training materials. Gender and IP issues were discussed. IP issues were not identified as an important concern.	
<b>2.5 A-E.</b> Ensure that all Employability Skills Program activities are sensitive to ethnicity and culturally appropriate occupation choices and workplace skills.	A detailed Employability Skills and Life Skills program that is imbedded within the curriculum has been developed and agreed by MoEYS. All principals in the 100 pilot schools received training and on-the-job coaching regarding this program. The program emphasises the need to include activities that are suited to the needs and interests of students, local requirements and realities, the capabilities of teachers, and resources within schools.	
<b>OUTPUT 3: Improved Subsector Management</b>		
3.1A – B. Integrate IP related "Lessons Learned" from similar School-Based Management and Instructional Leadership training programs implemented by donors into the School Director Professional Development (SDPD) program.	<p>The experience of donors in IP strategies was not specifically addressed during the development of material and consultation with other donors and development partners did not identify IP issues as an important concern. However, the material they provided was used to develop the training programs and would have included any IP issues</p> <p>There did not seem to be any special concern for IP students compared to others by donors. This seems to be based on the training of all students to speak and be taught in Khmer after Grade 3.</p>	No lessons learned information is available in similar school-based management programs of IP issues for attention. This included JICA, VVOB, VOD and VVOB.
3.1A - B. Include modules on advocacy and interventions to increase IP representation in school management positions.	These issues are included in existing and planned programs, but a full module will not be offered.	Modules on advocacy cannot be included in the training program as the training is already large.

	Discussions with Principals with indigenous students indicates that they are aware of language issues and most have some staff from the indigenous groups who are able to provide interpretation when needed.	
3.1C. If possible, include IP in Core Trainer group.	The IP status of government staff is not currently formally collected, making it difficult to target IP Trainers. However, IP was included as an awareness issue within training.	
3.1D. Ensure that 100% of IP School Directors/Deputy Directors and those in IP majority areas receive school-based management and instructional leadership training.	All Principals in the targeted areas were trained in school-based management and instructional leadership training and special needs	The numbers of IP Directors and DD are not known at this stage and will have to be surveyed to see if Directors will be willing to be identified as indigenous.
3.1D. Ensure 100% of IP SD/DD and those in IP majority areas receive SSC training.	All Directors in the targeted areas were trained in SSC and no special needs were identified because of IP backgrounds in the SC and SCC training	Same as above
3.2A Ensure that IP School Support Committees understand the need for, and provide, strong commitment to receive the SIG.	<p>School Support Committee training includes awareness of IP in support of SIG.</p> <p>All Principals were trained in the operation of a school support committee they are responsible for training the committee including the rationale for SIG and how it applies to students who require assistance. Principals training in Module 5 addresses this development.</p> <p>This is necessary as the SSC membership is voluntary and an elected position which has a limited term and therefore, all new members must be trained after each election.</p>	<p>Training of SSC includes information on SIG</p> <p><b>Sub-Sector Management Modules</b></p> <p><b>Module 1 Strategic Plan:</b> Use data to develop plan/make decision, prioritize needs and actions; lead stakeholder solve school problem, align POE, DOE and school plan</p> <p><b>Module 2 Instructional Leadership:</b> Lead teaching methodology, curriculum implementation, in school, provide feedback, develop profile of school, teacher, student), School Clusters, Skills development, Student learning outcomes</p> <p><b>Module 3 School Completion:</b> Early Warning system and other mechanisms to monitor at risk students, use Action Research to improve Math, Science &amp; employment skills</p> <p><b>Module 4 School Accountability:</b> Roles of SD and school accountability for results; best use of SIG, complete SIG report; Mobilize &amp; share resources</p> <p><b>Module 5 School-Community Engagement:</b> School roles and SSC, Community Support for Community Support for Employability skills, Education campaign/Poster</p> <p><b>Module 6 Managing Change &amp; School Admin management:</b> Work performance</p>

		<i>management/assessment, work delegation, autonomy, school/classroom management</i>
3.2A. Ensure that School Support Committee (SSC) guidelines appropriately reflect IP village authority structures and other relevant cultural aspects.	<p>The SSC guidelines have been developed by MOEYS and reflect cultural issues such as the inclusion of monks and village chiefs etc.</p> <p>Existing SSCs all include village chiefs and other local representation. Very few SSCs have been established to date to the new guidelines.</p> <p>Pressure to establish the SSCs was applied during the coaching program for the 100 schools.</p>	Numbers of established SSCs will be recorded in the follow up to 100 schools by the POEs as each school holds its election for each school year.
3.2B. Ensure that the SSC orientation program includes modules on IP needs and support requirements.	The training programs for SSC groups included content on IP needs and this was supported by School Principal training and follow up coaching.	Separate modules were not prepared
3.2C. Ensure IP input into SSC National Trainer preparation activities to increase ethnic sensitivity and knowledge of IP perspectives.	Material was prepared to address the IP sensitivity for SSC National Trainers. National Trainers trained SSC committees in schools.	
3.3A - D. If one of the two pilot Basic Education School Cluster sites is not in an IP majority province, ensure that pilot assessment includes analysis of specific relevance to IP areas e.g. cross-cultural communication, IP community engagement strategies, etc.	<p>The pilot school target groups were in IP areas. The management structures of the cluster groups have been established and although all the guidelines and training of the school Principals were completed, few clusters have been established to the guidelines.</p> <p>Some provinces are paying the teachers travel funds to encourage them to participate in school clusters. However, this is not uniformly applied.</p> <p>Schools have been coached in the use of telecommunication technology such as "Telegram" to facilitate communication between schools or subject groups in the cluster schools.</p>	<p>Many remote school locations are too far from other schools to effectively establish school clusters.</p> <p>Schools within 10 kms are a possibility</p> <p>The success of the cluster schools will depend on resolving the issues of travel and time to attend as well as the organizing of schools as cluster schools and designing alternative meetings for those who cannot meet because of the distance between the schools and other issues</p>
3.4 Ensure action research focus areas take IP policy formulation needs into consideration and include an IP specific analysis for each action research area.	The action research has been accepted as a responsibility of the TTDs, POEs, DOEs and schools. Once Action Research is fully initiated, IP may be one of the topics they tackle if this is identified as a problem in the school. Since Action Research in education is a process of continuous improvement rather than policy development strategies will be adopted and implemented before the follow up investigation and data gathering to determine if improvements have been achieved. The IP influence would be considered in each analysis of the issue under investigation.	Poor performing students are most likely to be subject of Action Research and these may include IP students, but this decision must be made by the teachers conducting the research.