Rapid Assessment of COVID-19 Impacts on Girls Education in Northeast Provinces (Ratanakiri, Mondulkiri and Stung Treng)
Authors

Joint teams of CARE International in Cambodia and Plan International Cambodia

Acknowledgements

This assessment has benefitted from the valuable contributions of all respondents through online interviews, especially with young people in and out of school, parents, School Support Committee members, teachers, school directors and the Provincial Departments of Education, Youth and Sport (PoE), who provided their valuable time to engage in Key Informant Interviews during this critical time. We thank our colleagues in both organizations for their hard work to work under extraordinary circumstances during this pandemic.

Cover page photo: Sophear* is a bright student and studying grade four in Ratanak Kiri Province, Cambodia. She is from the Tampuen ethnic minority.

Photo: @CARE/John Hewat

(name of minors are changed confirm the Child Protection/Safeguarding Policies of CARE and Plan)
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BEEP</td>
<td>Basic Education Equivalency Program</td>
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<tr>
<td>DOE</td>
<td>District Office for Education</td>
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<tr>
<td>DTV</td>
<td>Decho Television Channel, Decho is a name of a private TV channel</td>
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<tr>
<td>EiE</td>
<td>Education in Emergency</td>
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<tr>
<td>EM</td>
<td>Ethic Minority</td>
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<tr>
<td>ESWG</td>
<td>Education Sector Working Group</td>
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<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
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<td>HH</td>
<td>Household</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IDPoor</td>
<td>People hold poor identification card</td>
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<tr>
<td>KII</td>
<td>Key Informant Interview</td>
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<tr>
<td>M</td>
<td>Mean or average score</td>
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<tr>
<td>MDK</td>
<td>Mondul Kiri</td>
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<tr>
<td>MoEYS</td>
<td>Ministry of Education, Youth and Sport</td>
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<td>OOS</td>
<td>Out of School</td>
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<tr>
<td>POE</td>
<td>Provincial Office for Education</td>
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<tr>
<td>PTC</td>
<td>Provincial Training Centre</td>
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<tr>
<td>PwD</td>
<td>People with disabilities</td>
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<tr>
<td>RGA</td>
<td>Rapid Gender Analysis</td>
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<tr>
<td>RTK</td>
<td>Ratanak Kiri</td>
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<tr>
<td>SARS-Cov 2</td>
<td>Sever Acute Respiratory Syndrome cause by Corona virus 2</td>
</tr>
<tr>
<td>SD</td>
<td>School Director</td>
</tr>
<tr>
<td>SRH</td>
<td>Sexual Reproductive Health</td>
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<td>SRHR</td>
<td>Sexual Reproductive Health and Rights</td>
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<tr>
<td>SSC</td>
<td>School Support Committee</td>
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<tr>
<td>ST</td>
<td>Stung Treng</td>
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<tr>
<td>TVK</td>
<td>Khmer Television (channel)</td>
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Executive Summary

This assessment was undertaken in June and July 2020, using both qualitative and quantitative methods based on the recent CARE RGA for COVID-19, and the Plan Survey of the Impact of COVID-19 and other COVID-19 assessment related reports. The characteristics of respondents aged from 10 – 24 years (in-school and out-of-school children), in three north eastern provinces, Ratanak Kiri, Mondul Kiri and Stung Treng. Among 383 adolescents and young people, there were 262 (68%) female students and 121 (32%) male students, the majority of whom were 15-17 years olds (163; 43%), followed by the 18-20 age group (133; 35%). There was an equal distribution of students of ethnic minority and Khmer youth (190; 49.60% and 193; 50.40%, respectively). Only 2 per cent of the students reported having disabilities.

Key Findings

- There was a significant transition to distance and digital learning in short period of time. The school system and teachers are facing new challenges, including a large and new workload, change and uncertainty, while also coping with their own personal situations. There is underlying low digital literacy of some teachers (especially older ones). There are reports that a lack of full pay is hampering teachers’ motivation.

- The Provincial Offices of Education (POE), School Directors (SD) and teachers followed MoEYS’ guidance, formed E-learning groups, shared different sources of E-learning, and developed teaching and learning materials for social media/E-learning groups. However, there are many barriers to the implementation such as limited teachers’ pedagogical and ICT capacity and commitment, increased teachers’ workload, and lack of resources (including government budget) to travel to communities to follow up and support students at their home.

- High availability of students having smart phone access (79%) (the survey being implemented by phone may have biased this value higher than what it might be more broadly) but only half of students have internet access through their smartphones (49%). 12% have no access to any form of digital communication. Televisions were reported to be accessible by 24% of students with significantly less access for those from families with ID-Poor cards. There were intermediate levels of self-assessed familiarity and confidence to use digital devices. The main differences among groups were significantly lower self-assessed digital familiarity and confidence by ethnic minority adolescents (compared to Khmer) as well as those from Stung Treng (followed by Ratanak Kiri, with Mondul Kiri most often being most confident).

- There was limited awareness of and access to the e-learning platform due to a lack of money to pay for internet data, and the awareness and commitment of students and family members remains low. The focus of the Ministry on digital and material support for Grades 9 and 12 to support their exam preparation may have also reduced motivation or interest among the other students.

- Among the 85% of students who reported having challenges with their distance education options during COVID-19, the two main challenges they have experienced so far were “No / Slow Internet Access” (40%) and “No Budget for Phone Cards” (19%).

- Students have limited awareness of MoEYS’ digital educational platforms including Facebook page (58%), YouTube (41%), TVK (27%), DTV (14%), and E-learning center (12%) whereas, local radio learning program awareness was the lowest (5%). Despite the limited awareness, there was fairly high reported access to the MoEYS Facebook page (30% reported accessing once a week or more –
and 65% reported at least once) and about half reported accessing MoEYS’ YouTube at least once; however, there was quite low engagement with the rest of the digital modalities.

- A good number of students (64%) could access any of the platforms between 1-10 hour(s) per week, about 23% between 11-20 hours and 14% never had access at all. Daily learning from different E-learning platform is about 10% of the respondents (FB: 14%), YouTube (9%), E-learning center (3%), KTV (10%), DTV (4%) and radio (2%); and similar percentage just learned once a week. Those who accessed these platforms expressed high satisfaction with them. The mean number of hours that students reported accessing the various platforms per week was about 7. But there were significant differences based on gender-ethnicity-province combinations. In Ratanak Kiri, ethnic minority girls had much lower number of hours per week, but the difference by gender for ethnic minority students was not strong in the other two provinces. Khmer girls had considerably fewer number of hours per week in Stung Treng, but they were more equal in the other two provinces.

- Noting the limitation of not asking respondents COVID-19 preventive practices, there was high awareness (85%) of students hearing about educational messages on ‘Wash your hands correctly to prevent COVID-19’ (94%), “How to protect yourself and others from getting infected” (84%) and “When and how to wear a mask” (79%). Other messages have not got through as well such as ‘education does not stop, so let’s keep learning’ (24%) and stay safe online and offline (9%), suggesting that the COVID-19 messaging was probably coming from many different sources with the other non COVID-19 specific messages were only coming from limited sources. While awareness of some messages was high, qualitative findings suggested people fear COVID-19 transmission due to low practice of protective behaviours.

- Loss of and disruption to economic opportunities and decrease in family incomes due to difficulties in finding (decent) paying jobs during the COVID-19 pandemic, and the government's local travel restrictions has raised economic pressures on many families.

- About 70% of students received support during online and/or distance learning from home. Female family members such as mothers (19%) and sisters (12%) reported to have provided more support compared to male family members such as fathers (17%) and brothers (9%). The type and extent of home-based support varies (e.g. material support or encouragement support) and it is perceived to be related largely to parents’ education levels that is influencing their confidence to be able to provide support.

- Online and/or distance education may be contributing to furthering the divide between the “have’s” and the “have not's” – those who can afford associated cost of online and/or distance education continue to learn despite the pandemic and those who cannot afford the cost, turned to engage more in providing for the families, which ultimately limits their educational progress.

- COVID-19 has magnified existing gender norms and roles particularly for women and girls in having to manage more tasks in the household. Boys and girls felt that boys, too, worked at home (and many felt they worked harder) though they typically were supporting their families in farm work in this largely rural agricultural sample. Both women, men, boys and girls have perceived increase in their workload. Women and girls are still responsible for household chores. Girls were more likely to be requested to do housework, while boys were asked to help at the farm and paddy field with their parents.

- Psychosocial impacts of COVID-19 were widely reported in the assessment. Both adults and adolescents reported experiencing stress due to the disruption; financial losses and fear of unemployment; additional work requirements; fear of not completing education; inability to socialize. Girls in the assessment survey reported to be more worried about household chores and school closure while boys were more stressed about COVID-19 transmission and not being able to go out.
A high proportion of the adolescents surveyed reported not knowing any ways to reduce stress (58%).

- There was no difference in the level of women’s participation and decision making before and during the COVID-19 pandemic.

- Almost two thirds of the respondents (65%) reported that most of the sexual and reproductive health services provided were the same as before the pandemic. While some reported the services having been reduced, people are also seeking health care less frequently due to fears of contracting COVID-19. SRHR information is still being disseminated and sanitary pads availability is still reported to be mostly consistent.

- Perceived increase of early marriage: There were some conflicting findings related to early marriage. Some interview respondents reported marriage was less frequent due to limitations on social gatherings. While some teachers believed that there is a higher chance of increased early marriages because youth are able to spend more time together outside of school. With fewer adolescents in schools and the prospect for a delayed return to in-person schooling as well as loosening of lockdown restrictions, the conditions are favorable for an increase in early marriages.

- Increased GBV: The perception that COVID-19 has produced a heightened risk of GBV and other forms of exploitation (human trafficking; sexual exploitation; abuse) is well established globally and is a heightened risk in Cambodia at present. Findings from this assessment did not suggest that the heightened risk has unfolded (more respondents reported the situation was better than worse), though there were still reports of incidents which requires steadfast strategies.

- Safety at the community is a significant issue, with a quarter of respondents feeling insecure. This included being attacked by gangsters and being a victim of robbery. This is the same for boys and girls. Online safety is also a growing concern as young people are spending more time on digital devices. Despite the Ministry’s efforts to disseminate risks to cyber security nation wide, just 20% of adolescents in this assessment had heard any messages. Other safety concerns raised included fear of contracting COVID-19 due to the low level of uptake of the recommended prevention measures.

- COVID-19 is surfacing stigmatization of certain groups perceived to have higher risks of having COVID-19, such as migrant workers, urban populations, Muslims (Chams), Indians, and foreigners in general.

Key recommendations

- Establish a mobile library / teaching force with teacher support to increase the number of students who have access to distance learning options. The mobile library and travelling teachers must be equipped with diverse educational resources and materials to help children in remote communities learn to read and write with support of the teachers. Teachers can take turns travelling to different communities to provide educational support. Incentives should also be provided to support teachers. The POE need to ensure the availability of budget and other means for teachers to support this activity.
• Mobilise high performing teachers to locally produce additional education materials based on their students’ grades so that students can have access to relevant age-appropriate education materials.

• Mobilise youth volunteers and local peer support groups, where senior students can reach out to children in lower grades to support their education. However, the small group learning needs to follow the guideline of MoH for social distancing, practicing positive hygiene behaviours, and applying PPE.

• Coordinate with the Education Sector Working Group and local authorities to organise “Back to School” campaigns; ensure that girls and other excluded groups are returning to school once they re-open.

• There is an increased probability that many children may not return to school. Ensuring an increased role of the Non-Formal Education (NFE) sector; Community Learning Centres and other remedial educational services in providing basic literacy and numeracy for the dropouts as well as children who have never been in school.

• Work through the Education Sector Working Group and the NGO Education Partnership (NEP) to advocate with MoEYS for the strengthening/development of accredited accelerated education curricula with a strong focus on gender and inclusion to ensure relevant, alternative pathways for reintegration into the formal system.

• Continue to prioritize early information sharing and coordination to ensure a robust response that utilizes intersectional analyses to account for the needs of all individuals, and ethnicities. These efforts should take place with the full participation of vulnerable populations, particularly women and girls.

• The District Committees to Combat COVID-19 should involve female health care workers and local women leaders in decision making at district and commune levels to ensure that responses to COVID-19 outbreaks adequately address the needs of women and girls in each community.

• Work closely with local authorities and relevant health care workers to identify GBV and intimate partner violence risks and cases to handle in non-judgemental ways, and especially know to whom they can refer patients for additional support. Online psychosocial support (e.g. through helplines, and online platforms) should be provided to ensure that girls and youth have access to this support.

• Work with Commune Committees for Women and Children (CCWC) and local authorities to raise awareness about girls’ education and the higher workloads for girls.

• Humanitarian actors to assess their capacity to implement a gender responsive response. Ensure measures are included in contingency and response plans to a) prepare for and respond to the specific and increase in needs for women, girls and at-risk groups and b) as much as possible ensure (and advocate for the maintenance of) the continuity of existing humanitarian services (particularly around SRH and GBV which may suffer from reduced resources as a result of COVID-19).

• Prioritise services for prevention of and response to gender-based violence and other protection issues in communities affected by COVID-19. Strengthen and expand the current MOWA support for Gender-based violence referral services (ACCESS program) and response to the increased risk of GBV during COVID-19.
All COVID-19 response programs should have a safeguarding risk mitigation strategy, which includes recognising the risk of GBV, sexual exploitation and abuse. All responding agencies, service providers and protection services (e.g. police) should be made aware and responsive to potential exploitation and abuse activities, and provide survivor-centred support to all victims, in their work on COVID-19.

Background information to COVID-19 crisis

After an initial outbreak in late 2019, COVID-19 (officially SARS-Cov 2) began to spread across the globe at a rapid pace. Based on the World Health Organization’s data from 4 August 2020, there are 17,918,582 cases and 686,703,587 deaths globally.1

Cambodia has a population of 15.3 million people, also affected by the COVID-19 global pandemic. The Ministry of Health, on early August, has confirmed 240 cases (46 women), of which 197 have recovered. 202 cases were acquired overseas, with the rest locally acquired. Even though the confirmed cases remain low, fear of transmission, rumours and concerns about the reliability of the reported cases are spreading.

The Royal Government of Cambodia has taken strong efforts to prevent the spread of the virus through containment, testing and contact tracing, closing schools and entertainment establishments (Karaoke, pubs, cinemas, etc.), municipality bus transportation, and sport events and gyms, as well as banning of religious and other large gatherings. The Government decided to postpone the Khmer New Year celebrations (12-16 April 2020), the largest social event of the year.

COVID-19 also caused concerns among adolescents at school age (from 10 to 24 years) about their safety and security, GBV including domestic violence, and especially their learning support during school closure, which may eventually lead to significantly higher dropout rates. The closure of public and private schools without clear indication of reopening by the Ministry of Education, Youth and Sport (MoEYS) and the switch to online home schooling, challenges families who do not have sufficient technical devices and money for Internet access.

At the outbreak of COVID-19 CARE conducted a Rapid Gender Analysis using qualitative method focus on factory and migrant workers including a quick analysis of education. The first version of the report released on 14 May 2020 with the final version being available from mid-July 2020. At the same time Plan International conducted an assessment on the COVID-19 impact on communities in three provinces focusing on WASH, nutrition, SRH, education, child safe guarding and development. The two organisations decided to follow up on these rapid assessments to address gaps such as GBV/domestic violence; continuous learning, division of home chores for further analysis on the impact of COVID, especially on gender and its interrelated sectors, in order to better inform responses to the needs of adolescents in the three north eastern provinces where the majority of the population belongs to ethnic minorities.

The Objectives of Rapid Assessment in Education

This assessment has the following objectives

- To assess the impact of COVID-19 on in-school and out-of-school children aged 10-24, especially on girls and ethnic minorities in terms of sexual reproductive health, gender-based violence,
education, and traditional gender roles and power relations in the northeast provinces (i.e. Ratanak Kiri, Mondul Kiri and Stung Treng).

- To assess the capacity of duty bearers to provide services based on the needs of rights-holders during the Covid-19 pandemic especially services related to education: looking at what ethnic minority girls in schools need to be able to learn, stay safe and not being overburdened by home chores.
- To provide recommendations for both organizations and other interested stakeholders and in particular MoEYS, because this research will inform the INGO Continuous Learning Working Group (CLWG) and Education Sector Working Group (ESWG) on organizational preparedness and inform the project design and implementation responding to the COVID-19 pandemic.

In response to the assessment objectives, a number of research questions were listed to guide the development team to develop questionnaires of the survey and the Key Informant Interview guide.

**Research Questions**

1. What are the impacts of COVID 19 on the lives of adolescents, especially girls on SRHR needs and service quality and availability that may affect early school dropout, early marriage and increase level of stress and GBV?
   a. What are the needs of girls in relation to SRH and GBV services?
   b. Does COVID-19 exacerbate any level of stress or elevated case of GBV on girls lives?

2. What are the gender dimensions of COVID-19 related school closure? How is the pandemic particularly affecting adolescent girls?
   a. How has Covid-19 impacted children’s learning and whether online learning practices are accessible and feasible to them?
   b. Have the parents/care-givers been able to support their children through their online learning? Do they have internet connections or smart phones for their children to learn online? Can they afford it? Can they access it? Do barriers of online accessibility and affordability, delay school break lead to increase of school dropout or early marriage or GBV?

3. What are the capacity of provincial education authorities and schools to respond to the abrupt changes in education delivery from classroom-based to distance education and/or e-learning?

4. Are there any changes in gender roles and responsibilities among adolescent girls and young women as a result of COVID-19?
   a. Has it affected on girls’ workload at household level, such as cooking, water or wood collection?
   b. Have there been an increase in other tasks such as farming? Or contributing to income generation?
   c. Have there been any platforms in the communities that involved girls in the decision making?
   d. What are you (the girls) most concerned about during Covid-19 pandemic?

**Methodology**

The assessment was conducted in June 2020, using both qualitative and quantitative methods, through first doing literature review based on recent CARE RGA for COVID-19, and the Plan survey of the impact of COVID-19 and other COVID-19 assessment related reports. The joint team of CARE and Plan identified gaps and then developed detailed tools to get a deeper understanding of the impact on gender roles and power relations among adolescents aged 10-24 years old from an educational perspective. The assessment methods included:

- **In and out of school children aged 10-24**: based on agreement of the two organisations, three provinces, Ratanak Kiri, Mondul Kiri and Stung Treng, were selected as assessment sites. The formula
to calculate the sample size using \( n = \frac{z^2 \cdot P(1-P)}{D^2} \), with respect CI = 95%, \( D = 6.5\% \), \( P = 50\% \), and design effect = 1.5. Therefore, the total sample size is 341 adolescent and young people aged 10-24 years who are both in school and out of school. The out-of-school adolescents and young people include those who study at the Provincial Training Centres (PTC). The questionnaire was developed, tested, using the mWater electronic data collection tool. After five days through online or telephone interviews, the team reached a total of 383 adolescents, 68% girls and young women, 4% were PTC students and 19% were out-of-school youth. See annex 3 for the full survey questionnaire.

- **Key Informant Interviews** were selected from different groups of people living in the three provinces with a total of 63 people. Those included 20 girls (half from ethnic minorities, 10 boys (half from ethnic minorities) equally selected from in-school and out-of-school youth, 12 parents, 6 School Support Committees, and 3 POE officials, 6 school directors and 6 teachers. The questionnaire was developed based on the research questions.

When conducting the interviews, a number of practical, logistical and ethical considerations were identified. **A Do No Harm approach was taken and prioritised throughout the process.** This involved mitigating risks; both direct risks, for staff and the community, associated with the virus. All interviews were conducted by phone.

## Limitations

The research had several limitations mainly due to travel restrictions. The joint assessment was proposed during the COVID crisis situation, with time constraints for tool development, testing the tools, training the interviewers and data collection. This caused some errors, and led to misunderstanding of a few questions during the data collection, and data discrepancy. During the analysis these apparent errors were removed from the data analysis.

The primary data collection needed to be conducted through telephone interviews, to avoid face to face meetings, and technical challenges, such as interrupted communication made it sometimes difficult to understand the respondents properly, especially with respondents for remote areas, where the phone signal is low. In addition, the qualitative interviews require other skills such as observation, mutual understanding, body language expression, as well as ensuring privacy or confidentiality during the interview. Therefore, these phone interviews caused some limitation of the quality of the data. In addition, all interview records were not fully transcribed, but summarized by the interviewer. This may lose some meaning during data analysis and reporting.

Key respondents by POE officials, school directors and teachers had busy schedules during the onset of the pandemic and required proper appointments to do interview, which is time consuming caused delay of a few days.
Demographic profile

Table 1 outlines the characteristics of respondents aged between 10 – 24 years, including gender, age group, ethnicity, and disability. On the whole, among 383 adolescents and young people there are 68% of female and 32% male respondents to the survey, with 70% females vs 30% males in Ratanak Kiri, 74% females vs 26% males in Stung Treng, and (55% females vs 45%) males in Mondul Kiri.

As per age groups, 18% of respondents aged 10-14 years, 43% aged 15-17 years, 35% aged 18-20 years, and 4% aged 21-24 years. By province, (12%, 22%, 29%) of respondents aged 10-14 years, (36%, 40%, 65%) aged 15-17 years, (46%, 34%, 5%) aged 18-20 years, and (6%, 4%, 2%) aged 21-24 years in Ratanak Kiri, Stung Treng, and Mondul Kiri respectively.

Regarding ethnicity, the respondents were equally selected from Khmer and ethnic minorities. However, the percentage of Khmers and ethnic minorities who participated in the survey from the provinces differ: (24% vs 76%), (91% vs 9%), and (42% vs 58%) in Ratanak Kiri, Stung Treng and Mondul Kiri.

Regarding respondents with a disability, who participated in the survey, only 2% were PwD, 3% from Ratanak Kiri, 2% from Mondul Kiri, and none from Stung Treng province.

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<th>Demographic Profile</th>
<th>Ratanak Kiri Freq</th>
<th>%</th>
<th>Stung Treng Freq</th>
<th>%</th>
<th>Mondul Kiri Freq</th>
<th>%</th>
<th>Total Freq</th>
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<td>21-24 years</td>
<td>11</td>
<td>6%</td>
<td>5</td>
<td>4%</td>
<td>1</td>
<td>2%</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>100%</td>
<td>129</td>
<td>100%</td>
<td>66</td>
<td>100%</td>
<td>383</td>
<td>100%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khmer</td>
<td>45</td>
<td>24%</td>
<td>117</td>
<td>91%</td>
<td>28</td>
<td>42%</td>
<td>190</td>
<td>50%</td>
</tr>
<tr>
<td>Ethnic Minorities</td>
<td>143</td>
<td>76%</td>
<td>12</td>
<td>9%</td>
<td>38</td>
<td>58%</td>
<td>193</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>100%</td>
<td>129</td>
<td>100%</td>
<td>66</td>
<td>100%</td>
<td>383</td>
<td>100%</td>
</tr>
<tr>
<td>Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>182</td>
<td>97%</td>
<td>129</td>
<td>100%</td>
<td>65</td>
<td>98%</td>
<td>376</td>
<td>98%</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>100%</td>
<td>129</td>
<td>100%</td>
<td>66</td>
<td>100%</td>
<td>383</td>
<td>100%</td>
</tr>
</tbody>
</table>

2 Ethnic minorities include Jarai, Kachork, , Kreung, Lao, Phnong, Proav, Tumpoun, Stieng, and Cham
Socio-Economic Status

Living conditions of adolescents and youth

Table 2 presents adolescents living with their parents or relatives at the moment of the interview. Most of the respondents (79%) reported that they lived with their parents, while 2% lived with their fathers, 12% lived with their mothers, 6% lived with their relatives, 1% lived with a spouse and small children, and less than 1% lived in an orphanage.

When comparing the three provinces, the percentage of respondents who lived with their parents is highest in Mondul Kiri (89%), followed by 81% in Stung Treng, and 75% in Ratanak Kiri, while those who lived with fathers is highest in Mondul Kiri (3%), followed by 2% in Stung Treng, and 1% in Ratanak Kiri. The respondents who lived with mothers is highest in Ratanak Kiri (14%), while 12% in Stung Treng, and 6% in Mondul Kiri respectively. Only 2% in Ratanak Kiri lived with spouses and small children while none in Stung Treng and Mondul Kiri. Only 1 respondent (1%) in Stung Treng is living in orphan centres.

Table 2: Family composition

<table>
<thead>
<tr>
<th>Who are you living with?</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Parents</td>
<td>141</td>
<td>75%</td>
<td>104</td>
<td>81%</td>
</tr>
<tr>
<td>Father</td>
<td>2</td>
<td>1%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Mothers</td>
<td>27</td>
<td>14%</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Relatives</td>
<td>16</td>
<td>9%</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Spouses and small children</td>
<td>2</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Orphan centre</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>100%</td>
<td>129</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 1: Respondents with ID Poor Card

Figure 1 presents the percentage of families of the respondents, with ID poor card during the time of survey was conducted. 75% of respondents are living with non-poor families while 25% living with poor families.
The respondents who are living with poor families is highest in Mondul Kiri (30%), 26% in Ratanak Kiri, and 20% in Stung Treng province.

Occupations of respondents' parents/relatives

Table 3 shows the occupations of parents or caregivers of adolescents and youth who participated in the rapid assessment. Among all respondents, only 14% of respondents’ fathers have paid jobs and 86% have unpaid jobs. Comparing the three surveyed provinces, the highest unpaid jobs of respondents’ fathers is 93% in Mondul Kiri, where 88% in Ratanak Kiri, and 79% in Stung Treng.

Regarding the occupation of the respondents’ mothers, almost (98%) of mothers have unpaid jobs while only 2% of mothers have paid jobs. Comparing all three provinces, the mothers with unpaid jobs is 100% in Ratanak Kiri, 96% in Stung Treng., and 95% in Mondul Kiri.

For those who lived with relatives, most of the respondents’ relatives have unpaid jobs (84%) and paid jobs: 16%. Among the three surveyed provinces, the highest for unpaid jobs is 100% in Mondul Kiri, followed by 85% in Ratanak Kiri, and 80% in Stung Treng.

Table 3: Parent / caregivers Occupation:

<table>
<thead>
<tr>
<th>Socio-economic</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq %</td>
<td>Freq %</td>
<td>Freq %</td>
<td>Freq %</td>
</tr>
<tr>
<td>Father's job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid job</td>
<td>16 12%</td>
<td>21 21%</td>
<td>4 7%</td>
<td>41 14%</td>
</tr>
<tr>
<td>Unpaid job</td>
<td>120 88%</td>
<td>81 79%</td>
<td>54 93%</td>
<td>255 86%</td>
</tr>
<tr>
<td>Total</td>
<td>136 100%</td>
<td>102 100%</td>
<td>58 100%</td>
<td>296 100%</td>
</tr>
<tr>
<td>Mother's job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid job</td>
<td>0 0%</td>
<td>4 4%</td>
<td>3 5%</td>
<td>7 2%</td>
</tr>
<tr>
<td>Unpaid job</td>
<td>149 100%</td>
<td>107 96%</td>
<td>52 95%</td>
<td>308 98%</td>
</tr>
<tr>
<td>Total</td>
<td>149 100%</td>
<td>111 100%</td>
<td>55 100%</td>
<td>315 100%</td>
</tr>
<tr>
<td>Relative's Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid job</td>
<td>2 15%</td>
<td>1 20%</td>
<td>0 0%</td>
<td>3 16%</td>
</tr>
<tr>
<td>Unpaid job</td>
<td>11 85%</td>
<td>4 80%</td>
<td>1 100%</td>
<td>16 84%</td>
</tr>
<tr>
<td>Total</td>
<td>13 100%</td>
<td>5 100%</td>
<td>1 100%</td>
<td>19 100%</td>
</tr>
</tbody>
</table>

Education level of respondents and their parents and relatives

Table 3 presents the education level/situation of respondents, parents, and caregivers. 78% of respondents are studying at school, 19% out-of-school, and 4% at the Provincial Vocational Training Centre (PTC). Comparing three surveyed provinces, respondents who are in school (69% in Ratanak Kiri, 79% in Stung Treng and 100% in Mondul Kiri. For out of school respondents (24% Ratanak Kiri, 19% Stung Treng and none in Mondul Kiri given that the assessment did not cover out of school respondents in this province.). For PTC’s students 7% in Ratanak Kiri, 3% in Stung Treng, and none in Mondul Kiri.

Regarding the education levels of the respondents’ fathers, 29% of fathers have no education, 52% received primary education, 19% received secondary or higher education. The fathers with no education have the highest rate in Ratanak Kiri 39%, 31% Mondul Kiri and 12% in Stung Treng. With primary education.

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3 Paid jobs including government official, company’s staff, and NGO’s staff
4 Unpaid job including businessman, farmer, fisherman, woodcutter, day laborers
education (42% Ratanak Kiri, 72% in Stung Treng, 46% in Mondul Kiri). With secondary or higher education (19% in Ratanak Kiri, 17% in Stung Treng, and 23% in Mondul Kiri).

For education levels of the respondents’ mothers, 48% of the mothers have no education while 42% received primary education and 10% received secondary or higher education. Respectively, Ratanak Kiri, Stung Treng, and Mondul Kiri provinces, the mothers with no education are (63%, 27%, 49%), primary education (25%, 64%, 44%), and secondary or higher education (12%, 9%, 6%).

For respondents who are not currently living with their fathers or mothers, 26% of their relatives have no education, 43% received on primary education and 30% received secondary or higher education.

Table 4: Parents - caregivers’ education level

<table>
<thead>
<tr>
<th>Education status/level</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td><strong>Adolescents’/youths’ Education status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School children/youth</td>
<td>129</td>
<td>69%</td>
<td>102</td>
<td>79%</td>
</tr>
<tr>
<td>Out of school children/youth</td>
<td>46</td>
<td>24%</td>
<td>25</td>
<td>19%</td>
</tr>
<tr>
<td>PTC’s students</td>
<td>13</td>
<td>7%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>100%</td>
<td>129</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Father’s education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No education</td>
<td>56</td>
<td>39%</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Primary</td>
<td>59</td>
<td>42%</td>
<td>73</td>
<td>72%</td>
</tr>
<tr>
<td>Secondary or higher</td>
<td>27</td>
<td>19%</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100%</td>
<td>102</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Mother’s education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No education</td>
<td>102</td>
<td>63%</td>
<td>32</td>
<td>27%</td>
</tr>
<tr>
<td>Primary</td>
<td>40</td>
<td>25%</td>
<td>75</td>
<td>64%</td>
</tr>
<tr>
<td>Secondary or higher</td>
<td>20</td>
<td>12%</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>100%</td>
<td>117</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Relative’s education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No education</td>
<td>5</td>
<td>33%</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Primary</td>
<td>5</td>
<td>33%</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Secondary or higher</td>
<td>5</td>
<td>33%</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

Findings and analysis

Findings and analysis

Education during the COVID-19 pandemic

The Ministry of Education, Youth and Sport (MoEYS) has worked collaboratively with the Ministry of Health (MoH) and other relevant stakeholders to implement the Royal Government of Cambodia (RGC)’s “Response Plan for COVID-19 Pandemic”, which aims to provide a national framework for action to control transmission, minimise associated deaths and mitigate the impact of COVID-19 in the country.

At the ministry level, MoEYS has taken quick and drastic measures to prevent the spread of the virus and minimize the chance of community transmission. Since the first confirmed case of COVID-19 infection in late January 2020 in Cambodia, MoEYS has taken precautionary steps and constantly advised on the prevention measures to minimise the risks of being infected by the new virus. MoEYS has also circulated
a number of Directives and Guidelines to raise awareness among all educational staff and the general public about the global COVID-19 outbreak. A detailed summary of the directives can be found in Annex 5.

The Minister of Education, Youth and Sport has continued to respond swiftly to pandemic. On 22 June 2020, the Minister launched the event “Setting the Milestone: The Centre for Digital and Distance Learning towards the Knowledge-Based Society and Prosperity”. The centre is located within the Sisowath Secondary School compound, which will be equipped with smart classrooms, forum theatres, computer labs, control rooms and studios for production of digital content. The establishment of the centre is also a part of MoEYS’ emergency responses to COVID-19. The online and distance education will contribute to children’s continued access to their education.

MoEYS in cooperation with other line ministries, development partners, UN agencies and education NGOs throughout Cambodia has rapidly transformed the education sector to a more innovative, advanced and high-tech education as collective responses to continuous education in emergency. Education personnel at all levels, teaching and non-teaching staff as well as students and parents have taken steps towards digital learning. Selected teachers, ranging from kindergarten to primary grade 1 up to secondary grade 12 were mobilised to record online lessons based on MoEYS’ national curriculum and subject syllabus.

**Students’ access to digital education during nationwide school closure**

Overall, students had very limited awareness of various MoEYS’ digital educational platforms, to MoEYS’ Facebook page, YouTube channel, E-Learning Centres, satellite TV channel, official Podcast, Khmer TV channel, Mol mobile App and local radios among others. Table 5 below shows that the majority of students (180; 58% and 128; 41%) were aware of MoEYS’ Facebook and YouTube, but very little awareness on the many other digital platforms. The majority of students were not even aware of the educational programs delivered through the local radios in their respective provinces.

Students in different provinces reported having different levels of awareness regarding each of the available digital platforms shown in Table 5 below. For instance, the majority of students in the three provinces reported having highest awareness of MoEYS Facebook and YouTube. In Mondul Kiri, student were most aware of Facebook (42; 64%), YouTube (30; 45%), and TVK (16; 24%). Students in Stung Treng reported having better awareness of other educational programs such as MoEYS’ official Podcast (31; 30%) and TVK (29; 28%), while their peers in Ratanak Kiri reported highest awareness of Mol mobile App (45; 32%).

<table>
<thead>
<tr>
<th>Digital Educational Platforms</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoEYS Facebook</td>
<td>142 87 61%</td>
<td>104 51 49%</td>
<td>66 42 64%</td>
<td>312 180 58%</td>
</tr>
<tr>
<td>MoEYS YouTube</td>
<td>142 63 44%</td>
<td>104 35 34%</td>
<td>66 30 45%</td>
<td>312 128 41%</td>
</tr>
<tr>
<td>MoEYS E-Learning Centres</td>
<td>142 19 13%</td>
<td>104 5 5%</td>
<td>66 12 18%</td>
<td>312 36 12%</td>
</tr>
<tr>
<td>MoEYS Official Podcast</td>
<td>142 38 27%</td>
<td>104 31 30%</td>
<td>66 12 18%</td>
<td>312 81 26%</td>
</tr>
<tr>
<td>Decho Satellite TV</td>
<td>142 23 16%</td>
<td>104 8 8%</td>
<td>66 12 18%</td>
<td>312 43 14%</td>
</tr>
<tr>
<td>Khmer Television (TVK)</td>
<td>142 39 27%</td>
<td>104 29 28%</td>
<td>66 16 24%</td>
<td>312 84 27%</td>
</tr>
<tr>
<td>Mol Mobile App</td>
<td>142 45 32%</td>
<td>104 28 27%</td>
<td>66 6 9%</td>
<td>312 79 25%</td>
</tr>
<tr>
<td>Local Radios</td>
<td>142 7 5%</td>
<td>104 2 2%</td>
<td>66 6 9%</td>
<td>312 15 5%</td>
</tr>
<tr>
<td>Others</td>
<td>142 27 19%</td>
<td>104 24 23%</td>
<td>66 9 14%</td>
<td>312 60 19%</td>
</tr>
</tbody>
</table>
Stratification of students’ data based on whether or not their family has an ID Poor card reveals that the majority of students without an ID Poor card were better aware of various MoEYS’ educational platforms compared to their peers with an ID Poor card. However, ID Poor card holders were better informed of education access to online and distance education through such platforms as Facebook (69% vs 54%), YouTube (52% vs 38%) and local radios (8% vs 4%), respectively.

Table 6 below indicates that all the students participating in the study somehow had access to both technology and digital devices at home. A majority of students (245; 79%) had a mobile phone, which was also a main source of their Internet access (152; 49%). A small number of students had access to other resources such as TV (74; 24%), radios (25; 8%), computers (8; 3%) and tablets (3; 1%). Twelve percent of the students reported having access to neither technology nor digital devices at home.

Overall, students in Mondul Kiri province seem to have better access to most of the resources stated in Table 6 below. Approximately 70% of the students reported having access to mobile phones and mobile Internet in Mondul Kiri compared to only about 65% in Stung Treng and 60% in Ratanak Kiri. The majority of students in Stung Treng (15%) reported having no access to all of the resources compared to 14% and 8% for those in Mondul Kiri and Ratanak Kiri, respectively. Students in Stung Treng had most access to televisions.

Most of the students (79%) in all the three provinces reported having access to smartphones and mobile Internet at home. Other family members such as parents, siblings and relatives seemed to have quite similar exposure to those resources, except for Mondul Kiri province, where father (15%) and other relatives (21%) seemed to have better access to the resources than the other family members such as mothers, sisters and brothers. This indicates that most families in the three provinces continue to reinforce traditional ways of living, where men (mainly fathers) remain heads of the households, in control of most resources available, and probably decision-makers for key family issues as well.

**Table 6: Frequencies and percentages of students reported having access to technology and digital devices**

<table>
<thead>
<tr>
<th>Access to Technology and Digital Devices</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet (Wi-Fi Network or Router at Home)</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Internet (via Smartphones)</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Smartphones</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Tablets</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Computers (Desktops and/or Laptops)</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Radios</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>Televisions</td>
<td>142</td>
<td>104</td>
<td>66</td>
<td>312</td>
</tr>
<tr>
<td>No Access to All above</td>
<td>142</td>
<td>103</td>
<td>65</td>
<td>310</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>142</td>
<td>103</td>
<td>65</td>
<td>310</td>
</tr>
</tbody>
</table>

Overall, a high percentage of students reported not having access to any of the existing digital educational platforms introduced by the Ministry of Education, Youth and Sport and other stakeholders across all the three provinces of Ratanak Kiri, Stung Treng and Mondul Kiri (see Figure 2 below). On average, each student could access any of the platforms for a maximum of only 5 hours per week. Quite a good number
of students (64%) could access any of the platforms between 1-10 hour(s) per week, about 23% between 11-20 hours and 14% never had access at all.

Figure 2 indicates that the majority of the students did not have access to any of the local radios (87%), Decho Satellite TV (79%), MoEYS E-Learning Centres (70%) or even Khmer Television channel (66%) in Ratanak Kiri. The trend was quite similar in Stung Treng, where approximately 90% of the students could not access local radios, MoEYS E-Learning Centres, or Decho Satellite TV (see Figure 2 below). Mondul Kiri had the highest percentages of students without any access to almost every platform, except for the MoEYS Facebook page (52%) and YouTube channel (45%), where a slightly higher number of students accessing the platforms once in a while, compared to the other two provinces 33% and 28% in Ratanak Kiri and 34% and 30% in Mondul Kiri, respectively.

![Figure 2: Percentages of students reported accessing digital educational platforms (Total; n=312)](image)

Despite the fact that the majority of the students in the three provinces reported having no or very little access to various digital platforms, most of them reported having heard of various educational messages at least once in the past 30 days. Table 7 below shows that about 85% of all the students had heard of educational messages on “Wash your hands correctly to prevent COVID-19” (94%), “How to protect yourself and others from getting infected” (84%) and “When and how to wear a mask” (79%). Only 12% of the students across the three provinces had heard of “Stay safe online and offline”. It is extremely important that students are well-informed of their Internet safety, online safety or cyber safety so that they can maximise their personal safety and security, including being aware of security risks to their personal information and other precautionary measures for self-protection.

The frequencies and percentages reported by students were quite similar across all the educational messages among the three provinces. However, students in Stung Treng reported having most frequent access to messages on “Education does not stop, so let's keep learning during COVID-19!” (56%), compared to only 14% and 11% in Ratanak Kiri and Mondul Kiri, respectively. There was only 3% of the students reported that they have never heard of any of the messages.

Some teachers reported knowing about information dissemination in their communities, which the village chiefs were spreading and sometimes there were cars with loudspeakers broadcasting those. Sometimes, people accessed the information via social media and DTV, but not very widely.
Table 7: Frequencies and percentages of students reported having access to educational messages at least once in the past 30 days

<table>
<thead>
<tr>
<th>Access to Educational Messages</th>
<th>Ratanak Kiri</th>
<th>Stung Treng</th>
<th>Mondul Kiri</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Freq</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Wash your hands correctly to prevent COVID-19</td>
<td>142</td>
<td>131</td>
<td>92%</td>
<td>104</td>
</tr>
<tr>
<td>How to protect yourself and others from getting infected (hand washing, sanitizers, sneezing and coughing practices)</td>
<td>142</td>
<td>122</td>
<td>86%</td>
<td>104</td>
</tr>
<tr>
<td>When and how to wear a mask</td>
<td>142</td>
<td>108</td>
<td>76%</td>
<td>104</td>
</tr>
<tr>
<td>Maintain social distance to protect yourself and others</td>
<td>142</td>
<td>97</td>
<td>68%</td>
<td>104</td>
</tr>
<tr>
<td>Education does not stop, so let’s keep learning during COVID-19!</td>
<td>142</td>
<td>20</td>
<td>14%</td>
<td>104</td>
</tr>
<tr>
<td>Stay safe online and offline</td>
<td>142</td>
<td>16</td>
<td>11%</td>
<td>104</td>
</tr>
<tr>
<td>No Access to All above</td>
<td>142</td>
<td>3</td>
<td>2%</td>
<td>104</td>
</tr>
<tr>
<td>Others</td>
<td>142</td>
<td>4</td>
<td>3%</td>
<td>104</td>
</tr>
</tbody>
</table>

Students’ self-assessment of their digital skills and attitudes towards digital literacy

Students were requested to rate their digital knowledge and skills as well as their perceptions and attitudes towards digital literacy on a 5-point Likert scale, ranging from “1=Strongly Disagree” to “5=Strongly Agree” on 12 statements listed in Tables 8 and 9 below. Among the 12 statements, statement 1 “I can use digital devices (computers, tablets, mobile phones, etc.) very well”, statement 2 “I know how to use the Internet to aid my learning” and statement 10 “I feel comfortable using my digital devices (computers, tablets, mobile phones, etc.) at home” are focusing on digital knowledge and skills, while others are relevant to students’ perceptions and attitudes towards digital literacy.

Results from the students’ self-assessment were analysed and compared across different groups of students, including:

- Geographical locations (Ratanak Kiri, Stung Treng and Mondul Kiri),
- Sex (male and female students),
- Ethnicity (ethnic minority vs. Khmer students),
- Students’ education status (In-School, Out-of-School and those in Provincial Training Centres),
- Students’ socio-economic status (students in families with or without an IDPoor Card)

Overall, students seem indecisive and unclear about their own digital skills and literacy because most of the responses congregated within “3=Neither Agree Nor Disagree” (see Tables 8 and 9 below), which can be considered as a challenge when using five-point Likert scale items because of participants’ response style bias. Among all the 12 statements, only “I like using social media (Messenger, Telegram, etc.) for communication with my teachers and other peers” and “The Internet is a great source for obtaining information I am interested in”, were rated highest and inclined towards an agreement among the majority.

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5 Dolnicar, Sara; Grun, Bettina; Leisch, Friedrich; and Rossiter, John: Three good reasons NOT to use five and seven point Likert items 2011. [https://ro.uow.edu.au/commpapers/775](https://ro.uow.edu.au/commpapers/775)
of students with mean scores of 3.41 and 3.61 respectively. The majority of the students were less likely to agree with statement 4 that “The use of the Internet and technology makes me feel nervous.”

Table 8 below shows different mean scores across the 12 statements among students in different geographical locations, between male and female students as well as between ethnic minorities and Khmer. Regarding statements on digital knowledge and skills (statements 1, 2 and 10), students in Ratanak Kiri rated highest for “I can use digital devices (computers, tablets, mobile phones, etc.) very well” with a mean of 3.12, while those in Mondul Kiri rated highest for “I know how to use the Internet to aid my learning” with a mean of 3.48. Men and boys rated themselves higher than that of women and girls on all the three statements with mean scores of 3.21 vs. 2.90, 3.36 vs. 3.09, and 3.12 vs. 2.96, respectively. Khmer students also rated themselves higher compared to their peers from different ethnicities across the three provinces with mean scores of 3.31 vs. 3.04 and 3.09 vs. 2.92 for statements 2 and 10, respectively.

Students in Mondul Kiri inclined towards having positive attitudes towards digital literacy and digitalised education compared to their peers in the other two provinces. The students tended to agree that they enjoyed learning online and from the distance, using technological devices and Internet and the trends are similar from Khmer students compared to students from other minority communities such as Kreung, Jarai, Phnong, and Lao among others.

Table 8: Students’ self-assessment of their digital skills and attitudes towards digital literacy

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>RTK (n=188)</th>
<th>ST (n=129)</th>
<th>MDK (n=66)</th>
<th>Female (n=262)</th>
<th>Male (n=121)</th>
<th>EM (n=193)</th>
<th>Khmer (n=190)</th>
<th>Total (n=383)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can use digital devices (computers, tablets, mobile phones, etc.) very well.</td>
<td>3.12</td>
<td>2.86</td>
<td>2.92</td>
<td>3.20</td>
<td>3.01</td>
<td>2.99</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I know how to use the Internet to aid my learning.</td>
<td>3.14</td>
<td>3.05</td>
<td>3.48</td>
<td>3.09</td>
<td>3.36</td>
<td>3.04</td>
<td>3.31</td>
<td>3.17</td>
</tr>
<tr>
<td>3</td>
<td>I enjoy learning online and/or from a distance.</td>
<td>2.91</td>
<td>2.86</td>
<td>3.48</td>
<td>2.97</td>
<td>3.05</td>
<td>2.93</td>
<td>3.06</td>
<td>2.99</td>
</tr>
<tr>
<td>4</td>
<td>The use of the Internet and technology makes me feel nervous.</td>
<td>2.86</td>
<td>2.61</td>
<td>2.86</td>
<td>2.71</td>
<td>2.92</td>
<td>2.91</td>
<td>2.64</td>
<td>2.78</td>
</tr>
<tr>
<td>5</td>
<td>The use of the Internet and technology makes my learning more interesting.</td>
<td>2.95</td>
<td>2.59</td>
<td>3.29</td>
<td>2.90</td>
<td>2.86</td>
<td>2.94</td>
<td>2.83</td>
<td>2.89</td>
</tr>
<tr>
<td>6</td>
<td>I like browsing the Internet for school related work.</td>
<td>3.23</td>
<td>3.13</td>
<td>3.21</td>
<td>3.16</td>
<td>3.27</td>
<td>2.99</td>
<td>3.41</td>
<td>3.20</td>
</tr>
<tr>
<td>7</td>
<td>I like using social media (Messenger, Telegram, etc.) for communication with my teachers and other peers.</td>
<td>3.49</td>
<td>3.19</td>
<td>3.64</td>
<td>3.37</td>
<td>3.50</td>
<td>3.39</td>
<td>3.44</td>
<td>3.41</td>
</tr>
<tr>
<td>8</td>
<td>I like using the Internet to download learning apps on a mobile device (Ministry of</td>
<td>3.15</td>
<td>3.12</td>
<td>3.08</td>
<td>3.14</td>
<td>3.11</td>
<td>3.01</td>
<td>3.25</td>
<td>3.13</td>
</tr>
</tbody>
</table>
9. The Internet is a great source for obtaining information I am interested in.  

<table>
<thead>
<tr>
<th></th>
<th>IN (n=297)</th>
<th>OOS (n=71)</th>
<th>PTC (n=15)</th>
<th>IDPoor (n=94)</th>
<th>Non-IDPoor (n=289)</th>
<th>Total (n=383)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>3.78</td>
<td>3.35</td>
<td>3.67</td>
<td>3.59</td>
<td>3.67</td>
<td>3.61</td>
</tr>
<tr>
<td>10. I feel comfortable using my digital devices (computers, tablets, mobile phones, etc.) at home.</td>
<td>3.04</td>
<td>2.91</td>
<td>3.09</td>
<td>2.96</td>
<td>3.12</td>
<td>2.92</td>
</tr>
<tr>
<td>11. I feel safe accessing available online learning platforms.</td>
<td>3.24</td>
<td>3.02</td>
<td>3.44</td>
<td>3.21</td>
<td>3.17</td>
<td>3.18</td>
</tr>
<tr>
<td>12. I feel safe communicating through social media.</td>
<td>3.39</td>
<td>3.08</td>
<td>3.39</td>
<td>3.27</td>
<td>3.31</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Notes: RTK=Ratanak Kiri; ST=Stung Treng; MDK=Mondul Kiri; EM=Ethnic Minorities

Table 9 below shows different mean scores across the same 12 statements, but among different groups of students such as in-school students (those remain in-school before nationwide school closure), out-of-school children and youth (those who had not attended any formal schooling), PTC students (those attended technical and vocational training in the Provincial Training Centres as well as ID Poor and non-ID Poor students (those are in households with or without an ID Poor Card).

PTC students rated the highest on both digital skills and positive attitudes towards digital literacy for the two stratifications of (1) students’ education status and (2) students’ socio-economic status. There is a slight different rating between students with and without an ID Poor card even though ID Poor cardholders rated higher on statement 1 “I can use digital devices (computers, tablets, mobile phones, etc.) very well” (mean 3.10 vs. 2.97).

Table 9: Students’ self-assessment of their digital skills and attitudes towards digital literacy

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>IN (n=297)</th>
<th>OOS (n=71)</th>
<th>PTC (n=15)</th>
<th>IDPoor (n=94)</th>
<th>Non-IDPoor (n=289)</th>
<th>Total (n=383)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>1.</td>
<td>I can use digital devices (computers, tablets, mobile phones, etc.) very well.</td>
<td>2.88</td>
<td>2.77</td>
<td>3.73</td>
<td>3.10</td>
<td>2.97</td>
<td>3.00</td>
</tr>
<tr>
<td>2.</td>
<td>I know how to use the Internet to aid my learning.</td>
<td>3.01</td>
<td>2.51</td>
<td>3.40</td>
<td>3.16</td>
<td>3.18</td>
<td>3.17</td>
</tr>
<tr>
<td>3.</td>
<td>I enjoy learning online and/or from a distance.</td>
<td>2.90</td>
<td>2.42</td>
<td>3.33</td>
<td>3.03</td>
<td>2.98</td>
<td>2.99</td>
</tr>
<tr>
<td>4.</td>
<td>The use of the Internet and technology makes me feel nervous.</td>
<td>2.76</td>
<td>2.75</td>
<td>3.33</td>
<td>3.02</td>
<td>2.70</td>
<td>2.78</td>
</tr>
<tr>
<td>5.</td>
<td>The use of the Internet and technology makes my learning more interesting.</td>
<td>2.81</td>
<td>2.59</td>
<td>3.47</td>
<td>3.01</td>
<td>2.84</td>
<td>2.89</td>
</tr>
<tr>
<td>6.</td>
<td>I like browsing the Internet for school related work.</td>
<td>3.04</td>
<td>2.45</td>
<td>3.93</td>
<td>3.27</td>
<td>3.17</td>
<td>3.20</td>
</tr>
</tbody>
</table>
7. I like using social media (Messenger, Telegram, etc.) for communication with my teachers and other peers. 3.29 3.21 3.80 3.40 3.42 3.41
8. I like using the Internet to download learning apps on a mobile device (Ministry of Information Mobile App, MoEYS’ Trey Visay, etc.) 2.97 2.63 3.73 3.32 3.07 3.13
9. The Internet is a great source for obtaining information I am interested in. 3.51 3.73 3.60 3.53 3.64 3.61
10. I feel comfortable using my digital devices (computers, tablets, mobile phones, etc.) at home. 2.88 2.75 3.27 3.07 2.99 3.01
11. I feel safe accessing available online learning platforms. 3.10 2.96 3.60 3.27 3.18 3.20
12. I feel safe communicating through social media. 3.20 3.13 3.73 3.40 3.25 3.28

Notes: IN=In-School Students; OOS=Out-of-School Children and Youth; PTC=Students in Provincial Training Centres; ID Poor=Children in Households with an ID Poor Card; Non-ID Poor=Children in Households without an ID Poor Card

Family support and parental involvement in home-based education

Numerous studies and research show that family support and parental involvement in their children's education can have lasting impacts on children and boost their learning outcomes.

Parents, students and local communities have expressed their strong support for all the initiatives and actions taken by the MoEYS at national and sub-national levels for their children’s continuous learning amid the COVID-19 pandemic. Some families had arranged an appropriate study space with essential digital devices and Internet access so that their children can join online classes, while other marginalised families could not provide essential educational materials and equipment, except their constant encouragement and being present during distance classes provided by the teachers as a part of psychosocial and emotional support for their children.

Figure 3 below show frequencies and percentages of family support for their children’s education at home after school closure in March 2020. A majority of the students reported having different levels of support from their family members. Overall, the students received about 70% of support from their family, including their parents, siblings and other relatives such as their aunties and uncles. Female family members such as mothers (60; 19%) and sisters (37; 12%) were reported to have provided more support compared to male family members such as fathers (52; 17%) and brothers (27; 9%). About 30% of the students reported a lack of family support and parental involvement in their education and most of the time they have to learn by themselves.
During the interviews, students further confirmed that their parents had provided the most support for their online and/or distance learning from home, especially their mothers. Mothers, especially among the illiterates and those reported to be digitally illiterate, were more likely to provide mental and emotional support as a means of encouragement for their children’s continuous education. Despite their desire to support their children’s education, they have faced challenges themselves and it was harder for them socio-economically during such an abrupt change. Therefore, mental and emotional support were the best form of support they could provide to their children, hoping their children can pursue higher education and have a decent life as full-fledged citizens. Some children turn to their friends and teachers for educational support, especially those whose parents are illiterate and cannot fully support with their online and distance education.

“My family can provide essential materials for me to learn online, but remain concerned that a prolonged school closure will affect my education. I am also very concerned that I might not be able to pass my exam and be promoted to the next grade”

(Grade 7 Male Phnong Student in Mondul Kiri; 19 years old)

“My family support me and provide materials for my online study so that I can join a school group Telegram. I think it is safer to learn from home. When schools close like this, it affects me a bit, but I can still continue to learn online via group chats and communicate with teachers every week.”

(Grade 8 Female Khmer Student in Mondul Kiri; 17 years old)

“It is safer for my children to learn from home and there is no impacts on my children’s education because they learn every day through online education and have regular contact with their teachers as well.”

(Female Khmer Participant in Mondul Kiri; 44 years old)

“I am not knowledgeable enough to support my children’s education at home. I can only support my children by encouraging them to learn by themselves and follow instruction from their teachers.”

(Female Phnong Participant in Mondul Kiri; 48 years old)

Despite their efforts to support their children, parents have also faced numerous challenges. Online and/or distance education might have contributed to further divide between the “have’s” and the “have not’s” – those who can afford associated cost of online and/or distance education continue to learn despite the
pandemic and those who cannot afford the cost continued to engage in other economic opportunities. Some parents reported having an increase in their workloads and lost economic activities because they have to stay at home, look after the children (who are no longer in school), and have to support their children's education.

Some participants reported having suffered from more stress due to lack of income. Some families are currently in debt, which has posed additional challenges to their children's education. Students reported increasing frustration with, and low motivation for, online and/or distance education. This is especially the case among slow learners and those with low or no digital literacy. Some students also complained that online education made it harder for them to keep up with the lessons because teachers were not always easily accessible to respond to questions. Some students were concerned that the prolonged school closure might make it harder for them to graduate or be promoted to the next grade, while others were concerned that some of their friends, including themselves, might not be able to return to school after being away from school for such a long time. Some had married or were planning their marriage despite their young age, while others were more engaged in income generation activities.

Some parents also expressed their concerns that a prolonged school closure might push their children out of school and students might not want to go to school anymore. Some parents also expressed their concerns that online and distance learning through TV and other digital devices can make children addicted to watching TV or engaging in other online activities like playing games more than concentrating on their education.

“… if schools remain close for too long, I am concerned that it will affect my children’s motivation to go back to schools. I think some other children might have faced the same challenges. When they do not go to schools for a long time, they do not want to return because they might forget lessons and feel shy to go back to schools again after such a long time.”

(Female Phnong Participant in Mondul Kiri; 48 years old)

“I am concerned that my children might get addicted to online games and lost interest in their learning.”

(Male Kreung Participant in Ratanak Kiri; 43 years old)

Some teachers also reported having observed very low parental involvement in their children’s education due to low literacy. The majority of these parents were from ethnic minorities, who tend to have lower education than their children. Most of these parents were married while they were still in primary grades. Therefore, they are not able to provide sufficient support to their children. Some parents who value education continue to encourage their children to learn online, while others might not necessarily do so.

COVID-19 impacts and challenges faced by students, parents and local communities

Students and parents appreciate MoEYS’ initiatives on e-learning and other communication channels. Some students and parents reported having positive experiences learning and supporting the learning from home through the use of various digital devices and online platforms. Some parents and students also believed that online and distance education have contributed to their good mental health and well-being because they feel safer at home, especially during the COVID-19 outbreak in the country.
A survey of 383 students in the three provinces in the Cambodia’s northeast, including Ratanak Kiri, Stung Treng and Mondul Kiri shows that 85% of students are facing difficulty accessing online and distance education during the COVID-19 school closure. Boys reported to have faced more challenges (108; 89%) than girls did (223; 85%) because they had to support their family income, including farming activities in fields far away from home, while girls were more likely to stay at home, doing household chores and looking after other family members (see Figures 4 and 5).

Among the 85% of students reported having challenges with their education, a majority said the three main challenges they have experienced so far were “No / Slow Internet Access” (131; 40%), “No Budget for Phone Cards” (63; 19%) and “Other Educational Challenges” (83; 26%). In Figure 5, students further elaborated that most of their educational challenges were:

- Lack of interaction with teachers, while learning from a distance
- Difficult to ask questions when they do not understand the lessons, leading to low motivation and participation in the learning activities
- Self-study is difficult and it is even harder when there is a lack of support from the family
- Cannot keep up with teachers because of Internet connection challenges
- Are not aware of the learning schedule and sometimes cannot access the right lessons for their respective grades
- The brightness of the smartphones can affect their eyes, especially with prolonged usage

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“Yes, I use technology and very positive about my online learning during the COVID-19…. I think both boys and girls have the same benefits of learning online because they can access their education via their mobile phones.”

(Grade 9 Female Phnong Student in Mondul Kiri; 16 years old)

“I feel positive about students continue to access their education through TV and their smartphones. I have observed an increased access to digital platforms for both education and entertainment among smartphone users.”

(Female Khmer Participant in Stung Treng; 30 years old)

“I feel safer to learn from home and I have enjoyed learning through the use of Dechonology, TV programs, smartphones, and Messenger. Sometimes, teachers also come to teach in the villages.”

(Grade 7 Female Khmer Student in Ratanak Kiri; 14 years old)

“Smartphones, computers and TV are good for educational purposes and can help increase access to useful information related to COVID-19 prevention measures, safety and security, and other online learning. They are useful information for students, their families and local communities to be aware of.”

(Male Kreung Participant in Ratanak Kiri, 43 years old)
Other students and their families reported that they were struggling to keep up with such abrupt educational changes and increased economic stress because of an increase in spending more money on their children’s education. Other challenges include insufficient learning materials and no digital devices (mainly smartphones) to aid their learning, low digital literacy to pursue online education, economic challenges (i.e. loss of family incomes, increased household expenditure on phone cards for children to learn), safety and security concerns while accessing online and/or distance education, and frustration with and low motivation for online learning.

“Learning online makes me feel safer as I can be at home and continue to access my education. However, it is more challenging for my learning because I cannot immediately ask teachers when I have any questions. It was more spontaneous when learning in the classrooms.”

(Grade 10 Female Khmer Student in Ratanak Kiri; 19 years old)

“I have observed an increasing access to Internet technology for education, which both girls and boys can benefit. However, I am also concerned of other negative impacts on students. I think girls use Internet and smartphones more for their educational purposes compared to boys, who are using their smartphones to play games and watch pornography. It is a loss of educational opportunity for boys”

(Grade 10 Male Tampuen Student in Ratanak Kiri; 17 years old)
Many people are facing economic challenges because of the COVID-19 pandemic. The participants mentioned frequently a decrease in their incomes due to loss of economic opportunities and increased difficulty in finding paying jobs during the COVID-19 pandemic and government’s travel restriction. Families in urban areas and small retailers at the market complained that their business was not very profitable because of a reduction in customers at the market since the pandemic.

A 14-year-old Grade 7 female Khmer student with multiple disabilities in Mondul Kiri province shared her story that her father is a motor-taxi driver and he has faced challenges with fewer customers every day. People are social distancing and there are not many of them going out nor using a motor-taxis, because they are worried about COVID-19. Since her father’s business is not profitable, the student and her family are currently facing multiple hardships (1) loss of family income, (2) not having enough to eat due to increasing food prices (3) increased concerns for safety and security, including health and well-being during the COVID-19, (4) lack of access to ICT and non-ICT educational resources for her online learning and (5) increased difficulty in distance learning to her disabilities.

A 30-year-old Kavet woman in Stung Treng, who is currently 7 months pregnant, a contract teacher and also community volunteer, told the interviewer that she has not yet received her salary for May and June 2020, which has contributed to her economic hardship because she is currently pregnant, lives alone and has no further support.

Families, who are entirely reliant on their farming activities have been affected economically as much as those who are reliant on other incomes such as day labourers or small business owners. Farmers continue to work on their farm despite the virus, but they have faced challenges with the decreased price for their produce. A 14-year-old grade 9 male Khmer student in Ratanak Kiri complaint that the cost of crop plantation was expensive before COVID-19. Unfortunately, the price for the crop yields (i.e. cassava and cashew) has reduced from about US$2 per kilogram from last year to less than US$1 per kilogram this year, to some extent, due to COVID-19. When crop yields are sold at a much lower price, the families have to shoulder more financial loss and continue to face economic challenges during the difficult period of COVID-19 pandemic.

Online and/or distance education means more family’s investment and economic burden to keep up with their children’s education at home, including financially, materials and non-materials resources as well as a family’s time to support children’s home schooling. Some families reported a lack of essential educational resources and digital devices to support their children’s learning. Some other families reported having

“I think online education has both pros and cons. On the one hand, students can continue to learn during the COVID-19. On the other hand, using too much technology and digital devices might have negative impact on students in a long-term because they might have addicted to watch TV and play games on their mobile phones for entertainment and leisure, rather than for education.”

(Female Khmer Participant in Stung Treng; 24 years old)

“Using these digital devices and prolonged access to online education might be bad for students, especially younger children. They might use their phones to play games, watch YouTube and not for learning. Some students might be closely monitored by their parents and some might not.”

(Male Tampuen Participant in Ratanak Kiri; 47 years old)
difficulty paying their phone fees of about US$2 - US$5 per week so that their children can access online learning. Online education is costly, especially for the poorer families who can ill-afford the additional phone costs. A 48-year-old female Khmer villager in Mondul Kiri added that her family could not afford to pay additional tuition fees for teachers during the crisis.

To some vulnerable students, school closure means “school break” and “more economic opportunities” to support their family’s income. Both girls and boys have reported increased household chores and farming and herding. Most of these students were not fully aware that schools are closed, but that learning continues. To this group of students, online and/or distance education is a challenge, because they do not have access to the essential technology.

A 41-year-old Brao man in Ratanak Kiri observed an increase in unpaid domestic workloads and caring responsibilities for parents since the school closure in March. Parents are required to spend more time supporting their children’s education at home, while also caring for other smaller children and elderly family members. A 48-year-old female Phnong villager in Mondul Kiri added that she does not have enough knowledge to teach her children at home. The best she can do was to provide emotional support and encouragement for her children to learn by themselves, following instruction from the teachers. Some parents expressed their concerns that the loss of income for a majority of the local population, might lead to an increase in petty theft, bag snatching and robberies in their community.

A 37-years old male Khmer ICT teacher in Ratanak Kiri expressed his concerns about a possible increase in early marriage and early pregnancy in his province, because he heard that at least three of his students had already married and a few others were planning to. He reported that his students have complained about staying home for so long, which added to their increased stress and boredom. One female student said more girls were getting married because they have stayed at home so long that they long for sexual intercourse. Traditional Indigenous culture allows unmarried couples living together. “I have observed an increase in prevalence of early marriage in the local communities” added the teacher. An official at the Provincial Office of Education, Youth and Sport (POE) in Ratanak Kiri also shared that there were at least 3 lower secondary school students in Andong Meas who were getting married. This was anecdotal information as he had not had an opportunity to conduct a survey or a reflection meeting with teachers and community members to track those students.

“I have visited some households in the communities and there were complaints that their family livelihood is decreasing because they cannot generate any incomes since COVID-19 pandemic. Sometimes, they have faced extreme challenges so that their children have to accompany them to the farm to help with labour work. I think the Indigenous people are more affected because they have relied so much on their farming activities and cannot generate incomes from any other sources. When I reached their home, some families do not even have proper food and sometimes they eat rice with salt and prahok (locally smelly fermented fish). Due to a lack of economic opportunities, some families especially Indigenous families have to borrow from microfinance institution to support their livelihood, which continues to impact them economically.”

(Male Khmer ICT Teacher in Ratanak Kiri; 37 years old)

COVID-19 impacts and challenges faced by teachers, school administrators and provincial authorities
During the COVID-19 pandemic, teachers, school administrators as well as provincial and local communities have faced tremendous challenges, which might directly or indirectly affect their health and well-being, livelihoods, sense of purpose, and other difficulties supporting the continuation of learning. Teachers, school administrators and local authorities were struggling to respond under conditions of lockdown and distancing, while also dealing with their own protection and survival, multiple domestic and caring responsibilities and social and emotional responses to the crisis.

The local authorities, especially the POEs reported that guidelines from the Ministry of Health and the Ministry of Education, Youth and Sport on social distancing has triggered them to move away from classroom-based education to e-learning, using various platforms and social media to set up professional learning teams among teachers as well as between teachers and students for their continuous learning. It was an opportunity in a crisis. School closures accelerated schools to deliver 21st Century learning. POE officials have been more active in June 2020 in monitoring and following up and provide support on the teaching and learning activities.

POE observed that parents have increasingly engaged their children in labour to help generate income. Some families were in debt, which Covid-19 only made worse. POEs have recognised the challenges and encouraged teachers to reach out to them at their households. While coping with teaching under new circumstances they were experiencing difficulties themselves. For instance, a teacher would deliver a one-hour lesson to at least 50 students per class before the COVID-19. Now teachers cannot gather more than 10 students per class. Female teachers were reported to have faced more challenges than their male counterparts because there were safety and security concerns when they were travelling alone to far-away villages to look for the students. While adding work load to their work as teachers, female teachers had to shoulder the usual household responsibilities.

Some teachers reported having reduced benefits such as the discontinuation of the Thursday meeting attendance fee, while others reported being paid for only one shift, while teaching two shifts. Some teachers said they were working the same hours as before COVID-19, but the work during school closure was more intense and challenging. Sometimes, teachers had to commute from one household to another to reach students and parents. Encouraging parents to keep supporting the education for their children as well as encouraging students to keep learning. Other additional tasks included assignments and collecting papers from the students at home.

Despite all the efforts to do distance learning, the majority of the students remain disconnected. Students' inactive engagement in learning coupled with their complaints about a lack of access to distance education have escalated teachers’ stress. The lack of access to Internet and devices has been described above.

From the beginning, the online and distance education could reach out to a large number of children. The Provincial Governor in Ratanak Kiri has paid a lot of attention to the delivery of equitable access to education for all children and contributed some DTVs. Distance learning has also affected education quality. Based on information from different sources such as teachers, school directors and SSCs, students have faced significant for reasons described above.

MoEYS is committed to continue with the national exams for Grade 9 and 12, so whether or not students learn, students in those grades need to take the exam. as described above not all students have had equal opportunities to learn.

It was challenging for the provincial authorities, particularly in Mondul Kiri to deliver the MoEYS’ ambition due to lack of access to resources and low digital literacy among staff. Some good practices were observed, particularly in Ratanak Kiri, where a POE official reported having established a “parental platform”,
parents, students and teachers came together along with the local authorities to raise concerns and mobilise support for continuous education.

**School reopening: Safety measures, requests and suggestions**

When asked their opinions about school reopening, respondents expressed mixed feelings. Some were optimistic that the world will be back to normal soon, while others expressed their concerns over COVID-19, which remains unpredictable. They were also concerned about community spread when schools reopen because it would be challenging to monitor a large number of students when all of them return to schools.

Despite the concerns, most of the officials reported that they will follow the advices and guidance from relevant ministries, especially the MoEYS. However, proper arrangements must be made and all health prevention measures against COVID-19 must be implemented at all time. Teachers and school directors have to play key roles in reinforcing the implementation of those safety measures.

There should be only about 10 students per class even though it means more investment and challenges with scheduling for all teachers. Moreover, there are already a limited number of teachers at most of the schools in the three provinces, which made in extremely challenging for teachers to teach many smaller classes than usual.

**Partnership and cooperation**

Various forms of partnership and cooperation were developed at a provincial level as collective responses to the COVID-19 pandemic and ensure children continue to access their education without any interruption.

At the provincial level, in Ratanak Kiri in particular under the leadership of the Provincial Governor, a “Joint WASH Network” was established and a series of response activities were conducted jointly among various stakeholders at the provincial level. For instance, there was a joint WASH event presided over by the Provincial Governor recently took place in Bor Keav lower secondary school, where representatives from the Provincial Offices of Education, Youth and Sport, Provincial Health Departments, and inter-departmental entities, NGOs (CARE, Plan and others), teachers, school directors, school support committees (SSCs), parents, students and other relevant stakeholders enthusiastically joined to promote the use of clean water, sanitation and hygiene (WASH) as a part of awareness raising among the local communities. All government work stations in the province were also equipped with WASH products such as soap and water, alcohol and hand-sanitizers as a part of provincial measures to combat COVID-19.

“During this very challenging time, we cannot even work together face-to-face, so I would like to thanks CARE who is always very supportive to POE, especially in Ratanak Kiri so that children can access inclusive and equitable quality education. All the questions you have asked cover a wide range of topics, including marginalised groups such as ethnic minority children, girls and especially those who are getting married at a young age, which is a big concern for us as well…. POE has established monitoring groups to overseas learning during this period, but we have faced financial constraints and lack of research capacity to make this work more effective. POE is looking into a joint research with NGOs, targeting certain groups of students with a feasible scope that can help us respond more effectively during this period..”

(POE Official in Ratanak Kiri; 39 years old)
Summary key education findings

In responses to the education in emergency of COVID-19 outbreak in Cambodia, the Ministry of Education, Youth and Sport has mobilised resources at all levels to ensure continuous learning for all children. Significant investments were made to promote digital education throughout the country. Education personnel at all levels, teaching and non-teaching staff as well as students and parents have taken unprecedented shift towards digital learning. Prominent teachers, ranging from kindergarten to primary Grade 1 up to Grade 12 were mobilised to record online lessons based on MoEYS’ national curriculum and subject syllabus. Digital production crews have worked around the clock to produce educational materials, including video and audio content for broadcasting at various MoEYS’ digital platforms. Mass production of educational materials, digital contents, and mobile applications come in all shapes and forms.

It is positive to learn that most of the students in all the three provinces participating in the assessment reported having good access to smartphones and mobile Internet so that they can continue to access their education from their home. However, online and distance education was also challenging for certain groups of students. Some students had very limited awareness of various MoEYS’ digital educational platforms.

Despite the fact that the majority of the students in the three provinces reported having no or very little access to various digital platforms, most of them reported having heard of various educational messages at least once in the past 30 days. Likewise, teachers reported knowing about information dissemination interventions in the local communities, which the village chiefs were spreading and sometimes there were cars with loudspeakers broadcasting those messages to raise people’s awareness. Sometimes, people accessed the information via social media and DTV even though not very widely.

Students were asked to self-assess their digital literacy and perceptions towards online and distance education. Some rated positively, while others were reluctant to give a clear-cut answers. Therefore, results shows different attitudes across different groups of students (i.e. geographical locations, sex, ethnicities, students’ education and socio-economic status) towards digital literacy and digitalised education system. Overall, students tended to agree that they enjoyed learning online and from the distance, using technological devices and Internet.

Family support and parental involvement in their children’s learning play a critical role in boosting students’ academic achievements. Some parents had provided the most support for their online and/or distance learning from home, while others could not be able to do the same. Mothers, especially among the illiterates and those reported to be digitally illiterate, were more likely to provide mental and emotional support as a means of encouragement for their children’s continuous education. Despite their desire to support their children’s education, they have faced challenges themselves and it was harder for them socio-economically during such an abrupt change.

Among the 85% of students reported having challenges with their education, a majority of whom said the three most challenges they have experienced so far were “No / Slow Internet Access” (131; 40%), “No Budget for Phone Cards” (63; 19%) and “Other Educational Challenges” (83; 26%). During the COVID-19 pandemic, teachers, school administrators as well as provincial and local communities have faced tremendous challenges, which might directly or indirectly affect their health and well-being, livelihoods, sense of purpose, and other difficulties supporting the continuation of learning. Teachers, school administrators and local authorities were struggling to respond under conditions of lockdown and distancing, while also dealing with their own protection and survival, multiple domestic and caring responsibilities and social and emotional responses to the crisis. Therefore, support must be provided to aid the continuous learning for both teachers and students.
Gender roles and Power relation

Division of (domestic) labour

Gender stereotype means that there are different expectations of men and women, and girls and boys. This results in inequality in terms of roles, responsibilities, participation, decision making, values, and access to and control over resources. In Cambodia, women are still mainly responsible for daily housework such as cooking, washing, cleaning, preparing children for school and other unpaid home labour. Men sometimes help with some tasks such as cooking, washing, cleaning, collecting water, or picking woods, but it is common for men’s domestic labour to be in response to request for help asked from their partner.

Global research during the COVID 19 pandemic has examined the burden of domestic work carried out by women. For instance, a rapid gender analysis in Bangladesh has shown that the average woman performed 3.45 times the amount of unpaid work of men. Due to the closure of schools and the entire family staying at home, women must absorb the additional work of family care duties.

It seems that a similar pattern can be observed in Cambodia. Similar experiences in the closure of schools and workplaces have restrained people to stay at home to be safe. Perceptions of daily housework show that people believe that boys are doing more work than girls.

Almost half (46%) of female and 50% of male respondents reported that the workload of boys and girls are the same (Figure: A). Meanwhile, 38% of female and 22% of male respondents believed that the workload of boys is more than that of girls. Only 8% of females and 18% of male respondents agreed that the workload of girls is more than boys. Thus, during the pandemic, there was the perception that boys have taken on a heavier burden of work than girls.

One possible reason for this relates to how the concept of “work” is perceived. Schools have closed, children need to be at home and at the same time the family needs boys to help in the fields because they think that boys are stronger and can help more. Girls are requested to help their mother at home on household chores, however this may not be viewed as “work” in the same way. One female respondent said that “Both girls and boys are busier than before because the school is closed, so they need to help with housework, sell goods, and go to the farm or paddy field.” When it comes to household chores, respondents reported that there is more pressure on girls (9%) than boys (2%) to do the household chores.

Qualitative data showed Khmer people’s daily work load was the same as usual. However, Indigenous people said that it has increased especially in taking care of their children given that their children are too young and they need to be taken of when taken to the field. Furthermore, within the Indigenous community, the burden of work may fall more heavily on women. One male Indigenous respondent raised that “Our work has increased because we have to look after children more.” Another man stated that “Women have more work to do if the husband gets sick.” Among the Khmer community, there is a better understanding of the need to share household chores between partners. For instance, one female respondent raised that “it is the same as before, he helps to look after the cows, buffalos, and helps with the household chores as usual.”
During the pandemic, the government has put emergency measures in place to prevent the spread of the virus. These included: social distancing measures, closure of schools, traveling restrictions and suggestion to avoid public gatherings. As a result of the associated economic downturn, work places have suspended employee’s contracts of their employees and some businesses has gone bankrupt. People are really stressed out due to the fear of the transmission, unstable employment condition, loss of family incomes and lower educational out comes for their children. Although, both female and male respondents said that they faced economic problems and most are affected by Covid-19. Amongst all the problems stated above that stressed people out, most stress is not being able to go to school (male 31% and female 38%). And the only 2% of female and 3% of male respondents are concerned about their family incomes. Children can access e-learning and their parents support and encourage their children to continue their studies. However, both girls and boys feel stress and concerned about their studies (girls 38%; boys 31%). One girl in Grade 7 said that “…I am not happy because I’m afraid I will fail in school exams if school close for too long.” Meanwhile, based on the graph below, girls are more stress about (increased) household chores and school closure while boys are more stressed about the transmission and that they cannot go out. 33% of boy’s respondents do not worry at all during Covid-19 pandemic compared to 29% of girl’s respondents. For instance, one girl mentioned that
“I feel so depressed because I’m afraid my family member will get transmitted [the virus]. I think women are more stressed than men because they have to go to the market to buy food for the family, so they would be at risk more than men who only go to the farm.” Both Indigenous and Khmer communities are concerned about the continued education of their children? (41% Khmer and 31% Indigenous).

Children are feeling more stressed due to the pandemic. They are experiencing a lack of communication and social activities with friends. They may also be impacted by an increase in the household work and less family incomes due to the loss of jobs of family earners.

**Figure 7: Stress level by sex and by Khmer and EM**

With modern technology, people have many ways to cope with their stress such as talking with friends and family members, watching TV and YouTube, and accessing social media such as Facebook. Twelve per cent of both men and women have sought professional psychological support. However, the most popular way for both women and men to relieve stress are access to social media, planting, reading and listening to music. There are 44% of female and 40% of male respondents preferred these popular mechanisms to cope with stress. Nevertheless, it is a concern that most people, both women and men, don’t know how to release stress. Survey results indicated that 57% of females and 58% of males don’t know where to seek help. And 60% of ethnic minority respondents reported that they do not know how to seek help, compared with 55% of Khmer people.
Summary of key results:

Women and girls are still responsible for household chores. Respondents reported that boys were recognized to work harder than girls, but that is because they were asked to help at the farm and paddy field with their parents. Girls were more likely to be requested to do housework. Both girls and boys are busy with different kinds of work to help their families. However, girls are more pressured to do housework than boys. Khmer women don’t have higher burden of work during this crisis. In contrast, Indigenous women relied on more to take care of children and sick people in the family.

Most women and men are under pressure during this COVID 19 crisis. They fear transmission, unemployment, lower benefits from their businesses and so on. Boys and girls are mostly stressed out of worry about their study. They are afraid that they will fail their exams. Even though many can access online learning, it is still difficult for them to learn.

People are stressed but they have found ways to release their stress. The most popular way to release stress are access to social media such as YouTube and Facebook, reading books and planting. However, it is concerning to note that a lot of women and men, especially indigenous people, still don’t know how and where to release stress. Many researchers suggested that mechanism that communities can use to release stress is through counselling services, create safe platforms that women and girls can shared their needs and concerns during the pandemic.

Decision making, Participation and Leadership

The majority of respondents said that women are more likely to manage the family incomes and daily expenditures. However, for big expenses, women would discuss with their family members. In contrast, one male respondent said that men make decisions more than women. Though, just taking note that this has been the case for a long time and that COVIT-19 has not changed this.

Through the interviews, a number of women respondents confirmed that they had also been involved in decision making at the community level before COVID-19. In addition, both the men and women reported that they have been involved in hygiene dissemination during the crisis. There was no significant difference in the level of women’s participation and the decision making before and during the Covid-19 pandemic. However, a lot of women respondents said that they didn’t have any forum before the crisis or during the crisis in which they could participate.

Both, girls and boys indicated that they haven’t been involved in any decision making at home or in the community. An alarming information shared by the respondents showed that 5% of girls and 4% of boys, of which 7% were from ethnic minorities and 5% from non-ethnic minorities, said their parents and family members have convinced them to drop out of school.
The reason for having to drop out of school was to work and support their family – 9% of boys (2% age group 15-17, 7% age group 18-20) and 8% of girls (1% age group 10-14, 3% age group 15-17 and 4% age group 18-20. Another 1.6% of girls and boys (age group 18-20) reported to have thought of dropping out of school to get married.

Sexual and Reproductive Health and Rights (SRHR)

Access sexual and reproductive health services is reported to be problematic during the COVID19 pandemic. Only 28% of respondents said they could access it safely, 34% indicated that that is no safe access, and another 37% said they don’t know. The results from Mondul kiri are worrying with only 15% of respondents reported that they were able to access the service during the Covid-19 pandemic.

Almost two thirds of respondents (65%) reported that most of sexual and reproductive health services provided were the same as before the pandemic. Although, 4% responded that some services have been disrupted due to Covid-19.
In response to questions on how difficult it is to get sanitary pads, 14% of respondents said that they have more difficulty getting hygiene napkins during the COVID-19 pandemic.

![Figure:10 access to hygiene nap](Figure:10 access to hygiene nap)

Do you have difficulty to get hygiene nap?

<table>
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<tr>
<th></th>
<th>Ratanak Kiri (N=188)</th>
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<th>Mondul Kiri (N=66)</th>
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<td>58%</td>
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<td>More difficult</td>
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<td>9%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Don't answer</td>
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<td>1%</td>
<td>6%</td>
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</tbody>
</table>

Sexual reproductive health information and services are provided in communities and are supported by Plan International Cambodia, CARE and the Red Cross. Civil society organisations are helping to provide messages on COVID-19 prevention and supplies including hygienic pads, soaps, masks and hand sanitiser. An interview with a school director revealed that all services are still available for people in communities, including clean water and women-friendly spaces. That is consistent with the figure #10 in the survey indicated that 73% can still access to service the same as before.

Interestingly the school director observed that early child marriage, especially amongst indigenous children, has decreased due to the restrictions of social events and banned on community gatherings. In contrast, a teacher indicated that it may increase, saying, “whilst, they are staying and living at home together, chance to get married is high”. Additional information is needed to see the longer term impacts of COVID-19 on the issue of early child marriage. However, disruptions to schooling, may lead to children dropping out with higher number of child marriages (Plan Online Youth Forum respondent).

A reason for disruption to access health services is that community members believe that health centres, and referral hospitals are places where they might likely catch the virus.

Messages on how to prevent COVID-19 and messages on sexual and reproductive health are still being transmitted into the communities through mass speakers, social media, child clubs and teacher’s visits as well as national radios and televisions.

The majority of respondents raised that they are talking to their friends by phone and joining some club activities in order to cope during this stressful time. Although, most of their time is spent with their parents to do their house work and farming.

Safety and Protection
Gender Based Violence

Even before the arrival of the COVID-19 pandemic, gender-based violence was a problem of epidemic proportions, with one in three women worldwide experiencing physical or sexual abuse in her lifetime. (https://www.amnesty.org.uk/violence-against-women). The social and economic impacts of COVID-19 will be different for women and men, boys and girls. Increased economic insecurity may increase stress within the household, along with a GBV survivor’s economic dependence on their abuser, making it more challenging to leave, where intimate partner violence and/or child abuse is occurring, the risks are acute. In addition, young and adolescent girls are more likely to have to take on additional caring burdens within the household and are more at risk of domestic violence and forced marriage. The risk of child, forced or early marriage may also increase as a coping strategy to financial and food insecurity.

The results from the survey show that 53% of all respondents stated that this is the same with the domestic violence situation in their village, while 26% said the situation is more peaceful. However, 12% have identified some increase in domestic violence in their village. Interviews with respondents in schools indicate that domestic violence happens due to the additional stress from losing incomes and the concern of transmission of COVID-19. Other respondents talked about witnessing their neighbours getting drunk and causing violence. Other respondents have shared that they have seen their friends were forced to get married.

“There are some violence between husband and wife in my village.

I also witnessed my friend was forced to get married”

(Grade 8 Female Prew Student in Ratanak Kiri; 14 years old)

In humanitarian settings, the current effects of the pandemic will likely impose a new level of suffering and hardship on some of the world’s most vulnerable women. They already face significant barriers to information and services, insufficient financial resources, and a lack of autonomy over their own sexual and reproductive health, leaving them particularly susceptible to exploitation and abuse. Now, as measures to stop the spread of the coronavirus have put unprecedented numbers of people into lockdown, women subjected to violence are even more isolated and at risk. According to research, the projected increase in cases of gender-based violence would stem from the economic, psychological, and family stressors associated with the pandemic as well as the scaling back or closure of violence prevention and response
GBV has significant and long-lasting impacts on the health and psychological, social and economic well-being of survivors and their families. When asked which types of Gender Based Violence they have experienced in their families and/or communities, 23% of all respondents identified physical violence, 76% of respondents identified emotional violence, 29% of respondents identified economic violence, 3% of respondents identified maltreatment, and 21% of respondents identified bullying. Violence prevention work is highly challenging and requires significant investment in changing the attitudes and behaviours of women and men.

Interviewed parents in the community said that there is some violence in families due to the increasing stress and anxiety levels because of job loss, financial insecurity, travel restrictions, and the closing of schools. One woman indicated that she is under more pressure with schools closing because she needs to take care of the children while also taking care of elderly people and cooking. She reported that her complaints make her husband upset which has led to verbal fighting in front of their kids.

**Safety**

All of the interviewed community members and Provincial of Education (POE), School Directors (SD), School Support Committee (SSC) and teachers are worried about the transmission of COVID-19 because the recommended social distancing is not strictly practised in communities. It was reported that people are still gathering with friends and drinking beer, children are still running around while their parents are working at the farms. There are also no restrictions or procedures for the quarantine of migrant workers from Thailand as well as other people traveling from other countries according to the interviews with teachers.

At the very least, the risk of violence will rise in the most vulnerable countries and cities. Keen not to let a good crisis go waste, armed groups, terrorists and organized criminals are already exploiting the pandemic. They will find further opportunities including in cyberspace. Violence against women and human rights abuses have already spiked both of which are indication of other forms of violence. This is set to intensify as at least 1.5 billion children and young people are sent home from their schools and universities. Many will be angry as they lose opportunities and a minority will convert this anger toward more dangerous

According to the post from Patch web page, The COVID-19 pandemic has increased the reports of domestic violence, motor vehicle theft, and theft of property within motor vehicles. Various reports of domestic violence spiked during the month of April when most businesses, shops, services, and resources were shut down. There was a correlation between the number of increasing domestic abuse reports and the increasing time of the shelter in place order, https://patch.com/arizona/phoenix/crime-trends-during-covid-19-pandemic cited on July 2020.

Interviews with respondents showed that there are safety and security concerns in the communities with robberies and assaults. They reported incidents of motorbike thefts, fear of sexual assaults as there are more youth gangsters hanging around the village using drugs. From the interviews with our respondents, 25% of all respondents said they feel insecure at home or their community since COVID19.

Health centres have safety protocols in place for dealing with people who are suspected of having COVID-19. They have started setting aside medical staff on standby to measure body temperature and carry out testing both at the health centres and by visiting some villages. There are also awareness raising activities as well as dissemination of information to people in the community. This information is about preventative measures and also encourages people to seek for medical care if they have fever, cough and difficulty breathing. However, there are still some gaps in managing people traveling in and outside of the provinces. According to interviews with teachers, there are no clear instructions for isolation or self-quarantine for migrant returnees as well as people who travel across provinces in their communities.

The results of the interviews show that there has been increased stigmatization and discrimination towards certain population groups such as migrant workers, urban populations, Muslims, Indians, and other foreigners and people who worked in Preah Sihanoukville since those groups are associated with carrying and spreading COVID-19.

Sexual Exploitation and Abuse
Women and girls may face escalating risks of intimate partner and domestic violence due to heightened tensions in the household from food and economic insecurity, fears about the virus, domestic confinement and inability to distance from abusers, women's increased burden of unpaid care work, and reduced access to GBV response services that can help to prevent further violence. Restrictions on movement compromise women's ability to distance themselves from violent husbands or other family members. Heightened risks of sexual harassment offline and online, as people are less visible in public spaces and social media is relied on as the primary forum for social interactions, sexual exploitation and abuse, especially of those in precarious economic situations, or while accessing pandemic response services. School closures put girls and young women at high risk of sexual violence by their neighbors and relatives, as well as unwanted pregnancies. (Cambodian Centre for Human Rights, 28 April 2020, Cambodian Groups Ask Government to Combat Gender Based Violence in COVID-19 Response, cited at https://ifex.org/cambodian-groups-ask-government-to-combat-gender-based-violence-in-covid-19-response)

The interviews indicate that there are concerns from parents and students in increased risks of rape and sexual exploitation in the village because there are a lot more idling gangsters since they have nothing to do and most of them are using drugs. They expressed especial concerns for when their children need to go get water at the lake, so they are trying to keep their children inside the house as much as possible.

“We are so worried we will get raped by those gangsters in the community when we walk at the quiet place. They always hang out and smoke cigarettes”

(Grade 7 Female Khmer Student in Ratanak Kiri; 14 years old)

In addition, there may be a heightened risk of human trafficking as traffickers often target the large numbers of people affected by natural disasters or conflict who are desperate for safety and protection. (International Monetary Fund, A Hidden Scourge, September 2018.

COVID-19 has upset the lives of children and families. Preventative measures such as school closures and restrictions of movement, while considered necessary, are disrupting children's routines and support systems. Students we interviewed shared that they are feeling insecure since COVID-19 because there are more gangsters sitting around in the community and also the increase of the robberies. One of the students mentioned that she is very scared and does not want to leave the house or go get water from the lake. School closures are also adding new stressors on caregivers who may have to go to work for safety and protection. One interviewed parent stated that they are really worried about increasing kidnapping and sex trafficking cases in their community, especially the majority of people now having lost their jobs, and being desperate for money. Most of the time parents need to leave their children at home with other adults or just leave them alone while they are going to the farm or sell vegetables at the market. Other parents shared their concerns around the risk of children being sexually abused in the community, since they cannot go to schools and playing around in the village without strong supervision from the parents.
In your view, during COVID can you rate domestic violence in your community?

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</tbody>
</table>

COVID-19 can quickly change the context in which students live. Quarantine measures such as school closures and restrictions on movements disrupt children’s routine and social support while also placing new stressors on parents and caregivers. Particularly for children living in households where intimate partner violence and/or child abuse is occurring, the risks are acute.

At the same time, as physical public spaces in Cambodia are minimised and as people are turning to online spaces for support and social connection, there is an increased risk of sexual harassment and exploitation in these online spaces. This has already been identified by Cambodian civil society groups working in gender-based violence prevention and responses, as a possible risk for women and girls that needs to be mitigated. (Cambodian Centre for Human Rights, 28 April 2020, Cambodian Groups Ask Government to Combat Gender Based Violence in COVID-19 Response, cited at https://ifex.org/cambodian-groups-ask-government-to-combat-gender-based-violence-in-covid-19-response) This safety concern is collaborated by the findings in the education section above that despite collective efforts of MoEYS, development partners and other relevant stakeholders at national and sub-national levels to deliver messages on safety measures and cyber security while learning online, about 80% of the students participating in a telephone survey in the three provinces reported that they did not receive those messages nor were equipped with sufficient knowledge to protect themselves from online bullying and harassment. It is imperative to reinforce informational sharing mechanisms to ensure students and parents have better access to those messages and be able to protect themselves and their children from all forms of cyber-attack.

As the virus continues to spread across the world, we are all facing multiple new stresses, including physical and psychological health risks, school and business closures, family confinement, isolation and economic vulnerability. Through all of that, children are particularly vulnerable. School closures can increase and exacerbate inequities and vulnerabilities for children and can increase the likelihood of early/forced marriage. Online learning modalities particularly for children and families who are less familiar with Internet safety measures can introduce new or increased risk of various forms of online exploitation, including sexual exploitation and “grooming” that leads to future sexual abuse. (https://www.end-violence.org/protecting-children-during-covid-19-outbreak) Certain children within the household may be prioritized for online or remote learning preventing other children from partaking in education activities; girls, for example may be excluded and required to take on multiple caregiving roles and additional domestic care work. Prolonged school closures, therefore, increase the risk of girls dropping out as they may not return to school, the longer they stay at home.
Stigma related to COVID-19 has left some children more vulnerable to violence and psychosocial distress. In recent polling, 55% of students listed identified “protection” as one of their top three priorities for the next three months.

Table 10: Priority to be focus during the next few months.

<table>
<thead>
<tr>
<th>What are the top three priorities for you during the next few months?</th>
<th>Male (N=121)</th>
<th>Female (N=262)</th>
<th>Total (N=383)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care</td>
<td>77 64%</td>
<td>169 65%</td>
<td>246 64%</td>
</tr>
<tr>
<td>Food</td>
<td>42 35%</td>
<td>97 37%</td>
<td>139 36%</td>
</tr>
<tr>
<td>Water</td>
<td>12 10%</td>
<td>30 11%</td>
<td>42 11%</td>
</tr>
<tr>
<td>Education</td>
<td>75 62%</td>
<td>139 53%</td>
<td>214 56%</td>
</tr>
<tr>
<td>Livelihood</td>
<td>43 36%</td>
<td>108 41%</td>
<td>151 39%</td>
</tr>
<tr>
<td>Protection</td>
<td>78 64%</td>
<td>134 51%</td>
<td>212 55%</td>
</tr>
<tr>
<td>Hygiene sanitation</td>
<td>58 48%</td>
<td>120 46%</td>
<td>178 46%</td>
</tr>
<tr>
<td>Other (want to re-open the school soon and earn money for supporting family)</td>
<td>6 5%</td>
<td>17 6%</td>
<td>23 6%</td>
</tr>
</tbody>
</table>

Conclusions

The COVID-19 pandemic, bring a lot of concerns about the impact on gender dimension among adolescent boys and girls, power relation, workload, decision making and participation and access to basic services including SRHR and education during period of school closure.

Education is one of the top priorities of the Royal Government of Cambodia. In responses to the education in emergency of COVID-19 outbreak in Cambodia, the Ministry of Education, Youth and Sport has mobilised resources at all levels to ensure continuous learning for all children. Massive investment was made to promote digital education throughout the country. Education personnel at all levels, teaching and non-teaching staff as well as students and parents have taken unprecedented shifts towards digital learning. Prominent teachers, ranging from kindergarten to primary grade 1 up to secondary grade 12 were mobilised to record online lessons based on MoEYS’ national curriculum and subject syllabus. Communication teams, camerawomen and cameramen as well as digital production crews have worked around the clock to produce educational materials, including videos and audios content for broadcasting at various MoEYS’ digital platforms. Mass production of educational materials, digital contents, and mobile applications come in all shapes and forms. Bulky dissemination of educational materials (online and offline, digital-based and paper-based) takes place through various digital and non-digital platforms within a short period of time to promote digital education and continuous learning during the emergency crisis of the COVID-19.
It is positive to learn that most of the students in all the three provinces participating in the assessment reported having good access to smartphones and mobile Internet so that they can continue to access their education from their home. However, online and distance education was also challenging for certain groups of students. Some students had very limited awareness of various MoEYS’ digital educational platforms, including but not restricted to MoEYS’ Facebook page, YouTube channel, E-Learning Centres, satellite TV channel, official Podcast, Khmer TV channel, MoI mobile App and local radios among others.

Despite the fact that the majority of the students in the three provinces reported having no or very little access to various digital platforms, most of them reported having heard of various educational messages at least once in the past 30 days. Likewise, teachers reported knowing about information dissemination interventions in the local communities, which the village chiefs were spreading and sometimes there were cars with loudspeakers broadcasting those messages to raise people’s awareness. Sometimes, people accessed the information via social media and DTV even though not very widely.

Students were asked to self-assess their digital literacy and perceptions towards online and distance education. Some rated positively, while others were reluctant to give a clear-cut answers. Therefore, results show different attitudes across different groups of students (i.e. geographical locations, sex, ethnicities, students’ education and socio-economic status) towards digital literacy and digitalised education system. Overall, students tended to agree that they enjoyed learning online and from the distance, using technological devices and Internet.

Family support and parental involvement in their children’s learning play a critical role in boosting students’ academic achievements. Some parents had provided the most support for their online and/or distance learning from home, while others could not be able to do the same. Mothers, especially among the illiterates and those reported to be digitally illiterate, were more likely to provide mental and emotional support as a means of encouragement for their children’s continuous education. Despite their desire to support their children’s education, they have faced challenges themselves and it was harder for them socio-economically during such an abrupt change. Online and/or distance education may have contributed to further divide between the “have” and the “have not” – those who can afford associated cost of online and/or distance education continue to learn despite the pandemic and those who cannot afford the cost turned to engage more in providing for the families, which ultimately limits their educational opportunities.

Among the 85% of students reported having challenges with their education, a majority of whom said the three most challenges they have experienced so far were “No / Slow Internet Access” (131; 40%), “No Budget for Phone Cards” (63; 19%) and “Other Educational Challenges” (83; 26%). During the COVID-19 pandemic, teachers, school administrators as well as provincial and local communities have faced tremendous challenges, which might directly or indirectly affect their health and well-being, livelihoods, sense of purpose, and other difficulties supporting the continuation of learning. Teachers, school administrators and local authorities were struggling to respond under conditions of lockdown and distancing, while also dealing with their own protection and survival, multiple domestic and caring responsibilities and social and emotional responses to the crisis. Therefore, support must be provided to aid the continuous learning for both teachers and students.

Knowledge about prevention measurement related to wearing face mask and hand washing is high, which is up to 79% and 94% respectively, but we are not sure how these measures are practised. However, knowledge related to keep social distancing is relatively low (27%). The message related to “Education does not stop, so let's keep learning during COVID-19” is low, only 27% know that they need to learn during school closure.
There are no clearly observed changes Gender and Power relations as a result of COVID 19, but strong traditional social norms remain in the communities. Women and girls are still responsible for household chores. Respondents reported that boys were recognized to work harder than girls, but that is because they were asked to help at the farm and paddy field with their parents. Girls were more likely to be requested to do housework. Both girls and boys are busy with different kinds of work to help their families. However, girls are more pressured than boys in doing housework. Khmer women did not have higher burden of work during this crisis. In contrast, ethnic women have been relied on to take care of children and sick people in the family.

Most women and men are under pressure during this COVID 19 crisis. They fear transmission, unemployment, lower benefits from their businesses and so on. Boys and girls are mostly stressed out of worry about their studies. They are afraid that they will fail their exams. Even though many can access online learning, it is still difficult for them to learn.

Loss of economic opportunities and decreased in family incomes due to difficulty in finding a (decent) paying jobs during the COVID-19 pandemic and government’s local travel restriction. There are strong concerns about loss of income and there is a need for additional financial support. Some families urge their children to work more at home as well as at the farm for their living, thus causing additional burdens for their children, which includes around 3-4% of parents convincing them to drop from school to support farm works or getting marriage.

There are concern about safety and security during the COVID outbreak. COVID-19 has upset the lives of children and families. Prevention measurement efforts such as school closures and movement restrictions, while considered necessary, are disrupting children's routines and support systems. 25% of male students and 24% of female students we interviewed shared that they are feeling insecure since COVID-1 because there are more gangsters sitting around in the community and also the increase of the robberies. School closures are also adding new stressors on caregivers who may have to go to work for income. At the same time, there is also high concern around sexual exploitation and abuse from both parents and students. Parents most of the time need to leave their children at home with other adults or just leave them alone while they are going to the farm or sell vegetables at the market.

Stigma related to COVID-19 has left some children more vulnerable to violence and psychosocial distress. In recent polling, 58% of students listed identified “protection” as one of their top three priorities for the next three months.
## Annex 1: RGA in Education Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 June, 2020</td>
<td>Develop ToR and approval concept note</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Joint CARE and PLAN team</td>
</tr>
<tr>
<td>7-11 June, 2020</td>
<td>Design, develop tools, testing tools and deployed in the software platform</td>
<td>HQ and field office</td>
<td>Pysal, Thida, Sola, Dany, Butha, Hemrin</td>
</tr>
<tr>
<td>15 -16 June, 2020</td>
<td>Train data collection including guide for record data</td>
<td>HQ and field office</td>
<td>Pysal and Sola/Dany, Buntha &amp; Sathya</td>
</tr>
<tr>
<td>17-23 June 2020</td>
<td>Field data collection - Students Survey (both in school and out school)</td>
<td>Ratanak Kiri Mundul Kiri Stung Treng</td>
<td>Data Collection Team (PLAN &amp; CARE office)</td>
</tr>
<tr>
<td></td>
<td>- KII (DOE, School Director, Teachers, local authority/SSC, parents and students (boy and girls, EM and Khmer...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-24 June, 2020</td>
<td>Analysis –quantitative data</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Buntha and Sathya</td>
</tr>
<tr>
<td>25 June, 2020</td>
<td>Compile data -qualitative into the format and share to focal persons</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Buntha and Sathya</td>
</tr>
<tr>
<td>25 June- 3 July 2020</td>
<td>Analyse, synthesis and draft report</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Dany, Pysal, Thida, Sola and Sathya</td>
</tr>
<tr>
<td></td>
<td>- Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SRH/GVB/Stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HH Chores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7 July, 2020</td>
<td>Review and comment on the draft report</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>All including Jan and Kimthan</td>
</tr>
<tr>
<td>8-10 July, 2020</td>
<td>Revise and address the comments and send back to the team</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Dany, Pysal, Thida, Sola</td>
</tr>
<tr>
<td>15 July, 2020</td>
<td>Final draft and approval</td>
<td>HQ (Plan &amp; CARE office in Phnom Penh)</td>
<td>Jan and Kimthan</td>
</tr>
</tbody>
</table>
Annex 2: Tools for Qualitative Interview

Annex 2.1: Rapid Gender Analysis: KII1-Boys & Girls

Key Informant Interview – Boy and Girl

Instruction to Interviewer

- Thank the participant(s) for the interview
- Explain the objectives and expectations of the interview
- Outline the amount of time interview will take
- Obtain the informant's informed consent to record / write notes from the interview

Introduction

My name is XXXX. I am working for CARE International in Cambodia/ Plan International. CARE and Plan International are conducting a Rapid Gender Analysis to learn more about the different impacts that COVID-19 may have on women, men, girls, boys, and other vulnerable groups, focusing on Education, Gender Based Violence, and Sexual Reproductive Health. The result of this assessment will inform humanitarian programming intervention and provide recommendations for organization on organizational preparedness for COVID-19, including policies and practice (e.g. Child safeguarding and Prevention of Sexual Exploitation and Abuse). Your contribution are really important and helping us to understand more about the situation and inform our programming. Your answers are kept in confident, no name or identification is appear in this report. I have some questions for this interview, this may take about 30 minutes.

Do you allow me to do the interview?

Yes     No

Interviewer Name:                  Interview date & time:

Geographic Location:

Method of interview (e.g. phone, or face to face):

Other Note:

----------------------------------------

Sex of key informant:   Male   Female   Other   Prefer not to say

Age of key informant:

Key informant’s role in the community:
Specific situation of the individual (e.g. do they identify as having a disability, are they of a specific ethnic/religious group, refugee/IDP etc)6:

Key informant interview questions for in and out school children

Gender roles and power relations

1. Since COVID-19 has there been a change in the work (both paid and unpaid) that men and women do in your family? Please describe the change and the impacts of this change (positive and negative)?

2. Do you think your workload is increasing (for different groups: boy and girls, students with disabilities Why?

3. What are some challenges you have experienced during COVID-19 virus self-isolation and restriction on movement or fear of transmission? (Please ask participants to elaborate on their responses.)
   - Employment
   - Travel
   - Accessing to social services (Hospital, police station, women organizations, counseling, Union, local authority, etc…)
   - Food security
   - Communication
   - Family members
   - Access to online education

Access to Basic Services (Education, GBV/SRH)

4. How do your family members help or support you to get study during this COVID-19? Do you think they are safe? Any issues? What happen if school continue to close further?

5. What have been the effects (if any) on levels of stress, tension, anxiety for you or your family since COVID-19? Are there specific groups in the community who are impacted more by this?
   - Men
   - Women
   - Boys/ young men
   - Girls/ young women
   - People with disabilities

6. Do you see any increase of violence, GBV and other concern issues? Who is it directed at most (men, women, boys, girls, specific groups)? Why?
   - Intimate partner violence/domestic violence
   - Physical abuse
   - Verbal abuse
   - Violence against children
   - Rape or sexual abuse
   - Harassment/threat of violence
   - Neglect
   - Harmful Traditional Practices (HTP) such as CEFM, FGM

7. Have there been changes in women, men, boys and girls safe access to services since COVID-19? (Prompt: specifically for SRHR and GBV services)?

6 This should only be recorded if useful for the analysis ie. if the analysis is look at the specific realities of individuals or groups in the crisis
Information and technology

8. Are girls and boys, men and women using different forms of technology since the COVID-19 crisis? Is this positive or negative and why?

9. Who convey information in the home and community?

10. What are the barriers to accessing information for women/girls, men/boys? Personal barriers (e.g. literacy, disability, time-constraints); external barriers (means of communication, ICT barriers including signal, internet access, data, low literacy, permission to use ICTs and surveillance by a partner/elder member of the family)?

11. Are there any health beliefs, cultures or practices in your community? What impact, if any, do these have on how people are preparing themselves for, or responding to COVID-19? (Prompt. For example beliefs and practices related to marriage, family planning, pregnancy and birth, menstrual hygiene management, disposal of dead bodies, hand washing, water use and management).

12. Are any of these health beliefs, cultures or practices, harmful for women, men, girls or boys?

Decision-making and leadership

13. Who is in control over the family resources and assets (e.g. financial, livelihood, household)? Has this changed since COVID-19? If so how, and has the change been positive or negative, and for who?

14. Do you participate in community decision-making structures/spaces/forums? How? How does it compare to how [insert other gender] participate in these structures/spaces/forums? Has your participation, or the structures/forums themselves, been impacted by COVID-19?

15. Are you part of any formal or informal groups/networks/movements in your community? Are you still involved since the COVID-19 crisis?

Protection Concerns

16. Do you or your family have any safety or security concerns since the COVID-19 crisis? If so, do you feel comfortable describing what types of concerns or incidents and who is affected (men, women, boys, girls, specific groups, without giving personal details of anyone involved)? (Note for facilitator, not to be read out: e.g. violence in the home, sexual exploitation, violence at water points or accessing health services etc.)

17. If you have a safety concern, are there people or services in the community you can go to? If yes, who/what are they? If not, why not?

18. What can service providers (health care, NGO’s, local authorities) do to provide the support to those experiencing violence during this period?

19. Do you think their current support have been affected by COVID-19? How?
20. Do you think the covid-19 is increasing stigma against specific people? If yes, which group is being discriminated in your community because of the new coronavirus disease?

21. What are the main rumours/beliefs, concerns, questions you hear in your community? (For facilitator: if asking this question it will be important to have up-to-date messaging to dispel myths and rumours, or to answer questions from the respondent).

**School Reopening**

22. Are you worried that COVID-19 will might spread in the community when children return to school?

23. Are you confident that you can get enough information to help protect yourself from COVID-19 when returning to schools?

24. What can MoEYS/POEs/DOEs, NGOs and development partners do to support you and your children so that they return to schools and not dropout?

25. What are the skills and capacities or opportunities for to contribute to the COVID preparedness and response effort?

26. What are their ideas on response strategies using safe and appropriate methods?

**Any other comments:**
Annex 2.2. Rapid Gender Analysis: KII2 – Parents and School Support Committee

Key Informant Interview – Parents/SSC

Introduction

- Thank the participant(s) for the interview
- Explain the objectives and expectations of the interview
- Outline the amount of time interview will take
- Obtain the informant’s informed consent to record / write notes from the interview

Introduction for Interviewer

My name is XXXX. I am working for CARE International in Cambodia/ Plan International. CARE and Plan International are conducting a Rapid Gender Analysis to learn more about the different impacts that COVID-19 may have on women, men, girls, boys, and other vulnerable groups, focusing on Education, Gender Based Violence, and Sexual Reproductive Health. The result of this assessment will inform humanitarian programming intervention and provide recommendations for organization on organizational preparedness for COVID-19, including policies and practice (e.g. Child safeguarding and Prevention of Sexual Exploitation and Abuse). Your contribution are really important and helping us to understand more about the situation and inform our programming. Your answers are kept in confident, no name or identification is appear in this report. I have some questions for this interview, this may take about 30 minutes. Do you allow me to do the interview?

Yes  No

Interviewer Name:  Interview date & time:

Geographic Location:

Method of interview (e.g. phone, or face to face):

Other Note:

Sex of key informant:  Male  Female  Other  Prefer not to say

Age of key informant:

Key informant’s role in the community:

Specific situation of the individual (e.g. do they identify as having a disability, are they of a specific ethnic/religious group, refugee/IDP etc):^7

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^7 This should only be recorded if useful for the analysis ie. if the analysis is look at the specific realities of individuals or groups in the crisis
Gender roles and power relations

1. Since COVID-19 has there been a change in the work (both paid and unpaid) that men and women do in your family? Please describe the change and the impacts of this change (positive and negative)?

2. Do you think your workload is increasing (for different groups: boy and girls, students with disabilities) Why?

3. What are some challenges you have experienced during COVID-19 virus self-isolation and restriction on movement or fear of transmission? (Please ask participants to elaborate on their responses.)
   - Employment
   - Travel
   - Accessing to social services (Hospital, police station, women organizations, counseling, Union, local authority, etc...)
   - Food security
   - Communication
   - Family members
   - Access to online education

Access to Basic Services (Education, GBV/SRH)

4. How do you manage to support your children/family members to get study during this COVID-19? Do you think they are safe? Any issues? What happen if school continue to close further?

5. What have been the effects (if any) on levels of stress, tension, anxiety for you or your family since COVID-19? Are there specific groups in the community who are impacted more by this?
   - Men
   - Women
   - Boys/ young men
   - Girls/ young women
   - People with disabilities
   - People with sexual minority

6. Do you see any increase of violence, GBV and other concern issues? Who is it directed at most (men, women, boys, girls, specific groups)? Why?
   - Intimate partner violence/domestic violence
   - Physical abuse
   - Verbal abuse
   - Violence against children
   - Rape or sexual abuse
   - Harassment/threat of violence
   - Neglect
   - Harmful Traditional Practices (HTP) such as CEFM, FGM

7. Have there been changes in women, men, boys and girls safe access to services since COVID-19? (Prompt: specifically for SRHR and GBV services)?
Information and technology

8. Are girls and boys, men and women using different forms of technology since the COVID-19 crisis? Is this positive or negative and why?

9. Who convey information in the home and community?

10. What are the barriers to accessing information for women/girls, men/boys? Personal barriers (e.g. literacy, disability, time-constraints); external barriers (means of communication, ICT barriers including signal, internet access, data, low literacy, permission to use ICTs and surveillance by a partner/elder member of the family)?

11. Are there any health beliefs, cultures or practices in your community? What impact, if any, do these have on how people are preparing themselves for, or responding to COVID-19? (Prompt: For example beliefs and practices related to marriage, family planning, pregnancy and birth, menstrual hygiene management, disposal of dead bodies, hand washing, water use and management).

12. Are any of these health beliefs, cultures or practices, harmful for women, men, girls or boys?

Decision-making and leadership

13. Who is in control over the family resources and assets (e.g. financial, livelihood, household)? Has this changed since COVID-19? If so, how, and has the change been positive or negative, and for who?

14. Do you participate in community decision-making structures/spaces/forums? How? How does it compare to how [insert other gender] participate in these structures/spaces/forums? Has your participation, or the structures/forums themselves, been impacted by COVID-19?

15. Are you part of any formal or informal groups/networks/movements in your community? Are you still involved since the COVID-19 crisis?

Protection Concerns

16. Do you or your family have any safety or security concerns since the COVID-19 crisis? If so, do you feel comfortable describing what types of concerns or incidents and who is affected (men, women, boys, girls, specific groups, without giving personal details of anyone involved)? (Note for facilitator, not to be read out: e.g. violence in the home, sexual exploitation, violence at water points or accessing health services etc.)

17. If you have a safety concern, are there people or services in the community you can go to? If yes, who/what are they? If not, why not?

18. What can service providers (health care, NGO’s, local authorities) do to provide the support to those experiencing violence during this period?
19. Do you think their current support have been affected by COVID-19? How?

20. Do you think the covid-19 is increasing stigma against specific people? If yes, which group is being discriminated in your community because of the new coronavirus disease?

21. What are the main rumours/beliefs, concerns, questions you hear in your community? (For facilitator: if asking this question it will be important to have up-to-date messaging to dispel myths and rumours, or to answer questions from the respondent).

School Reopening

22. Are you worried that COVID-19 will might spread in the community when children return to school?

23. Are you confident that you can get enough information to help protect yourself from COVID-19 when returning to schools?

24. What can MoEYS/POEs/DOEs, NGOs and development partners do to support you and your children so that they return to schools and not dropout?

25. What are the skills and capacities or opportunities to contribute to the COVID preparedness and response effort?

26. What are their ideas on response strategies using safe and appropriate methods?

Any other comments:
Annex 2.3. Rapid Gender Analysis: KII3 POE, School Directors and Teachers

Key Informant Interview – POE/SD/Teachers

- Self-introduction and read full introduction for interview. Then seeking for verbal consent before start the interview.
- Ask permission for record and audio record, just in case you may miss recording
- Note taking the answers that response to the question guide
- Encourage to further digging out or probing for more interest information
- Summary the answers of each question, in bullet points is acceptable and type it up. If you interview for more than one person at the same target group, summarize their answers into just one answer sheet.
- Send your summary answer a day after you completed the interview

My name is XXXX. I am working for CARE International in Cambodia. CARE is conducting a Rapid Gender Analysis to learn more about the different impacts that COVID-19 may have on women, men, girls, boys, and other vulnerable groups such as garment factory workers and migrant workers who recently returned, focusing on Gender Based Violence, Sexual Reproductive Health, Dignify Works, Inclusive Governance, and Education. The result of this assessment will inform humanitarian programming intervention and provide recommendations for organization on organizational preparedness for COVID-19, including policies and practice (e.g. Child safeguarding and Prevention of Sexual Exploitation and Abuse). Your contribution are really important and helping us to understand more about the situation and inform our programming. Your answers are kept in confident, no name or identification is appear in this report. I have some questions for this interview, this may take about 30 minutes.

Do you allow me to do the interview? Yes No

Interviewer Name: Interview date & time

Geographic Location:

Method of interview (e.g. phone, or face to face):

Other Note:

Sex of key informant: Male Female Other Prefer not to say

Age of key informant:

Key informant’s role in the community:

Specific situation of the individual (e.g. do they identify as having a disability, are they of a specific ethnic/religious group, refugee/IDP etc)\(^8\):

Key informant interview questions

Gender roles and relations

1. Since COVID-19 has there been a change in the amount of time women and men are engaged in paid and unpaid work? Please describe the change? Have there been any economic, social, physical or psychological impacts of these changes?

\(^8\) This should only be recorded if useful for the analysis i.e. if the analysis is look at the specific realities of individuals or groups in the crisis
2. Who has access to and control over family resources and assets? Have there been changes since the COVID-19 crisis?

3. What new coping mechanisms are individuals / families adopting, to fulfill their roles and responsibilities?

4. How are people adapting to follow COVID-19 prevention / health care seeking practices? (Note for facilitator: e.g. Wash hands frequently with soap and water; Maintain Social Distancing, at least 1.5-2 meters; If you have a fever, cough and difficulty breathing seek medical care early)

Access to Basic Services

5. What services are safely available to men, women, boys and girls in this community? (Prompt: SRH, hygiene / dignity kits, education, women-friendly spaces, clean water, latrines, other).

6. Have there been changes in women, men, boys and girls safe access to services in the community since COVID-19? (Prompt: specifically for SRHR and GBV services)

7. If yes, can you describe why? (Prompt: use the following options as prompts; do not read out. For each reason given, please specify the service the respondent is referring too and the group it affects e.g. men, women, persons with disabilities etc)

- Priority is given to men
- No female staff providing services
- Lack of sufficient medicines at health facilities
- Girls/women not permitted to access services by their families
- Not safe for girls/women to travel to the service sites
- Locations of services are not convenient for girls/women
- The Government/Authorities have put in place quarantine and social isolation measures
- The service is not deemed an ‘essential’ service since COVID-19 and is therefore limited/restricted
- Fear/ loss of trust in the health system
- Loss (or fear of loss) of confidentiality when accessing services (e.g. due to greater/increasing restrictions on movement)
- Hours are not convenient for girls/women
- Other: ______________________

8. How (if at all) is COVID-19 impacting levels of stress, tension and anxiety levels of men and women, adolescent boys and girls, and children (boys and girls) in the community? Is this impacting certain group over others?

9. Is there safe access to mental health and psychosocial support services? And if so can everyone access them during the COVID-19 crisis?

Information and technology

10. Do women and men talk about and/or receive information about health differently? How about adolescent boys and girls? Has there been a change since COVID-19?

11. Are there specific local beliefs and practices that impact how messages around COVID-19 are being received by the community? (prompt: for example influences from non-traditional health workers, religious leaders)
12. Has this impacted health-seeking behavior of men, women or specific groups? (Prompt: For example beliefs and practices related to marriage, family planning, pregnancy and birth, menstrual hygiene management, disposal of dead bodies, hand washing, water use and management). Are any of these harmful for women, men, girls or boys?

13. How are different forms of technology being used to increase access to information? Are there groups of people who cannot access information through these forms of technology? (Prompt: e.g. men, women, adolescent girls/boys, children, single female parent HHs, persons with disabilities)

**Decision-making and leadership**

14. What (if any) changes have occurred regarding who in the household makes/influences decisions on family/individual access to healthcare (including family planning and maternal health)?

15. What social/cultural structures does the community use to make decisions? How do women and men, girls and boys participate in these? How have these structures been impacted by COVID-19?

16. How are women and men, girls and boys, and at-risk or minority groups engaged in the (formal) local and national preparedness and response mechanisms for COVID-19? What are the key barriers to meaningful participation of women in these forums?

17. What informal groups or networks were present in the community pre-crisis? Are these still active now? Are they (and how are they) adapting to different ways of interacting/communicating? (Prompt: for example, women’s groups, civil society groups, social movements).

**Protection Concerns**

18. Has there been an increase in safety and security concerns / incidents since the COVID-19? Do you feel comfortable describing what types of concerns or incidents and who is affected (men, women, boys, girls, specific groups, without giving personal details of anyone involved)? (Note for facilitator, not to be read out: e.g. violence in the home, sexual exploitation, violence at water points or health facilities etc.)

19. Who can community members go to for help, when they have a safety concern or experience violence? (both individuals and services). Are these still accessible since COVID-19, e.g. with the imposed restrictions on movement?

20. Do you think the new coronavirus disease is increasing stigma against specific people? If yes, which group is being discriminated in your community because of the new coronavirus disease?

21. What are the main rumours/beliefs, concerns, questions you hear in your community? (For facilitator: if asking this question it will be important to have up-to-date messaging to dispel myths and rumours, or to answer questions from the respondent).

**Opportunities**

22. What are the different skills, capacities and opportunities for women, men, boys and girls to contribute positively to the COVID-19 preparedness and response efforts?

23. How can humanitarian actors, like CARE and Plan, support these efforts further?

**Recovery Strategy for School Reopening**
24. Currently, the Ministry of Education, Youth and Sport has developed a plan for school reopening. Do you have any concerns that the COVID-19 might spread in the community when children return to school?

25. What are your suggestions for protecting children when the schools reopen?

26. If COVID-19 prevents schools from reopening in a timely fashion, how do you plan to provide children with an appropriate education?

27. Have you anticipated any challenges and how would you address those challenges?

28. What support do you need to help protect yourself and everyone from being affected by the COVID-19?

29. What can MoEYS, NGOs and development partners do to support your work to help children return to schools and not dropout?

30. Are there any other suggestions?
Annex 3: Tool for Quantitative Interview – Survey

Survey – In and OOS and PTC

Questionnaire for In and Out-of-school Students

1. Socio-Demographic profile
   1.1 Province:
      A. Ratanak Kiri
      B. Stung Treng
      C. Mondul Kiri
   1.2 District
      A. Andong Meas
      B. Bar Kaev
      C. Ou Chum
      D. Koun Mom
      E. Ta Veaeng
      F. Lum Phat
      G. Siem Pang
      H. Sesan
      I. Siem Bouk
      J. Thala Barivat
      K. Pich Chenda
      L. Keo Seyma
   1.3 Commune...
   1.4 Village....
   1.5 Student Code....
   1.6 Sex....
   1.7 Age....
   1.8 Ethnicity
      A. Khmer
      B. Jarai
      C. Kachork
      D. Klueng
      E. Kreung
      F. Lao
      G. Phnong
      H. Proav
      I. Tumpoun
      J. Other (please specify)
   1.9 Disability
A. Yes (please specify)
B. No

1.10 Are you currently in school?
A. Yes
B. No

1.11 If no, who are you?
A. PTC’s Student Provincial Training Centre Student
B. Out of School (OOS) Children

1.12 Does your family have ID Poor Card?
A. Yes
B. No

1.13 Who are you living with?
A. Living with parents
B. Living with father
C. Living with mother
D. Living with relatives
E. Living with spouse and children
F. Living with small children

1.14 Father’s Occupation
A. Government staff
B. Company staff
C. NGO staff
D. Business
E. Farmer
F. Fisherman
G. Woodcutter
H. Sell labour
I. Other (specify__)

1.15 Father’s age ....

1.16 Father’s education
A. Primary Education
B. Lower Secondary Education
C. Upper Secondary Education
D. Bachelor’s Degree
E. Master’s Degree
F. Others, specify: _____

1.17 Mother’s Occupation
A. Government staff
B. Company staff
C. NGO staff
D. Business
E. Farmer
F. Fisherman
G. Woodcutter
H. Sell labour
I. Other (specify ___)

1.18 Mother’s age ....
1.19 Mother’s education
   A. Primary Education
   B. Lower Secondary Education
   C. Upper Secondary Education
   D. Bachelor’s Degree
   E. Master’s Degree
   F. Others, specify: _____

1.20 Relative’s Occupation
   A. Government staff
   B. Company staff
   C. NGO staff
   D. Business
   E. Farmer
   F. Fisherman
   G. Woodcutter
   H. Sell labour
   I. Other (specify ___)

1.21 Mother’s education
   G. Primary Education
   H. Lower Secondary Education
   I. Upper Secondary Education
   J. Bachelor’s Degree
   K. Master’s Degree
   L. Others, specify: _____

2. Education during the COVID-19 Pandemic
2.1 Are you aware of any online and/or distance learning platforms available for you to continue your study despite school closure? (*Can choose MANY options*)
   2. MoEYS’ YouTube Channel (https://www.youtube.com/moeyscambodia)
   4. MoEYS’ Satellite Television Channel (Decho TV)
   5. MoEYS’ Official Podcast សម្លេងគ្រូបម្គ្ងៀន
   6. Khmer Television Channel (TVK)
   7. Ministry of Information Mobile App
   8. Local Radios (i.e. FM89.5, FM105.1, FM87.7)
   9. Don’t know
10. Others, specify: ______

2.2 How did you learning about these existing platforms?
   1. From MoEYS' Official Announcements (Press Releases, Notice Letters, Directives)
   2. From Provincial Authorities
   3. From District Authorities
   4. From Teachers and/or School Directors
   5. From School Support Committees
   6. From Family Members and/or Relatives
   7. From Friends and/or Classmates
   8. Others, specify: ______

2.3 Do you have access to any of the following?
   1. Internet (Wi-Fi network or router at home)
   2. Internet (via mobile phones)
   3. Mobile Phones
   4. Tablets
   5. Computers (Desktops and/or Laptops)
   6. Radios
   7. Televisions
   8. Others, specify: ______

2.4 2.4 Who do you think would have most access to the available resources in your family? (Choose ONE only)

2.4.1 Who accesses the Internet (Wi-Fi or via mobile phones) the most?
   □ My Father
   □ My Mother
   □ My Brothers
   □ My Sister
   □ Myself
   □ Others, specify: ______

2.4.2 Who use a mobile phone the most?
   □ My Father
   □ My Mother
   □ My Brothers
   □ My Sister
   □ Myself
   □ Others, specify: ______

2.4.3 Who uses a tablet the most?
   □ My Father
   □ My Mother
   □ My Brothers
   □ My Sister
   □ Myself
   □ Others, specify: ______

2.4.4 Who use a computer (desktop and/or laptop) the most?
   □ My Father
   □ My Mother
   □ My Brothers
   □ My Sister
   □ Myself
   □ Others, specify: ______

2.4.5 Who listens to a radio the most?
   □ My Father
   □ My Mother
2.4.6 Who watches a television the most?

- My Father
- My Mother
- My Brothers
- My Sister
- Myself
- Others, specify: _____

2.5 How often do you access the following learning platforms?

1. MoEYS’ Facebook
   - Everyday
   - Once a week
   - Once in a while
   - Never

2. MoEYS’ YouTube Channel
   - Everyday
   - Once a week
   - Once in a while
   - Never

3. MoEYS’ E-Learning Centre
   - Everyday
   - Once a week
   - Once in a while
   - Never

4. MoEYS’ Satellite Television Channel (Decho TV)
   - Everyday
   - Once a week
   - Once in a while
   - Never

5. MoEYS’ Official Podcast
   - Everyday
   - Once a week
   - Once in a while
   - Never

6. Khmer Television Channel (TVK)
   - Everyday
   - Once a week
   - Once in a while
   - Never

7. Ministry of Information Mobile App
   - Everyday
   - Once a week
   - Once in a while
   - Never

8. Local Radios
   - Everyday
   - Once a week
   - Once in a while
   - Never

2.6 Approximately, how many hours per week have you spent on online and/or distance learning?

_____ hours/week

2.7 Have you heard any of the following educational messages related to COVID-19 in the past 30 days? (Can choose MANY options)

1. Wash your hand correctly to prevent COVID-19
2. How to protect yourself and others from getting infected (hand washing, sanitizer, sneezing and coughing practices)
3. When and how to wear masks
4. Maintain social distance to protect yourself and others
5. Education does not stop, so let’s keep learning!
6. Stay safe online and offline
7. Others, specify: _____

2.8 Since the COVID-19 outbreak and school closure in mid-March 2020, do you think you have spent more time on the following activities?

1. Doing more household chores (cleaning the house, cleaning dishes, washing clothes, etc.)
   - Yes, No

2. Spending more time on taking care of younger siblings
   - Yes, No

3. Getting involved in other income generating activities
   - Yes, No

4. Others, specify: _____
The following questions ask you to describe your experience on learning with technology. There are no right or wrong answers. This is not a test. We highly appreciate your honest opinions because this will help us have a better understand of the current technological status in your respective areas.

2.9 On a scale from 1–5, please rate how much you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can use digital devices (computers, tablets, mobile phones, etc.) very well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>I know how to use the Internet to aid my learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I enjoy learning online and/or from a distance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The use of the Internet and technology makes me feel nervous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The use of the Internet and technology makes my learning more interesting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>I like browsing the Internet for school related work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>I like using social media (Messenger, Telegram, etc.) for communication with my teachers and other peers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I like using the Internet to download learning apps on a mobile device (Ministry of Information Mobile App, MoEYS' Trey Visay, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>The Internet is a great source for obtaining information I am interested in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I feel comfortable using my digital devices (computers, tablets, mobile phones, etc.) at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>I feel safe accessing available online learning platforms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I feel safe communicating through social media.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2.10 Have any of your members helped you learn more effectively at home?
   1. Mother
   2. Father
   3. Sisters
   4. Brothers
   5. Others, specify: _____

2.11 Can you give at least three challenges you have faced with your online and/or distance learning?
   1. _____

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2. If you are the PTC’s student, are you just staying at home or training your skills at any place?
   1. I am training at private school/shop
   2. Staying at home
   3. Earning money by using skills from PTC

3. SRHR/GBV/Violence during the COVID-19 Pandemic
   Note: SRH refer to STI, ANC, Delivery, PNC, FP, Youth Friendly Services and other sexual related counselling,

   **SRH, GBV Stress**

   3.1 Do you have safe access to SRH services?  
      [ ] Yes  
      [ ] No  
      [ ] DK  
      [ ] Don’t answer

   3.2 Do you think your health facilities still perform routine SRH services as before COVID?  
      [ ] The same as before  
      [ ] Some SRH service disrupted  
      [ ] Most SRH service disrupted  
      [ ] DK  
      [ ] Don’t answer

   3.3 Do you have difficulty to get hygiene nap?  
      [ ] The same as before  
      [ ] More easy  
      [ ] More difficult  
      [ ] DK  
      [ ] Don’t answer

   3.4 Do you have difficulty to get SRH services at your community?  
      [ ] STI/STD  
      [ ] ANC  
      [ ] Delivery & PNC  
      [ ] Family Planning  
      [ ] Sexual related counselling  
      [ ] Youth friendly services  
      [ ] DK No difficult  
      [ ] No difficulty

   3.5 What SRH services that you mostly needs during COVID-19?  
      Specify................

   3.6 What SRH services that you difficult to get since COVID?  
      Specify................
3.7 In your view, during COVID can you rate domestic violence in your community?
- So much concern
- Somewhat concern
- Nothing to concern
- DK

3.8 In your village Do you see domestic violence situation is changed: during COVID (last 1 month)
- The same as before
- Some increased
- Very increased
- More peaceful
- DK

3.9 In your family Do you see domestic violence situation is changed: during COVID (last 1 month)
- Never happened in the family since no COVID
- The same as before
- Some increased
- Very increased
- More peaceful
- DK

3.10 In your family, do you see GBV situation is changed: during COVID (last 1 month)
- Never happened in the family since no COVID
- The same as before
- Some increased
- Very increased
- More peaceful
- DK

3.11 If there are GBV on girl or women in your family, what type of GBV? (if 3.10 applied: the same as before, some increased, more peaceful)
- Physical
- Emotional violence
- Economic violence
- Sexual violence
- Maltreatment
- Bullying
- The same as before
- More supportive
- Less supportive

3.12 Does your commune or police continue to provide GBV support and response services as before COVID?
- More safe
- More unsecure
- No change since COVID
- DK

3.13 Since COVID, what do you think about your safety at your home or community?
3.14 Do you feel stressed during staying at home? If yes, why?

- No
- Yes, because of HH chore increased
- Yes, because cannot going out
- Yes, because cannot go to school
- Yes, because be afraid of transmission of the virus
- Yes, others.............

3.15 What strategies are you using to reduce or to cope with stress?

- Access to friendly-space for children
- Seek support from family
- Seek religious leader
- Do not know
- Talk with friends
- Seeking psychosocial support from civil society/NGOs
- Other, specify.............

4. HH Chores

4.1 Since the COVID-19 outbreak and school closure in mid-March 2020, do you think you have spent more time on the following activities?

1. Doing more household chores (cleaning the house, cleaning dishes, washing clothes, etc.)
2. Spending more time on taking care of younger siblings
3. Getting involved in other income generating activities
4. Collecting water
5. Collecting firewood
6. Farming

- Yes, ☐ No
- Yes, ☐ No
- Yes, ☐ No
- Yes, ☐ No
- Yes, ☐ No
- Yes, ☐ No

4.2 Since COVID, do you think your home workload for boys and girls are different?

- Same for boys and girls
- Boys more than girl
- Girls more than boys
- No change since COVID-19

4.3 Do your parents provide more pressure on HH chores for boys or girls?

- More pressure on boys
- More pressure on both
- More pressure on girls
- No pressure on both
4.4 Have you ever thought of dropping out of school to work and support family, since school closure? Why? Specify........

4.5 Have you thought of dropping out of school to get marriage since school closure? Why? Specify........

4.6 Have your parents or family members ever convince you to drop out of schools during COVID-19 pandemic?

4.7 What are the top three priorities for you during for the next few months?

☐ Health care, ☐ food, ☐ water, ☐ education, ☐ livelihood, ☐ protection, ☐ hygiene sanitation, ☐ Other, specify:
• **Annex 4: Children and Young People Safeguarding Risk Assessment** – see in separate file attached

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### Annex 5 Summary of MoEYS Directives

- MoEYS’ Directive No.03 dated 27 January 2020 on “Implementation of Prevention Measures against the New Respiratory Coronavirus (2019-nCoV) at All Public and Private Educational Institutions” advised all state and private educational staff at all levels to avoid crowded places, avoid direct contact with farm and wide animals, avoid touching face, eyes, nose, and mouth, and wash hands often to help protect against the new virus.

- MoEYS’ Directive No.13 dated 16 March 2020 on “Commencement of Short-Term Vacation and Early School Break for All Public and Private Educational Institutions across Cambodia” advised all general and higher educational institutions and teacher training colleges to commence a short-term vacation and early school break from the date of the announcement until further notice as a prevention measure against the widespread of the virus in Cambodia. All schools throughout the country remain close as of today, July 2020.

- Immediately after a sudden increase of 31 new imported cases of COVID-19 in Cambodia on 22 March 2020 (total at 84 cases, 2 recovered), MoEYS issued a new Directive No.17 dated 26 March 2020 on “Additional Measures to Prevent against the Spread of the COVID-19 Outbreak” reiterating the commitment of the Royal Government of Cambodia to combat against COVID-19 in the country. MoEYS took careful measures by moving away from face-to-face office-based work environment to teleworking for all educational personnel throughout Cambodia. It was the beginning of the exponential exposure to virtual world as well as digital platforms initially with such applications as Telegram and WhatsApp. MoEYS also banned all the private tutoring nationwide to minimise the risks and protection against community widespread.

- MoEYS’ Directive No.18 dated 31 March 2020 on “Additional Measures in Responding to and Prevention of COVID-19 Outbreak” further advised all educational staff to social distance, not to implement activities with more than 10 participants. Meetings, trainings, workshops and any other educational events can be either postponed or conducted virtually, using Zoom software for instance.

- MoEYS further promoted online and distance education by issuing a Directive No.19 dated 2 April 2020 on “Parental Involvement in Children’s Self-Learning, Using MoEYS’ Textbooks and Online Learning Services”, which encouraged all parents to meaningfully engage in their children’s education at home, monitor their children’s hygiene practices to stay healthy, arrange an appropriate study space and provide for their children essential educational resources, equipment and materials needed for online and/or distance education.
MoEYS issued another Directive No.20 dated 8 April 2020 on “Postponement of the National Exam at Lower and Upper Secondary Education in Academic Year 2019-2020” until further notice; meanwhile, students were advised to continue their self-study through E-Learning platforms such as MoEYS’ YouTube channel (https://www.youtube.com/moeyescambodia), MoEYS’ Facebook page (https://www.facebook.com/moeys.gov.kh), E-School Cambodia, Wiki School and other official platforms.

MoEYS’ Directive No.22 dated 17 April 2020 on “Postponement of School Re-Entry for All Public and Private Educational Institutions throughout Cambodia” advised that all schools remain close until further notice and all educational staff at all levels have a critical role to play in disseminating information about digitalised distance education to the general public as well as encourage parents and children to continue their self-learning at home amid the COVID-19 pandemic.

MoEYS launched an E-Learning program on 13 March 2020 to support students’ continuous learning, focusing initially on 6 major subjects (Mathematics, History, Physics, Chemistry, Biology and Khmer Language). Students can access these learning materials from MoEYS’ official website, YouTube channel, Facebook page and E-Learning Centres.

On 18 March 2020, MoEYS issued a Press Release on “Collaboration between MoEYS and A.Z.E Innovation Tech Co., LTD for Using E-School Cambodia as a Distance Learning Program for Students from Grades 1-12”. Students can access the program by downloading an App from a PlayStore or AppStore and install the App on their Android or IOS smart phones. The program is also accessible via MoEYS’ YouTube channel, MoEYS’ Facebook page and other MoEYS’ E-Learning platforms.

On 19 March 2020, MoEYS announced a “Complementary Online Learning Course through Basic Education Equivalency Program (BEEP) for Lower Secondary School Students”. The BEEP program is a joint cooperation among MoEYS, MoLVT, and UNESCO, aiming to provide an opportunity for out-of-school youth to pursue their vocational skills training so that they are equipped with essential skills for a decent job and decent livelihood. Students can also access the BEEP program via a smartphone or a computer at https://beep.moeys.gov.kh.

The Minister of Information and the Minister of Education, Youth and Sport signed a Memorandum of Understanding (MoU) on 8 April 2020 on “Preparing, Producing and Broadcasting Distance Learning and E-Learning Programs on Khmer Television (TVK) Channel and a Mobile Application of the Ministry of Information (MoI)” aiming to promote quality and equitable education service delivery for all students at all levels during the early school break as well as during the consecutive phases, to support students throughout Cambodia to receive effective and efficient distance learning programs and to promote the preparation and implementation of e-learning programs nationwide.