



PROGRAMME GOAL: Increase in children who are equipped with literacy for life.

PROGRAMME BRIEF



Timeline: 2023-2027



Funding Source: World Vision International, private, foundations, bilateral/multilateral government agencies



Stakeholders: Ministry of Education, Youth and Sport (MoEYS), Provincial of Education (PoE), District of Education (DoE), School Support Committee (SSC), School Management Committee (SMC), School Teachers, Librarians, Village Leaders, Commune Council (CC), Commune Committee for Women and Children (CCWC), Faith Leaders, and NGO partners.

DEVELOPMENT CONTEXT



Schools nationwide were closed for approximately 18 months (2020-2021) due to the COVID-19 pandemic. Despite several measures, students in the country struggled to continue their learning. 23.7% (girl: 22.22%) of the children could NOT catch up with lessons!



During the school closure, 23% of parents/caregivers reported NOT having confident to help their children with ongoing learning at home, 46.8% not having enough time to support their children, and 30% not having relevant materials?



A learning assessment conducted in 2022 confirmed that there were substantial learning gaps among grade six students. 45% failed to demonstrate basic proficiency in Khmer language and 74% in Mathematics.³

PROGRAMME IMPLEMENTATION AREAS



¹ MoEYS, Primary Education Department (PED) Distance Learning Report 2021

² https://www.google.com/url?q=https://www.wvi.org/publications/research/cambodia/survey-impact-covid-19-vulnerable-households-cambodia&sa=D&source=editors&ust=167634995507898&usg=AOvWaw1oI_9BBHB_6zKbXj1ltM16

³ https://www.unicef.org/cambodia/sites/unicef.org.cambodia/files/2022-04/Grade%206%20NLA%20Report%20Final%20April%20205_clean_Final.pdf

PROGRAMME OUTCOMES



Strengthened teaching instruction in Grades 1-3



Increased support by communities for children's literacy



Increased proportion of schools achieve "Quality Learning Environment"



Government systems supporting children's education strengthened

TARGET PEOPLE



124,157 children 6-12 years (93,118 Most Vulnerable Children and 15,950 out-of-school children)



3,845 primary school teachers



501,264 men



538,824 women

PROGRAMME APPROACHES

Teacher capacity building: Training and provision of materials to improve teaching the children with diverse needs, using individual learning plans, teaching in multi-grade classrooms and managing children's behaviour, inclusive education, remedial teaching, or multi-grade classes in primary schools. Teachers also receive ongoing coaching and feedback.

Support by communities: Parents and communities are mobilized to support children as they learn to read through fun filled out-of-school reading camps. Inclusive reading camps are established, ensuring that most vulnerable children, dropouts, out-of-school, and children with disability are included in the reading camps.

Quality Learning Environment: Librarians are trained on the MoEYS library curriculum. Teachers are trained on the positive discipline and effective classroom management curriculum by MoEYS.

Government system strengthening: Work with School Management Committee (SMC) to promote constructive engagement between teachers and parents/caregivers.

Social accountability (Cross-Cutting Approach): The Implementation of the Social Accountability Framework (ISAF) aims to improve the quality of primary school service delivery through information of the citizens on their rights, facilitation of dialogue between citizens and service providers and support the development of action plans to improve the performance of school staff.

The Cambodian Consortium for Out-of-School Children (CCOSC): As a member of the Consortium, World Vision will contribute to enrol and retain 15,900 out-of-school children (OOSC) during the project period from 2023 to 2025. The Consortium will employ a tripartite approach of: (1) equitable access, (2) quality and relevance, and (3) ownership and accountability to effectively respond to the education priorities of OOSC.



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