



Five-year Strategic Plan 2021-2025

For

Krousar Yoeung Association

Kingdom of Cambodia

March 2021

ACKNOWLEDGEMENT

We are pleased to share with you the five-year Strategic Plan for Krousar Yoeung Association (KrY) for the period FY 2021 – FY 2025. This plan has been developed by the team at the KrY with support from its Board, an expatriate Volunteer, and finalized by Cambodian Consultant. The partners, key stakeholders at both national and sub-national levels, as well as beneficiaries, were actively engaged in the consultation process while drawing up this document.

To develop this strategic plan, we reviewed the lessons we have learned from the previous five-year strategic plan 2014-2018 and based on a retrospective SWOT analysis of the operations of the Association. We also looked at some external factors, primarily the existing political dispensation and alignments, economic situation, social derivatives, and the legal environment as well as funding trends globally and regionally. This plan will provide us with clear directions for programming and operations of the KrY over the next five-year period.

On behalf of the Board and management team of the KrY, I wish to express my gratitude to the Board Members, the KrY's management team, staff, and partners who provided support in giving direction to this Strategic Plan for 2021-2025. Everyone's commitment to the KrY's mission is greatly appreciated and holds great meaning to the ongoing success of the Organization.

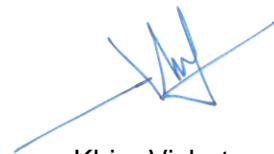
Best Regards,

Chairman of the Board



Chan Monnyrath

Executive Director



Khim Vichet

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EXECUTIVE SUMMARY

Krousar Yoeung Association (KrY) is a local non-profit, working to promote the health, cognition, and development of children, strengthen childcare and parenting, improve livelihood and empower families through a variety of development programs. The Vision of the organization is *“All Cambodian children receive care and development in an enabling environment with respect for their rights and needs”*.

This Strategic Plan (SP) 2021-2025 effectively builds on the achievements and lessons learned from the previous experiences in working in the Early Childhood Care and Development (ECCD) sector over the last two decades and based on a retrospective SWOT analysis within the operations of the KrY Association. The KrY is ensuring that our interventions are proactive enough to adapt to the changing environment that will bring positive changes to the lives of Cambodian Children from conception to over six years of age, especially disadvantaged, ethnic minority, vulnerable and poor children.

The SP 2021-2025 will provide us with a clear strategic direction towards the programmatic work of the KrY over the next five-year which the new strategic objectives are shaped to address the challenges of Cambodia children to access to Early Childhood Care and Development in the country.

For the SP 2021-2025, the KrY will continue to implement the program interventions in Siem Reap, Rattanakiri, Tboung Khmom, Kratie, and Kampong Chham provinces as the strategic location. The primary direct target groups are children from conception to age under six for ECCD, and children for primary education, pregnant women, parents, pre-school teachers, school's teachers, and principals, School Management Committee (SMC), School Support Committee (SSC), etc. The KrY staff will work directly with them in the target communities.

The SP 2021-2025 has three strategic objectives with accompanying outcomes. ***The goal of the SP is “Cambodia children especially disadvantaged group enjoy their rights to access to Early Childhood Care and Development services from conception to over six years of age to be ready for primary education”.***

Strategic Objectives:

Strategic Objective 1: *The Cambodian Children under the KrY's program interventions, from 3 to over 6 years old, especially disadvantaged, ethnic minority, vulnerable and poor children, access to better Early Childhood and Early Grade education services to be ready for the higher primary education.*

Strategic Objective 2: *The Cambodian children under the KrY's program intervention, from conception to age under six, especially disadvantaged, ethnic minority, vulnerable and poor children, have better access to care and development services.*

Strategic Objective 3: *Krousar Yoeung Association develops the adequate capacity to deliver Strategic Plan and to be recognized as the “Early Childhood Care Development Expert” organization in Cambodia.*

I. INTRODUCTION

1.1. BACKGROUND OF KrY

Krousar Yoeung Association (KrY) is a local non-profit, non-religious and non-political association, registered with the Ministry of Interior, working to promote the health, cognition, and development of children, to strengthen childcare and parenting, improve livelihood and empower families through a variety of development programs.

The KrY was founded and officially recognized by the Ministry of Interior in August 2002. With the encouragement and support from the French organization, *Enfant and Development (E&D)*, a part of the program of this organization called, the **Early Childhood Project**, was transformed into a local non-profit organization with the name of Krousar Yoeung Association (KrY). Since it was established, the community pre-schools were used to be under E&D's program which was handed over to be under the supervision of the Krousar Yoeung. The partnership and support from E&D have continued until the present and both organizations always shared valued expertise and common interest with each other through the joint-projects and those are mostly in the field of Early Childhood Care and Development, Social Work, Creation of Innovative Pedagogical Materials for pre-school education, Parental Education and Networking.

In 2006, the KrY was in partnership with Plan International Cambodia and it was expanding its parental education activities and pre-school education work to 28 rural communities in two districts of Siem Reap. A year after, the KrY continued partnership with Plan International Cambodia and they both piloted Family Basic Counselling work in the target communities for one year and as it resulted, it became the holistic model to replicate and scale in the working context of the KrY and Plan International Cambodia in helping with the poorest and most vulnerable people and households in the rural communities. With the funding support from the Australian Government, a four-year project entitled, the Families Empowering Project (EFP) 2008-2011 was implemented in four districts of Siem Reap. Remarkable achievements and great effectiveness from the intervention particularly the significant impacts on the quality of lives of the target houses in both social and economic, the project was continued expanding to some other rural communities in Tboung Khmum province until the mid-2016.

In 2010-2013 apart from E&D and Plan International Cambodia, the KrY extended its partnership with others and those including, ICS, Bandoskomar, Inteviada, Apasra Italy, UNICEF, Japanese Embassy, and French Embassy...etc. Several projects in the short and medium-term relatively addressing works of Early Childhood Care and Development and Parental Education were implemented by the KrY over the period.

1.2. KrY VISION, MISSION, AND CORE VALUES

Our Vision:

All Cambodian children receive care and development in an enabling environment with respect for their rights and needs.

Our Mission:

We contribute to enhancing the physical, intellectual, and moral development and education of Cambodian children, working in conjunction with key stakeholders such as the schools, government agencies, local authorities, communities, private institutions, and development partners in the fields of Early Childhood Care and Development and Primary Education.

Our Core Values:

- **Respect:** We respect the rights of all people, especially the children
- **Learning:** We keep learning and improving
- **Creativity:** We value new ideas and innovative solutions
- **Integrity:** We value Honesty, Transparency, and Accountability
- **Partnership:** We value the support from donors, partners, and stakeholders.

II. SITUATION ANALYSIS

2.1. OVERVIEW

Over the last decade, Cambodia has reached a lower-middle-income status in 2015 and aspiring to attain upper-middle-income status by 2030. Cambodia's economy has sustained an average growth rate of 8 percent between 1998 and 2018¹. The rapid growth has substantially contributed to the acceleration of the living standard and the vast reduction of poverty from 53 percent in 2004 to 13.5 percent in 2014, and around 10 percent in 2018.

The global shock triggered by the COVID-19 pandemic has significantly impacted Cambodia's economy in 2020 at a time when Cambodia also faces the partial suspension of preferential access to the EU market under the "Everything but Arms" initiative. The COVID-19 outbreak and slow recovery in global economic activity, alongside prolonged financial market turmoil, pose risks to Cambodia's growth outlook. Based on COVID-19 Economic and Social Impact Assessment in Cambodia by UNDP found that the economic growth rate could contract from an original 6.5 percent to 4.1 percent in 2020 and the poverty rate would rise to 17.6 percent in 2020, adding around 8 percentage points to the pre-COVID poverty rate.²

According to Cambodia's 2019 census with a total population of 15.29 million people,³ 11% of the total population are children under five.⁴ The consequences of industrialization and the phasing-out of the traditional foster care system bring an increasingly greater degree of vulnerability to families and children. Therefore, it is important to invest in awareness-raising campaigns and the establishment of structures in favour of early childhood development in Cambodia.⁵

2.2. NATIONAL POLICIES AND COMMITMENTS ON ECCD

The Rectangular Strategy Phase IV sets out the RGC's economic development strategy. The National Strategic Development Plan (NSDP) is the delivery vehicle for the Rectangular Strategy and has also been updated for 2019-2023. Ministry of Education Youth and Sport (MoEYS) approved the 2030 Roadmap of Cambodia's SDG 4, Education, in early 2019, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Also, to implement SDGs, Cambodia has developed CSDGs Framework 2016-2030 which CSDG2 is contributing directly to achieve SDG4.

The Education Strategic Plan 2019-2023⁶ is designed for implementing education, youth, and sports reforms while establishing a robust base for education in 2030 and beyond. In the

¹ Cambodia At-A-Glance, World bank in Cambodia, September 2019

² COVID-19 Economic and Social Impact Assessment in Cambodia, UNDP, October 2020

³ General Population Census of the Kingdom of Cambodia, National Institute of Statistics, Ministry of Planning, June 2019

⁴ Early Childhood Care Development in Cambodia, Nurturing Care organization, Countdown to 2030

⁵ Alongside Early Childhood development in Cambodia, Planet Enfant and Development, 2019

⁶ Education Strategic Plan 2019-2023, MoEYS

Education Strategic Plan 2019-2023, there is sub-sector planning to improve Early Childhood Education. The policies set by the MoEYS aim to strengthen the quality of ECE. Policy interventions during 2014–2018 provided a foundation for improving the quality of ECE in 2019 and beyond. These interventions included the National Policy and Action Plan on Early Childhood Care and Development, the updated National Committee for Early Childhood Care and Development, the Sub-Decree on Community Pre-School Management, the Prakas on Minimum Standards for Community Pre-Schools, the Prakas on Assessment Procedures for Community Pre-Schools, the Prakas on Private Pre-School Management, and the Prakas on the Recognition of National and Sub-National Trainers. Other interventions included operational principles for community pre-schools, parental education programs for pregnant women and parents with children under 2 years, and operational principles for resources in pre-schools.⁷

The MoEYS identified priorities for strengthening ECE services, such as increasing access to quality, equitable and inclusive education, improving the quality of pre-schools per standards, and strengthening the capacity of ECE sub-sector management.

2.3. CHILD RIGHTS SITUATION ANALYSIS

Nutrition: Cambodia has achieved some remarkable health outcomes, such as a significant decline in child mortality rates and the early achievement of Millennium Development Goal 4 – Reduce Child Mortality. Between 2000 and 2014, the infant and under-five mortality rates both decreased by over 70 percent, while the maternal mortality rate decreased dramatically from 472 to 170 deaths for every 100,000 live births. Also, stunting in Cambodia has steadily decreased over the past 14 years, from 50 percent of children under five in 2000 to 40 percent in 2010 to 32 percent in 2014.⁸

Despite the significant progress, food security and undernutrition remain important public health concerns in Cambodia. Cambodia ranked in the 78th position out of the 119 countries assessed.⁹ Therefore, nearly one-third (32 percent) of children under five are stunted, 24 percent are underweight, and 10 percent are wasted.¹⁰ Levels of stunting vary widely among provinces in Cambodia, ranging from 18 percent in Phnom Penh to 44 percent in Preah Vihear and Stung Treng. It reveals an equity gap in Cambodia which stunting being more common in rural areas (34 percent) than urban areas (24 percent) and is less common among the children of more educated mothers (27 percent of children whose mothers have a secondary education are stunted, while the prevalence rises to 39 percent of children whose mothers had no formal education).¹¹ Poverty also plays a major role in how malnutrition impacts the population which children from households in the lowest wealth quintile more likely to be malnourished than children from households that are wealthier while an estimated 2.3 million Cambodians (14.6 percent) still face severe food insecurity, households spend over 70 percent of their income on food, and dietary quality is poor.¹²

Education: Cambodia has made terrific progress in educating its children. Access to **Early Childhood Education (ECE)** improved year on year as a result of interventions and the provision of education services. There was a gradual increase in the percentage of five-year-old children accessing all aspects of ECE services, from 59.9 percent in School Year (SY) 2013/14 to 68.5 percent in SY 2017/18. Enrolment of four-year-old children increased from 24.5 percent to 39.9

⁷ Ibid

⁸ Cambodia Demographic and Health Survey (CDHS) 2014

⁹ Global Hunger Index, March 2019

¹⁰ Ibid

¹¹ Cambodia Nutrition Profile, USAID, March 2018

¹² Ibid

percent over the last five years, achieving the target of 38 percent in SY 2017/18.¹³ A large majority of pre-primary children (two-third or so) are in public pre-schools, while others attend community (17.5%) or private (10%) pre-schools. There has been a significant increase in the number of public pre-schools in recent years. The number of public pre-schools was reported to be 4,176 in SY 2017/18 compared to 1,634 in SY 2007/08. Likewise, there were 2,955 community pre-schools and 456 private schools in SY 2017/18. The number of teachers has also increased significantly from 2,960 in 2007/08 to 5,398 in 2017/18.¹⁴

Despite these achievements, there are major challenges in the sub-sector. Children living in rural and remote areas or migrant children, especially the poor and disadvantaged have limited access to ECE services which the appropriate strategies needed to reach these children. A low level of pre-primary enrolment affects school readiness for the majority of young children. The teacher shortage is considered serious. Teacher recruitment has not kept pace with student enrolment. In recent years, enrolment in public pre-schools has increased at a rate of 10.3% per annum, whereas the corresponding growth of teacher size has been around 5.5%. This has put pressure on the pupil-teacher ratio (PTR), which increased from 26.9 in 2007/08 to 39.8 in 2017/18.¹⁵

The quality of ECCE remains a major concern for the MoEYS. Many of these access and quality-related challenges can be attributed to the lack of appropriately trained and qualified teachers/early childhood educators, poor nutrition of children in remote areas, community pre-schools not meeting quality standards, limited home-based education programs, limited regulation and monitoring institutional and staff capacities in various ECCE settings, insufficient financing, weak policy framework, poor coordination among the various sectors, inadequate monitoring, and lack of adequate learning materials.¹⁶

For **primary education**, the number of children enrolled in primary education has increased from 82 percent in 1997 to over 98 percent in the SY 2017/18, while completion rates have reached 80 percent. Primary schools are largely available in all geographic locations. According to the MoEYS Education Congress report, the number of students enrolled at the right age increased, which indicates that Cambodian people understand the value of education, schools are close to their homes, and especially in remote and disadvantaged areas, they offer a friendly environment.

The challenges facing enrolment at the primary level are over-age children who drop out of school; a lack of schools at all levels in some districts; a lack of competency in early grade reading, writing, and mathematics. Cambodia prepared its first Early Grade Mathematics Assessment (EGMA) in 2015, with the results indicating that students in Grade 1, Grade 2, and Grade 3 lacked understanding of the concepts of mathematical contexts, but could answer questions related to solving procedures. As students lacked this understanding, their Grade 6 learning levels were low, especially for fractions, decimals, percentages, and geometry. The main challenges included teachers not following their lesson plans, a lack of teaching and learning materials for teachers and students, and teachers not using inquiry-based learning activities.

¹³ Ibid

¹⁴ Cambodia's Education 2030 Roadmap Sustainable Development

¹⁵ Ibid

¹⁶ Ibid

III. STRATEGIC REFLECTIONS

3.1. Krousar Yoeung Association

The KrY has made significant progress in contributing to improving the Early Childhood Education (ECE) services in Cambodia. The followings were the key achievements over the past year:

- **Early Childhood Resource Center (ECRC) in Phnom Penh:** ECRC is the best-recognized Pre-school Teachers Training Centre for NGO Partners in Cambodia; 1000 pre-school teachers received the training on pre-school teaching pedagogy. Also, hundreds of innovative pedagogical game materials have been produced and distributed.
- **Promoted ECE in Cambodia:** In 2005, with the support of E&D and UNICEF, the KrY in close collaboration with MoEYS studied and documented the impact on its community preschool work. Since then, the KrY has been widely recognized as the leading NGO through its innovative pedagogy, implementation of Community-based Preschools (CPS), Community Mobilization, Parenting, Family Empowering, and advocacy. The Community Pre-school model developed by the KrY in partnership with Enfants & Développement was scaled up by UNICEF and integrated into the strategy of the government, and more than 2,000 community pre-schools were created.
- **Model pre-school design:** with extensive experience in building the pre-schools in the project target areas, the KrY has designed a child-friendly pre-school which is recognized as the model pre-school which can be replicated by other NGOs and the MoEYS.

Besides the program achievements in the field, the KrY has strengthened its internal capacity in governance, management, financial, and information systems that support effective program management and delivery. The organization has established a governance board and management team structure to provide leadership for the program implementation in the field. The KrY has built a reputation at the national and sub-national level with relevant stakeholders as an expert on ECCD. Also, The KrY is certified as a Good Governance & Practice NGO (NGO-GPP) from 15 September 2019 – 15 September 2021. Also, the KrY has implemented a global annual audit every year. However, the KrY has limited human and financial resources for the full functions of the programmatic results-based Monitoring and Evaluation, Resource Mobilization, Communication and Visibility, Human Resource, Administration, and Finance that need to be improved in the new SP 2021-2025.

3.2. Funding trends

As the global shock triggered by the COVID-19 pandemic has significantly impacted Cambodia's economy in 2020 at a time when Cambodia also faces the partial suspension of preferential access to the EU market under the "Everything but Arms" initiative. The outbreak caused sharp deceleration in most of Cambodia's main engines of growth—tourism, manufacturing exports, and construction—which together account for more than 70 percent of the country's growth and almost 40 percent of paid employment. The economy in 2020 is projected to register negative growth of -2 percent, the sharpest decline in Cambodia's recent history. The COVID-19 outbreak and slow recovery in global economic activity, alongside prolonged financial market turmoil, pose risks to the global trend for funding in the NGOs sector. Globally, some NGOs have reduced the budget size because of COVID-19 which will impact the funding aid to Cambodia as well.¹⁷

In addition to the above challenges, Cambodia has also faced significant financing challenges in the NGOs sector as Cambodia was progressing as a middle-income country, Official Development Assistance (ODA) and NGO funding flows will decrease and hence, the country needs to find alternative sources.

¹⁷ COVID-19 Economic and Social Impact Assessment in Cambodia, UNDP, October 2020

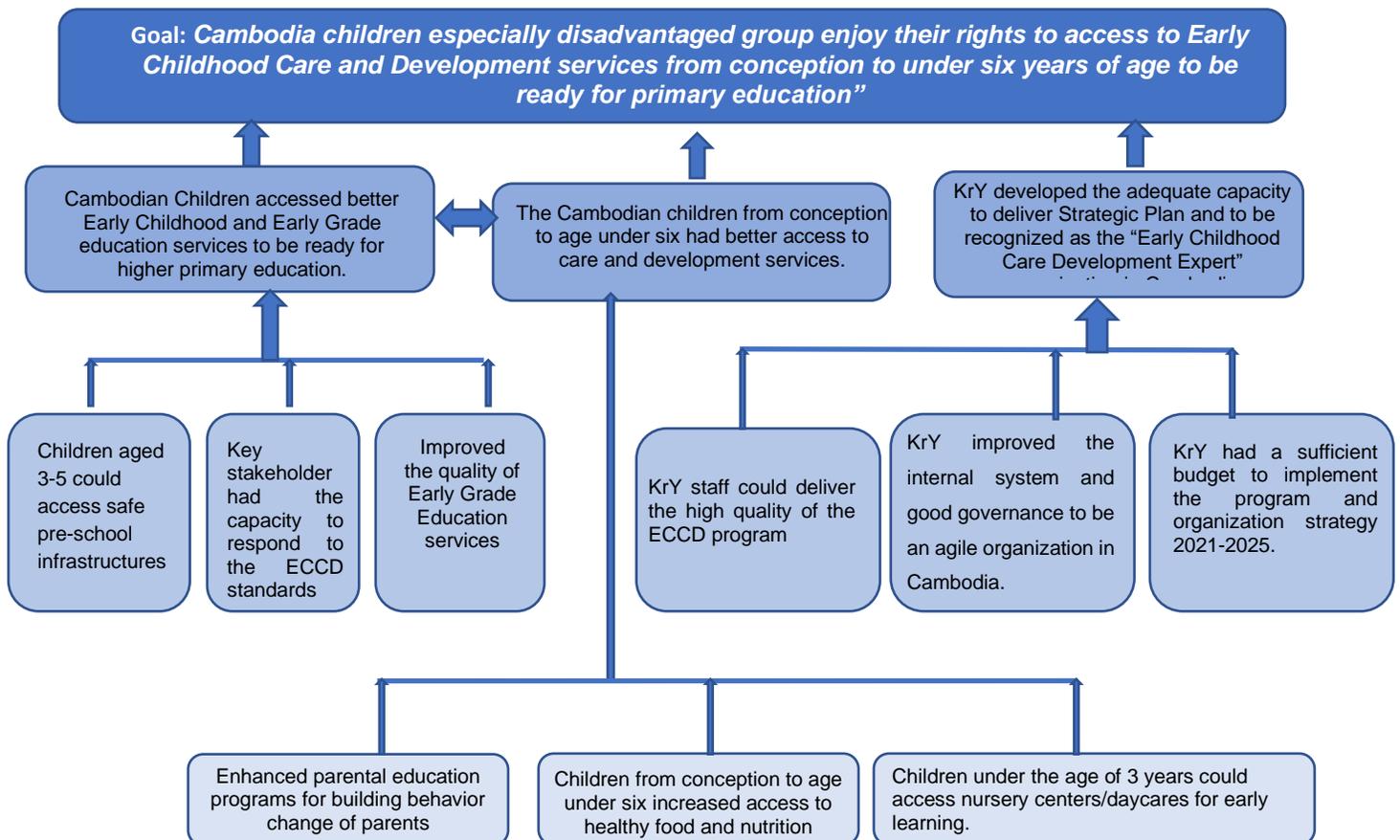
IV. PROGRAM APPROACH AND STRATEGY

4.1. THEORY OF CHANGE



In the last decade, the KrY focused on the Community Based Pre-schools, Parental Education, Primary Health Care, and Nutrition, Networking, State-Based Kindergarten, Basic Counselling, Pre-school Teacher Training, Pedagogy Games, and Free-Play, Vocational Training Skills, and Primary School Upgrading.

In the new Strategic Plan 2021-2025, the KrY will focus on the following Theory of Change (ToC) which is used as a 'living documents' that will be periodically reviewed and adjusted as necessary based on implementation experience and the changing operational context.



4.2. GOAL AND STRATEGIC PRIORITIES

The goal of the strategy is “Cambodia children especially disadvantaged group enjoy their rights to access to Early Childhood Care and Development services from conception to under six years of age to be ready for primary education”

To achieve the strategic goal, the KrY will implement the three strategic objectives as follows:

Strategic Objective 1: *The Cambodian Children under the KrY’s program interventions, from 3 to over 6 years old, especially disadvantaged, ethnic minority, vulnerable and poor children, access to better Early Childhood and Early Grade education services to be ready for the higher primary education.*

To achieve strategic objective 1, the KrY will deliver three outcomes:

Outcome 1.1: *Increased accessibility of children aged 3-5 to safe pre-school infrastructures for promoting a child-friendly learning environment*

Key Strategic Interventions:

- 1.1.1. Construct new, and renovate/upgrade old, pre-school facilities (state and community pre-schools), including classroom, storage, kitchen, dining, and WASH facilities. etc., in accordance with the standards.
- 1.1.2. Support the state, community, and private pre-schools with the equipment (table and desks, lockers, drawers, shelves, etc.) and materials (Instructional and learning materials as well as outdoor playgrounds) for promoting a friendly learning environment for young children.
- 1.1.3. Work with School directors, school management committee, and school support committee to plan and implement the school maintenance to ensure the school infrastructure, equipment, and materials are properly maintained and repaired.
- 1.1.4. Work with School directors, school management committee, and school support committee to plan and implement the school landscape by establishing/improving gardens, plants, paths, and fencing for promoting a child-friendly learning environment.

Outcome 1.2: *Strengthened the capacity of pre-school teachers, school directors, school support committees, and other key relevant stakeholders to respond to the ECCD standards.*

- 1.2.1. Update the training curriculum for pre-school teachers to align with the national curriculum of MoEYS
- 1.2.2. Build the capacity of pre-school teachers to deliver quality pre-school education services to the children.
- 1.2.3. Building capacity of key relevant stakeholders (school directors, school management committee, and school support committee. etc) on pre-school management, leadership, resource mobilization, monitoring, and assessing.

1.2.4. Collaborate with the MoEYS, PoEYS, DoEYS to monitor and evaluate the pre-school operations.

Outcome 1.3: *Improved the quality of Early Grade Education services to enable the children to go through primary education.*

- 1.3.1. Improve infrastructure and facilities (classrooms, equipment, library, and materials) for early grade education within the target primary schools.
- 1.3.2. Build the capacity of the Early Grade teachers to deliver quality Early Grade education services to the children
- 1.3.3. Provide scholarship to struggling students to continue the Early Grade Education.
- 1.3.4. Work with school directors, teachers, school management committee, and school support committee to monitoring and assessing the performance of the early grades.

Strategic Objective 2: *The Cambodian children under the KrY's program intervention, from conception to age under six, especially disadvantaged, ethnic minority, vulnerable and poor children, have better access to care and development services.*

To achieve strategic objective 2, the KrY will deliver three outcomes:

Outcome 2.1: *Enhanced parental education programs for building behaviour change of parents to ensure children can receive early child care and stimulation for proper growth and development*

Key Strategic Interventions:

- 2.1.1. Build capacity and advocate with local authorities for resource mobilization to support the parental education programs.
- 2.1.2. Establish parent groups and build the capacity of core parents (focal persons) and group leaders on ECCD, basic counselling, ToT, and group facilitation, etc.
- 2.1.3. Support core parents and group leaders to raise awareness to the group members (parents, caregivers, guardians) on the twelve key family practices tools.
- 2.1.4. Support core parents and group leaders to provide basic counselling to the most vulnerable mothers to ensure they can access the social services for improving the living condition.

Outcome 2.2: *Increased access to healthy food and nutrition for children from conception to age under six for promoting a healthy lifestyle*

- 2.2.1. Support Village Help Support Groups (VHSGs) to conduct awareness on nutrition, including a demonstration on how to cook nutritious porridge.
- 2.2.2. Work with VHSGs to ensure the children (0-3 years old) can conduct a regular check-up on nutrition status and take immediate actions as required.
- 2.2.3. Provide nutritious breakfast and snacks to the children in the target pre-schools
- 2.2.4. Strengthen knowledge of pre-school teachers, SSC, SM, school's chef on healthy food and nutrition for children through training, and quality standards.

Outcome 2.3: *Strengthened/established nursery day care centers to ensure children under the age of 3 years can access early learning and a healthy lifestyle.*

Key Strategic Interventions:

- 2.3.1. Pilot the establishment of the community-based nursery day care model for children age 18-35 months in the target communities.
- 2.3.2. Mobilize the resources to scale up the community-based nursery day care model to other communities.
- 2.3.3. Provide consultancy services on the establishment of the nursery's day care centers.

Strategic Objective 3: *Krousar Yoeung Association develops the adequate capacity to deliver Strategic Plan and to be recognized as the "Early Childhood Care Development Expert" organization in Cambodia.*

To achieve strategic objective 3, the KrY will deliver three outcomes:

Outcome 3.1. *The KrY staff could deliver the excellent quality of the ECCD program in the project target areas.*

Key Strategic Interventions:

- 3.1.1. Build capacity of the KrY staff on the ECCD technical expertizes through conducting the staff training need assessment, developing a series of training manuals, and providing the job-training and coaching to the front-line staff for program quality and long-term sustainability.
- 3.1.2. Strengthen the M&E system of the organization including developing the M&E Framework and providing training to the KrY's staff on M&E to improve data collection, analysis, and reporting, the internal monitoring tools, and formats.
- 3.1.3. Build strong networks and partnerships with external stakeholders i.e. alike education INGOs/NGOs,

UN agencies, and the Education authorities at all levels to promote the implementation of the ECCD program in Cambodia.

Outcome 3.2. KrY improved the internal system and good governance to be an agile organization in Cambodia.

Key Strategic Interventions:

- 3.2.1. Continue to be certified as the NGO with Good Governance and Professional Practices.
- 3.2.2. Strengthen Financial Management, Administration, and Human Resource Management for improving internal control systems and good governance of the organization.
- 3.2.3. Improve Communication and visibility of KrY organization through promoting the KrY's Brand and products especially ECRC in social media platforms (Facebook page, website, etc.) and raising the profile of KrY in all communication channels.
- 3.2.4. Create a profile of the KrY to be recognized as the NGO providing high-quality ECCD services through building a strong network with national and international communities such as the Asia-Pacific Regional Network for Early Childhood (ARNEC) and other key stakeholders in Asia and Cambodia.

Outcome 3.3. KrY had a sufficient budget to implement the program and organization strategy 2021-2025.

Key Strategic Interventions:

- 3.3.1. Develop Resource Mobilization and Fundraising strategy, including diversifying funding sources and support, strengthening reserve fund mechanisms for self-sustain.
- 3.3.2. Properly implement the Resource Mobilization and Fundraising strategy through a possible expansion of potential donors and providing technical services to earn income locally.
- 3.3.3. Strengthen ECRC to progressively increase local income for reserve funds through developing a Business Plan to enthusiastically promote innovative pedagogical learning materials, and training services for pre-schools.
- 3.3.4. Implement ECRC Business Plan to secure local income for the long-term sustainability of the KrY organization.

4.3. GEOGRAPHICAL COVERAGES

4.3.1. OUR TARGET GROUPS- WHOM WE WORK WITH

1. **Our primary direct target groups are** children from conception to age under six for ECCD, and children for primary education, pregnant women, parents, pre-school teachers, school's teachers, and principals, School Management Committee (SMC), School Support Committee (SSC), etc. The

KrY staff will work directly with them in the target communities.

2. **Our secondary direct target groups** at the sub-national level are village leaders, Children and Women, and Children Committees at the sub-national level, Commune; District and Provincial Council Members, PoEYS, Health Center, Operation Districts (ODs), Referral Hospital, etc.
3. **Our indirect target groups** are the general population in communities, UN agencies, other NGOs, Media, Government Officials, ECCD National Committee from MoEYS, and networks including National Education Partnership (NEP), CC, family first care, the Asia-Pacific Regional Network for Early Childhood (ARNEC) and private sectors.

4.3.2. OUR TARGET AREAS- WHERE WE WORK

The KrY will continue to implement the projects in Siem Reap, Rattanakiri, Tboung Khmom, Kratie, and Kampong Chham provinces as the strategic locations.

V. ORGANIZATIONAL STRATEGY TO IMPLEMENT THE PROGRAM STRATEGY

5.1. ORGANIZATIONAL STRUCTURE AND GOVERNANCE

To implement the Strategic Plan 2021-2025 effectively, the KrY requires an overall strong organizational structure and active engagement of the regulatory Governing Board. It requires a transition into a modified structure and technical capacity in 2021.

Governance: The KrY's Governing Board is overall responsible for the organization, providing strategic guidance, fiscal and management oversight, as well as ensuring regular review of programs and operations. The Board's role and legal obligation are to oversee the management of the organization and ensure that the organization fulfills its mission. Board members monitor, guide, and enable proper management. The Board generally has decision-making powers regarding matters of policy, direction, strategy, and governance of the organization.

The Board of Directors meet regularly according to schedule and hold the Executive Director accountable for recommendations and decisions and for delivering the agreed strategy, within budget and parameters agreed by the Board, without causing damage to the organization.

Management and Staff: The KrY currently employs 17 Cambodian staff working in Phnom Penh, in the target areas of the KrY. To support the implementation of the SP 2021-2025, the modified structure should be considered and discussed by the KrY management team and Board.

5.2. MONITORING AND EVALUATION

To strengthen the quality of project implementation in the new SP 2021-2025, the KrY will develop and strengthen the Monitoring and Evaluation system throughout the organization with standardizing monitoring, reporting tools across each program objective, and regularly socialized across all levels of staff.

The KrY will monitor and evaluate the projects based on the Results-Based Management Framework. The following participatory methodologies and tools that the KrY can consider and include in the KrY Monitoring and Evaluation Framework:

- SP Strategic Plan reflection and evaluation
- Baseline survey and final project evaluation

- M& E work-plan
- M&E data tracking sheet including direct and indirect beneficiaries
- Pre-and Post Test Training Report
- School readiness evaluation tools to monitor the changes in pre-school children
- Learning and reflection guidelines
- Mid-term review and final evaluations of projects, program, and strategic plan
- Annual Program Implementation Plan and Matrix
- Annual Reflection

5.3. RESOURCE MOBILIZATION AND FUNDRAISING

In strategic objective 3.3, one of the key actions is to develop the Resource Mobilization and Fundraising strategy. Below are the key recommendations to develop the Resource Mobilization and Fundraising strategy for supporting the implementation of the SP 2021-2025:

1. **Strengthen the relationship with the existing donors:** the most critical outcome is to maintain and strengthen the relationship with the existing donors such as Kinchan and Phoenix Foundations, who were and will continue to provide the majority of the organization's funding. Below some of the key actions for consideration:
 - Build trust with the existing donors by showing the quality of the project implementation in the field.
 - Submit the report on time with the result based quality reports
 - Develop case studies for the project to share widely with other audiences to raise the profile of the KrY organization as well as the donors.
2. **Identify new donors:** As the KrY still have only two donors, the KrY management team and Board will identify new donors who were and will provide the funding to local NGOs in Cambodia for the ECCD interventions. The donor mapping in this strategic document will be used as an entry point to identify the new potential donors.
3. **Improve communication and visibility of the KrY (link to 3.2.3):** As the local NGO in Cambodia in this competitive environment, the KrY will improve the communication and visibility of the organization to attract new donors and do marketing for their ECR center to increase profitability for the center. Below some of the key actions for consideration:
 - Assign staff to be responsible for the communication and visibility of the organization.
 - Produce marketing products for ECRC and communication materials for the KrY organization to be used in the social media platforms and networking meetings/conferences.
 - Create a Facebook page for the KrY organization and post it regularly with clear plans and actions.
 - Create a campaign or slogan to link with child development for age 0-6 which can promote on the FB page of the KrY.
 - Organize digital online education program to pre-school children through Facebook KrY page
 - Re-active the website of the KrY.
 - Promote the KrY profile through networking/conferences and the Asia-Pacific Regional Network for Early Childhood (ARNEC)

- 4. Sponsorship program:** The KrY will explore with the potential donors who can support implementing the child sponsorship program for the long-term sustainability of the organization.
- 5. Internal Support for Resource Mobilization:** Internal capacity is very important for resource mobilization and fundraising, the KrY will promote the responsibilities of resource mobilization and fundraising teams across the organization to get supports from the different functions including MT and Governing Board through transparent funding targets. Below some of the key actions for consideration:
- Mainstream the roles of resource mobilization across the organization as everyone is a fundraiser
 - Harmonized marketing products
 - Strengthen the KrY Resource Mobilization Capacity
- 6. Secure Reserve Fund for the long-term sustainability of the organization:** Currently, the KrY already has the reserved fund in place through the ECRC mechanism. To increase the funding for the reserved fund in the new SP 2021-2025, the KrY will develop a clear Term of Reference for the reserved fund mechanisms of the organization. Below some of the key actions to be included in the ToR of the reserved fund for consideration:
- Shifting the ECRC to the business model which has a clear funding target per year. Incomes from ECRC are: 1) Sell innovative pedagogical games and pre-school training materials online and offline, and 2) Provide training services to build the capacity of pre-school teachers.
 - Provide consultancy services to the other NGOs partners and companies for setting up the nurseries areas for their staff.
 - Raise funds locally through campaigns in social media, etc.
 - Create a charity connection with local banks (ABA app) to raise funds locally.
 - Create a donation website to link with the KrY website (the money gateway will be integrated with local banks-ABA, Wing, Visa Card, etc

ANNEX1: PARTNERS/DONORS MAPPING

No	Name of Agencies	Areas of interests	Geographic coverages	Notes
1	UNICEF	Strategic Plan 2018-2021: <ul style="list-style-type: none"> • Child Protection • Education • Health and Nutrition • Policy and public financing for children • WASH 	Kratie and Siem Reap	https://www.unicef.org/cambodia/what-we-do
2	Save the Children	Strategic Plan 2018-2021: <ul style="list-style-type: none"> • Early childhood care and development • Basic inclusive education • Child protection and child poverty • Health and nutrition • DRR 	Banteay Meanchey, Siem Reap, Battambang, Pursat, Koh Kong, Sihanoukville, Kampong Chhnang, Kampong Chham, Kandal, and Prey Veng	https://cambodia.savethechildren.net
3	Plan International	<ul style="list-style-type: none"> • Protecting children from violence, abuse, and neglect • Enabling children and their families to have sustained access to clean water, sanitation, and hygiene services and to live in a hygienic environment • Reducing stunting among children aged 0-5 • Supporting children to complete primary school and transition to secondary school or appropriate skills training. 	Siem Reap, Stung Treng, Rattankiri, Tboung Khmum	Note: In the process to develop the new five years strategy. The key program focuses remain the same but more emphasis on girl's rights.
4	World Vision	Strategic Plan 2020-2022: <ul style="list-style-type: none"> • Integrated Nutrition and Education • Protection and participation 	Banteay Meanchey, Battambang, Siem Reap, Preah Vihear, Kampong Thom, Kampong Chhnang, Kampong Speu, Kandal, Takeo, Phnom Penh	https://worldvisioncambodia.org

No	Name of Agencies	Areas of interests	Geographic coverages	Notes
5	USAID Cambodia	<ul style="list-style-type: none"> • Democracy, Human Rights and Governance • Agriculture and Food Security • Environment and Resilience • Global Health • Education and Child Protection (Early Childhood Development) 	Cambodia country	<p>Note: The <u>United States Agency for International Development (USAID)</u> is seeking applications for a Cooperative Agreement from qualified entities to implement the “USAID Cambodia Integrated Early Childhood Development Activity”. (deadline was on 17th Jan 2020 but can continue to look for new funding opportunities)</p> <p>https://www2.fundsforngos.org/latest-funds-for-ngos/usaids-phnom-penh-announces-integrated-early-childhood-development-activity/</p>
6	H&M Conscious Foundation	The H&M Conscious Foundation is an independent non-profit global foundation, initiated by H&M. The mission of the Foundation is to create long-lasting positive change and improve living conditions by investing in communities, people, and innovative ideas.	<p>Global program.</p> <ul style="list-style-type: none"> • H&M Conscious Foundation also provided funding to Plan International Cambodia to implement the WASH program in Ratanakiri. • H&M Conscious Foundation is a strategic donor of UNICEF for the ECCD global program. 	https://hmfoundation.com/project/global-program-for-education/
7	World Bank	The WBG is supporting countries around the world by ensuring young children have the right nutrition, early stimulation, and learning, as well as protection from the stress that affects their development	Pacific Islands, Sri Lanka Niger, Madagascar, Mongolia, Peru	https://www.worldbank.org/en/topic/earlychildhooddevelopment#2
8	The Bernard van Leer Foundation	The Bernard van Leer Foundation funds and shares knowledge about work in early childhood development and child rights. The Foundation works with local partner organizations and funds field-based programs that serve to influence policy and practice in ECD.	Global program but it is an opportunity to explore for Cambodia country	https://bernardvanleer.org

ANNEX 2: LOGICAL FRAMEWORK OF THE PROGRAM STRATEGY

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
Strategic Objective 1: <i>The Cambodian Children under KrY's program interventions, from 3 to over 6 years old, especially disadvantaged, ethnic minority, vulnerable and poor children, access to better Early Childhood and Early Grade education services to be ready for the higher primary education.</i>								
Outcome 1.1: Increased accessibility of children aged 3-5 to safe pre-school infrastructures for promoting a child-friendly learning environment	<ul style="list-style-type: none"> • # of children aged 3-5 years old increased accessibility to safe pre-school infrastructures. • # of pre-schools improved on facilities, equipment, and materials. 	1.1.1. Construct new, and renovate/upgrade old, pre-school facilities (state and community pre-schools), including classroom, storage, kitchen, dining, and WASH facilities. etc., in accordance with the standards.	<ul style="list-style-type: none"> • Strategic Plan Mid-term review and final evaluation reports. • Project final evaluation report. 	x	x	x	x	x
		1.1.2. Support the state, community, and private pre-schools with the equipment (table and desks, lockers, drawers, shelves, etc.) and materials (Instructional and learning materials as well as outdoor playgrounds) for promoting a friendly learning environment for young children.		x	x	x	x	x
		1.1.3. Work with School directors, school management committee, and school support committee to plan and implement the school maintenance to ensure the school infrastructure, equipment, and materials are properly maintained and repaired.			x	x	x	x
		1.1.4. Work with School directors, school management committee, and school support committee to plan and implement the school landscape by establishing/improving gardens, plants, paths, and fencing for promoting a child-friendly learning			x	x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
		environment.						
Outcome 1.2: Strengthened the capacity of pre-school teachers, school directors, school support committees, and other key relevant stakeholders to respond to the ECCD standards.	<ul style="list-style-type: none"> # of pre-school teachers, school directors, school support committees applied ECCD standards in pre-schools. 	1.2.1. Update the training curriculum for pre-school teachers to align with the national curriculum of MoEYS.	<ul style="list-style-type: none"> Training report including pre- and post-test results. Project final evaluation report. Strategic Plan Mid-term review and final evaluation reports. 	x		x		
		1.2.2. Build the capacity of pre-school teachers to deliver quality pre-school education services to the children.			x	x	x	x
		1.2.3. Building capacity of key relevant stakeholders (school directors, school management committee, and school support committee. etc.) on pre-school management, leadership, resource mobilization, monitoring, and assessing.				x	x	x
		1.2.4. Collaborate with MoEYS, PoEYS, DoEYS to monitor and evaluate the pre-school operations.				x	x	x
Outcome 1.3: Improved the quality of Early Grade Education services to enable the children to go through primary education.	<ul style="list-style-type: none"> # of children from grade 1-3 improved accessibility to the quality of Early Grade Education services. 	1.3.1. Improve infrastructure and facilities (classrooms, equipment, library, and materials) for early grade education within the target primary schools.	<ul style="list-style-type: none"> Project monitoring and evaluation reports. Strategic Plan Mid-term review and final evaluation 	x	x	x	x	x
		1.3.2. Build the capacity of the Early Grade teachers to deliver quality Early Grade education services to the children.		x	x	x	x	x
		1.3.3. Provide scholarship to struggling students to continue the Early Grade Education.			x	x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
			reports.					
		1.3.4. Work with school directors, teachers, school management committee, and school support committee to monitoring and assessing the performance of the early grades.			x	x	x	x
Strategic Objective 2: <i>The Cambodian children under KrY's program intervention, from conception to age under six, especially disadvantaged, ethnic minority, vulnerable and poor children, have better access to care and development services.</i>								
Outcome 2.1: Enhanced parental education programs for building behaviour change of parents to ensure children can receive early child care and stimulation for proper growth and development	<ul style="list-style-type: none"> # of parents changed Attitude, Knowledge, and Practices toward early child care for proper growth and development of children 	2.1.1. Build capacity and advocate with local authorities for resource mobilization to support the parental education programs.	<ul style="list-style-type: none"> KAP survey as baseline and end-line to monitor the behaviour changes of parents. 	x	x			
		2.1.2. Establish parent groups and build the capacity of core parents (focal persons) and group leaders on ECCD, basic counselling, ToT, and group facilitation, etc.			x	x		
		2.1.3. Support core parents and group leaders to raise awareness to the group members (parents, caregivers, guardians) on the twelve key family practices tools.				x	x	x
		2.1.4. Support core parents and group leaders to provide basic counselling to the most vulnerable mothers to ensure they can access the social services for improving the living condition.				x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
Outcome 2.2: Increased access to healthy food and nutrition for children from conception to age under six for promoting a healthy lifestyle	<ul style="list-style-type: none"> # of children from conception to age under six increased access to healthy food and nutrition 	2.2.1. Support Village Help Support Groups (VHSGs) to conduct awareness on nutrition, including a demonstration on how to cook nutritious porridge.	<ul style="list-style-type: none"> Project monitoring and evaluation reports. Strategic Plan Mid-term review and final evaluation reports. 	x	x			x
		2.2.2. Work with VHSGs to ensure the children (0-3 years old) can conduct a regular check-up on nutrition status and take immediate actions as required.		x	x	x	x	x
		2.2.3. Provide nutritious breakfast and snacks to the children in the target pre-schools.		x	x	x	x	x
		2.2.4. Strengthen knowledge of pre-school teachers, SSC, SM, school's chef on healthy food and nutrition for children through training, and quality standards.			x	x	x	x
Outcome 2.3: Strengthened/established nursery day care centers to ensure children under the age of 3 years can access early learning and a healthy lifestyle.	<ul style="list-style-type: none"> # of community-based nursery day care models tested successfully. # of consultancy services on the establishment of nursery's day provided. 	2.3.1. Pilot the establishment of the community-based nursery day care model for children age 18-35 months in the target communities.	<ul style="list-style-type: none"> Project monitoring and evaluation reports. Strategic Plan Mid-term review and final evaluation reports. 	x	x	x		
		2.3.2. Mobilize the resources to scale up the community-based nursery day care model to other communities.				x	x	x
		2.3.3. Provide consultancy services on the establishment of the nursery's day care centers.				x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
<i>Strategic Objective 3: Krousar Yoeung Association develops the adequate capacity to deliver Strategic Plan and to be recognized as the “Early Childhood Care Development Expert” organization in Cambodia.</i>								
Outcome 3.1. KrY organizational staff could deliver the excellent quality of the ECCD program in the project target areas.	<ul style="list-style-type: none"> # of KrY staff delivered the excellent quality of the ECCD program in the project target areas. # of ECCD projects implemented successfully with clearly M&E tools and frameworks. 	3.1.1. Build capacity of KrY staff on the ECCD technical expertizes through conducting the staff training need assessment, developing a series of training manuals, and providing the job-training and coaching to the front-line staff for program quality and long-term sustainability.	<ul style="list-style-type: none"> Staff capacity development plan. Project progress reports. Organizational annual reports. 	x		x		x
		3.1.2. Strengthen the M&E system of the organization including developing the M&E Framework and providing training to the KrY staff on M&E to improve data collection, analysis, and reporting, the internal monitoring tools, and formats.			x	x	x	x
		3.1.3. Build strong networks and partnerships with external stakeholders i.e. alike education INGOs/NGOs, UN agencies, and the Education authorities at all levels to promote the implementation of the ECCD program in Cambodia.		x	x	x	x	x
Outcome 3.2. KrY improved the internal system and good governance to be able	<ul style="list-style-type: none"> KrY continued to certify as the NGO with Good Governance and 	3.2.1. Continue to be certified as the NGO with Good Governance and Professional Practices.	<ul style="list-style-type: none"> Certificate from CCC. Global audit report. 	x	x	x	x	x
		3.2.2. Strengthen Financial Management, Administration, and Human Resource Management for improving internal		x	x	x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
to compete with other local NGOs in Cambodia.	<ul style="list-style-type: none"> Professional Practices. KrY conducted global audits with good results every year. # of communication and visibility activities/materials implemented/developed by KrY organization. # of networks/meetings to raise the profile of KrY have been conducted. 	control systems and good governance of the organization.	<ul style="list-style-type: none"> Facebook page and website. Communication materials 					
		3.2.3. Improve Communication and visibility of the KrY through promoting the KrY's Brand and products especially ECRC in social media platforms (Facebook page, website, etc.) and raising the profile of KrY in all communication channels.			x	x	x	x
		3.2.4. Create a profile of the KrY to be recognized as the NGO providing high-quality ECCD services through building a strong network with national and international communities such as the Asia-Pacific Regional Network for Early Childhood (ARNEC) and other key stakeholders in Asia and Cambodia.				x	x	x
Outcome 3.3. KrY organization had a sufficient budget to implement the program and organization strategy 2021-2025.	<ul style="list-style-type: none"> % of the organizational budget, increased year by year to support the implementation of the strategic plan 2021-2025. 	3.3.1. Develop Resource Mobilization and Fundraising strategy, including diversifying funding sources and support, strengthening reserve fund mechanisms for self-sustain.	<ul style="list-style-type: none"> Financial report of the organization. Business Plan of ECRC. Resource Mobilization and Fundraising 	x	x			
		3.3.2. Properly implement the Resource Mobilization and Fundraising strategy through a possible expansion of potential donors and providing technical services to earn income locally.			x	x	x	x

Objectives/ Outcomes	Verification Indicators	Key Strategic Interventions	Means of Verifications	Y1	Y2	Y3	Y4	Y5
		3.3.3. Strengthen ECRC to progressively increase local income for reserve funds through developing a Business Plan to enthusiastically promote innovative pedagogical learning materials, and training services for pre-schools.	action plans of KrY.	x	x			
		3.3.4. Implement ECRC Business Plan to secure local income for the long-term sustainability of the KrY organization.				x	x	x

ABBREVIATIONS

ARNEC	Asia-Pacific Regional Network for Early Childhood
CC	Commune Council
CPS	Community-based Preschools
CSDGs	Cambodia Sustainable Development Goals
DoEYS	District of Education, Youth, and Sport
ECRC	Early Childhood Resource Centre
ECCD	Early Childhood Care Development
ECD	Early Childhood Education
EGMA	Early Grade Mathematics Assessment
EFP	Families Empowering Project
E&D	Enfant and Development
EU	European Union
KrY	Krousar Yoeung Association
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth, and Sport
NGO	Non-Governmental Organization
NSDP	National Strategic Development Plan
NEP	National Education Partnership
NGO-GPP	Good Governance & Practice NGO

OD	Operational District
ODA	Official Development Assistance
PoEYS	Provincial of Education, Youth, and Sport
RGC	Royal Government of Cambodia
SY	School Year
SDGs	Sustainable Development Goals
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SP	Strategic Plan
SMC	School Management Committee
SSC	School Support Committee
ToT	Training of Trainer
ToC	Theory of Change
UN	United Nation
UNDP	United Nation Development Programmes
UNICEF	United Nations International Children's Emergency Fund
VHSGs	Village Help Support Groups
WASH	Water Sanitation and Hygiene

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