



2015

ANNUAL REPORT

KHMER ASSOCIATION FOR DEVELOPMENT OF COUNTRYSIDE

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1/ PROJECT SUMMARY

WHAT DOES IT INVOLVE ?

KAFDOC will strengthen the implementation of the Child Friendly School Program initiated by the Royal Government of Cambodia to attain the policy of Education for All by extending the work they have carried out in collaboration with the Provincial Department of Education (PDoE), District Office of Education (DoE), and VSO (through the Education Management Adviser, PDoE, Kratie Province) in the 13 target schools in ChetrBorei and Sambour Districts, Kratie Province. PDoE, DOE, and VSO will play important roles of supporting KAFDOC in providing child friendly and gender responsive facilities as well as building the capacity of the beneficiaries through workshops on active teaching/learning approaches, school planning and governance, dynamic relationship between schools and communities, and creation of Commune Child Protection Network (CCPN)

LOCATION : KRATIE PROVINCE

MAIN AREA : CHECTRA BOREI & SAMBOUR DISTRICTS

ORIGINAL START DATE : 1ST APRIL, 2014

ACTUAL START DATE : 1ST APRIL, 2014

PLANNED ENDED DATE : 31ST MARCH, 2016

DURATION IN MONTHS : 24 MONTHS

MONTH DELIVERED (ON COMPLETING THIS REPORT) : 15TH OF OCTOBER

GENERAL DELIVERY STATUS

WHAT DOES IT INVOLVE ?

	INITIAL APPROVAL AMOUNT IN LC		ADJUSTMENTS TO THE BUDGET DURING PROJECT		UPDATED BUDGET IN LC	EXPENDITURE TO DATE IN LC		REMAINING AMOUNT IN LC	
YEAR 1	56,074.75	+	5,611.36	=	61,686.11	53,234.98	86.30%	8,451.13	
YEAR 2	51,388.30	+	28,463.20	=	79,851.66	51,544.22	64.54%	28,307.44	
YEAR 3	10,905.60	+	3,965.90	=	14,871.50	00.00	0.0%	14,871.50	
TOTAL	118,368.65	+	38,040.46	=	156,409.28	104,775.19	69.13%	56,133.78	
DOES THIS REPORT PRESENT MODIFICATIONS IN THE DISTRIBUTION OF THE PROJECT BUDGET?							YES	NO	✓

NAME AND POSITION OF THE PERSON COMPLETING THE REPORT:

MR. YOU ARUN, PROJECT MANAGER

DATE OF COMPLETION OF THE REPORT: 30TH SEPTEMBER, 2015



2.1 NARRATIVE REPORT ON SOCIAL AUDIT FORUMS

1/ REPORT SUMMARY

Enhance the roles and responsibilities of each relevant stakeholders in school development within 5 target schools in ChetrBorei and Sambour districts have been improved through promotion of the supply side (school directors, commune councils, DOE, and POE) and demand side (SSC, Students, parents, communities, and teachers) by putting issues on the tables and contribute to address those together over school finding and forum in each school in order to promote rights at school and school governance toward implementation the Decentralization and De-concentration framework at sub-national level. Community people especially parents and SSC have been improved awareness and learnt on their rights at school and claim for rights by contributing to involve to improve school development plan after had conducted school forum and committed to implement the plan.

Majority of community people have the same problem of their children education, the teacher's problem affected to school and children study, but they don't know who they should complain those concerns. Through the public forum, the project learn that the forum is the concrete for the community people and competent authorities to speak openly and solve the related concerns to the education like insufficient textbook for student, insufficient student study record book, hiring local people to teach instead of teacher, schools have no librarians, no contacting parents of problematic students, no school fence,...etc. Most of those concerns were responded immediate at the forum by PoE, DoE, school director, and local authorities.

2/ PROGRESS TOWARDS PROJECT IMPLEMENTATION

The project implementation it activities according to its plan proposed and worked closely with relevant stakeholders to achieve the plan by allocated time of other project staffs to contribute to workout as following :

- 2 project staffs from KAFDOC had been trained on the concepts of Social Audit (SA) and Social Accountability (SAc) and its benefits for the community as a whole and how to organize the SA forums at the community level or schools.
- The project staffs provided dissemination and orientation on SA, SAc, process to organize the forum, and survey checklist and contents to DOEs, POEs, target Commune chiefs, and target school directors for one day at provincial level. They all have been well aware on the processes and its potential.
- Project staffs have been well cooperated with DOEs, POE, local authorities, school directors, and SSC to conduct the survey by using the existing checklist which are refered to the 3 dimensions as like, 1)- Effectiveness of teaching and learning, 2)- Health, Safety and child protection, and 3)- Involvement of children, their families, and community. Findings after survey and reviewed meetings with community (demand site) we had finalized and found some concerns;
- Schools haven't prepared biodiversity garden which link with learning, surrounded fence and gate, not proper maintaining and ensuring clean environment inside the school, almost school has no a first aid box, safety signs, and setting out measures to prevent irregularities.





- Libraries are mostly not complied to the standard, librarian is not sufficient in each school, books are not yet responded to the guidelines, text books delivering are not sufficient for students, almost classroom is no library corner, and still not have English teacher or English teaching in study hour.
- Almost school director is played roles and responsibility as a teacher and school management, so they have not sufficient time to monitor teachers and not being good school leader and manager, lack of teachers cause to teach multi classes and two shift so effective of teaching and learning low, and haven't sufficient water supplied.



- Most of the problem findings have contributed to address those together both demand side and supply side during forums such as; community will send their children to school regularly, contribute resources for building school fence and gates, model farmers would be pleased to share their knowledge/technical skills on growing/planting if students and teachers need, SSC and school directors would work cooperation with NGOs partners and charities to mobilize resource for supporting schools, DOE and POE committed to provide regular monitoring teachers on teaching and students learning as well as school directors on school governance, and local authorities would promote parents to enable parents to visit the school and help teaching/allocating time for their children's learning at home.



3/ SIGNIFICANT CHANGE AFTER THE FORUMS

After the school forum had completed, project staffs and DoEs have conducted one time to monitor action plan. As finding outcome :

- SSC, parents, and student councils have played important roles to involve in conducting school development plan.
- 2 of 5 target schools have committed to adjust SIG budget and mobilize resources from local authority and charity to organize the school forum.



4/ CHALLENGES AND LESSONS

	Challenges	Lessons
1	The project planned was to complete the activities by 15 th November 2015, only 2 month and a half but its activities couldn't be done by plan proposed due to duration of project implementation was started in school vacation and rainy season so community mobilizing was met obstacles because people were busy at their rice fields and hard to mobilize them many times for short period.	Project staffs provided clear objectives to local authorities, school directors, DOE, and POE about useful and advantages of SA and Rights at school that all supplied side have to accountable for demand side, especially students. Hence, local authorities and SSC had played important roles to mobilize community/parents to actively involve in responding during checklist survey and review findings and participate in school forum with satisfaction in order to practice their rights at school.
2	Time allocation of staffs from other projects to help coordination this project activities have been constrained because they also have their core works and accountable for their project plan, especially finalizing and consolidating forum report each school.	By being well cooperation with local authorities, DOE, and POE so they are involved in helping coordinate these activities as like, mobilize communities for meetings, inform to school directors and teachers to be aware on SA forum at school. Moreover, this project has contributed with the current project has been implementing at the same target schools so staffs would be pleasure to responsible for this activities.



3/ PROJECT MONITORING

3.1 BRIEF GENERAL DESCRIPTION OF HOW THE PROJECT IS RUNNING

THE PROJECT HAS HIGHLIGHTED THE SIGNIFICANT EACH RESULT OUTPUT DURING THE SIXTH QUARTER AS THE FOLLOWING

RESULT 1



INNOVATIVE JOYFUL AND ACTIVE TEACHING AND LEARNING TECHNIQUES ARE BEING PRACTICED IN ALL TARGET SCHOOLS.

During the vacation period of mid July to September, the project in close cooperation with DoE and PoE conducted monitoring and evaluation to school and teacher performance, organized school public forum, improved school libraries, and formed student councils. The significant results of teacher's performance showed that 75.49% of teachers got a very good performance in 75% score up, 24.51% of teachers got a good performance in rank of score in between 50 to 74.99 based on CFS teacher performance evaluation checklist which focused on the Classroom organization and Administration and quality of Teaching and Learning of each teacher. It's increased 8.82% than last year. Moreover, following to the CFS performance standard, the notice outcome of 13 target school's performance were 7 schools got A level (53.85%), 4 schools got B level (30.77%), and other 2 schools got medium C level (15.38%). If we compare with the outcome of provincial completed CFS development school ranking, there was 1 target schools got as completed CFS

development school (A rank) and 6 uncompleted SCF development school (B rank) ranked. The average of the 13 target schools were 95.43%, repeated rate was 8.44%, dropout rate was 5.63%, and retention rate was 85.93% in project target school "For ChitrBorei district of education, the completed CFS development school ranking result has got 5 schools but 4 schools have been supporting by KAFDOC" Mr. Tath Mao, deputy director of DOE said. He added that "if there is no supporting from KAFDOC this year in ChitrBorei would surely got 1 completed CFS development school because MoEYS has been refined the quality of performance result from this year on, as not as before. Thus, I'm so happy with the supporting education partners". In addition, three more libraries were set up at 3 schools in Sambo district along with material supports. Furthermore, within 13 target schools, student councils were established and the members of student council have received training.



PoE asks students about Teachers and School performance during CFS checklist evaluation.



Students and teacher borrow books to read more at home.



RESULT 2



GOVERNMENT EDUCATIONAL INSTITUTIONS AS WELL AS OTHER EDUCATION STAKEHOLDERS ARE COMMITTED IN RAISING THE QUALITY OF EDUCATION IN THE TARGET DISTRICT.

Resulting from the monitoring of DoE, PoE including Joint Technical Working Group (JTWG), school governance within 11 out of 13 target schools has improved in terms of well understanding decision-making process of school development plan, mobilizing community's contribution, participating involvement of SSC, student council representative, and local authorities. The speech of Mr. Naiykhey, commune chief of Bosleav in meeting of SSC and parent, "The con-

tribution of school surrounding community, local authorities, children, DoE, PoE, Provincial department of Land Management Urban Planning and Construction, and especially SSC are the most important to follow up teachers and school performance like teacher's teaching, mobilize resource, conduct school development plan, check quality of financial execution on school budgeting, follow up school."



Parents involved in prioritizing the issues to be addressed in school development plan.



School directors, commune chiefs, POE, DOE conduct school reflection meeting.



A DYNAMIC AND SUPPORTIVE RELATIONSHIP EXISTS BETWEEN SCHOOL AND COMMUNITY

ENGAGEMENT BETWEEN COMMUNITY AND SCHOOL HAS ENHANCED AND STRENGTHENED DURING THIS REPORT PERIOD TO PLAY AN ACTIVE ROLE IN SCHOOL SUSTAINABLE DEVELOPMENT, AND QUALITY OF TEACHING AND STUDENT LEARNING AT SCHOOL THROUGH COMMUNITY AWARENESS AND MAINSTREAMING, PUBLIC DIALOGUES, AND MEETING AT SCHOOL. THE OUTCOME WERE HIGHLIGHTED IN BELOW

- Talous primary school construction committee consisting of commune council member, school director, teacher, SSC, PoE director, and Deputy Director of Provincial Land Management, Urban Planning and Construction has been formed to daily monitor and check the quality of construction. This committee has been active and reported to Educo on the progress of school construction
- Preventing school campus and improving school environment, SSC in Ta Nguon primary school has been building school surrounded fence and safe to protect from animal entering. SSC committed to improve school gardening later on. "I always help to protect school's property (as like benches, and maintain playground equipment), help to educate unruly children surround school, help to build school fence, produce bookshelves for library, and I will continue to organize the flower garden in this school to be like some good schools in Kampong Cham province where I have ever been." Mr.EngKlo, Chair of SSC in Ta Nguon school committed
- Current, SSC of 13 target schools have been understanding and joining in developing and implementing school development plan. Moreover, SSC and parents contributed to monitor student learning and teacher teaching performance in teaching time. "Now our school is better in development

with supporting from charities, parents, pagoda, and especially NGOs in school renovation, building playground and school fence." Said by Mr. TiengMengEng, chair of SSC Prek Ta Am said. However, SSC and community people need more awareness raising on the roles and responsibility, communication skills, and leadership. Mr. Tieng Meng Eng added that "we still need more capacity building on resources mobilizing, communication, and management in order to gain trust from supporters like some charities from Swiss grant to build two more classrooms for students because one building do not enough and we want to mobilize more resource for this school".

- Commune council has given a floor for children to participate in commune monthly meeting. Over the child participation in meeting, most of child concerns and needs raised by child representative in the meeting and Commune Investment Plan (CIP) process were integrated during the phase II (village-level needs assessment) and phase III (prioritization of issues). 8 target commune councils had enthusiasm the contribution of children in CIP process. "I do really appreciate for children who are always raise of what they really need for learning, playing, readings, and seeing, especially domestic violence that they have ever seen in daily life." Mrs. Chea Phum, CCWC in Koh Chreng commune said.



Student councils contribute their ideas to the plan development.



CCWC encourage parents to help their children to study harder at home and children have to follow their parents' advice.

RESULT 4



CHILDREN ARE EXERCISING THEIR RIGHTS IN HARNESSING THEIR POTENTIALS



Children, SSC, teachers involve in school enrollment campaign with different villages within 13 target schools

Following to statistic of 13 target school, it was showed that dropout rate of children was 5.63% comparing to the whole province was 6.89%, and transition rate was 83.21% and the whole province was 73.70%. It is highlighted that schools getting support from NGOs get better than schools without any support because of parent involvement, monitoring of local authorities in school, school governance and management enhancing, children themselves. Student councils and SSC take an active role in doing awareness raising on Child Rights, Protection and value of education to parent and communities. PoE has satisfied to project radio broadcasting, and publication of 5300 leaflets and 26 banners to support target school during school enrolment campaign. “Thank to KAFDOC and Educo have been working well with PoE and provide support to all target school to promote and strengthen the quality of education.” Mr. Chanrothana, Chief of Pre-Primary school office of PoE said.

“ **THANK TO KAFDOC AND EDUCO HAVE BEEN WORKING WELL WITH PoE AND PROVIDE SUPPORT TO ALL TARGET SCHOOL TO PROMOTE AND STRENGTHEN THE QUALITY OF EDUCATION** ”



RESULT 5



EMPOWERED COMMUNITIES THAT ARE ABLE TO SUPPORT THEIR CHILDREN'S EDUCATION (SAMBOUR DISTRICT ONLY)

Referring to promotion rate report within 3 target schools in Sambo district, there was 79.44% (737/382) promotion rate. During CFS monitoring and evaluation report, research, and public forum attending by SSC, parents, and teachers, it showed that about 55% of promotion rate was result of parents' involvement in promoting their children to learn at home, and encourage them to go school regularly. Moreover, one SHG consisting 20 members are in progressing with 1,070,300 riels interest income which equal to 268 USD and leased to member with amount of 5,076,700 riels, which equal to 1,269 USD and reserve in hand is 1,136,600 riels, which equal to 284 USD.

Another group, in Ta Nguon village, formed with 20 members and just started to save in amount of 400,000 riels which equal to 100 USD. Resulting of their saving, SHG situation is better in income generation (IG), and send their children to school more regularly. "I have 3 children in learning, so I have to save for running a small shop at home (grocery and snack) for increasing income. It would be helped my children to learn till finished grade 12." Mrs. Nuon Sophea said, a member of IG in Achen village.

Challenging:

- The Annual Reflection Workshop planned to conduct in March 2015, but it postponed due to overlap schedule of DOE and POE's training to all teachers in the province. This reflection workshop is reschedule in December 2015.
- The project achieved only 5 out of 8 public forums within 8 commune because it was raining season and most of community people were busy in rice field. Reflection to this challenge, project will organize other 3 forum during the dry season especially in January 2016. Avoiding to teaching hours interruption, project planned to deliver training to teachers on Multiple intelligences and on child-centered teaching and learning in Sambor district in vacation period. However, this training could not happened as plan because most of teachers were not local people and they went back home. To address this challenge, the project, gotten an agreement sign from DoE and PoE, decided to delay the training until the school day.

Lesson Learn:

- Working in close cooperation with local authorities and getting strength of IG group in Achen village, IG leader in Achen Meanchey shared his group experience and facilitated with project staff to form a new group consisting 20 members with developing IG criteria, mandate, and election chair in Ta Nguon village. As result, the new IG group saves in amount of 400,000 Riels. In addition, commune chief of Wattanak commune with his effort tried to mobilize community people to form one group of pomelo in Ta Nguon village. This group got the capacity building from Provincial Department of Agriculture under project support. During second phase of capacity building, project plan to distribute material and seed o them by December 2015

3.2 ANALYSIS OF THE OBJECTIVES AND RESULTS ACHIEVED IN RELATION TO THOSE PREDICTED FOR THE PROJECT

SPECIFIC OBJECTIVE 1: **TO STRENGTHEN AND SUSTAIN THE IMPLEMENTATION OF THE CHILD FRIENDLY SCHOOL PROGRAM IN THE TARGET DISTRICT**

PLANNED INDICATOR(S)	BASELINE	PREDICTED FINAL GOAL	CURRENT STATE OF ACHIEVEMENT	% OF ACHIEVEMENT
1) 80% of teachers in the target district would have created an environment conducive to effective teaching and learning stipulated in the CFS guideline by 2016.	61%	80%	74.49%	74.49%
2) District Education officials would have been capacitated to responsibly implement in all target schools the CFS Program by 2016.	5 SCHOOLS	13 SCHOOLS	11 SCHOOLS	85%
3) The target schools and communities are collaborating with one another in managing available resources to guaranty a sustainable implementation of all school developments by 2016.	N/A	13 SCHOOLS	9 SCHOOLS	69.23%
4) The fulfillment and nurturing of children's basic rights in the target areas would have been guaranteed by 2016.	22%	50%	45%	45%

OBSERVATIONS

THERE ARE **FOUR** SPECIFIC INDICATORS HAVE BEEN REFERRED TO CFS STRENGTHENING 13 TARGET SCHOOLS IN TWO TARGET DISTRICTS, SAMBOUR AND CHITRBOREI.

1) 80% of teachers have created an environment conducive to effective teaching and learning is focused on Teacher Performance Result of Dimension II of CFS. Through annual CFS monitoring and Evaluation Checklist by DOE and POE, there have 74.49% of the target teachers gotten a good performance at the score from 75% up; it increased by 6.75% if compared to the beginning Monitoring and Evaluation.

2) The CFS performance results, which are based on promotion rate (quality of teaching and learning) and school's environment improvement. There were 11 of 13 target schools (85%) in ChetrBorei and Sambour districts complying with requirements of the CFS indicators at provincial level which have been improving the environment by focusing on school environment, latrines and their using, physical education and sport, and safety and child protection while 2 target schools (15.38%) have been at medium level. It's increased 30.77% of well performance.



3) Sustainability of 13 target school development is relied on well involvement between school and community (included parents) by focusing on community involvement in developing and implementing the school development plan, involvement in ensuring safety in the school and preventing irregularities, and involvement in providing information and mobilizing support/resources from other generous people or donors for school programs. As these main kinds of involvements DOE, POE and Project staffs have identified 9 of 13 target schools, equal to 69.23% is better sustainable (PrekKov, Talous, Prek Ta Am, PhumPrek, Kantuot, Ta Nguon, Yeav, Achen, and Kh-sar primary schools) through CFS Monitoring and Evaluation Checklist with parents, students, and SSC.

4) The fulfillment and nurturing of children's basic rights in the target areas would have been guaranteed is referred to the obligation of secondary duty bearer to be promoted and sent (enrolled) their children to school at schooling ages at least 50% by 2016. As project assessment within various activities such as school research on social audit and public forum, SSC quarterly meetings, SHG meetings, and focal group discussion meeting with parents, student councils, teachers, and SSC. It's estimated that at least 45% of parents/communities have been better aware on promotion of their children to school regularly, contribute to school development, contribute to feedback to teachers in teaching time respecting and quality of teaching "I always allocate time for grandchildren to learn at home from 6:00 to 7:30pm and then let them watch TV for one or half hour before sleeping" grandma Chan Sopheak raised at the parents semester meeting in Achen village.

RESULT 1



INNOVATIVE JOYFUL AND ACTIVE TEACHING AND LEARNING TECHNIQUES ARE BEING PRACTICED IN ALL TARGET SCHOOLS

Planned Indicators	Baseline	Predicted final goal	Current state of achievement	% of achievement
1.1 80% of teachers in target schools would have developed their proficiency in using innovative joyful and active teaching and learning techniques in their teaching during the project period.	61%	80%	72.55%	72.55%
1.2 The learning environments in the 13 target schools would have been made conducive to learning by 2016.	61%	80%	78.43%	78.43%

The two indicators are referred to improve teaching and learning of the 13 target schools in ChetrBorei and Sambour districts. Indicator 1.1 and 1.2 are regarding the existing CFS teacher performance Monitoring and Evaluation check list by focusing on two sections, which are consisting in 10 main activities and 80 detailed activities and 344 indicators. As result: The project has cooperated with DOE and POE to conduct randomly annual CFS monitoring and evaluation check list for 51 of 100 target teacher/school directors within 13 target schools.

Dimension I : indicator 1.2

Classroom Organization and Administration, there have been 28 detailed activities and 119 indicators, it's proved that 26 (50.98%) teacher/school directors performed more than 80% (Very good), 11 (21.57%) teacher/school directors performed which is rated from 75% to 79.99% (Good) but however they are all still need to improve on using contacting parents of problematic students, preparing tables to help slow learners, and tables to monitor student health whilst teachers/school directors who performed more than 50% to 74.99% (Average) was 14 (27.45%), so they need to improve on the teacher's administration like organizing the 9 tables, national motto properly, regularly signed by school directors

on the monthly attendance lists and monthly score lists, recording students' monthly absenteeism, and the monitoring book with information about student learning outcome. Therefore, the learning environment within 13 target schools are rated from 75% up, then the predicted final goal has been reached at 72.55%, so it's increased by 4.81% if compared to the last report.

Dimension II : indicator 1.1

Teaching and Learning, there have been 52 detailed activities and 225 indicators, it's proved that 28 (54.90%) teacher/school directors performed more than 80% (Very good), 12 (23.53%) teacher/school directors performed from 75% to 79.99% (Good) but they have to be improved on reducing multi-grade teaching, lesson plan and material development, strengthening Thursday Technical Meetings in order to address on problems of teaching and learning, and parents contribution to follow up their children whilst there have 11 (21.57%) of teacher/school directors performed from 50% to 74.99%, so the quality of teaching and learning outcome is at 78.43% (scored from 75% up). If compare to the last report, it's increased 12.84%.

RESULT 2



GOVERNMENT EDUCATIONAL INSTITUTIONS AS WELL AS OTHER EDUCATION STAKEHOLDERS ARE COMMITTED IN RAISING THE QUALITY OF EDUCATION IN THE TARGET DISTRICT

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
2.1 The 13 target schools would have been implementing Participatory School-based governance by 2016	5 school	13 target schools	11schools	85%
2.2 The target district would have been satisfactorily complying with the requirements of the CFS Program specified in the MoEYS guidelines by 2016	5 schools	13 target schools	11 schools	85%

There are two plan indicators of this result, 2.1 and 2.2. According to the project monitoring, DOE and POE of the CFS performance annual monitoring and evaluation checklist within 13 target schools.

Indicator 2.1

11 out of 13 (85%) target schools have better participatory school based performance due to the better understanding of the school development plan by almost all teachers, student councils, and SSC, in internal solidarity at school, in monitoring student learning outcome, and monitoring teaching and learning. SSC and some parents have involved in implementing the school development plan, and contributing to monitor teacher performance at school during teaching time. Moreover, teachers, students, parents, and SSC are encouraged to give feedbacks to schools for the improvement of the school Development Plan and teaching and learning performance. This indicator proved 8% increase.

Indicator 2.2

referring to CFS performance results, which are based on promotion rate (quality of teaching and learning) and improve school's environment, there were 11 of 13 target schools in ChetrBorei and Sambour districts complied with requirements of the CFS indicators at provincial level of annual CFS performance result for 2014-2015 (the provincial CFS outcome proved that 7 of 13 (53.85%) target schools got (A rank) CFS performance whilst 4 of 13 (30.77%) target schools got (B rank) CFS performance result whilst 2 of 13 (15.38%) target schools were in medium level/ basic development (C rank) performance, these results which are based on school achievement result of the CFS 6 dimensions and quality of learning results).



RESULT 3



A DYNAMIC AND SUPPORTIVE RELATIONSHIP EXISTS BETWEEN SCHOOL AND COMMUNITY

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
3.1 Eight target Commune Councils would have integrated issues concerning children pertinent to education into their Commune Investment Plan by each project cohort.	3 communes	8 communes	8communes	100%
3.2 School Development Plans of the target schools would have been designed with active participation from the community during the project period.	5 schools	13 schools	13 schools	100%
3.3 The obligation of secondary duty bearer is promoted and fulfilled by at least 50% of the target children’s families during the project period.	122%	50%	45%	45%

There are 3 indicators (3.1, 3.2, & 3.3) of the result 3 which are referred to the promotion of involvement of community/parents to the school development and child rights based practice.

3.1 referring to conduct Commune Investment Plan (CIP) involvement of student representatives and teachers in the processes of the CIP 2015-2016. There 8 communes integrated children issues or concerns into CIP through participation of the student representatives at the step one at community level while commune councils conduct review meeting with villagers on operation plan of commune implemented and prioritize step at commune level “we are often attending the meetings with commune councils and report some problems of drop out and migration of my classmates in order to get intervention from commune chiefs and we requested for helping poor student families to ensure they come to school regularly” student councils PhannSrey Mean and SiemRyma said. Moreover, the project will continue to promote student council representatives to follow up effectiveness of their concerns addressing.

3.2 is referred to the school development plan conducting. As a result, school development plan of the 13 target schools was including the participation of SSC, student councilors, and teachers due to help from the project facilitation. This indicator is 100% achievement but some of the SSC are not yet good functioning with their roles and responsibility, so the project will continue to strengthen the quality of meetings and awareness raising to them.

3.3 referring to secondary duty bearer to promote and fulfill their obligation of during the project period. Project conducted assessment with 3420 (F: 2144) people on various activities such as school research on social audit and public forum, SSC quarterly meetings, SHG meetings, and focal group discussion meeting with parents, student councils, teachers, and SSC. It is proved that 45%of parents/communities have been better aware on promotion of their children to school regularly, contribute to school development, contribute to feedback to teachers in teaching time respecting and quality of teaching “I will contribute my flower to organize the school garden and help my children in learning at home as well as send them to school regularly” Mrs. PhangK-hoeun, raised at the forum in Yeav school, adding that Mr. Mao Pheap, vegetable planter committed that “ I will be pleasure to allocate my time to share experience and technique of growing vegetable to students and teachers at both school or at my garden”.



RESULT 4



CHILDREN ARE EXERCISING THEIR RIGHTS IN HARNESSING THEIR POTENTIALS

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
4.1 New enrollment rate in target schools would have been increased from 85% to 100% by 2016.	85%	100%	94.30%	94.30%
4.2 Dropout rate of enrolled (2,387) children in 13 target schools would have been reduced from 10.87% to 2% yearly during the project period.	10.87%	6.87%	5.63%	5.63%
4.3 The transition rate from primary to lower secondary level would have been increased from 66.89% to 75% by 2016	66.89%	75%	83.21%	83.21%
4.4 All Eight communes would have been responding to the needs of children evidenced by their recommendations during the project period.	3 communes	8 communes	8 communes	100%
4.5 80% of teachers in target schools would have identified their students' needs and responded to them accordingly within the teaching calendar by 2016	61%	80%	78.43%	78.43%

4.1 is referred to new enrollment rate in the 13 target schools ChetrBorei and Sambour districts. There are 94.30% of students enrolled for this academic year study 2014-2015. But for the new academic 2015-2016, the project has cooperated with DOE and POE to design the banners and leaflets to announce to grassroots people to aware on how to enroll children, Child Rights based, and Rights to education at school. Moreover, 13 target schools have been supported to organize the campaign by cooperated with commune councils, SSC, and student councils “this is the second time since last year that I, SSC, student councils, and commune council conduct school enrollment campaign and students deliver leaflets and explain to parents to send their children to enroll” Mr. Tuy Bo, school director of Talous. He added that “this new academic year 2015-2016 students will increase”.

4.2 is referred to dropout rate of the students within 13 target schools in ChetrBorei and Sambour districts. For 2014-2015 the dropout rate is at 5.63%. This is meant that 2.11% decrease in student dropout rate if it's compared with the academic year 2013-2014, which was at 7.74%. These good results show apparently from the efforts of teachers, school directors, especially involvement of the project to improve the school environment and playground, promoting DOE and POE to mentoring Thursday Technical Monthly meetings, producing teaching materials, and monitoring & evaluation. Moreover, parents, local authorities and SSC are more functioned than before.





4.3 is referred to transition rate of students in grade 6 to grade 7 in lower secondary school. As annual report of DOE and POE 2014-2015 showed that 335 (F:180) equal to 83.21% (F: 86.97%) of the 13 target schools of KAFDOC were transitioned to 8 lower secondary schools (6 lower secondary schools in ChetrBorei and 2 lower secondary schools in Sambour districts). If we compare to the predicted final goals of the planned indicators, project has achieved over 8.21%, this lower than the transition rate 2013-2014 because of Education reform to improve the quality of statistic system. After Achen lower secondary school opened last year, all students in grade 6 in Yeav cluster is promoted to enroll grade 7 in Achen lower secondary school (there are 65/43 students will enter Achen lower secondary school in 2015-2016).

4.4 is referred to the involvement of commune councils especially CCWC and commune councils' response to the children need of fulfillment the rights based. The 8 communes (100%) are more responsible for child rights by integrated child concerns into CIP, commune councils' monthly meetings, promotion of child protection network (the 8 communes already have Child Protection Network which has been included 2 or 3 student representatives), commune councils often help families whose children at school aged

but not yet enrolled as well as child raped “ On be half of commune chief and I myself, I often intervention to many families whose their children's ages from 6 to 11 without birth certificates or family record book while school enrollment or after school enrollment time by promise with school directors and families to register birth certificates for them later ” Mr. Chit Norn, commune chief of Kampong Cham, Sambour district said. He added that “I had ordered to commune polices to take action on a boy raped by a man in Yeav village immediately after someone had called to me, so that offender was arrested and sent to the district police”.

4.5 is referred to teacher performance through CFS teacher performance Monitoring and Evaluation Checklist on Effectiveness of teaching and learning which had detailed activities and 225 indicators. It's proved that the quality of teaching and learning outcome is at 78.43% (scored ranked from 75% up) whilst there have 21.57% of teacher/school directors performed score from 50% to 74.99% so they have to be improved on reducing multi-grade teaching, lesson plan and material development, strengthening Thursday Technical Meetings in order to address on problems of teaching and learning, and parents' contribution to follow up their children. It's 1.57% remain in order to be reached the predicted final goal.





EMPOWERED COMMUNITIES THAT ARE ABLE TO SUPPORT THEIR CHILDREN'S EDUCATION , SAMBOUR DISTRICT ONLY

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
5.1 At least 50% of parents fulfill their obligation to promote in Children learning.	N/A	50%	55%	55%
5.2.12model families have increase incomes and send their children to go to schools regularly.	N/A	12 families	N/A	N/A
5.3At least 60% of education concern raise by communities would have been taken action.	N/A	60%	58%	58%

There are 3 indicators (5.1, 5.2, & 5.3) of the result 5 which are referred to activities being separately implemented in Sambour District only within 3 administrative villages and 4 annex villages, 2 communes, and 3 target schools. The result would be based on the activities of parents' semester meetings, SSC quarterly meetings, SHG meetings, and IG meetings;

5.1 this is referred to parents who have promoted their children to go to school more regularly and allocate times for children learning at home based on the results of promotion rate within 3 target schools in Sambour district. Promoted rate within 3 target schools is 79.44% (737/382 students) but through CFS monitoring and evaluation with SSC, parents, and teachers estimated about 55% of parents have involved in promotion their children to learning at home and encourage children to go school regularly.

5.2 There 36 families (178/75family members) of the Pomelo group in Ta Nguon village, Wattanak commune have been established and conducted the Training Need Assessment (TNA), average of land size for planting in each family has 16.25A (1625 M2) and provided one training on planting technique and fertilizer composing. There are two groups of Income Generation (Saving groups) have been established, one group in Achen village is in progressing with 1,070,300 riels income interest and is providing loan to members with amount of 5,076,700 riels, and reserve in hand is 1,136,600 riels, but another one group in Ta Nguon village with 20 members and have just saved in amount of 400,000 riels.

5.3 This activity is referred to the participation of communities/parents, student councils, and teachers within 3 target schools Sambour district have raised their concerns of education through parent's meetings, research on learning environment, and public forum are taken action. There 7 of 12 concerns (58%) have been captured to address by supply side (school director, DOE, POE, and Commune Council) in academic year study 2015-2016 as like;

- 1/ DOE has nominated school director to responsible for library for temporary because those 3 schools without librarian.
- 2/ School directors would effort to work cooperate with partners and charities to buy water filter for each classroom, disposal waste, and mobilize resources from community to organize the school garden.
- 3/ School directors would have to allocate PB and SIC budget and join hand with SSC, local authorities, parents, and student councils to build school gate, fence and clean the school ground as well as organizing the educational slogans to display on school fence, trees, and open spaces.
- 4/ POE and DOE have committed to monitor and spot check to teachers who are reported not regular teaching and promote to use the CFS checklist regularly.
- 5/ School director will be looking for some technical support from DOE and POE to improve the roles and responsibility of Student Councils Structure.
- 6/ DOE and POE promote teacher/school directors to use PB and SIG budget to buy students' monitoring books and using it properly. DOE will keep monitoring.
- 7/ School directors will cooperate with local authority and charities to produce a transparency box for each target school in order to enhance school governance.

3.3 ACTIVITIES DELIVERED IN THE PERIOD COVERED BY THE REPORT AND LEVEL OF FULFILLMENT

A **PLANNED ACTIVITIES**

A.1.2.3 :

1 = OBJECTIVE

2 = RESULT

3 = ACTIVITY



SPECIFIC OBJECTIVE 1

To strengthen and sustain the implementation of the Child Friendly School Program in the target district.

RESULT 1



INNOVATIVE JOYFUL AND ACTIVE TEACHING AND LEARNING TECHNIQUES ARE BEING PRACTICED IN ALL TARGET SCHOOLS

A.1.1 **CONDUCT MEETINGS TO DEVELOP TRAINING PLANS WITH PDOE, DOE, AND VSO**

Status : Completed ✓

On 8th May 2014. By cooperating with DOE, POE, and VSO to conduct a meeting to develop project plan of training monitoring at KAFDOC office with 8 (F:3) participants. Project management staffs conducted the project work plan, which are including contributions and responsibilities of DOE, POE to each project training activity and Monitoring and Evaluation. The meeting is one of the mechanisms to strengthen the cooperation between the DOE, POE, VSO, and Project staffs toward the improvement of the quality of education in project delivery. Finally, the project work plan was agreed and signed by DOE director, POE director, VSO (Education Management Advisor of POE Kratie), and KAFDOC executive director which would be valid from April 2014 to March 2016 and distributed to all target schools, commune offices, District Office, and SSC.

On 28th November 2014. Project staffs conducted meeting to develop project plan of trainings and monitoring with DOE, Commune chiefs, cluster school directors, and School directors at DOE office in Sambour district. There were 10 participants, all relevant stakeholders understood the project plan and contributed to the responsibility for implementation the project activities; the project will conduct monthly plan and copy to all relevant stakeholders. The agreed plan was signed and copied to all relevant stakeholders such as DOE, POE, VSO, commune offices, district office, cluster schools, target schools, and SSC. The project in Sambour district within 3 schools will be implemented for the period October 2014 - March 2016.

A.1.1.2

DESIGN WORKSHOPS AND COACHING SESSIONS FOR TEACHERS ON MULTIPLE INTELLIGENCES

Status : Completed ✓

On 15th and 16th November 2014 and 21st & 29th November 2015, there have been training on Multiple Intelligences for children to all 13 target schools' teachers in Chet Borei and Sambour districts. This training aimed at helping all teachers to understand the different intelligences of children and how to use them effectively for planning lessons. The training was conducted at POE meeting hall for 2 days and Ta Nguon school which have been facilitated by DOE and POE.

There were 3 main topics delivered to all participants: how to create study game, how to design questions to level of children learning, and learning modules outside the classroom.

96% of teachers had a good understanding on the flexibility of teaching with mixed level of understanding among students, especially on how to create joyful learning.

POE director has outlined to all participants to response for teacher's duties performance, effectively school budget management, and particularly CFS implementation in order to achieve the project goals and POE rolling plan set.

78.43% of teachers have been improved on effective teaching and learning through CFS checklist evaluation within 13 target schools.

A.1.1.3

DESIGN WORKSHOPS AND COACHING SESSIONS FOR TEACHERS ON CHILD CENTERED TEACHING AND LEARNING

Status : in progress ...

On 15th August 2014. Project staffs cooperated with DOE, POE, and Educo training coordinator (2 project staffs, 1 DOE, 2 POE, 1 Educo Officer) to develop the session plan for training on Child-Centered Teaching and Learning together at KAFDOC office for one day. There were two topics of Student Learning Centered identified as like the Key element of the 36 teaching techniques and Student Learning Centered for 2-days training. This content was shared by Educo from the Educo project in Battambang province.

On 19th-22nd August 2014 for 4-days training (2-days in each place). One DOE and two POE officials, with assistance from the project staffs provided training to 66 (F:42) teachers/school directors amongst the 81 teachers/school directors (there were 11 teachers absent due to the obstacles of transportation whilst flooding affected, maternal leave, and 4 directors were attending upgraded training at Regional Teacher Training Center (RTTC)). The training was divided into two different places; one was conducted at POE meeting hall and another one was conducted in Kantuot primary school. As result, each participant has made one lesson plan for teaching and include the techniques for student learning center methodology as well as clear objectives (Knowledge, Skills, Attitude) are included in the lesson plan and also clear elements (Action, Condition, and Standard) to be well understood and attainable. Moreover, two good practices teachers have provided model teaching to all participants in order to make sure that objectives of the lesson plan responded to the content of the lesson and every activity is co-related.

The last training on Child-Learning Centered will be held in next quarter.



A.1.1.4

DESIGN WORKSHOPS AND COACHING SESSIONS FOR TEACHERS ON CLASSROOM MANAGEMENT

Status : Completed ✓

On 13th October and 14th October 2014, and 13th June 2015 and the last training were held on 26th to 28th October 2015 in ChetrBorei and Sambour districts by cooperated with DOE and POE, there were 80 (F:42) participants attended the one-day training with three places. The participants have learnt

How to improve classroom according to CFS: decoration and display variety of pictures, slogans, learning corner, and displaying students' work. All teachers must change displayed pictures by curriculum.

Arrangement student seating and the board: student seating must be appropriate to learning and teaching activities, number of tables must be appropriate to the number of students, and maintaining furniture in the classroom.

Teacher's administration: using the 9 tables, recording students' monthly absenteeism, preparing tables to help slow learners, filling in the monitoring book with information about student learning outcome and regular sending to parents, and contacting parents of problematic students.

72.55% of teachers have been improved the classroom management which are focused on the classroom decoration and display, arranging student seating and the board, and teacher's administration (Using the 9 tables, Preparing tables to help slow learners, Filling in student background information, recording annual and monthly absenteeism, Filling in the monitoring book with information about student learning outcomes, and contacting parents of problematic students).

A.1.1.5

DESIGN WORKSHOPS AND COACHING SESSIONS FOR TEACHERS ON LESSON PLANNING AND ASSESSMENT

Status : in progress ...

On 11th, 12th August, and 2014 for 3-days training (1-day in each place). The project cooperated with DOE and POE officials to provide training on Teacher Preparation Lesson Plan and Assessment within 3 difference places; one was conducted at POE meeting room, Kantuot, Yeavprimary schools with 77(F:47) teacher/school directors (there were 17 teachers absent because information has been not reached, flooding, maternal leave, and 4 school directors were attending the upgraded training at RTTC in Kampong Cham province during a whole school vacation).

The trainings have provided clear understanding of lesson plan format, objectives writing, spending time as appropriate for each step of the lesson plan, self-evaluation and improvement of the plan in order to comply with pedagogy guideline of MoEYS, and also verified and clarified the using of CFS

Evaluation Checklist (so far, all schools in ChetrBorei district were using the old version of the CFS evaluation checklist because of miss understanding whilst in Sambour district schools have never used this format).

As monitoring and Evaluation checklist outcome, 40 out of 51 teachers (78.43%) have been evaluated, there have used lesson plan more than 60% in their teaching.

The last training course was converted into a training and a coaching on Establishing Student Councils in 3 different places (Yeav, Khsar, and PrekKov primary schools). The 13 target schools have been formed Student Councils after had been trained and coached on roles and responsibilities. But this structure of student councils will be strengthened next academic year study 2015-2016.

A.1.1.6

ORGANIZE DEMONSTRATION TEACHING

Status : in progress ...

On June 2014, there were 74 target schools' teachers attending the class demonstration within 6 cluster schools at the 1st class demonstration in this quarter, which was facilitated by VSO.

On 28th November 2014, the project staffs and DOE official in Sambour district conducted meeting with 2 target cluster schools' directors in order to set plan for being start to organize the demonstration class at cluster level with 2 times per academic year study. Therefore, the 8 cluster schools will or-

ganize the demonstration for an hour each, in order to take time for feedbacks.

On 26th February & March, 28th May, and 30th July 2015; the project has promoted all target cluster schools to conduct the Class Demonstration teaching in order to improve the teaching methodology, using teaching materials, and especially to feedback on teaching styles, time management, using questions for mix ability of students, lesson plan for teaching, and to make sure that all training courses are applied by them properly during teaching hours.

A.1.1.7

PREPARE FUNCTIONAL AND RELEVANT AGENDA FOR TEACHERS' THURSDAY TECHNICAL MEETINGS

Status : in progress ...

For new academic year study 2014-2015 which has started in November 2014. There have been five meetings of Thursday Technical Working Group Meeting within 8 target cluster schools. From November 2014 till end of January 2015, the schools were mostly focusing on Thursday to clean school's ground and schools' curriculum.

Therefore, from February to July, DOE's officials have tried to monitor and help to improve the agenda of the meetings,

and not only to focus on school's curriculum and school administration but also to add more agenda of addressing issues during teaching time of teachers faced, material using, using effective lesson plan, and improving technical active teaching. The outcome: more teachers attended the meetings (so far most teachers regarding that Thursday Technical Meeting, there are no changes), teachers prepare teaching aids in correct sequence and as appropriate to the lesson, and using homework and correction appropriately.



A.1.1.8

DEVELOP AND DISTRIBUTE TEACHING AND LEARNING MATERIALS MADE FROM LOCAL MATERIALS

Status : not delivered ✕

In order to respond to CFS Program, the 13 target schools will require more support in terms of resources /materials to be used for producing teaching aids, sport materials for schools, classroom decoration, materials for libraries, books for teachers researching to improve their knowledge and technical teaching methodologies, books for children to read in libraries in order to increase their reading and thinking skills, and material for drawing pictures.

In the afternoon of 28th May and 30th July 2015, after the Thursday Technical Meetings, project has encouraged all the teachers to come together to produce teaching aid by each

cluster. The teaching aids was produced according to requirement: they produced flash cards, pictures, dominos, consonants and vowels, and Synonyms.

In March 2015, the project has distributed books and some sport accessories for 10 libraries in ChetrBorei district. As result: 26,572 (F: 15,817) readers accessed to reading in the libraries from January to July 2015 and 4,777 (F:3,304) students borrowed books from libraries to read at home but 3 libraries in Sambour are already having book selves and books as well as sport equipment but not yet have librarians. As well as students are happily playing sport accessories at schools.

No	Name of School	January- July											
		Reading						Borrowing					
		Student		Teacher		Community		student		Teacher		Community	
Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female		
1	Khsar	1006	482	129	90	88	51	240	123	66	43	58	33
2	Kantuot	4136	2460	55	38	435	322	11	10	3	2	0	0
3	Wat Dountrei	2490	1268	112	64	44	18	0	0	0	0	0	0
4	Chuor Krouch	595	350	19	14	20	11	12	10	6	6	0	0
5	Talous	2089	1000	60	34	10	4	6	4	2	2	0	0
6	Prek Kov	3211	1612	117	87	172	104	356	249	23	15	34	20
7	Bos Leav	1264	598	31	21	182	105	0	0	0	0	1435	719
8	Prek Ta Am	6523	4893	59	42	13	6	1943	1586	10	10	11	5
9	Kbal Koh	113	61	14	9	13	6	53	21	3	2	0	0
10	Phum Prek	3083	1738	0	0	233	169	416	365	1	1	88	78
11	Ta Nguon	0	0	0	0	0	0	0	0	0	0	0	0
12	Yeav	0	0	0	0	0	0	0	0	0	0	0	0
13	Achen	200	124	34	18	22	18	0	0	0	0	0	0
SUB-TOTAL		24710	14586	630	417	1232	814	3037	2368	114	81	1626	855
TOTAL		26572		15817		4777		3304					

A.1.1.9

SCHEDULE FOLLOW UP ACTIVITIES ON PROJECT IMPLEMENTATION BY PROJECT STAFFS AND PDOE

Status : in progress ...

There is twice a year project agreement between DoE and PoE to conduct CFS performance Monitoring and Evaluation Checklist in target school areas

From 21st to 30th July 2014 for 7 days (one day for finalizing the Checklist, 5 days for monitoring and evaluation, and 1 day for reflection meeting) as agreed plan. As result:

Based on annual CFS teacher and school performance monitoring and evaluation checklist within 13 target schools and 86 (F:55) teachers; which is focused on 10 main activities and 80 detailed activities and 344 indicators of the CFS checklist, proved that 70% of teachers have performed very well (level: A) because they had

performed with score from 80% up, so it meant they completed at least 4 items/indicators in each detailed activity of the checklist, 10% of teachers have performed good (level: B) because they had performed with score from 65% to 79%, so it meant they completed at least 3 items/indicators in each detailed activity of the checklist, 5% of teachers have performed average (level: C) because they had performed with score from 50% to 64%, so it meant they completed at least 2 items/indicators in each detailed activity of the checklist, and 15% have performed below average (level: D) because they had performed with score under 50%, so it meant they completed at least 1 items/indicators in each detailed activity of the checklist but teachers themselves completed these results in the first step.



Based on the focal group discussion with at least 10 student representatives each target school during the CFS performance monitoring and evaluation checklist, found that children satisfied with their teachers, playgrounds, libraries, and appreciate to help their friends encountering problems whilst they need their teachers to provide teaching with using materials, the need activities outside the classroom.

Within semester meetings of parents, SCF checklist monitoring and evaluation, public forms, and International children's day event, it's shown that about 22% of parents out of 1422 (F:897) were aware of Child Rights, Child Protection, value of education, and allocate time for their children to learn at home. But very few parents have visited school once and checked their children learning at schools. So therefore, they need more awareness raising on rights based.

On 18th December 2014, project staffs, DOE and POE officials updated checklist for Evaluation Teacher and School performance in order to comply with CFS checklist version 2013.

On 24th to 27th December 2014, project staffs and DOE delivered 2 copies of Checklist for each teacher in 13 target schools and introduced how to use this checklist accurately.

On 10th to 14th February and 19th to 21st February 2015, POE and DOE with project staffs have conducted CFS performance monitoring and evaluation checklist. As result:

Regarding on the first CFS teacher and school performance monitoring and evaluation checklist within 13 target schools and 65 (F:38) teachers; which was focused on 10 main activities and 80 detailed activities and 344 indicators of the CFS checklist, it's proved that 31% of teachers have performed very well (level: A) because they had completed at least 4 items/indicators in each detailed activity of the checklist and performed with score from 80% up, 49% of teachers have performed well (level: B) due to they had completed at least 3 items/indicators in each detailed activity of the checklist and performed with score from 65% to 79%, 12% of teachers have performed average (level: C) hence they had completed at least 2 items/indicators in each detailed activity of the checklist and performed with score from 50% to 64%, and 8% have performed below average (level: D) due to they had completed at least 1 items/indicators in each detailed activity of the checklist and performed with score under 50%. POE and DOE evaluated this result.

During the CFS evaluation, the project had conducted the focal group discussion with at least 10 student representatives each target school, as result; children are satisfied with their learning in and out schools, children are always attending enter school meetings on school development plan, child rights, and meetings with parents.

During the CFS monitoring and evaluation, the project had a checklist for parents group discussion which consisted of enter school activity participation, involvement of student families in studying of children, and school development contribution of parents. The project found that parents are satisfied with school management and school environment.

Local authorities and SSC joint hand together to mobilize people for meetings and resources for school developments. This was the commencement CFS teacher and school performance monitoring and evaluation checklist of the academic year study 2014-2015.

From 10th to 19th August 2015, project staffs have cooperated with DOE and POE to conduct the annually CFS and teacher performance Monitoring and Evaluation Checklist within 13 target schools. There were randomly over 51 teacher/school directors, 65 SSC, and 65 students. As key outcome;

By focusing on 10 main activities and 80 detailed activities and 344 indicators of the CFS checklist, it's proved that 75.49% of teachers got very good performance based on the completion of them at least 4 items/indicators in each detailed activity of the checklist and performed with score from 75% up,

24.51% of teachers got good performance based on the completion of them at least 4 items/indicators in each detailed activity of the checklist and performed with ranked score from 50% to 74.99%.

7 of 13 (53.85%) target schools got (A) CFS performance; which was based on the annually POE CFS performance monitoring and evaluation result,

4 of 13(30.77%) target schools got (B) CFS performance; which was based on the annually POE CFS performance monitoring and evaluation result,

2 of 13 (15.38%) target schools were in medium level (C) performance; which was based on the annually POE CFS performance monitoring and evaluation result,

Enrollment rate was 95.43%, repeated rate was 8.44%, dropout rate was 5.63%, and retention rate was 85.93%; which was based on the target schools' report that provided by POE, and

335 (F:180) students equal to 83.21% (F: 86.97%) of the 13 target schools were transited to 8 lower secondary schools (6 lower secondary schools in ChetrBorei and 2 lower secondary schools in Sambour districts); which was based on the target schools' report that provided by POE.

Relying on group discussion with parents and SSC while conducting the school public forums, research on social auditing, CFS checklist evaluation, SHG meetings, school enrollment campaign, and semester parents meetings with total of 833 (F:486) people, we found that 45% of parents and SSC have been better aware on promotion of their children to school regularly, contribute to school development, contribute to feedback to teachers in teaching time respecting and quality of teaching, contribute to involve in promotion their children to learning at home and encourage children to go school regularly,

By various meetings, group discussion, trainings on child rights and student councils, school enrollment campaign, and parental semester meetings with 65% of 2258 (F:1200) children in school have been aware on internal and external learning environment, child rights and protection.

RESULT 2



GOVERNMENT EDUCATIONAL INSTITUTIONS AS WELL AS OTHER EDUCATION STAKEHOLDERS ARE COMMITTED IN RAISING THE QUALITY OF EDUCATION IN THE TARGET DISTRICT

A.2.1

SCHEDULE FOLLOW UP ACTIVITIES ON PROJECT IMPLEMENTATION BY PROJECT STAFFS AND PDOE

Status : in progress ...

By helping of Education Training Coordinator of Educo to seek for an external trainer for training on School Governance and Management to all target school directors and deputy directors as well as DOE and POE officials for 3 days. From 29th to 31st October 2014, the project conducted training to 33 participants (26 school director/deputy directors, 2 DOE officials, 1 POE official, and 3 project staffs) at Recourse School, provincial level. Achievement of the training within 4 main objectives :

Objective 1

96% of participants had been explained on the difference between governance and management and the essential for the school management to set a model of good governance and uphold an ethical culture in school.

Objective 2

96% of participants have been able to analyze and identify different styles of school management, styles of leadership and principles of effective participatory management.

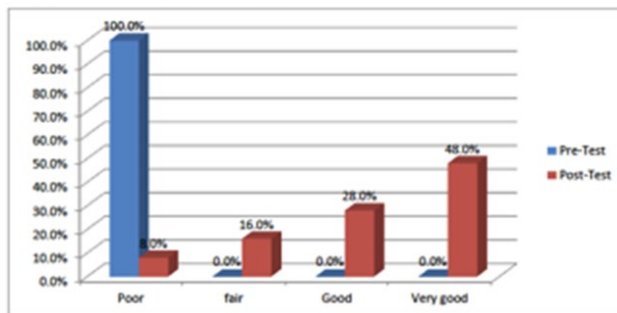
Objective 3

88% of participants have understood duties and responsibilities of school's masters, deputy school's masters, teachers and educationalists.

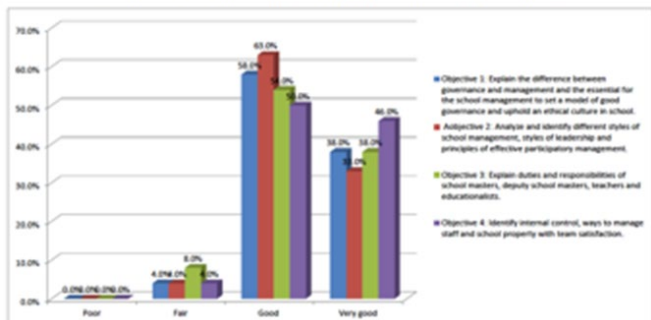
Objective 4

96% of participants could identify well internal control, ways to manage staff and school property with team satisfaction.

Here are the results of pre-test and post-test:



Here is the result of final evaluation evaluated by participants at the end of the training course.



Of being involvements DOE, POE and Project staffs have identified 9 of 13 target schools, equal to 69.23% is better contributed to improve the school governance and management (PrekKov, Talous, Prek Ta Am, PhumPrek, Kantuot, Ta Nguon, Yeav, Achen, and Khsar primary schools) through CFS Monitoring and Evaluation Checklist with parents, students, and SSC which have been focused on leading, management, and assigning and managing time “whenever school director has not presented in school, I will play the roles to monitoring teacher and student absence, disseminate and implement guidelines, especially manage and disseminate information on budget execution (PB) as well as school’s internal solidarity” Mr. PichBunthea said, vice school director of Dountrey primary school.



A.2.2

CONDUCT ORIENTATION WORKSHOP TO SCHOOL DIRECTOR ON ESP / CFS

Status : Completed ✓

On 2nd August 2014 the project cooperated with DOE and POE to provide an orientation workshop to school directors in 10 target schools in ChitrBorei district for one day at POE meeting hall. This orientation particularly focused on Education Strategic Plan (ESP) 2014-2018 and Policy of Child Friendly School (CFS). The result of the workshop has proved that:

As pre-test, in all participants, only 21% have been aware of ESP and 56% been aware of CFS (the use of Checklist for Evaluation). As post-test, there were 84% who have been aware of ESP and 91% aware of CFS. 95% satisfied with trainers from POE and DOE, 98% satisfied with contents of the workshop. Deputy POE director has strongly recommended to all school directors to cooperate with the project to reach the indicators of MoEYS for CFS performance, and version of CFS performance Monitoring and Evaluation have been verified to be clear understand of each detail activities.

On 19th December 2014, project staffs and DOE official in Sambour district provided orientation to 3 school directors and 3 deputy directors in 3 target schools on ESP 2014-2018 of MoEYS and how to check CFS checklist. 42 copies of CFS checklist have been delivered to 18 teachers included school directors. "This is the first

time for teachers to be oriented and introduced on the completion of the CFS school and teacher performance monitoring and evaluation checklist because all teachers have never used CFS checklist for monitoring and evaluation of their performance so far" Mr. PhongVillar, DOE official, Sambour district said. Moreover, 168 copies of checklist already distributed for 74 teachers included school directors within 10 target schools in ChetrBorei district to complete for their performance monitoring and evaluation for academic year study 2014-2015.

From 10th to 19th August 2015, project cooperated with DOE and POE conducted the CFS checklist within 13 target schools, found that all target teachers and school directors have been used the CFS checklist and they understood how useful checklist monitoring and evaluation "It's very important to be aware of my performance in teaching students and classroom management as well as weakness and strength, especially of what I haven't completed" Mss. Tong Panharong, teacher grade 1 in Kantuot primary school said.

A.2.3

UNDERTAKE EXPOSURE VISIT FROM ALL SCHOOL DIRECTORS TO MODEL SCHOOLS

Status : Completed ✓

On 29th April 2015, by cooperation with DOE and POE to select 2 target schools named PrekKov and Prek Ta Am primary schools in ChetrBorei district for exchange visit from other 11 target schools in order to learn the good practices and leadership management. The participants who attended that visit were the school directors, deputy directors from remaining 11 target schools and 2 CFs & 3 SSC chairs from 3 target schools in Sambour district. The exchange visit focused on: environment management in and out school compound, classroom management, involvement of SSC in school development, and libraries management. The result of the reflection after visitation proved that :

All participants had high commitment to get their good experiences from the visitation to practice in their schools such as promoting and maintaining as well as ensuring a clean environment inside the school, mobilizing community involvement in developing and implementing the school development plan, involvement in provi-

ding information and mobilizing support form community/charity people for school programs, assigning responsibilities to other teachers in the structure, managing and disseminating information on school budget execution (PB, SIG, KAFDOC, community), setting a schedule for student learning and researching activities in the library, classroom decoration, and managing and producing more materials.

After a one day visitation to two schools in ChetrBorei district and school directors and SSC chairs have improved school development and implementation such as classroom decoration, structure of SSC, and resources mobilizing “after I had visited a school in PrekKov, I learnt how to make hygiene corners, student’s work displaying, and classroom decoration now I did and applied to all classrooms” Mr. Prum Chan Thoeun, teacher grade 6 in Achen said. There are 5 more schools have been transformed the model for their schools, namely Phum Prek, Talous, Khsar, Ta Nguon, and Achen primary schools.

A.2.4

CONTRIBUTE TO IMPROVE THE SCHOOLS FACILITIES

Status : in progress ...

From June to August 2014. The project has worked with SSC members and school directors of the 2 target schools (PrekKov and WatDoutrei) to install water container, and hand washing sinks for children. The installation of the two water containers has been contributed times and labor by SSC. As result; two water containers and washing sinks were installed whilst one more school will not be installed the water container because number of students around 54 persons in school (KbalKoh primary school), so the project will change to use the water pipe to drain water from pump to the toilet only.

From 21st August to 21st September 2014. The project staffs and School director, teachers, and SSC in Kantuot conducted a meeting to talk about building on latrine with 4 rooms at the school, and to mobilize the contribution resource from school and SSC. The result of the meeting proved that school and SSC will contribute 3 meter cubes of stone, water, and wooden for using in construction process. Moreover, a construction committee (school director, SSC leader, CCWC and commune chief, and project staff) was also established in order to monitor and evaluate the quality of the building that would be built by the contractor, and the latrine was owned to school after the construction meeting had evaluated its quality as good as the agreement.

From 19th September to December 2014. All 10 target schools in ChetrBorei district have totally renovated and repaired playground with contribution from communities and SSC with their labor, times to monitor, and mobilized resources. All children, parents, SSC, and DOE or POE havereally appreciated the project that all target schools “ We are really appreciated to the project has contributed

huge amount to improve schools environment which is the mainly part of CFS school performance evaluation (there are two sections going to evaluate standard of CFS performance as like; School environment and Quality of teaching and learning)” Mr. PronhNuch, DOE official, ChetrBorei district said whilst he observed the Thursday Technical Working Group meeting.

There are 3 more target schools in Sambour district not yet completed the school ground improvement, but now is being continue to organize the recycled playground and garden. It will be completed by March 2016.

A.2.5

SUPPORT PDOEYS TO CONDUCT REGULAR SCHOOL INSPECTION / MONITORING

Status : in progress ...

This activity is overlapped to activity code 1.9, but this activity will be covered to copy document for monitoring and evaluation only.

By cooperating with commune councils and school directors to announce Co-village facilitator/Community based Facilitator (CF) for 3 target village. On 15th December 2014, project team interviewed and selected 2 CFs in Achen and Yeav primary schools. But in Ta Ngoun village CF selected in June 2015. The CFs are going to play important roles to closely work with local authorities in mobilizing the communities/parents for meetings: monthly follow up meeting of SHG, assist to encourage SSC to conduct regular quarterly meetings, and help to monitor the project activities with project staffs.

A.2.6

CONDUCT ANNUAL REFLECTION WORKSHOP

Status : not delivered ✕

This activity is not delivered because time is not reached. The reflection annual workshop will be undertaken on March 2015 after the project will be implemented after 12 months. This activity is not yet delivered because the schedule was delayed because it's overlapped schedule with DOE, POE, and teachers training which organized by MoEYS. So the project plan is to be conducted before ending project by March 2016 in order to reflect the project implementation regarding on project management team and POE discussed.



A.2.7

STRENGTHEN EDUCATION COORDINATION NETWORK IN THE PROVINCE

Status : in progress ...

Provincial- Joint Technical Working Group (P- JTWG) in Kratie. This activity is to coordinate POE with all NGOs working in the education sector every quarter, which contributed to support the process of the meeting by the project of KAFDOC for all meetings. P-JTWG is playing an important role in organizing meetings with representatives of Kratie Education Sector Working Group (KESWG) and relevant provincial departments.

The commencement meeting of the Joint Technical Working Group (JTWG) of Kratie province was held on 31st March 2014 at PDOE meeting hall, the second meeting was held on 12th September 2014, the third or annual meeting was held on 25th December 2014, the on 25th March 2015 was the first quarter meeting of JTWG, in 2015, the second quarter meeting of JTWG was held on 29th June, and the third quarterly meeting was delayed due to POE and secretariat busy with MoEYS system reform. **The tow outcome of the meetings :**

The annual meeting plan is set, agenda of the meeting has always drafted before meeting held, and all members attended have been aware the role of JTWG is going to be achieved.

AOP was reviewed and oriented how to integrate AOP at district level from all NGOs partners and how to conduct the provincial strategic plan 2015-17.

AOP and rolling provincial ESP 2015-2017 was completed by POE, 98% of POE budget was expended, POE requested to all NGO partners must follow DSA of MoEYS for mission of POE or DOE in cooperation, NGOs requested for accurate of educational data, and POE has committed to coordinate the JTWG quarterly meeting accurately as planned 2015 under supporting from KAFDOC. So the project will be well keep cooperating with POE to coordinate the meeting accurately.

MoEYS representatives have attended twice since this group is regularly meetings but not it still not well function due to limited time of meeting (only a half of day), and Provincial Health Department (PHD) is now clarified issues each other and committed to improve the school health program. Moreover, NGOs are better communication with POE to work in Kratie areas.

A.2.8

STRENGTHEN EDUCATION COORDINATION NETWORK IN THE PROVINCE

Status : not delivered ✕

This activity is not yet delivered in this year, but it will be conducted at the end of 2015. The project evaluation will be announced for External Consultant to undertake a final project evaluation.





A.3.1

TRAIN AND COACH SSC, CCWC, AND TEACHER COUNCILORS ON CHILD RIGHTS AND CHILD PROTECTION

Status : in progress ...

KAFDOC Child Rights and Child Protection have to train and mainstream all level of people. But our project has limited to provide training only to child peer educators/student councilors, teacher councilors, and CCWC. On 30th January and 5th February 2015, the project provided training to 60 student councilors and 10 teachers councilors on duties and responsibilities and Child Rights and Protection in ChetrBorei district.

From 1st to 18th July 2015 all student councils provided dissemination on 4 rights based to parents and SSC within 13 target schools. **As result:**

- 38 (57%) of student councils enable to facilitate the dissemination on child rights, value of education, child protection, and aware on their roles. Anyway, they are surely need more support to strengthen them on Child Rights, Child Protection, facilitation skills, and advocacy skills in order to improve their capacity.

- Teacher councilors are able to facilitate the meetings student councilors and other students who are often absent and families whose children have got problems of health, domestic violence, and some problems.

- Student councils have claimed to parents and SSC help to allow not to work harder beyond their responsible and energy especially child abuse and sell labor “May all parents and uncles help to get all children out of harder works or harm works to children, children need warmness from parents and protection from people surrounded them” student council, Eav Sanchay said during the dissemination to parents at Talous. Replying the children concerns had been raised, almost parents and SSC be aware on protection of children and harm works that affected to children development “ Actually, parents’ obligations are to look after children, offer them good care, especially send them to school as well as follow up their learning at home and in school, and protect them from hard and harm work that can be affected to mantel and physical development of children” Mrs. Lach Sophy, CCWC in Thma Andeuk commune said.



A.3.2

PROMOTE CHILD RIGHTS AND VALUE OF EDUCATION TO COMMUNITY

Status : in progress ...

Semester Parents Meeting is referred to the Promotion of Child Rights and value of education to community. This activity's goal is to empower SSC, CCWC, Student Councilors, Teacher Councilors, and parents/ communities to become assertive and involved in the running and delivery of education in their communities that would ultimately contribute to the sustainability of the project. There have 3 meetings till now.

SEMESTER PARENTS MEETING

- The village chief helped in following up the status of the students who have many absences from school after the student councilors reported the case at Prek Ta Am village/school.
- CCWC congratulated the children representatives who attended the commune council monthly meeting in order to deliver the information from their schools to the commune.
- Parents whose children outstanding learning at schools have shared experiences of allocating time to help their children in learning at home.
- Student councilors have mainstreamed on 4basic rights of children to parents which focus on development rights and

protection rights, domestic violence

- SSC members have involved in intervenes almost times the school encounters problems or irregular learning in schools.
- About 75% of parents have committed to help their children learning at home such as; allocate time for children to learn, reduce play TV or entertainment while children learning, encouraging children to school regularly, and involve with enter school meeting and development.

SSC CHAIR VOTING

MoEYS guideline is to re-elect SSC a month before the start of a new school year in the respective school and has a term of one school year. As result; 116 (F:33) SSC members are from citizen/communities, 22(F:3) advisors of SSC are from school directors and village chiefs, 13 (F:2) chair of SSC, and 13 (F:0) honorary chair of SSC are from commune chief/ commune council members. There were 444 (F:265) participants attending to elect for SSC chairs within 13 target schools, there were 47 (F:39) student representatives, 293 (F:176) citizen/parents, 27(F: 7) CCWC/CC, and 77 (F: 43) teacher/school directors.

A.3.3

STRENGTHEN SCHOOL SUPPORTING COMMITTEE IN SCHOOL DEVELOPMENT

Status : in progress ...

From April 2014 to November 2015. There were 6 meetings of the target school conducted SSC quarterly meeting to enhance their ToR and review the school achievement. The meetings have allowed all members of SSC to be informed of what services and information both KAFDOC and schools have been providing to the students and how schools will berenovating. By attending the meetings SSC provided pertinent information about this project particularly its desired annual project work plan.

SSC in ChetrBorei district have conducted 7 quarterly meetings till November 2015 whilst SSC in Sambour district has conducted 4 times from November 2014 to November 2015.

- SSC in PrekKov primary school successfully convinced local author, and people in the village contribute 5000 riels for each family each year for school development.
- SSC in Kantuot has saved 720,000 riels from saving box at pagoda in order to serve emergency cases that happen to the school or students
- SSC in Talous primary school and commune councils in Bosleav commune have committed to purchase extra-land

(13meter x 50 meters = USD 4,000.00) next to the school for school's properties that will be contributed from people in the village of Talous, Bosleav commune. Moreover, people and commune councils have committed to contribute 300 cube meters for school building and follow up school construction closely.

- SSC members have educated children outside the schools and parents whose children were often absent from schools to help in their works.
- SSC in Yeavhas mobilized money: about 1,700.000 riels from community to buy wood for school's fence.
- Commune chief of Wattanak contributed 100\$ to purchase wood for school fan and SSC also mobilized 200\$ from community to dump soil in school. Moreover, SSC mobilized labor contribution from parents to build the school's fence surrounded.
- All SSC cooperated with school director each school participated in organizing children's council, assist to organize school enrollment campaign, and collecting children for enrollment.



A.3.4

SUPPORT CCWC TO PROMOTE CHILD RIGHTS

Status : in progress ...

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- All SSC cooperated with school director each school participated in organizing children's council, assist to organize school enrollment campaign, and collecting children for enrollment.

A.3.5

ORGANIZE INTERNATIONAL CHILDREN'S DAY

Status : *Completed* ✓

On 1st June 2015. There was an event celebrated in 5 different places (Bosleav, WatDountrey, Kantuot, Ta Nguon, and Yeavprimary schools) by cooperating with DOE, POE, and commune councils. This event is commemorated to the 66th Anniversary of the International Children's Day (June 1), the 14th Anniversary of the World Day against Child Labor (June 12), and the Cambodian Children's Day 2015 in order to promote fulfillment of the rights of children and education for all as well as the enhancement of child nutrition and reduce child labor. There were 1304 (F: 713) participants joining the event.

- 982 (F:520) students received notebooks and pens for their studies and had refreshment together, played various games for entertainment, and question and answer for prizes. They seemed looking so happy with their special day.

- 234 good at students have received gifts.

- 186 (F:138) parents of children have felt happy to see their children receiving the gifts and aware of their obligation to fulfill rights to children. At least 50% of them are aware of rights to education and survival rights, but they limited awareness of child protection especially on neglects.

- Over 80% of children have been aware of the 4 basic rights through questions for prizes.

- "Students feel very happy in this special day for them, they can play lots of games, role plays, answer questions happily". Mr. ChitrPiseth said, cluster school director of Yeav, Sombour district. He added that "this is the first time that we have had good opportunity to celebrate the international children's day in this commune and participated from district governor, DOE, KAFDOC, TV and radio agents".

“STUDENTS FEEL VERY HAPPY IN THIS SPECIAL DAY FOR THEM, THEY CAN PLAY LOTS OF GAMES, ROLE PLAYS, ANSWER QUESTIONS HAPPILY”

A.3.6

CONDUCT ANNUAL PUBLIC FORUM ON THE IMPORTANCE OF EDUCATION

Status : *in progress* ...

Public forum provides a good place for parents and children to participate and to raise their concerns related to their learning, school development, teachers' performances, and school challenges, in two forums during the project period.

On 23rd to 31st March 2015, the project provided the first public forum with good cooperation with DOE, POE, commune offices to organize the forum on education. There were 1,169 (F: 700) participants (143/101 students, 860/552 parents, 99/25 local authorities, and 67/22 teachers) attending the forum.

On 24th to 25th September and 12th to 14th November 2015, there were 5 forums conducted with 264 (F:189) participants (56 student councils, 27 teacher/school directors, 15 local authorities, and 166 parent/SSC). There are 7 issues accepted by honor speakers in order to take action.

1 DOE has nominated school director to be responsible for library for temporary because those 3 schools in Sambour district without librarian.

2 School directors would effort to work cooperate with partners and charities to buy water filter for each classroom, disposal waste, and mobilize resources from community to organize the school garden (3 target schools in Sambour district).

3 School directors would have to allocate PB and SIC budget and join hand with SSC, local authorities, parents, and student councils to build school gate, fence and clean the school ground as well as organizing the educational slogans to display on school fence, trees,

and open spaces.

4 POE and DOE have committed to monitor and spot check to teachers who are reported not regular teaching and promote to use the CFS checklist regularly.

5 School director will be looking for some technical support from DOE and POE to improve the roles and responsibility of Student Councils Structure.

6 DOE and POE promote teacher/school directors to use PB and SIG budget to buy students' monitoring books and using it properly. DOE will keep monitoring.

7 School directors will cooperate with local authority and charities to produce a transparency box for each target school in order to enhance school governance.

But some issues rose in previous forum have been solved subsequently such as; text books for children have delivered, haven't cut student's score, better delivery information to students and holiday to SSC and parents (Thmei commune), without hiring community to teach instead while teacher doing business (Achen), parents are better aware on child rights and help to promote their children to school more regular. Anyways big issues are not yet solved such as; parents don't receive monitoring books, lack of teachers, multi-class teaching, and children labor employment.

RESULT 4



CHILDREN HAVE EXERCISED THEIR RIGHTS TO FULFILL THEIR POTENTIAL

A.4.1

SUPPORT STUDENT COUNCIL TO DISSEMINATE CHILD RIGHTS

Status : Completed ✓

The four rights based for children are very important for all student councilors and all teachers. In order to strengthen capacity to student councils who work closely with parents and their friends at schools, the project staffs conducted one-day training to 60 student councilors in 2 different places.

- At the end of the training on roles and responsibilities and child rights and protection for 60 student councilors, there were 47 student councilors (77%) of them have been well

aware of the four basic rights for children and they were able to use material in dissemination properly.

- **63% of them (38 students) can speak out in meetings with parents, commune councils monthly meetings, provide consultation to parents whose their children often absent from schools , and have a better facilitation in disseminating on child rights as well as bravely performing the role-plays.**

A.4.2

STRENGTHEN STUDENT COUNCILORS STRUCTURE (LEADERSHIP TRAINING , CHILD RIGHTS)

Status : in progress ...

After training and establishing student council, 13 target schools have established student councils structure, but till now only 9 schools are better structures (PhumPrek, Prek-Kov, Ta Lous, Prek Ta Am, Kantuot, Khsar, Achen, Yeav, and Ta Nguon primary schools. Therefore, from November 2015 all schools will restructure student council.

The student representatives have suggested commune councils to include the problem of school fence in Talous primary school into the CIP, problems of protection school buildings

during the flood as well as door's locks were broken by unruly youths during the vacation, concerns of the lack of latrine, dropout, poor families of students, and road construction in order to be easy for children to go to schools and safe.

Teacher councilors conduct monthly meeting with student councilors not in a regular way, but student councilors remain always activelyinvolved in dissemination on child rights to their classmates and parents whose children do not attend regularly school.



A.4.3

PROMOTE SCHOOL ENROLLMENT CAMPAIGN BY STUDENT COUNCILORS.

Status : Completed ✓

By cooperation with both DOE in Sambour and Chetrboreidistricts, the 13 target schools organized the school enrollment campaigns that have been led by school directors/teachers, SSC, and Student councilors. From 16th October till 2nd November 2015: The 13 schools conducted enrollment campaign with a 15-days event.

- There were **1520/764 people** (1360/690 students, 71/18 SSC, and 89/56 teachers and school directors) involved in school enrollment campaigns.

- There over **5300 leaflets and 26 banners** were published and distributed to parents, community, and students in order to announce for parent/guardians who have got children aged from 6 years to school enroll.

- **15 days school enrollment campaign** event was broadcasted via local radio in order to promote and alert to parents to get to enroll all school aged children to school.

A.4.4

SUPPORT SELF-LEARNING BY OUTSTANDING STUDENTS

Status : in progress ...

Teachers and student councilors implemented this activity without using the budget. The project staffs promote student councilors and teachers to help the slower learners and encourage teachers and school directors to help poor learners students enable to work with outstanding ones, teacher uses the standard curriculum for setting exercises or test, and fast learner have assigned to help slow learners



A.4.5

RAISE AWARENESS OF CHILD RIGHTS VIA MEDIA

Status : *Completed* ✓

On 31st May and 1st June 2014, the project had collaborated with Radio Women's Community Voice FM100 Kratie to produce the theme of the Rights Based of Children to broadcast and report. Twice a day during 7days, they broadcasted Child Rights Based, project assistance attended as speaker for the radio talk show on Child Rights Program, and reportage of the International Children's Day Event was broadcasted. For next quarter the project will work in cooperation with Media officer to develop the case study

of changes of children, teachers, and parents in the target schools. On 20th October 2014, the project has cooperated with Radio Women's Community Voice FM100 Krati to produce the reportage of school enrollment campaign and broadcasted during 10days on radio for the event.

On 1st June 2015, KAFDOC has cooperated with the Radio Women's Community Voice FM100 Kratie and TVK to broadcast the International children's Day.

On 16th 30th October 2015, Radio Women's Community Voice FM100 Kratie, has composed two stories for school enrollment campaign event and rights at school advocacy

1 A story to promote parents whose children's aged from 6 years old or 70 months to school enrollment.

2 An advocacy story of promoting parents and community to be aware on Your Rights at School.



A.5.1

DECENTRALIZATION AND DE-CONCENTRATION AND ADVOCACY SKILLS

Status : *in progress* ...

KAFDOC's village staffs/ Community Facilitator (CF) worked cooperating with village chiefs and commune councils to provide dissemination on Value of education and rights based of the children to Self Help Group members (SHG) and Income Generation members (IG) for 3 times. The topics we mainstreamed have focused on Rights to education for children, 4 basic rights based of the children and social accountability. As result:

- SHG members have been more aware of Survival rights (rights to get official birth certificate, rights to get good health care services, rights to get proper shelter, and rights to get sufficient food...), Protection Rights (right to be pro-

ected from trafficking, rights to be protected from domestic violence, rights to be protected from selling labor, and rights to be protected from illegal drug used), Development Rights (rights to have equal access to education, rights to get proper news, rights to play, and rights to get warm and care from parents), and Participation Rights (rights to speak out in the public/workshop/meetings, rights to provide dissemination, rights to create association, and rights to join social work). Through the dissemination, we could assess that 55% to 58% of parents have been made aware of Education value, rights at school, and being brave to advocate for teaching times of teachers and school development.

A.5.2

DEVELOP 5 SELF-HELP GROUPS (100 MEMBERS) AND 30 MODEL FAMILIES

Status : in progress •••

On 24th to 30th December 2014, the project staffs have worked cooperated with local authorities to conduct dissemination on general objectives of Establishment Self Help Group to communities especially students' parents who are in poor condition in Achen, Yeav, and Ta Nguon villages. 84 (F: 58) participants attended the dissemination meetings in 3 villages. 19 members of Saving Group have been created with a structure but the set of regulation of the group has not been implemented yet and 15 model farmer families are identified.

There are two groups of Income Generation in Achen village with 21 members and Ta Nguon with 20 members.

There are two groups of Income Generation (Saving groups) have been established, one group in Achen village is in progressing with 1,070,300 riels income interest and providing loan to members with amount of 5,076,700 riels, and reserve in hand is 1,136,600 riels for urgent intervention for the group members, but another one group in Ta Nguon village with 20 members and have just saved in amount of 400,000 riels.

There is one group of model families of Pomelo group with 36 families. After conducted TNA we found that there have **178/75 family members** and average of land size for planting in each family has 16.25A (1625 M2), and as well as they all have been trained on planting technique and fertilizer composing.

A.5.3

CONDUCT TRAINING ON VARIOUS RELEVANCE AGRICULTURAL TOPICS TO THE MODEL FAMILIES

Status : in progress •••

The project has cooperated with commune chief of Wattanak commune to identified the group of Pomelo in Ta Nguon village with 36 families.

- On 3rd October 2015, Training Need Assessment (TNA) conducted with all members of the Pomelo group (model family). Moreover, this model group is aimed to establish to a Community Based Organization (CBO) of Pomelo as KAFDOC's experience with Pomelo groups in Koh Trong Island which authorized by Department of Tourism and Agriculture in order to be sustainable.

- On 13th to 14th November 2015, Project cooperated with Provincial Department of Agriculture (PDA) to provide training on Pomelo's planting technique and fertilizer composing to all 36 members at Ta Nguon village, Wattanak commune. The second training will be held on 2nd December 2015.

- All members are pleased to learn the important technique and how to fertilizer composing that so far they have never ever learnt "So far, neither I and my team have planted pomelo as adventure without any technical supporting from others at all, hence, this time we are so glade to be supported from PDA and KAFDOC" Mr. HakBopea, pomelo group leader said. He added that *"preparing soil before planting, never ever care about kind of soil for planting, not proper water, and don't know how to keep those plants from insect or deceases from soil at all"*.

A.5.4

WORKSHOP ON NUTRITION EDUCATION AND HELPING CHILDREN FOR EXTRA-LEARNING AT HOME TO THE SHG (SELF-HELP-GROUP)

Status : in progress ...

There are 3 groups of SHG (2 groups of Income Generation and model farmer family) with 77 families have been grouping. All families are often raising awareness on Domestic Violence against women and children, value of education and sending children to school regularly, Survival Rights and Protection of children, and Citizenship from CCWC, village chiefs, and project staffs.

A.5.5

PROVIDE AGRICULTURAL MATERIAL AND CAPITAL TO THE 30 MODEL FARMER FAMILIES

Status : in progress ...

- After IG in Achen has worked, KAFDOC management team had approved a grant of \$500 to that group to keep on going their activities whilst IG in Ta Nguon village is not yet granted from the project because it's needed to walked by themselves first.
- Agricultural material will provide to the model farmer families during the second training delivering.



ACTIVITIES NOT PLANNED INITIALLY (UNPLANNED ACTIVITIES) WHICH HAVE BEEN DELIVERED OR PROGRAMMED

AnP. 1

CHILD RIGHTS PROGRAMING

Status : Completed ✓

RESULT IT CONTRIBUTES TO 4.1

SUPPORT STUDENT COUNCIL TO DISSEMINATE ON CHILD RIGHTS

On 27th June 2014. A project quality officer and executive director attended a workshop on Child Rights Program in Phnom Penh which was organized by Educo and facilitated by Child Wise Cambodia.

Objective of the workshop was to address all partners to understand the Child Rights and accurately quoted into programming effective implementation in the project. The key result of the workshop:

Learnt the question from Child Wise officer, she asked: What will you understand if someone says Rights in your country? Each of the participant had to give one word she/he thinks there is: Democracy, Transparency, Justice, Accountability, Rights Improving, Understanding Rights, Freedom...

Learnt how to disseminate the rights to implement to children and community by the method of conducting training and gathering participation and explain from the disadvantage to advantage to them their participation.

Learnt how to help children or adults when they are facing physical endurance such as domestic violence, threatening and especially children who are forced to help their parents by selling their labor to earn income for family, due to their ages are prohibited. We have to meet those persons to find out the real impact and if that is bad they will be reported to nearby local authority or relevant stakeholders so to implement the child rights in Cambodia is really needed and to put in the program. Intervida will be replacing Educo at the beginning of July 2014 for onward.

AnP. 2

QUARTERLY P-ESWG MEETING

Status : in progress ...

RESULT IT CONTRIBUTES TO 2.7

STRENGTHEN EDUCATION COORDINATION NETWORK IN THE PROVINCE

On 18th September 2014. A project quality officer attended a meeting on Quarterly P-ESWG with NEP in Phnom Penh at CJCC. The objective of the meetings was:

- To discuss about ToR (roles and responsibilities of P-ESWG by Batambang Education Support Team (Best)
- To discuss how P-ESWG is involved in Provincial Education Strategic Plan 2015-2017

- To share the Accomplishments, Challenges, Lesson learnt & Set plan to improve P-ESWG by all ESWGs
- To share about Post 2015 Education Development agenda from NEP.





The key result of the meeting; The Terms of Reference for Education Sub-Sector Working Group (ESWG) were adopted at an ADHOC meeting of donors interested in Education Sector in Cambodia and they ratified an existing situation in which the ESWG has been operating for a number of years without formal Terms of Reference but along broadly lines are aimed to : The advancement of education in Cambodia, Establishing linkages with the government especially through MoEYS, Monitoring program of education reform and coordination of donors working in the education sector in Cambodia.

Main task of ESWGs are :

- Share education information, Education Policies, Reforms, Program among members.
- Bring education issues and challenges to discuss with PoE and JTWG members
- Play role as the contact unit between the PoE and all NGOs (AoP, Congress Report, ESP 2015-17.
- Build capacity of ESWG members by through workshop and develop strategic plan and action plan
- Contact to NEP.

Role and Responsibility of ESWGs Chair man :

- Coordinate the meeting with ESWG members
- Looking for funds to support ESWG works and develop new strategic plan to support the group better
- Update ESWG works (Achievements and challenges to the stakeholders particularly to PoE
- Share knowledge and experiences with ESWG members and do monitor and evaluate ESWG works with consultation of the stakeholders.

On 13th February 2015, Kratie Education Sector Working Group (KESWG) has a meeting to elect new chairman for 2years mandate, 2015 to 2017.

- There were 18 KESWG members from 18 NGOs attended this crucial meeting at Child Fund Cambodia office.
- KAFDOC was voted as the Chairman of the KESWG with 13 votes, Save the Children is a vice chairman with 5 votes, and KAPE secretariat.
- KAFDOC has played important roles to lead the KESWG to conduct regular meetings with members.

On 23rd March 2015, KESWG conducted the first membership quarterly meeting with members at CED office.

This meeting has achieved some result.

- All members have agreed to select VSO Education Management Advisor as external advisor of the KESWG.
- Chairman of the KESWG will produce a member's profile and handbook after all members had given owns' profile to KAFDOC/chairman.

- Chairman of the KESWG will design website and Facebook for KESWG in order to each member raise or post their concerns, good practices, suggestions, challenges, and share good information.
- Have clear annual meeting plan and responsibilities of each member (Q1: at CED, Q2: at Child Frund, Q3: at Save the children, and Q4: at KAFDOC).

On 22nd June 2015, KESWG conducted the second quarterly membership meeting at Child Fund Cambodia at plan set.

- All members come to the meeting on time. Agenda of the meeting and achievement were prepared 3 weeks before the meeting had held by VSO and KAFDOC team. Also agenda of the meeting was delivered to members 2 weeks before the meeting.
- Chairman of the KESWG present the achievements; website was designed successfully and introduced member access to use it, Facebook page has been working and got hundreds of the Like and comments, concerns and issues of each members have submitted to NEP for reflection meeting with MoEYS.

On 19th September 2015, KESWG conducted the third quarterly meeting at KAFDOC office as set plan.

- Reviewed previous report/minute in order to ensure that those action points were taken action and addressed appropriately.
- All members of ESWG have conducted quarterly report to chairman and presented those report. Challenges and Lesson learnt have shared and learn.
- One annex school in Sambour district was contributed supporting from KESWG members and 80% built right now, after called for intervention from KESWG. And this group will try more to convince other institution to contribute to complete that building.
- KESWG has committed to put some concerns on Government's DSA applying, land confliction for school building in Sambour district, and out of school children intervention to the JTWG.
- AOP has been clarified by POE representatives to all KESWG members.

ATTEND NEP QUARTERLY MEETING FOR NEP

Status : in progress ...

RESULT IT CONTRIBUTES TO 2.7

STRENGTHEN EDUCATION COORDINATION NETWORK IN THE PROVINCE

A project manager of the Improving Quality of Primary Education project of KAFDOC staff who is responsible for Education Network was invited by NGO EDUCATION PARTNERSHIP (NEP) to participate in Quarterly Membership Meeting, which was held on 4th December 2014, at TonleBasac Restaurant, Phnom Penh, Cambodia. **Learnt :**

MoEYS has increased its budget from 396 Million USD to 433 Million USD for 2015, but around 77% will be used for Teachers' salary (NEP presentation).

- MoEYS has already updated Textbooks for students from grade 1 to 3 (MoEYS presentation).
- MoEYS will increase budget for DTMT to be regularly monitoring schools (MoEYS presentation).
- MoEYS need 7 sub-sector working groups from NGOs representatives (NEP presentation).
- Curriculum reform: agree curriculum review, reform, monitoring roadmap is to increase learning time to 6days and 40-50 minutes, focus on maths and science, teacher development, learning material, inspection, assessment-EGRA/EGMA, G3 &G6.
- All NGOs must focus on reading skills for children, help children to learn to read from grade 1 to 3 and help them to learn how to read from grade 4 to 6 in primary schools.
- SSC structures has to follow the guidelines of MoEYS
- SSC and SMC are needed to be monitored from relevance stakeholders, especially NGOs

- NEP-Quarterly Membership Meeting Schedule for 2015 will be changed if there is anything necessary proposed from MoEYS.

On 16th September 2015, Membership meeting at Phnom Penh. We learnt as following;

- NEP committed to strengthening and gathering voice from Educational NGOs to convince with MoEYS in order to fulfill the gaps of MoEYS.
- Promotion and establishment of the New Generation School program (NGS) at sub national level.
- National Education budget is referred to Education budget will be flown to all relevant ministry or department as like; MoH, TVET, MoWA....that those are working for education sector.
- Southeast Asia Primary Learning Metrics (SEA-PLM) Test Administration2 Test Administrators/ School, 1 Day/ school, 1 Test Monitors/ 2 Provinces.

Activities	Time
1- Distributing the test booklets, reading the instructions and doing practice questions	10-15 minutes (approximately)
Section I: Cognitive questions from Mathematics or reading or writing (2 clusters)	30 minutes (exactly)
Section II: Cognitive questions from Mathematics or reading or writing (2 clusters)	30 minutes (exactly)
Break	10-15 minutes (approximately)
2- Distributing the student questionnaires booklets, reading the instructions and doing practices questions	5 minutes (approximately)
Section III: The student Questionnaires questions with GC items	20 minutes (approximately)
Collecting the materials and ending the session	5 minutes (approximately)
Total	1 hour and 50 minutes – 1 hour 55 minutes (approximately).

THE CHANGES IN EDUCATION

POSITIVES CHANGE

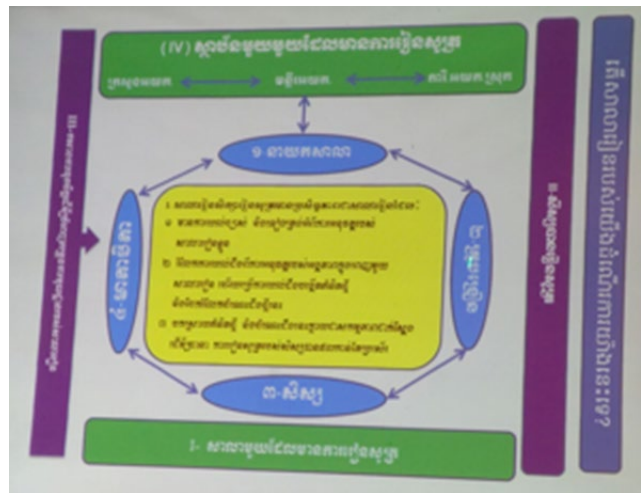
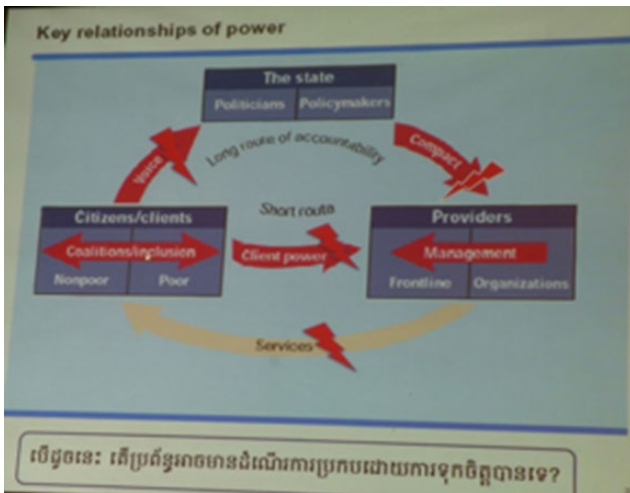
Access (enrollment rate increase), Increase education services, ECCD, Examination reform, Improve dropout rate in primary, Bank system for school and salary, Improve the gender issues in primary and lower secondary, Increase national budget especially for education, P-ESWG and JTWG: P-ESP and AOP, Include ICT in secondary curriculum, Number of school increase, Cooperation between NGO and POE increases, MoEYS has better policies, Tendency of promoting young and qualified leaders and principals, and Special education teachers were transferred to be civil servants

NEGATIVE CHANGES

English language curriculum in grade 1-6 while teachers don't have English knowledge, High dropout rate in upper secondary education after reform, Teacher curriculum is longer than actual instruction hour, Supply of core textbook, Lack of M&E, lack of resources to implement ICT policy, Inaccurate EMIS, Budget is not wisely spent (under spent), Poor teacher development, Limited information sharing, Instruction hour lost WASH issues as like damage toilet, Lack of community pre-school, and Limited access for CWDs and marginalized groups.

On 12th November 2015. Project Manager who responsible for Educational Networking attended the Quarterly Membership Meeting at Phnom Penh. We learnt as following

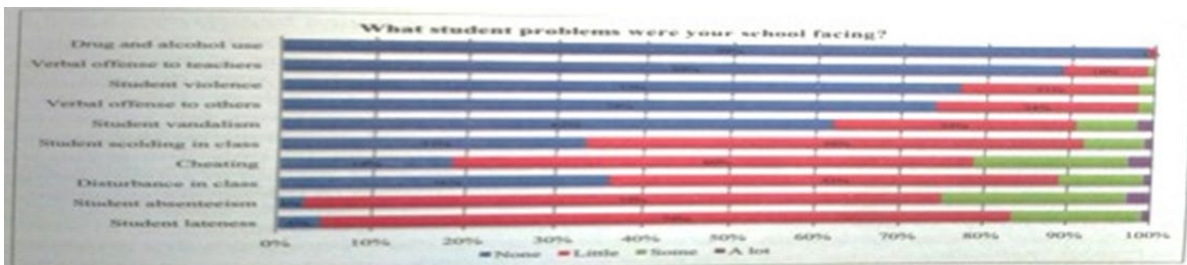
- The weaknesses of school performance and without reporting the weaknesses to the national level due to political concerns.



- Technology for Education Systems Transformation (TEST) with using App for benefits of the reading assessment (Accuracy, Unbiased Scoring, Weak students Identified) and App Assessment Tests 5 keys skills: phonemic awareness, phonics, vocabulary, comprehension, and reading fluency.

From 18th to 19th November 2015, As chairman of Education Sector Working Group (ESWG), a Project manager attended the Learning Event of P-ESWG and P-JTWG at Battam Bang province, which supported by NEP. We learnt:

- School Accountabilities and Community Participation in performance of primary school and lower secondary school.



- P-JTWG is still not function if there is no supporting from MoEYS and P-ESWG.
- P-JTWG has to play majority roles to intervene to take action of what P-ESWG raised at the P-JTWG meetings by regarding to the 5 key guidelines (Alignment, Ownership, Result Based Management, Accountability, and Humanization).
- P-ESWG has to strengthen its network strongly in order to convince POE and fill gaps of POE to improve the quality of education.
- Issues of P-ESWG members must be in report evidentially in order to be easy for Chairman of P-ESWG to convince with POE.

MANAGEMENT MEETING ON CHILD RIGHTS IMPROVEMENT

Status : Completed ✓

RESULT IT CONTRIBUTES TO 3

A DYNAMIC AND SUPPORTIVE RELATIONSHIP EXISTS BETWEEN SCHOOL AND COMMUNITY

On 4th November 2014. KAFDOC management team meeting was held in KAFDOC office to find the gaps where the project needs a support from Child Wise Cambodia.

We found :

- Provide training on Child Rights and Protection to student councilors, local authority (all commune council members, commune police officers, village chiefs/deputy village chiefs and assistance).
- Provide Monthly/quarterly dissemination on Child Rights and Protection to community or parents.

- Develop training manual for key CCWC, student councils, and Police officers in order to make them able to provide dissemination to community/parents by themselves
- Build capacity for all CCPN members on Child Protection Reporting Process
- Conduct quarterly/semester meetings with all CCPN members
- Conduct reflection meeting with all relevant stakeholders/institutions that involved in children's intervention.
- Develop IEC materials and leaflets.



ATTEND MEETING WITH EDUCO

Status : Completed ✓

RESULT IT CONTRIBUTES TO 3

A DYNAMIC AND SUPPORTIVE RELATIONSHIP EXISTS BETWEEN SCHOOL AND COMMUNITY

On 10th November 2014. A project manager of the Improving Quality of Primary Education project of KAFDOC staff who has been assigned by Management Team to join the discussion meeting with EducoCambodia and Child Wise Cambodia in International Christian Fellowship (ICF), Phnom Penh.

This meeting was :

- To define and look at what all Educo's partners mean by violations of Children's Rights in Cambodia and how best to tackle.
- To share individual experience in the areas where each organization works.
- Child Wise Cambodia will design a program to address the issues raised by Educo's partners.

There were four key outputs that we learnt:

Individual Group Discussion on

1 Identify children situation in your target areas

- Children have been low awareness on CR & CP
- Children have experiences in domestic violence
- Children feel fear to speak out their concerns
- There have violence in school
- Children involve in sell labor (help to make income for their families)

2 Identify Project and staff gaps

- New staffs need better understanding on CR & CP
- Project needs audit on CSO
- Project needs training on CR & CP for student councilors, local authority (all commune council members, commune police officers, village chiefs/deputy village chiefs and assistance.
- Conduct Monthly/quarterly dissemination on CR & CP to community or parents.
- Develop training manual for local authorities/CCWC, student councils, and Police officers in order that they will be able to continue to provide dissemination to community/parents by themselves
- Build capacity for all Commune Child Protection Network (CCPN) members on Child Protection Reporting Process
- Conduct quarterly/semester meetings with all CCPN members

- Conduct reflection meeting with all relevant stakeholders/institutions that involved in children's intervention.
- Develop IEC materials and leaflets

3 How do you expect CWC team will help to complete those gaps?

- CWC can help to build capacity for KAFDOC staffs
- CWC can help to complement the gaps through closely working with communities and local authorities level as well as provincial level

4 How CWC can integrate CSC project in your target areas?

- CWC has to conduct annual plan together with KAFDOC, schools, local authorities, DOE, POE and VSO before starting the project implementation
 - CWC can work with KAFDOC staffs to complement the gaps and help to address issues together
- On 18th September 2015, Two KAFDOC staffs (Executive Director and Project Manager) attended the Signing Ceremony on Memorandum of Understanding Between ChildFund Cambodia & Educo Cambodia for being become a new membership of ChildFund Alliance.

On 27th October 2015, Project Manager of KAFDOC attended the workshop on Rights to Information for Education, In Kratie province, which organized by API, NEP, Unicef, and NCDD.

- All community people have to involve in observing and providing feedback to public service delivery on education in order to improve their commune.
- People have to be aware on rights at school and have to claim for their rights for qualified education at commune level.

STAFF CAPACITY BUILDING

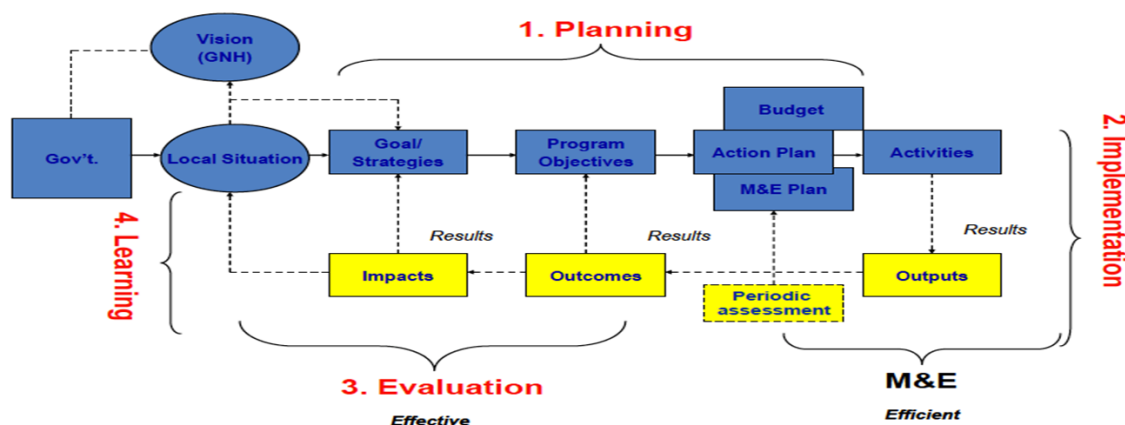
Status : *in progress* ...

RESULT IT CONTRIBUTES TO 4.1 SUPPORT STUDENT

From 14th to 17th October 2014. The two staffs (Mr. You Arun, project manager and Mr. ThiLengchhay, Project Quality Officer) from KAFDOC were invited by Educo Cambodia to participate training on Planning, Monitoring and Evaluation at International Christian Fellowship (ICF), Phnom Penh. This Capacity building was organized by Educo Cambodia and facilitated by International Institute of Rural Reconstruction (IIRR). **We learnt about :**

- Understanding on community issue solution
- More understanding on problem tree, project cycled management and pair wise ranking methodology, and plan developing.
- Data collection tools: FGD, Case study, Interview, Community interview meeting, most significant changes, survey, and direct observe.
- Participation Ladder: Receiving information > Passive information gathering > Consultant > Self-mobilization, and :

M&E in the context of the organization's program/project cycle



From 25th to 27th February 2015. The two staffs (Mrs. HeaSaray, project assistant and Mr. ThiLengchhay, Project Quality Officer) from KAFDOC were invited by Educo Cambodia to participate training on Facilitation in Community Participation and Mobilization at ORCHIDEERestaurant, Phnom Penh. This Capacity building was organized by Educo Cambodia and facilitated by Educo Cambodia.

We learnt about :

- Staffs understood how to effectiveness of communicate with parents and facilitation.
- Staffs could create good environment in facilitation in the meetings
- Staffs have been good communication with parents, teachers, SSC, and local authorities.
- Staffs are able to manage the meetings.

From 27th April to 1st May 2015. The two staffs (Mr. You Arun, project manager and Mr. ThiLengchhay, Project Quality Officer) from KAFDOC were invited by Educo Cam-

bodia to participate training on Result Based Management (RBM) at ORCHIDEERestaurant, Phnom Penh. This Capacity building was organized by Educo Cambodia and facilitated by LWD.

We learnt about :

- Staffs could use the Change Language in developing M&E
- Staffs shared the RBM to the management team of KAFDOC
- Result Framework of the project has been developing, and
- Staffs are able to use the RBM at least 60%.

From 16th to 17th June 2015. All KAFDOC staffs have been built capacity on Case Study and Report writings at KAFDOC office, Kratie province; which supported by Educo Cambodia and facilitated by The Professional Capacity Development Team (PCDT). **KAFDOC staffs learnt :**

- KAFDOC staffs have been aware on keys to develop the Activities Monitoring Framework (AMF).

- KAFDOC staffs have been aware on how to take pictures for case studies.
- Project Manager have been developing project AMF for project report writing.

From 29th June to 3rd July 2015. The two staffs (Mrs. Hea-Sary, project Assistance and Mr. Hun Sothea, Project Quality Officer) from KAFDOC were invited by Educo Cambodia to participate training on Skillful Parenting at ORCHIDEE restaurant, Phnom Penh. This Capacity building was organized by Educo Cambodia and facilitated by ICS.

We learnt about :

- Child Protection processes (Physical abuse, Mental/emotional abuse, Sexual abuse, and Neglect)
- Happiness family (understanding about violence, identifying strengths in family & violence, advantages of relaxation)
- Family relationship (effectiveness between husband and wife and other caregivers)
- KAFDOC has planned and disseminated to parents through the Semester Parents meetings with Student councilors.

From 7th to 9th September 2015. There were three staffs from KAFDOC have been participated the final session and

examination on Skillful Parenting, facilitated by ICS, which supported by Educo.

KAFDOC staffs learnt :

- How to prepare document supporting for training, meetings, workshops, and dissemination.
- How to facilitation in meetings or trainings.
- Practice facilitation skills.
- 2 of 3 staffs have been successful final exam.
- Project staffs have mainstreamed/applied their knowledge on parenting to communities within 13 target schools while conducting semester meeting with parents and SSC.

From 20th to 21st August 2015. Two KAFDOC staffs (Project Quality Officer and Project Manager) were invited to attend the training on Social Auditing in Phnom Penh, which was supported by NEP.

We had learnt :

- Promoting supplied side and demand side to seat and talk to address issues together,
- Your rights at schools,
- How to coordinate the forum between supplied side (school) and demand side (community), and
- Research and reporting.

AnP. 7

EXTERNAL DESSIMINATION ON CHILD RIGHTS AND PROTECTION

Status : Completed ✓

RESULT IT CONTRIBUTES TO 3

A DYNAMIC AND SUPPORTIVE RELATIONSHIP EXISTS BETWEEN SCHOOL AND COMMUNITY.

On 16th February 2015. KAFDOC management team assigned a project manager and project assistance of the IQPEP staffs to provide training on Child Rights and Protection to Oxfam GB trainers (NGO partners of Oxfam, Commune Councils, District governors, provincial department of women affair, in Kratie province, at Hor Bunny Hotel.

- Child Rights and Protection have been delivered to 45 focal trainees of Oxfam GB partners.
- Trainees have been raised awareness on Child Rights and Protection more clearly, especially on Child Rights promotion and participation.
- Trainees interested in training styles.

On 22nd June 2015. KAFDOC management team assigned a project manager and Project Quality Officer of the IQPEP staffs to provide training on Child Rights and Protection and Gender Equity promotion to SOS's stakeholders.

- Child Rights and Protection (the 4basic rights of children and the 4 basic child abuses) delivered to 80 participants.
- Gender Equity Promotion delivered to all participants.
- After post test participants well understood on Child Rights and protection 65% whilst the pre-test got only 15%.
- KAFDOC staffs have been better awareness on Child Rights and Protection.

3.4 UPDATING OF THE ACTIVITIES IN THE DELIVERY TIMELINE

FOR EACH ACTIVITY, FILL IN WHAT WAS INITIALLY APPROVED IN THE FIRST ROW OF THE TIMELINE AND THE UPDATED INFORMATION REGARDING WHAT WAS ACTUALLY DELIVERED IN THE SECOND ROW

Activities by Trimester		1T						7T	8T	9T			12T
Obj.1 / Result 1.1													
A.1.1	Conduct meetings to develop training plans with PDoE, DoE, and VSO		X										
		X		X									
Obj.1 / Result 1.2													
A.1.2	Design workshops and coaching sessions for teachers on Multiple Intelligences			X									
					X								
Obj.1 / Result 1.3													
A.1.3	Design workshops and coaching sessions for teachers on Child-centered Teaching and Learning			X									
					X								
Obj.1 / Result 1.4													
A.1.4	Design workshops and coaching sessions for teachers on Classroom Management			X				X					
					X		X	X					
Obj.1 / Result 1.5													
A.1.5	Design workshops and coaching sessions for teachers on Lesson Planning and Assessment		X				X						
					X			X					
Obj.1 / Result 1.6													
A.1.6	Organize Demonstration Teaching		X		X	X	X		X				
		X		X	X	X							
Obj.1 / Result 1.7													
A.1.7	Prepare functional and relevant agenda for Teachers' Thursday Technical Meetings		X		X	X	X		X	X			
					X	X	X						
Obj.1 / Result 1.8													
A.1.8	Develop and distribute Teaching and Learning materials made from local materials		X		X	X							
					X	X							
Obj.1 / Result 1.9													
A.1.9	Schedule follow up activities on project implementation by project staffs and PDoE			X	X		X		X				
							X						

Obj.1 / Result 2.1																			
A.2.1	Train and coach school director on School Governance			X															
					X														
Obj.1 / Result 2.2																			
A.2.2	Conduct orientation workshop to school director on ESP/CFS			X															
				X	X														
Obj.1 / Result 2.3																			
A.2.3	Undertake exposure visit from all school directors to model schools				X	X													
						X													
Obj.1 / Result 2.4																			
A.2.4	Contribute to improve the schools facilities		X		X	X	X												
				X	X	X	X												
Obj.1 / Result 2.5																			
A.2.5	Support PDoEYS to conduct regular school inspection/ monitoring		X		X		X		X		X	X							
				X	X	X	X	X	X										
Obj.1 / Result 2.6																			
A.2.6	Conduct Annual Reflection workshop				X						X								
Obj.1 / Result 2.7																			
A.2.7	Strengthen Education Coordination network in the province		X		X		X		X		X								
			X	X	X	X	X												
Obj.1 / Result 2.8																			
A.2.8	Conduct Project Evaluation															X			
Obj. 1 / Result 3																			
A.3.1	Train and coach SSC, CCWC, and Teacher Councilors on child rights and child protection						X												
							X												
Obj. 1 / Result 3.2																			
A.3.2	Promote Child Rights and value of education to community		X		X	X				X									
				X	X	X	X												
Obj. 1 / Result 3.3																			
A.3.3	Strengthen School Supporting Committee in school development			X	X	X	X	X		X									
				X	X	X	X												
Obj. 1 / Result 3.4																			
A.3.4	Support CCWC to promote Child Rights		X		X														
			X		X		X												
Obj. 1 / Result 3.5																			
A.3.5	Organize International Children's Day		X				X												
				X			X												
Obj. 1 / Result 3.																			
A.3.6	Conduct Annual Public forum on the importance of education						X				X								
							X												



Obj. 1 / Result 4																			
A.4.1	Support Student Council to disseminate on Child Rights		X	X	X	X	X		X	X									
									X	X									
Obj. 1 / Result 4.2																			
A.4.2	Strengthen Student Councilors Structure (Leadership Training/ Child Rights)		X	X	X	X	X		X	X									
			X	X	X		X												
Obj. 1 / Result 4.3																			
A.4.3	Promote School Enrollment Campaign by Student Councilors.			X	X				X	X									
					X				X	X									
Obj. 1 / Result 4.4																			
A.4.4	Support Self- Learning by outstanding students		X	X	X	X	X	X	X	X									
					X														
Obj. 1 / Result 4.5																			
A.4.5	Raise Awareness of Child rights Via Media		X	X	X	X	X	X	X	X									
			X	X		X	X	X	X										
A.5	Obj. 1 / Result 5.1																		
A.5.1	Decentralization & De-concentration and Advocacy skills					X	X	X	X										
						X	X	X	X										
Obj. 1 / Result 5.2																			
A.5.2	Develop 5 self-help groups (100 members) and 30 model families				X	X		X	X	X									
					X	X	X		X										
Obj. 1 / Result 5.3																			
A.5.3	Conduct training on various relevance agricultural topics to the model families.					X	X												
										X									
Obj. 1 / Result5.4																			
A.5.4	Workshop on Nutrition Education and Helping children for extra-learning at home to the SHG (Self-Help-Group)					X	X		X	X									
							X		X										
Obj. 1 / Result 5.5																			
A.5.5	Provide agricultural material and capital to the 30 model farmer families					X	X		X	X									
							X												

3.5 STATUS OF THE BUDGET EXECUTION AND UPDATE OF THE BUDGET PREDICTIONS

The budget execution from April 2014 to October 2015 was 104,775.19 USD. The next quarter budget estimation from October to December 2015 is 12,337.71 USD will be served for IQPEP going on.

4/ INCIDENCES NOT FORESEEN IN THE ORIGINAL PROJECT WHICH WILL BE CORRECTED

The number of teachers in ChetrBorei district has been corrected from the original project proposal.

- The initial number of target teachers and school directors were 91 persons, but passed few trainings and assessment proved that the actual current teachers have been in school is only 82 (F:49) persons within 10 target schools (teachers decreased).
- The initial number of teachers in 3 target schools in Sambour district was 14 persons, but passed two delivered trainings found that 18 (F:7) persons. This is because in new academic year study 2014-2015 there have 4 new teachers been increased.
- For activity code 3.6 (Public Forum conducting on the importance of Education) was contributed to support from NEP with amount of 1500 USD within 5 schools.



5/ LEVEL OF PARTICIPATION BY THE GROUPS INVOLVED (PARTICIPANTS AND OTHER ACTORS) POSITION OF THE LOCAL AUTHORITIES REGARDING THE PROJECT

THERE ARE FIVE KINDS OF STAKEHOLDERS INVOLVED IN THIS PROJECT :

1 : INDIRECT PROJECT STAFFS OF KAFDOC

- KAFDOC's Executive Director (ED), who has provided technical guideline and day-to-day project management, communication with all high ranked governmental officials. He has also negotiated with relevant institutions, about project monitoring and evaluation, and approved all documents before sending out to all partners, MoEYS, and provincial office.

- KAFDOC's Program Coordinator (PC), who has coordinated the projection, oriented the project staffs, and reviewed the project quarterly and yearly planning & quarterly and yearly report, and project monitoring and evaluation to make sure that the project is matching with the logical framework.

2 : DIRECT PROJECT STAFFS OF KAFDOC (FULLTIME STAFFS)

- Project Manager (PM) who is responsible for: overall project activities implementation, management and financial management of a limited budget, conduct project's report and work plan to the donor and PoE & MoEYS, provide monitor activities of supporting schools and carry out the tasks and coordination in the field that are required for the development of the project according to the plan of the organization such M&E and project sustainability, link between the community, school, local government and other agencies and project cycle management, and ensure that the project activities implemented are meeting the objectives.

- Project Quality Officer (PQO) who is responsible for: managing day-to-day operational aspects of the project and scope, evaluating the project outcome, impact and collecting feedback for next strategically planning, ensuring project documents are complete, current, and stored appropriately

- Project Assistant (PA) is responsible for: providing day-to-day consultation to teacher councillors and student councillors, facilitating meeting, update data collection, and training coordination and conducting case study development and reporting all aspects of project activities, and following up project activities and closely working with local authorities, teachers, children, and communities

- Finance Officer (FO) is responsible for: reporting and make sure all expenses are in the budget line with applying to the accounting system, checking and booking all receipts/ invoice from the project

- Support Village Facilitators/ Community facilitator: they help to get information and disseminate to SHG, SSC, and parents. They play important roles to mobilize citizens in meetings, communicate with local authorities, and help project staffs to follow up schools

and teachers' performance.

3 : COOPERATION INSTITUTION IN THE PROJECT

- Provincial Department of Education Youth and Sport which works in cooperation with IQPEP staffs. The Director of PoE has assigned Deputy of chief of Pre & Primary Education Office (Mrs. Hor Sophea and Mr. Hong Chesare offered to replace Mrs. Morn Soknan) in order to assist the Monitoring and Evaluation of the project activities, coordinate the training, and following up/sport checking what has been requested from KAFDOC.

- DoE in Chetr Borei has assigned Mr. Noy Sithen is offered to replace Mr. Pronh Nuch, chief of Pre & primary Education Official to cooperate with the project in order to be responsible for the assistance of the project for Monitoring and Evaluation. He helps to improve the Thursday Technical Meeting and Demonstration Classes, and helps to coordinate the training for teachers/school directors on activities and enhance school director of management, he ensures teaching is effectively followed up, and provides orientation to all teachers related to the teaching methodologies. Mr. Tath Mao, deputy DOE in Chetr Borei works in cooperation with PoE in order to coordinate each training.

- DOE in Sambour District has assigned Mr. Phong Villa, chief of pre & primary Education official to be part of the project in order to help for the monitoring and evaluation, training, mentor for demonstration class, and follow up Thursday Technical Meeting within 2 target cluster schools, 3 target schools.

4

Local authority, with the deputy of provincial governor who is in charge of NGOs, District governor, and all target commune chiefs who are closely working for the project, referred to CFS program.

5

Ministry of Education, Youth and Sport, department of non-formal education is responsible for monitoring and for the intervention of the project through the project semester report to MoEYS.

6/ LEVEL OF EFFICIENCY AND MONITORING OF THE DELIVERY.

STRONG AND WEAK POINTS IN THE DEVELOPMENT OF THE PROJECT, AS WELL AS FACTORS THAT HAVE FACILITATED THE DELIVERY OF THE INTERVENTION. COMMENT, WHERE NECESSARY, HOW THESE ARE GOING TO BE TAKEN INTO ACCOUNT IN THE FOLLOWING PERIOD (REORIENTATION MEASURES).

The project has been working directly with the 13 target schools and indirectly within 8 commune offices, DOE in ChictBorei and Sambour districts, and POE at provincial level as well as stakeholders who help KAFDOC project team to understand the project situation and process, and to identify Strengths, Weaknesses, Opportunities, Threat, and Recommendation in the project implementation. Monitoring the project delivery, KAFDOC has sought the below table:

STRENGTHS

- All project staffs are closely working with all target schools and relevant stakeholders. And staffs have also many year experiments working for education sector and communities.
- Good Team working of project staffs and good facilitating with key stakeholders and children.
- Project staffs and Management Team have high commitment in working at high risks situation and are hard working.
- Project staffs have been interested from others NGOs to request to help to provide training on Child Rights and Protection.

DIRECT BENEFICIARIES

- Student's representatives (Student councils) have been invited to participate in developing school and development plan in all target schools.
- Student council was trained and formed for all target schools and have clear structure.
- Student representatives are become member of Commune Child Protection Network (CCPN) within each target commune and authorized by commune councils.
- Enrollment rate is increase every year, repeated rate was reduced every year, dropout rate was decreased every year, and retention rate was increased every year, and transition rate is increased every year.
- SSC in each target school has clear structure and conducts regular quarterly meetings.

WEAKNESSES

- KAFDOC has not got M&E officer and fund raising officer in order to ensure all projects are regularly conducted a quality M&E and sustainable to meet the organizational strategic plan.

BENEFICIARIES

- All target schools still lack of teacher at least 3 teachers per each school.
- Teaching hour is still lost.
- Lesson plan for teaching and material in teaching are not proper develop.





THREAT

- In the rainy season most children go to work with their parents in the rice field.
- 80% of target schools do not have fence; and sources of water supplies are far from schools.
- Economic land concession to foreign investors still led to have child Labor in Sambour district.
- Many activities have to be delivered in short project period in Sambour district.

OPPORTUNITIES

- Commune Child Protection Network is strongly helpful to ensure children in the commune are safe and protected.
- Student councils play important roles to contribute to achieve CFS in completely develop schools for all target schools.
- SHG will contribute to improve student family income and children go to school regularly.
- KAFDOC is a chairman of Education Sector Working Group (ESWG) that will easy to help project to address any issues with POE.
- School directors and teachers are pleased and enthusiasts with the project and get actively involved.
- Commune councils are cooperating with the project implementation and wish to achieve CFS in their communes.
- DoE and PoE always cooperate, and coordinate the project activities and are willing to see all schools to be CFS.
- There are 3 Support Village Facilitators who help in communication and mobilization of the community to each meeting.

RECOMMENDATIONS

There were some recommendations found during the project period :

- KAFDOC's Executive Director(ED) should take more time to monitor the project activities' implementation and help to feedback for improvement, especially M&E system.
- There must have one more staff in order to help in project activities' implementation in Sambour district because more activities than ChetrBorei district. By the ways the condition of the road is very bad.
- Study tour of project beneficiaries to other Educo's partner's project beneficiaries in order to exchange good practices.
- SSC members are required to build capacity on facilitation skills, communication skills, and resource mobilization.

7/ COMMENT ON HOW THE CONTROL OF THE SPENDING FOR THE PROJECT HAS BEEN CARRIED OUT REGULARLY

WHAT MECHANISMS HAVE BEEN USED?

KAFDOC has been controlling the spending for the project realization regularly, they have clear budget details for activity codes and items line that would be easy to monitor and check under the request from project staffs. The format has already been formulated which makes easy to check the expenditure, and the percentage of the budget item is rated, and easy to monitor cash bank's balance and in hand.

The project still has errors budget timeframe (Applied time) because the actual situation of implementation activities has been changing in order to adapt to the circumstances, geography, and time constrain of counterpart officials. Thus, the fund request is made late.