



Plan

Early Childhood Care and Development in Cambodia

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**Promouvoir les droits de l'enfant
pour mettre fin à la pauvreté des enfants**

Context: Education statistics

	Enrollment in Pre-school*	Net - Enrollment in primary	Repetition rate in 1st year of primary	Drop-out in 1st grade of primary	Overage enrollment in 1st grade prim.	Completion Rate primary education
National Average	3,9%	96,4% (96,4% girls)	10,9% (9,9% girls; 11,7% boys)	8,6% (8,6% girls; 8,6% boys)	21,8%	89,75% (89,94 girls; 89,56 boys)
Siem Reap Province (Khmer)	5,9%	96% (96,3% girls)	13,5% (13% girls; 14% boys)	9,8% (9,8% girls; 9,8% boys)	27,9%	91,29% (95% girls, 87,6% boys)
Rattanakiri Province (mainly Ethnic Minorities)	1,9%	86,2% (86,8% girls)	8,6% (8,8% girls; 8,5% boys)	16,9% (14,9% girls; 18,5% boys)	33,3%	57,60% (50,4% girls, 64,4% boys)

* Pre-school quality generally low

Context: Health

- **Right to health:** situation in Siem Reap (2010)
 - Stunting (malnutrition) < 5: 50% (Nat.avg.=40%)
 - Anemia(malnutrition) <5: 46% (Nat.avg.=46%)
 - Child mortality 0-1: 50 in1000 children (Nat.avg.=45/1000)
 - Child mortality <5: 60 in1000 children (Nat.avg.=54/1000)

Project Objectives

1. To improve health and wellbeing of children age 0 to 3+ years through **parenting education**
2. To increase access to **early childhood education** for at least 75% of children aged 3-5 years old
3. To build community ECCD, human rights and children rights institutions and link them to national level through **evident based advocacy**.



Parenting Education in SR

- 546 parenting groups of 10–20 people
- Mostly mothers and grandmothers, pregnant women, ...
- Parenting groups supported by community animators
- Parenting education on 12 WHO key family practices (11 related to health issues, 1 related to Psycho – Social - Motor development)
- Animator recruitment, training and management by CC
- Financial and support and capacity building of CC by Plan Cambodia

Community preschool program

- Community based pre-schools (vs. State pre-schools) in Siem Reap Province (80 villages, 200 classes)
- Pre-school teacher recruitment and management by CC
- Short pre-service and refresher trainings for pre-school teachers provided by DoE, PoE – 10 days & 5 days
- Low cost pre-schools in new and existing structures – community involvement
- Community organised schoolfeeding
- Financial support for salaries, buildings & materials, meals; capacity building of CC and PoE, DoE by Plan Cambodia

Community preschool construction



Classroom activities



Teacher Training



Strengthening community capacity and awareness

Awareness

Increasing community awareness of importance of ECCD through:

- Parenting groups
- Village chiefs and commune councils
- Bell Ring Project – Children's participation

Capacity - **NEW**

Capacity building of CC governance and management of ECCD projects.

Increasing capacity for resource mobilisation for ECCD through Commune Investment Plans



ECCD campaign activity



National evidence based advocacy

Through National ECCD Networks

- National ECCD Network (NECCD) = NGO & Ministries
- NEP (NGO Education Partnership)

Development of National policies and guidelines

- ECCD national policy
- ECCD National Action plan (in development)
- ECCD Guidelines (in development)

Research and monitoring of ECCD program for evidence based advocacy => Comparative study



Outcomes

- 98% of community preschool children aged 6 years were enrolled in primary school in SY2010-2011.
- Children who attended community Preschool perform better on Language and Maths in grade 1 of primary school
- Children who attended pre-school were more often referred to health services when experiencing health problems
- Parents who attended parental education provide better care and stimulation to their children than before.
- The understanding of parents on ECCD increased and they value both boys' and girls' pre-school education.
- CCs, Village leaders and Animators commit and work hard to mobilize community resources, and community contributed their local resources to project.



Challenges

- Low capacity of PoE/DoE in teacher training, pedagogics, etc. resulting in low quality pre-service trainings. Limited capacity of local level Plan staff.
- CCs have limited understanding of their roles and responsibilities as stipulated by the official ECCD policy.
- Strong reliance on Plan Cambodia for implementation, management and funding of the project. Raises questions on sustainability, local ownership and possibilities for upscaling. => shift to stronger capacity building of CC in management, governance and resource mobilisation + bottom-up advocacy

Challenges II

- High cost (question of sustainability) of parenting program through paid animators => shift to 'core-parents' in new project design
- Participation of poorest parents in parenting groups can be limited because of field work
- Not all families send children to pre-schools because of distance, lack of awareness, ...
- Migration of animators, preschool teachers and parents; re-election of CC

Recommendations for the future

- Increasing sustainability through capacity building of CCs, CWCCs and others on resource mobilization, management, governance and monitoring of ECCD program.
- Strengthen capacity of POEs, DOEs, Plan staff and pre-school teachers to increase pre-school quality.
- Increase sustainability of parenting program through the use of 'core-parents' instead of paid animators (feasibility?)
- Increase local and national advocacy on ECCD (TBD).

THANKS

