

EDUCATION TECHNICAL PROGRAMME FACT SHEET

WORLD VISION INTERNATIONAL – CAMBODIA



In Cambodia, approximately 2.8 million children benefit from World Vision's work each year. We are committed to improving the lives of Cambodia's most vulnerable children through holistic developmental change. WVI-C has been working in Cambodia over 40 years and works in partnership with communities to create sustainable change through long-term programmes designed to address the root causes of poverty. WVI-C has three core programmes; integrated nutrition, education and protection and participation which work together to achieve holistic developmental change.

Quick Facts – Sponsorship Funding

- **Project sites:** 34 Area Programme sites spread across 9 provinces
- **Programme period:** October 2018 till September, 2022.
- **Funding Sources:** World Vision offices in Australia, Cambodia, Canada, Finland, Germany, Hong Kong, Japan, Korea, Malaysia, New Zealand, Singapore, Taiwan, United Kingdom, and United States.

INTRODUCTION

This document presents an overview about the Education Technical Programme, implemented by World Vision International – Cambodia (WVI-C), since October 2018. This technical programme covers the technical areas of education with the objective to equip the children with literacy for life.

Promoting education for all children is one of the three strategic priorities of WVI-C. The Education Technical Programme has been implemented in 34 Area Programmes (Districts) in 9 provinces. The majority of WVI-C projects are funded through child sponsorship. Through this funding WVI-C implements a comprehensive and integrated approach for community development using evidence-based interventions that are validated by external organisations. Globally these standard approaches are referred to as Core Project Models and within the Education Technical programme, the following models are implemented.



- 1. Learning Roots (children aged 3-5 years):** Learning Roots: Focuses on the development and learning needs of children from ages three through five, preparing them for a successful transition to primary school.

In FY20 implementation of the Learning Roots model was scaled down significantly as results from project reports indicated that the coverage of children, and benefits to the most vulnerable children (MVC) specifically were limited. As such, to maximise reach and benefits to the most vulnerable children, WVI-C strategically shifted programme prioritisation to primary education and the Unlock Literacy (UL) model.

- 2. Unlock Literacy (early grade reading for grades 1-3):** Focuses on helping children in grade 1-3 improve five core reading skills (reading with comprehension).

In addition to the sponsorship funded projects, WVI-C implements a series of time-bound projects that highlight WVI-C's capacity to improve children's educational outcomes vulnerable communities.

Project Name	Funding Source	Life Span
All Children Learning Project	Grant from USAID through RTI	2020 – 2021
All Children Reading Project	Grant from USAID through RTI	2019 – 2021
Ending Violence Against Children in and around Schools in Cambodia	Grant from a Coalition led by Save the Children	2020 – 2021
Sector-integrated Education Projects	Private grants	2016 – 2020
Food For Education	World Food Programme/USDA	2017 – 2019
Implementation of Social Accountability Framework (ISAF)	World Bank	2016 – 2020
Total Reading Approach for Children Plus	WVI Support Offices	2014 – 2017
Eliminating Exploitative Child Labour through Education & Livelihood	US DOL	2013 – 2016

Following is the map of Cambodia, highlighting the details of WV project locations.



COVID-19 IMPLICATIONS AND ADAPTATIONS

The closure of schools and other learning spaces has impacted education programme implementation. In order to mitigate the potentially devastating consequences of the COVID-19 pandemic on children, World Vision International-Cambodia has adapted programme activities to maximize the learning opportunities of children.

Key focus areas for the WV Education Technical Programme in response to COVID-19

Home-Based Learning Promotion:



Distributing education materials to children, especially most vulnerable families (MVF) and registered children (RC).



Programme staff support schools to distribute worksheets to children.



Promote opening of school libraries so that children are able to borrow literacy materials to study at home.



Programme staff work with the DoE and school directors to support distance learning (small group and online learning) guided by the Ministry of Education, Youth and Sports (MoEYS).



Programme staff work in collaboration with Community Reading Facilitators (CRFs) and local authorities to encourage parents/caregivers to support the learning of their children at home through mobilizing the materials in reading camps.

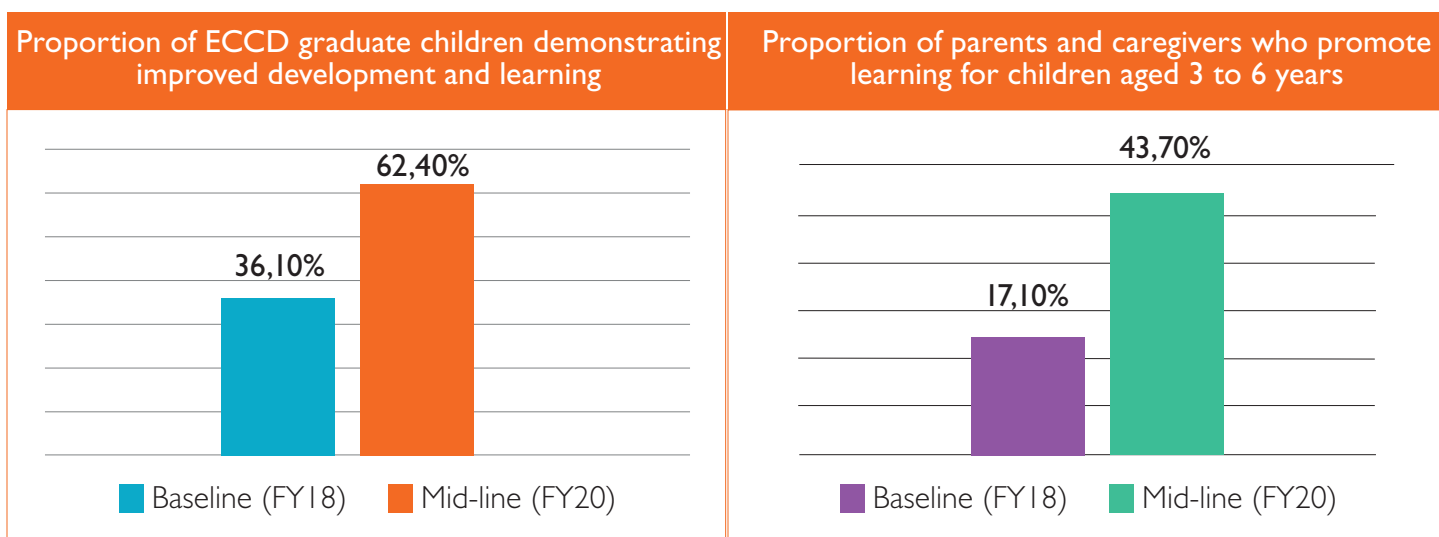
LEARNING ROOTS (KLANG)

Early childhood education (ECE) has lifetime impacts. Children attending ECE are better prepared for further learning and more likely to enter and complete primary school. For the most disadvantaged and vulnerable children, this can mean an opportunity to break away from a cycle of poverty for themselves and their future generations.

Major Activities of WVI-C:

 Parental/caregiver engagement as first teachers and protectors of children	 Strengthening local Early Childhood Centres	 Strengthening local government system
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Progress in indicators:



UNLOCK LITERACY (KABAL)

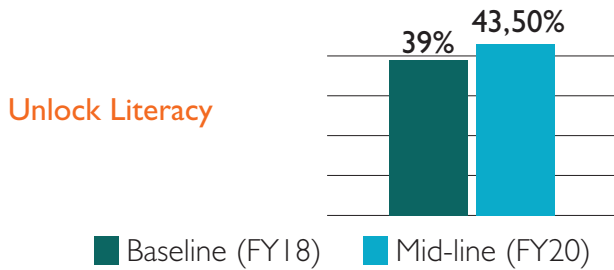
Learning to read in the first years of primary school is critical for retention and success in future grades. Literacy unlocks human potential and is the cornerstone of development. It leads to better health, better employment opportunities, and safer and more stable societies. Children who do not develop reading skills during early primary education are on a lifetime trajectory of limited educational progress and, therefore, limited economic opportunities.

Major Activities of WVI-C:

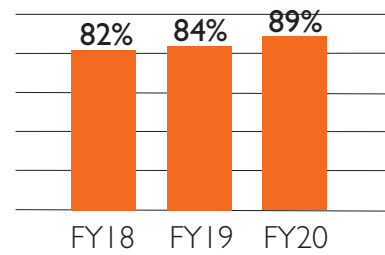
 Reading assessment – Baseline, midline and end-line reading assessments are conducted using World Vision's STAR tool for children in grade 3.	 Teacher Capacity Building – Teachers are trained to incorporate the five core reading skills into their curricula and receive ongoing teacher coaching.
 Community Action – Parents and communities are mobilized to support children as they learn to read fun out-of-school reading camps.	 Material Procurement and Creation – Locally relevant and grade-appropriate reading materials are developed or procured.

Progress in indicators:

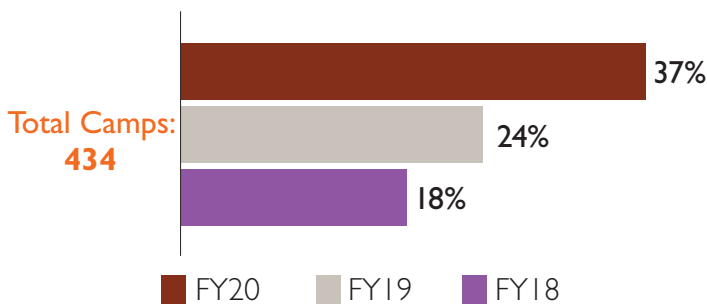
Proportion of children in Grade 3 achieving at least a minimum proficiency level in reading



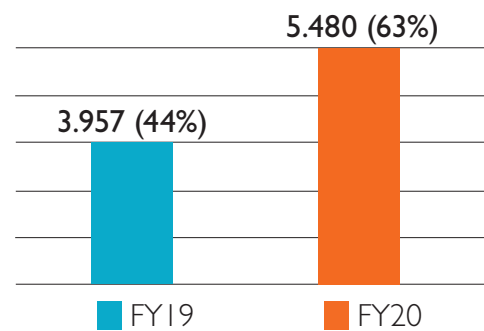
Proportion of UL trained teachers utilizing skills acquired to teach reading



Proportion of Reading Camps achieving quality standards



Proportion of parents/caregiver trained on Reading Awareness Promotion



KEY PARTNERS AND STAKEHOLDERS

National Level

- Asia Foundation
- Child Fund
- Child Rights Foundation
- Global Campaign for Education
- KAPE (Kampuchea Action Provide Education)
- Krousar Yeung
- Ministry of Education, Youth, and Sports
- NGO Education Partnership
- Provincial Education Sector Working Group
- Plan International
- Room to Read, Enfant et Development
- RTI (Research Triangle Institute)
- Room to Read
- Save the Children
- The European Union (EU)
- UNICEF
- UNESCO
- World Food Program

Sub-National Level

- Commune Committee for Women and Children (CCWC)
- Commune Council
- DoE (District Office of Education)
- District Technical Monitoring Team (DTMT) (Part of DoE)
- Provincial Education Sector Working Group (P-ESWG)
- Primary Education Department (PED)
- PoE (Provincial Office of Education)
- Reading Camp Volunteers
- School Director (SD)
- School Management Committee (SMC)
- Student Council (SC)
- Teachers

MOVING FORWARD

- Scale up community actions to support children's continued learning (Reading Camps and Reading Awareness Promotion-RAP) in all Area Programmes.
- Promote home-based learning through Reading Camps and Reading Awareness Promotion (RAP), and expand RAP sessions to areas beyond WV targets.
- Mobilize relevant stakeholders (Teachers, Schools Directors, Local Authorities, parents/caregivers, and Student Councils) to develop action plans to support home-based learning.
- Work with the PoE and DoE to develop supplementary materials and provide quality capacity building workshops to primary school teachers.





World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity or gender.

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