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Service provision by International Non-Governmental Organizations in Areas of Limited Statehood

An examination INGOs' impact on sustainability in education provision in the Kingdom of Cambodia

MA Thesis

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Abstract

This thesis illuminates the diversity of INGOs' behaviour as service providers. The study captures how different types of behaviour, working modes, impact the production of sustainability. The author outlines in this thesis how different behavioural approaches interact with the three identified dimensions of sustainability in the field of education provision. Further, the research was set in an area of limited statehood (ALS) as these are characterized by the lack of governmental oversight and regulation, which amplifies the need to understand how public services are being provided to beneficiaries; this thesis is set in the Kingdom of Cambodia's education sector. In order to achieve this insight into INGOs as service providers in an ALS, qualitative methods were applied, and interview-based research was conducted. The researcher interviewed 18 individuals associated with 10 organizations during her fieldwork in Cambodia. Through the Dora Plus short-term mobility stipend, granted by the Archimedes Foundation and the European Union Regional Development Fund, the researcher was able to travel to Cambodia to conduct fieldwork. Through fieldwork, the researcher was able to gain knowledge of the context in with the education provision is taking place and is therefore able to produce case-specific results. The results are not only defined through highlighting the working modes' effect on sustainability production, but through the creation of a nuanced understanding of INGOs' behaviour. This research project was able to underline the differences in INGOs' behaviour and outline why these differences matter to the service provision.

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1. Introduction

Service provision has experienced a shift from being part of the formal state system of governing to becoming part of governance, as a multi-stakeholder approach. That means that also non-state actors are able to act as service providers, leading to more diversity in the way services are provided but also more competition in regard to the price of service provision (Gormley, 1994). With more actors being involved in providing services to the public, the organization of the provision became increasingly complicated; more oversight of the actions of these non-state actors was necessary for public actors to guarantee the quality of the service provision (Bell & Hindmoor, 2009). With the state apparatus being reported to be overwhelmed at times with the task of managing the effective outsourcing of service provision, scholars criticize shortcomings to the continuity of quality (Kirkpatrick, Kitchener, & Whipp, 2001). The scholarship regarding outsourcing and New Public Management (NPM) is focusing on the state as the governing power, it is necessary to regard environments in which the governing apparatus lacks to capability to organize reliable service provision; a new scholarship regards these environments through the study of areas of limited statehood (ALS) (Börzel, Risse, & Draude, 2018). This field, in the study of governance, is signified by the state not having the ability to provide services in all policy fields or to all beneficiaries. Therefore, it has been observed that non-state actors, especially international non-governmental organizations (INGOs) have been stepping in as service providers (Beisheim, Ellersiek, & Lorch, 2018). However, due to limited regulation of their service provision, it needs to be considered in how far these actors work towards their service provision being available to future beneficiaries as it is to present ones. It is relevant to understand if and how INGOs produce sustainability as service providers in ALS as the access to essential services is relying on their work. Therefore, this thesis aims at illuminating how INGOs with different working approaches can produce sustainability. This thesis hence aims to answer how the intervention of INGOs in educational provision effects sustainability in ALS. Through the results of this thesis it will hence be possible to better understand not only how INGOs work in ALS but also how their working is producing sustainability for the service in questions.

In order to find answer to the here presented research-problem, it is relevant to understand the context in which these INGOs are delivering education. Therefore, it was necessary for the researcher to conduct fieldwork in the chosen research environment, Cambodia. This research focuses on the Kingdom of Cambodia due to its weak administrative structure, lack of qualified teaching staff and high drop-out rate (the sampling strategy is outlined thoroughly in Chapter 3.1.1). The researcher was able to generate data by conducting fieldwork in Cambodia; the

researcher was able to travel to Cambodia for 30 days from January 16th until February 14th 2020 as part of this research project through funding by the Archimedes Foundation and the European Union Regional Development Fund via the Dora Plus short-term mobility stipend. During her time in the field the researcher met with 18 interview participants who are affiliated with ten different INGOs as well as one public official involved in education provision. Also, through visiting the research environment herself, the researcher developed in-depth understanding of structures and challenges. The researcher analysed the data generated through the interviews via qualitative content analysis to produce meaningful findings about the INGOs' production of sustainability. Through the applied methods it was not only possible to outline how INGOs with different behaviour produce different types of sustainability, it was also possible to create a more nuanced understanding of INGOs' behaviour.

In the following the main theoretical concepts, ALS, sustainability and INGOs, will be elaborated upon by presenting and discussing the most relevant scholarship. Based on the main findings of this discussion, it will then be outlined, how these concepts will be understood in the framework of this research project (Chapter 2). Afterwards it will be discussed how the research environment was determined to be Cambodia by operationalizing ALS in regard to education provision. Moreover, in the methodology chapter (chapter 3) it will be discussed how INGOs were sampled. Chapter 3 further contains knowledge about how the researcher planed her contact with the interview participants, how the interview guide was constructed and how an ethical treatment of the participant was ensured. Moreover, the findings from the generated data will be presented in Chapter 4 in four steps; firstly, it will be determined how the behaviour of the INGO can be classified; secondly, it will be evaluated what the findings mean for the previously determined conceptualization of INGOs' behaviour; thirdly, the findings regarding different INGO types' production of sustainability will be outlined. The findings meaning for the overall research and the future research agenda will be then be outlined in the analysis' conclusion. The last chapter will conclude this thesis by outlining the relevance of the produced findings.

2. Theoretical Framework – scholarship regarding the main concepts

It is this thesis' aim to illuminate the impact of INGOs intervention on sustainability production. It is necessary to thoroughly outline all the here applied concepts. It needs to be made entirely clear what is being studied in order to produce tangible and reliable results. Therefore, this chapter will serve as an introduction into the main concepts of this study – Areas of Limited Statehood, INGOs as social service providers and sustainability in education provision. The concepts will be defined based on the currently most relevant literature; every concept will thereafter be made tangible, conceptualized, to make it applicable to the context of this study. Based on the theoretical framework of these concept, research questions will be derived which guide this research project's methodological framework and analysis.

2.1 Current state of literature about ALS

In states with weak administrative structures, the state might not possess the ability to provide the entirety of its population with essential public services such as edducaiton. Börzel et al (2018) termed such areas in which states are incapable of providing public services, areas of limited statehood (ALS):

"Areas of limited statehood then constitute those parts of a country in which central authorities (governments) lack the ability to implement and enforce rules and decisions and/or in which they do not command a legitimate monopoly over the means of violence" (Börzel, Risse, & Draude, 2018, p. 6).

ALS are further marked by the involvement of non-state actors in governing when the public entities lack the capacity to adequately do so. While the involvement of non-state in the provision of vital public services is not an entirely new concept - governments have been outsourcing public service provisions to externals partners since New Public Management rose to popularity in the 1970s (Kirkpatrick, Kitchener, & Whipp, 2001)– this process in ALS is characterised by there not being checks and balances to monitor the actions of the involved non-state actors. Therefore, the guarantee of continued access to public services might be entirely in the hands of non-state actor. Further, there is no process to choose an actor for the service delivery which means that when non-state actors take over more and more of the service delivery from a fragile government, the state is at threat of becoming hollow.

Henceforth, limited statehood describes the lack of the legitimate hierarchy to control all governance processes within the state (Börzel & Risse, 2010). Börzel et al (2018) go on to outline that the ability to govern the means of violence can be broken down into four dimensions: *territorial* (control over specific territories), *sectoral* (control over specific policy

fields), *social* (control over specific groups within the population) and *temporal* (temporary lack of continuous control, mostly related to natural disasters) (Börzel, Risse, & Draude, 2018, p. 6). In thesis ALS will be understood through the sectoral dimension of education provision. Access to education as a public good has been widely recognized as necessary; further scholars have studied and illuminated the correlation between education and development (Cremin & Nakabugo, 2012; Smith & Vaux, 2003; UNESCO, 1945)

2.2 Non-government organizations as service providers

The next concept that needs to be defined further for the construction of this study, are the actors that will be studied. As outlined previously, in ALS the state lacks the control over the governance structures within its borders (Börzel & Risse, 2010; Börzel, Risse, & Draude, 2018). Thus, when non-state actors are involved in the provision of public services, management over their actions is inadequate. It is relevant to study the impact such actors have an education provision in the here chosen ALS. Furthermore, donors have been found to be hesitant to make financial means available to structurally weaker countries' public institutions but rather channel funds through non-governmental organizations (Dreher, Land, & Ziaja, 2018; Rose, 2009a). This adds to the necessity to understand how non-governmental actors work in ALS.

The term 'non-governmental' actor is a very broad term; thus, specifications need to be made. This research project will explore the effect of INGOs. That means, that organizations that will be considered in this study need to be formal voluntary organizations that are independent from the Cambodian government and are governed by non-Cambodian nationals. The focus is here put on international organizations, thus the existing scholarship has found these organizations to be more influential due to their heightened ability to generate international funding (Cremin & Nakabugo, 2012; Beisheim, Ellersiek, & Lorch, 2018).The distinction between local and international NGOs is thus determined based on the organization's management structure. For an NGO to be considered as international it is necessary for a majority of its decision-making body to be non-Cambodian. Furthermore, as this study is concerned with the impact of international non-governmental actors, the impact of domestic or local NGOs won't be a part of this research. However, it will be considered that INGOs tend to partner with domestic organizations.

After having outlined how INGOs are being understood in this study, it is necessary to conceptualize their working behaviour, as this at the core of understanding how they intervene as service providers. From the existing literature about the issue at hand, two modes of INGO

involvement can be distinguished: top-down and bottom-up involvement (Beisheim, Ellersiek, & Lorch, 2018; Kranser & Risse, 2014; Lederer, 2018; Matanock, 2014). Thus, it will be distinguished whether an organization engages with the provision of education by "strengthening governance capacities that would allow endogenous modes of service provision" (Lederer, 2018, p. 199) or whether the organization engages with local capacity to strengthen the long-term impact of the service provision (Beisheim, Ellersiek, & Lorch, 2018). Thus, organizations will be regarded as bottom-up, when they engage with the local population directly and have a more local based focus in their service and advocacy work (Beisheim, Ellersiek, & Lorch, 2018; Matanock, 2014). However, it has been noted that engagement with civil society can be problematic as well as local civil society in reality 'mirror' the situation of the political context they operating in, and might thus be hindered by a lack of freedom or be part of patronage systems (Beisheim, Ellersiek, & Lorch, 2018). Therefore, top-down involved INGOs will be considered as well, that means organizations that predominantly engage in education provision through the engagement with national and local authorities as strong advocacy workers while engaging in the service provision passively through domestic organizations (Lederer, 2018; Matanock, 2014).

2.2.1   Conceptualizing INGOs' behaviour as serviced providers

In order to narrow down the meaning of top-down as well as bottom-up and make both concepts more tangible for the sampling process, the three most relevant modes of NGO engagement were identified through a study of the existing scholarship: Dialogue and advocacy (Batley & Mcloughlin, 2010; Kranser & Risse, 2014); regulator function (Beer, Bartley, & Roberts, 2012) and active local engagement (Beisheim, Ellersiek, & Lorch, 2018; Matanock, 2014); these will in the following be referred to as the modes of engagement that make up an organization's working mode. Based on the outline of the working modes characteristics in each engagement mode, it then be possible to create a typology of the working modes.

Firstly, the meaning of dialogue and advocacy will be outlined before elaborating on the dialogue and advocacy characteristics of both top-down and bottom-up organizations. Dialogue and advocacy as a mode of engagement here describes collaboration or attempted collaboration with public stakeholders to contribute to policy design and development strategies (Batley & Mcloughlin, 2010). Thus, for the case of organizations working through an top-down approach this means that they would try to get involved in a dialogue with national and local authorities but also other private and third-sectors actors about the development of strategies related to the improvement of education provision. The advocacy engagement of top-down organizations might happen in the context of formal settings such as conferences, focus-groups or other policy

events. However, through ongoing dialogue informal dialogue with these actors may be achieved. Batley and McLoughlin argue that advocacy in an informal setting are more successful, "policy was made behind closed doors" (2010, p. 138). Top-down oriented organization are more focused on advocacy and thus tend to be well-connected which gives them a meaningful position in possible negotiations (Kranser & Risse, 2014). Bottom-up oriented organizations on other hand have a more locally based focus which means that they are not so much engaging in a dialogue with national policymakers but rather with local ones. These organizations would thus advocate for a localised policy design, which would avoid setting unrealistic goals due to the familiarity with the environment of implementation (Batley & Mcloughlin, 2010). Yet, a bottom-up organization due to its strong engagement in one specific area would lack the focus to engage in national policy-making dialogue and focus its advocacy work on localized issues. However, the engagement of bottom-up organization is more involved with local elites, not such just in a political sense but also in social sense regarding high ranking monks, which gives them a stronger direct connection to the local population (Kranser & Risse, 2014). On the local level bottom-up organizations are able to generate sustainable policy change through their familiarity with the context and the people. However, top-down organizations are able to incentivize national long-term policy changes which enhances the sustainability of the service provision (Batley & Mcloughlin, 2010).

Secondly, the 'regulator function' is here understood as the role that an organization plays in controlling the implementation and success of policies. Top-down oriented organizations operate as "watchdogs" (Beer, Bartley, & Roberts, 2012, p. 330) over country-wide implemented provisions. Through their connection with national institutions, local private and third sector organizations is it possible for these organizations to receive information about possible misdemeanours or inaccuracies in the implementation. Their nation-wide involvement in the service provision furthermore gives them a relevant voice-function when it comes to naming such issues with the policy implementation. Thus, top-down organizations act as watchdogs by 'naming and shaming' the actors and institutions involved (Beer, Bartley, & Roberts, 2012). Furthermore, top-down INGOs act as a bridge between donor organizations and public authorities in the country (Beisheim, Ellersiek, & Lorch, 2018), this gives them the relevant grievance to be taking seriously and perusing actors to make amendments to their procedure (Beer, Bartley, & Roberts, 2012). Bottom-up organizations are less involved in country-wide service provision and focus on a specific locality; hence, they engage in the regulator function by setting standards within their own individual projects. In cooperation with other institutions, public private or through the third sector such standards, such Child

Protection Standards, are being implemented in the cooperation. Bottom-up organizations would thus serve an example within their community by following and monitoring their own standards (Beer, Bartley, & Roberts, 2012). Through, the local involvement of bottom-up organization spill-over effects of such standards may thus be observed. In regard to sustainability, top-down organizations can through criticism effect the policy course long-term. Bottom-up INGOs may introduce standards and practises to their environment which can ultimately continue to be upheld even without the organizations engagement which underlines their effect on sustainability.

Thirdly, in order to provide a social service, it is relevant to be in touch with the target group 's needs. Thus, active local engagement is a relevant factor for INGOs to be informed about demands and to monitor the provision of the actual service. Top-down oriented organizations engage with the local population through domestic civil society organizations. The service provision is thus rather passive, top-down oriented organizations are financially involved in the service and offer technical support but in terms of actuality are not directly involved in providing the service (Beer, Bartley, & Roberts, 2012; Matanock, 2014). In the case of education provision this means that top-down organizations are providing education by being involved with local school or educational projects through offering technical support to maintain the continuity of these facilities (Beisheim, Ellersiek, & Lorch, 2018). The institutions that top-down organizations collaborate with to provide education, have a greater insight into the situation in the localities themselves. Bottom-up organizations unlike their counterparts are engaged in the localities themselves and provide the service directly by – in this case – running their own educational facilities. Through their presence in the locality of the educational facility, the bottom-up organization is able to build up strong local ties, which have been found to be relevant for local capacity building (Beisheim, Ellersiek, & Lorch, 2018, p. 217). Therefore, in terms of sustainability bottom-up organizations due to their close connection to local civil society is able to generate sustainable service provision. Top-down organizations on the other hand are through cooperation with a large variety of different actors able to establish continuous service provision (Matanock, 2014).

2.3 Sustainability in education provision

After having outlined the understanding of education in ALS and the here applied understanding of INGOs, it further needs to be regarded how *sustainability* in education provision can be conceptualized. Firstly, the meaning of sustainability needs to be established: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own" (United Nations, 1987, pp.

Chapter 2, IV). Thus, sustainability can be understood as the regard for future opportunities, so that future present endeavours do not diminish them. While it is often understood as an ecological concept, as the sustainability understanding originated from forestry (Bethge, Steurer, & Tischerner, 2011), it is possible to apply this definition to the issue at hand, education provision. Sustainability in education provision thus means that while undertaking actions presently in education provision, it is being regarded that it is possible to guarantee an equal degree of education provision for future generations.

Heller notes that "the world of ais is one where 'sustainability' is addressed superficially" (2011:9). This underlines the need for a nuanced understanding of sustainability within the context of development cooperation. Therefore, the dimensions of sustainability defined by Heller (2011) which were further narrowed down by Klingbiel (2014) will be used to evaluate production sustainability in education provision by INGO's. Heller (2011) defined the sustainability dimensions broadly to apply to all fields in which international aid is being delivered. While Klingbiel (2014) narrowed the proposed dimensions down to be applicable to the field, also he studied development cooperation in general as outlined in table 1. As sustainability in education provision in this particular context is not a well-researched concept, the understanding of how Heller's (2011) dimensions in this thesis was informed by the understanding of education as applied in the environment sampling (Chapter 3.1.1).Therefore, a nuanced understanding of sustainability in education provision in the framework of development cooperation could be created.

Table 1: Conceptualization of sustainability in education provision based Heller (2011) and Klingbiel (2014)

Definition of the sustainability dimensions	Sustainability applied to education provision
Budgetary sustainability *"Budgetary sustainability related whether the budgetary resources are used to finance a programme will be available in the future"* (Heller, 2011, p. 9)	The financing of the education project is secured with a long-term perspective and considers project costs in their entirety, meaning that repairs and other maintenance costs of the building itself are included as well as furniture costs. Furthermore, teacher's and administrative staff's salaries need to be considered. Also, material costs such as books, paper and pencils. This dimension does not evaluate whether there is funds available for the described

	criteria at any given point in time but rather whether there are channels to procure funds easily.
Programmatic sustainability "*Programmatic sustainability relates to whether the investment of resources in addressing a problem reduces the scale of the problem, such that the future need for such aid is diminished*" (Heller, 2011, p. 9)	In order to address problems in education provision INGOs need to be able generate trust in its education provision; problems such as students dropping out of school or a lack of trained teacher can only be addressed if the targeted stakeholders are continuously engaging in the education provision, for which in the long-term the stakeholders need to trust in the education provision's effectiveness.
Operational sustainability "*Operational sustainability relates to the availability of the requisite trained manpower*" (Heller, 2011, p. 9) Klingbiel (2014) enhanced the understanding by adding: "*A new hospital in a remote, rural area might have difficulty recruiting medical staff if the location was highly unattractive*" (Klingbiel, 2014, p. 14)	While Heller is predominantly applying this dimension to availability of resources to operate the programme, availability is not further defined. This dimension is understood, in accordance with Klingbiel, as in how far the conditions for reliable and continuous service provision are given. Therefore, roads to the educational project are relevant as well as other infrastructure factors such as continuous energy provision. Infrastructure such means the infrastructure of the education project itself as well as its direct surroundings, which would allow educators but also beneficiaries to reach it.

It is relevant to note, that in the original four distinctions were made, whereas only three are included in this study. The fourth dimension of sustainability, which has been excluded from consideration, is ecological sustainability. While ecology is certainly a relevant part for sustainability in many policy fields, the factors that could be considered as part of ecological sustainability overlap with budgetary and operational sustainability. Ecological sustainability

could not be established as in independent dimension. Thus, the decision was made to disregard this dimension as its inclusion would lead to a confusion of the research's results.

2.4 The research problem

This study's aim is to illuminate the effect of international non-governmental organizations (INGOs) interventions in foreign countries. The study is set in Areas of Limited Statehood (ALS), to research the effect of external actors, here INGOs, can have on the development of sustainable service provision in areas with infringed national sovereignty. The provision of social services through external non-governmental actors can be viewed as scare as the continuity of their involvement can conditional in regard to donor demands. Focuses of national development cooperation strategies might shift and with that financial investment in INGO projects (Beisheim, Ellersiek, & Lorch, 2018). Thus, the social service provision of INGOs is very much linked to their donor's continuous financial investment. Therefore, fostering sustainability in service provision is incremental for the service to continuously be received by citizens. Thus, this research project aims to test in how far INGOs engage in the production of sustainability in education provision in the Kingdom of Cambodia.

This research will hence explore the questions: **how does the intervention of international non-governmental actors in education provision effect sustainability in areas of limited statehood?**

This research is further informed by secondary research questions:

1. How INGOs with different working modes produce sustainability?

2. How working modes interact with different dimensions of sustainability?

3. Methodology

After having outlined how the main concepts will be understood in this study, it is necessary to outline how these concepts will be measured in order to generate reliable answers to the research questions, as named in Chapter 2.4. Moreover, to facilitate this study, it needed to be carefully considered how the data, the interviews, will be developed, through carefully designed interview guides. Also, the analysis process was created while bearing the research questions in mind to utilize the chosen techniques of analysis, qualitative coding, to allow the researcher to find patterns within the data. Furthermore, since this study is largely based on interview-data, it needs to be considered which ethical obligation the researcher has towards the participants.

3.1 Research Design and Sampling

This research project is set within the framework of a small-N comparative study that aims to build theory regarding the working modes of INGOs' and their effect on sustainability production. The cases are thus the INGOs that agreed to be part of this research project. However, due to timely and financial framework of this study, the researcher considered cases in one research environment and did not compare cases in different environments, as further discussed in Chapter 3.5.

Therefore, the main concepts, ALS in regard education policy; INGOs as service providers and sustainability in education provision need to be conceptualized in order to create sampling strategies for both the research environment and the case sampling. Also, the operationalization of sustainability was necessary for the designing of the interview guide (chapter 3.2).

3.1.1 Selection of a research environment

This study will focus exclusive on the dimension of a state's sectoral monopoly over the means of violence. This decision was made as it is this research project's aim to explore the impact of INGOs on sustainability in education provision. The research environment is thus to be selected based on a country's government capacity to administer education to its minor citizens (adult education is hence excluded from the study as further outlined below). Therefore, according to the scholarship regarding the operationalization of ALS, the Bertelsmann Transformation Index (BTI) was regarded (Dreher, Land, & Ziaja, 2018). The BTI itself is appropriate as a data source as it covers up to 129 countries and encompasses data from a large time period. Even though, Dreher et al (2018) regard the indicator *monopoly of the use of force,* it was disregarded for the use in this research project due to its strong focus on the territorial dimension of ALS. However, Dreher et al (2018) also consider the indicator *basic*

administration, which measures a government's capacity to provide public services and in how far administration is effective. The variable ranges from 10 (best) to 1 (worst), thus all states scoring a lower value than 6 were considered, which led to the list of 35 countries presented in Appendix 1. Moreover, because it is this research project's objective to study the impact of INGOs on sustainability in education provision, it is necessary to choose an environment where education provision is not necessarily guaranteed through public service provision. Education is here further defined as primary and secondary education, early childhood education as well as tertiary education are excluded from consideration. Therefore, the quality of education provision in the 35 identified countries was evaluated based on pupil-trained teacher ration as well as the percentage of pupils enrolled in primary education in comparison to the percentage of pupils graduating secondary education. The education related data was derived from the World Bank Education Statistics data-set (2019). The World Bank can be considered as a reliable source for data but also its datasets incorporate a large amount of countries and gives scholars access to data from various different time period. The pupil-trained teacher ration as chosen as an indicator for the sectoral dimension of ALS as it indicates in how the state is able to implement its education policy through the provision of trained teachers per student. In order ensure the availability of data for the large amount of countries considered here, data from 2016 was regarded unless indicated otherwise. Furthermore, the enrolment data as well as completion data (completion as a percentage of students enrolled) was considered for these two variables, was also taken from the 2016 dataset, unless indicated otherwise. The data from 2016 was available for a large portion of the countries in consideration which is relevant when wanting to make conclusions based on a comparison. Moreover, the governmental expenditure on education was considered as a way to indicate the government's financial involvement in the here studied sectoral dimension. Several expenditure variables from the World Bank education dataset were considered in regard to the appropriateness of the data and data availability. The variable *government expenditure on education as % of GDP* was chosen to the best fit as it presents data for a majority of the considered countries and measured the intended factor of government's financial involvement (World Bank, 2019). In the case of this variable the 2013 dataset was chosen as it included data for a majority of the countries. Further, this means that data from different sources, the BTI and the World Bank, was used to evaluate the most appropriate research environment in order to minimize biases in the data.

After reviewing the collected data as outlined in Appendix I, Cambodia was found to be the most appropriate research environment. Firstly, the data for the Cambodian case complete which allows for an in-depth analysis of the case. Thus, a majority of countries had to be

disregarded due to a lack of data such as the Democratic Republic of Congo, Haiti or Zimbabwe. Countries other than Cambodia that were further considered were Cameroon and Nepal.

While the pupil-trained teacher ratio in Cameroon indicates that teacher have to pay attention to large group of pupils, the initial enrolment in primary school and the degree of pupils completing lower secondary education is significantly higher than in the Cambodian case. The higher completion rate in the case of Cameroon indicates that public education provision is more effective than in the Cambodian case. Furthermore, the data regarding Nepal is complete and thus allows for a consideration of the case. However, the pupil-trained teacher ratio in this case is relatively low and indicates that a suitable amount of trained teaching staff is available in the country. Furthermore, the enrolment rate is close to full enrolment and the completion rate is also considerably high. This brief elaboration of the data regarding Nepal, highlights that it is not a critical of a case as the others. However, since both Nepal and Cameroon are not suitable for further consideration as the education provision in these countries is more effective than it is the case in Cambodia, education provision in Cambodia will be focus of this research project.

The existing literature exploring education provision in Cambodia further underlines the choice of Cambodia as the most appropriate research environment. Because of the dictatorship of the "Khmer Rouge", the social service provision needed to be built again from scratch[1] (Chhinh & Dy, 2009). Basic education in Cambodia is defined by six year of primary education, followed by three years of lower secondary education and three years of upper secondary education. According the Cambodian Law of Education basic education is free (Dy, 2004) However, there is no regulation that officially defines this period as compulsory school attendance (Chhinh & Dy, 2009). While Cambodia was able to achieve successes in the development of education provision, it is relevant that non-governmental actors have been involved with the provision, since the kingdom's independence (Edwards D. B. Jr; Brehm W. C, 2015). Education provision is organized and evaluated through the Education Sector Working Group, in which non-state actors and the Ministry of Education, Youth and Sport (MoEYS) work together (Chhinh & Dy, 2009; Ministry of Education, Youth and Sport, 2019). Also, recent policies such as Teacher Policy Action Plan were created through cooperation between state and non-state actors (Teacher Training Department, 2015). Non-governmental

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[1] The regime of Pol Pot (1975 – 1979) wanted to create agrarian communism in Cambodia where all Cambodian citizens were supposed to equal as farmers. Therefore, anybody associated with the leading class was considered a threat to this system, this also included intellectuals and anybody who wore glasses as this was considered a characteristic of academia (Kiernan, 2008; Ung, 2010)

actors are thus very much an essential part of the education provision in Cambodia which makes it relevant to study in how far the sustainability of the service provision is being supported. Moreover, while improvements have been noted in the Cambodian education provision system, Chhin and Dy (2009) also outline that the dropout rate has remained the same which that there are still significant shortcomings to the service provision's effectiveness. Furthermore, a vast majority of literature about ALS regards African countries, by considering Cambodia, a Southeast Asian country, the scope of knowledge about education provision in ALS can widened.

3.1.2 Case Selection – which INGOs will be included?

It is necessary to discuss the modes of engagement as outlined in Chapter 2.2.1. In order to apply these concepts to the real world, it is important to underline the nuances of the modes of engagement for each working mode. Thus, table 2 describes the degree of engagement for both top-down and bottom-up organizations. It is hereby relevant to note before further elaborating on the table's content that the values of the scale here do not hold any contextual value, in that the value 5 does not indicate *better* dialogue than the value 1. The purpose of these values is to outline that the working modes, top-down and bottom-up, are not homogenous in their features.

Table 2: Operationalization of INGOs' working modes

Working mode	Scale	Dialogue and Advocacy	Regulator function	Active local engagement
Top-down	5	The organization is involved in policy design through conversation with national-level agencies as well as other private and third sector institution	The organization is acting as watchdog for country-wide policies by 'naming and shaming' involved agencies and other actors involved in the policy implementation publicly	The organization is engaged with the local population through its partner organizations who submit reports to the organization regarding the implementation of education projects
	4	The organization is advocating by engaging with	The organization is monitoring the policy implementation its partners, both public,	The organization is engaging through frequent contact with its partner

		national-level institutions	private and third sector are involved in	organizations and frequent visits
	3	The organization is involved in advocacy through infrequent dialogue with national-level institutions and regular conversation with sub-national agencies	The organization has developed its own working standards with its actively implements in the cooperation with its partners, through the cooperation it encourages the monitoring of these standards by the partner for the cooperation to continue	The organization is in very frequent contact with local civil society by maintaining a strong relationship with local elites but is still reliant on partner organizations for updates in the projects
	3			
	2	The organization is engaged in advocacy through dialogue with sub-national agencies	The organization has created internal standards which are being monitored in its own education institution	The organization is engaged with the local civil society through its education facility, the engagement does not exceed the provision of education
Bottom-up	1	The organization is pursuing advocacy by engaging in dialogue with sub-national, local agencies and elites as well as local third sector and private sector actors	The organization is implementing and monitoring its own standards in its own projects and projects it is locally involved in	The organization is providing education through its own educational facility and is further engaged in the local community beyond education, among other things by maintaining a close

				relationship with local elites

Based on the classification of table 1 it will be possible to summarize the working mode of all selected cases, INGOs, in the typology visualized in figure 1. The closer to the edge of the triangle an organization is placed the more top-down its working mode was found to be; the more to the centre of the triangle an organization is placed the more bottom-up its working mode is.

Figure 1: Visualization of the INGO working mode typology
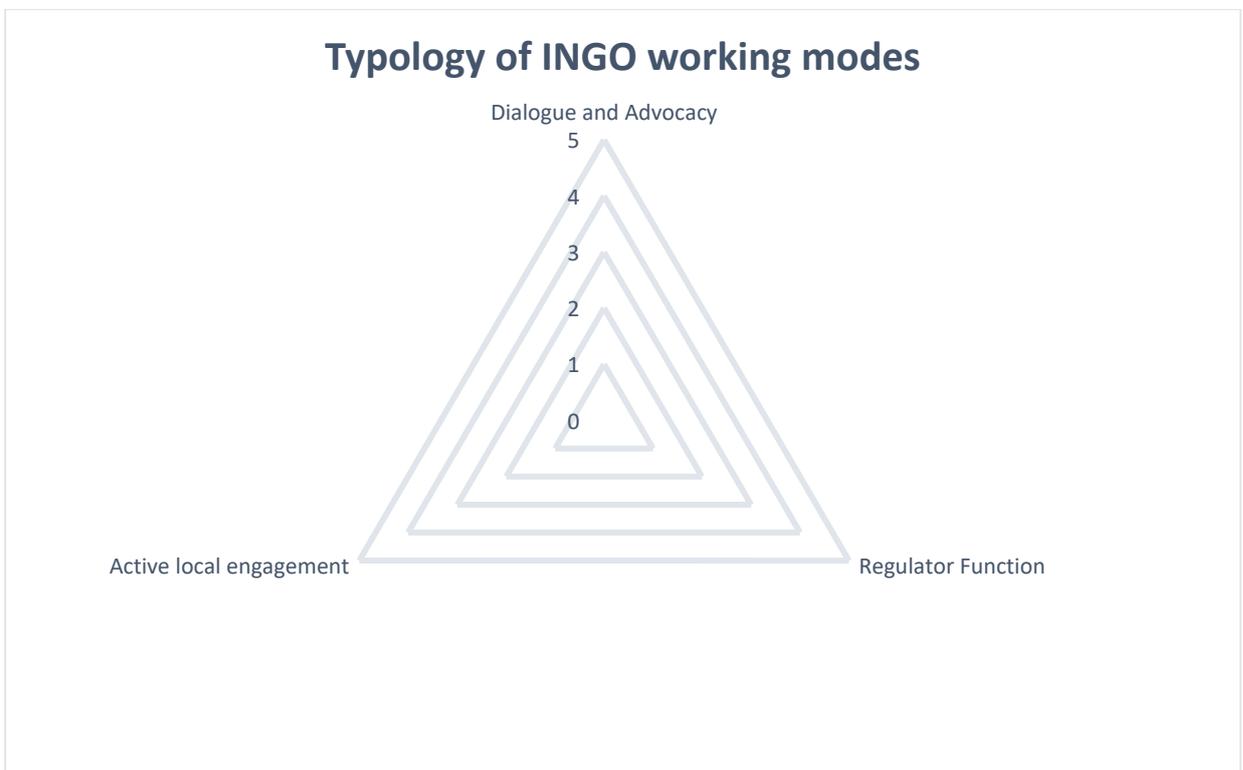
After having outlined which environment is most suitable for this study as research environment, the next step is to consider which cases will be considered. In Chapter 2.2 it has already been outlined how INGOs as a concept and their behaviour are being understood in this study, thus according to this understanding a sampling strategy needs to be constructed. Firstly, sources for sampling were regarded, online available databases of INGOs in Cambodia were consulted, the member database of the NGO Education Partnership (NEP) was regarded which offers a pool of 52 INGOs. Also, the membership database of the *NGO Forum of Cambodia* was considered as a sampling pool, this database includes 20 INGOs. The organizations that fit

the basic understanding of an INGO and that apply a working mode that can be identified as either top-down or bottom-up in education provision, as outlined in table 2, will be identified as the first sampling pool. Henceforth, for organizations form these databases to be considered they must be involved in primary or secondary education provision either actively by managing an education institution or passively by being involved in material provision, capacity building or advocacy. The organization must have a representation in Cambodia itself, that means that organization that are contributing to education provision in Cambodia through partner organization in the country, that are not represented there itself are not being considered for the sampling. These organizations are being excluded from the sample as it cannot reliably argued that they have a direct impact on sustainability in education provision. Furthermore, it will be considered for the sample whether an organization can be considered as international. It will therefore be considered in how far an organization is impacted by non-Cambodia influence; hence it will be established that an organization is international if it has been founded by non-Cambodian individuals which indicates that it's organizational structures and overall values are of non-national origin. It will further be considered in how far decision-making bodies of the organizations in consideration are filled with Cambodian nationals or whether other nationalities are also represented. The sample will then further be narrowed down by excluding all INGOs that have not been active in education in Cambodia for at least five to ten years. Public Management scholars have argued that policies' effect won't be noticeable immediately after implementation (Peters, 2015), therefore, it needs to be considered for how long the INGO has delivered the service before the service delivery can be studied. It can be argued that organizations need considerable time setting up their operation before they can develop into established actors, whose projects have an impact. Therefore, the public management logic of considering at least five to ten years for policy implementation, will be applied here (Winter, 2006). It has to be noted however that this sampling criteria regards the INGO's general presence in the country, it is not being considered for how long specific projects have been active as projects are often amended after a few years. From the first pool of selected organization, all organization that have been active in education provision in Cambodia for less than five years will be excluded. The final sampling pool established based on the criteria is presented in Appendix II. The researcher aimed to have at least ten organization available for each working mode according to the understanding of table 2. Since it had to be considered that organizations might not respond or refuse participation, the researcher will contact the ten organizations for each working mode. The aim was to research at least three organizations out of each working mode, thus six organizations in total. The decision was made to research at

least three organizations for each working to able to filter out factors that may be specific only to one organization and not the working mode in general. Thus, by including at least three organizations for each working mode, the individual cases contrasted to illuminate the distortion of the results through factors not related to the study (McNabb, 2002). The researcher was able meet that goal as ten organizations participated, six were identified as operating through a bottom-up approach and four through a top-down approach (Appendix II).

3.1.3   Operationalization of sustainability

Furthermore, in order to make the sustainability dimensions tangible it is necessary to outline in how far sustainability can be broken down into degrees. As explained above in the sub-chapter about the here applied understanding of international non-governmental organizations, the dimensions outlined in table 1 are ideal types. In order to obtain reliable research results it needs to be kept in mind that ideal types are rarely found in the real world. Table 3 thus defines the degrees of sustainability as developed on the basis of Heller's (2011) conceptualization of sustainability. The highest degree of sustainability was defined as "continuous" as derived from UN definition which outlines that sustainable development means continuity of development as the same conditions available to present generations should be available to future generations. The researcher identified further the degrees "feasible", "transitory" and "temporary" from the relevant literature regarding sustainability in development cooperation (Bethge, Steurer, & Tischerner, 2011; Heller, 2011; Klingbiel, 2014). Therefore, the lowest degree of sustainability is defined as "temporary" to describe that the studied development only achieved temporary developments that will not guarantee equal access to the service provision for future generations.   "Feasible" further a degree of sustainability generations, due minimal shortcomings in the organization of the service provision. "Transitory" describes a degree of sustainability where the providing organization is unable to provide the same education provision in the future but is able maintain a certain standard overtime. INGOs' production of sustainability will thus be analysed according to the understanding outlined in table 3.

Table 3: Operationalization of sustainability in education provision

Degree of sustainability	Dimension of sustainability		
	Budgetary sustainability	Programmatic sustainability	Operational sustainability
Continuous	Channels of funding are unconditional, the	The organization is able to generate trust in its	The infrastructure surrounding the project

	organization is able to freely budget all necessary aspects of the projects including maintenance, material costs and salaries in the long-term	education provision, the target group continue to seek access to the education provision	is secured at all times which means that is guaranteed that the beneficiaries have access to the provided education when it was scheduled to be accessible
Feasible	Funding channels are depending on certain conditions, such as the political climate, but are generally reliable, no shortcuts have been experienced and are not feared; the organization is able to consider maintenance, material costs and salaries for the future	The organization has facilitated trust among its target group, leading to large interest in the provided education but the target group does not continuously seek access to the provided education as they do not prioritize it at all times	The infrastructure is stable most of the time, certain difficulties may arise due to rainy season or others, however mechanisms are in place to make sure students will reach the projects and that classes can proceed
Transitory	The funding channels were found to be bound to conditions, certain narrow passes have been experienced in regard to funding the entirety of the project continuously, however the funding for maintenance, material costs and salaries remain mostly stable	The organization's involvement in education is seen a viable option, though it is not perceived as the best option which leads to limited trust for the target group to continuously seek access to the education provision	Difficulties provide education have been experienced throughout the year due to extreme weather conditions which impact the infrastructure such as flooded roads, however for a majority of the year the project is able to function

Temporary	The funding channels have been found to be very conditional, long-term funding of the entirely of the project including maintenance, material costs and salaries may be hard to guarantee	The education provision is perceived as an option by the target group but there is not enough trust in the education provision to encourage the target group to continuously seek access to it	Classes cannot be secured for a majority of the scheduled time due to infrastructural issues which make difficult for beneficiaries to secure access to the education provision or for the organization's staff to provide education

3.2 Data Sources

After having operationalized all three main concepts and having outlined the sampling strategy, the rationale behind the data sources need to be elaborates upon. Thus, the main data source are interviews with relevant individuals from the participating organizations. The researcher conducted 18 interviews through which she generated 14 hours of interview data (the length of the individual interviews is outlined in Appendix III). However, as outlined previously in Chapter 3.1.3 also online sources published by the considered organizations were regarded during the case selection. Online source here means all information gathered about the considered and participating organizations from their internet presence. Thus, the organizations' websites were studied by the researcher in regard to information about education provision. Also, documents published online by the organization about their education provision were considered as part of the online research. In total 39 online sources were regarded. This data will be considered during the analysis but merely to nuance or underline the interview-data; the decision to not consider the online data equally during the analysis was made as the online representation of the organizations is not only aimed at making information about the education provision available, it is also an advertising tool. Therefore, the reliability of the online sources as analytical data needs to be put into question. Further outlined in Appendix II, the online sources were at times published several years ago; during the fieldwork the researcher learned that some information published online did not reflect the reality of the education provision anymore. While also interview-data comes with threats to results' reliability (as discussed in Chapter 3.5), these data's reliability was increased through the researcher guiding the data creation process, the interview. Further by conducting a 30-day-

long fieldwork trip to Cambodia the researcher was able to gain an insight into the environment of the INGOs and was thus able verify statements participants made.

The researcher tried to establish contact with the interview participants firstly by sending an email explaining the research project. However, some organization did not react to the email, therefore the researcher contacted their Facebook pages, which resulted in a response in many cases. The researcher would answer any initial questions that would arise and try to set a specific date for the interview. Facilitating contact the interview participants became more achievable to the researcher once she had entered the field as the researcher was able to travel to visit the participants and thus in many cases saw the facilities through which education is being provided.

Various actors are being considered here; these actors are being included to add different perspectives on education provision to the study. The interview participant included one public official, five teachers and 13 participants in managements positions. However, since management personnel, teachers and public officials were considered for their specific insight into education provision, it was necessary to create three different interview guides to access the knowledge these groups hold (Appendix IV).

As presented in Appendix IV, the interview guide consists out of five main questions aimed at generating data about the organization's modes of engagement (table 2). Further sub-questions were added to not over-complicate a single question by addressing different themes, this was integrated to avoid confusing the participants (Flick, 2009). The interviews were held according to the semi-structured interview design as this framework allows the researcher to ask follow-up questions to individualize each interview to the participant's attitude. The researcher would start each interview with what Leech (2002) calls grand tour questions ("What is your position in this organization?"; "What are your responsibilities in this position?"; "How long have you been working here?") to encourage the participant to talk about their job and which tasks this encompasses. As the researcher made contact with the organization via email, Facebook or telephone, it were at times human resource departments that assigned an interview participant to the researcher, meaning the researcher had little insight into the participant as an individual. Therefore, the questions were incorporated before the official start of the interview, so the researcher could use information about the participant's work to adapt the interview to better fit the situation. These questions were further included to make the participant feel more at ease about being interviewed; thus, the intention was to start the interview with a few questions that the participant would definitely be able to answer to make them feel capable and

confident about participating in the interview (Leech, 2002). As being interviewed would be an unusual situation for most of the participants, creating a comfortable atmosphere at the beginning of the interview, is important for its success (Van Puyvelde, D., 2018). Further, the researcher made conscious decision about the structure of the interview by putting more sensitive questions, about the cooperation with public officials and the organization's financial situation towards the end of the interview (Flick, 2009; Leech, 2002). Thus, if a participant showed discomfort or unwillingness to give out information surrounding these issues the researcher could end the interview early without having the following, less sensitive questions influenced by the participant's hesitance to answer these questions.

In order to conclude the interview, the researcher gave every participant the opportunity to ask questions themselves. While participants were also given an opportunity to inquire about anything that was unclear to them at the beginning of the interview, the researcher noticed that often participants seemed more comfortable to ask for clarifications at the end of the interview. Also, many times doing the interview seemed to have made the participant more interested in the research project, encouraging them to inquire more about it.

The interview was recorded with the consent of the participant (as outlined in Chapter 3.4 and Appendix V) to preserve the conversation and increase the reliability of the data (Dooley, 2009). All participants were given the opportunity to refuse being recorded, in that case the researcher would take notes during the interview. The researcher recorded the interviews with a mobile device that had equipped with mobile data through a local simcard, the research thus send the recording to herself immediately after the interview before leaving the interview location to prevent data lose should be the mobile device malfunction or be apprehended. The recording was then deleted from the mobile device and transferred to an encrypted folder on the researcher's laptop. After having transcribed the interviews, the researcher would send the transcript to her supervisor as with ID-encrypted files; thus, only individuals that were named as recipients via their ID-number during the encryption had access to the file (Wood, 2006). The interview furthermore wrote down field work notes after the interview to preserve her own impressions.

3.3 Techniques of analysis

In order to analyze the interview transcripts, the researcher applied qualitative coding to filter out common patterns by using the qualitative analysis program MAXQDA (Auerbach & Silverstein, 2003a). Therefore, the researcher first outlined which unit of coding would be most useful to applied, ultimately sentences were concluded to be the most appropriate coding unit

(Hermann, 2008). During the first cycle of coding researcher therefore coded each sentence in every transcribed interview according to which bared relevance to answering the interview question (Auerbach & Silverstein, 2003b). The researcher decided to not include the introductory part of the interview and the conclusion but only the main part that followed the interview guide as outlined in Appendix IV. This decision was made as the researcher aimed to only include the comparative data in the analysis. The introduction as well as the conclusion of the interviews were not derived from the theoretical framework as outlined in chapter 2 but were included to enhance clear communication with the participant. Furthermore, the researcher used mostly in-vivo coding to stay as close as possible to the notion of what the participant as expressing (Saldaña, 2013). The researcher then transferred all the found codes into an excel documents and organized them according to themes. Based on the code clusters that the researcher found, the researcher was able to generate theorizing codes. The researcher further distinguished between codes and sub-codes. Codes would thus signal a certain topic or theme; a sub-code further indicates a category within that theme or topic. The resulting coding frames were then applied to the relevant transcripts in a second cycle of coding (Saldaña, 2013). Based on the results of the second cycle of coding the researcher, the findings as presented in Chapter 4.3 were brought forth.

3.4 Ethical Issues

As outlined in the previous chapters, this thesis is predominantly using interview-data to answer its research questions. However, when involving human subjects into research, it is highly necessary to take the appropriate precautions to make sure that participants are not facing any harm or disadvantages by participating in the study. The researcher thus formulated an informed consent form which was send to the participating organizations prior to the interview (see Appendix V). The researcher brought two printed forms to every interview; one version was signed by the researcher and remained with the participant and one was signed by the participant to be taken by the researcher; participants were also offered the opportunity to give verbal for the case that they are uncomfortable to leave a physical trace of their participation through the signature (Wood, 2006). Moreover, the researcher elaborated on the content of the informed consent form before the beginning of every interview to make sure that the participant would be aware of it as the researcher was concerned that participants would sign the form without having read it (ibid.)Whether the participant signed or did not sign the informed consent form did not affect them receiving a copy signed by the researcher (Fujii, 2012). The informed consent form contains all relevant information about the study, its purpose, length of the interview, confidentiality procedure and data security (Dooley, 2009). Moreover, it was made

clear to participants that they would receive a summary of the researcher's results, including the most relevant results regarding their information. The researcher further asked all participants if they would give her their email addresses so the researcher would be able to communicate these directly with the participants without having to go through human resources or other intermediaries.

Furthermore, the researcher anonymized all participants and considered organization (Appendix II), in accordance to agreements made with the interview participants; many of whom were extremely reluctant to agree to the documentation of the interview as they feared being identified by political powers. Even though, the researcher anonymized all identifying characteristics, the thesis contains information about each organization's education provision which could lead to its identity being revealed by persons' familiar with the field if it were to made public which organizations did not participate that have similar characteristics to the once participating (Fujii, 2012). Thus, to ensure that participants could not be identified by concluding which organizations had not participated, all considered organizations were anonymized as well.

Moreover, the researcher saw herself as an active part of the study and thus considered how her own presentation and attitudes could affect the participants (Yanow, 2015). Moreover, the researcher aimed to minimize her own bias by asking the participant specifically about their observations and further by connecting to participants not considered previously through the snowball principal (Yanow, 2015). Moreover, the researcher made fieldnotes during the time spent in Cambodia to reflect on her own impressions and further had regular contact with her supervisor via email and Skype to discuss challenges she faced. These measures helped the researcher to decrease the emotional strain of the fieldwork and thus increased the researcher ability to make reflected judgement calls (Wood, 2006).

3.5 Limitations

As outlined previously, this thesis framework has certain limitations, that need to be noted on to underline that they do not threated the reliability and validity of the results. Firstly, the results exclusively apply for the INGOs working in education provision in Cambodia; other environments or policy field have not been included in this study. The results can therefore not be applied to a different context, further research would be necessary for this. The results this thesis will produce are valid within the Cambodian education context.

Moreover, as the researcher was constrained to spending a maximum of 30 days in field as part of the scholarship agreement with the Archimedes Foundation and the European Union

Regional Development Fund, through which the entirety of the fieldwork in Cambodia was funded. Therefore, the researcher had only this period available to travel to Cambodia and collect all necessary data. This means that researcher was constraint in how many organizations could be included.

4. Analysis

In this chapter it will be outlined what can be derived from the collected data, therefore it will first be outlined where the studied INGOs place within the typology of working modes depicted in figure 1. Based on the data derived from the scholarship, the online data and the newly collected fieldwork data, predominantly interviews but also fieldwork notes, it is possible to place the participating INGOs more precisely within the typology to underline in how far their working behaviour can be identified as bottom-up or top-down. It is relevant to start the data analysis with the careful consideration of the organization's working modes, to then produce a differentiated analysis of the organizations' generation of sustainability in regard to the here considered dimensions and to further explore how different working modes interact with the dimensions of sustainability. Thus, the findings in regard to top-down INGOs will be evaluated in regard to their operations' effect on the dimensions on sustainability, in the following sub-chapter the findings of bottom-up organizations will be outlined and evaluated.

4.1 Theory versus Reality

In this sub-chapter the working mode of each participating INGO will be evaluated to concretely place them in the working modes typology. Therefore, it will be determined whether an INGOs working mode can be classified as leaning more towards a top-down approach or a bottom-up approach by evaluating its behaviour according to the modes of engagement outlined in table 2. Henceforth, each in sub-chapter 2.2 outlined mode of engagement will be applied to all ten participating organizations which makes it possible to assign each organization a score for each mode of engagement which then allows for a differentiated portrayal of organization's working mode. This differentiated view of the working modes allows for a re-evaluation of the ideal type classifications, top-down and bottom-up, to determine whether mixed working modes can be found in the field.

4.1.1 INGO #1

Advocacy and Dialogue. In the case of INGO #1 it was outlined during the interview that the organization works together with three ministries related to the organization's education provision (Participant 1, 2020). The participant reported that teaching manuals have been created which were shared with the Ministry of Education, Youth and Sports (MoEYS) and are planned to be implemented in public schools. The interview participant further reported that they participate in regular meetings with the MoEYS, every two months, which points to regular exchange with the policy makers and significant influence of the organization on the policy making process (Participant 1, 2020). However, while the interview participant underlined that

several developments, such as teaching manuals and a curriculum, of the organizations have been adopted by the government, it was also outlined that the cooperation with the government is not the core focus of the organization's work; the priority seems to clearly be its own education provision (Participant 1, 2020). Therefore, INGO #1 is not systematically involved in influencing the public policy dialogue. Following these observations INGO #1's advocacy and dialogue engagement can be classified as 4, due to the regular meetings and resulting engagement with policy making institutions.

Regulator Function. In order to ensure quality control, INGO #1 has implemented several mechanisms to ensure that absent or academically struggling students are being noticed and caught by that system. A line of command has been established which means that the responsibility to note on students' absence and the reason for it does not solely lie with the teachers, they report to student affairs workers. Further a social department is involved to approach the students' families directly and discuss the reason for missed classes (Participant 1, 2020). The organization has further integrated a system to track the quality of the education provision by using a monitoring system of the students' grades as a measure of their progress which is also tracked by the social department (Participant 1, 2020). Further, it is relevant to note that INGO #1 is providing education as well as the necessary organizational structures itself and not in cooperation with partners; therefore, the consideration is whether INGO #1's engagement as a regulator can be classified as 1 or 2 as outlined in table 2. Therefore, it needs to be outlined that while the organization is operating through its own school, it is also cooperating with public schools (Participant 1, 2020). The before mentioned social department and social affairs specialists work in cooperation the public schools; thus, the organization's quality control standards are not only upheld internally but also in cooperation with the partner public schools. Henceforth, the regulator function of INGO #1 will be classified as 1.

Active Local Engagement. The organization is very invested in engaging its students' parents, interview participant 1 noted that parents are being invited to the school twice a year. The organization is hence aiming to establish familiarity and trust with the families. Moreover, the organization has realised that the relationship with the students' families can be strained as the children are also a relevant source of income for the families, therefore families who send their children to school are given rice portions from INGO#1 (Participant 1, 2020). Also, the organization has established community centres to build up contact with the local community and is providing medical services to them. The organization is also engaged in providing appropriate housing to families and is offering parents the possibility of job opportunities

(Online source 1, 2020). In terms of the classification of its mode of engagement, the outline of the active local engagement makes it clear the organization lies between categories 1 and 2. However, it is relevant here, that while the organization is largely focused on engaging the students' parents, the engagement clearly exceeds just education provision, as it would be the case in category 2. Nonetheless, the organization is not engaged with local elites as it would be the case in category 1. However, the most relevant aspect of category 1, the involvement beyond education provision is given; therefore, INGO #1's active community engagement is classified as 1.

Figure 2 illustrated the position of INGO #1within the typology of working modes as first introduced through figure 1. INGO #1's orange triangle in figure 2 shows the organization is mostly operating through a bottom-up approach in education provision. However, its dialogue and advocacy engagement can be clearly identified as top-down engagement. Therefore, the working mode of INGO #1 can be identified as a mixed model approach, as a *bottom-up approach with top-down dialogue characteristics*.
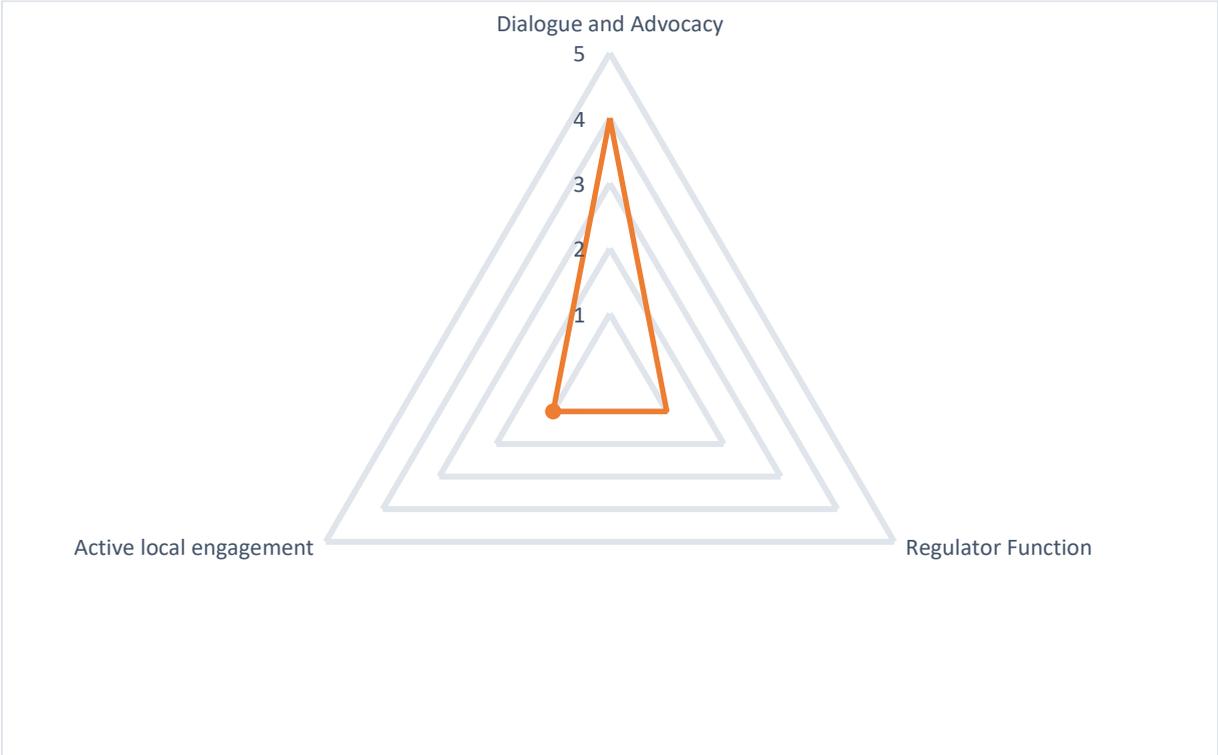
Figure 2: Visualization of INGO #1's working mode

4.1.2 INGO #2

Advocacy and Dialogue. Interview participant #2 describes their organization's collaboration with public institution with the following word: "we support them [the public sector], not lead them, we support them and share our idea[s] […] and if we get support, then we are happy" (Participant 2, 2020). This points towards the strong willingness of the organization to engage in cooperation and to share their expertise as an actor in education provision. However, participant 2 further noted that the organization is not only engaging in a dialogue with local public officials and but also local NGOs. However, with the exception of the necessary contact with the national institution, INGO #2 is significantly more active on the local level and more in touch with the local elites and civil society. Especially the engagement with other third sectors partners, underlines that the organization is pursuing advocacy and dialogue through several channels. Even though, the organization is not in contact with any private sector actors, it is still appropriate to classify the dialogue and advocacy engagement of INGO #2 as 1.

Regulator Function. Interview participant 5, teacher at INGO #2, outlined that the organization offers a differentiated monitoring system for its students. Thus, a verbal assessment and a written assessment of students have been implemented, both are being recorded by through a central system of the organization. The teacher explained that these assessments will be undertaken regularly, weekly or bi-monthly (Participant 5, 2020). Furthermore, interview participant 2 reported that students are being sorted into English classes according to their knowledge level which is determined by the school itself; since INGO #2 is predominantly an English language school, such an assessment makes the progress within class more viable as students of similar prior knowledge are being placed in the same class (Participant 2, 2020). Furthermore, interview participant 5 explained that teachers are being assigned a class after an internal teacher training through which it is determined which level of learners is most appropriate for a specific teacher. INGO #2 is further not active in national outreach and is exclusively focused on internal quality control. The previously outlined cooperation with local NGOs does not include quality evaluation from the side of INGO #2. After this assessment of INGO #2's regulator function can be classified as 2 as the organization monitors its own internal standards in its own education institution.

Active Local Engagement. The organization develops collaborations with local NGOs that are already active in the area of interest in order to determine which issues they see. Therefore, INGO #2 engages both local elites and local NGOs, however the organization does

not directly engage with the local population itself. Interview participant 2 described the cooperation as follows:

" So, for example the organization [the partner organization] said they have [a] 5000$ grant to do the job on water for example and then we meet and then they said to complete the task they need 6000$. And I say ok, if you want to expand, this we can help to expand to 6000" (Participant 2, 2020).

This highlights that the collaboration with INGO 2's local partners is mostly technical through financial means. Further, both interview participant 2 and 5 reported that the cooperation involved representatives from INGO #2 visiting the field and having face-to-face meeting with the partners. In terms of the classification of this organization's mode of engagement according to table 2, this means that INGO #2 fits classification 3 as the organization is engaging contact with both local elites and local partner organizations, that are necessary to maintain and establish this cooperation.

Concluding, figure 3 visualizes the working mode of INGO #2; the graphic shows that the organization's working mode triangle is focused around the centre of the typology. However, the active local engagement presents a slight outlier from the assumption that INGO #2's working mode is purely bottom-up. Nonetheless, this organization's active local engagement can be also not be classified as entirely top-down, which would make INGO #2's working mode a mixed model approach. Henceforth, it can be concluded that this organization's working mode can be classified as a *moderately bottom-up* approach, which means that the working mode does not entirely follow the classification of a purely bottom-up approach but that it shows overwhelming characteristics of a bottom-up approach.
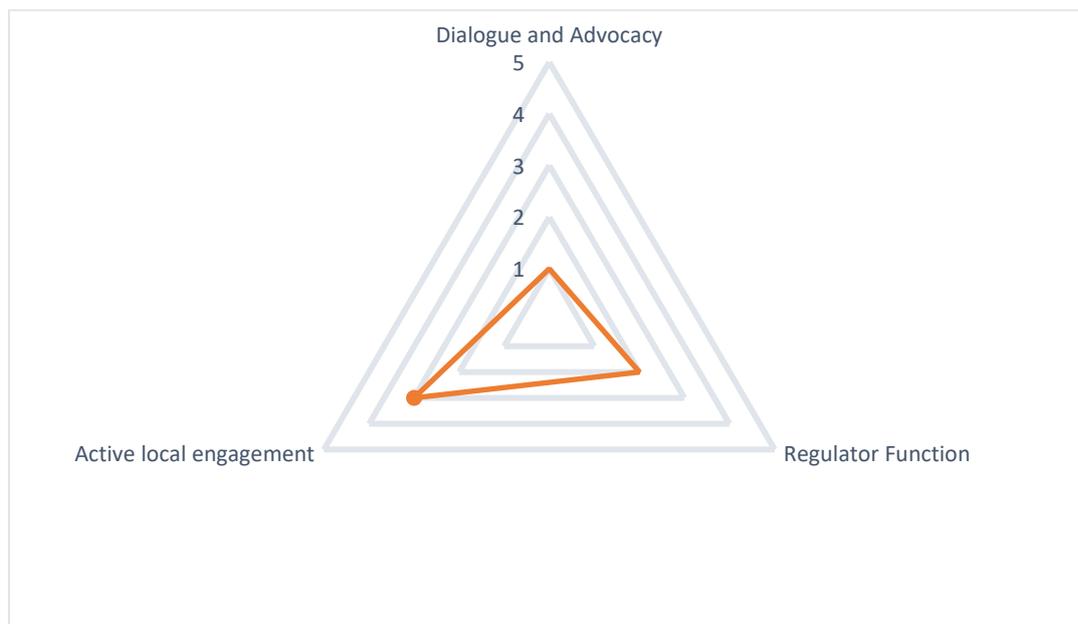
Figure 3:Visulization of INGO #2's working mode

4.1.3   INGO #3

Advocacy and Dialogue. Both interview participant 3 and 6 outline that INGO #3 has contributed to new curriculums being implemented. Both participants argued that in certain programmes the organization is actively involved in the wider implementation by sharing resources with chosen public schools. However, INGO #3 may also just initiate the idea for the implementation of a new programme by outlining which challenges have been noticed in the education provision, which is then integrated into the education policy dialogue by the MoEYS (Participant 3, 2020). Interview participant 6 highlighted that INGO #3 is further also engaging in INGO-networks to discuss challenges. While interview participant 6 outlined that cooperation through a network might be easier, than direct communication with public institutions, in accordance with participant 3, outlined that the communication during informal settings is fruitful as well. Based on this evaluation of INGO #3's dialogue and advocacy, its engagement can be classified as type 5. The interview participants related to this organization have outlined that INGO #3 has had an impact on policy design and is further cooperating with other third sector organizations. This makes 5 the most appropriate classification even though INGO #3 is largely not cooperating with private sector organization as noted in table 2.

Regulator Function. Interview participant 3 highlights that the organization has implemented a system to track students' attendance which includes follow up visits to their homes to investigate the reason for them missing classes; interview participant 3 explains that

the organization has the capacity to immediately react to missed attendance (Participant 3, 2020). Interview participant 7, a teacher at INGO #3, further outlined that a system is in place to monitor the students' performance. Participant 7 as well as participant 3 and 6 outline that the organization has several programmes in place to improve students' performance. These programmes are targeted towards different groups among the students such as students who have not taken part in formal education before or students who are struggling with learning pace (Participant 6, 2020). Moreover, interview participant 6 outlines that the organization has developed an alumnus work through which INGO #3 can continue to track its former students' achievements after they left the school. Moreover, interviewee 6 notes that INGO #3 in monitoring the results of the national examinations in order to place the quality of its own education within the context of national education policy. Further, interviewee 3 outlines that the organization stays updated on national education policy developments through having staff attend workshops and conferences (Participant 3, 2020). In terms of classifying INGO #3's regulator function, it is relevant to carefully consider that while the organization has established an internal monitoring framework, it has also created this framework in regard of national benchmarks and is hence able to monitor the progress of nation-wide education outcomes. Based on this assessment INGO #3's regulator function will be classified as 5. While it may not seem like INGO # 3 is practising 'naming and shaming', it is relevant to realise that the organization is verbal about challenges that it sees while still preserving the for the education provision relevant connections to other actors involved.

Active Local Engagement. As outlined previously, the organization is in contact with the students and their families in order to track the attendance of students. The INGO is further involved with the families is giving them support in establishing small businesses and by engaging them in vocational training (Participant 3, 2020). INGO #3 further engages with the wider community surrounding its educational facility by offering activities about drug awareness and child safety (ibid.) Moreover, interviewee 7 explained that the organization is hosting a volunteering programme for its students; through this programme students are encouraged to engage with the community's elderly but also younger children (Participant 7, 2020). In terms of assessing the active local engagement of INGO #3, the organization is directly involved in the local community surrounding its educational facility. The INGO is engaging through a variety of different programmes even though it is not involved with local elites directly, it is hosting programmes directed at a variety of different groups in the community. Henceforth, INGO #3's active local engagement will be classified as 1.

As visualized in figure 4, INGO #3's assessment has brought forth that the organization's working mode is characterised by strong top-down elements in regard to its advocacy and dialogue as well as regulator function while also being coined by bottom-up active local engagement approach. Therefore, INGO #3's working mode will be classified as a mixed model approach similar to the working mode of INGO #1. INGO #3's working mode can characterized be a *top-down approach with bottom-up active local engagement characteristics*.
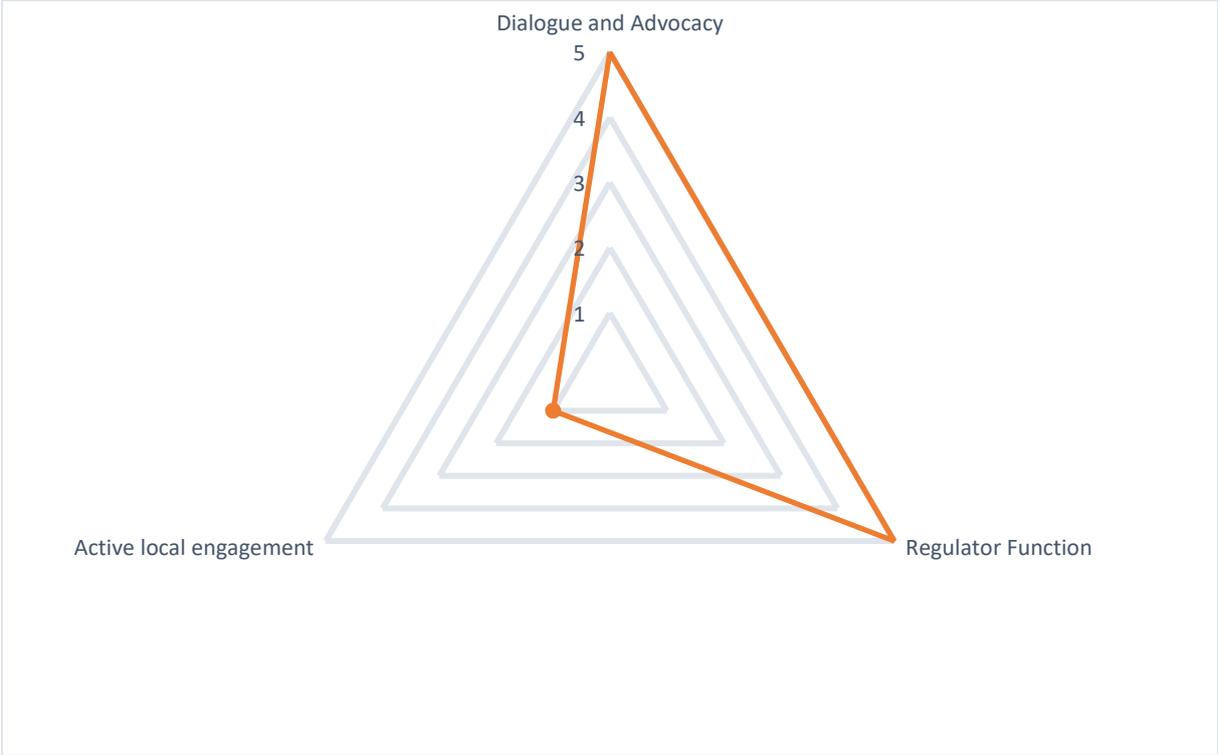
Figure 4: Visualization of INGO #3's working mode

4.1.4 INGO #4

Advocacy and dialogue. Interview participant 4 further outlined that "they [the governmental institutions involved in education] involve us in all forum[s], even [it is] too much for us, we observe" (Participant 4, 2020). This underlines that the organization has a strong connection to the policymakers, noting also that the organization has also brought up education policy in front of the National Assembly and the Ministry of Interior. The interview participant further outlined that the organization is cooperating with other non-governmental actors to bundle their messages to increase their voice function in regard to having a larger impact on the policy making progress. On a more micro level, INGO #4 further has been involved in

establishing education networks for third sectors organizations on the provincial level. The INGO does however not engage with the local public institutions, such village, commune or district officials, itself. In terms of assessing INGO #4's advocacy and dialogue engagement, its behaviour can be classified as 5. Even though, the organization does not cooperate with private sector actors, the INGO upholds collaborations with a variety of non-governmental actors which would make it inappropriate to classify INGO #4's engagement as 4.

Regulator function. The INGO is very much involved in the policy development process, but the organization has also developed a system to monitor relevant policies during their implementation. Interview participant 4 describe this process as such:

" when we think the policy is important to us, that [it gives] a lot of contribution to the community, to the young people, we start to review and then we also prepare [a] simple standard checklist and then [give] that checklist to our member[s] [on] on the ground [to] use to monitor the school and then collect them [the data] to consolidate, to make a conclusion, to present to the donor group and also present to the government" (Participant 4, 2020).

Further, the interview participant noted that the organization is working strategically to voice their concerns regarding the policy implementation by approaching the responsible public institutions but also donor organizations as well as other civil society organization. In regard of determining how to classify INGO #4's regulator function, the INGO does not only use the data generated through its policy checklists to present research-based recommendations but it also uses its platform and connections to lobby for possible shortcomings to be taken seriously; this type of engagement clearly goes above category 4. Even though, the motivation 'name and shame' was not explicitly verbalised it is clear that INGO #4 uses its platform both nationally and internationally to give attention to certain shortcomings in the education policy implementation. Henceforth, INGO #4's regulator function will be classified as 5.

Local engagement. As outlined through the previous quote, the organization is in close contact with its partner organizations to receive information about the situation in the field. The organization itself is not active on local level, village level. When regarding the assessment of INGO #4's active local engagement it is necessary to consider that the organization is predominantly engaging with the progress of education policy on the local level through its partner organizations who report to the organization about their challenges during regular meetings (Participant 4, 2020). Thus, the organization as an individual entity does not directly engage with the local population. Regarding this assessment it is appropriate to classify INGO #4 as category 5 in its active local engagement. Even though, it might also seem accordingly to

classify its behaviour as type 4, it is necessary to consider that INGO #4 does not necessarily engage in individual visits to its partners but rather holds bigger meetings to also bring the partners together. Thus type 5 is the most appropriate classification.

After having evaluated the here considered modes of engagement, it is possible to asses INGO #4's working mode. As opposed to the previously considered INGO's, this organization working mode can defined as *classic top-down approach*. This means that, as illustrated through figure 5, this organization follows the behaviour expected when first regarding the scholarship.
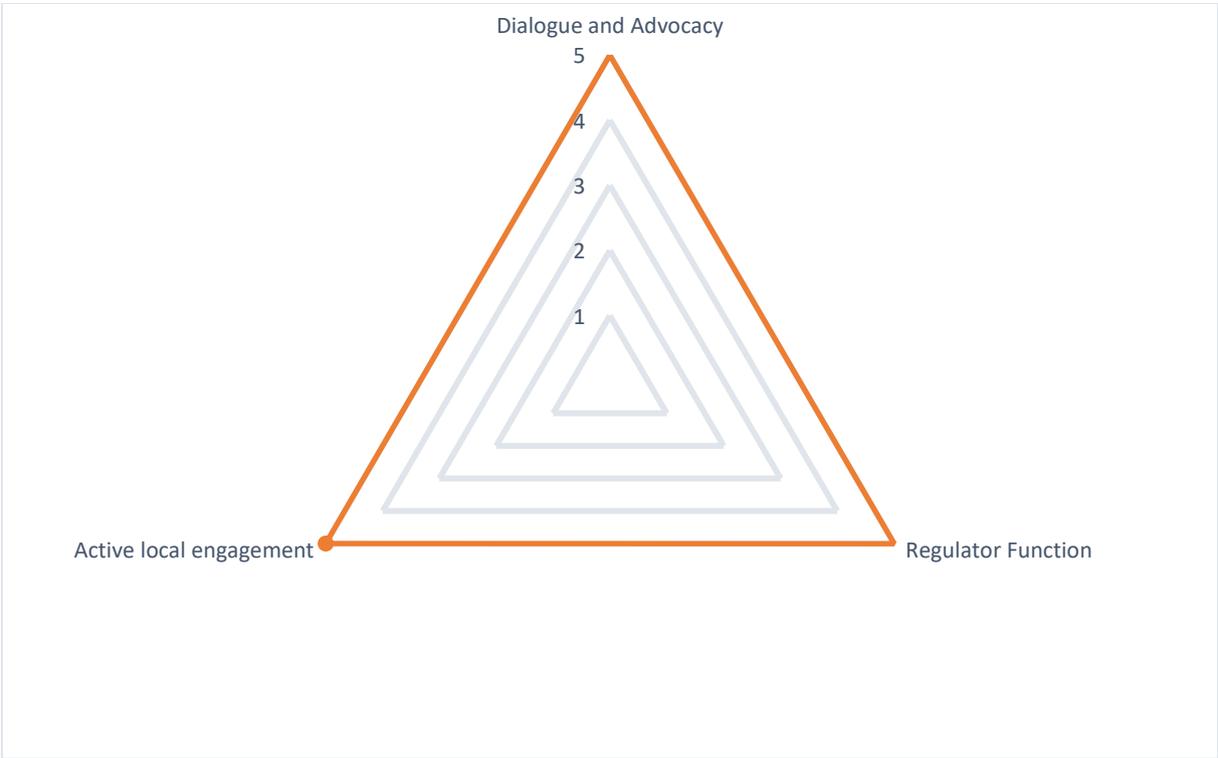
Figure 5: Visualization of INGO #4's working mode

4.1.5   INGO #5

Advocacy and Dialogue. INGO #5 is providing education predominantly through capacity building measures for the school leadership as well as teachers. In order to first establish this contact, interview participant 8 outlined that in order to cooperate the school management, the organization first needs to establish cooperation with the MoEYS as well as the provincial offices of education. However, in terms of their dialogue with public institutions participant 8 made clear that the organization sees it as an "implementing partner" (Participant 8, 2020). This outlines that the organization is aiming to support the governmental goals once

they have been published but is not aiming to impact the policy making process; the interview participant further notes that the organization rather seeks to voice opinions through non-governmental education networks as explained in the following:

"*Once the action plan or the policy of education if adopted [INGO #5] is joining, supporting, finding to support them [MoEYS] to implement the action plan. So, we are not sitting with them to create the action plan but usually [...]when the ministry have their action, they usually sit with [the] NGO[s] together and we can comment*" (Participant 8, 2020).

This outlines that while INGO #5 does not seek to influence the primary policy process, but predominantly sees its purpose to assist in the implementation. The organization has supported the ministry during the development of a new reading curriculum and provided technical assistance during the process of creating it. In regard to classifying the advocacy and dialogue behaviour, type 4 presents the most appropriate classification for this organization as it is not engaging more actors other than the government in regard to policy dialogue. However, the organization is predominantly engaging with the national institutions as opposed to sub-national agencies. Therefore, category 4 is most fitting classification.

Regulator Function. In regard to monitoring of national education policy implementation, INGO #5 does not engage in cross country monitoring of polices but rather focuses on its own projects. INGO #5 has developed an online programme through which the fieldworkers can monitor the progress of teachers and school management involved in the training. The staff will summarize their data in an online application through which the information will be forwarded to the head office (Participant 8, 2020). Interview participant 8 noted that "[t]raining is not just for the sake of training but also training we want to go and see if they implemented what they have learned" (Participant 8, 2020). This underlines the importance of monitoring to the organization. In regard to classifying the regulator function engagement of INGO #5, type 3 is the most appropriate classification as the organization does not engage in external monitoring but has implemented monitoring schemes in the cooperation with local NGOs as well as the cooperating schools.

Active Local Engagement. INGO # 5 has developed a diverse structure that includes a headquarter as a central authority but also local offices in certain localities who work with teachers, further the organization is working in cooperation with local NGOs. Interview participant 8 described that organization's local engagement as such: "most of our projects, we provide the capacity development to teacher[s] like organized teacher training and so we have staff in the province" (Participant 8, 2020). Therefore, INGO #5 is predominantly engaging

with the local population by engaging with local teachers through its field staff. However, the engagement does not exceed the education provision through the capacity building. Henceforth, type 2 is best fitting classification of INGO #5's active local engagement.

In terms of the assessing INGO #5's working mode, figure 6 visualizes that the working mode cannot be determined as clearly as in the case of INGO #4. The evaluation of the working mode of this INGO has brought to light a top-down element, dialogue and advocacy, and a bottom-up element, active local engagement, as well as an element that can be identified as a mixed model indicator, regulator function. This means that in terms of assessing the working mode no clear picture result can determined. However, this in itself is a result as well, INGO #5's working mode can thus be named a *mixed model approach*. This describes that the working mode is characterized to equal amounts by top-down and bottom-up features.
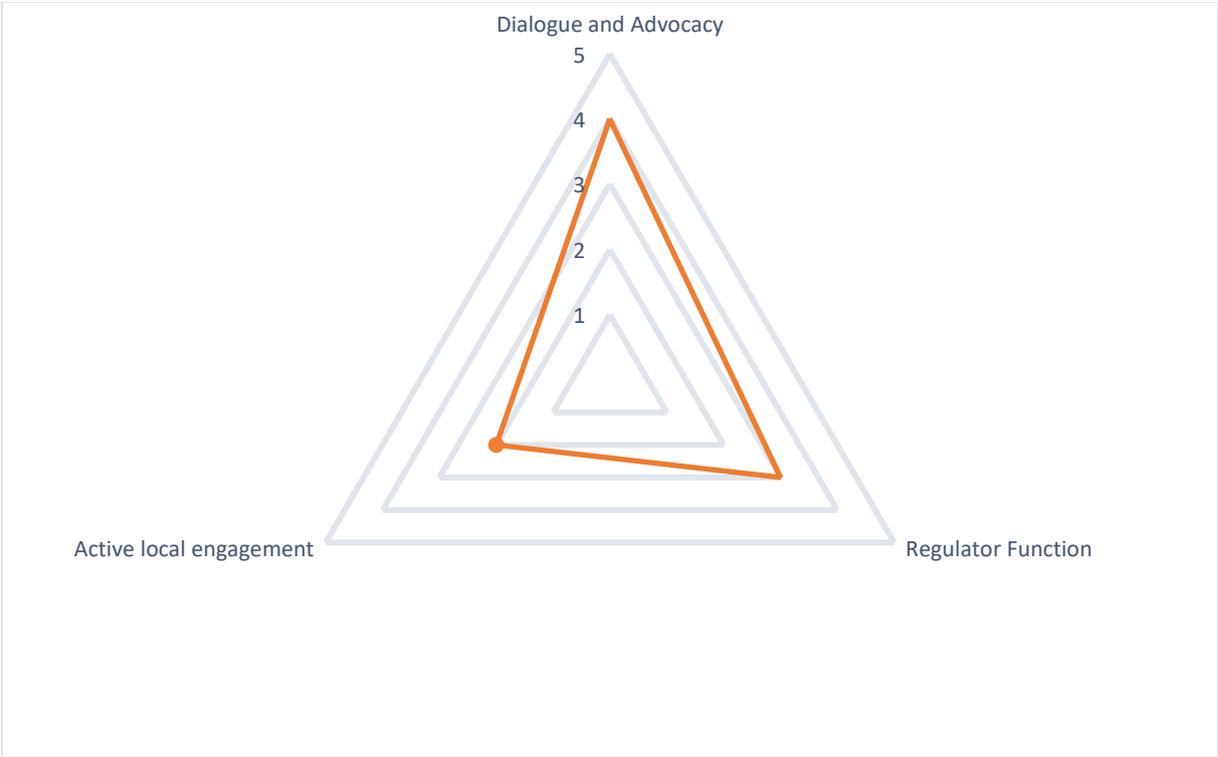
Figure 6: Visualization of INGO #5's working mode

4.1.6   INGO #6

Advocacy and Dialogue. During the interview with interview participant 9 and 10, it was expressed that INGO #6 is engaging local authorities such the village or commune chief by inviting them to events organized by the INGO. The interview participants further note that also district and provincial officials are being involved for the case that the organization needs their support (Participant 9a, 2020). During the interview the participants described the

relationship with the local authorities as cooperative, however they also noted that INGO #6 mostly works independently from the public institutions. Nonetheless, the interview participants also noted that they also join the National Education Congress to seek out dialogue with national education agencies. However, the interview participants further noted that in their ambition to improve public governance through capacity training for the school leadership, they cooperate with other non-governmental actors. It was also noted that they organize within a network of third sector organizations. In regard to the assessment of INGO #6's advocacy and dialogue function, the evaluation shows a diverse picture as the organization does have contact with national agencies but is mostly in contact with sub-national ones but also engages in some cooperation with third sector networks. Category 3 (table 3) describes this sort of engagement the best even though it does not explicitly include the cooperation with other non-governmental actors. Nonetheless, this category is the most appropriate fit as the cooperation is not at focus for INGO #6 and this category captures the duality of the cooperation with national and sub-national actors.

Regulator Function. INGO #6 is on the one hand keeping track of its students' progress in school, through monthly reports from the public schools the organization is cooperating with (Participant 9b, 2020). However, the direct support of students makes up only for a small portion of the education provision of INGO #6, the organization is very much involved in capacity of school management and teachers; most recently the INGO started to monitor the progress in school governance through a survey (Participant 9b, 2020). INGO #6 conducted interviews with several relevant stakeholders such as school principals, the local director of the department of education, as well as parents of students. Through this survey the organization was able to data research through which it can analyse in how far it needs to design its upcoming projects. In regard to the assessment of INGO #6's regulator function, this means that the organization has created its own monitoring system for the education theme that it is most engaged in and is monitoring the progress of its partners, cooperating public schools and public authorities. Henceforth type 1 is the most fitting classification for the regulator function of INGO #6.

Active Local Engagement. The organization is providing sponsorship for 25 students and is also engaged with their families by offering them counselling. Further, INGO #6 offers training for all the parents of students that attend one of the schools they are in cooperation with (Participant 9b, 2020). The organization is also running its own school specifically for children from financially struggling families, where supplementary classes are being offered to them.

"[F]or their family, or the children, or elders [we provide] counselling or food support or engaging other resources in the community to help in any they problem they face" (Participant 9b, 2020)The organization is aiming to further the capacity of the school management in order to improve the teaching but also to improve the relationship between the school and the parents. After having outlined the active local engagement of INGO #6, type 1 becomes evident as the most appropriate classification as the organization is involved with the local community, as in teachers and parents of different student groups, but also local elites though the school management.

The result of the assessment of INGO #6's working mode is visualized in figure 7, it shows that the working mode of the here evaluated organization is clear in the realm of bottom-up approaches. Nonetheless, it is relevant to consider the kind of impact the dialogue and advocacy assessment has on the overall classification of the working mode. Thus, the working mode of INGO #6 cannot be classified as classic bottom-up but as a *moderate bottom-up approach*.
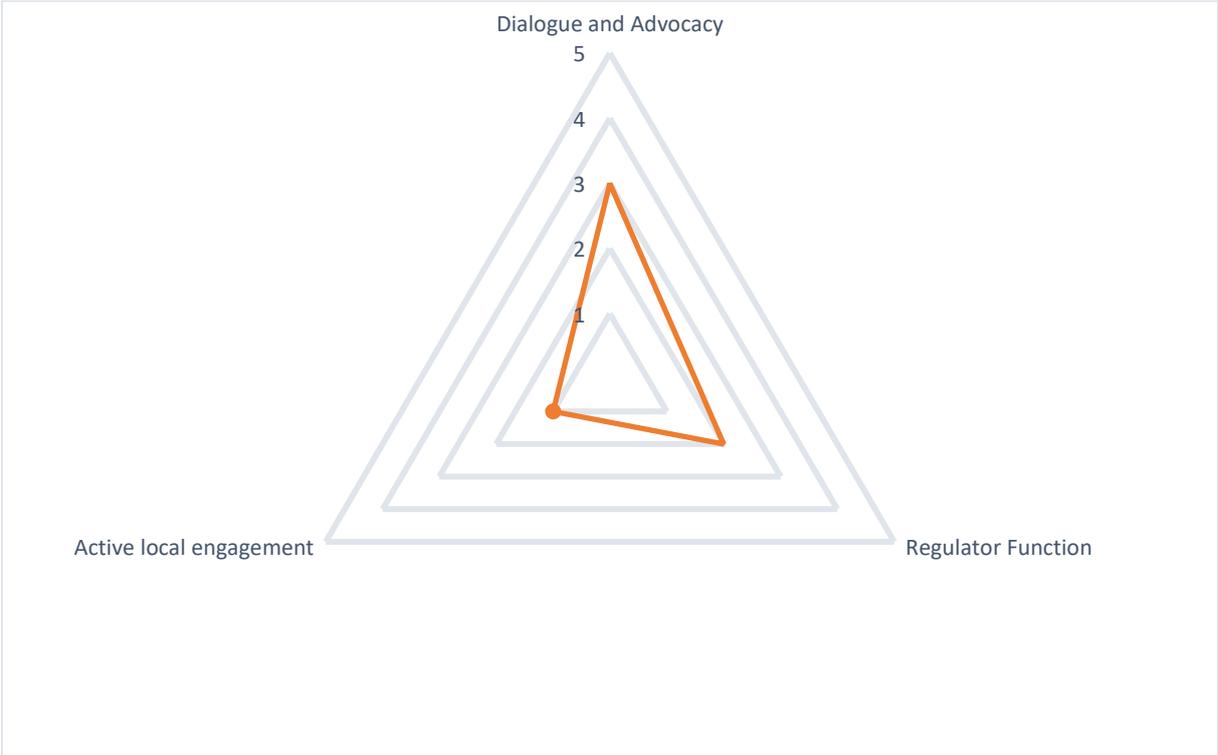
Figure 7: Visualization of INGO #6's working mode

4.1.7 INGO #7

Advocacy and Dialogue. INGO #7 is in regular contact with the commune office as they attend the weekly meetings that the office holds with non-governmental actors within the area. Interview participant 10 noted that the organization is able to note on issues such gambling that affect the quality of student learning. Interview participant 10 further outlined that officials form the commune offices are being invited to participate in outreach activities that the organization is hosting. Further, INGO #7 has had collaborations with a private sector organization to provide schooling materials to students (Participant 10, 2020). Moreover, the teacher, participant 11, also explained that the teaching staff participated in teacher training workshop hosted by another NGO (Participant 11, 2020). This underlines that the organization is also in cooperation with other non-governmental actors which are active in the area. In regard to the assessment of INGO #7's advocacy and dialogue function, the evaluation of the data gathered from the relevant interviews points towards category 1 being the most fitting classification for its behaviour. INGO #7 is predominantly in contact with local policy actors and is using these contacts to advocate for issues that it has noticed during its work. Also, the organization is cooperation with local non-governmental actors.

Regulator Function. INGO #7 is not involved in tracking national or local policy but has developed an internal system to monitor its students' progress (Participant 10, 2020). According to the interview participants the organization is holding regular exams to regard the students' progress in learning the material. Interview participant 11 noted that the organization is on the one hand following guidelines and instructions from official teaching materials to assess final exams but that on the other hand teachers are responsible for assessing monthly progress as well as in class performances. This means that the category 2 is the most appropriate classification for INGO #7's behaviour as a regulator.

Active Local Engagement. Interview participant 11 outlined that the community is very close knit which means that they know a lot of the students' families personally, they further noted that the personal connection seemingly strengthens the parents' trust in the education provision (Participant 11, 2020). Interview participant 10 further outlined that attending students' families are signing a contract with the organization to guarantee that the families won't hinder the children from attending classes (Participant 10, 2020). Moreover, INGO #7 is engaging in community outreach through awareness campaigns. The organization has organized a yearly event to raise awareness about safe garbage disposal as well as traffic safety (Participant 10, 2020). These events are designed to address the whole community in the area surrounding the school. Henceforth, it can be evaluated that category 1 is the most appropriate

classification for INGO #7's active local engagement since the organization contact with the local population is reaching beyond education provision. Further, the INGO is also fostering contact with the village and commune officials, which means that the organization is maintaining a close relationship with the local elites.

The assessment of INGO #7 has been visualized in figure 8, the graphic shows that no outliers from the overall theme of the working mode can be noted. All modes of engagement can be classified as bottom-up, henceforth INGO #7's working mode can be classified as a *bottom-up approach.*
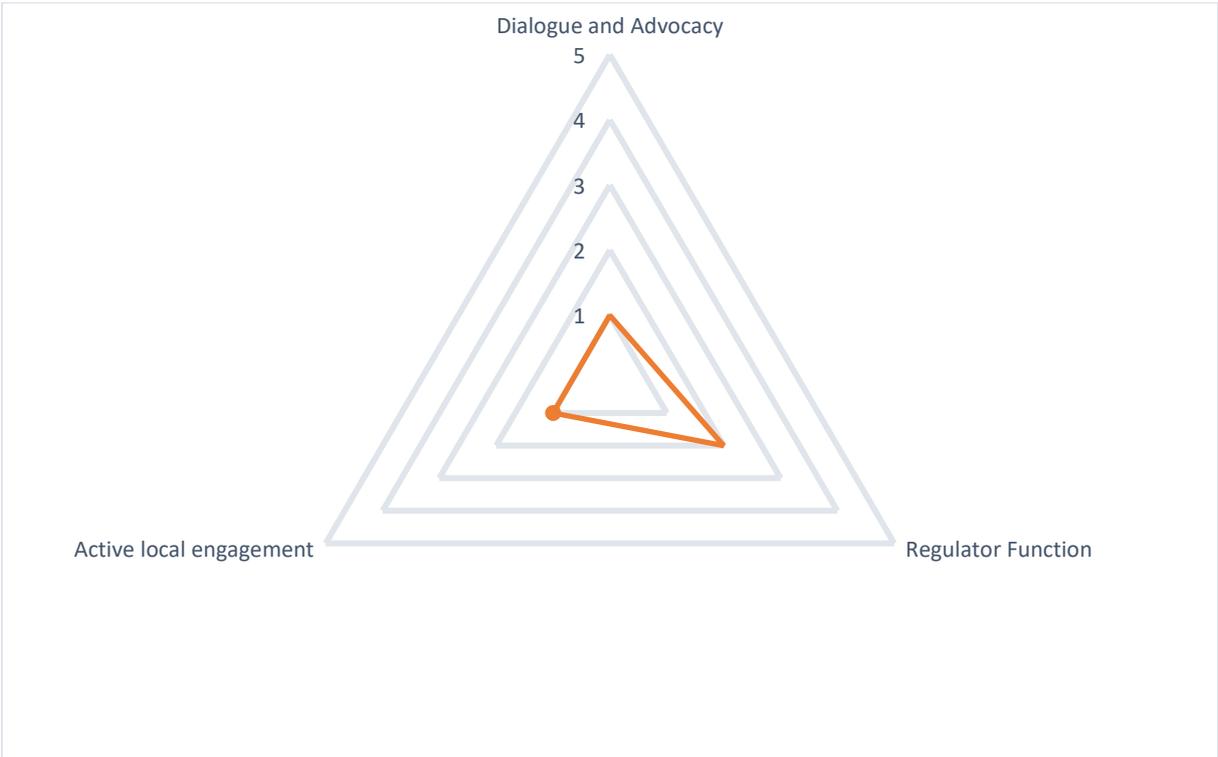
Figure 8: Visualization of INGO #7's working mode

4.1.8   INGO #8

Advocacy and Dialogue. INGO #8 is seeking contact with both local and national public authorities. Therefore, the nature of the involvement with both instances needs to be carefully outlined. On the national level the organization is interacting with the public officials through official contracts but also through NGO networks. As part of that INGO #8 engages in dialogue the networks and governmental agencies (Participant 13, 2020). Through these networks the INGO is able to communicate challenges and achievements with the government. Also, the organization upholds individual cooperation with other non-governmental actors in order to further the success of projects. Interview participant 13 noted that the organization tries to

engage provincial authorities into the project planning in order to underline to them which issues are prevalent on the ground level (Participant 13, 2020). The interview participant further underlined that INGO #8 is in direct contact with several local elites during the programme planning phase and is active in advocating local public officials to maintain certain programme structures (Participant 13, 2020). In regard to the assessment of the advocacy and dialogue engagement of INGO #8 this evaluation points towards category 3 being the most appropriate classification as the organization is in touch with several instances of public authority.

Regulator Function. The organization has developed a system to monitor the progress of its programmes, thus every six months INGO #8 is collecting data from the field to measure the impact that its activities have had. Thus, the organization is monitoring its own education provision by having developed indicators for its quality (Participant 13, 2020). Moreover, interview participant 13 outlines that the organization tries to initiate a monitoring procedure to be continued after the completion of the programme, the interview participant describes the collaboration as following:

"[O]ur role is to support the public service, we can provide the community and the NGO we cannot stay longer at one place or the country because we have [...] many place[s] that [...]need the support. So, we work with them to convince and work [...] on how to stand in [on]monitoring system to ensure the quality" (Participant 13, 2020).

This underlines that the organization is intending to further implement its own monitoring standards within the cooperation with its partners institutions. This outlines that INGO #8 has developed monitoring standards both for the education facilities it supports and is encouraging the implementation on the sub-national level. Henceforth, category 3 is the most fitting classification for this organization's regulation function.

Active Local Engagement. INGO #8 is working with the local community through locally employed staff, that are working from offices in the field. The organization is engaging in capacity building and is hence trying to initiate sub-national and local policy makers to interact and to seek out contact with the local population (Participant 13, 2020). Further, INGO #8 has implemented programmes to improve the economic situation of the families of the students involved in their programmes (Participant 13, 2020). The INGO is further engaged in awareness campaigns about the value of education in cooperation with the local authorities such as the village chief (Participant 13, 2020). Interview participant 13 describes their organization's active local engagement as following:" we had the very good collaboration with the [...] local authority as well as local community because to make a project success[full] you

need to work closely with all the stakeholders in the community" (Participant 13, 2020). In regard to the assessment of INGO #8's active local engagement, after carefully evaluating the organization's behaviour it can be concluded that category 1 is the most fitting classification. INGO #8's engagement exceeds the mere provision of education and the organization is further engaging members of the local community as well as local elites.

The assessment if INGO #8's working mode has seemingly not brough forth a conclusive result as the working mode cannot clearly be defined as bottom-up or top-down. Nonetheless this in itself is a result as well. The assessment of INGO #8's working mode thus presents more evidence for the existence of a third working mode, the mixed model type which already presented itself in INGO #5's assessment. INGO #8's working mode thus be classified as a *mixed model approach with bottom-up active local engagement characteristics* as illustrated in figure 9.
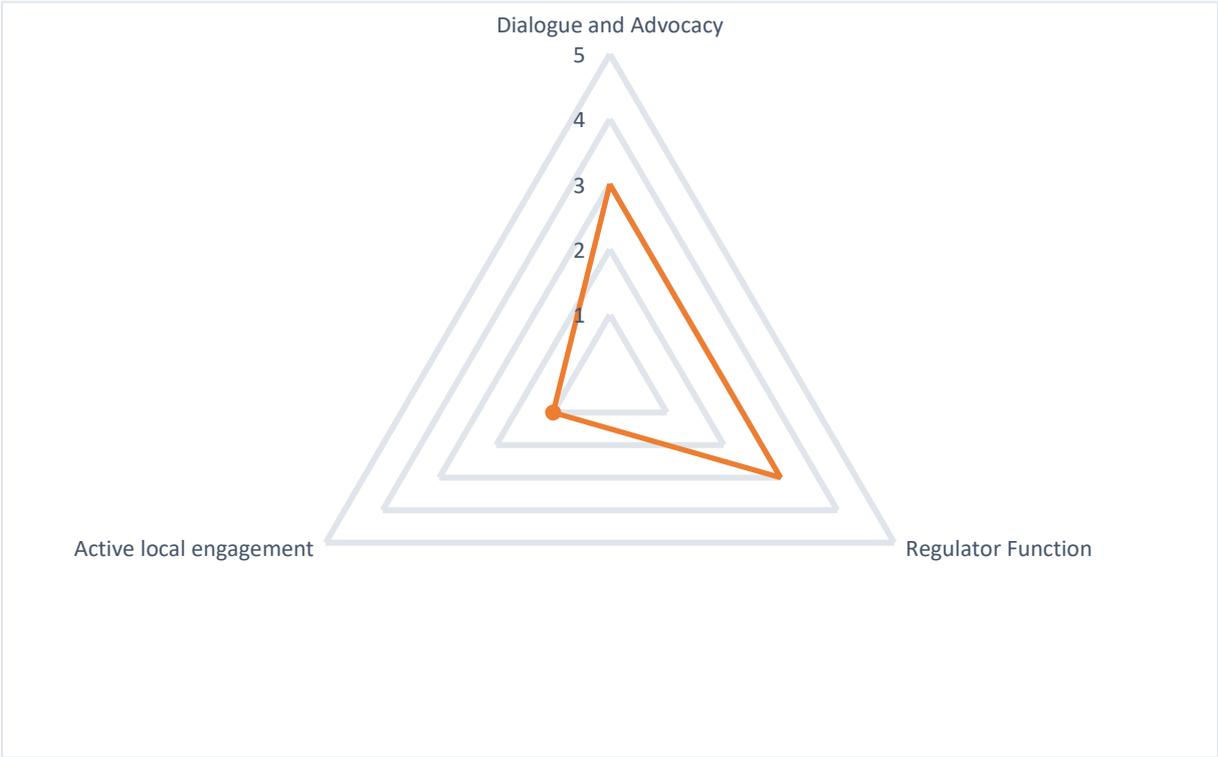
Figure 9: Visualization of INGO #8's working mode

4.1.9   INGO #9

Advocacy and Dialogue. Interviewee 14 and 18 outlined that INGO #9 is in contact with local authorities such as the village chief but also the commune council. The interview participants outlined that the cooperation between the organization and the public entities is not particularly active as the INGO is mainly focused on independently providing education but is communicating its progresses with the relevant officials (Participant 14, 2020). Moreover, INGO #9 is active in networks with other NGOs through which it is able to communicate challenges (Participant 18, 2020). Furthermore, interview participant 14 elaborated that through personal networks with other non-governmental actors the organization is able to communicate needs and also navigate resources to others (Participant 14, 2020). In terms of assessing INGO #9's advocacy and dialogue engagement this means that category 1 is the most appropriate classification based on the evaluation of its behaviour.

Regulator Function. INGO #9 does not engage in tracking the progress of national or local education policy. The organization has rather put a focus on monitoring the progress of its own students in order to further develop its school's curriculum. Interview participant 18, who is a teacher at the school, outlined that the students' are being monitored through weekly quizzes as well as monthly and term-wise exams. Further the organization's management and educators discuss individual students progress in order to decide how a student should precede within the school's system (Participant 18, 2020). INGO #9 is involved in other projects, such as a housing project, however the monitoring system is restricted to the educational activities. Henceforth the regulator function of INGO #9 can be classified as category 2 based on the evaluation of its activities.

Active Local Engagement. Interview participant 14 reported that INGO #9 is engaging with the local community through help activities in when the need arises due unforeseen circumstances in cooperation with the village chief (Participant 14, 2020). However, the organization is also engaging more frequently with the local community surrounding its school by providing meals for children that attend classes with the organization as well as their siblings. INGO #9 does also engage in facilitating health services through organizing fundraising or networking. Thus, interview participant 14 reported that the organization would support students' family members in finding treatment, financially or through finding another NGO that offers health services free of charge (Participant 14, 2020). Moreover, the organization is regularly offering food services to families in need (Participant 18, 2020). Also, in cooperation with another NGO the organization is offering housing to several families. Henceforth, INGO

#9's local active engagement can be classified as category 1 after having evaluated its behaviour.

The result of the assessment of the working mode of INGO #9 as illustrated in figure 10, outlines that the working mode according the evaluation of the modes of engagement can be classified as a *bottom-up approach*.
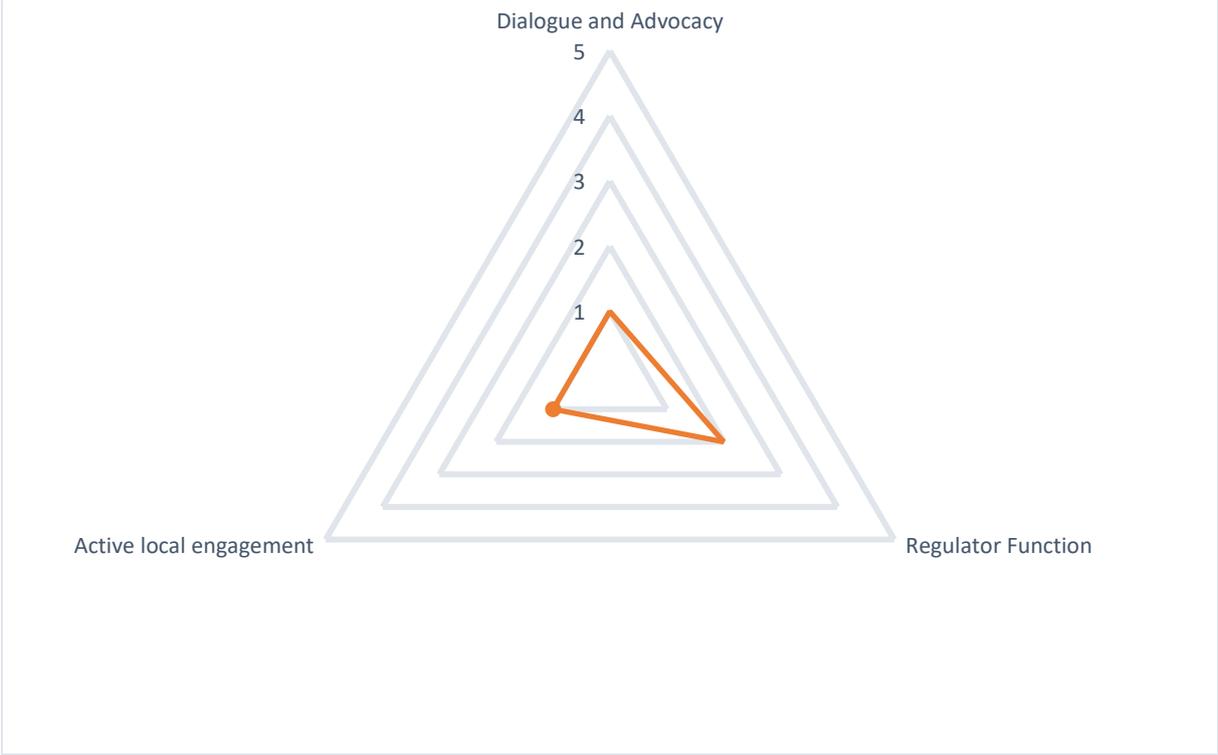
Figure 10:Visualization of INGO #9's working mode

4.1.10 INGO #10

Advocacy and Dialogue. INGO #10 is in contact with the local authorities to communicate their challenges, interview participant 15 further outlined that organization is integrated into the planning of local education provision. Interview participant 17 further outlined that the organization is cooperating with provincial, district, village and commune officials as a way to gain access to the local community (Participant 17, 2020). Further INGO #10 has been invited by to collaborate with the public officials to develop strategies to improve English language education. Moreover, the organization is using its cooperation to advocate for the improving of health services to the provincial level government (Participant 17, 2020). Further, INGO #10 is in contact with the national government through conferences or meetings which it is joining

(Participant 17, 2020). The organization is also participating in NGO networks to exchange with other non-governmental actors about the progress of education provision. In regard to the classification of INGO #10's dialogue and advocacy this means that category 3 is the most appropriate classification as it captures the duality of advocating with both national and local authorities.

Regulator Function. INGO #10 seeks to monitor the progress of national educational policy through its cooperation with INGO networks (Participant 15, 2020; Participant 17, 2020). Further the organization is measuring the progress of education within the public schools it is supporting in collaboration with the governmental agencies (Participant 17, 2020). It is here relevant to note that the organization is not following its own monitoring standards but is indicators developed by the government (Participant 17, 2020). Thus, through the help of the public-school teachers the organization is able to track student's attendance (Participant 15, 2020). The organization is further tracking the students' grades during their time in one of INGO #10's programmes and after if they are part of the scholarship programme that the organization is providing (Participant 16, 2020). In terms of assessing INGO #10's regulator function this means that category 4 is the most appropriate classification as this defines that the organization is tracking policy progress of its partners here public schools while not necessarily using its own developed indicators to do so.

Active Local Engagement. The organization is focused on developing capacity within the local population (Participant 15, 2020). However, it needs to be considered that INGO #10 does not uphold regular direct contact with the local population. The INGO is in close contact with the local authorities to maintain the engagement: " we deal with the commune chief and village chief and then for example if you want to meet with all parents, you send a letter or we can inform to the village chief and then they [gather] the people in the community and then we can go to these people [...]" (Participant 17, 2020). Also, interview participant 16 underlines that the organization is engaging the schoolteachers more than the parents as the teachers are closer to the students and the parents (Participant 15, 2020). Interviewee 15 further describes INGO #10's approach to local engagement as follows:" So, the best way is to go directly with the local authority not the villager first, go to the head first" (Participant 15, 2020). In terms of assessing the active local engagement it needs to be considered that while the organization does partner with other NGOs, its most significantly partnering with local authorities more so than other the previously analysed organizations. Therefore, the category 4 can be considered as the

most appropriate as it describes the behaviour of INGO #10 which is treating the local authorities as partners and not as a supporting entity.

After having assessed the different modes of engagement the assessment of the working mode as illustrated in figure 11 has been the product. The working mode of INGO #10 can thus be classified as a *moderate top-down approach* as the dialogue and advocacy rather indicates a mixed model approach while the other two modes of engagement indicate a top-down approach.
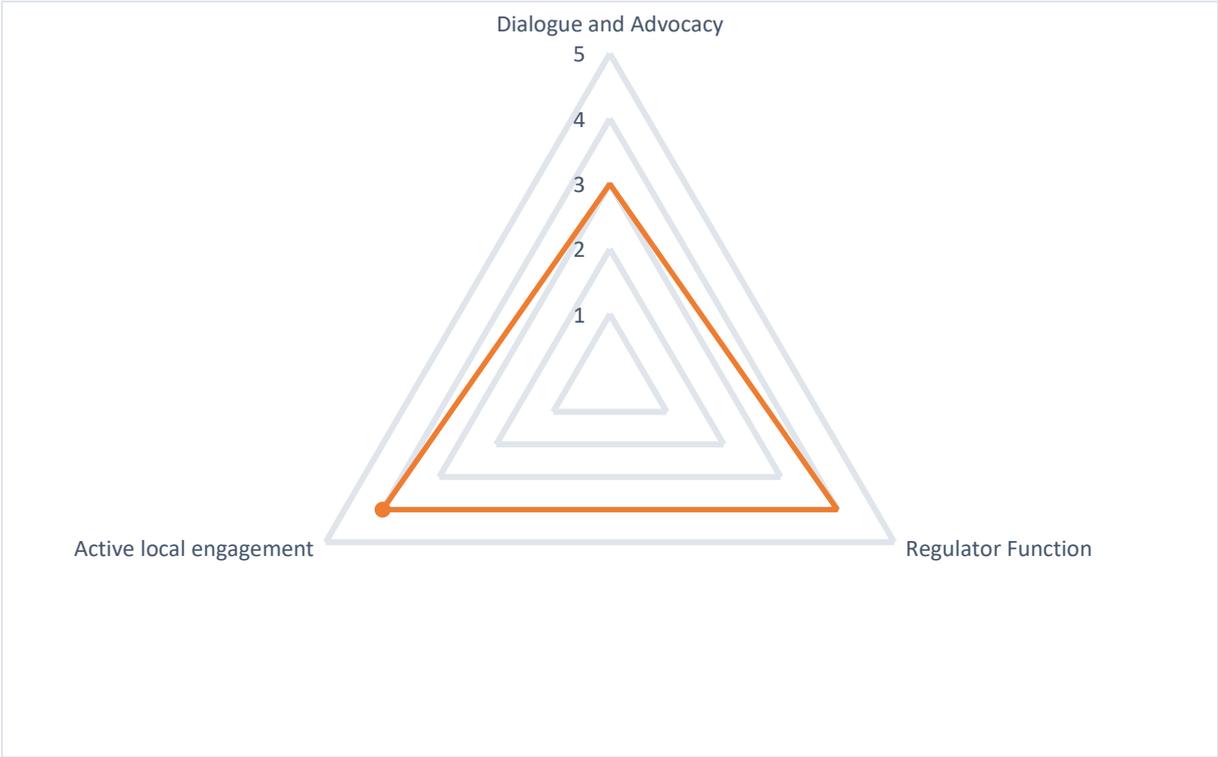
Figure 11: Visualization of INGO #10's working mode

4.2 The meaning of unexpected results

After having the assessed the working modes of the ten participating organizations in the previous sub-chapters this chapter serves to illuminate what the findings mean for the forthgoing analysis process. Thus, it will be outlined what it means for typology of the two identified working modes as presented in table 2.

4.2.1 Reflecting on the working mode typology

This most evident finding of this analysis chapter is that the working modes of INGOs were not found to occur according to a binary spectrum, as either top-down or bottom-up. It could not be observed that organization behave either according to the top-down approach or the bottom-up approach, it was rather found that the here studied organization exhibit various

hybrid forms of the presented working modes. This finding leads to the conclusion that INGOs' working modes do, as previously assumed, not presented themselves according to these groups, in the field but rather on a spectrum. In order to conceptualize this spectrum of working modes it is necessary to understand the ideal types that make up the endpoints of the spectrum. The working modes are comprised of the in Chapter 2.2 identified modes of engagement; these were assigned scores in table 2 in order to quantify the results and present them in figure 1. However, in order to realize the ideal type top-down organize and the ideal type bottom-up organization, it is necessary to add up the scores assigned to the most extreme categories of each mode of engagement. Therefore, the lowest scores of the modes of engagement as assigned to bottom-up approach, place the ideal type bottom-up approach at 3.The highest extreme scores as assigned to top-down approaches added up, place the ideal type top-down approach at 15. Thus, the ideal-type bottom-up score, as the smaller number, will be used as the beginning point of the working mode spectrum and the ideal-type top-down approach score will be used as the end-point of the spectrum. By creating this working mode spectrum, the ten studied organization can be placed on it, by adding up the scores that were assigned to them during the evaluation of their modes of engagement as depicted in figure 12. The visualization of the spectrum is helpful to see in how far the INGOs' working modes can be observed to appear in clusters which is relevant when later on analysing the relationship between an organization's mode of engagement and the identified dimensions of sustainability.

Nonetheless, it cannot be disregarded that figure 12 merely visualizes the final result, in order to understand the meaning of an organization's working mode it is necessary to consider its composition. Thus, it becomes clear that no boundaries about which final score qualifies an organization to be labelled bottom-up or top-down cannot be drawn up as the evaluation of each organizations working mode clearly depends on the individual case. Thus, the spectrum serves as a tool to summarizes the results but can only be used as a tool of analysis in combination with the modes of engagement. If the modes of engagement would be excluded from the thought process, the results would be oversimplified. In order to be able to further conduct a differentiated analysis of the INGO's production of sustainability, it is necessary to be able to cluster together organizations with similar working modes.
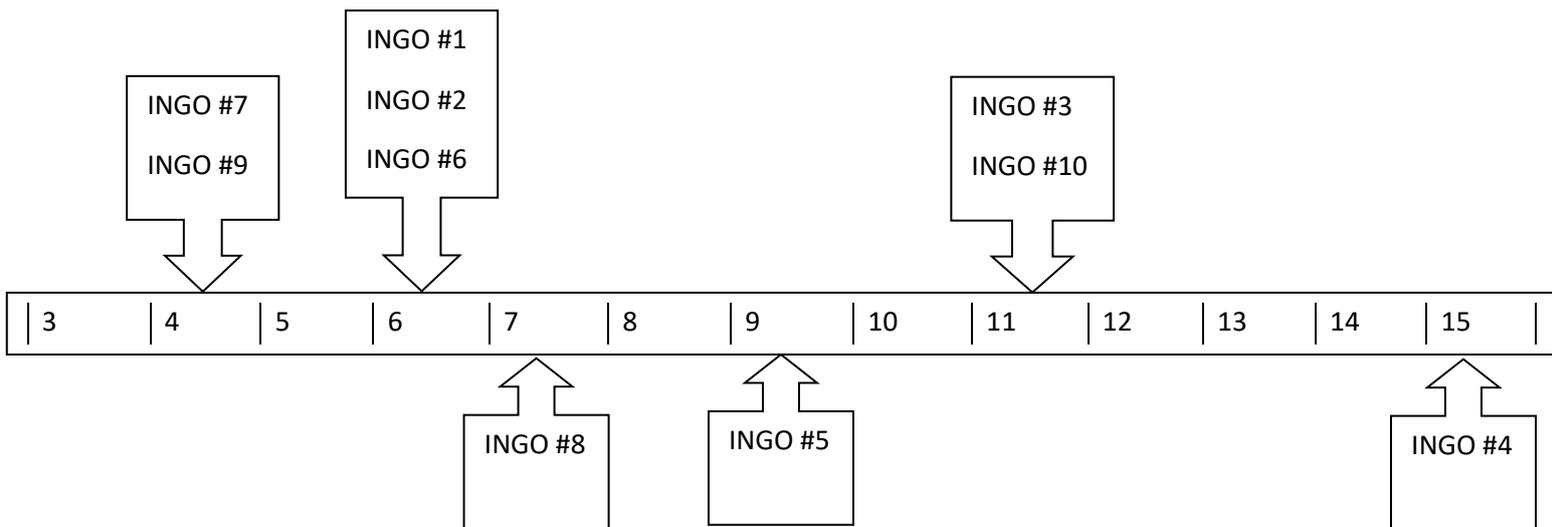
Figure 12: working mode spectrum

However, this finding leads to questions regarding meaning for the established typology and whether it even still holds relevance. It most definitely does, however as a product of theoretical knowledge it now needs to be updated with the knowledge gathered during the researcher's fieldwork. This means that the typology in table 4 will be case specific. The finding that working modes, as observed in the field, are more diverse in their composition than expected means that no clear boundary can be part of the typology. It was presumed in table 2 that an organization's working mode would be constructed of coherent modes of engagement; however, it was found that the modes of engagement are flexible in their coherence. This is shown in the most extreme case by INGO #3, in which the active local engagement was evaluated to be extremely indicative of a bottom-up approach while advocacy and dialogue as well as the regular function are very indicative of a top-down approach. Therefore, it can be concluded that the three modes of engagement need to be understood as independent factors that do not indicate the position of one another. This conclusion further supports the existence of various hybrid types. Therefore, it is necessary to develop *rules of interpretation* based on this thesis' findings. For the formulation of these rules, the spectrum on which the individual modes of engagement exist need to be understood. Therefore, the categories 4 and 5 of each mode of engagement as outlined in table 4 are an indicator for a top-down approach. Whereas the categories 1 and 2 of each mode engagement are be understood as indicators of a bottom-up approach. The middle category, 3, does not lean to either side of the spectrum and shall thus indicate the intermediate ground. It needs to be noted that the intermediate ground is not an independent working mode but merely describes the space that combines both top-down and bottom-up features.

Table 4: Adapted working mode operationalization

Working mode	Scale	Dialogue and Advocacy	Regulator function	Active local engagement
Top-down	5	The organization is involved in policy design through conversation with national-level agencies as well as other private and third sector institution	The organization is acting as watchdog for country-wide policies by 'naming and shaming' involved agencies and other actors involved in the policy implementation publicly	The organization is engaged with the local population through its partner organizations who submit reports to the organization regarding the implementation of education projects
	4	The organization is advocating by engaging with national-level institutions	The organization is monitoring the policy implementation its partners, both public, private and third sector are involved in	The organization is engaging through frequent contact with its partner organizations and frequent visits
Intermediate	3	The organization is involved in advocacy through infrequent dialogue with national-level institutions and regular conversation with sub-national agencies	The organization has developed its own working standards with its actively implements in the cooperation with its partners, through the cooperation it encourages the monitoring of these standards by the partner for the cooperation to continue	The organization is in very frequent contact with local civil society by maintaining a strong relationship with local elites but is still reliant on partner organizations for updates in the projects
Bott	2	The organization is engaged in advocacy	The organization has created internal	The organization is engaged with the

		through dialogue with sub-national agencies	standards which are being monitored in its own education institution	local civil society through its education facility, the engagement does not exceed the provision of education
	1	The organization is pursuing advocacy by engaging in dialogue with sub-national, local agencies and elites as well as local third sector and private sector actors	The organization is implementing and monitoring its own standards in its own projects and projects it is locally involved in	The organization is providing education through its own educational facility and is further engaged in the local community beyond education, among other things by maintaining a close relationship with local elites

However, since it was determined previously that the individual modes of engagement are not indicative of one another, which means that additionally to the updated typology also rules for the interpretation of results are necessary to determine coherence among them. The following *rules of interpretation* were developed according observed cases as outlined in chapter 4.1.

1. If all modes of engagement were evaluated with a category belonging to the same working mode, there working mode shall interpreted as *classic* case of the working mode

2. If out of the three modes of engagements two indicate one working mode, while one mode of engagement was found to indicate to other, the organization's working mode shall be interpreted as a hybrid working mode, *of the working mode with characteristics of the other working mode regarding the outlying mode of engagement*.

3. If two modes of engagement indicate one working mode, while the outlying working mode indicates intermediation, the organization's working mode shall be interpreted as a *moderate* form of the majorly indicated working mode as the other working mode has not been indicated.

4. If two modes of engagement indicate intermediation, while the outlying mode engagement indicates a working mode, the organization's working mode shall be interpreted as a *mixed model approach with characteristics of the indicated working mode*, the indication of the working is not overwhelming in this case it cannot be interpreted as the overall working mode.

5. If both working modes are indicated through one mode engagement while also intermediation is being indicated by one mode engagement, the organization's working mode shall be interpreted a *classic mixed model working mode.*

These outlined rules of interpretation that are necessary to accurately use the content of table 4 for the determination of a working mode, where derived directly from the research' findings. Thus, the first rule applies INGO #4, INGO #7 and INGO #9. The second rule of interpretation is built on INGO #1 and INGO #5. The third rule was derived from INGO #2, INGO #6 and INGO #10's evaluation. The fourth rule is based on the case of INGO #8 and the fifth rule is based on the case of INGO #5's working mode. In the following sub-chapter it will be outlined how, after having reviewed the analysis' findings, the forthgoing analysis will be organized in order to most efficiently answer the research questions.

4.2.2 Constructing organization in the data jungle

After having outlined in the previous chapter how the research findings impact the working mode typology, it is now necessary to devout this sub-chapter to which clusters of working modes can be observed. For the ongoing analysis of the raw data it is necessary to construct a system how the generated information can be processes to answer to here asked questions.

It is the aim of this research to answer how INGOs with different working modes produce sustainability but also how different working modes interact with the different dimensions of sustainability. Appropriately answering these questions might seem to be in contradiction with the finding that stringed boundaries between working modes cannot be drawn. Thus, it became less obvious how to distinguish groups who's effect on sustainability can be studied. Nonetheless, by exploring the importance of the modes of engagement more thoroughly it became clearer how we can understand the, through figure 12 introduced

spectrum. The ends of the spectrum are inhabited by organizations whose working modes follow rule 1. Moving slightly more the centre of the spectrum, this realm is filled with organization's whose working modes are defined by rule 2 and 3. The centre is inhabited by organizations whose working modes follow rule 4 and 5. This means that while clear boundaries between the working modes cannot be distinguished, following the established rules, realms defining the space described by each rule can be quantified. This further means that the sub-categories that corresponds with the rules can be assigned a clear realm. These realms are visualized in figure 13, the deduction of the realms as depicted in the figure can be found in Appendix VI It becomes evident that while the realms can defined to clear border they cannot be clearly distinguished from another as there are overlaps among them, which supports the earlier finding that the working modes are flexible and that the composition of each working mode is most relevant for the analysis. By dividing the working mode spectrum into eight sub-categories following the rules of interpretation, it might seem at first like the understanding of working modes has been overcomplicated. However, the opposite is the case as through these sub-categories it is not possible to make sense of the clusters of INGOs first observed in figure 12. By applying the rules of interpretation to the working mode spectrum, it is now possible to distinguish the cases from one another as becomes more evident why cases that are placed next to another on the working mode spectrum are nonetheless labelled as different sub-categories.
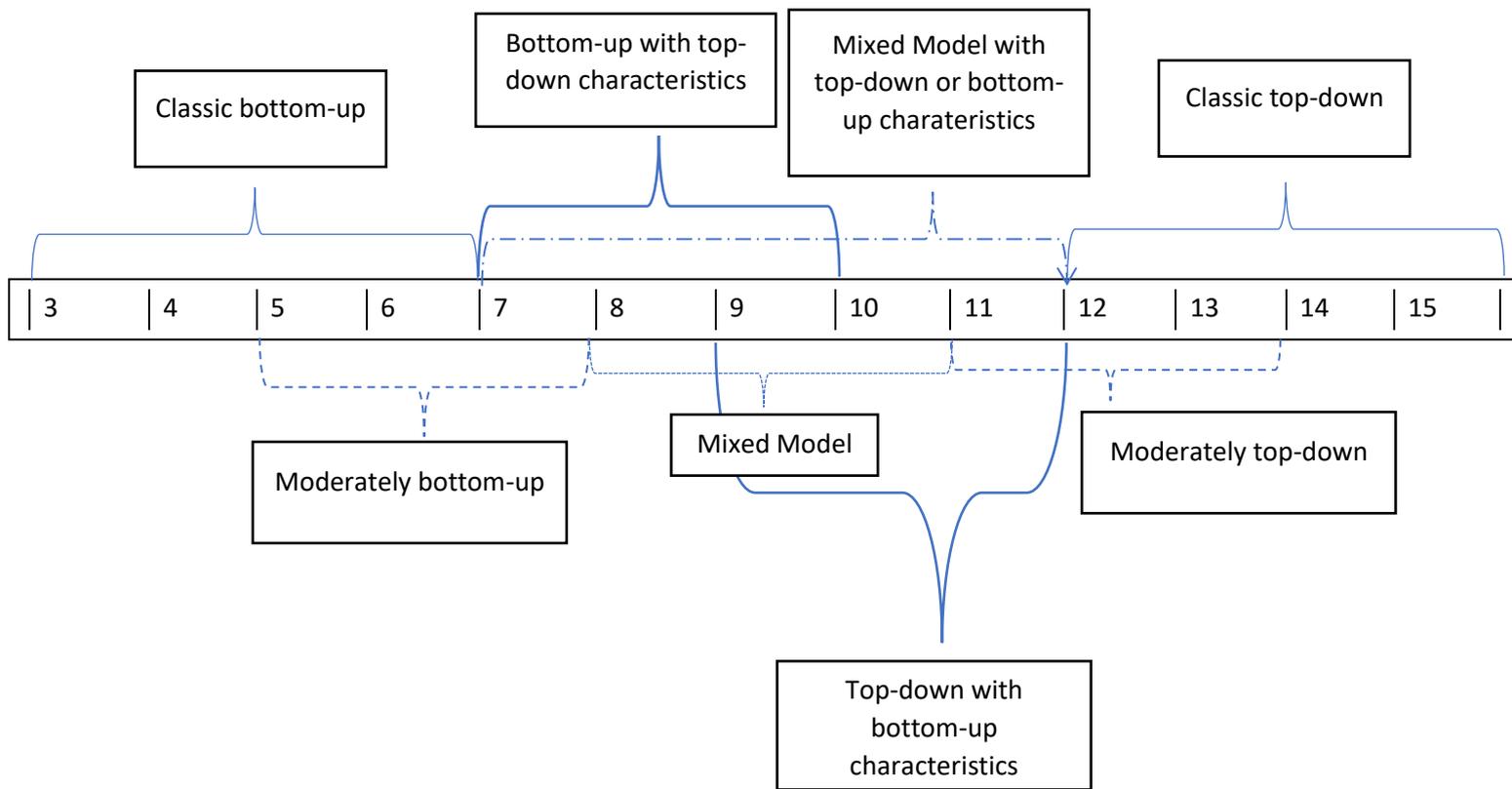
Figure 13: Rules of interpretation applied to the working mode spectrum

However, it needs to be further considered how the data can be analysed most appropriately in regard to the research questions. It has previously been proven that the analysis thus far shows that the studied INGOs behave in very different manners, thus analysing them all within the same framework would lead to oversimplified results that would not capture how the differences between organizations' behaviour impacts sustainability differently. As it is one aim of this to study the relationship between how INGO's working modes and sustainability, the organizations need to be organized into certain groups that allow for a differentiated analysis. Following the visualization of the rules of interpretation dividing the analysis of the production of sustainability according to the sub-categories of working groups can be considered. While the results of such an analysis framework would be more differentiated, they would also be too splintered to produce a meaningful comparison among working modes. Further, such a framework is not suitable for a case with the present sample size; structuring the analysis as such could be considered within the context of largescale comparative study. However, for the framework of this study, a case study with a sample size of ten participating organizations, it is most sensible to cluster the bottom-up sub-categories together, the mixed

model sub-categories and the top-down sub-categories which leads to three clusters for the analysis of the production of sustainability. By grouping the different sub-categories of one working mode together it is possible to further study in how far their impact on sustainability may differ. It will hence be possible to compare the difference in production of sustainability between the three clusters while also studying possible difference within the clusters.

4.3 INGOs and sustainability

The previous part of the analysis chapter laid out the behaviour, the working modes, of the participating organizations and put the findings of the study into a theoretical perspective. This analysis sub-chapter is devoted to outlining, what is at the core of this study, the effect of INGOs' working modes on sustainability production in the context of education provision. As derived from the analysis of figure 13, the data will be analysed according to the three identified clusters; in this chapter the different clusters' production of sustainability will be highlighted. This means that the data collected of INGO #1, INGO #2, INGO #6, INGO #7 and INGO #9 was coded by developing one common framework as these organizations were in the previous analysis identified as categories of the bottom-up approach. The coding for the bottom-up cluster consists of 24 main codes and 134 sub-codes as outlined in table 13 in Appendix VII. All in all, 725 elements were identified as relevant to the research questions and thus included in the development of the coding frame. Furthermore, the interview transcripts of INGO #3, INGO #4 and INGO #10 were analysed according to the same coding frame as these were all identified to behave according to forms of the top-down approach. For the top-down cluster coding frame, 20 codes were identified and 124 sub-codes (Appendix VII: 15), which were derived from 564 relevant elements in the data. Lastly, INGO #5 and INGO #8 were identified to behave according to mixed model approaches thus a coding framework was created on the basis of these two. The coding frame consists out of 18 codes and 74 sub-codes (Appendix VII: table 14), which derived from 219 relevant elements. Further the transcript of the interview with the public official was coded according to its own framework (Appendix VII: table 16). This coding was derived from 76 relevant elements and consists out of 13 codes and 10 sub-codes. The coding frameworks, presented in Appendix VI, were developed inductively from the collected data over the course of two cycles of coding as outlined in Chapter 3.3. Firstly, it will be presented in how far the studied organizations of each cluster produce sustainability, in accordance with the in table 3 developed understanding of the dimensions of sustainability. Based on these findings it will be evaluated which strategies are being applied by which

organizations to achieve this result; strategies thus describe behaviour patterns that were observed during the analysis.

4.3.1 Programmatic sustainability

As outlined in table 5, a majority of organizations considered in this thesis were found to be able to produce programmatic sustainability according to the framework outlined in table 3 during the analysis process. However, to further understand this finding, it is necessary to understand the behavioural patterns, strategies, through which these organizations produce programmatic sustainability.

Table 5: Findings of programmatic sustainability production in accordance with table 3

Degree of sustainability	Working modes		
	Bottom-down cluster	Mixed-model cluster	Top-down cluster
Continuous	INGO #1 INGO #6 INGO #7 INGO #9	INGO #5 INGO #8	INGO #4 INGO #3
Feasible	INGO #2		INGO #10
Transitory			
Temporary			

Bottom-up coded INGO's. The data shows continuously engaging the relevant stakeholders is more complex than previously anticipated, this means that the organizations need to understand the students as members of a community; the data shows that the organizations have developed different strategies to achieve this. Four different strategies could be identified through which the organization aim to produce programmatic sustainability: the personal connection strategy; the third sector strategy; the internal evaluation strategy, public sector strategy.

The personal connection strategy describes close involvement with local community, including students and their families, by the organization to further to continuity of the education provision. This strategy was found by studying the codes community engagement" and 'beneficiary engagement' (Appendix VII: table 13). Organizations have developed the personal connection strategy to integrate community members and especially its students' parents into the education provision to continuously have the students receive education; this is derived from patterns from the analysis of INGO #1, INGO #6, INGO #7 and INGO #9. INGO #1 is

involving the students' parents into its education provision through its social department, which invites them to school and has established community centres through which medical services are being provided to the targeted communities. Further, the beneficiaries, students, are further engaged through supplementary classes and a volunteering programme (Participant 1, 2020). Also, INGO #6 and INGO #7 were found to hold events to establish familiarity with the education provision within the targeted and thus trust in its effectiveness. However, INGO #9 was the only organization who reported to have created strong reciprocity. Participant 14 reported that students to have developed an emotional bound to the staff there; the participant underlined this with the following anecdote:

"We just had our end-of-the-year concert and our seniors did a little thing at the end, I didn't even know, I was crying when they did it, they stood up and grabbed the microphone and said to the junior kids in English and Khmer that they hope that these kids will grow up to be not only strong academically and helping their family, their community and their country but that they will collect as many great memories as they had over here" (Participant 14, 2020)

The participant goes on to compare the organization to a "family" (Participant 14, 2020). Moreover, while reviewing the analysed data it became apparent that INGO #9 applies the family logic also to its community involvement by also providing involved families with unconditional food and clothing donations. It can be observed the organization that are able to achieve continuity through this strategy, have all scored a low active-local-engagement score. The way is this behaviour pattern presents itself in the data, it can be argued that for an organization to successful follow this pattern it must have a low active-local-engagement score.

The third sector strategy outlines that the organization is enhancing the perception of the effectiveness of its education provision by cooperating with other third sector organizations; this strategy was derived from data regarding the code 'Cooperation with third sector actor'. This strategy was found to be applied by INGO #2 and INGO #9 in their production of programmatic sustainability. The data analysis further shows that INGO #2 is not engaging with the local community on a 'personal' level as much as the other organizations, its engagement is very much based around financial assistance, which is underlined by INGO #2 being the only organization out of this cluster to engage with local NGOs in the targeted community. Further, the data shows that INGO #2 is engaging in an exchange of expertise with the organizations:

"[S]o each level, they have a leader and the community so to engage in development we talk to them, we talk to them to see the challenges [...] and secondly we also work with the existing organization who have [a] different skillset from [us]" (Participant 2, 2020).

Nonetheless, it needs to be notes that INGO #2 is cooperating with these organization in short-term projects, which hinders the creation of continuity, as disused in table 3 which leads to INGO #2's result in table 5. Similarly to INGO #2, INGO #9 is also strongly engaging with other third sector organizations; INGO #2 is mainly seeking out the cooperation with local organizations due to their familiarity with the environment (Participant 2, 2020). INGO #9 is however seeking out other international organizations for their familiarity with other areas of expertise, such as construction of housing. INGO #9 is cooperating with these other organizations in ongoing long-term projects (Participant 14, 2020). Both organizations are thus able to enhance their repertoire and are able to provide a more diverse service in cooperation with these organizations, through this diversity INGO #2 and #9 are more likely to able to meet the targeted communities needs which increases the trust in its service provision and thus its production of programmatic sustainability.

The internal evaluation strategy describes the organization aiming to raise trust in its education provision by monitoring its performance as the strategy allows the organization to react to shortcomings in its education provision. This strategy was derived from analysing code 'Evaluation' (table 5) and is most prominently applied by INGO #2 and INGO #6. INGO #6 outlined that the rationale behind its projects is not only the communicated governmental objectives but also its own research (Participant 9b, 2020). The representatives outlined that the organization conducted interview-based research regarding education provision in the targeted community including public school teachers, parents, and relevant public officials. Thus, the education provision can be designed to be more precise to the needs in the community. Further, the act of being interviewed by INGO #6 can enhance the feeling of being taken seriously among the relevant stakeholders and thus increase their trust in the education provision. However, the reach of INGO #6's education provision does exceed the realm of its local area of influence; thus, INGO #6 is producing programmatic sustainability within its own education provision as well as its locality. Unlike the other here studied organizations, INGO #2 is regarding the skill set of its students when they apply for admission. Therefore, this organization is able to enhance the quality of its education provision by allocating students into classes that best match their prior learning. Furthermore, INGO #2 is the only organization out of this cluster that provides its teachers with teacher-training to enhance their capacity as educators, which ultimately also improves the education provision. Participant 5 further underlined that through the teacher training their capacity to address students who are falling behind has been strengthened ('Objective measurement/Follow-up system, Appendix VII: table 13). This allows for the assumption that INGO #2 is able to produce programmatic sustainability within its own

institution, for its own education provision however not in regard to its further outreach. However, the teaching predominantly done by volunteers who would were reported to often work in Cambodia only for several months which does not lead to continuity of education provision according to table 3.

The public sector strategy means that the organization is seeking to gain trust from the communities in its education provision through cooperation with the relevant public officials. This strategy derived from the data of INGO #1, INGO #6 and INGO #7 regarding the code 'Cooperation with public authorities' (Appendix VII: table 13). INGO #1 is involved with several ministries and outlined that certain manuals developed by the organization have been adopted by the MoEYS to be implemented in public schools (Participant 1, 2020). INGO #1 is able to achieve trust in its services from the targeted communities as well as the public institutions it is in cooperation with. It can thus be concluded that INGO #1 is producing programmatic sustainability with elevated reach. This finding further indicates that the dialogue-and-advocacy score is in association with the reach of an organization programmatic sustainability production. INGO #7's representative voiced strong support for the local public official's initiative in mentioning that the organization's activities are aligned with the governmental objectives (Participant 10, 2020). Further, also INGO #6, who was identified to be very engaged with the targeted community, is involved in supporting the governmental objectives (Participant 9b, 2020). Both these organizations express that they are seeking to cooperate closely with the relevant public officials as they define their role as necessary supporters of education provision. Participant 11, representing INGO #7, reflects on the role of non-governmental organizations: "the government, they have no staff or resource, so the NGO, when we have, we run the programme" (Participant 9b, 2020). The closeness in cooperation to the public institutions has further provided both INGO #7 and INGO #6 with the option to request help from them. The analysis of the relevant data outlined that only these two organizations indicated that they can also request help in this cooperation. Being able to ask for help, even though this might not necessarily imply the reception of help, nonetheless mirrors legality of the education provision to the targeted community. Hence, in terms of producing programmatic sustainability INGO #6 and INGO #7 are able produce it through their close cooperation with public institutions in connection with their personal involvement in the targeted community, as these attributes of their work increase the trust in its education provision.

In summary, it was found that on organization's active-local-engagement score is significant for its production of programmatic sustainability as it is the case for INGO #1, INGO #6, INGO #7 and INGO #9. However, INGO #1's, INGO #6 and INGO #7's analysis showed that also the dialogue-and-advocacy score is relevant to the production of programmatic sustainability. While the case of INGO #2 might be seen as an anomaly, it is nonetheless relevant evidence that also the capacity internally regulate as part of the regulator-function score is important for the production of programmatic sustainability.

Mixed-model coded INGOs: The data regarding the mixed-model cluster brought to light that also the here studied organizations follow certain strategies to produce programmatic sustainability. The here studied organization predominantly follow the internal evaluation strategy, the public sector strategy as well as the personal connection strategy as outlined above.

The internal evaluation strategy is applied more systematically by this cluster's organizations as they are engaged in generating comparative data as derived from the code 'Evaluation' (Appendix VII: table 14). Both produce programmatic sustainability through their internal conduct of monitoring their projects and generating comparative data. INGO #8 has developed specific indicators to measure the effect of its intervention. The further evaluation of the data brought forth that INGO #5 has developed a more thorough monitoring base as the organization evaluates the level of school management before beginning its intervention. The organization is able to adapt its training according the school's need, participant 8 explained that:" we […] supported the school […] by [dividing] the school into two, three different categories based on the performance" (Participant 8, 2020). The participant went on to elaborate that the amount of support a school receives would be measured according the level the organization placed it in. Moreover, INGO #5 has implemented the usage of tablets for the monitoring process; field employees would thus be able to transfer progress data to the central office directly after engaging in capacity building measures. INGO #5 has further developed continuity of education provision by training certain well managed schools to become training schools themselves, allowing for the education provision to be continued, which enforces trust in the training and thus education provided by INGO #5.

The public sector strategy is here being enforced through policy dialogue. It emerged from the findings of the code 'Cooperation with public authorities' (Appendix VII: table 14) that also INGO #8's production of programmatic sustainability is significant in reach but also the theme of preciseness emerged from the analysis. INGO #8 is working with the relevant the national institutions to be involved in the policy-making process:

"So, we need to work and, you know, that advocate, influencing them [policy-makers] to have more budget and have more time to monitor the school and also with the commune council, is also that the commune council have their own budget that annually allocates from the central government, so how they use that budget to support some school, you know, and how they can use that budget to support some family [who] cannot [send] the children to school" (Participant 13, 2020)

This underlines that INGO #8 is following similar objectives to INGO #5 in aiming at improving capacity among educators. However, INGO #8 is trying to achieve these ambitions through advocacy work and initiating policy change towards capacity building. Participant 14 further elaborated on INGO #8's advocacy:" we cannot do our advocacy alone, that's why we work through our network" (Participant 13, 2020). This underlines that INGO #8 is participating in officially formed NGO groupings to organize joint advocacy to the government. According to the findings from the analysis of the public official's interview it can be argued that this approach to advocacy is more effective; the interviewed public official who is involved in education described it as more beneficial to the policy-making process to discuss with network representatives (Public Offical , 2020).

The personal connection strategy is also enforced by both organizations, but in a more systematic and wide-spread manner as outlined by the codes 'Capacity building' and 'Community involvement' (Appendix VII: table 14). INGO #8 is addressing a wider range of stakeholders than INGO #5 by advocating to national policymakers but also providing training to parents in order to improve their chances of surviving in their labour market. Moreover, the organization is engaging in technical support of public schools to prevent gender based biases in educational performance; thus, INGO #8 is improving school's facilities with a special regard for sanitary facilities to prevent female students from dropping out of education (Participant 13, 2020). The findings outline that INGO #8 is very active on the macro level with being involved in policy planning but also on the micro level by engaging in capacity building of parents. Moreover, INGO #5 has developed online applications which aim at supporting the learning outcome of students, these application address both teachers' and students' needs ('Capacity building/providing digital resources', Appendix VII: table 14). Therefore, INGO #5 is able amplify the reach of its education provision as through the provision of freely available resources, the organization also gives non-participating individuals the possibility to enhance their learning or teaching through them. Even though, the applications have been developed by the organizations to be introduced within the context of its capacity building intervention, the

aim of these tools is ultimately that they can be used without further instructions by students and teachers in Cambodia. Henceforth, it can be argued that INGO #5 is able to produce programmatic sustainability by creating continued and long lasting trust and interest in its education provision according to table 3 by not only enabling the continuity of its education by creating training schools but also by giving everyone involved with education and with access to the internet, access. The reach of INGO #5's production of programmatic sustainability does hence present itself as more brought in comparison to the previously outlined INGOs production of this dimension of sustainability.

In summary, the analysis of the mixed-model cluster brought to light that the regulator-function score has significant impact on the production of budgetary sustainability. However also the dialogue-and-advocacy score was found to be relevant as these organization were observed to be able to produce programmatic sustainability through the public sector strategy. Even though this cluster's organization were also assigned a low-active-local-engagement score, the personal connection strategy was observed to be less relevant to programmatic sustainability production.

Top-down coded INGOs: Also, the review of this cluster's data outlined that the organizations are following certain distinct strategies, the public sector strategy was the most prominent one. However, also the internal evaluation strategy could be observed to be enforced.

The public sector strategy is being applied by these organizations through policy interaction as derived from the code 'Cooperation with public officials (Appendix VII: table 15). INGO #3 just as INGO #4 and INGO #10 also engages in cooperation with national authorities in the policy-making process. All three organizations are active in networks to approach policymakers. However, INGO #4 has taken a more facilitating role within these networks. Thus, INGO #4's production of programmatic sustainability is limited in diversity as it predominantly generates trust in its involvement in education provision with public officials and other non-governmental organizations. However, INGO #4 emerged from the fieldwork as an incredibly relevant advocacy actor in education in Cambodia, an assumption that was underlined by the public official (Public Offical , 2020). Therefore, this organization has been able to generate trust in its ability to impact the policy-making process and especially the perception of the public official underlines its reach. INGO #4, unlike all other organizations, has been able to facilitate cooperation with global civil society through summits held by international stakeholders (Participant 4, 2020). Therefore, INGO #4's programmatic sustainability production has the furthest reach as it is able to establish itself as relevant

advocacy actor regarding education provision national and internationally. INGO #3 and INGO #10 are engaging in policy-making through integrating ideas into these NGO-networks but more notable through their involvement in implementation of education provision (Cooperation with public officials/implementation cooperation, table 7). Both organizations have further established personal relationships with public officials; INGO #3 is able to integrate best-practise projects from its own education provision into the dialogue with policymakers, representatives reported that the organization is supporting the implantation by public institution of these projects in public schools through material and knowledge-based cooperation (Participant 3, 2020; Participant 6, 2020). Further, the organization is involved in creating and improving curricula (Participant 3, 2020). This outlines that the production of programmatic sustainability of this organization is not merely happening on the micro-level but also the macro-level. INGO #10 lacks a direct connection to the community it is targeting and is predominantly communicating through local public officials, which is reflected in its local-engagement-score. However, the organization is engaging directly with the public schools in its targeted community and incorporating local public officials in its implementation process:" what [we] do is not just doing alone, [we] welcome cooperat[ion] with the government people" (Participant 17, 2020). However, the evaluation of INGO #10's generation of programmatic sustainability is made more complex by the representatives outlining that the communication with the local population it is aiming to reach, it strained: *"But if we want to work with come villager, they don't really understand, but if they don't believe us, they believe their commune chief or village chief or school principal"* (Participant 15, 2020). This is a strong indicator for the organization being only able to produce programmatic sustainability in regard to its cooperation with local officials but not its target group, with is reflected in the findings in table 5.The organization seems to aim to be more locally involved but has thus far not fully managed to develop a relationship with its target group, which limits the production of programmatic sustainability.

Moreover, the internal evaluation strategy is being applied by INGO #3. The organization has created a substantial monitoring system that encompasses several levels as derived from the code 'Monitoring' (Appendix VII: table 15). The organization has established internal monitoring of its students' progress which is supported with several measures to address shortcomings of students in class. The organization is thus able to differentiate between students who are learning slower than their peers, who are given access to tutoring programmes, and students who are lacking behind their in terms of academic abilities as they had not had access to education previously, who are getting access to boosting classes (Participant 6, 2020;

Participant 7, 2020). Further the organization is capable of widening the reach of its education provision by involving the communities of its students; the organization further follows an economic-capacity based approach that includes families as well as students. On the one hand INGO #3 enables students to participate in career orientation training but on the other hand INGO #3 offers business support to students' parents to increase their financial independence (Participant 3, 2020). This approach furthers the production of programmatic sustainability on a micro-level within the targeted community.

The review of the findings regarding the top-down cluster brought forth that these organizations, INGO #3, INGO #4 and INGO #10, are also applying an individualistic approach where the individual student is the focus. While the mixed-model cluster was found to engage according to a more systemic approach, that aims at improving the educational institutions and policy; the top-down cluster was found to engage in programmatic sustainability production through an individual approach, trying to improve the individuals' reception of education

Summarizing, organizations of the top-down cluster were found to predominantly produce programmatic sustainability by enforcing a public sector strategy by engaging in macro policy dialogue. Therefore, it can be argued that within this cluster, the dialogue-and-advocacy score being higher is an incremental factor in their ability to produce programmatic sustainability.

Conclusion. After having outlined the findings of the different clusters, it is necessary to reflect on these findings and outline what they mean for the interaction between the modes of engagement and programmatic sustainability. The findings of the analysis regarding the INGOs' production of programmatic sustainability has been in table 5, in which the production of the individual organizations has been evaluated according to table 3. Therefore, it was found that the large majority of organizations are able to continuously make the relevant stakeholders, student, teacher or policymakers, engage with the organizations' education provision. It was found that organizations that were assessed with a lower active-local-engagement score, which is more typical among organizations positioned towards the bottom-up end of the working mode spectrum (figure 13), tend to produce micro-level programmatic sustainability through the personal connection strategy as outlined in table 6. However, it was found that organizations with low active-local-engagement scores are more likely to produce programmatic sustainability if they also engage in the third sector strategy or the public sector strategy.

Organizations that are placed towards the top-down end of the working mode spectrum the dialogue-and-advocacy evaluation becomes more relevant. INGOs with high dialogue-and-

advocacy scores were found to produce macro-level sustainability through strong policy engagement, public sector strategy, as presented in table 6; only INGO #4 was found to be able to produce programmatic sustainability only through the public sector strategy.

As the public sector strategy and the personal connection strategy were found to be main behavioural patterns in the continuous production of programmatic sustainability as outlined in table 6. This observation leads to the assumption that the modes of engagements active-local-engagement and dialogue-and-advocacy are the main facilitators for the production of programmatic sustainability.

Table 6: Summary of stratigies identified in the production of programmatic sustainability

Degree of sustainability	Working modes		
	Bottom-down cluster	Mixed-model cluster	Top-down cluster
Continuous	INGO #1- personal connection and public sector strategy INGO #6 – personal connection, internal evaluation and public sector strategy INGO #7 – personal connection and public sector strategy INGO #9 – personal connection and third sector strategy	INGO #5 – internal evaluation and public sector strategy INGO #8 – public sector, internal evaluation and personal connection strategy	INGO #4 – public sector strategy INGO #3 – public sector and personal connection strategy
Feasible	INGO #2 – internal evaluation and third sector strategy		INGO #10 – public sector and personal connection strategy

4.3.2 Operational Sustainability

As outlined in table 7, a majority of organizations considered in this thesis were found to be able to produce programmatic sustainability according to the framework outlined in table 3 during the analysis process. In the following, the strategies that lead to this result will be outlined and discussed. Further, it needs to be highlighted that INGO #6 is not included in table 7, the data regarding its operational sustainability production was not found to be conclusive of a degree of sustainability.

Table 7: Findings regarding the operational sustainability production in accordance with table 3

Degree of sustainability	Working modes		
	Bottom-down cluster	Mixed-model cluster	Top-down cluster
Continuous	INGO #1 INGO #2 INGO #9	INGO #5 INGO #8	INGO #3 INGO #4 INGO #10
Feasible	INGO #7		
Transitory			
Temporary			

Before outlining the findings regarding the production of operational sustainability, it is necessary to outline general findings that apply to all three identified clusters. Operational sustainability was previously in table 1 defined through an organizations capability to answer to challenges presented by its physical environment. However, conducting interviews with the relevant participants as well as conducting fieldwork exposed that for the evaluation of the production of operational sustainability also other environments need to be considered (Appendix VII). It was thus found that also the social environment in which the organization is providing education is relevant to the education provision, as the organization has to be aware of costumes, believes and the socioeconomic situation of the members of the targeted community. Moreover, the political environment, meaning the responsiveness and actions of political actors, were also found to have a relevant effect on education provision. However, while the scope of operational sustainability was found to be broader than previously derived from the relevant scholarship (table 1), not all these newly found environments are equally applicable to all organizations. Depending on the organization a certain environment may of much greater importance to the effectivity of the education provision than another one. The finding that several environments can be relevant for determination of the production of operational sustainability also means that an organization is only capable of producing

operational sustainability if it can address all the environments relevant to its education provision.

Bottom-up coded INGOs. The analysis of the data regarding the bottom-up cluster disclosed that to the organizations' education provision the most relevant environments are the physical environment and the social environment. Also, the political environment plays a role to the education provision of this group however it is less significant in comparison to the previously named environments. While the organizations experience these environments in different ways, it was noted that common patterns can be detected in their behaviour addressing the challenges arising from these environments.

In regard to the physical environment, it was observed that organizations apply either prevention strategies or reaction strategies which were derived from the code 'Physical Environment'(Appendix VII: table 13). Prevention strategy thus mean behaviour that is intending to avert challenges arising from the physical environment. While reaction strategies describe behaviour answers challenges once they arise. INGO #1' representative noted that the school's facilities are at risk of flooding and that damages to the school due have been caused by extreme weather (Participant 1, 2020). However, the participant further outlines that INGO #1 has installed a maintenance unit to address these damages as fast as possible to equip the facilities beforehand, participant 1 defined the organization's approach as "preventive" (Participant 1, 2020). Further, the organization also aims at addressing its direct environment's needs to prevent damage from spreading to the school; this a description of enforcing a very literal prevention strategy. INGO #2, while affected less the physical environment, the organization is applying an in-class prevention strategy. and participant 5 did not report this to affect the organization's education provision's continuity. The teacher, participant 5, however noted that during heavy rain, attendance to classes is lower as slippery roads would present unsafe traffic conditions to students. However, the teachers are given the possibility to rearrange their semester schedule accordingly to make sure that a majority of students would not automatically miss relevant lessons (Participant 5, 2020). The prevention strategy applied by INGO #2 is signified by planning according the known conditions to prevent negative effects on its education provision. Similarly applied by INGO #6 and INGO #7 in regard to its community outreach, the outreach activities, such as awareness campaigns, are being planned around the seasons in order to achieve larger participation. INGO #7 further reported being affected by unavailability of certain resources in Cambodia, participant 11 reported that the organization is unable to procure certain resources for its education provision, leading to the

assumption that no strategy has been developed to address this challenge. INGO #9 was reported to face similar challenges (Participant 14, 2020). However, INGO #9 has been able to apply a preventive strategy by creating a network to procure materials beneficial for its education provision; participant 15 explained that individuals visiting the organization would be asked whether they would be willing to bring certain small materials with them to the school (Participant 14, 2020). INGO #9 is further reacting to challenges created by extreme weather conditions through emergency relief for the affected communities through support from volunteers and also students as a reactionary strategy. Therefore, the physical environment does not create challenges for the school's physical environment itself but the community outreach that is integrated into the education provision; however, the organization is capable to react to these challenges through its internal unity.

Further to the physical environment, derived from the code 'social environment' (Appendix VII: table 13) emerged as especially relevant from the bottom-up cluster's data. Representatives of several organizations reported their education provision being affected by the parents' unsupportiveness of the students' education. Participant 10 (INGO #6) perceived the parental attitude as:

"*The parent they have one role, is to find money for student to come but besides this they don't have any role to come to school or to follow-up of student, is the teacher['s] role or the student['s] role, that's why it's hard to engage them to come to explain about their role to see, we misunderstand between [each other]*" (Participant 9a, 2020).

Organizations in this cluster were found to address this challenge through an interaction strategy; meaning the organizations have developed a strategy to interact with the families around addressing the challenge specifically. INGO #1 has created a social department to extract this challenge to a specialized group of people that regard the students' progress and discuss with the families. Further a theme that emerged as dominate within the social environment during fieldwork was that students would drop out of the provided education as they would have to start working in order to provide income to their household to secure food being available. Thus, INGO #1 has implemented rice donations to the students' families as a mechanism to incentivize having them remain in school; the participant outlined that the portion of rice depends on whether the student in question is regularly attending classes or not (Participant 1, 2020). While INGO #9 is also engaging in food provision (outlined in chapter 4.3.1), these are not tied to the attendance of students; the organization is however intervening through a social worker if it is being signalled that a student may end their education

prematurely (Participant 14, 2020). INGO #6 is engaging in a similar strategy as it attempts to give participating families access to counselling to find out how it can be facilitated that the student remains in education (Participant 9b, 2020).

While also the political environment is of relevance to these organizations, which is indicated through the code 'Responsiveness of public officials' (Appendix VII: table 13), the organizations of this cluster did not report to experience incremental challenges in this environment. Pattern of reciprocity could be detected during the analysis. Sub-codes as such "sharing information", "interaction" and "invitation to meet" (Appendix VII: table 13) indicate reciprocity of the cooperation between the INGOs and the relevant public officials. Further, the communication with INGO #1. INGO #2, INGO #7 and INGO 9 also illuminated that the organizations are adding to the service provision of public officials, creating dependency on their side; INGO #1 is creating curricula, INGO #2 is supporting local infrastructure, INGO #7 is engaged in literacy programmes and reaching out to illiterate villagers and INGO #9 is able to engage in emergency relief, these organizations are adding to the service provision something that the pubic officials could not easily provide. INGO #6 further reported facilitating reciprocity in its cooperation with the local public officials as a challenge, however the organization is largely providing its service through cooperation with public schools and is thus able to avoid shortcomings to the education provision (Participant 9a, 2020). The interviewed public official perceiving that non-governmental actors predominantly operate on the grass-root level and that they trust NGOs to deliver quality services making oversight unnecessary (Public Offical , 2020).

Summarizing, the analysis of this cluster shows that the regulator -function is relevant to the production of operational sustainability as it allows the organizations to plan its behaviour in a way that prevents negative effects on the education provision. The local-active-engagement was further found to be relevant to the interaction strategy and thus important to the production of operational sustainability. Therefore, it can be concluded that organizations within the bottom-up are more likely to produce operational sustainability if they were assessed with a low active-local-engagement score and a low regulator-function score as this indicate strong engagement with the targeted community and strong internal monitoring.

Mixed model coded organizations. The data regarding the mixed model cluster elucidated that the most relevant environment for INGO #5 and INGO #8 is the political environment as derived from the codes 'Responsiveness of public authorities' and 'polity environment' (Appendix VII: table 14). It was observed that this cluster's organization are

applying a strategy of compliance strategy in their engagement in the political environment. Compliance strategy describes the continued interaction even when faced with difficulty, complying to changes in the environment to secure continued education provision. In their cooperation with the public officials both organizations perceive their input as being respected. INGO #8's perception reflects this notion as the representative, participant 13, argues that the organization is being consulted regarding the implementation of policies (Participant 13, 2020); INGO #5's representative mirrored a similar notion about consultation regarding policy implementation (Participant 8, 2020). Thus, this outlines that these organizations have established themselves as viable and valuable partners to education provision in Cambodia. However, INGO #8's representative notes that the actual implementation of the organizations' policy input is not taken place due to a lack of "political willingness" (Participant 13, 2020). The participant outlines that while the dialogue is perceived to be open, but still wishes for the incorporation into the implementation to be more significant. INGO #5's representative elaborated on this: "some usually when we give them something [input], they don't receive all but something that is not relevant, would not work for them maybe not" (Participant 8, 2020). However, it needs to be deliberated in how far this can be interpreted as a challenge to these organizations' education provision. Education is being provided here by giving input but also through capacity training. Thus, the organization's ability to provide these services is not being affected by the limited implementation of their input. It further has to be considered the INGOs are not decision-making institutions, hence their input should be up for deliberation by the decision-making bodies. However, both INGO #5 and INGO #8 reported feeling restricted due to the in 2015 passed Law on the Associations and NGOs. It was widely debated among legal scholars due the necessity for INGOs to be registered with the Ministry of Foreign Affairs and International Cooperation and submit quarterly reports outlining activities and funding; further authorities gained the power to fine or prohibit organizations if there activities would be perceived in contradiction to national security (Curley, 2018; The Law on the Associations and NGOs, 2015). The representative of INGO #8 made clear that due to these changes to the political environment of INGOs it became more important to facilitate a working cooperation with the public authorities (Participant 13, 2020).

In summary, both organizations are certainly also engaging in their social environment as they have staff in the field, which is reason behind both organization's low active-local-engagement scores, however since for both organizations management personal working in the head offices participated in the interview, the political environment emerged as a more

dominant theme. It nonetheless the be observed that the dialogue-and-advocacy score is significant to the production of operational sustainability.

Top-down coded INGOs. The findings of the analysis brought to light that for evaluation of the production of operational sustainability, the political environment as well as the social environment are the most relevant factors for the top-down cluster.

Similarly to the organizations within the mixed-model cluster, also these organizations perceive the political environment to be restricted as meetings between non-governmental actors have been observed by the policy and meetings have been restricted at times (Participant 4, 2020). The behavioural strategies that organizations have developed were captured through the sub-code 'political implications' (Appendix VII: table 15). Participant 18, INGO #10, noted that:" if you work alone, you cannot walk far, if you all walk together you have the opportunity to change the system, that is the best way" (Participant 17, 2020) within this context. This allows for the conclusion that also organizations within this cluster apply the compliance strategy as outlined above to evert negative impacts on their education provision through challenges from the political environment. Thus, this indicates that INGO #10 has developed a strategy of close cooperation based on respect as emphasised by participant 16:"we do it [cooperating] in a respectful way, whoever I talk to I really try to make myself just like I give value to them, just like some local authority that work for the government they really need respect" (Participant 15, 2020). INGO #10, since they are depending on cooperating with local authorities for their community outreach (outlined in chapter 4.3.1), remaining a close partner is incredibly important. INGO #4's representative explained further that the political environment in which it is working is highly effected by internal pollical conflict[2] and outlined INGO #4's attitude towards this as:" You should not go to that situation […] you have freedom but your freedom, there is some limit you cannot just pretend to do something outside that […] otherwise you cannot do anything" (Participant 4, 2020). INGO #4 is hence very stringent on being a politically neutral actor. However, Participant 4 also outlined that if the organizations is not given a voice on the national policy platform, it is able to voice its concerns on international policy platforms (Participant 4, 2020). INGO#3 was not found to be as affected by the political environment, which means that its education provision is not being jeopardized. It can here be observed that INGO #3, unlike the other two organizations within this cluster, is

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[2] The participant referred to the dissolution of the then main opposition party, Cambodian National Rescue Party in 2017 (Sokchea & Handley, 2017; Head, 2017), a period which was also characterized by heightened pressure on international organizations as in September 2017 the English-language newspaper known for its investigative journalism, Cambodia Daily, was forced to terminate its operation (Human Rights Watch, 2017).

able to remain unaffected by the political environment as it is very much locally involved and its engagement in the political environment is predominantly concerned with matters regarding its direct education provision, the organization is not performing as a policy actor. Hence, INGO #4 and INGO #3 have been able to develop behaviours that allow them to be robust to changes in the political environment, while INGO #10 is very much depending on political actors.

Even though, the social environment was found to be a significantly less relevant dimension for the top-down cluster to producing operational sustainability as derived from the code 'Social Environment' (Appendix VII: table 15). INGO #4 is not directly engaging in the social environment and is thus not facing challenges through the social environment but is also not producing operational sustainability through it. However, INGO #3's representative have reported difficulties in engaging students' parents but has adapted its schedule for parental outreach activities according to the majorities work schedule which means that such events are now predominantly being held on weekends rather than weekdays (Participant 3, 2020). This behaviour outlines that INGO #3 is also addressing this challenge through the interaction strategy. Though INGO #10 is aiming to be active in its social environment, due to the lack of a direct communication with the targeted community is not actively engaging in it and hence not able to produce operational sustainability through this environment.

Just as the social environment, the physical environment is a less important factor the top-down cluster, nonetheless it is relevant to highlight in how far these organizations are engaging within their physical environment as derived from the code 'Physical environment' (Appendix VII: table 15). It could be observed that this cluster's organizations apply preventive strategies to avert negative effects on their education provision. INGO #4 notes that challenges arose from the physical environment due to extreme weather and the organization's staff needing to travel. However, since the organization has managed move a lot of communication from the physical environment to the online environment, the effect of extreme weather conditions have become smaller and non-threatening to the education provision (Participant 4, 2020). INGO #3 however was found to be effect by its physical environment due to flooding during heavy rain. But the organization's representative also outlined that "the government, they also connect [the] main draining in this area so [INGO #3], we connect small, small one to the main one, so it's fine now" (Participant 3, 2020). Thus, INGO #3 has the capacity to prevent further negative effects on its education provision due to the physical environment. Also, INGO 10 reported being impacted in its community outreach by weather conditions but

is able to plan according to seasons to avoid cancellations and increase participation of community members (Participant 15, 2020).

In summary, the dialogue-and-advocacy score was detected to be relevant to produce operational sustainability through the political environment through the compliance. It was also found that either a low active-local engagement score or a high regulator-function score are beneficial to the sustainability production of this cluster.

Conclusion. The evaluation of the findings regarding organizations' production of operational sustainability has brought into the open that it is relevant to consider the different environments that these organizations are engaging in and to consider that different environments have a larger significance for some organization-types than others. Hence, it could be observed that the physical and the social environment were more impactful to the bottom-down cluster; this means that organization with low active-local-engagement scores are more likely to be affected by these environments and develop strategies regarding as outlined in table 8. However, these organizations are able to produce operational sustainability if they also scored low in their regulator-function evaluation as this indicates the ability to monitor internal proceedings. Further organizations, that scored high for dialogue-and-advocacy are significantly more subject to the political environment; yet, they are able to produce operational sustainability if they scored low active-local-engagement or a high to medium regulator-function score; the low active-local-engagement score indicates robustness through the organization's strong connection to the local context, while the high to medium regulator-function scores indicate a strong connection with the policymaking system which can allow for personal communication that can be a source of robustness for these organizations. Moreover, it was found that while organizations are able to produce operational sustainability by building up resilience to challenges from the social and physical environment through the interaction strategy and the prevention strategy, organizations are not entirely able to build resilience to challenges from the political environment but rather have to create robustness to these challenges to produce operational sustainability. The difference is here that through resilience the organizations' education provision may not be affected at all by challenges coming from the social and physical environment, but this is possible as these environments are predictable. The political environment was found to be more unpredictable making it difficult to built up resilience to challenges, hence organizations must built up robustness to this environment's challenges to minimize the effect challenges have on their education provision to produce operational sustainability which is outlined through the compliance strategy. Henceforth, the

production of operational sustainability is more problematic for organizations that were placed towards the top-down end of the working-mode spectrum (figure 13) as they were found to be more affected by the political environment. Whereas mixed-model organizations also found to be significantly impacted through the political environment through their engagement within the social environment have a strong capability to create robustness. Organizations placed towards the bottom-up end of the working mode spectrum (figure 13) however are more capable of producing operational sustainability since they are less intertwined with the political environment, which makes their operational sustainability production less problematic.

Table 8: Identified strategies regarding the production of operational sustainability

Degree of sustainability	Working modes		
	Bottom-down cluster	Mixed-model cluster	Top-down cluster
Continuous	INGO #1 – prevention strategy and interaction strategy INGO #2 – prevention strategy INGO #9 – reaction strategy and interaction strategy	INGO #5 – compliance strategy INGO #8 – compliance strategy	INGO #3 – prevention strategy and interaction strategy INGO #4 – compliance strategy
Feasible	INGO #7 – prevention strategy		INGO #10 – prevention strategy

4.3.3 Budgetary sustainability

In the following the findings regarding the organizations' production of budgetary sustainability will be outlined. However, prior to the analysis of the findings it needs to be noted that the data available regarding this dimension of sustainability is limited when compared to the other two dimensions as participants were more ambiguous in their answers and the researcher generally noted a lack of enthusiasm to answer questions regarding the organization's budget during some interviews. Therefore, INGO #3, INGO #4 and INGO #5 were excluded from being considered in table 9, the representative of these organizations were particularly vague which did not allow for a clear picture to emerge from the data in regard to

their budgetary sustainability production. Nonetheless, the researcher was able to generate data regarding this dimension as participants were still somewhat cooperative.

Table 9: Findings regarding the production of budgetary sustainability in accordance with table 3

Degree of sustainability	Working modes		
	Bottom-down cluster	Mixed-model cluster	Top-down cluster
Continuous	INGO #2 INGO #6	INGO #8	INGO #10
Feasible	INGO #9 INGO #7		
Transitory	INGO #1		
Temporary			

Bottom-up coded INGOs. The organizations within this cluster reported that their main source of donations comes from individual donors, thus private individuals as derived from the code 'Donor types' (Appendix VII: table 13). The organizations reported that this source of funding is on the one hand providing them with independence regarding the investment of the donations as the individual donor does not hold enough power over how the donation is being invested. On the other hand, this source of funding is highly fluctuating and unpredictable which affects the organizations' financial stability. It can be observed that this group of organizations aims at producing budgetary sustainability through a network strategy. This mean that the organization are trying to capture individual donors' interest to build a network of reliable long-term donors.

INGO #1 outlined that the organization had a base of supporters and was producing budgetary sustainability through the network strategy, but that their support has decreased due to shifting priorities, which is captured by the sub-code "shifting donor priorities" (table 5). As a result of decreased funding the organization had to make cuts to its employees' salaries to prevent the educational service quality (Participant 1, 2020), which is reflected in its classification in table 9. INGO #9's budgetary situation is similar to that of INGO #1 as the organization is also heavily reliant on individual donors. However, the organization, through its strong enforcement of the network strategy has been able to create a network of supporters

that the organization can rely on for financial support. The participant outlined this with an anecdote about emergency health care that would not have been covered by the organization's budget:

"*We had 3000 dollar bill and couldn't afford to pay, I think we are strong enough and trusted enough within our community of past volunteers and donors and it took an email:' last night I made a call guys, it turns out she's ok and she would have probably been ok at the free clinic but here's why I did what I did, here's the bill that we have to cover.' "* (Participant 14, 2020).

The organization is thus able to procure funding for its general education provision and out-of-ordinary services through its strong network of supporters. While the participants did not categorize the organizations financial situation as stable, due to the generally infrequency of donations, they also did not note that the service provision had been impacted. INGO #7's management was, after internal changes due to the founders becoming unable to support the fundraising, able to shift to the network strategy. The organization is able generate funding through its connection with the local community the students' parents were willing to support to organization financially as much as they can, allowing the organization to continue its service provision without any larger shortcomings. The organization is further able to procure funding through its communication with former volunteers (Participant 10, 2020). Nonetheless, participant 10 and participant 14 noted during the interviews that the organizations are unable to plan far ahead as their main source of funding is very fluctuating which is reflected in table 9.

INGO #2 and INGO #6 experience less financial volatility as these organization are funded through a different source, which is reflected in table 9. However, in regard to their production of budgetary sustainability no clear patterns can be distinguished but rather individual behaviour. INGO #6's income is organized through grants; thus, the organization has to submit proposals to other organizations, foundations or trusts that give out project funding. Hence, if the organization's proposal is granted all costs for a certain part of its education provision, including material costs and staff's salaries, are being covered for the run-time of the cooperation (Participant 9a, 2020). This source of funding gives the organization greater financial stability, however the representatives reports indicated larger dependency as the provided education could not be easily adapted, as the conditions of the funding have been previously determined and agreed upon contractually. Further, the donor contact is not being governed by INGO #6 itself but rather its headquarter outside of Cambodia, this makes the

organization dependent on other stakeholders' demands. INGO #2 is able to predominantly cover its education provision and the included community outreach through tuition as teachers are exclusively volunteers who are not being provided a salary (Participant 2, 2020). The organization is hence able to acquire financial stability through this strategy, yet it is depending on a steady involvement of volunteers.

In summary, the organizations are all reliant on one particular source of funding which makes them depended on that source continuing to provide income to their education provision. It can further be outlined that the regulator-function is especially relevant to the production of budgetary sustainability as the organizations need to prove themselves to be transparent actors who are keeping themselves accountable.

Mixed-model coded INGOs. It was found that the mixed-model organizations are predominantly procuring their funding through proposal-writing from other organizations, foundations or trusts. However, INGO #5 noted that the availability of such funding has also decreased which has led to "the scope of implementation [being] restricted" (Participant 8, 2020). INGO #8 elaborated on the decrease of available funding, noting that since Cambodia's economic performance increased, donor institution have shifted their focus (Participant 13, 2020). INGO #5's representative was very vague in their further statements about the financial situation of the organization. INGO #8's representative outlined that the organization is depending on meeting its donor institutions' demands:" So, you see if you are to implement it, you are able to get the fund from those requirements but you cannot negotiate with them" (Participant 13, 2020). The participant further perceives the specific context of the organization's education provision, its environment as outlined in Chapter 4.3.2, is not being considered by the donor institutions as the mentioned requirements are standardized. The organizations' intend to continuously produce budgetary sustainability can be contradictory to its production of operational sustainability as that dimension needs for flexibility to adapt to changes within the relevant environments. INGO #8 has also included the community in the funding of the school facility improvement projects in order to sustain the quality of education provision and to increase the sense of local ownership through the contribution.

In summary, the analysis of INGO #5's budgetary sustainability production is not possible due to ambiguity of the data. However, for the case of INGO #8 it can be argued that the organization is able to produce budgetary sustainability due to its commitment to its donors' requirements. The case of INGO #8 further outlines that the regulator-function score, is of great important to the production of budgetary sustainability.

Top-down coded organizations. Within the top-down cluster it was not possible to make out a clear theme regarding a dominant source of funding. INGO #4 reports that it procured funding through international organizations, but, similar to INGO #8, was faced with considerable requirements that were not perceived to be adequate to the organization's context (Participant 4, 2020). The organization was unable to prolong the cooperation with many of its donors, the representative also named the changes to the economic performance as well as the internal political context as the reason. Thus, the organization is currently looking to integrate new sources of funding to secure more stability for its financial situation. However, the participant did not elaborate precisely in how far the organization is currently having an income. INGO #10 is predominantly receiving funding through proposal-writing, however the representatives outlined that the organization is experiencing great independence in regard to its education provision:

"[…] for [the] education programme most of the grand provided, they really trust our work and when […] they like the way we do [this] because they think that, we are Khmer so we know how to work with our own people better than them, so they trust the way we communicate with our people" (Participant 15, 2020).

While this paints a drastically different picture to the experience of INGO #8 and INGO #4, INGO #10 did not report to be overly impacted by donor requirements and is very much in control of adapting its education provision according its own needs. The organization tried to further diversify its funding sources by also including the targeted community as a source for certain projects, the organization reported to have faced criticism over this but reports to have nonetheless been able to introduce community-fundraisers (Participant 15, 2020; Participant 17, 2020). INGO #10 is thus able to create a financially stable situation for itself.

INGO #3 is procuring donations through different sources as it targets companies as well as individual donors. While representatives note that donors are generally not endlessly reliable, they describe INGO #3's financial situation as stable. No further assumptions regarding the financial situation of INGO #3 can be made due to the organization's structure of division of responsibility ('Internal Structure/ Division of responsibility', table 7), the interviewed representatives were not in charge of funding and had only minimal insight.

In summary several strategies regarding the production of budgetary sustainability could identified while limited data was available, it can be concluded that INGO #3 and INGO #10 are able to produce budgetary sustainability as they procure funding through several sources

are thus not interlay reliant on a single source. INGO #4 is in a traditionary phase in regard to it funding and which makes it problematic to evaluate its production of budgetary sustainability.

Conclusion. As predominantly no overarching behaviour patterns were detected among the working mode clusters, no summarizing table was created for the previous two sustainability dimensions. While the data available presented an issue to the analysis of INGO #3's, INGO #4's and INGO #5's production of budgetary sustainability, the overall analysis resulted in relevant findings regarding budgetary sustainability. It was found that if an organization has been placed towards more towards the bottom-up end of the working-mode spectrum (figure 13) then it is more likely to be reliant on individual donations, while organizations placed closer towards the top-down end of the working-mode spectrum are more often reliant on receiving grants. It was further found that these types of funding have different impacts on the production of budgetary sustainability. Individual donations do not grant the organizations with great stability as the reception of this type of funding is very unpredictable, however due to small (in comparison to granted proposals) amount an individual invests in the organization their power to have requirements regarding the education provision is very limited. Nonetheless, organizations need to be able to prove that they are trustworthy actors, hence it is necessary that the organizations have a strong regulatory system. Furthermore, organizations predominantly funding their education provision through grants reported a higher degree of financial stability but also less independence due to donor institutions' requirements. It was further observed that organizations' funded through grants were likely to have been assessed with a medium to high dialogue-and-advocacy score; while, organizations receiving individual donations were more likely to have scored a low active-local-engagement score. It was hence noted that organizations that are able to procure funding through several sources had the most beneficial conditions to produce budgetary sustainability.

4.5 Findings of analysis

After having outlined the production of the three dimensions of sustainability through the three identified working mode clusters, certain conclusions in regard to the research questions can be made. However, the analysis of sustainability production also brought to light more research is necessary to understand the relationship between modes of engagement and dimensions of sustainability.

In regard to answering the first sub-question, it is relevant to not that it could be observed that the organizations form different clusters produced sustainability through different

strategies. Organizations that were assessed with very evaluated with very low active-local-engagement scores were found to build their sustainability production around their close community engagement. These organizations are able to utilize their strong connection to their targeted community to produce sustainability through the personal connection strategy and interaction strategy. Being able to generate trust in its educational provision was found to be incremental for the bottom-up cluster as this meant that organizations have the relationship necessary to address students possibly dropping out. Further, in the case of INGO #7 the strong relationship to the community was even relevant to sustaining the organization financially. For the bottom-up cluster the production of programmatic sustainability was found to be a key factor to their overall production of sustainability. However, In Chapter 4.3.1 it was outlined that while INGO #7 and INGO #9 scored identical modes-of-engagement score, their strategies to produce sustainability were found to be different. A significant difference was the strong 'family'-bond that INGO #9 was able to create between itself, its students, volunteers and visitors. While within the framework of this study, the researcher was unable to study how this difference came to be, a study regarding the impact of different leadership types on inter-organizational development within the context of INGOs in ALS could possible produce evidence about why these organizations behave differently, even though their framework is identical.

It was further found that organisations that have been evaluated with a high advocacy-and-dialogue score are able produce sustainability through the connection to policymakers. However, their production of sustainability is at increased risk of being impacted by political challenges, due to the higher likely of being active in the political environment. This was found to be especially true for organizations that were also found to have a high regulator-function score. For the mixed-model cluster and the top-down cluster, it was found that the production of operational sustainability is most significant as the organizations observed to be more likely to be active in the political environment. However, these organizations were found to be are able to minimize the challenges posed by political environment through the compliance strategy or if they are able to minimize their exposure to the political environment by focusing on their active-local-engagement. This leads to the observation that the combination of the active-local-engagement score and the dialogue-and-advocacy score is incremental for the production of sustainability. However, more research needs to be conducted to outline how these two modes of engagement are in relation to another.

In regard to answering the second sub-question, the most ideal conclusion would have been if the findings allowed for the formulation of hypothesis regarding the interaction of the working modes with the different dimension of sustainability. However, no clear relationships between the working modes the dimensions of sustainability could be detected. It was observed that the interaction of the working modes and the dimensions of sustainability is depended on the individual organization and its composition of modes of engagement. Therefore, more research is necessary to understand how different compositions of working modes interact with the dimensions of sustainability.

5 Conclusion

This thesis aim was bring to light to INGOs effect sustainability in education provision in ALS; to find an answer to this research problem it was therefore studied how INGOs with different working modes produce sustainability and how the working modes interact with different dimensions of sustainability. The researcher produced knowledge regarding the outlined research problem by conducting interviews with individuals working work for INGOs providing education in Cambodia. During the fieldwork, the researcher gained an insight into the environment and context in which the studied organizations work, which largely informed the analysis. The conducted interviews where analysed in regard to common patterns through qualitative content analysis; the transcripts were hence coded according to practises of qualitative coding. The thesis produced a more nuanced understanding of INGOs' working mode and was able to find that that organization's with working modes produce sustainability through different strategies.

The analysis of the studied organizations illuminated an immense diversity of working modes. Based on the current scholarship it was assumed that there are merely two dominant types of behaviours that INGOs show. However, this research project was able to show that INGO's behaviour is significantly more nuanced as depictures by the working mode spectrum (figure 13). This understanding is incredibly relevant to how INGOs are being viewed not just by researchers but by donor institutions. This finding shows that INGO cannot be understood through binary means but that the composition of their modes of engagement outlines more realistically how they behave. By considering this the evaluation of INGOs as actors in development cooperation can become more nuanced; the here developed understanding can lead to more clarity when wanting to understand which organization is most suitable to approach for a specific programme. However, this typology as outlined in table 4 needs to be enhanced through future research; more data is necessary to grasps the mixed-model approach.

Lastly, in regard to the overall research question, INGOs' intervention in education provision in an Area of Limited Statehood, here the Kingdom of Cambodia, was found to effect sustainability positively. The studied actors are able address overarching issues such as students' dropping out school and the lack of qualified teachers in a way that understands and addresses the root of these issues. However, it was found that the relationship to donors can significantly impact the INGOs' service provision. Therefore, it should be considered by donor institutions that locally actively INGOs are an incredible asset to development cooperation through their in-depth knowledge of local communities and national policymakers. Their close connection to these groups gives INGOs from all ends of the working mode spectrum (figure

13) the opportunity to understand the needs and rationales of these stakeholders and are therefore able produce sustainable service provision. These stakeholders' thoughts, concerns and aims need to be considered more carefully in the planning of development cooperation as it is not possible to address the area of limited statehood without their input. INGOs are able to facilitate a stronger communication between donor institutions and local stakeholders, their voice should thus be given greater importance.

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Appendix I: Research Environment Selection

Table 10: Reseach enviroment selection process

County name	Basic Administration (BTI, 2018), 10 (best) – 1(worst)	Techer/pupil ration (primary/secondary) (World Bank, 2016)	Primary Enrolment vs secondary education completion (World Bank, 2016)	Government expenditure on education as % of GDP (World Bank, 2013)
Afghanistan	4	NA	83.1% (completion)	3.4
Angola	4	NA	NA	NA
Cambodia	5	42.5 (primary) 20.4 (secondary)	92.8 % vs. 68.3%	1.9%***
Cameroon	5	60.8* (primary) 47.3 (secondary	95.3%* vs 89.4**	2.8
Central African Republic	1	83.4 (primary)	NA	NA
Chad	3	103.6 (primary) 89.7 (secondary)	74.5% vs 57.1**	2.9
Congo, DR	2	NA	NA	2.1
Congo, Rep.	4	NA	NA	4.0***
Eritrea	3	44.3* (primary)	37.7%* (enrolment)	NA
Guatemala	4	NA	87.2% vs. 79.8%	2.8
Guinea	5	51.4 (primary)	78.9% (enrolment)	2.6
Haiti	2	NA	NA	NA
Iraq	3	NA	NA	NA
Lebanon	4	NA	84.4% vs. 84.6%	2.5
Lesotho	5	40.6 (primary)	80.5% vs. 68.4%	NA
Libya	1	NA	NA	NA
Madagascar	5	40.7 (primary) 96.1 (secondary)	65% (completion)	2.1
Mali	5	NA	62.1% vs 66.6%	3.3
Mozambique	5	53.6 (primary)	88.6 (enrolment)	6.5
Myanmar	3	23.3 (primary) 30.4* (secondary)	97.7%* vs 83.9%	NA
Nepal	4	23.2 (primary) 39.2 (secondary)	96.8% vs 94.5%	3.5
Niger	3	40.5 (primary) 364.4* (secondary)	63.8% vs 47.1%	4.9
Nigeria	4	NA	NA	NA
Pakistan	5	30.2* (secondary)	77.8% vs 85.6%	2.5
Papua New Guinea	4	NA	77.7% (enrolment)	NA
Sierra Leone	5	41.2* (secondary)	99.2% vs. 84.1%	2.4
Somalia	1	NA	NA	NA
South Sudan	2	NA	NA	1.1
Sudan	3	NA	59.6% vs 96.6%	NA
Syria	2	NA	NA	NA

Tanzania	5	41.8 (primary)	80.8% (enrolment)	3.5***
Venezuela	5	NA	88.9% vs 74.6%	NA
Yemen	2	45.3 (primary)	83.3% (enrolment)	NA
Zimbabwe	4	NA	NA	7.4

Appendix II: Sampling

Table 11: Overview of case sampling process

Organization reference number*	Date of first contact	Working mode	Active since	Rational behind working mode	Reponse
INGO #1	21.11.2019	Top-down	1993	• Involved students remain in public school and are supported through materials (Online source 1, 2020) • Cooperation with MoEYS in regard to developing curriculum (Online source 1, 2020)	Affirmative
INGO #2	10.12.2019	Bottom-up	2006	• Provides education through its school (Online sources 2, 2020) • Is interacting with local community through local NGOs (Online source 3, 2020; Online source 4, 2020)	Affirmative
INGO #3	10.12.2019	Bottom-up	2003	• Operates its own education facilities but also cooperation with public schools (Online source 5, 2015) • Strong support of the community through active involvement (Online source 6, 2015)	Affirmative
INGO #4	21.01.2020	Top-down	2002	• Umbrella organization that predominantly involved in policy dialogue with the government (Online source 7, 2020)	Affirmative
INGO #5	21.11.2019	Top-down	1991	• Education provision through cooperation with MoEYS and other NGOs (Online source 8, 2020) • Provision of capacity building training to public schools (Online source 9, 2020)	Affirmative
INGO #6	10.12.2019	Bottom-up	2009	• Classes for children at its own school (Online source 10, 2015) • Support of the local community through	Affirmative

				• financial aid (Online Source 11, 2015) • Support of public education (Online Source 11, 2015)		
INGO #7	19.12.2019	Bottom-up	2003	• English classes are being provided in its own school (Online source 13, 2007) • Activities involving the local community (Online source 12, 2007)	Affirmative
INGO #8	18.12.2019	Top-down	2002	• Strategic involvement in curriculum development (Online source 14, 2020) • Teacher training programmes (Online source 15, 2020)	Affirmative
INGO #9	19.12.2019	Bottom-up	2009	• English classes are provided in the organizations school (Online source 16, 2015) • Involvement with the local community through food support (Online source 17, 2015)	Affirmative
INGO #10	19.12.2019	Bottom-up	2007	• Sponsorship programmes for students (Online source 19, 2020) • Provision of English and Computer classes in its own school (Online source 18, 2020)	Affirmative
INGO #11	10.12.2019	Top-down	1973	• Involved in improving school governance (Online source 20, 2018)	Not available during fieldwork
INGO #12	10.12.2019	Top-down	2007	• Teacher training (Online source 21, 2019) • Partnership with the government to improve education (Online source 21, 2019)	No response
INGO #13	21.11.2019	Top-down	2008	• Education provision through teacher training (Online source 22, 2020)	No response
INGO #14	21.11.2019	Top-down	2003	• Training of teachers (Online source 23, 2020) • Collaboration with MoEYS to influence the degree of literacy (Online source 23, 2020)	No response

					Providing of Khmer textbooks (Online source 23, 2020)	
INGO #15	21.11.2019	Top-down	1952	•	Reform of the education sector through cooperation with the MoEYS (Online source 24, 2020)	No response
INGO #16	21.11.2019	Top-down	1970	•	Collaboration with the MoEYS to improve the education sector (Onlline source 25, 2020)	No response
INGO #17	18.12.2019	Top-down	1970	• •	Implementation of behavioural guidelines (Online soure 26, 2020) Education quality control (Online soure 26, 2020)	No response
INGO #18	19.12.2019	Top-down	2002	•	Scholarship programme (Online source 27, 2020)	No response
INGO #19	10.12.2019	Bottom-up	2003	• •	Involvement of parents in education programme (Online source 28, 2019) Providing education in its own school (Online source 29, 2019)	No response
INGO #20	10.12.2019	Bottom-up	2002	•	Provision of education through its own facilities (Online source 30, 2020)	No response
INGO #21	10.12.2019	Bottom-up	1993	•	Encouraging children to go to school through cooperation with the community and community leaders (Online source 31, 2019)	No response
INGO #22	10.12.2019	Bottom-up	1992	•	Preparing education for students with disabilities by addressing infrastructural needs in the community (Online source 32, 2020)	No response
INGO #23	10.12.2019	Bottom-up	2012	•	Support for girls' access to education through an organization owned centre (Online source 33, 2019)	No response
INGO #24	10.12.2019	Bottom-up	1991	•	Cooperation with various public school to organize activities there (Online source 34, 2020)	No response
INGO #25	10.12.2019	Bottom-up	2001	•	Education provision through several educational facilities	No response

				owned by the organization (Online source 35, 2020; Online source 36, 2020)	
INGO #26	10.12.2019	Bottom-up	2007	• Additional learning assistance (Online source 37, 2020) • Boarding open for students (Online source 37, 2020) • Assistance through materials (Online source 37, 2020)	No response
INGO #27	19.12.2019	Bottom-up	2008	• Additional education support (Online source 38, 2019)	No reponse
INGO #28	10.12.2019	Bottom-up	2006	• Education provision solely through its own school (Online source 39, 2016)	No response

*This table includes all contacted organizations, however the ten organizations that participated in the study were assigned a number first as part of the study and thus they appear first in the list

Appendix III: Participants

Table 12: Summary of participants

Participant	INGO	Position in INGO	Consent procedure	Data preservation	Interview date	Interview Length	Location (Province)
1	INGO #1	Education Manager	Written	Fieldwork notes	20.01	00:45:00	Phnom Penh
2	INGO #2	Director	Written	Recording	21.01	00:44:20	Phnom Penh
3	INGO #3	Local Engagement manager	Written	Recording	22.01	00:45:23	Phnom Penh
4	INGO #4	Director	Written	Recording	23.01	01:05:19	Phnom Penh
5	INGO #2	Teacher	Written	Recording	24.01	00:40:02	Phnom Penh
6	INGO #3	Education Manager	Written	Recording	30.01	01:00:19	Phnom Penh
7	INGO #3	Teacher	Written	Recording	30.01	00:39:05	Phnom Penh
8	INGO #5	Director	Written	Recording	31.01	01:01:02	Phnom Penh
9a	INGO #6	Education Manager	Written	Recording	03.02	01:20:35	Battambang
9b	INGO #6	Team leader	Written	Recording	03.02	01:20:35	Battambang
10	INGO #7	Director	Written	Recording	04.02	01:00:56	Siem Reap
11	INGO #7	Teacher	Written	Recording	04.02	00:32:42	Siem Reap
12	-	Public Official	Verbal	Recording	05.02	00:30:28	Phnom Penh
13	INGO #8	Director	Written	Recording	10.02	00:58:21	Phnom Penh
14	INOG #9	Director	Written	Recording	11.02	00:55:57	Siem Reap
15	INGO #10	Education Manager	Written	Recording	11.02	00:41:42	Siem Reap
16	INGO #10	Teacher	Written	Recording	11.02.	00:28:26	Siem Reap
17	INGO #10	Director	Written	Recording	11.02	00:32:44	Siem Reap
18	INGO #9	Teacher	Written	Recording	12.02	00:27:46	Siem Reap

Appendix IV: Interview guides

Interview Guide - education managers or director

Introduction *identical for interview participants*: Thank you for taking the time to talk to me today and being part of my research project. I am conducting interviews with people working with INGOs here in Cambodia as part of my master thesis at the University of Tartu. I am able to undergo this field in Cambodia through the support of the Archimedes Foundation and European Union Regional Development Fund. The interview will probably take one hour, if you are unable stay for the whole interview, just let me know and we can wrap up sooner. Since this is part of master thesis, I will present the thesis in June and afterwards the thesis will be published online through my university. So, the thesis I will write based on my research will be publicly available. I can send you the to link the completed thesis once it is online but I will also prepare a summary of my results for you and your organization, I will be able to send this to you by June.

So, before we start the interview, as stated in the informed consent form, I would like to record our conversation to have better data for my thesis. But if you are not comfortable with being recorded, just let me know and I will take notes during our conversation. Also, if there are some things that you would like to say of record, you can always say so and I will turn off the recording. Do you have any questions about the informed consent form before we start?

Ok, could you tell a little about your position here at….?

How long have you been working here?

What are your responsibilities in this position?

Starting of the official interview:

1. In how far do you track your students' progress?
   a. Are you able to react when a student is falling behind?
   b. Do you track their progress after they leave your school/project?
   c. Could you tell me a little about where students go after?
2. How are you able to directly engage with local community surrounding your school/project?
   a. In how far does rainy season effect your ability to do so?
   b. Do you experience difficulties getting supplies to the school?
      i. How do you react to that?
3. How would you describe your work with the public sector?

      a. In how far are you able to integrate some of your ideas?

      b. What is the dialogue with them generally like?

4. How much are you able to track the progress of local/national education policy?

      a. Are actors involved willing to cooperate?

      b. Are you able to note on possible issue with implementation?

5. How would you describe your relationship with your donors?

      a. Has the influx of donations been steady?

         i. Why not?

      b. Do you feel independent to pursue your work?

      c. Are all your expenses covered?

Conclusion, *identical for all interview participants:* That was already my last question. Thank once again for taking the time to talk to me, the conversation was very insightful. Do you have any questions for me?

Interview Guide – Teachers

1. Are you able to track your students' progress over time?

      a. If you student is falling behind, how are you and the school reacting?

      b. After your students leave the school, are you able to stay in touch?

      c. Do you know where your students usually go after?

2. Would you say that the school/project is involved in the community here?

      a. Do you experience any difficulties with that when its rainy season for example?

      b. Are there any issues with getting materials to the school at times?

3. How would you describe the contact with public officials?

      a. Do you think that your organization is able to integrate ideas?

4. How has national/local education policy influenced your work as a teacher?

      a. What could be better?

      b. Are you able to voice your concerns or ideas?

5. Are there funds available for your classes at all times?

      a. Have there sometimes been times when you lacked materials?

b. How would describe the shape of your classroom, are you satisfied with the teaching environment?

c. Are you able to teach your classes the way you think its best?

Interview Guide – Public Official

1. In how far do you track the education provided by INGOs?

    a. How many students are receiving education through INGOs?

    b. Do you know how the students in INGO schools perform in state exams for example?

2. In how far has the local community been impacted by the engagement of INGOs in Cambodia?

3. How would you describe your cooperation with INGOs?

    a. Which channels do you use to communicate with them?

    b. In how far are you able to work with their education models in regard to providing education in public schools?

    c. What is the dialogue with them generally like?

4. In how far have INGOs contributed to national education policy?

    a. In how far has their contribution been of value?

    b. Do you think that all actors involved in education provision are willing to cooperate with the laid-out education policy?

    c. Where do you see possible challenges with the implementation?

5. How do the government and INGOs complement each other in the funding of education policy?

Appendix V: Consent to participation

Informed Consent to Participate in Research

"Service provision by International Non-Governmental Organizations in Areas of Limited Statehood: An examination of INGOs' impact on sustainability in education provision in the Kingdom of Cambodia"

Dear Sir or Madam,

I kindly request your participation in the research project "Service provision by International Non-Governmental Organizations in Areas of Limited Statehood: An examination of INGOs' impact on sustainability in education provision in the Kingdom of Cambodia", carried out by the Master's student Jasmin Schmitz of the University of Tartu's Johan Skytte Institute of Political Studies; the research is funded by the European Union Regional Development Fund and the Archimedes Foundation. You are being invited to participate in this project as you are part of an (international) non-governmental organization that is working to provide primary and/or secondary education in Cambodia and have thus knowledge of how education is most successfully implemented through development cooperation. This form was made to give an overview over of the research project, to help you decide if you would like to participate. If anything is unclear to you, please do not hesitate to contact the researcher right away or contact her at jasmin.schmitz@ut.ee .

Purpose of the study: The aim of this study is to illuminate strengths and weaknesses of development cooperation regarding the provision of education to better understand how global inequalities can be fought. Development cooperation is a complex and wide policy issue that touches upon many different policy areas; therefore, it is relevant to understand how the local population is affected by international aid. This research is henceforth focused around the question: How does the intervention of non-governmental organizations in education provision effect local sustainability in areas of limited statehood? This study targets the issue of how capabilities necessary for independence from external aid can be built up in local communities. It is the researcher's aim to produce not only a Master thesis based on the research findings but also executive summaries of the results for the involved organizations. Also, a policy brief will be produced which the participating organizations may use for their further work.

Procedures used in this study: As part of the participation in this project, the researcher from the University of Tartu would like to interview you for approximately 60 minutes. The researcher will ask you questions regarding your involvement in the NGO as part of the interview. Further, there will be questions about your perspective of how your NGO engages with the local community and what you think is most effective to develop sustainable education in Cambodia. To ensure that the researcher is basing her analysis on accurate information, the interview will be audio-recorded. Of course, you have

the option to refuse being recorded, you can tell the researcher before the start of the interview. The data will then be recorded with the researcher's phone and transferred to the researcher laptop immediately where the data will be encrypted. The audio file will be deleted from the phone. The actual audio file will be deleted after the interview has been transcribed. Furthermore, the transcription will be destroyed after the researcher has completed her research.

Possible risks and benefits for participation: The conducting of this research project entails a very low degree of risk for the participant. The researcher will take appropriate measures beforehand to protect the identity of individuals involved as well as the NGOs they are working for; anonymity will be thus be guaranteed as part of participating in this study. Each organization will be assigned a number by the researcher, this number will be used to refer to the organization and every interview participant from it throughout the whole study. Which number consists with which organization won't be made public at any point in time; only the researcher and her supervisors will have access to the organizations' and participants' real names. Yet, participants have the right to end their participation at any given point in the research. While participation is this study may not offer participants direct benefits, however the accumulated knowledge may be useful for your organization's further projects. Hence, if you wish to receive a summary of the researcher's findings, it will be forwarded to you after the end of the study.

Anonymity and confidentiality of personal data: The participants identity, including name, address, email address, telephone and other information, will remain strictly confidential and won't be part of the thesis that will be produced with the collected data. Therefore, each participant will be given a number, that will be used in text. Except the researcher herself only the researcher's supervisors will able to access the raw data such as individual's identities and the transcribed interviews, while the study is still ongoing, the data will be protected through encryption. In the thesis itself it will however not be possible to trace back statements to specific people, you won't be identifiable. Furthermore, the audio files will be destroyed as soon the interview has been transcript, the transcript will be further destroyed after the conclusion of the study, which will be in June 2020.

Rights of research participants: You have the right to end your participation in this study at any point during the interview for any reason. Ending or refusing participation will have no consequences for you regarding your relationship with the researcher or the University of Tartu. In case any issues surface due to having participated in this study, you are advised to contact the researcher's supervisor. Further, the signed consent form will remain with the researcher. Only the researcher herself and relevant academic personnel (the supervisors) and anybody required by law have access to the signed consent form. Thus, your participation won't be disclosed through the consent form; this document won't be part of any possible publications.

Informed consent: You are deciding to participate in this research independently and freely. This means that you are agreeing to be interviewed and that the consent form and study were explained to you and

that you understand it. All of your questions have been answered and you have decided to participate in this research project.

If you have any questions before or during the study, you should talk to the researcher or her supervisors, Kristina.muhhina@ut.ee and Hector.pagan@ut.ee . You will be given a copy of this document for your own records.

Phnom Penh, _____, _____, _____

_____   _____

The Researcher   *The Participant*

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Appendix VI: Deduction of the working mode realms are described by the rules of interpretation

Deduction of the working mode realms are described by the rules of interpretation

In order to mathematically define the working mode realm, it is necessary to follow the outlined rules in combination with the information outlined in table 4. In order to define the borders of the realms it is necessary to define the smallest possible combination as well as the largest.

1. *If all modes of engagement were evaluated with a category belonging to the same working mode, there working mode shall interpreted as classic case of the working mode*

The first rule thus outlines the existence of two classic realms on each far-end of the spectrum, classic bottom-up and classic top-down. Since for this rule to apply all three mode of engagement need to have been evaluated with scores assigned to the same working mode. In regard to bottom-up this means that the smallest possible combination $1 - 1 - 1$, thus marking 3 the starting-point point of this realm. The largest possible combination of possible bottom-up scores is thus $2 - 2 - 2$, which marks 6 as the endpoint of this classic bottom-up realm. Mode of engagement score combinations that exceed the last combination are captures by the first rule. In the case of the classic top-down realm, the smallest possible combination of mode of engagement scores is $4 - 4 - 4$, as 4 is the smallest score to belong to the top-down space outlined in table 4. Thus, the starting point of the realm is defined as 12 on the working mode spectrum. The endpoint of the realm is defined by the largest possible combination which is $5 - 5 - 5$, marking 15 as the endpoint of the classic top-down realm. Henceforth, the classic bottom-up realm reaches from 3 until 6 on the working mode spectrum and the classic top-down spectrum ranges from 12 until 15 on the working mode spectrum.

2. *If out of the three modes of engagements two indicate one working mode, while one mode of engagement was found to indicate to other, the organization's working mode shall be interpreted as a hybrid working mode, of the working mode with characteristics of the other working mode regarding the outlying mode of engagement.*

The second rule outlines that there are two hybrid realms of each working mode. In order to define the lower-end borders of the realms, the smallest possible combination of two mode of

engagement scores needs to be considered and then the smallest score of the other working mode needs to be considered. This marking the starting point of the bottom-up with top-down characteristics as 6, through the smallest possible combination $1 - 1 - 4$. The starting point of the top-down with bottom-up characteristics realms is marked through the smallest combination $4 - 4 - 1$ at 9 on the working mode spectrum. The endpoints of both realms are defined by the two largest scores of each working mode in combination with the largest mode of engagement score of the other working mode. Which marks the endpoint of the bottom-up with top-down characteristics at 9 through the combination $2 - 2 - 5$. The endpoint for the top-down with bottom-up characteristics realm is hence marked through $5 - 5 - 2$ as 12. Therefore, the bottom-up with top-down characteristics realm ranges from points 6 to 9 on the working mode spectrum, while the top-down with bottom-up characteristics realm ranges from point 9 to 12 on the working mode spectrum.

3. *If two modes of engagement indicate one working mode, while the outlying working mode indicates intermediation, the organization's working mode shall be interpreted as a moderate form of the majorly indicated working mode as the other working mode has not been indicated.*

The third rule also defines two hybrid types of working modes, however this rule defines the moderate version of each working mode by being paired with the intermediate score as displayed in table 4. Thus, the starting point of the moderate realms is defined by the smallest mode of engagement scores of each working mode occurring twice and being paired with the intermediation score, 3. Hence, the starting point for the moderate bottom-down realm is made up of the engagement score combination $1 - 1 - 3$, placing it at point 5 on the working mode spectrum. The starting point for the moderate top-down realm thus is defined through the combination of $4 - 4 - 3$, placing it at the point 11 on the working mode spectrum. The endpoints of each realm are defined through the highest mode of engagement score occurring twice while also being paired with the intermediation score. Therefore, the endpoint of the moderate bottom-up realm is marked through the mode of engagement score combination $2 - 2 - 3$ at 7. While the moderate top-down realm is ended with the largest possible combination of $5 - 5 - 3$ placing it at 13 on the working mode spectrum. Therefore, the moderate bottom-up realm reaches from point 5 until point 7 on the working mode spectrum; the moderate top-down realm ranges from point 11 to point 13 on the working mode spectrum.

4. *If two modes of engagement indicate intermediation, while the outlying mode engagement indicates a working mode, the organization's working mode shall be*

interpreted as a mixed model approach with characteristics of the indicated working mode, the indication of the working is not overwhelming in this case it cannot be interpreted as the overall working mode.

The fourth rule describes two modes of engagement being evaluated with the intermediation score, 3, while being paired while a mode of engagement score from one of the working modes. To find the starting point of the mixed model with further characteristics realm, the smallest possible combination needs to be considered. This being $3 - 3 - 1$, places the starting point at 7. The largest possible combination, which defines the endpoint of the realm, is $3 - 3 - 5$ placing it at 11. Henceforth, the mixed model with additional characteristics realm ranges from point 7 until 11 on the working mode spectrum.

5. *If both working modes are indicated through one mode engagement while also intermediation is being indicated by one mode engagement, the organization's working mode shall be interpreted a classic mixed model working mode.*

The fifth rule describes the case of both working mode being represented while the intermediation being indicated by the mode of engagement scores. The starting point of the mixed model realm is thus defined by the lowest scores of each working mode and the intermediation score; this led to the combination $1 - 4 - 3$, placing the starting point at 8. The endpoint of this realm is defined by the largest scores of each working mode and the intermediation score, making up the combination $2 - 5 - 3$, which places the endpoint at 10. Hence, the mixed model realm ranges from point 8 until point 10 on the working mode spectrum.

Appendix VII: Coding framework

Table 13: Bottom-up cluster coding frame

Sustainability Dimension	Code	Sub-Code	Definition	Example	Number of segments
Programmatic Sustainability	Private Sector Cooperation	Unrealiable	The Participant perceives the cooperation with private corporations as unreliable	"They [corporations] don't have social responsibility; they don't have to invest their money" (Transcript 10, p.9)	2
	Evaluation	No policy measurements	The participant noted the policy progresses are not being traced in anyway by the organization	"For us we are just a small part of the education policy, we do not have exact measure or the system to check" (Transcript 2, p.7)	1
		Research-based actions	The participant outlines that the organization is basing its actions is prior conducted research	"we start to study and engage with local community and take some basic survey and make a field visit also and make a decision with our team, so that's how we do" (Transcript 2, 6)	6
		Evaluating of policy progress	The participant explains that the organization has a system in place to trace the progress of governmental educational policy	"we see the reports, their strategy, as we join the congress also, we can know the problem and what their success cases and what their direction to new academic year" (Transcript 9, p.13)	10
		No Alumnus tracing	The participant outlines that the organization is not tracing the progress of the beneficiaries after the conclusions of their participation or the conclusion of the project	"Actually, we have just only from grade seven to grade nine, so when they go to grade ten to will move to another school, so we don't track, we don't see what they do" (Transcript 9, p.5)	4

			Informal Alumnus tracing	The participant notes the organization is remaining in touch with the beneficiaries after the conclusion of their cooperation through informal, private channels like message on social media or unplanned meetings, there is however no official system in place to summarize this knowledge	"So, most of my students have returned uhm some haven't and I kept in touch with them on Facebook actually, so I can actually see what they are doing uhm and some of them are using the English in their jobs" (Transcript 5, p. 4)	26
			Formal Alumnus tracing	The participant outlines that organization has an official in place to trace the progress of beneficiaries after their cooperation has been concluded	"So, we follow like for one or two year after they graduate from us, so what they are doing now, what their development, their achievement at some point." (Transcript 10, p. 3)	12
			Defining Beneficiaries entry level	The participant notes the before beneficiaries join the cooperation with the organization their targeted skills are being evaluated	"So, we have, before they enrol, we asses we do the entry assessment to see which levels, which competency levels they should go to, to ensure that is not too difficult for them or not too easy for them" (Transcript 2, p. 2)	9
			Normative performance evaluation	The participant notes that the evaluation of beneficiaries' performance is based on normative elements such as	"My experience, my student some of them are a bit weak but not really behind my class" (Transcript 11, p. 2)	3

			instructors' impressions		
		Set evaluation framework	The participant explains that the organizations has developed a set framework for instructors and other staff to evaluate the progress of the beneficiary such as regularly schedules testing or a framework for in-class performance	"That score is not given to them though, it remains uhm just a private score which is then added up over all weeks that they have been in the class and then there's a weighted average pops out, and effectively it's a pass or a fail" (Transcript 5, p.2)	9
		Limited performance evaluation	The participant notes that the organization is not evaluating the performance of the majority of its beneficiaries	„If we want the record we can ask the school to make it but the school don't have the system" (Transcript 9, p. 4)	6
		Follow-up System	The participant notes the organization has established a system to address beneficiaries who are struggling to meet the cooperation's target	"so, when a child is falling behind usually it's more than one or two because we have wide range of abilities unfourtunately in each class, so might be group that finished early in one corner reading with the volunteer and another group might behind in another corner of the room and then the teacher is teaching more to the medium" (Transcript 14, p. 4)	18
	Internal Structure	Division of labour	The participant outlines that overall sum of work is divided into different field of responsibility	"So, you pass that down to the staff, so they see who has been absent and whether or a valid excuse for the absence has been giving" (Transcript 5, p.3)	5

		Hierarchical	The participant explains that the organization is structured according a hierarchical system clearly places some over others	„ we need to discuss through hierarchy, whether donor agree or not and our headquarter can negotiate and how we uh, uh have our solutions through our projects" (Transcript 9, p.18)	4
		Room for Initiative	The participant outlines that the organization follows a more flexible structure that allows for discussions and ideas about the service provision	"Yea, uh we have, always have meeting and we always discuss about our teaching programme and example, I have problem, I raise up and another teacher has idea or not" (Transcript 11, p.6)	11
		Timely-limited intervention	The participant notes that the provided service is limited within a certain timeframe	"After they graduate grade six after here, we don't support anymore" (Transcript 9, p.7).	1
	Capacity Building	Teacher training	The participant outlines that the organization is providing training for its teachers	„So, some days around specifically how you teach, in terms of what makes a good teacher, I mean also the skills, just around grading your language, your own pronunciation uhm I just, actually how to teach" (Transcript 5, p.9)	13
		Independent learning	The participant notes that beneficiaries are being encouraged to work independently within the provided training	"So, we try to teach school, first year we show them how to do that and then second year we just want to them, we just let them participate to make their place, to prepare their place, make slides" (Transcript 9, p. 7)	2
		Leadership training	The participant outlines that the organization is providing	„Related to capacity building last three year, we focus on school principal and	1

			training for school management	also school vice principal, for we know that one school, if we want to develop the school, they are the key person" (Transcript 9, p. 7)	
		Workforce preparation	The participant elaborates that the organization is providing workforce preparation to its beneficiaries	„After finishing grade 9 in the public-school system, students may join the vocational training in the school" (Transcript 1, p. 4)	2
	Beneficiary engagement	Provision of food	The participant notes the beneficiaries are being provided with food through the organization	„provide them some snacks, drinks, dinner or lunch" (Transcript 9, p.7)	1
		Supplementary classes	The participant notes that beneficiaries have access to additional training if needed	„Also external classroom are available where students can participate in extra classes, also students enrolled in public school can join these classes" (Transcript 1, p.2)	2
		Provision of materials according to need	The participant notes that if beneficiaries cannot provide necessary materials for themselves the organization will do so	"They don't have resource to buy book, pen and bag so, we also uh prepare and organize and buy things for student" (Transcript 10, p.6).	1
		Responsibility for materials	The participant outlines that beneficiaries must provide for necessary materials themselves	"study material they are responsible to buy it so like book, textbook, notebook, pen and pencil" (Transcript 10, p.6)	1
		Volunteering	The participant outlines that organization provides beneficiaries	„The kid, they have to write down their poster and hold and involve and then some student collect the	4

				with the opportunity to join volunteering programmes	other rubbish" (Transcript 10, p.5)	
			Enforcing community	The participant outlines that the organization intends to create a sense of togetherness among its beneficiaries and itself	„so our classes don't have grade numbers, they have animal names and we switch up the animal names every two years, so that nobody is sad that they are going down they are still always somewhat with their peers" (Transcript 14, p. 4)	6
			Reciprocity of community	The participant notes in how far the sense of togetherness is being is being perceived by the target audience	"They might be working at restaurant or hotel and they show up and surprise me, they go in the kitchen and help cut vegetables, talk to the kids" (Transcript 14, p. 5).	5
			Regard to beneficiaries living situation	The participant outlines that the organization is observing how its beneficiaries are living	"By doing intake for the new student, so I can go to their house, checking their house, know what their situation is" (Transcript 18, p.4)	2
		Community Engagement	Medical Services	The participant notes the organization is providing medical services to the members of the community it is involved in	"Through the community centres also medical services are being provided and the school offers a library bus which provides people in the villages with books" (Transcript 1, p. 2)	1
			Promotion of education	The participant notes that the organization is undertaking measures to further promote its education provision among the targeted community	„we just introduce our projects and our school and our programme what we have for the community, how they can access the school" (Transcript 10, p. 7).	11

		Awareness activities	The participant explains that the organization is hosting activities that aim to bring awareness to specific societal issues	"last year we also did the rubbish collection, we organize the rubbish collection parade" (Transcript 10, p.5)	7
		Familiarizing parents with education	The participant outlines that the organization aims to involve students' in the provided education	„when we have a meeting the parent have to come to join with us uh and the meeting just to engage the parent and the community to support the child learning" (Transcript 10, p. 4)	7
		Supporter role	The participant explains that the organization is involved with the community in a supporting capacity as opposed actively engaging	"So, just supporting these families as they are transitioning themselves" (Transcript 14, p. 7)	2
		Evaluation of need	The participant outlines that the degree to which it supports the targeted community is tied to an assessment of which amount of support is needed	„So, go to their house, find out what the problem, how there are managing, are they poor or not" (Transcript 18, p. 4)	10
		Distribution of food	The participant outlines that organization is providing food to members of the targeted community	"we have case management for uh the case for their family or the children, or elders to provide counselling or food support or engaging other resources in the community to help in any problem they face" (Transcript 9, pp.7 – 8).	3
	Cooperation with third sector actors	Support of local NGOs	The participant notes the organization is	"we get reference from existing organization also in the	2

			cooperating with and in support of locally established NGOs	same development field everyone is very open to sharing and its easy for us as well"(Transcript 2, p.6)	
		Sharing resources	The participant outlines that the organization and other INGOs are sharing their resources with each other	"there's, 'I'm a history teacher for high school and I wanna come volunteer with you', you know we don't have anybody that's at that level but I know a school that teaches young adults at university" (Transcript 14, p. 14)	2
		Sharing information	The participant notes that the organization is sharing information with other INGOs	"we join is uh network because among like 30 or 40 NGOs they work in education sector, they always have meeting and sharing difficulties, problem or solution" (Transcript 9, p. 11)	4
		Joined organization	The participant notes that the organization and other organizations have formally organized	„we have a group of organizations, that we work independently and as a group, as team we have the meeting about public policy improvement" (Transcript 2, p. 7)	9
		Combined voice	The participant explains that the organization is, together with other organization, approaching public institution	"So uh this NGO [network] plays a role in deliver message from independent educational institution to the ministry of education of Cambodia and facilitate to say" (Transcript 2, p. 7)	5
		Exchange expertise	The participant outlines that the organization and other INGOs exchange their expertise with each other	"So, we are working with what they need, we are working with an organization that builds houses, so who's willing and able to maintain their own if one was gifted to them" (Transcript 14, p. 7)	14

		Cooperation with public authorities	Independence	The participant notes that the organization is largely unimpacted by governmental actions	"the participants underlines that the school is nonetheless free on their provision of education ("we are free")" (Transcript 1, p.4)	1
			Avoidance	The participant argues that the organization is avoiding cooperating with public officials	„we … see them as rarely as possible, we sign the paperwork and do our stuff, we stay out of their way" (Transcript 14, p. 9)	1
			Formal cooperation	The participant outlines the organization is engaging with public authorities through formal, written agreements	"first we have agreement, project agreement for three years or how many years based on the project's period" (Transcript 9, p. 10)	3
			Regular meetings	The participant notes that the organization is engaging with public officials through attending regular meetings with them	"commune leader they always conduct Monday meeting with different sector" (Transcript 10, p.8)	7
			Invitation	The participant says that the organization is inviting public officials to join them in events or meetings	"Sometimes at the end of a project, year by year we invite them to have like fellowship dinner or lunch together for giving thanks" (Transcript 9, p. 11)	5
			Podium payment	The participant outlines that the organization is making payments to officials in exchange for them participating in workshop or other events	„ Podium is the kind of pocket money to give for if you want to join our training or our study tour, we give them extra money" (Transcript 9, p. 11)	3

		Refusal to make payments	The participant notes that the organization is not making any payments to public officials	"the ministry does not support the school finically, they do not receive any money from the school" (Transcript 1, p.4)	5
		Support for authorities' objective	The participant outlines that the organization is aiming for its service provision to support the objectives set by public officials	„So, ultimately we are supporting their goals" (Transcript 14, p. 9)	30
		NGO as necessary support	The participant outlines the organization, and NGOs more generally, act as necessary support to the realisation of aims	"the government they have no staff or resource, so the NGO when we have, uh we, we run the programme, the project" (Transcript 10, p. 8)	13
		Working closely together	The participant outlines that the organization and the public officials work closely together in the realisation of the organization's projects	"we each have responsibility and they understand our project and we work uh closely with them" (Transcript 9, p.12)	11
		Need for support	The participant outlines that the organization is reliant on the support of public authorities	"we have the challenge, we would like request to the local commune leader that have the power to consul or to help us" (Transcript 10, p. 8)	3
		Communication with national authorities	The participant elaborates that the organization is in contact with national authorities	"The school tries to work closely together with three ministries in developing their curricula and getting accredited" (Transcript 1, p. 3)	7
		Communication with local authorities	The participant outlines that the organization is in contact local authorities	„that is the way we need the cooperation from our local authority from the local department of	26

				education" (Transcript 9, p. 10)	
	Teaching Environment	Necessity of volunteers	The participant notes that volunteers are an incremental part of the organization's existence	"all year round we need to keep looking for teachers, they volunteer, they intern" (Transcript 2, p.5)	2
		Volunteers as support	The participant notes that while volunteers are being welcomed, they are there to support the permanent staff	"The young learners and children's classes, I think sometimes they have additional assistance coming in just because some children can be quite disruptive" (Transcript 5, p. 7).	2
		Providing resources	The participant outlines that the organization is providing instructors with the necessary resources	„we have teacher support resources, teacher resources, book or even something they come and ask us if don't have, then go find it" (Transcript 18, p. 8)	10
		Not providing sufficient resources	The participant notes that the organization is not providing instructors with all the necessary resources	"So, according to what experience I just for one class I teach two hours, cut teacher, work hard sometimes no worksheet so spend a lot, I can say yea" (Transcript 11, p. 7)	4
		Evaluating necessities	The participant outlines that the organization is evaluating the necessity of which resources to provide	"When the participants receives requests from teachers about specific materials it always needs to be considered whether that material is really necessary for the class" (Transcript 1, p. 5)	2
		Rewarding environment	The participant notes that instructors are being rewarded with additional bonuses such as	"it's always just hope and prayer that we are in a position financially where we can reward them for their successes and keep	1

			meal provisions are scholarships	them on" (Transcript 14, p. 11)	
		Responsibility	The participant notes that instructors are being given responsibility to design the lessons for the beneficiaries	„So, it depend on teacher themselves and I as a teacher how I articulate, how I set the rule, how I set the monitoring system to make us strengthen our rule" (Transcript 18, p. 7)	20
Operational Sustainability	Learning environment	Lack of respect for instructors	The participant notes that instructors face difficulties getting respect the beneficiaries to respect them	"They are like grade seven or eight, they are really young, and they don't know how to respect the teacher" (Transcript 9, p. 3)	3
		Tiered students	The participant notes that the students are tiered which leads to difficulties in progressing with the education	"so their tiered in class and have no or only little time to work on their homework" (Transcript 1, p.1)	3
		Lack of staff	The participant notes that the organization is facing difficulty due there not being enough staff available	„we have only one staff that's why we only select 25 [students]" (Transcript 9, p. 5)	7
		No talk about politics	The participant notes that the organization's service provision is impacted by the social norm of talking about politics in educational institutions	„Only one problem is uhm that not allowed for all the student in school to talk about politic" (Transcript 18, p. 6)	1
		Financial background	The participant notes that the organization is observing difference the capacity of students from different	"related to the family situation if you the student from the rich family, they have money to pay for extra class" (Transcript 9, p. 3)	2

				financial backgrounds		
	Availability of resources	Online resources	The participant notes that the organization is using online resources	„The books and other resources we use online, we can adopt" (Transcript 11, p. 3)	1
		Access to resources	The participant notes that the organization has access to resources necessary	"But in terms of materials that we need, we are doing fine, no trouble to access them anymore" (Transcript 14, p. 11)	11
		Locally not available	The participant notes that certain resources are available within the reach of the organization	"Scrabble, is hard to buy in Cambodia we only have one set for over 400 student, only one game" (Transcript 10, p. 6)	5
		Procurement through networks	The participant notes that the organization is procuring not available materials through networks of visitors	"we have build a strong reputation and there's always people coming through and I mean everybody want to help and when you show them a pretty easy to that, people are usually pretty excited" (Transcript 14, p. 8)	3
		Shortage of resources	The participant explains that the organization is at times experiencing a shortage of resources	„The school is further experiencing difficulties in gathering supplies to the school, the school has experienced a shortage of materials" (Transcript 1, p. 3)	2
	Relationship with public schools	Relevance of school committee	The participant notes that the working of the school support committee has an impact on its project's progress	"school support committee, […]when we interviewed they have only one or two percent and these one or two percent not really active to support the school as well" (Transcript 9, p. 14)	1
		Internal disagreement	The participant notes that disagreements within the school	"This is why challenge for us to communicate with director and vice director and other	1

				sometime the school principal and vice principal they don't have one mind" (Transcript 9, p. 8)	
		Expectation of podium payments	The participant elaborates that the organization is experiencing beneficiaries expecting to receive podium payment in exchange for participation	„I remember, one first year when we conduct training to teacher, most ask podium from us because most NGO give some money for them to join" (Transcript 9, p.9)	3
		Insufficient preparation of students	The participant notes that the way of teaching in public schools is affecting the organization's education progress	"Teacher talk and student copy, just read and just answer from the books, they don't have any research" (Transcript 11, p. 5)	8
		Limited cooperation	The participant notes that organization is experiencing little cooperation from the public schools	"government schools are on a completely different level and as much as I'd like to say, […], I have seen little to now cooperation there" (Transcript 14, p. 10)	3
		Public schools as competitors	The participant explains that the organizations is experiencing the public schools as competitors to its own education provision	"I don't know public school curriculum, that make them hard to attend with us sometime make them drop-out with us" (Transcript 11, pp. 3 – 4)	5
	Physical Environment	Impacted by rainy season	The participant notes the organization's service provision is being impacted yearly heavy rains which often result in flooding	„the village ended up becoming an island, it was completely stranded with fast moving water and Khmers don't know how to swim" (Transcript 14, p. 7)	10
		Impact of drought	The participant notes that the organization's	"we got very hot in the classroom here, that's	7

			service provision is being impacted by the yearly seasons of draught which can result in electricity cuts	also the challenge for us" (Transcript 2, p.5).	
		Maintenance	The participant notes that organization is providing maintenance for its facilities in regard to damages from weather	"the school has a maintenance department that tries to fix any damage due to heavy rain or anything else as soon as possible" (Transcript 1, p.3)	2
		Impact on attendance	The participant notes that attendance of the beneficiaries is being affected by seasonal changes	"so in the rainy season attendance can wobble a bit" (Transcript 5, p. 5)	9
		Education about impact	The participant explains that the organizations aims to educate its target group about measures to deal with seasonal changes	„we educate them that they have to buy rain coat or umbrella in case that it's raining, so you have your rain coat so you can travel to school" (Transcript 10, p. 6)	1
		Planning around seasons	The participant explains that in order to deal with the severity of the seasons in Cambodia, the organization is planning around them	"in rainy season is hard for the community we call to come, so some programme we conduct not in rainy season, we try to find a way" (Transcript 9, p.8)	3
		Emergency relief	The participant notes that due extreme weather the organization is participating in emergency relief for effected areas	„When it's floods or droughts it doesn't create incinerable challenges to us getting them help but it amplifies the need for help" (Transcript 14, p. 7)	5
	Legal framework	-	The participant outlines that the	„Further their work with the community	4

			organization is being impacted by the legal traditions	may be impacted by the government wanting to sell the land the families live on for commercial purposes, so the families are forced to move elsewhere" (Transcript 1, p.3)	
	Responsiveness of public officials	Oversight of NGOs	The participant notes that the organizations experience active oversight, in terms of quality control, from public officials	"we also have sometimes, we have a visit from them also, to ensure we are doing ok" (Transcript 2, p.6)	2
		Lack of oversight	The participant notes that the organization is experiencing a lack of oversight from public officials	„There are some NGOs where I would say aren't doing the right but aren't vedded" (Transcript 14, p. 10)	2
		Busy	The participant notes that the organization is under the impression that the public officials are not taken enough time to cooperate with them	„we have to respect their time and schedule as well, sometime we want them to our programme but because of their busy schedule we have to check again" (Transcript 9, p. 11)	3
		Interaction	The participant says that the organization has experienced interaction with public officials meaning that the public officials have initiated contact and have been responsive to request	„they also send their staff to join with our activity too" (Transcript 10, p. 5)	3
		Invitation to meetings	The participant outlines that organization is	„They call for the meeting with the NGO in order to fulfil the	5

			being invited to participate in meetings by the public officials	gap that they don't have" (Transcript 10, p. 9)	
		Lack of invitation	The participant outlines that the organization is not being invited to meetings by public officials	"but local authorities sometime they neglect, they don't cooperate" (Transcript 10, p. 10)	3
		Slow response	The participant notes that public officials are perceived to respond slowly to request from the organization	"they take long time to take the action before they come up with the solution" (Transcript 10, p. 8)	1
		Sharing information	The participant notes that the organization is being given relevant information by public officials	"they have responsibility to saw and guide uh the NGO sector to go like the children house like when we know in this village there are 30 children that are not at school" (Transcript 10, p. 10).	9
		Integration of input	The participant notes that the public officials have implemented input or ideas that the organization has voiced	"Some of the manuals that the school develop to teach their students have been adopted by the MoEYS and are being distributed to public schools every year" (Transcript 1, p. 3)	3
		No integration of input	The participant notes that organization's input is not being implemented by the public officials	"he [commune chief] doesn't carry forth any of our ideas" (Transcript 14, p.9)	1
		Receiving support	The participant notes that the organization is receiving support in its service provision from the public officials	„they try to help us anyway back" (Transcript 11, p. 3)	4

		Social Environment	Lack of parental cooperation	The participant notes that the organization is experiencing limited cooperation from the parents of the beneficiaries due to prior work engagements among others	"that some parents want to save the cost and do not encourage their children enough to shower, or might not care so much if they do" (Transcript 1, p. 2)	11
			Students' social responsibilities	The participant explains that organization is observing that students are ending their participation in the provided education due to social responsibilities such as having to work or get married	"So, a lot of times when children, especially girls, are being pulled out to work or get married" (Transcript 14, p. 3)	6
			Addition	The participant notes that there are issues of addition, drug addiction or gambling being observed in the targeted community	„some student take drugs and we need to solve that problem also" (Transcript 9, p. 3)	2
			Intervention for education	The participant notes that the organization tries to engage with students and their families if their participation in the provided education seems to be at risk	"our project manager is also a social worker and we'll go and do what we can to convince the parents to stay in education" (Transcript 14, p. 3)	4
			Lack of Health care	The participant notes that members in the targeted community lack health care	„we have seen cases where things that shouldn't have been treated for 100 or 200 dollars ended up being a fatality because the	2

				leading to a need for infrequent, emergency medical interventions	money wasn't there" (Transcript 14, p. 6)	
		Pressure on staff	The participant notes that the organization's staff has experienced increased pressure due to the social environment affecting their performance	„the social factor, drugs or gambling and sometime you can see like drinking beer also, that's why sometime our staff need to tell them [students] a lot but it effect to the feeling of our staff also" (Transcript 9, pp. 8 – 9)	5
Budgetary sustainability	Donor Types	Local community	The participant explains that the organization's education provision is being financially supported by the local community	„At the moment we are stable because get support from the community and the parent" (Transcript 10, p. 11)	8
		Founder	The participant notes that the organization's education provision is being financially supported by the organization's founder	"As our donor is our mostly founder, our organization is founded by Swiss ladies, our donor is our founder" (Transcript 10, p. 10)	4
		Individual donors	The participant notes that organization's education provision is being financially supported by unrelated individuals	"The donors are therefore mainly […] individuals" (Transcript 1, p. 4)	6
		Personal network	The participant notes that the organization's education provision is being supported by individuals who have been in contact with	„We had 3000 dollar bill and couldn't afford to pay, I think we are strong enough and trusted enough within our community of past volunteers and donors and it took an email" (Transcript 14, p. 13)	12

				the organization previously for example as volunteers	
		Organizations, Foundations, Trusts	The participant notes the organization's education provision is being financially supported by other organizations, foundations or trusts	„in the past years we got support from one organization in UK that they support with the life skill programme" (Transcript 10, p. 3)	10
	Materials donations	-	The participant notes that the organization's education provision is also supported through materials donations from donors	„the food bank for the food, we get the food from business, local business in [INGO 10's city] that they donate some food, material, rice uhm some egg, vegetable, fish can or something" (Transcript 18, p.4)	7
	Donor Relationship	Demanded communication	The participant explains that the organizations is communicating with the donors according to their demands, regarding which information are necessary	"a lot of requirements related to evidence or paper related to how we spend the budget" (Transcript 9, p. 16)	3
		Responsibility	The participants outlines that organization feels responsible for communicating with donors what it needs and what it does not have need for	"now we get the right donor with a donations that we are ready to accept, I would never want to disappoint a donor" (Transcript 14, p. 14)	2
		Through head office	The participant outlines that the organizations is not communicating directly with its	"this is uh is not really my work to engage more with the donor because we have our headquarter who	4

			donors but through a head office, board or founder	engage" (Transcript 9, p. 16)	
		Online communication	The participant notes that the organization is communicating with its donors through online tools	"probably I don't email them [donors] often enough" (Transcript 14, p.12)	2
		Fundraiser	The participant is communication with possible donors by holding fundraisers	"we reached out to the community and hold a music trivia, collected money" (Transcript 14, p. 6)	7
		Dependency	The participant expresses that the organization is depending on its relationship with donors	"If they don't contribute the school will stop, or will have not activity or will not operate for our progress" (Transcript 10, p. 12)	4
		Independency	The participant outlines that the organization is independent in its relationship with its donors	"The participant does not experience a lot of pressure in regard to the donors as they do not have possibility to influence how the organization spends the money they donated" (Transcript 1, p.5)	7
	Financial situation	Expenses larger than income	The participant notes that the organization's expenses have been larger than its income	"we buy some material then the expense a bit higher than the income of the donation" (Transcript 10, p. 12)	1
		Financial Stability	The participant outlines that the organization is experiencing financial stability	„Actually, last three years we didn't spend, for most our projects plan our budget" (Transcript 9, p. 19)	11
		Limited monetary means	The participant outlines that the organization is not able to financially plan ahead and has	"no we are not sitting comfortable on a year's worth of running cost, last month there was no new whiteboarding	13

			only limited means available	figured out" (Transcript 14, p. 14)	
		Infrequency in donations	The participant outlines that the size and frequency of donations to the organization is not entirely predictable	"I think they are more prepared to make larger commitment because there's more to see, we have build up that trust" (Transcript 14, p. 13)	5
		Decreasing donations	The participant notes that the organization has experienced a decrease in donations	„nowadays seems like the fund is narrow if we not good enough, not quality enough or if we don't have much for resources or outcomes from our projects we are unable to get fund easy" (Transcript 9, p. 18)	6
		Decrease in provided in services	The participant notes that due to the organizations financial situation the organization has had the decrease the reach of services it has been providing	„we don't have enough resource, human resource or financial resource that's why we don't follow-up with the student who graduated from us at the moment" (Transcript 10, p. 12)	4
		Shifting donor priorities	The participant reports that the organization has experienced a shift in its donors priorities	„Some people would follow the founders when they first started the school and become regular donors however these original donors aged with the project over time and are now dead or retired and are now unable to keep on supporting the school" (Transcript 1, p.4)	4
	Distribution of financial means	-	The participant explains that the organization is channelling funds via scholarships or ways to beneficiaries	„donate for the other social activity lie water or sanitation" (Transcript 2, p. 9)	7

Sustainability Dimension	Code	Sub-code	Definition	Example	Number of segments
	Income	Proposal-based funding	The participant notes that the organization's income is based on funding through granted proposals	„So, we have exactly amount we say in proposal" (Transcript 9, p. 19)	8
		Tuition-fees	The participant notes that the organization's income is based on tuition fees	"They give the education to the students and can learn English but is also generates this income to give to these charitable or trying causes and that is completely integral to what the school is about" (Transcript 5, p. 5)	5
		Donations only	The participant outlines that the organization's income is purely based on donations	„is just everything free of charge, so the student it doesn't matter if they are form rich or poor family, they can attend in our school" (Transcript 10, p. 4)	1

Table 14: Mixed model cluster coding frame

Sustainability Dimension	Code	Sub-code	Definition	Example	Number of segments
Programmatic sustainability	Internal Structure	Division of Labour	The participant outlines that the organization's internal structure is organized according to a division of labour among staff	"we need the team who take care of compliance requirement of donor, otherwise a lot of issue when the audit come" (Transcript 13, p. 11)	1
	Cooperation with public authorities	Participating in meetings	The participant outlines that the organization is seeking to build cooperation with the relevant public	„we join so we can also give an input" (Transcript 8, p. 11)	2

			officials through participating in meetings		
		Advocacy	The participant outlines that it is seeking cooperation with public officials by involving itself as an advocate in education policymaking	"So, we work with them to convince and work them particular on how to stand in monitoring system to ensure the quality" (Transcript 13, p.8)	12
		Implementation support	The participant outlines that the organization is cooperating with public officials in supporting the implementation of education policy	"Once uhm the action plan or the uh policy of education is adopted, formerly adopted [INGO #5] is joining, supporting, finding to support them to implement the action plan" (Transcript 8, p.10)	7
		Podium payment	The participant outlines that the organization is fostering its cooperation with the relevant public officials through podium payments for participation	"they need transportation cost, when they are going to attend the training they need transportation and they need to podium in order to uhm help them for uh paying their accommodation" (Transportation 8, p.4)	2
		National authorities	The participant outlines that the organization is in cooperation with the national authorities	"at the national level we work directly with the ministry of education" (Transcript 8, p.3)	2
		Sub-national authorities	The participant outlines that the organization is in cooperation with the sub-	"like in the province you have the provincial office of education and so we have to go through their line of	1

			national authorities	work" (Transcript 8, p.3)	
		Local authorities	The participant outlines that the organization is in cooperation with the local authorities	"the local authority as well as the local community, because to make a project success you need to work closely with all the stakeholder in the community" (Transcript 13, p. 6)	3
	Third Sector Involvement	Lack of coherence	The participant notes that among its cooperation with other non-governmental organization there is a lack of coherence	"working to harmonize the different approaches so that there's one approach where the ministry of education can adopt" (Transcript 8, p.8)	6
		Coordinated government approach	The participant notes that the organization is cooperating with other non-governmental organizations to address the public institutions united	"we join to input the government to discuss and like the quarterly meeting" (Transcript 13, p. 9)	7
		Exchange of expertise	The participant notes that the organization is cooperating with other non-governmental organizations to exchange expertise from their specific fields	„we had some particular project that we collaborate with World Food Programme, is a school meal, you know, the meal they provide the breakfast" (Transcript 13, p. 4)	3
	Capacity Building	Providing digital resources	The participant notes that the organization is providing its beneficiaries with digital resources such as applications	"we also develop this application called [INGO #5's app] that we can post in the Google Play store where children or teacher who have their smartphone or table we can download to read at home, student	5

				can do that" (Transcript 8, p.7)	
		Teacher training	The participant notes that the organization is providing teacher training for educators at participating public schools	„we provide the capacity development to teacher like organized uh teacher training." (Transcript 8, p.5)	7
		School management	The participant outlines that the organization is providing education by training school management	"to build capacity on the school director and on school improvement planning" (Transcript 8, p.2)	4
		Take over	The participant outlines that the organization is cooperating with local stakeholders to build up the capacity for them to take over the project from the organization	"so building capacity of local NGO at the same time and when we face out then we also have local NGO to continue to support the school" (Transcript 8, p. 3)	14
		Parental skills	The participant outlines that the organizations is seeking to guarantee the continuity of education provision by furthering the capacity of the parents of the students in the scope of the organization	„So, we need to have the activity like that provide training, skill training to the parent how to make business for the family to support parent, to support business plan to ensure the children can complete until grade nine" (Transcript 13, p.5)	2
	Community involvement	Permanent presence	The participant notes that the organization is engaging with the targeted community	„we have some of our staff to stay in the community" (Transcript 13, p. 7)	8

				through permanently in the community stationed staff	
		Awareness events	The participant notes that the organization is engaging with the targeted community through awareness events	"especially the awareness raising on the advantage of education because some parent still not have the experience uh not why you want education" (Transcript 13, p. 6)	1
		Parental involvement	The participant notes that the organization is involving the benefiting students' parents into the education provision	„we also work with the parent, we invited the parent of the children we see have difficulty in some area and they can borrow book, like education games for grade one to three and then they teach their children learning at school" (Transcript 8, p. 7)	5
	Evaluation	Generation of project data	The participant notes that the organization is tracking its education provision's and its beneficiaries' progress through monitoring tools which allows for the information to be recorded	„Then we use uh digital with tablets, with a programme we call Tangerine in order to post there they started at what time and they finish at what time and the information is send to the central office" (Transcript 8, pp. 6- 7)	16
		Communication	The participant notes that the organization is seeking to track involved students' progress by communication with their public school teachers, the organization is	„so because we have our field staff and also we work with the partner, so if we detach or find those information, our team will have the meeting with the school" (Transcript 13, p. 4)	6

			not systematizing information about their progress		
		Follow-up system	The participant elaborates that the organization is in cooperation with the participating public schools to build up system to follow-up with the students that are falling behind	„they have the student attend the club learning because some school also support the club learning, that mean the student who are outstanding they can around one hour session to the slow-learners" (Transcript 13, p.5)	5
		Policy tracing	The participant outlines that the organization is involved in tracing the progress of education policies in Cambodia through external data such as statistics published by the government or other NGOs	„Normally we use the Education Management Information System, we just see what is drop-out rate, what is the repetition and what is the transition rate" (Transcript 13, p. 6)	6
		External tracing	The participant outlines that the organization is not tracing education policy progresses through its own tools but through secondary data	"it's difficult because we don't have any tool to measure, no tool to measure about the progress of the education policy" (Transcript 8, p. 9)	6
		No Alumnus tracing	The participant outlines that the organization is	„When they are finish and actually we track how many transition from lower secondary	3

				tracing the progress of the students within the participating public schools	to high school, that mean we support 900 student at grade nine, so we just count the number of the student that continue to the high school but besides that don't have any tracking system" (Transcript 13, p. 6)	
	Improvement of school environment	-		The participant notes that the organization is involved in education provision by providing participating public schools with improved facilities	„So, that is something we are work on a lot in school construction and facility improvement" (Transcript 13, p. 3)	8
Operational sustainability	Physical environment	Poor infrastructure		The participant notes that the organization has experienced poor infrastructure in the targeted community	„So, it very hard for us, infrastructure as assimilary especially in the northeast is still poor that it hard for our team to support those people as well" (Transcript 13, p. 7)	1
		Improved infrastructure		The participant notes that the organization perceives the infrastructure conditions within its targeted community as improved and is thus not affect by seasonal changes in its education provision	"Not the weather because uh like now we have the asphalt road to at least to the town of the province" (Transcript 8, p. 4)	3
		Impacted travel		The participant notes that due to seasonal changes the organization's capacity to	„very remote area in Ratanakiri and Stung Tren in rainy season it is terrible, I can say it very terrible for our team to travel, very slippery and moody	1

				travel is being impacted	that sometimes flooded" (Transcript 13, p. 7)	
			Farming schedule	The participant notes that the organization is effected in their education provision due the farming schedule its beneficiaries are relying on	"they had seasonal migration, mean it based on the farming calendar; so, in the rainy more the family they will move to farm uh it very far from home and also road cannot access, you know, sometime you have to walk to do the farming to farm, you know, so they also bring their children to the farm" (Transcript 13, p. 5)	2
		Responsiveness of public authorities	Disagreeing	The participant outlines that the organization has found itself to be in disagreement with the public officials (this does not mean that the organization is also communicating its disagreement)	"interpretation of data of Save the Children look more at gap that tell the government should more invest on this gap in order to improve it, but the government look at it negative" (Transcript 13, p. 10)	2
			Limited responsiveness	The participant outlines that the organization is perceiving the engagement of the public officials with the realization of its input as limited	"they open for us to provide the input but they not concerning that our idea will be put in the policy" (Transcript 13, p. 8)	5
			Bugetary restrains	The participant notes that the organization is observing budgetary	"sometime they government they said that they don't have enough money for conduct all regular" (Transcript 13, p. 8)	1

			restraints of the public officials	
		Reliance on NGOs	The participant notes that the organizations perceives public institutions to be reliant on NGOs in their education provision	"they just wait the support from the NGO" (Transcript 13, p. 7)	2
		Implementation of input	The participant notes that the input given by the organization to the relevant public officials is being realized in the education provision	„I think change, they change a lot and the way that the government delegate the job to the local level is much better than before, this because of the present of organization too" (Transcript 8, p. 8)	6
	Access to resources	-	The participant notes that the organization is having access to the resources necessary for its education provision	"it's not an issue related to the supply" (Transcript 8, p. 5)	1
	Polity environment	Formal framework	The participant notes that the organization is interacting with the relevant public officials within a set formal framework	„we have the collaborative agreement or some kind of called uh cooperative MoU with the provincial department of education, youth and sport" (Transcript 13, p.8 -9)	5
		Restrictions	The participant notes that the organization is experiencing a restrictive environment for its further education provision	"just uh adopted some years ago and then this law like restrict the uh the contribution or decision of NGO because local or international organization they become quite and just follow" (Transcript 8, p.12)	3

		Internal pressure	The participant notes that the organization is feeling pressure to provide within the pollical framework	"in order to sustain your organization in this country you need to find the soft way of working with the political sector" (Transcript 13, p. 9)	5
	Social environment	Migration	The participant notes that the organizations education provision is being by members of the targeted community migrating	"we had the very high migration of the people to Thailand" (Transcript 13, p. 5)	2
		Necessity to work	The participant outlines that the organization's education provision is being impacted by the students having to drop out due to family pressure	„the family say why you go to school, you need to find a job you know you need to make income for family and then these people drop-out" (Transcript 13, p.2)	5
	Learning environment	Missed education	The participant notes that the organization is affected in its education provision by students having previously missed out on education	"from home to village to school is nine kilometres or seven kilometres and student have to walk because they don't have to bicycle or the motorbike" (Transcript 13, p.3)	3
		Lack of qualified teachers	The participant outlines that the organization is affected a lack of qualified teachers in the targeted community	"still no more teacher that got the proper training from the government, they still say is like semi-contract teacher" (Transcript 13, p. 2)	4
Bugetary sustainability	Donor Types	Organizations, Foundations	The participant outlines that the organization is	"never any problem with donor, like most of the fund [INGO #5] receive so far come	1

				receiving funding from foundation or non-governmental actors	from Donor #1, [INGO #5] is uh one of the youth organization" (Transcript 8, p. 12)	
		Community	The participant notes that the organization is receiving funding for its education provision from the targeted community	"the resource mobilizes and for the school development we also need some resource from the community" (Transcript 13, p. 6)	3
	Result Communication	-	The participant outlines that the organization is communicating with the donors by reporting its results	„all what we do we have to accountable to our donor because the donor give us money, they also think we can maximize results, to maximize the impact to the student" (Transcript 13, p. 11)	2
	Decrease in donations	-	The participant notes that the organization has experiences a decrease in donations	"so far just ok, but funding is, the amount of funding is less, less than before" (Transcript 8, p.13)	4
	Donor relationship	Project-based funding	The participant outlines that the organization's relationship with its donors is organized through previously granted proposals	„I think uh like donor actually have their calm line, for example they have their fund for a project that last for five years and they have to sent the request for application, request for proposal and then NGO, all NGO can submit" (Transcript 8, p. 12)	2
		Fluctuations	The participant is explaining the relationship with the organizations donors is subject the political and economic	"the political issue, the dissolution of the opposition party that also effect to some donor that fund on democracy and human right, you know" (Transcript 13, p. 11)	7

			situation in the country		
		Independence	The participant outlines that the organization perceives the relationship with its donors to be independent in regard to its education provision	„no pressure" (Transcript 8, p.13)	2
		Dependency	The participant notes that the organization is perceiving its relationship with its donors to be depended in regard to its education provision	"if you are able to implement it, you are able to get the fund from those requirement but you cannot negotiate with them" (Transcript 13, p.12)	7
	Provision of scholarships	Selection through community	The participant notes the organization is entirely responsible for the selection of recipients of scholarships but includes community leaders	„we need to set up the committee, the committee that consists from the people from the community, from the village, from the commune or from the religion" (Transcript 13, p. 12)	1
		Financial background	The participant elaborates that the organization is prioritizing applicants from a poor financial background	"also have the scholarship for the very poor and very remote student, you know that family they hard to afford to send student to school and even they don't have the uniform they don't have the learning material, so we provide the scholarship in order to help them" (Transcript 13, p. 3)	1

Table 15: Top-down cluster coding frame

Sustainability Dimension	Code	Sub-code	Definition	Example	Number of segments
Programmatic sustainability	Monitoring	Information alumnus tracing	The participant outlines that the organization is tracing former beneficiaries of its education provision through informal ways such as private meetings or social media messages	"Sometime student have problem and they contact me by social media to me to find help or solution they still can keep in touch with them" (Transcript 7, p.4)	3
		Formal Alumnus tracing	The participant outlines that the organization has established a formal framework to trace the progress of beneficiaries after the conclusion of the cooperation	"from the report, most of them when they finish the university they go to work with the private sector, like company like that kind of thing" (Transcript 3, p.4)	17
		No Alumnus tracing	The participant explains that the organization is not tracing the progress of its beneficiaries after the conclusion of their cooperation	"they study grade nine, they finish grade six, they move to high school so we cannot really follow up them" (Transcript 15, p. 2)	3
		Progress monitoring	The participant outlines that the organization has a system in place to track the progress beneficiaries make within the provided education service	„So, the way that we evaluate them annually, yea annually, the result will consolidate annually but the teacher have to do it by term, so four term per year and then after that annual result" (Transcript 6, p. 2)	12

		Attendance monitoring	The participant notes that the organization is tracing the beneficiary's attendance to the provided service	"we can check it monthly, so whenever we do the attendance report monthly, we can really see how many student just like come to study regularly or how many student drop out or miss the class very often" (Transcript 15, p. 1)	3
		Follow-up system	The participant outlines that the organization has established a system for beneficiaries that lack behind in the progress necessary for the further service provision	„you know, calculate the score and who are qualified for the next grade level or the one who are not qualified, we have the make-up test or the remedial programme, that can help them to move up to the next level in a certain time" (Transcript 6, p. 2)	25
		Monitoring policy	The participant outlines that the organization is monitoring the progress of policy-making processes and the implementation of these through its own observations	„we keep track with the school that we work on with the government they prove about the drop-out rate, the drop-out rate is the main indicator" (Transcript 17, p. 6)	8
		Secondary policy data	The participant notes that the organization is monitoring policy progresses and is implementing them through secondary information sources	"actually we are now depend very much on the education management information system of the government we only depend on that because system-based" (Transcript 4, p. 4)	4
	Community involvement	Food provision	The participant outlines that the organization is engaging with the organization	"our student go to help provide food to the community kids or community old folks" (Transcript 7, p. 5)	1

				by providing food to the targeted community		
			Adapting	The participant outlines that the organization is adapting their projects to the needs of the targeted community	"We try to not really ask them any question, so the question we fell like they don't really like, we change it" (Transcript 15, p. 5)	2
			Contact with schools	The participant outlines that the organization is seeking out contact with public schools	"most of the time I communicate with the class teacher because I work with the government school" (Transcript 15, p. 2)	10
			Research-based	The participant outlines that the organization is engaging with the community according to prior undertaken research	„all the project we is not just from our mind, it is from the result of the assessment, from the research, the need of the community" (Transcript 17, p. 5)	10
			Awareness events	The participant outlines that the organization is hosting events within the targeted community that are meant to bring attention to general social issues	„we have women and care projects, workshops, different workshops" (Transcript 17, p. 3)	4
			Involvement of parents in education	The participant notes that the organization is aiming to involve the parents in the provided education	"But when we focus on the school we also like to link to the parent" (Transcript 4, p. 5)	13
			Through local officials	The participant outlines that the organization is engaging with the targeted	"When we do it even the village really, not really get what we do, the local authority can	10

				community through the local officials	help" (Transcript 15, p. 4)	
	Cooperation with public officials	National officials	The participant explains that the organization is in cooperation with the national officials	„we work with a lot of ministries and different office" (Transcript 3, p. 7)	1
		Sub-national officials	The participant explains that the organization is in cooperation with the sub-national officials	"we work really closely with the from provincial" (Transcript 17, p. 3)	1
		Local officials	The participant outlines that the organization is in cooperation with local officials	"we deal with the commune chief and village chief" (Transcript 17, p. 3)	5
		Support for government objectives	The participant outlines that the organization is aligning its activities with the government's aims	"So is other activity to support them and now there's another new programme, running by the ministry of education and ministry of vocational training" (Transcript 3, p.3)	2
		Invitation	The participant notes that the organization is engaging with the relevant public officials by inviting them to join events	"every, you know, big event like school opening day we usually invite all of the teacher of school, directors and, you know, the ministry of education and also the other stakeholders that come to be involved with the event" (Transcript 16, p. 4)	2
		Join meetings	The participant notes that the organization is joining meetings with the relevant public officials	„also we join any conference or meeting of the government" (Transcript 17, p. 6)	8

		Advocacy	The participant outlines that the organization is trying to advocate for policy changes it perceives as beneficial to education provision	"when we do the advocacy things, we do the best on the result on the research and present them, pro and con" (Transcript 17, p. 6)	15
		Implementation cooperation	The participant outlines that the organization is supporting the public officials by incorporating them into the implementation of specific projects, at times with the intent to have them take the project over	"we have done the technical, but they run the programme and the approval" (Transcript 3, p. 3)	21
		Working cooperation	The participant notes that the organization is cooperating with the relevant public officials on a general, ongoing level by sharing resources	„I mean the human resources that we can really cooperate together" (Transcript 15, p. 8)	8
	Third Sector involvement	Inclusion of international civil society	The participant outlines that the organization is engaging with international civil society	"we advocate with the UN, advocate with other government at the international forum" (Transcript 4, p. 9)	5
		Combined governmental cooperation	The participant notes that the organization is participating in formal groupings of non-governmental actors active in	„the representative [of a network] one they work close with the government and they have good communication with the government" (Transcript 15, p. 8)	26

			the same policy field in order to approach public officials in unison		
		Sharing insight	The participant notes that the organization is sharing information and insight from its projects with other non-governmental actors	"we can really find a solution based on the cooperation with each other that we share" (Transcript 15, p.9)	14
	Internal Structure	Code of conduct	The participant elaborates that the organization has established an internal set of rules according to which staff is expected to behave	"we have some regulation inside, uhm staff and student may not be in contact in different because in the previous way we got a problem in this kind of relationship" (Transcript 7, p. 5)	2
		Division of responsibility	The participant notes that within the organization responsibility over tasks is clearly divided between members of staff	"we need uh the material and we would usually work with the donor department or the sponsorship department" (Transcript 6, p. 12)	7
		Input-based decision-making	The participant elaborated that the decision-making culture within the organization is based on staff members being able to input	"in here we not stick on something, or stick on some culture, we openly talk in order to gain our, to gain our common advantages" (Transcript 7, p. 8)	3

			Hierarchical	The participant outlines that the organization is based on a hierarchical structure, where the decision-making capacity lies with the higher levels within the structure	"I myself challenge with the culture here and I challenge with the new council" (Transcript 4, p. 9)	3
	Beneficiary engagement		Transportation	The participant outlines that the organization is providing transportation to the beneficiaries of its education provision	"We support transportation to school, for our students to join the entertainment, to the sport and to visit their hometown during special holiday" (Transportation 3, p. 6)	3
			Reinforcing community	The participant notes that the organization aims at the enforcing a feeling of togetherness among its beneficiaries and itself	"we work with them since they was small so they have the feeling the relationship with [the founder], he is like the father" (Transcript 3, p. 4)	2
			Supplementary	The participant outlines that the organization is providing additional training to its beneficiaries that beyond the scope of the regular service provision	"one group we send them to public school part-time, and other part-time they come to join [INGO #3] activity like business class, computer, arts, sports" (Transcript 3, p.2)	6
			Volunteering	The participant outlines that the organization is encouraging its beneficiaries to participate in volunteer activities it is hosting in the	"currently we have leadership programme that our student can volunteer in the community" (Transcript 7, p. 4)	9

				targeted community		
		Reliance on organization	The participant notes that the organization has become an incremental part of the beneficiary's well-being	„We cannot really just like end that programme because we really see that it benefit to everyone just like most of the kid really rely on the breakfast programme, they don't really have breakfast when they leave home" (Transcript 15, p.5)	4
		Career-oriented training	The participant explains that the organization provides career-oriented training to the its beneficiaries	"we have the CLS [career and life skill] team work closely and attentively with the student from grade seven until grade twelve by providing the career interest assessment" (Transcript 6, p. 3)	17
		Meal provision	The participant notes the organization is providing meals to its beneficiaries as part of the education provision	"we have breakfast programme, we only provide breakfast to the kids" (Transcript 16, p. 3)	1
	Capacity Building	Local ownership	The participant outlines that the organization is engaging in activities with the local population including students' parents to increase the	„we loan them or train them to run this kind of business, and our staff keep follow-up and like monthly visit to those clients" (Transcript 3, p. 5)	9

			skillsets and economic power		
		Teacher training	The participant outlines that the organization is providing training to its own teaching staff as well as the staff of other organizations	"we have teacher who know, who can teach English and he is a good teacher and also train the other different NGO" (Transcript 15, p. 10)	2
		Outside training	The participant outlines that the organization is seeking training from outside sources to further its staff's capacity	„recently that our team get training from the Baltimore University in Battambang, which was fund by the US government, so we learn different kind of teaching methodology especially with the traditional and modern teaching methods together" (Transcript 17, p. 2)	1
	Teaching environment	Material provision	The participant notes that the organization is providing its teaching staff with a vast majority of materials necessary for the education provision	"Sometime just paper, pencil or its according to activities that I pick uhm request from the administrators on the down floor, they will prepare for us" (Transcript 7, p. 8)	10
		Limited material provision	The participant notes that the organization is providing its teaching staff with a limited teaching material	"In the school we don't have enough, I mean the teaching materials, we still need on that, we need more" (Transcript 17, p. 4)	6

		Flexibility	The participant notes that the organization is providing its teaching staff with flexibility in how they teach the provided training	„we follow our curriculum and lessons and we have uhm our own voice to choose any activity or uhm uh strategies that we want to follow ourselves, we don't stick to any other instructions" (Transcript 7, p. 9)	4
		Structured teaching	The participant notes that the organization is providing its teaching staff with a structure to follow for the education provision	"we actually have the main textbook and recently we use the fun textbook as our guideline" (Transcript 16, p. 2)	2
Operational sustainability	Physical environment	Effects of rainy season	The participant outlines that the organization is being affected by the yearly seasons during which flooding occurs	"We also have problem with mosquito during the rainy season, because is like more dirty" (Transcript 3, p. 6)	4
		Travel issues	The participant outlines that the organization is experiencing issues with traveling due to seasons and/or poor infrastructure	"With the previous team we ask them to travel, you don't think about the accident on the road" (Transcript 4, p. 15)	3
		Effect on attendance	The participant outlines that due seasonal changes the attendance to the education provision is fluctuating	„rainy season is difficult for the kids, you know, and travelling to the school" (Transcript 16, p. 3)	1

		Planning according to seasons	The participant outlines that the organization is planning around seasons in preparing its education provision	"we try to do presumptions, we try to plan when the rain, nutrition we try to do in the morning times and not in the afternoon" (Transcript 17, p. 4)	1
		Infrastructure improvements	The participant notes that the infrastructure within its targeted community has improved	"this last two year we have no flooding in our community because the government they also connect main draining in this area" (Transcript 3, p. 6)	2
		Burning garbage	The participant notes that the toxins from burning garbage surrounding the targeted community effect the target group	"So, is like very difficult to breath especially for our children, a lot of cases are sick now" (Transcript 3, p. 6)	2
		Providing safe environment	The participant notes that the organization is aiming to provide a secure environment	„We have to set up safe community in this area" (Transcript 3, p. 5)	2
	Social Environment	Addiction	The participant notes that the organization that its education provision is being impacted by addiction within its targeted community	„the environment surrounding that are not so favourable for uh the children because they see people are gambling, people are, you know, alcoholic, people who addicted to the drug" (Transcript 6, p. 5)	3
		Lacking nutrition	The participant notes that the organizations education provision is being affected by the beneficiaries	"they have a problem with the breakfast, they don't have breakfast" (Transcript 17, p. 7)	1

			lacking nutrition intake		
		Expectation of complete funding	The participation outlines that the organization's education provision has been impacted by the expectation of the organization permanently caring the entirety of its costs	"So, their mindset is NGO really look rich to them" (Transcript 15, p. 5)	2
		Unwillingness to participate	The participant notes that the organization its education provision has been impacted by the members of the targeted community refusing participate in its measures	„even we tell them is confidential uh we not gonna share or just like is not about you or your family, you speak on behalf of the community but they still not wanna talk" (Transcript 15, p. 5)	4
		Parental disagreement	The participant outlines that the organization is experiencing parental disagreement with the continuation of their child's further education	„sometime even though they do not support but also, you know, uh they are not the facilitator to help the kid, they are the hindern" (Transcript 6, p. 5)	7

		Work involvement	The participant outlines that the organizations education provision is being impacted by the prior engagements of the students' parents, making it hard for them to reach them	"they are busy job to make ends meat so that's why cannot come to school as invited" (Transcript 6, p.4)	9
	Civil Society Space	Lack of coherent communication	The participant notes that the organization has experienced a lack of coherent communication when intending with other organizations	„we don't know what to move on, we don't what are the priority for this year, next year and following year, they are not really understand that" (Transcript 4, p. 4)	4
		Overwhelming number of NGOs	The participant notes that the organization has experienced that there to be an overwhelming amount of NGOs active in the area or policy field	"Is not really effective we have so many network here" (Transcript 15, p. 8)	1
	Responsiveness of public officials	Receiving support	The participant outlines that the organization receives support from the relevant public officials when needed	„When we need them, they always come to help us" (Transcript 3, p. 5)	4
		Oversight	The participant outlines that the organization is receiving oversight in regard to their education from the relevant public authorities	"we monitor or get the evaluation by the ministry of education so we need to follow the policy" (Transcript 3, p. 9)	2

			Inviting	The participant notes that the organization is being invited to join meetings by the relevant public officials	"they involve us in all forum" (Transcript 4, p. 6)	3
			Adoption of input	The participant notes that the organization's input to education provision made to the public officials through any channel is being adopted by the pubic officials	"discuss with the government and we also commenting to the government, you should reform on the leader, the school leader and so now they agree" (Transcript 4, p. 14)	13
			Limited responsiveness	The participant notes that the organization is receiving only limited responses to their proposed input or communication with the public authorities	"the idea, you know, proposed though have been rejected because uhm there is something difficult for them, I think" (Transcript 6, p. 6)	9
			Request support	The participant notes that the organization has been requested to support by public authorities	„Sometime they think, ok NGO can help, so they will request NGO to help within the cooperation or they think, they can help, they are the specialist, the expert one, NGO can really sponsor them" (Transcript 15, p. 7)	3
			Insufficient implementation	The participant notes that the organization has observed that implementations undertaken by public authorities are	"they have a new policy to request the teacher to be in school, for example, in the morning and in the afternoon they are allowed to do their teaching material or teaching	2

			perceived as insufficient	plan but it not work again" (Transcript 15, p. 9)	
		Budgetary restrains	The participant notes that the organization has observed education provision is being impacted by budgetary restraints of the public institutions	„they accept what we suggest but sometime can be difficult to say that they say, yes, yes but they have the limitation of budget" (Transcript 17, p. 7)	2
		Respect needed	The participant notes that the organizations has observed that the communication with the public officials in need of a respectful tone towards the public officials	„They think they work for the government, we give a value to them just like everyone give a value to them" (Transcript 15, p. 6)	8
	Learning environment	Inefficient school management	The participant notes that organization is has experienced the level school management of involved public schools to have an effect on the provided education	After finishing the project, they [the school management] relax again (Transcript 4, p. 14)	3
		Inefficient teachers	The participant notes that the organization has observed that the education provision is being impacted by the level teacher capacity	"I mean the school in town some teacher they know English so they can teach easily but for the remote area they just left the book behind because some teacher cannot	8

				in involved public schools	even read the ABC" (Transcript 15, p. 10)	
	Political Implications	Importance of connections	The participant outlines that the organization is experienced that personal connection to public officials important for the education provision	"So, if you know the director, is better send to the big boss and the big boss will down to this staff or whatever" (Transcript 3, p. 7)	4
		Outside pressure	The participant notes that the organization has observed that the pressure from outside forces has an effect on education provision	"Because here the government getting a lot of pressure from the EBA [European Banking Authority] uhm the EU, from the US about the past and then when they get the pressure they start to open a little bit more space for us to show that they are not really limited (Transcript 4, p. 7)	1
		Control	The participant notes that the organization is experiencing control of their actions	"Sometimes they allow us to have a meeting and send all the policy, and they are moving around and scaring us" (Transcript 4, p. 6)	8
	Online environment	Lack of digital literacy	The participant notes that the organization has observed a lack of knowledge of secure usage of online tools among target group	„Currently we can see some challenges for them such as digital usage uhm they use the digital in the wrong way, they cannot absorb the advantages from the digital usage, they use it just for	2

				entertainment" (Transcript 7, p. 2)	
		Greater outreach	The participant notes that the organization has experienced the possibility of greater outreach through online tools	"Each talk we link on our page on Facebook, we reach 4000 the first talk, the second talk a little bit and the last talk nearly 6000" (Transcript 4, p. 11)	10
		Communication	The participant notes that the organizations has experienced improvements in their communication through online tools	"And also in some case urgent, we cannot call for meeting fact-to-fact but Skype and exchange through email or now another technology that we use is telegram or Facebook or Skype, so other alternative that can choose, quicker" (Transcript 4, p. 7)	1
Bugetary sustainability	Provision of scholarships	Building connection to sponsors	The participant outlines that the organization is facilitating connections between its beneficiaries and sponsors to fund the forthgoing of their education outside of the scope of education provided by the organization, e.g. here considered organization are active in primary or secondary education thus	"so they can really communicate with their donor because we have individual donor to sponsor" (Transcript 15, p. 3)	4

				sponsorship would an option for students' interested pursuing university education		
		Access given to participating schools	The participant notes that the scholarship application process is open to students from public schools in cooperation with the organization	"After high school any student that have a good grade and we help them to university" (Transcript 16, p. 3)	2
		Prioritizing	The participant notes that the during the application process, the organization is given a priority to certain groups within their target group such as female applicants	"we want to empower the girl so we chose more girl than boy, we chose both but if the result clearly the same we prefer to take the girl" (Transcript 15, p. 3)	4
		Parental approval	The participant outlines that the applicant's parents are being integrated into the scholarship decision-making process	"our scholarships officer will visit uh will visit the families, I mean of the potential candidate and they visit and do interview with the parents and they have the letter, an agreement with the parent and the organization, make that they don't drop out during the evaluating process" (Transcript 17, p.3)	2

		Consideration of performance	The participant outlines that the organization is including the applicant's prior performance into the admission process to the scholarship programme	"we take it and compare to their Khmer result if both English and Khmer result if good then we take it" (Transcript 15, p. 3)	8
Financial situation	Varying donor prioritize	The participant notes that the organization is affected by variations of their donor's priorities	"it is about the priority of the donor, donor they have their own priority and their priority is driven by the politics and also economy on the local, economy here is growing, growing a lot" (Transcript 4, p. 10)	9
	Stability	The participant notes that organization is experience financial stability through steady income of funding	„I see, in this last few years, in the balance we still receive support, the same amount as we used to have and we don't have big concern at the moment" (Transcript 3, p.11)	8
	Limited monetary means	The participant notes that the organization is experience limited income of funding	"I would add also to your question, answer with you know fund, is enough but we are struggle for the fund as well and we now, now is absolute especially for saying what we are doing there, concerning and holding the fund" (Transcript 16, p. 6)	9
Donor Communication	Through founder	The participant notes that the organization is communication with its donors through the founder/leader of the organization	"we really appreciate our founder, he always, you know, so dedicated himself to find the support, to find the fund to support the kid" (Transcript 6, p. 10)	2

		Visitation	The participant notes that the organization is communicating with its donors through them visiting the organization	"most of the donor who give grand to us, they visit us just like every six month or every year" (Transcript 15, p. 10)	5
		Fundraising	The participant notes that the organization is communicating donors through fundraising activities	"we have the individual fundraising" (Transcript 17, p. 7)	1
		Reporting	The participant notes that the organization is communication with donors by formulating reports to them	"we keep donor in the loop what we have done, we do for example when we talk about the project report, we do quarterly to the donor and then uh we, we keep in touch with the communications and tell them the progress what's going on" (Transcript 17, p. 7)	5
	Donor Types	Companies	The participant outlines that the organization is receiving funding from private companies	"a lot of our fund, the material we got from those private company" (Transcript 3, p. 11)	6
		Foundation	The participant outlines that the organization is receiving funding from foundations	"most of our donor is not really from a big NGO or from the UN, is from a foundation, I mean foundation from the United States, from the Singapore" (Transcript 15,p. 11)	2

		Individual donors	The participant outlines that the organization is receiving its funding from individual donors	"work on the same project we have done for a long time and this project easy on individual donor" (Transcript 15, p. 10)	3
		Community	The participant outlines that the organization is receiving its funding from the targeted community it is working with	„we have to raise fund from the community also, matching fund, you not really say, ok you pay one-third and I pay two thirds, just really try to even, even if really pass" (Transcript 15, p. 5)	3
		Foreign embassies	The participant notes that the organization is receiving its funding from non-Cambodian public institutions	"So, in that aspect we get that opportunity to fund by the EU for the previous four, five years" (Transcript 4, p. 9)	3
	Donor relationship	Lack of ownership	The participant notes that the organization perceives the influence of donors over its projects as too great	"they invest very less and take advantage on us, on our work and they claim all this belong to them" (Transcript 4, p. 9)	10
		Dependency	The participant notes that the organization is perceiving itself to be very reliant on its donors in being able to provide education	„we rely on the donor support; we do not generate any income" (Transcript 3, p.11)	8

		Independency	The participant notes that the organization is perceiving itself as free in its action from its donors in regard to its ability to provide education	"they really trust our work and when they see just like they like the way we do because they think that, we are Khmer so we know how to work with our own people better than them" (Transcript 15, p. 12)	5
		Proposal-based	The participant outlines that the organizations relationship with its donors is defined through previously granted proposals	„so in the grand we have mentioned about the salary about the, you know, operating cost together with the proposal and they agree, they approve" (Transcript 17, p. 8)	7

Table 16: Public Offical Interview coding frame

Sustainability dimension	Code	Sub-code	Definition	Example	Number of segments
Programmatic sustainability	Capacity Building	-	The public offical notes that the ministry is engaging in local capacity building	"So, that we are on the same page to work together and another to strengthen capacity at the local level" (Transcrip 12, p. 2)	1
	Policy Dialogue	-	The public official outlines that the ministry is integrating INGOs into the dialogue regarding policy-making	"jointly set the direction where we should work for the coming year, next year and coming year" (Transcript 12, p. 3)	9
	Lack of oversight	-	The public official outlines that the ministry has not implemented monitoring systems for	"it seem manage well by the NGO itself, yea they are not like control the NGO school" (Transcript 12, p. 2)	7

			oversight of INGOs' education provision		
	Cooperation with INGOs	Initiating cooperation	The public official notes that the ministry is initiating cooperation with INGOs active in education provision	"we learn from them and we share them what are the policy or policy agenda of the ministry" (Transcript 12, p. 2)	2
		Joint cooperation	The public official notes that the ministry is involved in joint education provision with INGOs	"Best practise one is we can work together the NGO and the ministry, you know" (Transcript 12, p. 6)	4
		Formerly outlined	The public official notes that the ministry is organizing cooperation with INGOs through formal agreements	"We work not with close with the daily or monthly with the NGO but like, like example, the MoU, the amendment so we are work like that " (Transcript 12, p. 3)	2
		Lack of individual cooperation	The public official outlines that the ministry is largely (not exclusively) in cooperation with INGO groupings rather than individual INGOs	„So, the channel is with them, the work, the NGO working in there" (Transcript 12, p.5)	3
Operational sustainability	Internal environment	Lack of coherence	The public official notes that the ministry is experiencing a lack of coherence among its departments	"the strategic plan is more, more strategic on admission but the budgeting should align" (Transcript 12, p. 7)	4

		Focus shift	The public official notes that within the ministry a shift within the cooperation focus can be noticed, given more value to the cooperation with INGOs	"I think ministry should have idea to work close with the NGO school not only the private school" (Transcript 12, p. 4)	3
		Hierarchical decision-making	The public official outlines that the decision-making structure within the ministry is organized hierarchically	"But the decision should be on the top, we are technical level we bring the idea or the document for the top level to decide" (Transcript 12, p. 3)	1
	INGOs environment	Input sharing	The public official notes that the ministry is observing the INGOs to share information and input with the ministry	"they did the research, the research, you know, they did research and then they share with us the finding and is important for ministry to consider the input for the plan preparation" (Transcript 12, p.5)	3
		Request	The public official notes that the ministry has received requests from INGOs for more information and access to information	"sometime they ask us to present the format of congress and then the format of NGO operator plan" (Transcript 12, p. 5)	6
		Targeted outreach	The public official notes that the ministry perceives the INGOs to be predominantly active at the local level	"I think the international NGO, they, any NGO, they work very closely with the community, not only international but the local NGO as well they work very close with the NGO and uh with the community, with the school level	4

				not at the top" (Transcript 12, p. 2)	
Bugetary sustainability	Financial take-over	-	The public official underlines that the ministry intends to take-over INGOs' projects entirely, including fully funding the project	„the prime minister said, we have to cover everything 100 percent" (Transcript 12, p.8)	6
	No donor	-	The public official outlines that the ministry is not financially contributing to INGOs active in education provision	„We don't have that kind of modality yet" (Transcript 12, p. 8)	1
	Recipient of technical assistance	-	The public official notes that the ministry is receiving funding for education provision through technical assistance	„more like technical cooperation, TA whatever also tougher that amount and it depend on the project, when they finish, is up to 16 to 18 million dollar but not for, not only for the ministry of education but for the ministry as well because is around 13, ministry government institution who also provide education provision" (Transcript 12, p. 7)	3

Appendix VIII: Author's declaration

I have written this Master's thesis independently, All viewpoints of their authors, literary sources and data from elsewhere used for writing this paper have been referenced.

……………………………………….

Jasmin Schmitz

The defence will take place ……………………….. /date/at …………………….../time/

…………………………………../address/in auditorium number ………………./number/

Opponent ………………………./name/(……………./academic degree/),

…………………………./position/

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