



Sovann Phoum Organization

Annual Activity Report

January – December, 2011



Supported by



Prospero
World, UK

Table of Content

EXECUTIVE SUMMARY	0
SOVANN PHOUM AT A GLANCE	2
<i>Historical Background of Sovann Phoum:</i>	2
<i>Human Resources:</i>	2
<i>Intervention Areas:</i>	2
<i>Organizational Chart of Sovann Phoum:</i>	3
<i>Annual Global Budget:</i>	3
EDUCATION PROGRAM.....	5
CHILD DEVELOPMENT PROJECT (CDP)	5
<i>Brief about CDP</i>	5
<i>Objectives of CDP in 2011</i>	5
<i>Results Achieved</i>	5
<i>Challenges</i>	8
<i>Plan for 2012</i>	8
SCHOOL HEALTH PROMOTION IN HERDC AND DEKA	9
<i>I. Briefs about SHP: HERDC and DEKA</i>	9
<i>II. Planned Indicators for 2011</i>	9
<i>III. Results Achieved</i>	9
<i>IV. Challenges</i>	19
<i>V. Plan for 2012</i>	19
SCHOOL HEALTH PROMOTION PROJECT.....	19
1. <i>Project Goal and Objectives</i>	19
2. <i>Achievements</i>	20
3. <i>Positive Changes</i>	22
4- <i>Challenges</i>	23
5- <i>Planned 2012</i>	23
CHILD FRIENDLY SCHOOL: PROMOTING THE RIGHTS OF ADOLESCENT GIRLS TO QUALITY BASIC EDUCATION.....	23
1. <i>Summary of the 1st year</i>	23
2. <i>Review of Key Activities/Outputs</i>	24
3. <i>Short Summary of Progress to Date</i>	37
4- <i>Planned Activities for the 2nd Year</i>	37
NON-FORMAL EDUCATION.....	38
<i>Introduction</i>	38
<i>Briefs about Project</i>	38
<i>Objectives for 2012</i>	38
<i>I – Results Achieved</i>	38
<i>II – Challenges</i>	40
<i>III- Conclusion</i>	40
VOCATIONAL TRAINING PROGRAM	41
<i>I. Introduction</i>	41
<i>II. Brief about Vocational Training Project</i>	41
<i>III. Objectives for 2011</i>	41
<i>IV. Results Achieved</i>	41
<i>V. Challenges</i>	45
<i>VI. Conclusion</i>	45
<i>VII. Objectives for 2011</i>	45
MICRO-CREDIT PROGRAM	46
<i>Brief about the Programme</i>	46
<i>Plan for the year 2011</i>	46
<i>Results Achieved</i>	47
<i>Loan released</i>	47
<i>Portfolio quality</i>	48
<i>Financial Service</i>	50
<i>Non-financial services:</i>	51
<i>Interest Income</i>	52
<i>Conclusion</i>	54
<i>Plan for the year 2012</i>	55
ANNEXES	56
<i>Annexes to CDP:</i>	56
<i>List of Acronym</i>	58

Executive Summary

Sovann Phoum has three main sections in its organizational structure: Administration, Education Program and Socio-Economic Program. Excluding Administration, in 2011, Sovann Phoum was implementing two main programs: Education and Socio-Economic Programs. Results from the implementation of individual programs in 2011 are summarized as follows:

Education Program

Child Development Project:

The project has been implemented in 5 villages of Anlong Kngan slum community, Sen Sok district of Phnom Penh, and a health centre in the area. 92 (against the planned 100) child club members (57 girls) were educated about 6 (against planned 5) topics of Accident prevention, Road safety, Drug abuse, HIV/AIDS prevention, Child raping, and Eye care, through child-to-child educational activities. With support from the project, those 92 children were able to continue schooling, and participated in educating their peers and their family members about the above topics, facilitated by 5 disadvantaged Child Club Leaders, who have been supported with scholarships to continue their studies in secondary and tertiary levels. A health centre in the same community has also been supported by the project, enabling it to provide better services in medical treatment and maternity services to poor people from this slum community.

HERDC and DEKA School Health Promotion (Kandal and Siem Reap provinces):

Four primary schools in Cheur Khmao commune of Koh Thom district, Kandal province, and 3 primary schools in Kork Chok commune, Siem Reap district, Siem Reap province, have been supported by Sovann Phoum to implement their School Health Promotion programme. A total of 140 (87 girls) child club members in these 7 schools were directly supported by the project to continue their schooling, and were trained about 7 (out of planned 6) topics of Oral-teeth care, Hair-head care, Cloth sanitation, Body hygiene, Latrine use, Well use, and Eye care. Those children, then, further educated their peers in the same schools and communities about the same topics through child-to-child educational activities, facilitated by teachers in target schools. With participation from project-supported children, schools saw considerable improvement to their classroom and yard situation, and sanitary facilities. However, there was still poor participation from community members in development and health promotion of those schools, as a result of poverty and poor communication between both duty bearers.

School Health Promotion, Kampong Cham province:

32 primary schools in Dambae district of Kampong Cham province have been supported by the project to implement school health promotion programme, in such activities as health-sanitation education through child-to-child approach, classroom mainstreaming, and parenting. Child basic health care was another component supported to pupils of those schools through such activities as nutritional status follow up, de-worming, micro-nutrient supplements, first aid service, and referral to health centres/hospitals. Maintenance and re-functionality of school water and sanitation system has been put in place. Capacity building, in managing school health promotion and mobilizing resources from communities, to principals, teachers, school support committees, and student councils has been provided, while community members have made significant contributions to the operation of school health promotion.

Pupils in target schools have significantly increased their awareness of issues related to dengue fever, respiratory infections, HIV/AIDS, personal hygiene, diarrhoea, and hygiene in surrounding areas. Pupils have considerably improved their life skills in health and sanitation, such as how to wash hands, use of latrines, how to brush teeth, and how to make solution from Oralyd powder. The majority of target schools had clean yards and clean classrooms, with green gardens, safe play grounds, parking areas, clean and functioning latrines, adequate water for cleaning and gardens, and access to clean water. The majority of pupils had good body hygiene, clean hands with short finger nails, and clean clothes. Child club members, furthermore, have played a good role model of hard working and good hygienic pupils, by disseminating messages about health and sanitation to their peers and classmates.

Child Friendly School Programme with focus on Promoting the Rights of Adolescent Girls to Quality Basic Education:

30 lower secondary schools in two provinces of Kampong Cham and Siem Reap were supported to implement child friendly school programme with special focus on the 4th dimension of Gender Responsiveness. In addition to addressing the 6 dimensions of this programme, the project was specifically focused on issues of gender equality, adolescents' rights to sexual reproductive health, girls' right to quality basic education, financial barrier to girls' education, quality of education in lower secondary schools, and support from primary duty bearers to girls' education.

Even though started a bit late, and many activities were scheduled for the same time, the project has delivered the majority of outputs compared to the indicators set for the first year. Scholarships support to vulnerable girls reached 100% of the 300 girls to be supported for the first year. Educational activities in the three main topics of Gender Equality, Sexual Reproductive Health, and Child Rights have been delivered as planned, reaching 100% for Gender Equality, 100%

on SRH to GCs, 80% on SRH to Peers, and 58% on Child Rights to teachers and students. Capacity building to staff and GCs in gender equality and peer education approach was done (100%) as scheduled. Peer education and counselling services: Peers were recruited (100% as planned) for each school, and they started helping their peers through vulnerable girls identification, and searching for students who need counselling service. Counselling room was set up as planned at individual school with at least 1 GC responsible for providing services to school girls. Controlling the quality of learning and teaching at individual school was started as planned and was in progress by two inspection teams of both PoEYSs, Siem Reap and Kampong Cham.

Non-formal Education: Kampong Speu province:

2 components of non-formal education project were implemented successfully. In Basic Classes (transition classes in communities), 82.2% of the total 118 pupils in 4 classes passed the final exam in the school year, September 2010 – July 2011, and were sent to nearby public schools. In another school year, September 2011 – July 2012, a total of 73 (33 girls) were supported to the same 3 Basic Classes. The project was phased out at the end of February 2011, and all activities were handed over to parents, community leaders, and district education offices. All 4 Basic Classes reached over 100% of self operational sustainability as expected after the project was phased out. In child-to-child health education, 4 schools continued their school health promotion programme but less active than it was supported by the project.

Socio-Economic Programme

Vocational Training for Disadvantaged Youths in slum communities of Phnom Penh:

The implementation of Vocational Training project during 2011 shows a satisfactory result even though it encountered some challenges. The project came to the end of funding from aecid in August, and the number of youths supported during the year was, therefore, smaller compared to that of previous years. A total of 44 (15 women) youths were recruited and sent to 26 different training places, in 9 different skills, plus additional soft skills training. 86% of those who have completed the training got a job right after the training completion, 13% ran their own income generating activities, and 1% was looking for a job. A Trainee Alumni Association was established to better link mutual support amongst the former trainees and trainees in training. An assessment of impacts of VT project on beneficiaries, and a Study on Needs for Vocational Training for Disadvantaged Youths were undertaken, with findings reported at the end of the year.

Micro-Credit for poor families in slum communities of Phnom Penh:

2011 was another year of better portfolio quality of MC project. The total reimbursement rate reached 93.4% by end of December 2011, from 97% by December 2010, and the total Portfolio at Risk (PAR) reached only 1.1% in the end of December 2011, from 1.0% in December 2010. However, the number of loans disbursed was lower than the plan, achieving only 1,215 against 1,582 planned for the year, because of the lack of loan funds. A total of 673 (compared to 606 in 2010) families, who were making a living from 18 different income generating activities, have benefited from the program through loans and savings support. The programme reached a high level of financial sufficiency, 112.5% compared to 71.5% in 2010, through interest income, according to the shared costs of administrative expenses with other projects.

Historical Background of Sovann Phoum:

Originally, a French NGO, *Enfants et Développement* (E&D), was implementing an integrated program in two sub-urban communes of Stueng Mean Chey and Dangkao, Phnom Penh, in 1991. In the view of achievements and experience gained from the implementation of the program activities, Cambodian staff—who was implementing the program—established a Cambodian NGO, Sovann Phoum, with the support of E&D, in order to continue program activities in existing areas, and to increase similar activities and services to other areas of Cambodia. Sovann Phoum was, then, registered by the Ministry of Interior as a local NGO, on April 10, 2000, with its own head office in Phnom Penh.

Sovann Phoum is a non-government, non-political, non-religious, and not-for-profit making organization, working to promote the well-being and development of vulnerable and disadvantaged groups: children and women, through the implementation of socio-economic programs.

Vision:

A Cambodian society, where disadvantaged citizens—especially women and children—have an opportunity to develop their knowledge, skills and income generating activities in order to improve their health and living conditions.

Mission:

SP strives to improve the living conditions of disadvantaged families—with special focus on women and children—by supporting their access to education, skill training, job opportunities, and micro-finance.

Value:

- Participation
- Perseverance
- Accountability

Motto:

“with Families for Development”

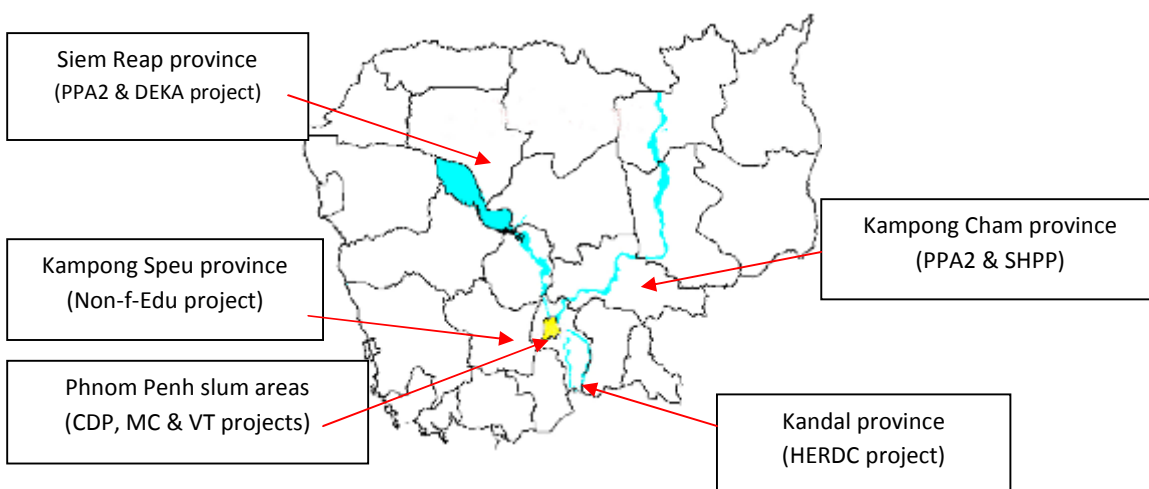
Goals:

1. All Children in target areas have access to education, and receive better health care, safety, and protection.
2. Contribute to reducing poverty of disadvantaged and vulnerable youths in slum communities of both urban and rural areas of Cambodia.
3. Contribute to extreme poverty alleviation amongst target families through support in micro-credit and savings services.

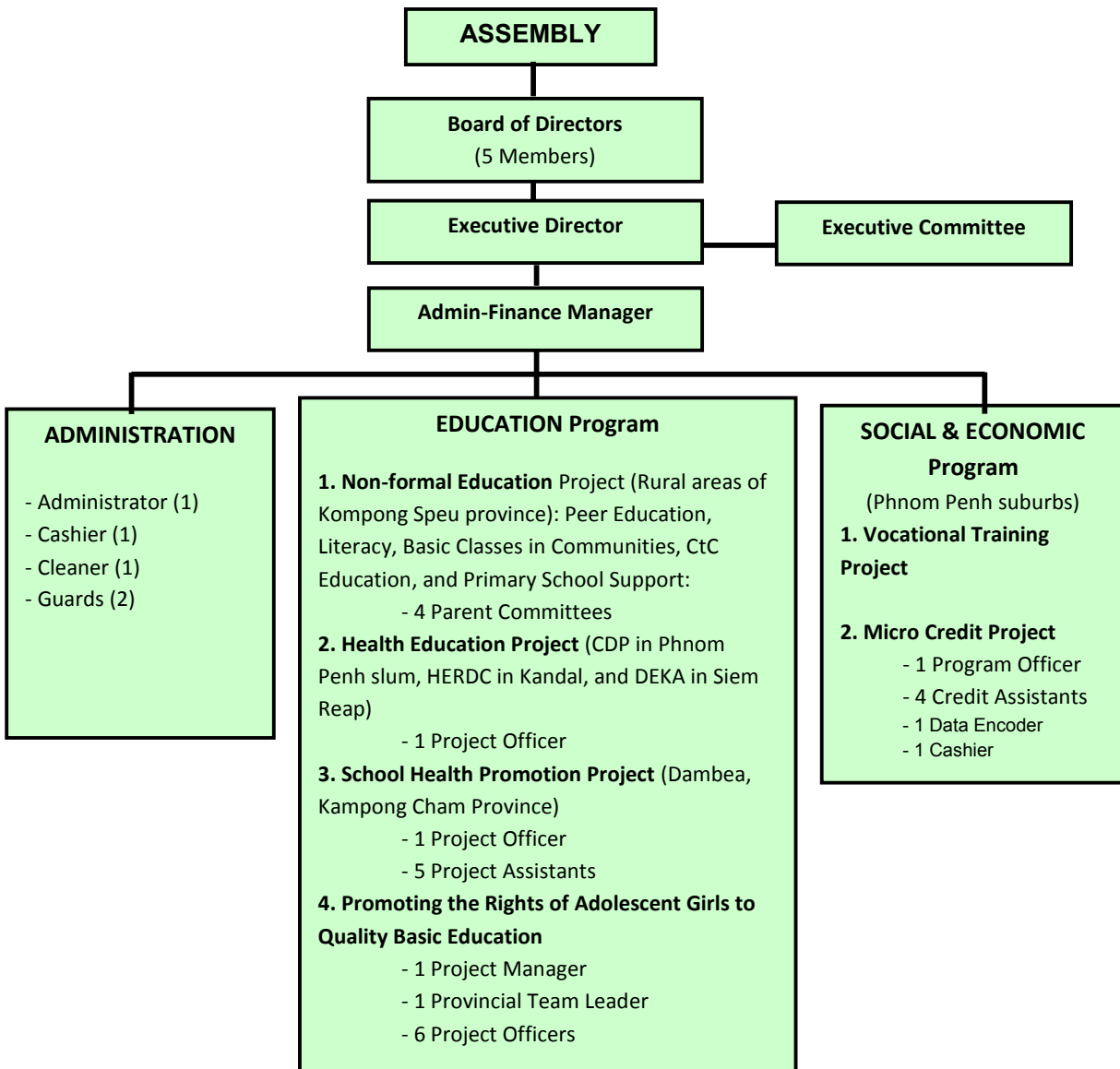
Human Resources

In December 2011, SP has 26 full-time staffs.

Intervention Areas:



Organizational Chart of Sovann Phoum:



Annual Global Budget

The annual global budgets of Sovann Phoum are as follows:

- in 2006: USD194,377
- in 2007: USD176,656
- in 2008: USD 216,337
- in 2009: USD 347,370
- in 2010: USD 242, 909 or EURO 165,617
- In 2011: USD 271,300
- in 2012: USD 474,258

SP provides training services on child-to-child approach to other NGOs, partners, and government officials. In addition, materials for child-to-child approach are also available for sales.



The 29th Training Course on Child-to-Child approach



Storybooks and game materials produced by SP for child-to-child educational activities.

Child Development Project (CDP)

Brief about CDP

A. CDP Project (Child Development Project)

- **Duration:** Started 2008
- **Latest cycle:** February 2010 – January 2011
- **Target areas:**
 - The targeted community consists of 7 villages, but the project has covered only 5 villages: from Sen Sok 1 to Sen Sok 5.

Objectives of CDP in 2011

- Heighten awareness and alter the behaviour of 100 child club members in CDP concerning child sexual abuse, road safety, drug abuse, prevention of HIV/AIDS, through child-to-child activities;
- Improve the 100 child club members' practices of bout dental, body, hair and general sanitation and hygiene;
- Improve child club members' capacity to involve indirect target groups in educational activities;
- Develop the capacity of Child Club Leaders (CCLs) so that they can perform club activities on their own, and that the health education activities with children in communities can be sustained to a certain level in the future;
- Monitor Anlong Kngan health centre with access to incinerator and oxygen supplies for emergency services to its surrounding disadvantaged villagers.

Results Achieved

1. Number of Beneficiaries

A. Child Club Members (direct beneficiaries)

Description	CDP, Phnom Penh sub-urban areas	
	Planned	Achieved
Boy	40	35
Girl	60	57
Total	100	92

B. Child Club Leaders (direct beneficiaries)

Description	CDP, Phnom Penh sub-urban areas		Total
	Planned	Achieved	
Boy	2	2	2
Girl	3	3	3
Total	5	5	5

In CDP project, 5CCLs were planned to have their membership continued. In the actual implementation, 5 CCLs continued their membership and were carrying out activities with CCMs. The project staff supervised activities of CCLs with child club members on weekly basis, providing technical assistance in basic contents of the topics, teaching techniques, and material preparation.

B.1. Scholarships Supported to Child Club Leaders for their Studies

The project, with support from ACCER, has provided some financial support through scholarships to 5 child club leaders from poor families to enable them to continue their studies in public schools, and attend



additional short training courses. During the out-of-school hours, these CCLs led CtC activities with their own CCMs, 20 members for each of them, who are from their own villages, about issues of Accident prevention, Road safety, Drug abuse, 3 preventive measures against HIV/AIDS, Life skills, child rights, etc.

For further information on types of support provided to CCLs and the development of the 5 CCLs, please see Annex on CDP.

2. Topics for Education

Planned	Achieved	Remarks
5 topics: -Accident prevention -Road safety -Drug abuse -3 preventive measures against HIV/AIDS -Life skills	6 topics: -Accident prevention -Road safety -Drug abuse -3 preventive measures against HIV/AIDS -Child raping - Look after our eyes	Life skills was trained, but was replaced by Child raping And Look after our eyes.

In the actual implementation, some of the topics trained to children were different from the plan, based on their relevance according to the seasons and areas.

Child rights topic was performed through the 1st June campaign (International Children Day) and domestic accident was done in Domestic campaign.

Capacity building was the most important task that the project team has handled. The capacity on Child to child approach of Child club leaders has increased gradually.



3. Educational Activities by Child Club Members and Child Club Leaders

Times/Frequency		Topics		Participants and Places
Planned	Achieved	Planned	Achieved	
3 times per topic	3 times per topic	5 topics: -Accident prevention -Road safety -Drug abuse -3 preventive measures against HIV/AIDS -Life skills	6 topics: -Accident prevention -Road safety -Drug abuse -3 preventive measures against HIV/AIDS -Child raping - Look after our eyes	- 819 (672 females) per each topic

As planned in the original proposal, 90% of child club members would have spread messages about topics educated to their family members and neighbours, and each CCM will transmit messages to 3 indirect children in village of each topic. In the actual implementation, 95% of child club members performed these activities to their peers. This indicates that one of the project's objectives was successfully achieved during 2011, because there were more indirect groups participating in transmission sessions than proposal plan. In other words, this shows that indirect group is interesting in project activities.

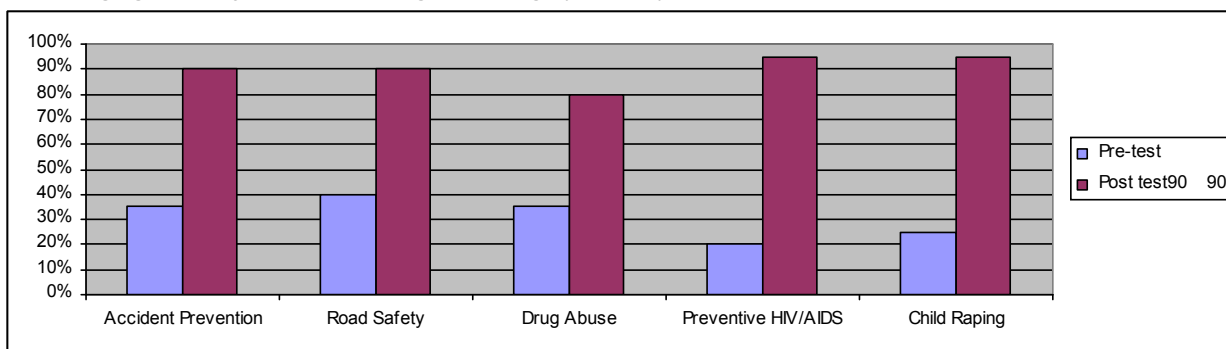
4. Children's Increased Knowledge

In order to evaluate the level of knowledge gained by direct beneficiaries before and after training on individual topics, the project conducted pre-test and post-test with child club members. The pre-test was conducted during step 1 and post test was undertaken during steps 4 and 6.

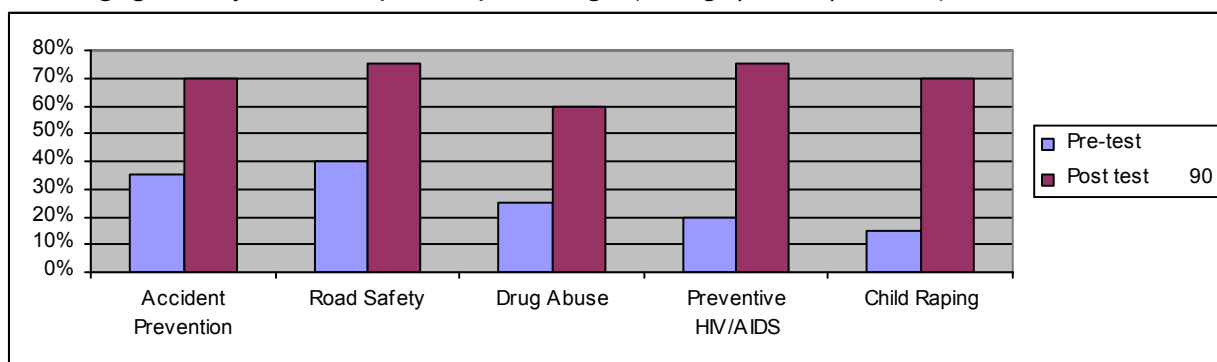
Knowledge gained by CCMs

Indicators against achievements	Details content of the Topics for 2011			
	Accident Prevention & Road Safety	Preventive Measures Against HIV/ AIDS	Drug abusing	Look after our eyes
Planned	will increase to 85% of causes and preventive measure	will increase to 90% of causes and preventive measures	will increase by 35% of consequences and preventive measures	will increase by 70%
Achieved	- to 88% of 2 preventive measures - to 90% of 1 cause of general accidents	- to 92% of causes - to 95% of preventive measures	- to 81% of 6 consequences on physical and mental health - to 90% of how to avoid illicit drugs	This topic has not yet been completed during the report writing.

Knowledge gained by CCMs in 5 villages (through pre and post tests)



Knowledge gained by Non-CCMs (children) in 5 villages (through pre and post tests)



In CDP, 5 topics of Accident Prevention, Road Safety, Drug Abuse, Preventive HIV/AIDS, and Child Raping were launch through CtC activities, facilitated by 5 Child Club Leaders. The level of knowledge gained by CCMs and Non-CCMs were measured through Pre and Post tests. Similar to CCMs, Non-CCMs gained a comparable level of knowledge about 5 topics after educational activities. However, the Non-CCMs learned more than CCMs did about, Preventive HIV/AIDS, as their awareness increased from 25% to 75%, compared to CCMs who rose only from 20% to 95%.

Both CCMs and Non-CCMs learned most from Preventive HIV/AIDS. CCMs increased their awareness of this issue to 95%, and Non-CCMs increased their knowledge from 25% to 75% of how to protect themselves from HIV/AIDS.

5. Incinerator use and Oxygen Use for Emergency in Anlung Ngan Health Centre

The incinerator constructed with support from ACCER, at AK Health Centre, remains in normal function in 2011. According to the report of the centre, a total of 284 kg of medical wastes were burned out, using that incinerator during 12 months.

Since October 2010, the Health Center constructed one Maternity building and received a second-hand Ambulance, because the need for emergency service was in increase. However, the Center could not have access to necessary medical equipment, particularly Oxygen and its equipment supplies. With repeated requests, and in a view that the Center provides health care and treatment support to the project target children and their families, the project – through

support from ACCER – provided the Oxygen equipment in 2010. But in 2011, Health Center was all responsible for the refill of Oxygen to the three Bottles that (SP) provided the year before.

Report from the Health Centre shows that, Oxygen was used for emergency for cases of patients who had high blood pressure, asmhea, Dypnee, colique abdominal, shock, DII abdominale, acute respiratory infection, asthma bronchitis, severe hypoglycaemia, traffic accidents, HTA, Hermouhagivagial, anaphylactic shock, Amygolalalite, dyspnee, traffic accident, severe fever and cough, suicide, and Hypertbermique in the emergency.



One small of the three new Bottles and equipment used in the Ambulance is supported from ACCER in 2010

Incinerator is being used for burning out medical wastes

One amongst 3 big of the new Bottles used in Maternity rooms

Supporting a poor health centre within the slum community with this facility is really of great benefits to poor people, because the community is a bit isolated from the capital hospitals which provide services with higher fees.

Challenges

- Most of child club members (less than 10%) in CDP were often absent from club activities, because they were given a task of looking after their younger siblings; poverty of family and pay must time on public school or extra courses.
- There were frequent changes of club activity schedules amongst the 5 CCLs in CDP, because the timetables of their schools (5 CCLs) and the timetables of child club member (CCMs) were regularly changed, causing them a difficulty in meeting and learning in the clubs.

Plan for 2012

1. Conduct a baseline, mid-line, and post line studies amongst students of the 2 schools, population of the 7 villages, and cases of incidents as recorded by Anlong Kngan Health Centre
2. Recruit and select Child Club Leaders (14 students per year) and 175 CCMs per year
3. Organize training courses on 4 topics (health, sanitation, violence, and life skills) per year for all CCLs
4. Carry out educational activities through Child-to-child to CCMs on 12 topics in 3 years
5. Follow up the study of children who receive scholarships
6. Build up capacity of CCLs and CCMs, and follow up their activities on monthly basis
7. Produce IEC materials for individual topics
8. Support Oxygen to health centre for emergency service to community members.

I. Briefs about SHP: HERDC and DEKA

A. HERDC Project (Health Education for Rural Disadvantaged Children, called School Health Promotion Project)

- **Partners:** 4 primary schools, district office of education, and chiefs of villages and commune.
- **Duration:** One-year cycle, Started in 2004 - Ongoing
- **Target areas:**
 - 4 primary schools in Chhoeur Khmao commune, Koh Thom district, Kandal province.Names of the 4 schools: Chhoeur Khmao, Kbal Chroy, Trapeang Chrey, and Samrong Andet.

B. DEKA Project (Développement des Enfants Khmers d'Angkor: Khmer Angkor Child Development Project, called School Health Promotion Project)

- **Partners:** 3 primary schools, district office of education, and chiefs of villages and commune.
- **Cycle:** July 2007 – June 2008
July 2008 – January 2010
February 2010 – January 2011
February 2011 – January 2012

II. Planned Indicators for 2011

1. School Capacity and Community Involvement

- All target schools have their Student Council structures, in which two groups of Promotion and Health/Sanitation/Environment have a functioning role;
- All teachers have their capacity built up to carry out health education, through both classroom mainstreaming and child-to-child activities;
- 4 topics on health/sanitation are trained to all teachers in target schools by trainers from health centres;
- Schools have gained more support from health centre (in topic training) and participation/contributions from community members in the implementation of school health promotion program.
- A guideline on the implementation of school health promotion activities, plus textbook on teaching health-sanitation in primary is developed for target schools.

2. Pupils' Awareness:

- Direct groups (Child Council members) have increased their knowledge on Body hygiene (teeth hygiene, hair hygiene, and clothes hygiene) and hygiene in surrounding areas (latrine use, wells use, school yard and playground) to 90% at post tests.
- Indirect groups have increased their knowledge on Body hygiene (teeth hygiene and hair hygiene) and hygiene in surrounding areas (latrine use, wells use, school yard and playground) to 70% at post tests.

3. Pupils' Behaviour change

- 85% of Child Council Members has short finger nails and clean hands, brush teeth two times per day, wear shoes and wear clean clothes, and 50% of Non-members of Child Council has short finger nails and clean hands, brush teeth two times per day.
- 50% of Child Council Members has no lice on their hair/heads, and 30% of other pupils have no lice on their hair/heads.
- 60% of all pupils use school latrines, wells and sanitation materials.
- At least 50% of target children in schools have access to clean water while in schools.

4. School Environment, Pump Wells, and Toilets

- Pump wells and toilets in schools are in functioning condition, supporting educational activities in school.
- 80% of schools have schedule and materials for cleaning school yards, and they have clean school yards.

III. Results Achieved

1. Capacity building and community involvement

1.1. Student council structure:

The project organized two trainings, one in Siem Reap and another in Kandal provinces, on establishment and operations of Student Council for the 7 schools, in technical cooperation with district offices of education of the two provinces. Immediately after training, all 7 target schools set up their own student council structures, represented by children elected by principals, teachers, school support committees, and pupils. Please **see Annex 1** for the official structure of the student council approved and introduced by the Ministry of Education.

The following presents the number of student council members in the 7 schools:

- Child Chairperson = 6 (2 girls)
- Child 1st Vice Chairperson = 6 (3 girls)
- Child 2nd Vice Chairperson = 6 (6 girls)
- Child Members = 48 (27 girls)

Note: Kbal Chroy primary school in HERDC did not have Student Council Structure.
For statistics of the 7 schools, **please Annex 1a**

1.2. Child Club Members (direct beneficiaries)

The key performers in Student Council structure are Child club members who are in charge of promoting school health and sanitation. The project supported the 7 schools to recruit and train a total of 140 (87 girls) child club members (CCMs).

Description	HERDC Kandal Province		DEKA Siem Reap province		Total
	Planned	Achieved	Planned	Achieved	
Boys	40	30	25	23	53
Girls	60	55	35	32	87
Total	100	85	60	55	140

The project uses child-to-child approach for health education, which consists of 6 key steps. Using this approach takes from 2 to 3 months to complete educational activities per topic, from CCMs to other pupils. The 140 child club members have played their role as peer educators in their own schools. Each school has at least one club of CCMs led and managed by at least one child health promotion teacher (CHPT). The CHPT trained CCMs in such topics as health and sanitation; then, he/she worked with CCMs to develop action plan, enabled CCMs to prepare themselves, and schedule the message dissemination to all pupils in school. CCMs, then, grouped themselves and transmitted key messages on health-sanitation to other pupils in schools through such activities as drama shows, songs, picture presentation, role plays, games, and demonstrations. Please **see Annex 3** on child-to-child approach for health education.

For further information about other support to direct beneficiaries, please **see Annex 2**

1.3. Improving Teachers' Capacity in Health and Sanitation Education

All CHPTs in the 7 target schools were trained by the project on child-to-child approach for health education since 2010. Then, the project held monthly meetings/training with them about the contents of the topics, materials to be used, and activities to be carried out by CCMs. The following table presents the topics trained to CHPTs:

Project location	Planned (4 topics)	Achieved	Remarks
HERDC	Body hygiene (teeth hygiene, hair hygiene, and clothes hygiene) and hygiene in surrounding areas (latrine use, wells use, school yard and playground)	8 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use - Look after our eyes - How to use and maintain water filters	
DEKA			

1.4. Cooperation with Health Centre and Contribution from Community Members

The project was planned to seek support from health centre in providing training in health-sanitation topics to target school teachers. In the implementation, target school teachers (CHPTs) were trained by project staff, because the project

staff was capable of transferring messages about those topics to schools. Moreover, health centre trainers were asking for more benefits from the project, which was over the project budget.

Community members living around the 7 schools could not make any contributions in materials or finance to school health promotion, because the target areas were flooded for 2 months during the 2011's rainy season. Their grown crops: rice, corn, and vegetables were destroyed by the flood. Community members, therefore, lost all their capital spent on the flooded crops, and many of them took loans from nearby micro-finance institutions in order to re-grow adaptable crops after the flooding.



However, schools made some contributions to the supplies and maintenance of school latrine and clean water facilities, through their Programme Based (PB) fund provided by the Ministry of Education. The PB fund has been allocated to state schools in Cambodia for school operations (except of teachers' salaries and text books) under a formula of USD 1.75 per pupils for primary level. Following table presents items contributed by schools to school health promotion activities:

Location	School name	Contributions	Remarks
Siem Reap: DEKA	Kvien primary school	Repairing water system and water filters	
	Kork Tachann primary school	Repairing latrine and pump well	
	Kork Being primary school	Repairing water system; purchasing new water filters; and building concrete floor in front of school building	
Kandal: HERDC	Samraung Andet primary school	Generator for water pumping and water bottles	
	Kbal Chroy primary school	Water bottles and brush	
	Choeu Khmoa primary school	Installing water system; repairing water reservoir; and purchasing new water bottles	
	Tropaing Chrey primary school	Constructing gardens; repairing pump well; and installing water system	

1.5. Development of a Teacher's Manual on Health-Sanitation for Mainstreaming in Primary School

With financial and technical support from Plan International Cambodia, Sovann Phoum has been working in close partnership with Department of School Health of the Ministry of Education, Youth and Sport to develop a teacher guidebook on health-sanitation education for mainstreaming in primary schools, from grades 1 to 6. The manual consists of two main sections, one for teachers and the other for students. The manual will be distributed to all target schools in the first semester of 2012 through an orientation meeting to both district education authorities and school teachers.

2. Pupils' Awareness Raising on Health and Sanitation

2.1. Topics trained to CCMs

Through support from project, all CCMs were trained in 7 topics, against the 6 topics planned, related to hygiene and basic health care for children. The following table presents details of the topics trained:

Project location	Planned	Achieved	Remarks
HERDC, Kandal province	6 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use	7 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use - Look after our eyes	-One topic of Look after our eyes was added
DEKA, Siem Reap province	6 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use	7 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use - Look after our eyes	- One topic of Look after our eyes was added

In the actual implementation, some of the topics trained to children were different from the plan, based on their relevance according to the seasons and areas. However, educational activities and practices related to school and children sanitation, like the use of sanitary facilities, classroom cleaning, yards cleaning, hand washing, and hair washing, were regularly carried out at schools. Child rights topic was performed through the 1st June campaign (International Children Day) and domestic accident was done in Domestic campaign.

2.2. Educational Activities by Child Club Members

Project location	Times/Frequency		Topics		Participants and Places
	Planned	Achieved	Planned	Achieved	
HERDC	3 times per topic	3 times per topic	6 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -Well use	7 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -School yard - Look after our eyes	- 811 (527 females) per each topic
DEKA	3 times per topic	3 times per topic	6 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -School yard	7 topics: -Teeth -Hair -Clothes -Body hygiene -Latrine use -School yard - Look after our eyes	- 785 (536 females) per each topic

As planned in the original proposal, 90% of child club members would have spread messages about topics educated to their family members and neighbours, and each CCM would transmit messages to 3 indirect children in village of each topic. In the actual implementation, 95% of child club members performed these activities to 1,596 (1,063 girls) children. This indicates that one of the project's objectives was successfully achieved during 2011, because there were more indirect groups participating in transmission sessions than proposal plan. In other words, this shows that indirect group was interesting in project activities.

2.3. Children's Increased Knowledge

In order to evaluate the level of knowledge gained by direct beneficiaries before and after training on individual topics, the project conducted pre-test and post-test with child club members. The pre-test was conducted during step 1 and post test was undertaken during steps 4 and 6 (*please see Annex 3 on child-to-child approach for health education*).

HERDC Project

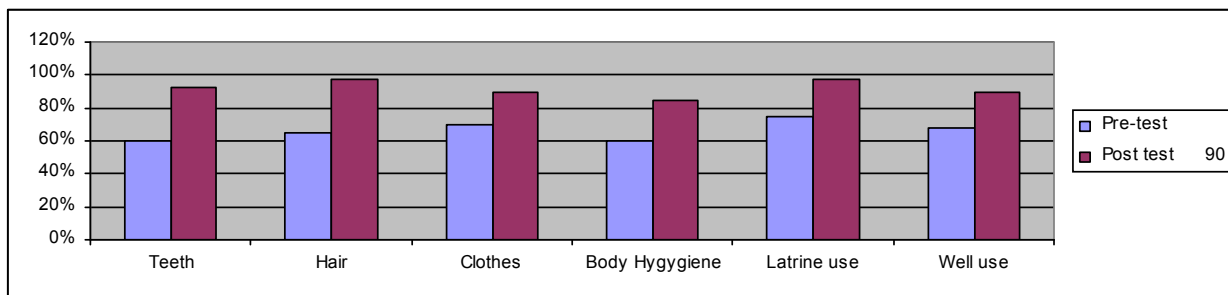
Knowledge gained by CCMs in 4 schools

Indicators against Achievements	Details content of the Topics for 2011			
	School sanitation	Teeth Hygiene	Latrine use	water sanitation
Planned	to 80%	to 70%	to 70%	to 50%
Achieved	to 65% of how to keep good sanitation of school yards, classroom, and facilities.	to 71% of how take good care of teeth/oral health.	to 75% of how use latrine properly	To 70% of how to have and use clean water

DEKA Project
Knowledge gained by CCMs in 3 primary schools

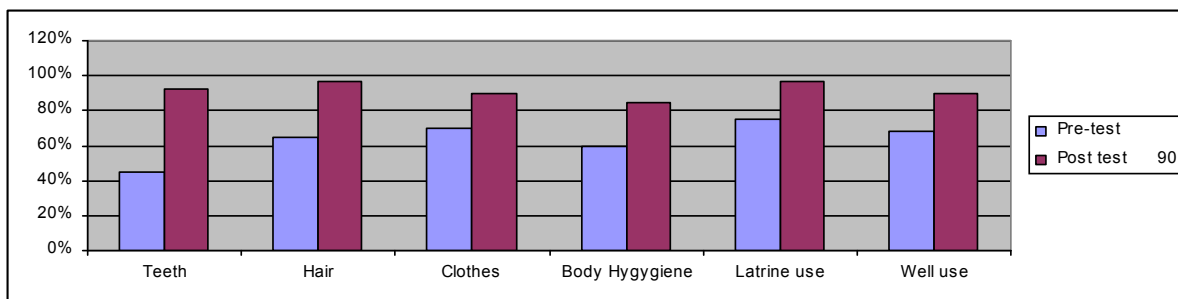
Indicators against Achievements	Details content of the Topics for 2011				
	School sanitation (Latrine use, well sanitation)	Personal hygiene (Hair Hygiene and Teeth Hygiene)	Latrine use	water sanitation	Look after our eyes
Planned	to 80%	to 70%	to 70%	to 50%	This topic was done without planning.
Achieved	to 75% of how to keep good sanitation of school yards, classroom, and facilities.	to 75% of how take good care of teeth/oral health.	to 80% of how use latrine properly	To 85% of how to have and use clean water	75% of all pupils know how to take care eyes.

CCMs' Knowledge before and after educational activities in 3 schools (through pre and post tests)



Non-CCMs' Knowledge before and after educational activities in 3 schools (through pre and post tests)

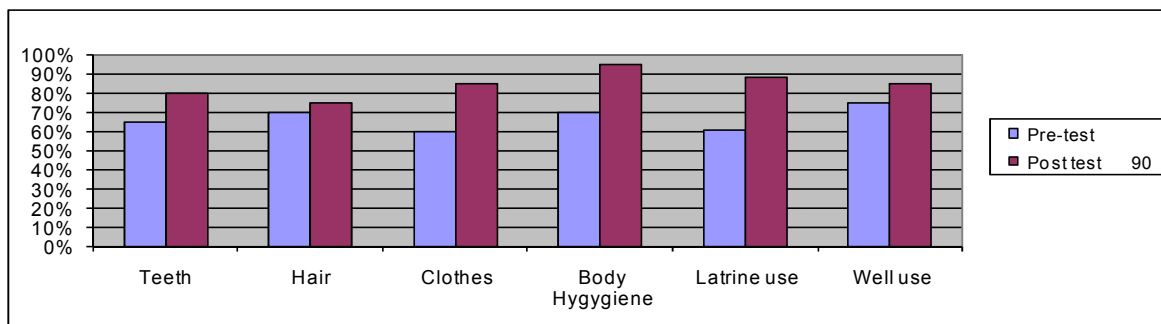
Other pupils (non child club members) were also assessed about the knowledge they have gained through CCMs' activities:



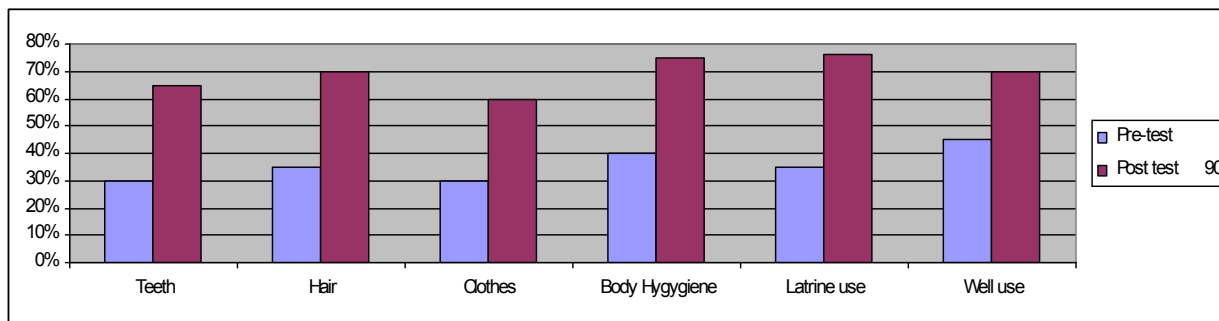
In DEKA, 6 topics of teeth hygiene, hair hygiene, clothes hygiene, body hygiene, Latrine use, and Well use were launched through CtC activities, facilitated by 3 School Health Promotion Teachers. The level of knowledge gained by CCMs and Non-CCMs were measured through Pre and Post tests. Similar to CCMs, Non-CCMs gained a comparable level of knowledge about the 6 topics after educational activities. However, Non-CCMs learned more than CCMs did about teeth hygiene, as their awareness increased from 40% to 95%, compared to CCMs who rose only from 45% to 92%.

Both CCMs and Non-CCMs learned most about teeth hygiene CCMs increased their awareness of this issue to 92% and Non-CCMs increased their knowledge of teeth hygiene to 95%.

CCMs' Knowledge before and after educational activities in 4 schools in HERDC (through pre and post tests)



Non-CCMs' Knowledge before and after educational activities in 4 schools in HERDC (through pre and post tests)



In HERDC, 6 topics of teeth hygiene, hair hygiene, clothes hygiene, Body hygiene, Latrine use, and Well use were launched through CtC activities, facilitated by 5 School Health Promotion Teachers. The level of knowledge gained by CCMs and Non-CCMs were measured through Pre and Post tests. Similar to CCMs, Non-CCMs gained a comparable level of knowledge about 6 topics after educational activities. However, the Non-CCMs learned more than CCMs did about Latrine use, as their awareness increased from 35% to 76%, compared to CCMs who rose only from 61% to 88%.

Both CCMs and Non-CCMs learned most from Latrine use. CCMs increased their awareness of this issue to 88% and Non-CCMs increased their knowledge of Latrine use to 76%.


3. Pupils' Behaviour Change



The project staff could not complete the assessment through observations on improvement to pupils' behaviours towards proper body hygiene, from head down to food. The results from this observation would be reported in the first semester of 2012.

4. Improvement to school Environment, Pump Wells, and Toilets

HERDC Project

4.1. Achievements against the plan (HERDC)

Planned	Achieved	Remarks
80% of schools have schedule and materials for cleaning school yards, and they have clean yards.	<p>Only three schools of Choeu Khmoa, Tropaing Chrey, and Samrong Andet have schedules for pupils to clean school yards.</p> <p>These three schools demonstrated a moderately clean yards.</p> <p>Regular monitoring of children's cleaning activities is necessary.</p>	<p>Kbal Chroy primary has a two-room latrine but does not have access to water during the dry season.</p> <p>Schools contributed only:</p> <ul style="list-style-type: none"> - water bottles for filtered water - Rubbish bins <p>The latrine was, therefore, not regularly used, and this year, faced difficulty in having a clean school yard, as it is regularly flooded during rainy season (July- November). The only one principal and one teacher of this school, therefore, are de-motivated to clean surrounding yards.</p> 

<p>Pump wells and toilets in schools are in functioning condition, supporting educational activities in school.</p>	<p>Only three schools of Choeru Khmoa, Tropaing Chrey, and Samrong Andet have access to latrines and water for washing activities.</p>	<p>Samrong Andet faced difficulty in having a clean school yard, as it faces high flood during rainy season (July-November).</p> 
<p>All direct groups have access to good practices of clean water and sanitation at schools even though they faced severe flooding.</p>	<p>Only three schools of Choeru Khmoa, Tropaing Chrey, and Samrong Andet have access to rain water stored in a large tank. Pupils of these three schools, therefore, have access to clean water through water filter.</p> <ul style="list-style-type: none"> - All schools have access to sanitary materials used for school and pupil cleaning/washing activities. 	<p>Kbal Chroy school does not have access to a pumped well. Both teachers and pupils in this school, therefore, have taken water from the river and put into the filter. The underground water is contaminated with Arsenic.</p> <ul style="list-style-type: none"> - All schools had to delay school activities for over one month, because the road in whole village was flooded. 

According to the number of pupils, Choeru Khmoa and Tropaing Chrey schools received 2 water filters each, while Samrong Andet and Kbal Chroy received only 1 water filter each. Teachers, pupils, and nearby parents were trained by Hagar (an NGO partner who supplied the water filters) about the filter maintenance. All schools made their contributions to clean water through the supply of plastic bottle to store the filtered water for each classroom. Each filter has the capacity to produce clean water a minimum of 3.6 litres per hour.



All water filter was in good maintainable condition and are being used by pupils and teachers

DEKA Project



1 well and 1 three-room latrine in Khvien primary school were repaired and re-opened for pupils and teachers

All three target schools in DEKA were having all of their wells and latrines functioned, and opened for every day uses by pupils.




1 three-room latrine in Khvien primary school was repaired and re-opened for pupils and teachers

1 well in Kork Being primary school was repaired and re-opened for pupils and teachers.

Students of the three schools in Siem Reap have used cleaned water filters supported by the project. Each class has access to one filter with regular filling up of water, directly taken from pump wells. Washing the filters and filling up water into the filters have been the task of school girls, while watering the school gardens and filling up water into the latrine basins have been the task of school boys.

4.2. Achievements against the plan (DEKA)

Planned	Achieved	Remarks
All targeted schools have received materials necessary for sanitation practices in schools;	Done on time for all three targeted schools - Toilet materials - Materials for pupils personal hygiene	Schools contributed: - replace parts of water filters - Rubbish bins
80% of target schools have adequate sanitation facilities	- All three schools have adequate access to sanitary facilities	- All latrines and wells are functioning - Schools replaced the broken parts of wells and latrines.

80% of pupils has increased their awareness of healthier and sustainable uses of latrines and wells	- 2% of pupils do not know how to use latrine properly - 80% of pupils reported washing their hands with soap after using latrines. - 75% of pupils know how use wells and latrines in a sustainable way.	
80% of target schools has year-round access to sufficient quantity of clean water.	- All three schools have adequate access to clean water.	 <p>- Kork Being primary school has even more than enough access to clean water, as each room has 2 water filters</p>
80% of target schools has clean yard	- All three schools have moderately clean yards	

4.3. School Assessment

During the end of the cycle, the project conducted an internal evaluation with 3 schools in DEKA in and 4 schools in HERDC order to find out possible changes to the target schools after one year of support.

Status of 3 primary schools in DEKA

In DEKA, two schools of Khvien, and Kauk Being had similar situation of hygiene of school yards, classroom, and sanitary facilities. The situation of hygiene of school yards, classroom, and sanitary facilities of Kauk Tachan was in a poor status, because the school director and teachers are rather careless of it, and there is limited participation from community in school development.

The three schools were assessed according to their issues of Environment, Education in health and sanitation, and community participation. Results from this assessment are presented in the following table:

Main Issues	Specific issues	School Name		
		Khvien	Kauk ta chan	Kauk Being
Environment	Classroom situation	Fair	fair	fair
	School waste management	daily	daily	daily
	School yard	good	fair	fair
	School gardens	fair	fair	good
	School fence	quite good	fair	good
	Rubbish bins use and maintenance	fair	fair	fair
	Pump wells use and maintenance	fair	fair	fair
	Hand washing facilities	fair	fair	fair
	Water filters use and maintenance	fair	fair	good
	Latrine cleaning liquid use and maintenance	fair	fair	good
	Nail clippers use and maintenance	fair	poor	good
Education in Health and Sanitation	Classroom mainstreaming activities	fair	fair	fair
	When?(every work day)	sometimes	sometimes	sometimes
	Teacher capacity building in health-sanitation	fair	fair	fair
	Materials for health-sanitation teaching	fair	fair	good
	Use of materials for health-sanitation teaching	fair	fair	good
	Number of SSC members	5	4	7
Community Participation	Participation of SSC in school development planning	fair	fair	fair
	Regular meeting in school by SSC	poor	poor	poor
	Participation of SSC in school budgeting	fair	fair	fair
	Participation of SSC in raising fund from	poor	poor	poor

	individuals			
	Participation of SSC in raising fund from parents	poor	poor	poor
	SSC monitoring the teaching and learning	poor	poor	poor
	SSC in campaigns for children's enrollment at schools	fair	fair	fair
	SSC in setting up rules for schools	fair	fair	fair

Status of 4 primary schools in HERDC

In HERDC, three schools of Cheou Khmao, Trapaing Chrey, and Samrong Andet had similar situation of hygiene of school yards, classroom, and sanitary facilities. The situation of hygiene of school yards, classroom, and sanitary facilities of Kbal Chroy, on the contrary, was in a poor status, because the school area is regularly flooded for 3 months in rainy season and there is limited participation from community in school development.

The four schools were assessed according to their issues of Environment, Education in health and sanitation, and community participation. Results from this evaluation are presented in the following table:

Main Issues	Specific issues	School Name			
		Choeu Khmoa	Tropaing Chrey	Kbal Chroy	Samrong Andet
Environment	Classroom situation	Fair	fair	fair	fair
	School waste management	daily	daily	daily	daily
	School yard	fair	fair	poor	fair
	School gardens	fair	fair	poor	fair
	School fence	quite good	fair	poor	fair
	Rubbish bins use and maintenance	fair	fair	fair	fair
	Pump wells use and maintenance	fair	fair	poor	fair
	Hand washing facilities	fair	fair	poor	fair
	Water filters use and maintenance	fair	fair	fair	fair
	Latrine cleaning liquid use and maintenance	fair	fair	poor	fair
	Nail clippers use and maintenance	poor	poor	poor	poor
Education in Health and Sanitation	Classroom mainstreaming activities	fair	fair	fair	fair
	When?	sometimes	sometimes	sometimes	sometimes
	Teacher capacity building in health-sanitation	fair	fair	fair	fair
	Materials for health-sanitation teaching	poor	poor	poor	poor
	Use of materials for health-sanitation teaching	poor	poor	poor	poor
	Number of SSC members	6	7	5	6
	Participation of SSC in school development planning	poor	poor	poor	poor
	Regular meeting in school by SSC	poor	poor	poor	poor
	Participation of SSC in school budgeting	poor	poor	poor	poor
	Participation of SSC in raising fund from individuals	poor	poor	poor	poor
Community Participation	Participation of SSC in raising fund from parents	poor	poor	poor	poor
	SSC monitoring the teaching and learning	poor	poor	poor	poor
	SSC in campaigns for children's enrollment at schools	fair	fair	fair	fair
	SSC in setting up rules for schools	fair	fair	fair	fair

IV. Challenges

- 35% of CCMs in HERDC dropped out, and new members were recruited again, because they moved to another school. Another reason was the poverty; their parents asked them to help working in order to increase income for families, and this year project did not have enough study materials to support to them.
- Teachers of Kbal Chroy were being isolated from communities, and were paying less attention to the teaching tasks because of poverty and poor monitoring and evaluation of the education authorities.
- Schools and communities were isolated from each other (poor participation from communities);
- Teachers and pupils were challenging in traveling in the areas of HERDC (lack of proper rural roads and bridge across the river).
- Flooding caused more difficulties to communities and students going to schools.

V. Plan for 2012

HERDC & DEKA (Kandal and Siem Reap provinces)

- To enable 7 primary schools to implement School health and hygiene program, through capacity building, and involving participation and contributions from community members and local authorities;
- To promote students' behaviours towards proper hygiene in schools through educational activities and sanitary practices in schools;
- Carry out educational activities through Child-to-Child and Classroom mainstreaming, on topics:
 - Teeth, Hair, and Clothes hygiene;
 - Hygiene in surrounding areas (latrine use, wells use, school yard and playground);
 - Practices of using latrines;
- Work with schools to mobilize resources for schools;
- Distribute the teacher guidebook on health-sanitation mainstreaming for primary schools;
- Improve school internal rules on practices of good sanitation by project team, school principal, teachers and Child club members;
- Maintain and repair existing latrines and wells in schools;
- Teachers and Child Council members to lead children to follow proper practices of hygiene:
 - Personal hygiene
 - Hygiene in surrounding areas.

School Health Promotion Project: Kampong Cham province

Partner Name	: Sovann Phoum Organization
Project Title	: School Health Promotion Project
Period covered	: January – December 2011
Project Location	: 32 primary schools in Dambae district, Kampong Cham province.

4- Project Goal and Objectives

Overall objective:

To contribute to all children's (particularly vulnerable ones) access to and completion of primary education as the results of school health project and child friendly school project (another line project intervention).

Specific Objective 1:

To increase students' awareness and to improve their healthy practices of common health issues such as worms, malnutrition, dengue, counselling, ARI, oral-teeth, illicit drugs, insect-born disease & air-borne diseases, accidents and access to safe water and sanitary facilities in schools.

Specific Objective 2:

To develop School Management’s capacity to plan, implement, monitor and evaluate school health promotion project (the 3rd dimension of CFS program).

Specific Objective 3:

To increase ownership among primary school management and SSC toward the realization of the 3rd and 5th Dimensions of CFS program, through active participation, technical supports and resource mobilization from parents, other community members, health authorities, local education authorities, NGOs and other private sectors.

2. Achievements

2-1 Educational Activities through CtC approach in 32 target schools

One of the approaches to education and proper practices on health-sanitation used in the 32 target schools was Child-to-Child (CtC) method on topics of ARI, Personal Hygiene, Diarrhea, Dengue fever, Reproductive Health, and Drug abuse by 780 PHCCMs, supported by CHPTs, and project team.

Table below presents the numbers of pupils who receive messages from PHCCMs during dissemination activities of individual topics:

Topics	Number of Pupils who received messages			
	Total	Female	Islam	Female
ARI	10,983	5,873	840	521
Personal Hygiene	11,791	6,053	970	501
Diarrhea	11,064	5,941	564	920
Dengue Fever	8,873	4,688	556	295
Reproductive Health	4,942	3,698	154	125
Drug abuse	10,885	5539	1147	535

2-2 Classroom Mainstreaming on Health and Sanitation

In addition to CtC approach, the project used another method of classroom mainstreaming to deliver messages on health-sanitation to pupils, and to improve their practices at schools and homes. This activity was carried out by classroom teachers, who were trained by health centre and OD health trainers, supported by the project. The activity was carried out twice a month, from 30 to 50 minutes on Thursday or Saturday. The **following table** presents the numbers of pupils receiving messages from teachers in individual topics:

Topics	Number of Pupils who received messages			
	Total	Female	Islam	Female
ARI	10,983	5,873	840	521
Personal Hygiene	11,791	6,053	970	501
Diarrhea	11,064	5,941	564	920
Dengue Fever	10,745	5,788	840	603
Drug abuse	10,943	5,641	1029	481

2-3 Parenting education:

The third approach to education and proper practices on health-sanitation used by the project was parenting education. The activity was carried out by Village Health Support Groups, who are community health agents of health centre, trained by trainers from OD health trainers, supported by the project. Parents in villages around target schools were invited to a nearby learning place, where each topic was presented and demonstrated to them from 30 to 50 minutes. This learning activity took place once to twice per month, during the time when parents were free from farming and house work. The following table presents the numbers of parents attending parenting sessions on individual topics:

Topics	Number of People who received messages				Number of villages
	Total	Female	Islam	Female	
ARI	2,463	2,021	183	163	45
Personal Hygiene	2,626	2,236	142	96	47
Diarrhea	4,866	3,620	298	246	48
Dengue Fever	7,078	5,809	902	374	48
Reproductive Health	5,155	4,343	267	225	48
Domestic Accident	5,103	4,083	473	381	48

2-4 Educational Activities through Events and Campaigns

The project used several events and campaigns to disseminate key messages to children and community members about topics related health and sanitation. Over the course of the year, the project ran the following events and campaigns:

- ⇒ Campaign on Dengue Fever prevention in 48 villages nearby the target schools, from April to May, participated in by school principals, teachers, VHSGs, SSCs, and students.
- ⇒ Hand Washing Day, on the 15th of October, was launched in a big event at Bangheurkleng primary school with total 508 (257 females) participants. The remaining 31 schools ran the activity through Quiz, where total 1,0339 (5,268 female) participants attended the event in 31 schools.
- ⇒ World AIDS Day, on the 1st of December, was launched in a big event at Wat Samraung primary school with total 722 (501 female) participants. The remaining 31 schools ran the activity through Quiz, where total 10,383 (4,744 female) participants attended the event in 31 schools.

2-5. Child Nutritional Status Follow up, De-worming and Referral of Undernourished Pupils to Health Centre

To ensure that pupils in target schools were healthy and able to go to school and enjoy their learning, the project supported schools to follow up their pupils' nutritional status on quarterly basis, using BIM measurement. Children who were suspected of having malnourishment or any disease were referred to health centre and/or hospital. During the course of the year, a total of 9,316 (4,806 girls) pupils had their nutritional status followed up on quarterly basis, while 1 boy was referred to hospitals for medical check up and treatment services. With support from the project, the boy recovered and went back to school.

A total of 9,456 (4,292 girls) pupils received de-worming pills for the first round of the year. That represents 26 schools, while 5 other schools were pending another release of the pills, because of the lack of the pills.

2.6. Capacity Building for DoE officials, School Principals, Teachers, SSC and Village Health Support Groups

In order to enable schools and local communities to develop their own schools and operate school health promotion programme, the project built up capacity of relevant key stakeholders, such as DoE officials, school principals, teachers, school support committee (SSC), and village health support groups, through training, workshops, and study tour in a number of topics as presented in the following table:

Topics	Participants	
	Total	Females
Health Topic Training (5 topics to teachers, 6 to students, and 6 to VHSGs)	100	14
Child to Child Approach Training	41	15

First Aids Training	38	9
Fund Raising Workshop	96	21
School Monitoring and Evaluation Workshop	18	03
Study Tour to Por Satt province	78	14

2.7. Community Participation in and Resource Mobilization for Maintenance/Construction of Sanitary Facilities

SHP project has brought about a great success in involving community members in developing their local schools and improving their school health programme through resource mobilization from within and outside communities. Resources collected, together with school's PB fund and some support from the project, were used to construct and maintain school facilities for pupils' health-sanitation activities in schools. The following table summarizes those achievements:

No	School Name (Primary school)	Contributors	Achievements
1	Phaav	Project and School	Water filters supplied
2	Chitron	Project, community and School	Water filter supplied
3	Kambreus	Project ,community and School	Water system, door installation
4	Tuol Sambou	Project , community and School	Well repairation
5	Kork Char	Project, community and School	Water system repairation
6	Sramor	Project ,community and School	Water system repairation
7	Chabak	Project and School	Water basin repairation
8	Sreilbrang	Project and School	Garden installation
9	Kampongraig	Project ,community and School	Gutter and basin installation
10	Tameak Thmey	Project, community and School	Water system installation
11	NeangTeut	Project and School	Water system repairation
12	Stung Tathok	Project ,community and School	Water system and well repairation
13	Char Thmey	Project ,community and School	Water system installation
14	Chey Soksan	Project ,community and School	Water system installation

3. Positive Changes

3.1. Increased Awareness:

Pupils in target schools have significantly increased their awareness of issues related to dengue fever, respiratory infections, HIV/AIDS, personal hygiene, diarrhoea, and hygiene in surrounding areas.

Improved Life Skills

Pupils have considerably improved their life skills in health and sanitation, such as how to wash hands, use of latrines, how to brush teeth, and how to make solution from Oralyd powder.

Improved School Environment and Behaviours Changed

The majority of target schools had clean yards and clean classrooms, with green gardens, safe play grounds, parking areas, clean and functioning latrines, adequate water for cleaning and gardens, and access to clean water. The majority of pupils had good body hygiene, clean hands with short finger nails, and clean clothes. Child club members, furthermore, have played a good role model of hard working and good hygienic pupils, by disseminating messages about health and sanitation to their peers and classmates. *For further details, please see reports on school assessment.*

4- Challenges

De-worming pills

One of the challenges encountered during the project implementation was the lack of de-worming pills for school pupils. Two Clusters had adequate pills for pills from HCs (Cheach and Teuk chrov), while Seda and Bangheukleng HCs could not provide the pills adequately to pupils in 5 schools.

Parenting activities

Parenting activities in some villages were delayed, because villagers were busier with their rice and cassava growing, leaving project team difficult to motivate them to parenting activities.

5- Planned 2012

1. Parenting education: To hold 80 parenting sessions per quarter in villages around and close to the 32 primary schools, using adult-to-adult approach by 64VHSGs, on the topic of Dengue fever, Nutrition, Diarrhoea, and Intestinal worms;
2. Educational Activities through CtC approach: Conduct CtC educational activities on topics of Diarrhoea and dengue fever with 780 PHCCMs, CHPTs, and project team, at the 32 targeted schools;
3. Further trained to 196 teachers in charge of classes by project team and CHPTs on Dengue fever, Nutrition, Diarrhoea, and Intestinal worms;
4. Health Topic Mainstreaming on Dengue fever, Nutrition, Diarrhoea, and Intestinal worms in the 32 schools;
5. Follow up Child Nutrition by Height-weight children (BMI) and referral suspected pupil of undernourished to Health Centre;
6. Continue following up and coordinating with health centres and schools for de-worming pills and health services;
7. Partly supporting schools to build, maintain, and supply sanitary facilities and materials;
8. Continue to complete the publication of a Manual on Health & sanitation Education for classroom mainstreaming in primary schools;
9. Support medical supplies for first Aid kits to 19 target schools in need of them;
10. Conduct Dengue Fever campaign in 48 villages nearby target schools;
11. To provide Training on CtC approach to 36 teachers from 32 schools.

Child Friendly School: Promoting the Rights of Adolescent Girls to Quality Basic Education

1. Summary of the 1st year

In general, even though the project implementation was started three weeks late compared to the scheduled activities, results from the implementation of the project: Promoting the Rights of Adolescent Girls to Quality Basic Education (PPA2), from 15 August 2011 to 10 March 2012, were quite satisfactory. The majority of planned activities and indicators set were carried out as scheduled and intended.

Cooperation with government partners in education sector showed more positives than negatives even though some technical staffs of the PoEs, DoEs, and schools were asking more for their own benefits than fulfilling their tasks as duty bearers. Partnership with government in health sector, likewise, shows similar trends. Government sub-national authorities in Kampong Cham demonstrated a strong support to the project team and activities, but those in Siem Reap (provincial administration and Srei Snam district) showed a bit difficulty from the start, in relation to permission and cooperation with SP and project activity. However, the problem was later solved, thanks to strong support from Plan Cambodia staff.

Project staff and Executive Director were in a rushing situation to deliver outputs, because the number of project staff was not in proportion to the numbers of planned activities and outputs within the available time frame. Administrative, financial, and logistics works of the project did take some time from project staff, and the time available for field work was, therefore, shortened, causing some delay in activity implementation and output delivery. Some schools and rural roads connecting to them in Siem Reap were flooded, plus heavy rain, during September, causing more difficulties to travelling and activities in schools and communities. The frequent trainings, workshops, and meetings with teachers and students resulted in some complaints from schools, DoEs and PoE about the closure of some school hours.

Nevertheless, the project was implemented in a smooth manner, producing satisfactory results as expected. Main activities and outputs were carried out and delivered within the year. Project staffs, Girl Counsellors (GCs) and Peer

Educators (PEs) were recruited with their capacity built up. Counselling rooms were set up in individual schools, equipped with materials attractive to girls. Peer education was started, led by GCs, and counselling service was started and available for girls in target schools.

Vulnerable girls in target areas were recruited and supported with scholarships, partly thanks to participations from teachers, school support committees, local authorities, and project staff. ToT training in three major topics: gender equality, Sexual Reproductive Health (SRH), and Child Rights were provided to government Trainer Teams from both sectors of health and education. Further training on the three topics to schools and communities was almost completed by the time of writing this report.

Quality Control Teams of both PoEs were established, from existing structure, and inspection on teaching and learning at target schools was also re-functioning.

Campaigns, social events, and meetings were organized in communities, where key messages about value of education, rights of the child/girls, worst forms of child labour, SRH, girl education, discrimination and violence against children and girls, and gender issues were transmitted to students, teachers, community leaders, community members, and government leaders at sub-national level.

This report will start with review of key activities/outputs produced during the first year (2011), followed by reasons for variation between planned and actual, beneficiary feedbacks, lessons learned short summary of progress to date, and planned activities for the second year.

2. Review of Key Activities/Outputs

Planned Activities (Indicators)	Actual Activities (Results)
To recruit 8 Project Staff	By the end of September 2011, 6 (3 female) project staff members were recruited. They include one Team Leader, 2 Officers of Education and Child Rights, and 3 Officers of Sexual Reproductive Health and Gender. 7 of 8 project staff started their employment with the project in October, while the Project Manager started it in November.
To sign Partnership agreement with 30 secondary schools targeted	Partnership agreement with the target 30 schools was not signed. Instead, partnership agreement with both PoEs was signed for a closer cooperation and support to implementation of project activities at the 30 schools.
Project Orientation workshops at provincial and community levels.	<p>The project orientation was conducted at two different stages: one at the provincial level and the other at community level. At provincial level, the project was orientated to key government partners (such as PoEs, DoEs, PHD, and District Governors) and NGOs in the areas.</p> <p>The orientation at Kampong Cham province was undertaken in October, while at Siem Reap was in November. The orientations at the two provinces were attended by a total of 87 participants (55 females).</p> <p>At community level, the project was orientated to student representatives, teachers, school support committee, village chiefs, and commune leaders, in October and November. In total, the project orientation to community was organized at 30 secondary schools, to total 338 participants (188 Males and 150 Females, in which boys accounted for 56 and girls for 69).</p> <p>The purposes of the project orientation were to introduce project goals, objectives, activities and expected results to all key implementers and stakeholders, and to seek support and cooperation from them.</p>
Recruitment of Girls Counselors (60 GCs).	With participation from principals, teachers, student representatives, school support committees, village chiefs, and commune chiefs, 60 Girl Counsellors (59 females, and 1 male) were recruited for 30 lower secondary schools in the two provinces. 1 male GC was recruited based on a request and needs from the 28-January Secondary School in Srey Snam, which has 3 GCs in total (2 female and 1 male GC). All 60 GCs signed a part-time contract with SP, where their roles and responsibilities are clearly set. In short, the GCs are responsible for leading peer education, providing counselling services, following

	up scholarship students, and coordinating activities with principals, other teachers, and project staff. For details of GCs in individual schools, <i>please see the list of GCs (Annex 1)</i>
Recruitment of 450 Peer Educators.	Selection criteria for Peer Educators was set, focused on students' volunteering, time availability, capacity to disseminate key messages to their peers, and poor family background. The recruitment was done by GCs and principals in consultation with project staff. As a result, 450 PEs (326 females and 124 males) were selected, based at 30 target secondary schools. The selected PEs (consisting of 13 to 17 students per school) are the members of student councils, responsible for educating and monitoring their peers on health (SRH) and practices on gender equality and child rights promotion. For details of PEs in individual schools, <i>please see the list of Peers (Annex 2)</i>
Sensitise girls and boys, parents, and community leaders (teachers and principals, religious leaders, Commune Council etc) on gender equality, gender stereotypes and girls' rights, particularly in relation to quality basic education (trainings/workshops)	<p>1.1. A series of trainings were organized by the project as means to carry out sensitization with staffs, girls and boys, parents, and community leaders (teachers and principals, religious leaders, Commune Council etc) on gender equality, gender stereotypes and girls' rights, particularly in relation to quality basic education. Those trainings are presented as follows:</p> <p>Gender Training to Sovann Phoum Staffs: In November 2011, GADC organized a five-day training course for all Sovann Phoum's front line staff, in Phnom Penh. A total of 18 (8 females and 10 males) front line staff attended the training. <i>The details of result from the training course by GADC have not yet been released (by GADC).</i></p> <p>1.1.2. ToT Training on Gender Equality to Trainer Teams (of Gender Equality and Child Rights) Based on agreements between Sovann Phoum and Provincial Departments of Education, Youth and Sport of Kampong Cham and Siem Reap, the project provided a five-day ToT training course on Gender Equality to two Teams (Gender Trainer Teams: GTT) from both provinces, facilitated by GADC. The GTT in Kampong Cham consists of 8 (2 female) members, and the GTT in Siem Reap consists of 14 (5 female) members. A total 37 (23 females and 14 males) participants attended the ToT course. The two teams, then, developed their action plans for further training to students, teachers, school support committee, village chief and commune council member in charge of women and children, scheduled to start in December 2011. <i>The details of result from the training course by GADC have not yet been released (by GADC).</i></p> <p>1.1.3. Supporting 60 Training Courses on Gender to Students, Teachers, and Community Leaders of 30 schools. Immediately after having developed action plans (by GTTs), the project provided two-day training to students, teachers, village chiefs, and commune council representatives in charge of women and children. A total of 1,595 (294 female adults, 579 male adults, 301 boys, and 421 girls) participants received the training in 60 courses. 40 courses were organized in Siem Reap and 20 courses in Kampong Cham. This denotes that the project has achieved 100% of the indicators planned for this output. For more details, reports of the trainings, and results from Pre- and Post tests of the trainings, <i>please see reports on the further training (Annex 3)</i></p>
1.2. To produce IEC materials on Gender Equality	1.2. The IEC materials production on Gender Equality was almost completed, just not yet printed out. The remaining work shall be completed in coming days. The slow process was because of the time constraint amongst staff members.
1.3. To conduct events in the community in collaboration with Commune Councils on gender equality and girls' rights on school enrolment day and Women's Day	<p>1.3.1. Technical and Resource Support: 30 target schools, together with their student councils, school support committees and commune representative in charge of women and children, were invited to 6 different training sessions on the organization of the "Enrolment Campaigns and New Academic Year Day", at 6 respective districts of the 2 provinces. In addition, each of the 30 target secondary schools developed their own action plan and was supported with both materials and finance to carry out both activities. 10 secondary schools in Siem Reap (2 in Banteay Srey, 2 in Angkor Thom, 3 in Angkor Chum and 3 in Srey Snam) also received some support from existing Plan-implemented project. However, the 2 projects complemented each other, by providing different support to them.</p> <p>1.3.1.1. Results from Enrolment Campaigns: 1.3.2.1. Participants:</p>

A total of 8,577 (4,415 female) targeted people participated in school enrolment campaigns in the 2 provinces. Of this number, students represented the majority, accounting for 91% (52% girls) of the total participants. There was a poor participation from local authorities (including school support committee), as they represented only 2% of the total participants, followed by teachers 3% and parents 4%. One of the reasons for that was because of the poor communication and cooperation between school principals/teachers and communal authorities (according feedbacks from teachers).

1.3.1.2. Key Activities:

All targeted 11 schools in Kampong Cham organized the campaigns with marching, by motorcycles and motor vehicles across villages where students would be enrolled in the target secondary school, carrying banners and reading out loud (through speakers) the **key messages on enrolment, value of education, promoting girls in education, child labour, and child rights.**

Slightly different, the majority of schools in Siem Reap added another activity of “**Quizzes and rewards**” as another way of mainstreaming key messages as described in above paragraph amongst children, parents, and local authorities, partly thanks to cooperation with the existing project facilitated by Plan Siem Reap.

1.3.1.3. Impressions and Initial Outcomes

Interestingly, all 30 schools (including other secondary schools) in the 6 districts of the 2 provinces had never run enrolment campaigns, by just presuming that the activity should be done by primary schools only. The number of students going for being enrolled was, therefore, increasing significantly after the campaigns (according to feedbacks collected via reflection meetings).

There were more school girls than school boys participating in the campaigns across villages. This denotes that girls were motivated to participate in social activities, and it could reflect the total bigger number of girls than boys in target schools.

Immediately after the campaigns, targeted schools, students, and SSCs found a number of positive effects of the activity, through an assessment in the reflection meetings, such as:

- More people participated in campaigns in many schools;
- People were happy, listening to messages and watching the campaigns;
- It woke people up and urged them to send their children to schools;
- Parents were in a hurry bringing their children to be enrolled;
- Those who dropped out last year came back to schools and got enrolled;
- The number of students enrolled increased sharply after campaigns.

However, a number of challenges were also identified (as mentioned in the following “problems encountered”). Teachers, students and SSCs, finally gave the following recommendations for the future improvement:

- *By Srei Snam:* Messages on value for education, girl education promotion, gender issues, and child rights should be more mainstreamed through other activities in communities. It would be better to send messages on enrolment through daily audio speaker in all villages during enrolment season.
- *By Angkor Thom:* Commune chiefs should cooperate with schools and urge people to participate in activity. NGOs in communities should urge parents to participate in it; and new members of SSC should be recruited (Chub Tatrav) for better representation of parents.

1.3.2. Events on Women’s Day

The project carried out three main meetings (preparation meeting, the event launching, and reflection meeting).

1.3.2.1. Preparation Meetings for the Organization of the Event

In late February and first week of March, 2012, the project held **6** preparation meetings in **6 districts** with target schools, school support committees, and commune councils. The meeting was held to develop action plan and collect contributions from all concerned key stakeholders for individual schools to celebrate the event in order to integrate three main topics of women/girl rights, learn without fear, and awareness of policies/Prakas on the worst forms of child labours into the events.

	<p>A total of 122 (38 males and 38 females, 15 boys and 31 girls) participants attended the meetings.</p> <p><i>1.3.2.2. The Event: International Women’s Day</i> Number of events: 30 events at 30 target schools Total participants: 8,909 (815 male adults, 526 female adults, 3,488 boys, and 4,080 girls). The events held at 30 different places were launched to integrate three main topics of 1) Awareness of Policies and Prakas on the worst forms of child labour which prevent boys and girls from access to education; 2) Learning without fears; and 3). Girls’ and women’s rights.</p> <ol style="list-style-type: none"> 1. Awareness of Policies and Prakas on the worst forms of child labour which prevent boys and girls from access to education: for more, please see 3.4 below 2. Learning without fears: see 1.4 below 3. Girls’ and women’s rights <p>Messages via: march in villages, speeches by guest speakers, banners, speak out loud by speakers, drama shows, songs, Quizzes with student</p> <p><i>1.3.2.3. Reflection meetings on the event organization</i> 4 meetings were organized at 4 districts in Siem Reap in order to collect and give feedbacks to all involved in the organization. A total of 61 (18 male adults, 33 female adults, 2 boys, and 8 girls) participants.</p>
<p>1.4. Support/ integrate “Learn Without Fear” campaign to highlight how violence prevents adolescent girls from completing Lower Secondary School (link to 3.3)</p>	<p>1.4. The “Learn without fear” campaign was planned to be carried out in September and October. In the implementation, the activity was not completed because of the time constrain, and it was, therefore, delayed to the “Women’s Day” campaign to be launched in March, 2012.</p> <p>On 8th of March, the project organized 30 events at 30 schools, on the Women’s Day, and integrated the topic into the event.</p> <p>Number of events: 30 events at 30 target schools Total participants: 8,909 (815 male adults, 526 female adults, 3,488 boys, and 4,080 girls). Messages about this topic were transmitted to all participants via banners, speak out loud in speakers by students, drama shows, songs, and Quiz with student. Participants were satisfied with the event, and recognized that students are entitled to receive education in a learn-without-fear manner.</p>
<p>2.1. Train Peer Educators (girls and boys) on SRH and peer education (after selecting per educators)</p>	<p>Capacity building to Peer Educators in the 30 target schools was almost completed, by two SRH-Trainer Teams, who received the capacity improvement through a ToT Training course on SRH, provided by RHAC, and supported by the project.</p> <p>2.1.1. ToT Training course on SRH to SRH Trainer Teams in both provinces: A partnership agreement was signed between Sovann Phoum and Provincial Departments of Health of both provinces. The SRH-TT in Kampong Cham consists of 4 (4 female), while that of Siem Reap consists of 8 (5 female). From 26 to 30 December, 2011, a ToT five-day training course was provided to the two teams. Below is details of the training:</p> <p>Participants: 20 (12 females and 8 male), 4 from Kampong Cham, 7 from Siem Reap, and the rest from SP.</p> <p>Topic:</p> <ol style="list-style-type: none"> 1- Adolescent/youth Risk behaviours; 2- Anatomy and physiology of human reproductive system(male and female); 3- Menstruation, conception and cycle of menstruation and mental changes/Physical and psychological changes observed for teenagers; 4- Adolescent pubertal development; 5- Problems and concerned related to sexual reproductive health of youth/adolescent/Advice for teenagers/adolescents to address the problems caused by physical development and side effects of psychological changes during adolescence; 6- Family planning; 7- Condom, Pills (COC, POP), Depo provera, inplant, IUD, permanent method, natural

	<p>method and Emergency contraceptive;</p> <p>8- Medical Eligibility Criteria;</p> <p>9- Basic knowledge of STIs/RTIs and adolescent/normal and pathology vaginal discharge/basic STI treatment;</p> <p>10- Safe sex and negotiation skill;</p> <p>11- Women’s health maintenance;</p> <p>12- Body hygiene during period and adolescent nutrition;</p> <p>13- Adolescent contraception;</p> <p>14- Delayed puberty: Signs, causes, consequences, and preventive measures;</p> <p>15- Facilitator skills/training methodology;</p> <p>16- how to design curriculum for TOT/ practice presentation as a facilitator;</p> <p>17- Presentation for curriculum design/schedule for 5-day training for teacher training and 4-day training for peer adolescent training.</p> <p>Results from the ToT course:</p> <table border="1" data-bbox="488 558 1325 846"> <thead> <tr> <th>Score</th> <th>Pre-test</th> <th>Pos-test</th> </tr> </thead> <tbody> <tr> <td>Excellent (100%)</td> <td></td> <td></td> </tr> <tr> <td>A= Very Good (90-99%)</td> <td></td> <td>50 % (10 participants)</td> </tr> <tr> <td>B= Good (80-89)</td> <td>0 %</td> <td>15% (3 participants)</td> </tr> <tr> <td>C= average (70-79)</td> <td>0 %</td> <td>15 % (3 participant)</td> </tr> <tr> <td>D= below average(50-69)</td> <td>55 % (11 participants)</td> <td>5 % (1 Participant)</td> </tr> <tr> <td>E= failure (<50)</td> <td>45% (9 participants)</td> <td>15% (3 participant)</td> </tr> <tr> <td>Average score of class in %</td> <td>48%</td> <td>89%</td> </tr> </tbody> </table> <p><i>For more details, please see report on SRH ToT training course (Annex 4)</i></p>	Score	Pre-test	Pos-test	Excellent (100%)			A= Very Good (90-99%)		50 % (10 participants)	B= Good (80-89)	0 %	15% (3 participants)	C= average (70-79)	0 %	15 % (3 participant)	D= below average(50-69)	55 % (11 participants)	5 % (1 Participant)	E= failure (<50)	45% (9 participants)	15% (3 participant)	Average score of class in %	48%	89%
Score	Pre-test	Pos-test																							
Excellent (100%)																									
A= Very Good (90-99%)		50 % (10 participants)																							
B= Good (80-89)	0 %	15% (3 participants)																							
C= average (70-79)	0 %	15 % (3 participant)																							
D= below average(50-69)	55 % (11 participants)	5 % (1 Participant)																							
E= failure (<50)	45% (9 participants)	15% (3 participant)																							
Average score of class in %	48%	89%																							
<p>2.2. Education sessions (edutainment, group discussion, SRH picture show) on SRH for student</p>	<p>2.1.2. Capacity building to Peer Educators on SRH and Peer Education.</p> <p>A total of 24 courses of four-day training on SRH were supported 354 Peers (91 males and 263 females) during January and February 2012. The content on SRH trained to Peers was slightly different from and focussed more on basic concepts than those trained to Girl Counsellors. The results from Pre- and Post tests of those trainings, and the remaining courses for Peers would be reported in March.</p> <p>Training on Peer Education (child-to-child approach for education) could not be provided to PEs because of the scarcity of fund in the budget. Instead, Girl counsellors of the 30 schools were trained in this topic, based on the fact that GCs would be leading them to carry out peer education at their own schools.</p> <p>2.2. Edutainment, group discussion, and SRH picture shows were not yet formally started, because of the late training on SRH and IEC materials to support to schools. Instead, PEs carried out the following activities:</p> <p>After having received training on child-to-child approach for education, GCs led 450 PEs (326 females,124 males) in the such activities as:</p> <ul style="list-style-type: none"> - Social event on World AIDS and SRH Day (drama shows, games, songs, and picture shows); - Social events on “Learn without fear, Women’s and girls’ rights, and Awareness of Policies and Prakas on the worst forms of child labour which prevent children from access to education; - Searching for students who need counselling; - Searching for disadvantaged girls who need scholarships and support from teachers - Bi-monthly meeting with Sovann Phoum staffs - Quarterly meeting with project staffs 																								
<p>2.3. Train teachers (health promotion focal points/girl counsellor) and school principals on SRH and peer education and counselling girls</p>	<p>2.3.1. The training on SRH to GCs, school principals, and health centre staff were organized in a total of 6 courses to 77 (25 males and 52 females) participants by the end of February 2012. The training was organized in 5 days, while the content for those GCs, principals, and health centre staff (in Kampong Cham) was more or less the same as those trained to Trainer Teams.</p> <p>Results from Pre- and Post tests of the trainings organized as well as of the remaining courses will be reported together with March’s report in Annex.</p> <p>2.3.2. Child to Child Approach for health education</p>																								

	<p>From 11 to 13 November 2011, one ToT three-day training course on child-to-child approach was organized for Girls Counselors and project staffs in Kampong Cham. Then, 2 more three-day courses were organized for GCs in Siem Reap. In total, 60 (59 females and 1 male) and 8 project staffs (3 females, 2 males) received the three-day practical training. Child-to-child approach is a participatory approach to health education. It is based on the rights of the child, enabling them to participate in educational activities so that they can promote their health, as well as well-being of other children, their family members, and community members. In this project, the CGs use this approach in leading peer education with PEs in their own schools.</p> <p><i>For more details, please see reports on CtC training course (Annex 5)</i></p>																																																
<p>2.4. Train teachers (health promotion focal points/Girl counsellor) and health centre staff on girl-friendly SRHR services (including counselling)</p>	<p>The project was planned to provide a five-day training to 60 GCs and 40 Health Centre Staff in the target areas. In the actual implementation, the project organized 2 one-and-a-half day training on girl friendly SRH services to 65 (58 females and 7 males) participants, facilitated by RHAC trainers. Of this number, 55 participants were GCs and 10 were staff from Sovann Phoum. Health Centre staff was not invited to the training as all of them had been trained by RHAC and RACHA. The training duration was shortened based on two main reasons: first, some topics of the curriculum as introduced by the National Training Textbook on youth friendly SRH were covered by the latest five-day training course on SRH supported by the project; and second, it was to adjust to the available budget.</p> <p>Content of training course:</p> <ol style="list-style-type: none"> 1- Schedule, introduce, expectation, class norm and objective of course. 2- Pre-test 3- Role of YFS counsellor 4- Key messages of Family Planning for adolescents 5- Gender and SRH for Adolescents 6- Premarital Counselling for adolescents 7- Counselling Skills for Adolescent 8- Role play of counselling skills 9- Post-test 10- Course evaluation and showing the result of testing and suggestion. <p>Results from the training in Siem Reap (28 – 29 February 2012)</p> <table border="1" data-bbox="496 1171 1317 1436"> <thead> <tr> <th>Score</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Excellent (100%)</td> <td></td> <td></td> </tr> <tr> <td>A= Very Good (90-99%)</td> <td></td> <td></td> </tr> <tr> <td>B= Good (80-89)</td> <td></td> <td>74%</td> </tr> <tr> <td>C= average (70-79)</td> <td></td> <td>17%</td> </tr> <tr> <td>D= below average(50-69)</td> <td>37%</td> <td>6%</td> </tr> <tr> <td>E= failure (<50)</td> <td>63%</td> <td>3%(1 participant)</td> </tr> <tr> <td>Average score of class in %</td> <td>43%</td> <td>80%</td> </tr> </tbody> </table> <p>Results from the training in Kampong Cham (9 – 10 March 2012)</p> <table border="1" data-bbox="496 1497 1317 1761"> <thead> <tr> <th>Score</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Excellent (100%)</td> <td></td> <td></td> </tr> <tr> <td>A= Very Good (90-99%)</td> <td></td> <td>10%</td> </tr> <tr> <td>B= Good (80-89)</td> <td></td> <td>49%</td> </tr> <tr> <td>C= average (70-79)</td> <td>3%</td> <td>31%</td> </tr> <tr> <td>D= below average(50-69)</td> <td>45%</td> <td>10%</td> </tr> <tr> <td>E= failure (<50)</td> <td>52%</td> <td></td> </tr> <tr> <td>Average score of class in %</td> <td>50%</td> <td>79%</td> </tr> </tbody> </table>	Score	Pre-test	Post-test	Excellent (100%)			A= Very Good (90-99%)			B= Good (80-89)		74%	C= average (70-79)		17%	D= below average(50-69)	37%	6%	E= failure (<50)	63%	3%(1 participant)	Average score of class in %	43%	80%	Score	Pre-test	Post-test	Excellent (100%)			A= Very Good (90-99%)		10%	B= Good (80-89)		49%	C= average (70-79)	3%	31%	D= below average(50-69)	45%	10%	E= failure (<50)	52%		Average score of class in %	50%	79%
Score	Pre-test	Post-test																																															
Excellent (100%)																																																	
A= Very Good (90-99%)																																																	
B= Good (80-89)		74%																																															
C= average (70-79)		17%																																															
D= below average(50-69)	37%	6%																																															
E= failure (<50)	63%	3%(1 participant)																																															
Average score of class in %	43%	80%																																															
Score	Pre-test	Post-test																																															
Excellent (100%)																																																	
A= Very Good (90-99%)		10%																																															
B= Good (80-89)		49%																																															
C= average (70-79)	3%	31%																																															
D= below average(50-69)	45%	10%																																															
E= failure (<50)	52%																																																
Average score of class in %	50%	79%																																															
<p>2.5. To Support teachers (health promotion focal points/Girl counsellor) to signpost girls to health centres</p>	<p>There was no girl referred to health centre by schools. There were some school girls approaching GCs but only for counselling service.</p>																																																

<p>2.6. Establish and function activity of counselling in school, including counselling of families of girls at risk of dropout, involve youth/children's council in the referral of cases and follow up.</p>	<p>2.6. In order to attract girls to schools and to provide psychological and health support to girls, 30 Counselling Rooms were set up at individual 30 schools (11 in Kampong Cham and 19 in Siem Reap). 30 rooms of the 30 target schools were equipped with equipment, facilities, and materials for sexual reproductive health counselling and peer education. Each counselling room has access to 1 bookcase, 1 first aid kit and its materials, 1 artificial penis, lady cotton for monthly bleeding, condoms, PH care liquid for lady hygiene during menstruation, 1 standing mirror, and materials-equipment (1 cassette player, 1 battery, and training supplies, IEC on SRH) for SRH education.</p> <p>By the 2nd week of March 2012, a total of 347 girls sought and received counselling from GCs about:</p> <ul style="list-style-type: none"> - monthly menstruation (signs of menstruation) - negative signs with girls right before the menstruation - irregular menstruation with girls - hygiene during monthly bleeding - sexual reproductive problems - how to access SRH service at HCs - slow learning
<p>2.7. To produce IEC materials on Sexual Reproductive Health</p>	<div data-bbox="462 667 764 890" data-label="Image"> </div> <p>The project produced two sets of IEC materials on Sexual Reproductive Health: <i>the standing picture textbook and booklet</i>. <i>The standing picture textbook</i> contains 6 sections of Adolescent pubertal development, Conception, HIV/AIDS, STIs, Nutrition, and Illicit drugs. <i>The booklet</i> contains 5 sections of male-female pubertal development, menstruation, hygiene during menstruation, strategies to ease sexual desire, and preventive measures against pregnancy. The standing picture textbook was printed in 36 copies, while the booklet was printed in 2,000 copies. These IEC materials were distributed to 11 schools in Kampong Cham and 10 schools in Siem Reap for educational activities on SRH. These materials were not provided to 9 schools in Siem Reap where the project would be phased out after March 2012. The remaining materials would be supported to new 7 schools in Kong Meas district of Kampong Cham.</p>
<p>2.8. Quarterly meeting among Peer Educators to monitor progress</p>	<p>During 2011, quarterly meeting with PEs was held only one quarter (the last quarter), because PEs were just recruited in October (the last quarter). To strengthen capacity of Peers to carry out their activities at schools, 7 meetings at 7 different venues with Peer Educators were held:</p> <p>A total of 439 (310 girls) PEs attended the meetings. The meeting was focussed on roles and responsibilities of Peers in supporting peers in their schools, and scholarships for poor girls. Feedbacks on their performance during the SRH-World AIDS Day were also discussed during the meeting in order to identify their strengths, weaknesses, and needs for improvement.</p> <p>In 2012, by the date of this reporting writing, a total of 5 Quarterly meetings were organized to follow up activities carried out by Peers at the 30 schools. 3 meetings were organized in Siem Reap, and 2 meeting were in Kampong Cham. A total of 341 (103 boys and 238 girls) Peers participated in the meeting.</p> <p>There will be 1 more meeting to be held at Angkor Chum district.</p>
<p>2.9. Quarterly meeting among health promotion focal points teachers/girl counsellor to monitor progress</p>	<p>In 2011, quarterly meeting with GCs was held only one quarter, compared to the two-time set indicator, because GCs were just recruited in the last quarter. To strengthen capacity of GCs to carry out their activities at schools, and to follow up PEs' activities and achievements, 6 meetings with GCs were held:</p> <p>A total of 54 (1 male) Girls Counsellors attended the meetings. The meeting was focussed on roles and responsibilities of GCs and principals, establishment and function of counselling room, school mapping, and scholarships for poor girls.</p> <p>As they were teaching two shifts (morning and afternoon), some GCs were having some difficulties in arranging their time serving students in the counselling rooms.</p> <p>For the 1st Quarter of 2012, a total of 4 Quarterly meetings were held at 4 districts of Siem Reap, participated in by a total of 39 (31 females) GCs.</p>

<p>2.10. To organize Social Events at 6 districts -Reflection meetings on Social events: AIDS and Sexual Reproductive Health.</p>	<p>The topics discussed were more or less the same as those done in previous quarter.</p> <p>2.10. Social event was organized 1 time as planned, during the World AIDS Day period, in December, by target schools in cooperation with local authorities and health centre/OD offices of health, presided over by District Governors. The project provided some technical, material and financial support to schools. A total of 8 events were organized (6 in Siem Reap and 2 in Kampong Cham), and participated in by a total 3,923 participants, (153 Men, 97 Women, 1,986 boys, and 1,687 girls).</p> <p>Key messages on sexual reproductive health, youth physical and psychological development, youth's risky behaviours, values of education for youths, and gender equality promotion amongst youths were mainstreamed into the event through marching along roads by students, presentation, games, drama shows, songs, and dancing by guest speakers and Peer Educators.</p> <p>Participants were happy to attend the event, claiming that it was useful to raise youths' and adults' awareness of social problems associated with youth activities. Peers did enjoy the event as it was their first time to perform happy activities in front of audiences. District governors and OD Office representatives strongly supported the event, asking that the project continue that activity in the future.</p> <p>Immediately after the event, 8 reflection meetings were held to assess the events organized. In spite of particular interests and compliments from participants, some challenges were encountered before and during the organization of the event, such as:</p> <ul style="list-style-type: none"> - Limited budget to support snacks for participants in the event and peers on training days; - Souvenirs for guest speakers from District, DO Office, and Commune office; - Some time constraint among peers during training; - District deputy Governors of Dambae and Ponhea Kreak and PNK-DB OD Office of Health representative asked for per-diem and travel cost in return for their participants. <p>Recommendation:</p> <ul style="list-style-type: none"> - Budget development of the project for the next cycle should involve PM and TL. - Preparation meeting to organize the event should be held with participation from all relevant school director, GCs, and Operational District of Health. <p><i>For further details, please see reports on SRH-World AIDS Day (Annex 6)</i></p>																											
<p>3.1. To provide scholarships to 300 students from poor families.</p> <p>(To support 30 secondary schools and 90 primary schools to carry out school mapping)</p>	<p>Providing scholarships to poor girls in target schools in 2011 did take a long time to complete, because the project used two major screening processes: school mapping (recommended by Plan) and recruitment. The sections 3.1.1 and 3.1.2. below presented the school mapping and its results in 2011.</p> <p style="text-align: center;">Capacity building in school mapping</p> <p>In cooperation with PoEs, DoEs, and District Offices of the 2 provinces, 8 ToT training courses on "School Mapping" were organized to support target schools to identify the most disadvantaged students in their own communities. The ToT training courses were provided to 237 (42 female) participants from 18 lower secondary and 56 primary schools. Of the total participants, 100 teachers, 98 SSCs, and 39 children attended the training. Trainers were from PoE and DoE officers. It was interesting to note that female participants in the ToT training represented only 18%, most of whom were school girls. This does not mean that the project had invited more males than females, but it does indicate the severe shortage of women representatives in school management team (principal and school support committee). <i>Please see tools for school mapping (Annex 7)</i></p> <p>In the current existing tool, nine symbols were used in school mapping; however, this project added another symbol of "family having its children facing the drop out". <i>Please see tools for school mapping (Annex 7).</i></p> <p>The following table summarizes ToT training on school mapping:</p> <table border="1" data-bbox="456 1801 1354 1942"> <thead> <tr> <th rowspan="2">Name of district</th> <th rowspan="2">No of session</th> <th colspan="2">Number of school</th> <th rowspan="2">Date</th> <th colspan="5">Number of participants</th> </tr> <tr> <th>Lower sec</th> <th>Primary</th> <th>Total</th> <th>F</th> <th>Teacher</th> <th>SSC</th> <th>Children</th> </tr> </thead> <tbody> <tr> <td>Banteay Srey</td> <td>1</td> <td>1</td> <td>3</td> <td>7/9/2011</td> <td>13</td> <td>5</td> <td>4</td> <td>5</td> <td>4</td> </tr> </tbody> </table>	Name of district	No of session	Number of school		Date	Number of participants					Lower sec	Primary	Total	F	Teacher	SSC	Children	Banteay Srey	1	1	3	7/9/2011	13	5	4	5	4
Name of district	No of session			Number of school			Date	Number of participants																				
		Lower sec	Primary	Total	F	Teacher		SSC	Children																			
Banteay Srey	1	1	3	7/9/2011	13	5	4	5	4																			

Angkor Thom	1	2	6	19/08/11	22	8	8	7	7
Angkor Chum	1	2	8	11/9/2011	30	7	10	9	11
	1	2	11	12/9/2011	39	7	13	14	12
Srey Snam	1	2	7	12/9/2011	20	4	12	6	2
	1	1	12	11/9/2011	34	0	23	9	2
Ponhea Kraek	1	1	9	12/9/2011	22	1	16	5	1
Dambae	1	7	0	8/11/2011	57	10	14	43	0
Total	8	18	56		237	42	100	98	39

For further details, please see **Annex 7** on school mapping report.

Results:

As a results, a total of 27 schools (11 in Kampong Cham and 12 in Siem Reap), completed the school mapping which include statistics. The records from school mapping were used as the base of recruiting poor girls for scholarships. 7 other (3 in Angkor Thom, 1 in Banteay Srei, and 3 in Angkor Chum) schools could not complete the school mapping with statistics.

Recruitment of poor girls to receive scholarships

Another screening process of poor girl recruitment was used to select girls to receive the scholarship. The criteria used to select disadvantaged girls include highest poverty level, large size family, family suffering from domestic violence, students with disability, students from family who do not value education, and students staying away from schools.

By February 2012, a total of 300 disadvantaged girls from grades 7 to 9 (from poor families and living a way from school) were supported as planned with scholarships so that they could continue their studies in secondary schools. Those girls were from schools in the following target areas:

- 1-Ponhea Kraek district = 59 girls
- 2-Dambae district = 51 girls
- 3-Angkor Chum district = 80 girls
- 4-Banteay Srei district = 24 girls
- 5-Angkor Thom district = 25 girls
- 6-Srey Snam district = 61 girls

The scholarship package include bicycle, school uniform, school bags, and study materials. Those disadvantaged girls were recruited through school mapping, school screening committee, and final interviews-observation by project staff.

3.2. Signpost/link poor families to microfinance or livelihoods support (e.g. CEDAC)

This activity was scheduled to start since October 2011, but no one family (especially the family of the girl receiving scholarship) has been referred by the project to partners in the same area for technical and economical support. One of the reasons was that it was just the start of support to vulnerable families/girls, and the project needs ongoing follow up to find out their needs and available support for them.

3.3. Advocacy at Commune, District, Provincial and National levels for increased financial support for poor families

This activity was not carried out in 2011 as the series of meetings and workshops for commune investment plan and budget at commune level was completed since the first semester of the year.

However, as a preparation for 2012, the project organized **6 one-day training** courses in **6** districts to **74** (29 boys and 45 girls) student/youth council members from target schools about child participation (planning, strategies and methods to be used) in developing CIP of the communes and DIP of the districts. Those improved capacity students will participate in the 2012 CIP and DIP development in target areas in order to integrate the needs from children as well as support for poor families into the commune and district investment plans.

In addition, 2 meetings were organized at 2 districts of Dambae and Ponhea Kreak. The meeting was participated in by a total **10** (4 male adults and 6 female adults): from Plan district office, RHAC, Kruosar Yeourng, and CCASVA together with government commune officers.

	<p>The meeting was focussed on seeking ways or means from both government and NGOs to support poor families.</p> <p>As a result, the commune authorities only have commitment to participate with NGO partners in assisting poor families. There was no other alternative means from the commune authorities, at that point of time, to support poor families.</p>																																																													
<p>3.4. To raise awareness on policies and Prakas related to worst form of child labour affecting especially girls in education, through 30 awareness campaigns, and Women's Day</p>	<p>In 2011, this activity was completed successfully as planned. With technical and some financial support from project, 30 target schools organized their New School Year Day, on the 1st of October 2011, with participation of all students, all teachers, school support committees, village chiefs, local police officers, commune chiefs, parents living around and close to schools, DoE officials, and District Governors.</p> <p>Key messages about <i>value of education, promoting girls in education, child labour, child rights, and policies and Prakas about the worst forms of child labours</i> were integrated in the New School Year Day agenda through presentation, singing, high achiever girl/women models, and out loud message reading by students.</p> <p>Immediately after the two events, Enrolment Campaigns and New School Year Day, the project held 6 reflection meetings at the 6 different districts, in order to collect and give feedbacks for future improvement. The following table presents participants by time, place, number, and sexes.</p> <table border="1" data-bbox="444 743 1370 1087"> <thead> <tr> <th rowspan="2">Date</th> <th rowspan="2">Place</th> <th colspan="5">Participants</th> </tr> <tr> <th>Male adults</th> <th>Female adults</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>10.10.11</td> <td>Ponley (K.Ch)</td> <td>8</td> <td>7</td> <td>1</td> <td>3</td> <td>19</td> </tr> <tr> <td>12.10.11</td> <td>Kork Char (K.Ch)</td> <td>15</td> <td>6</td> <td>1</td> <td>3</td> <td>25</td> </tr> <tr> <td>04.10.11</td> <td>28 Meakara (S.R)</td> <td>10</td> <td>4</td> <td>1</td> <td>3</td> <td>18</td> </tr> <tr> <td>03.10.11</td> <td>Banteay Srei</td> <td>5</td> <td>4</td> <td>1</td> <td>2</td> <td>12</td> </tr> <tr> <td>04.10.11</td> <td>Angkor Chum</td> <td>15</td> <td>5</td> <td>3</td> <td>2</td> <td>25</td> </tr> <tr> <td>05.10.11</td> <td>Angkor Thom</td> <td>6</td> <td>4</td> <td>3</td> <td>2</td> <td>15</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>59</td> <td>30</td> <td>10</td> <td>15</td> <td>114</td> </tr> </tbody> </table> <p>According to the feedback meetings, the majority of participants were quite interested in role model by high achiever girls or women (female students, female teachers, and community women leaders) who shared their lessons learned about their struggling for study, challenges in their study, and outcomes of their study.</p> <p>Students, teachers and school support committee did acknowledge the activity of girl-women model show as it effectively persuaded other girls and mothers to value education for girls and support girls in education, which would lead to reduction of girl drop out and increase in the number of girls completing basic nine year education.</p> <p>3.4.2. Awareness of Policies and Prakas on the worst forms of child labour On March 8, 2012, the project organized 30 events at 30 schools to integrate the topic and disseminate key messages about all worst forms of child labour which prevent children from access to education.</p> <p>Number of events: 30 events at 30 target schools Total participants: 8,909 (815 male adults, 526 female adults, 3,488 boys, and 4,080 girls). Messages on this topic were transmitted to participants via: march in villages, banners, speak out loud in speakers by students, speeches by principals, Quiz with students.</p>	Date	Place	Participants					Male adults	Female adults	Boys	Girls	Total	10.10.11	Ponley (K.Ch)	8	7	1	3	19	12.10.11	Kork Char (K.Ch)	15	6	1	3	25	04.10.11	28 Meakara (S.R)	10	4	1	3	18	03.10.11	Banteay Srei	5	4	1	2	12	04.10.11	Angkor Chum	15	5	3	2	25	05.10.11	Angkor Thom	6	4	3	2	15	Grand Total		59	30	10	15	114
Date	Place			Participants																																																										
		Male adults	Female adults	Boys	Girls	Total																																																								
10.10.11	Ponley (K.Ch)	8	7	1	3	19																																																								
12.10.11	Kork Char (K.Ch)	15	6	1	3	25																																																								
04.10.11	28 Meakara (S.R)	10	4	1	3	18																																																								
03.10.11	Banteay Srei	5	4	1	2	12																																																								
04.10.11	Angkor Chum	15	5	3	2	25																																																								
05.10.11	Angkor Thom	6	4	3	2	15																																																								
Grand Total		59	30	10	15	114																																																								
<p>4.3. Strengthen District and Provincial education Inspection Teams to monitor the quality of Lower Secondary Schools, with a focus on girls' performance</p>	<p>Two provincial teams in charge of Quality Control were established, one for each province, with composition of government existing structure. Kampong Cham Quality Control Team consists of 6 members (zero female) specialised in 5 major subjects: Maths, Khmer language, Physics, Chemistry, and Administration. Siem Reap Quality Control Team consists of 12 members (zero female), specialised in Maths, Khmer language, Physics, Chemistry, Psycho-pedagogy and CFS program, and Administration-Gender-Health.</p> <p>Schools inspected:</p>																																																													

<p>(To support quarterly inspection on 5 key subjects taught at target schools (2 times/school))</p>	<p>By the 2nd week of March 2012, the project supported the two Quality Control Teams to carry out inspection to schools in target areas in order to find out the weaknesses and ways to improvement for target schools. The following table presents the number of schools receiving quality control by the two teams.</p> <table border="1" data-bbox="456 275 1357 520"> <thead> <tr> <th>Description</th> <th>DB</th> <th>PNK</th> <th>BTSr</th> <th>AKTh</th> <th>AKCh</th> <th>SrSn</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of schools inspected</td> <td>7</td> <td>1</td> <td>3</td> <td>3</td> <td>7</td> <td>5</td> <td>26</td> </tr> <tr> <td>No. of Schools with 2 times inspected</td> <td>7</td> <td></td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>18</td> </tr> <tr> <td>No. of Schools 1 times inspected</td> <td></td> <td>1</td> <td></td> <td></td> <td>4</td> <td>3</td> <td>8</td> </tr> <tr> <td>No. of Schools Not yet inspected</td> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p>4.3.2. Results from Inspection:</p> <ul style="list-style-type: none"> - Subject: Maths, Khmer language, Physics, Biology, and Chemistry; - Quality of teaching: better, with lessons plans, attractive learning activities, plus some teaching aids; - Quality of learning: students acquired knowledge taught during the hours about 70%; - Classroom management: Most classrooms were not attractive, without decoration, and no display of student achievements. <p>Conclusion:</p> <p>Teachers in target schools delivered lessons to learners in an acceptable methods and results. However, their classrooms were not at all attractive. Old teachers did not prepare the lesson plans, and they were told by the team to prepare their lessons plans. They need to have their capacity built up in teaching</p>	Description	DB	PNK	BTSr	AKTh	AKCh	SrSn	Total	No. of schools inspected	7	1	3	3	7	5	26	No. of Schools with 2 times inspected	7		3	3	3	2	18	No. of Schools 1 times inspected		1			4	3	8	No. of Schools Not yet inspected		3				1	4
Description	DB	PNK	BTSr	AKTh	AKCh	SrSn	Total																																		
No. of schools inspected	7	1	3	3	7	5	26																																		
No. of Schools with 2 times inspected	7		3	3	3	2	18																																		
No. of Schools 1 times inspected		1			4	3	8																																		
No. of Schools Not yet inspected		3				1	4																																		
<p>4.4. Coordinate and disseminate research on support provided for girls' basic education in government budget at different levels</p>	<p>The project has been working with the MoEYS to carry out this research. By the time of writing this report, the data collection has not yet been started because of the long process of permission from the Minister of Education, Youth and Sport.</p>																																								
<p>4.5. Advocacy through national and provincial networks (including youth-led networks) on gender equality and girls' rights, particularly in relation to quality basic education (e.g. shortage of adequate facilities, shortage of trained teachers, low teacher salaries etc), including through networks of NEP and EDUCAM.</p>	<p>4.5. By 10 March 2012, the project co-organized a total of 3 network meetings, with NGO partners and PoEs of both provinces. Two meetings were organized in Kampong Cham and one meeting was organized in Siem Reap.</p> <p>Total 51 (7 females) participants attended the meetings.</p> <p>NGOs working in the field of education, who participated in the meetings included Unicef, World Food Program, JICA, KAPE, Plan International Cambodia, Room-to-Red, TLC, LEC, ABC and Right, Education Foundation, HPC, and TCN.</p> <p>Participants brought a number of issues to the meeting discussions, such as;</p> <ul style="list-style-type: none"> - increasing education for boys and girls, - follow up activities of relevant stakeholders involved in providing education to children; - cooperation between government education authorities and NGOs working in education; - Scholarships to poor students, especially disadvantaged girls <p>The problems addressed, as agreed by PoEs and NGOs included:</p> <ul style="list-style-type: none"> - Scholarships for girls - Kruosar Yeourng Association (not known by PoE Kampong Cham) - Cooperation between PoE and NGO partners (more close communications and cooperation) <p>In 2011, the project could not insert any topic related to the project objectives/activities to the national networks, like NEP, because the agenda for the network meeting was fully booked.</p>																																								

<p>4.8. Develop a school monitoring tool and train and support the SSC and CC to collect, analyse and report data (6 workshop and conducted assessment in 30 schools)</p>	<p>5 meetings were organized in order to develop a simple and applicable School Monitoring Tool (SMT). The SMT development is aimed to enable students to participate in promoting child friendly activities in their own schools through regular monitoring and evaluation of activities and performance of their own schools by students.</p> <p>The following table presents details of the meetings:</p> <table border="1" data-bbox="448 289 1359 709"> <thead> <tr> <th>Series of Meeting</th> <th>Aims of meetings</th> <th>Date</th> <th>Place</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>Meeting 1</td> <td>Drafting SMT development for CFS, existing and new</td> <td>10/1/2012</td> <td>Angkor Chum</td> <td>34 (19 adult males, 6 adult female, 5 girls, 4 boys)</td> </tr> <tr> <td>Meeting 2</td> <td>Drafting SMT development for CFS, existing and new</td> <td>12/1/2012</td> <td>Dambae</td> <td>24 (9 adult male, 8 adult female, 1 boy, 6 girls)</td> </tr> <tr> <td>Meeting 3</td> <td>Finalize draft SMT by PoE</td> <td>24/01/12</td> <td>Siem Reap</td> <td>18 (14 adult males, 2 adult female, 2 girls)</td> </tr> <tr> <td>Meeting 4</td> <td>Finalize draft SMT by PoE</td> <td>26/01/12</td> <td>K. Cham</td> <td>12 (8 male adults, 2 female adults, 2 girls)</td> </tr> <tr> <td>Meeting 5</td> <td>Testing the SMT with students</td> <td>23-23/02/12</td> <td>DB and Kork Char schools</td> <td>53 (28 boys and 25 girls)</td> </tr> </tbody> </table> <p>Results from the series of meetings as well as the Tool developed are presented in another report.</p>	Series of Meeting	Aims of meetings	Date	Place	Participants	Meeting 1	Drafting SMT development for CFS, existing and new	10/1/2012	Angkor Chum	34 (19 adult males, 6 adult female, 5 girls, 4 boys)	Meeting 2	Drafting SMT development for CFS, existing and new	12/1/2012	Dambae	24 (9 adult male, 8 adult female, 1 boy, 6 girls)	Meeting 3	Finalize draft SMT by PoE	24/01/12	Siem Reap	18 (14 adult males, 2 adult female, 2 girls)	Meeting 4	Finalize draft SMT by PoE	26/01/12	K. Cham	12 (8 male adults, 2 female adults, 2 girls)	Meeting 5	Testing the SMT with students	23-23/02/12	DB and Kork Char schools	53 (28 boys and 25 girls)
Series of Meeting	Aims of meetings	Date	Place	Participants																											
Meeting 1	Drafting SMT development for CFS, existing and new	10/1/2012	Angkor Chum	34 (19 adult males, 6 adult female, 5 girls, 4 boys)																											
Meeting 2	Drafting SMT development for CFS, existing and new	12/1/2012	Dambae	24 (9 adult male, 8 adult female, 1 boy, 6 girls)																											
Meeting 3	Finalize draft SMT by PoE	24/01/12	Siem Reap	18 (14 adult males, 2 adult female, 2 girls)																											
Meeting 4	Finalize draft SMT by PoE	26/01/12	K. Cham	12 (8 male adults, 2 female adults, 2 girls)																											
Meeting 5	Testing the SMT with students	23-23/02/12	DB and Kork Char schools	53 (28 boys and 25 girls)																											
<p>4.9. Facilitate meetings between student representative from SSC with District and Provincial education authorities to follow up and reflect results on promoting girls in secondary education.</p>	<p>In order to follow up and reflect the results from promoting girls in education, in target area, the project organized 2 Reflection Meetings with district deputy governor (PNK) commune chiefs, commune representatives in charge of women and children, school support committee, school management, teachers, and youth council members.</p> <p>The meeting was participated in by a total of 38 (15 male adults, 15 female adults, and 8 girls).</p> <p>As a result from the meeting, many school principals complained about the frequent trainings, meetings, and workshops organized at schools, causing some closure to the school hours.</p> <p>Many of the school deputy principals who were assigned by the principals to coordinate work/activities with the project had not shared information about project activities to school principals. Principals also suggested that training with teachers and students should be organized during school holidays. They also asked for regular follow up by project staff to all activities in schools, especially how to attract girls to access counselling service.</p>																														
<p>7.1. Train SSCs and youth councils (child rights groups) focussing on violence against girls</p>	<p>7.1.1. The project started capacity building for SSCs, teachers, local authorities, school teachers and students on child rights and violence against girls with a ToT Training course. The training in this topic to SSCs and youth councils was delayed to early 2012, because the ToT Training to Trainer Teams of both provinces was just completed by the 31st of December 2011. Followings present details of the ToT training in this topic.</p> <p>7.1.2. Child Rights ToT Training:</p> <p>From 28 to 31 December, 2011, the project supported a ToT Training Course on Child Right to the two Trainer Teams from both provinces. The ToT training was facilitated by trainers from LWD.</p> <p>Participants:</p> <p>There were total 20 participants (female 7) from Siem Reap province (POE: 4, Angkor Thom DoE: 2, Angkor Choum DoE: 2, Srey Snorm DoE: 2, Banteay Srey DoE: 2) and Kompong Cham province (POE: 6 and Ponha Krek-DB DoE: 2).</p> <p>Topic:</p> <ul style="list-style-type: none"> - Poverty and Girl's education; - Introduction the concepts of human rights based approach to development (HRBAD); - Education system in Cambodia and Rights to Education; - United Nations Convention on Child Rights and its principles; - Children and the Rights of the Child; - Duty bearers in rights to education and rights holder; 																														

	<p>- Learn without fear local campaigns; - Introduction to facilitation skills and lesson plans for further training.</p> <p><i>For more details, please see report on Child Rights ToT training (Annex 8)</i></p>
7.2. Link SSC and youth council to commune committee with respect to cases of violence in schools	<p>In order to contribute to eliminating violence in schools, and strengthening support service and network in case of violence, the project organized 2 meetings at Dambae and Ponhea Kreak district, with district deputy governor (PNK) commune chiefs, commune representatives in charge of women and children, school support committee, school management, teachers, and youth council members.</p> <p>A total of 38 (15 male adults, 15 female adults, and 8 girls). As a result, a network for support to cases of violence in schools has been established and linked to communities by a partner, CCASVA, reaching 50% of all target areas by the time of writing this report.</p>
7.3. Reinforcement of anti-violence policy at targeted school level	<p>Towards the end of February, the project supported 1 meeting at Ponhea Kraek district, organized by district officers in charge of women and children. The meeting was focussed on:</p> <ul style="list-style-type: none"> - violence against children and women in the community - education on preventive measures against violence in schools and communities - establishment and improvement of referral system. <p>The meeting was attended by 29 (10 females, and no children) participants who were from Plan PNK, SP, RHAC, Kruosar Yeourng, commune representatives in charge of women and children, DoE, PoE, and OD of Health.</p>
7.4. Sensitization of all students and teachers specifically focus on girls on their rights to all 4 main rights particularly on protection.	<p>By the 2nd week of March 2012, the project provided a total 87 training sessions to students and teachers (specifically focus on girls on their rights to all 4 main rights particularly on protection). The one-day training sessions were supported to a total 2,200 (528 adult males, 232 adult females, 560 boys and 880 girls) participants from the 30 schools areas.</p> <p>Results from Pre- and Post tests of the training will be reported for March 2012's activities (<i>please see reports on child rights training to community level in Annex 9</i>)</p>

Reasons for variation between planned and actual, problems encountered

The project implementation was started from August 15, 2011. Some activities planned to be carried out in August were, therefore, delayed. Many activities and indicators were planned and set for the same time in the implementation, causing team members and schools to rush and carry out more than two activities at the same time. Some planned outputs were, therefore, not delivered on time. They include:

- Scholarships could not be supported to poor girls in October as planned, because teachers and school support committees were very late in identifying vulnerable girls through school mapping and screening committee. If they were to be supported to girls by decision made by school committee (without project staffs' interview and observations), most of the scholarships would have been provided to the wrong girls. Teuk Chreuv principal (in Dambae, Kampong Cham) was unhappy with project staff who rejected the students who he had selected to receive scholarships. Thus, some teachers refused to undertake a tough recruitment and selection (especially through school mapping) once they were asked to do so.
- Peer educational activities were not yet started as planned for 2011, as the training course on SRH for GCs and Peer Educators were late. The ToT training on SRH to Trainer Teams in government health partner could not be organized in time, because of the long process of recruiting external trainers. The trainers in National Program for SRH were all fully scheduled.
- Production of IEC materials on SRH and Gender was not yet completed in 2011, because team members were too busy with many other urgent scheduled activities.
- Social event on SRH was planned to be organized one time per school per year. In the actual practice, schools, local authorities, and DoEs decided to organize it (World AIDS and SRH Day) one or two places per district, but as a big event with hundreds of participants. To hold one event per school needs more resources and time (human, material, and financial resources and time to prepare and train PEs.
- To signpost/link poor families to microfinance or livelihoods support (e.g. CEDAC) was scheduled to start since October 2011. However, no one family (especially the family of the girl receiving scholarship) has been referred

by the project to partners in the same area for technical and economical support. One of the reasons was that it was just the start of support to vulnerable families/girls, and the project needs ongoing follow up to find out their needs and available support for them.

- Advocacy at Commune, District, Provincial and National levels for increased financial support for poor families was not carried out in 2011, as commune investment plan and budget at commune level was completed since the first semester of the year.

Beneficiary feedback

Spoiled by other partners (NGOs) in the field, government partners (PoE, DoE, teachers, and SSCs) have complained to SP about the amount of food per-diem provided to them for their participation in project activities. The \$4 per day (without transport fee), as complained by these people, was quite low.

Trainer Teams in both sectors of education and health requested for bigger amount of transport fee, and by car, not by motorcycle. And as spoiled by other partners, they asked for accommodation fee even though they did not stay at the guest house.

The project was planned with many training courses, workshops, and meetings with schools and students for only a few months of implementation. These had caused some closure to school hours.

Lessons Learned

Budget development without participation from front line staff caused difficulties to them while carrying out activities in the field with community members and government partners.

Accountability among government partners:

Government partners (technical officials) in both education and health sectors did not consider the activities supported by project as their tasks and obligations. They always asked for benefits for their participation in activities. They did not have with them a sense of “duty bearers have to fulfil their tasks in the interest of the rights holders”. These groups, therefore, need more enforced codes of conducts, and we need to have the right holders stand up and claim their rights from these people.

Project activity planning should involve key implementers, especially school teachers and students, so that the implementation could be done in smooth manner. Pushing schools to deliver enormous outputs within a short period of time should be considered for the next cycles of the project.

3.Short Summary of Progress to Date

Even though started a bit late, and many activities were scheduled for the same time, the project has delivered the majority of outputs compared to the indicators set for the first year. Scholarships support to vulnerable girls reached 100% of the 300 girls to be supported for the first year.

Educational activities in the three main topics of Gender Equality, Sexual Reproductive Health, and Child Rights have been delivered as planned, reaching 100% for Gender Equality, **100% on SRH to GCs, 80% on SRH to Peers, and 58%** on Child Rights to teachers and students. Capacity building to staff and GCs in gender equality and peer education approach was done (100%) as scheduled.

Peer education and counselling services: Peers were recruited (100% as planned) for each school, and they started helping their peers through vulnerable girls identification, and searching for students who need counselling service. Counselling room was set up as planned at individual school with at least 1 GC responsible for providing services to school girls.

Controlling the quality of learning and teaching at individual school was started as planned and was in progress by two inspection teams of both PoEs, Siem Reap and Kampong Cham.

4.Planned Activities for the 2nd Year

Please see activity schedules for the second year, 2012.

Non-formal Education: Kampong Speu province

A component of E&D-Coordinated Family Empowerment Project, Kampong Speu province

Introduction

Transition classes are another main component of SP Education Program. It is one of the components of E&D's coordinated project: Family Empowerment, which has been implemented in two districts of Kampong Speu province, since 2006, and that is the final year of the five year project cycle duration (March/2006 – February 2011). SP has been implementing 2 main components of this project in close partnership with other NGO partners. This section will first present the briefs about the project. Then, it will outline the objectives of the project for 2011 and will present results achieved from the implementation.

Briefs about Project

Donors:

EU, French Ministry of Foreign Affairs (MAE)/French Embassy, AADC

Partners: E&D, Deep and Krousar Yoeung

Target areas: (111 villages in total) Kong Pisei district (4 communes): Snom Krapeur, Moha Russey, Sdok and Prey Vihear, Basseth district (2 communes): Pheary Meanchey and Toul Ampil

Target family: 10,975

Project Duration: 2006 – 2011

Reporting period : January – December 2011

Objectives for 2012

Health Education through Child to Child activities

- Implement exit and sustainability strategy of Health Education activities with 220 child club members, through capacity of 4 schools that will continue health education activities through child-to-child approach

Transition Classes/Basic Classes in Communities

- Support Basic Class Committees to run 4 classes of grade 1 in 4 communes (Sdok, P.Vihear, K Kropeu and P.Mean Chey) with at least 30 pupils per class;
- Continue supporting loan capital to the 4 communities so that the 4 transition classes can still be operated;
- Hand over the operations and management of the 4 basic classes to education authorities, local authorities, and parents.

I – Results Achieved

1. Health Education

1.1. Child Club Members (direct beneficiaries)

Statistics of child club members and their clubs

Name of child clubs	Planned in 2011			Achieved in 2011		
	Boy	Girl	Total	Boy	Girl	Total
1-Wat Phnom Tauch (S Kapeu)	8	8	16	8	8	16
2-Tropaing Veng (S Krapeu)	10	10	20	10	10	20
3-Wat Angmontrey Mey (Prey Vihear)	14	14	28	14	14	28
4-Kraing Chheuneang (M Russey)	17	17	34	17	17	34
5- Damnak Trach (T. Ampil)	10	10	20	10	10	20
Total	59	59	118	59	59	118

In the last two months, January and February, of 2011, the project supported child-to-child health-sanitation education in 5 communities, with a total of 118 (59 girls) children. Then, only 4 clubs in 4 schools continued activities from March 2011, after support from the project.

1.2. Topics for Education

Planned	Achieved
3 topics: -Hygiene in surrounding areas (including Well hygiene) -Body hygiene -Life skills (mushroom)	3 topics: -Hygiene in surrounding areas (including Well hygiene) - Body hygiene - Mushroom & water grass growing

1.3. Exit/Sustainability strategy for health education

During the last year of the 5-year project, SP moved 50% of the Child-to-Child Health Education from communities to primary schools, in accordance with the national policies Child Friendly School Program and School Health Promotion, in order to sustain health education activity. As a result, CCMs were integrated into Student Council structures of 3 primary schools, led by the principals and teachers. One topic of body hygiene was firstly conducted in schools in cooperation with and technical assistance from the project. In 4 schools of Svay Char, Ang Metrey Mey, Ang Taphreah, and Svay Teap, activities of 4 clubs of CCMs were continued in cooperation and support from those schools.

Capacity building supported to 4 schools

In addition to capacity building supported to school deputy-principals of the 4 schools in child-to-child approach and in mushroom growing, a Teacher's Guidebook on health/sanitation education through CtC approach was developed and distributed to them. In addition, some Hygiene materials were supplied to those schools.

2- Transition Classes/Basic classes in Communities

From September 2010 to July 2011, 4 Basic Classes (BCs) were set up and operated in 4 communities, with financial supported from parents and the project. The technical work of the 4 classes was managed by district education offices, cluster principal, and Basic Class Committees, while the income generating activities by were managed by Basic Class Committees with technical support from SP.

Table of pupils in the 5th term (Sept 2010-July 2011)

No	Name of Villages	Number of Students	
		Total	Female
1	Tropaing Prolit	44	18
2	Tropaing Chrey	21	10
3	Sach Trey	32	18
4	Kak Krapeu	21	10
Total		118	56



2.1. Parent Committees and Income Generating Activities

Since April 2007, SP signed one-year partnership contracts with Basic Class Committees on income generating activities, by releasing loan fund to them so that they can generate income through micro credit activities with parents of pupils, through 3% of monthly interest. The income earned from loan interests and contribution fees from parents were used to cover the basic class expenses, like teachers' salary, committees' per diem, supervisor's indemnity and transportation fees for monthly meeting amongst committees.

Parent Committees regularly took part in monthly meetings, reporting their monthly incomes and expenses, and their reports were verified by SP. Financial reports of the committees were displayed at the basic class to villagers, showing the transparency in using resources.

2.2. Project phase out and Sustainability of Basic Classes

In February 2011, the project handed over all activities of transition classes in communities to district education offices, cluster principal, local authorities, Basic Class Committees and parents. As agreed in the partnership agreement and in hand-over ceremony in February 2011, SP continued supporting the 4 BCs through its existing loan of USD 1,200 but on the following conditions:

- ⇒ The support would just for a transitional period only; that is, when these communities do not have access to other supports. The loan still belongs to SP, and SP is entitled to collect it back immediately if the BCs do not function or the key stakeholders cannot manage the loan appropriately;
- ⇒ SP would no longer be involved in monitoring the operations and education quality of the BCs, but it would follow up its loans on monthly basis;
- ⇒ Communities of these BCs must find ways to increase income/resources to support class operations and teachers' salaries.

Those primary duty bearers, therefore, led and managed the 4 classes by themselves. During 2011, all 4 basic classes in communities reached a satisfactory level of 100% sustainability.

The 7 Saving Associations (SAs), which were established with their own statutes validated by commune chiefs and district governor, were steadily progressed, even without further support from SP. Committee members of the SAs were trained by SP about the technique of Savings and micro credit management. One of the objectives of the SA was to support the operations of the BC. In the initial stage, according to the statute of the SAs, 1% of the total income from interest would be allocated to the BC operations, while the rest would be for members of the group. The amount of contributions to the BC from the SAs would vary in the future, depending upon the total amount of income saved by the group.

In the end of September, all 4 classes came to the end of their school year. Results from the student exam from the 4 classes are presented in the following table:

No	Name of Villages	Number of Students		Number of passed	
		Total	Female	Total	Female
1	Tropaing Prolit	44	18	35	13
2	Tropaing Chrey	21	10	17	8
3	Sach Trey	32	18	28	16
4	Kak Krapeu	21	10	17	7
Total		118	56	97	44

After the end of Term 5, another Term 6 was started, but in only 3 communities with slightly smaller number of pupils, who cannot access public schools, enrolled for the new academic year, October 2011 – September 2012, as follows:

No	Name of Villages	Number of Students	
		Total	Female
1	Kak Krapeu	23	13
2	Tropaing Prolit	30	10
3	Tropaing Chrey	20	10
Total		73	33

II – Challenges

One of the 4 Basic Classes, Sach Trey could not continue operation of its own BC because of the weakness of BC Committee, and very poor support from Basethd education district office and local authorities.

III- Conclusion

In conclusion, the 2 components of non-formal education project were implemented successfully. In Basic Classes, 82.2% of the total 118 pupils passed the final exam in the school year, September 2010 – July 2011, and were sent to nearby public schools. In another school year, September 2011 – July 2012, a total of 73 (33 girls) were supported to the same 3 Basic Classes. All 4 Basic Classes reached over 100% of self operational sustainability as expected after the project was phased out in February 2011. In child-to-child health education, 4 schools continued their school health promotion programme but less active than it was supported by the project.

Vocational Training Program

I. Introduction

Vocational Training project is another key component of SP's socio-economic program, which has been implemented since 2004, to help disadvantaged youths from poor families living in urban and sub-urban slum communities, to get vocational training skills, adapted to current labor markets, and jobs.

From March 2004 to February 2008, the project was supported by the EU and CCFD (Comité Catholique contre la Faim et pour le Développement). From March to May 2008, it was supported by Enfants & Développement (E&D), while awaiting financial supports from other donors. From June 2008 to May 2009, it was supported by aced, Voix de l'Enfant, Direct Aid Program, and other small donors through E&D. From June 2009 until August 2011, the project was supported by aced.

This annual report presents the main activities of Vocational Training project from January to december 2010, starting with briefs about the project, followed by objectives for the year, results achieved, challenges, and objectives for 2011.

II. Brief about Vocational Training Project

Donor: Aced: Spanish Agency for International Development Cooperation (through E&D)
Partners: E&D, SKO, NYEMO, Friends, TASK, CHILD RESCUE, and Project Future.
Location: Phnom Penh and its sub-urban areas: Khan Russey Keo, Dangkaor, Toul Kork, Sen Sok, Chamkarmon, Mean Chey, 7 Makara, and Doun Penh.
Duration : January to December 2011

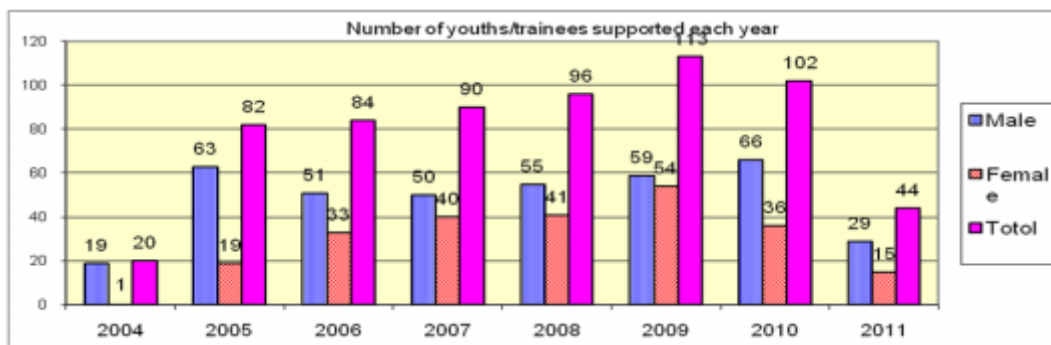
III. Objectives for 2011

1. Recruit disadvantaged youths from poor families (number will depend on funds available);
2. Follow up all trainees in training;
3. Follow up all trainees completed training (at least 1 year, every three months after training);
4. Link with more NGOs partners and privates sectors;
5. Help trainees to find a job after training (80%);
6. Minimize number of dropped-out trainees;
7. Educate trainees in their training course on personal development, basic business plan management, how to succeed entrepreneurship, as well as health, social and ethical issues.

IV. Results Achieved

4.1. Number of youths recruited and sent to training centres

44 youths (15 women) were successfully recruited and selected by VT team after assessment processes with candidates, their parents, local authorities, neighbors in their communities, and NGOs partners. The recruited youths were placed at 26 different workshops/training places across Phnom Penh.



In 2011, the project came to the end of funding from aced in the middle of the year, and that was why only 44 trainees were supported. Comparing between male and female, in 2011, less female trainees were recruited. This does not mean that the project was discriminating against women. The reality was that during 2011, there were less requests/application from women even though the project team promoted the skill training support again and again to them in target areas. That was attributed to a fact in the recent situation where women found it a bit easier than men to find

informal/unskilled jobs, either jobs in the country or through overseas migration, such as in garment factories, restaurants, guesthouses, and entertainment places, like karaoke parlours, beer gardens, night clubs, massage shops, etc. Men, by contrast, had less opportunity to access those informal unskilled jobs, and that was why many of them found an opportunity for vocational skill training supported by Sovann Phoum. In addition, women were not interested in such skills as repairing (electronic, car, motorcycle), painting, and cooking.

4.2. Type of skills offered

9 different types of training skills were provided to youths, each of which was selected by themselves, according to their talent, preference, motivation, and market demands. Amongst the 9 skills learned, tailoring was the most popular, followed by hairdressing, motorcycle repairing, cooking, hand phone repairing, haircut, electrician, and TV repairing.

- | | |
|-------------------------|---------------|
| 1- Tailoring | : 11 trainees |
| 2- Hairdressing | : 9 trainees |
| 3- Hand phone Repairing | : 4 trainees |
| 4- Motorcycle Repairing | : 7 trainees |
| 5- Haircut | : 2 trainees |
| 6- Cooking | : 5 trainees |
| 7- Car Repairing | : 4 trainees |
| 8- Electrician | : 1 trainee |
| 9- TV repairing | : 1 trainee |

Followings are pictures of each training skill:



Tailoring for male



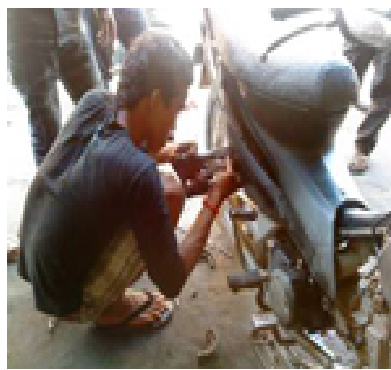
Tailoring for female



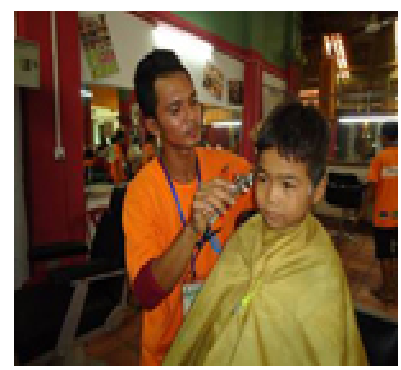
Hairdressing



Hand Phone Repairing



Motorcycle Repairing



Haircut



Cooking



Car repairing



Painting



TV Repairing

4.3. Main activities during training

a- Follow up

Following up trainees and trainers were regularly done on weekly basis by VT staff, at the training centers. By doing this, trainees and trainers informed the team about difficulties or issues which they were facing during their learning and teaching, so that solutions could be found on time. From that activity, skills they have learned/practiced, and have not, were discussed among the three parties in order to bring the best results as expected, in line with their schedules.

b- Counselling

Normally, trainees in training received counseling from the project staff, especially when the staff realized that they had personal problems, or crisis in their families or others, or needed, all of which directly or indirectly affect their study as well as their mental and physical health. The counseling was provided to trainees in two types of individual and group, depending on their cases. A total of 40 individual cases received counseling, and all of them removed their stresses and felt happy in their training skills.

c- Additional education to trainees in training

All trainees in training came to Sovann Phoum office two times per month, to meet and learn together. Different lessons learned by individual trainee in training were shared and exchanged during that session. During the whole year, the team organized sessions on the following topics with all trainees in training:

- Family planning
- Gender, love & relationships between males and females
- How to work as group
- Listening skills
- Communication skills
- Personal plan preparation
- How to prepare your goals
- Future plans
- Body hygiene & sanitation and Reproductive health
- Traffic signs and lights
- How to convince customers
- How to manage small businesses

d- Mid-term and final evaluation

Evaluation of trainees and trainers were undertaken twice during the training course: mid-term and final evaluation. They both were aimed to find out the strengths and weaknesses of trainees and trainers in relation to their knowledge, skills, experiences, behaviors, and attitudes. Ultimate results for trainees were to make sure that they have acquired the right and adequate skills and experiences for the right jobs, while those for trainers were to ensure that they have been qualified and able to accept new trainees.

Through mid-term evaluation, the majority of trainees were found working hard with trainers during the training, and practicing their skills with customers and other trainees at training centers. The majority of trainees were very satisfied with their trainers and the skills acquired. However, a few training places frequently changed their trainers during their training period, and they, therefore, wasted their time. Some training places, including Sambatstrey Tailoring, did not have adequate customers during rainy season, leaving trainees more without real practices with customers. In the final evaluation, 31 out of 44 trainees acquired adequate skills in their fields, as they got a job after training.

4.4. Post training activities

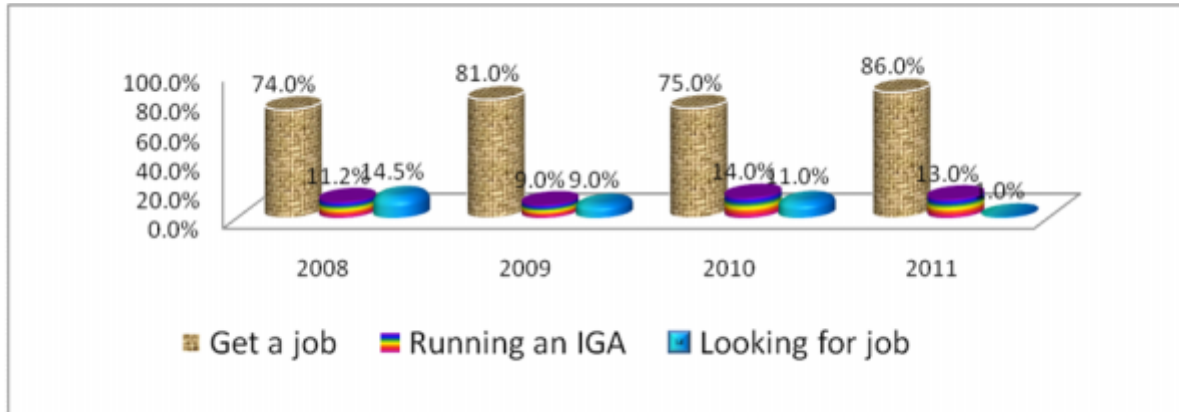
a- Training completion

In 2011, **31 (11 women) trainees** completed their vocational training courses. Most of them started the training in the second semester of 2010 and the beginning of 2011.

b- Job placement

Most of the trainees completed their training course successfully. 26 trainees (86%) got a job in different workplaces, 4 (13%) ran businesses by themselves using their learned skills, while 1 (1%) trainee was looking for a job. This indicates that the project achieved a higher level of employment rate after training, compared to the original indicator and expected result of 80%.

Status of trainees after training completion in 2011, and its comparison to previous years



c- Trainees' income from their employment and income generating activities

All trainees who completed their training have been followed up at least 1 year after the training course. The majority of trainees who got a job were receiving an income from USD 30 to USD 90 per month, and most of them were being employed at private workshops where they were trained.

4.5. Trainee Alumni Association

Those who have completed skill training were linked together with regular meetings and events through a Trainee Alumni Association, which was established in April 2010. In 2011, the TAA carried out some activities, such as income generating through its small fund in the form of small loans to its own members with a very interest rate, fund raising from its members, and sharing lessons learned about both hard and soft skills to trainees in training.

4.6. Assessment of VT Impacts on Beneficiaries

An external evaluation was undertaken from May – July 2011, on impacts of the project on beneficiaries (those who completed training in 2007, 2008, 2009, and 2010). The finding shows that former trainees did increase their income, comparing before and after the support from the project. The former trainees earned from US\$ 60 to 90 (as net income) through being employed. In addition, they received other benefits such as food (40%), tips (33%), accommodation (12%) and paid overtime (10%). Former trainees now running their own businesses using the skills supported are earning, as a group, higher incomes than trainees currently working as employees – and higher incomes than earned prior to support from the project. Over two-thirds of the self-employed earned more than \$90 per month, with the lowest recorded income between \$30 and \$60 per month. The former trainees could save an amount ranged from less than \$10 per month to over \$60 per month, most commonly between \$10 and \$30 per month.

Approximately 50% of the former trainees reported that they are able to meet their needs as well as save – with a small proportion indicating a strong capacity to save (“saved more”). Less than 20% could not cover all their needs from current earnings. Approximately 80% reported that they are contributing to supporting their families. Approximately, 80% of trainees indicated that their living conditions have improved since completing the VT supported by the project. 45% of female trainees have improved their living conditions while the men have only increased by 35%.

Former trainees relayed many positive comments in relation to the rewards they had received in return for the time, resources and energy they had used in joining the skills training project, such as:

- ⇒ They are impressed with the new skills they had acquired (approximately one third);
- ⇒ They are grateful for the chance to obtain a new job, that utilized new skills, and with increased earnings (approximately one quarter), made more friends from different places (approximately 10%);
- ⇒ The programme created opportunity to make their lives better, with dignity in society (approximately 10%);
- ⇒ Almost all trainees feel that their participation in the SP VT project has had a positive impact on their lives. Trainees are proud of their newfound capacity to get a job, to earn their own incomes and to help support their families

4.7. Market Study

Towards the end of the year a Study on the Needs for Vocational Training for Disadvantaged Youths was conducted by an external team. The study found some further good opportunities for the programme to expand more types of vocational skills, by also focusing on short-courses in non-formal income generating activities. For more details, please see its report.

V. Challenges

1. Difficulties in controlling trainees and trainers

There were few trainees who were often absent from the training place, and some of them just asked permission from trainers without informing the project staff. Sometimes, the trainers intended not to disclose some issues of the trainees to project staff. Those issues included absence and late arrival to the training places. The team shouldered heavy burdens, on the one hand, on counseling and educating for trainees, and on the other hand, on motivating trainers to pay close attention to the training quality with trainees.

2. Newly recruited youths did not want to study in workshops far from their homes

Most of the poor/disadvantageous families are living in sub-urban areas of Phnom Penh, while most of the available training centres and other private workshops are in the central city. So, youths had to travel there for their skill training. But their parents or relatives did not want or allow their children to study in the workshops far from their communities. The VT team, therefore, spent more time to find new training centres close to their accommodation.

3. Severe lack of basic needs of the target groups

In the current situation of Cambodia, youths (both males and females) in poor and extremely poor families are the main labour force and income earners in their families. Normally, the youth needs at least USD2 for food for her/his family through whatever unskilled job they can do, including construction work, or serving in factories, restaurants, guesthouses, and entertainment places, like karaoke parlours, beer gardens, night clubs, massage houses, etc. Therefore, this group of youths find it hard to go into skill training unless they or their families receive some assistance in food or small cash for their daily living.

VI. Conclusion

In conclusion, the implementation of Vocational Training project during 2011 shows a satisfactory result even though it encountered some challenges. A total of 44 (15 women) youths were recruited and sent to 26 different training places, in 9 different skills, plus additional soft skills training. 86% of those who have completed the training got a job right after the training completion, 13% ran their own income generating activities, and 1% was looking for a job. A Trainee Alumni Association was established to better link mutual support amongst the former trainees and trainees in training.

VII. Objectives for 2011

1. Follow up all trainees in training;
2. Follow up all trainees completed training (at least 1 year, every three months after training);
3. Link with more NGOs partners and private sectors;
4. Help trainees to find a job after training (80%);
5. Seek for funds from different donors to continue the programme activities.

Introduction

Micro-credit Programme, a component of economic program of Sovann Phoum (SP), has been implemented since March 2004. The Programme has been implemented in close links with partner organizations, like E&D, SKO, Chamreoun Micro Finance Institute and other NGO partners in the areas. This annual report will first briefly outline the Programme. Then, it will introduce the Programme objectives and present in details the results achieved during the implementation in 2011. In addition, challenges, issues addressed and objective plans for 2012 will also be presented at the end of the section.

Brief about the Programme

Description					
Donor	Entrepreneur Du Monde and DBN				
Partner	Chamreorn MFI, SKO and E&D				
Location	Slum communities in Phnom Penh and its sub-urban areas				
Starting date	March 2004				
Beneficiaries	Poor families and HIV/Affected people in Phnom Penh and its sub-urban areas				
Products	Method	Period	Interest	Loan Size	Currency
Loans	Small Loan	3 - 12 M	3%	100,000 – 1,000,000	KHR
	Big Loan	4 – 24 M	3% - 2%	1,100,000 – 8,000,000	KHR
Savings	Compulsory	Not limited	2%/ year	Not limited	KHR

Plan for the year 2011

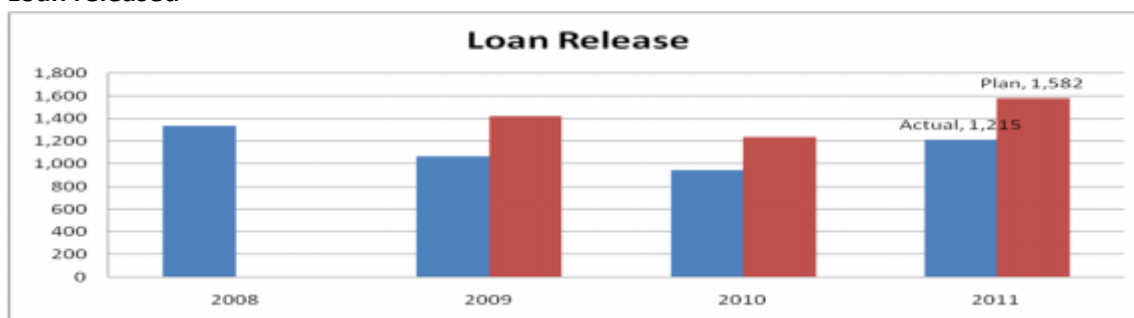
The Programme will continue providing micro-credit and savings services to vulnerable families in an efficient manner, following the plan below:

- To provide financial service to 1,022 families (Small loan=931 Ps, and Big loan= 91 Ps) with the loan capital in the amount of 438,622,338 KHR by charging the interest rate from 3% to 2% per month;
- To increase the total saving amount up to 52,748,646 KHR and continue encouraging borrowers to deposit more savings, so that they can save and transfer it into capital for their income generating activities;
- To update some criteria of loan policies and procedures; Reshuffle the operation areas to optimise LO activities by geographical coherence.
- To change repayment schedules for clients from Weekly to Monthly as much as possible.
- To encourage clients to pay loans from their houses/businesses to satellites offices in target villages.
- To keep the 15% compulsory saving for Small Loans & 5% compulsory saving for Big Loans as a way to improve loan quality; and to improve the saving portfolio
- To continue credit operations in existing areas and extend to new slum areas/communities where the poor do not have access to loan and saving support by expanding the four new areas.
- To finalize the Human Resource Policy & Procedures to be applied in the program team;
- To develop new three business training topics & write the training guidelines to assist team members (including such skills as Communication, Facilitation, and Consultancy skill to staffs).
- To provide non-financial business training to beneficiaries at the target areas on the business content.
- To build up capacity of the team members in management and leadership, non-financial services, financial and accounting, marketing;
- To recruit one credit officer in mid of 2011;
- To update the staffs' incentive policy in order to increase the field staffs per performance and activities.
- To encode the data from poverty assessment tool in PAT system, and analyse data for PAT report;
- To improve Programme quality by pushing the reimbursement rate, reducing PAR, and increasing outreach.
- Enable MB-Win System and other database. Hire programmer to check and repair MB-Win System, and write supporting data to link with MB-Win to enable the control.

- To resource the MC-Programme through raising Credit Capital from donors.

Results Achieved

Loan released



Small and big Loan Released:

As presented in the chart above, in 2011, MC Programme released loans to a total of 1,215 Ps (small loans: 1,143 and big loans: 72). This result shows that the actually released loans were 367 in number under the business plan, where small loans released were 372 under the plan, but big loans released were 5 more than the plan.

Part of the gap between the planned amount of loans and the loans actually released is due to the change in policies in the Manual of Operations that became effective in 2010. One of the changes specifies that all beneficiaries are required to have a guarantor, which is a new condition to secure loans after the bad effects of global financial crisis. Small, as well as big loans were below the planned number.

Small and big Loan Disbursement:

In total, the Programme, the year of 2011, disbursed loans amounted to 934,560,000 KHR, which was above the total budgeted disbursement in an amount of 5,260,000 KHR. Small Loans disbursed accounted for 678,260,000 KHR, missing the planned amount by 3,030,280 KHR. Big loans amounted to 256,300,000 KHR and thus were 8,290,280 KHR over budget.

Looking at 2010, the Programme disbursed loans amounted to 716,760,000 KHR, over the total budgeted disbursement in an amount of 11,070,000 KHR. Small Loans disbursed accounted for 472,160,000 KHR, under the plan in an amount of 109,530,000 KHR, and big loans were over the budget in an amount of 120,600,000 KHR.

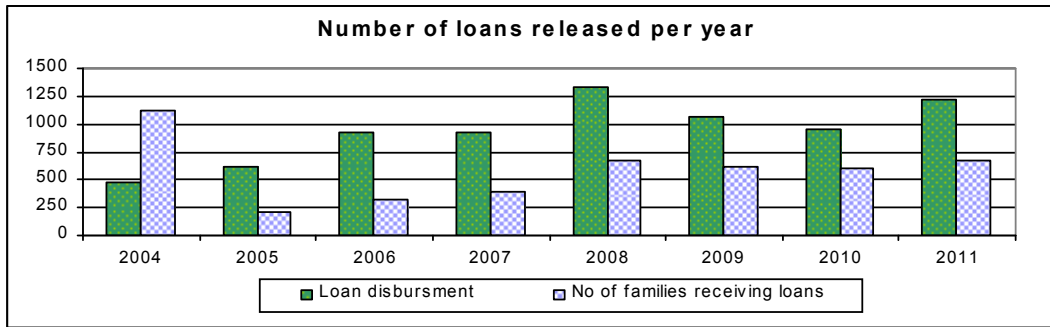
Comparing to 2010, the total loans disbursed in 2011 were 217,800,000 more than those released in 2010. The increase in total amount of loans released in 2011, compared to that of 2010, was attributed to the increase in the number of big loans (from 29 in 2009 to 81 in 2010) and the increase in average loan amount per loan, partly affected by the increase in cycles of loans and inflation rate during the year.

Summary of main results of client below the business plan:

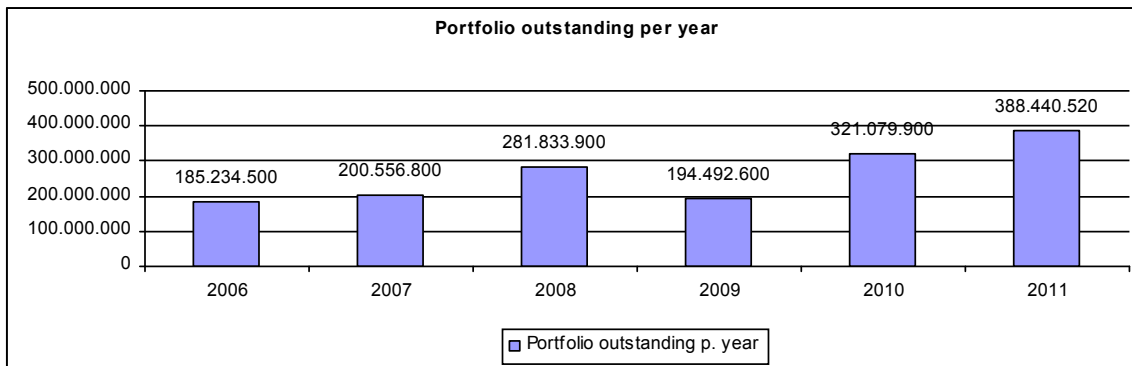
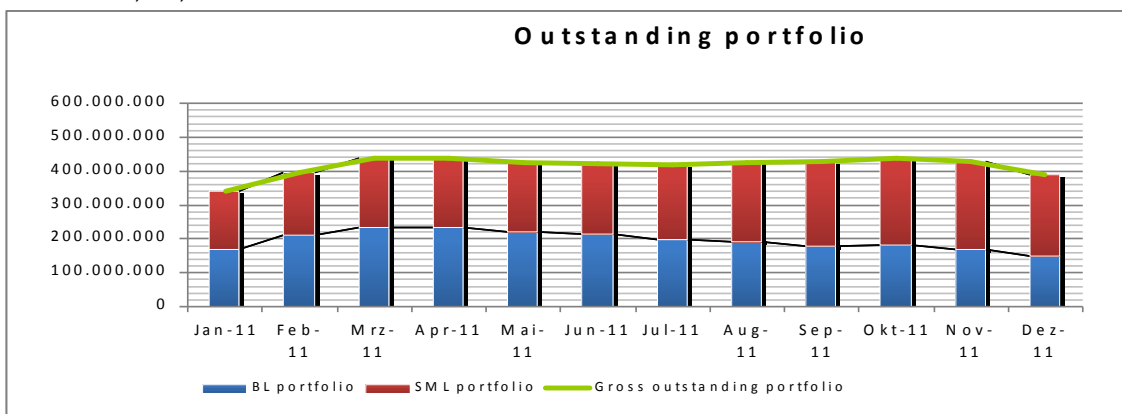
- I) The Program changed its operational guideline to reduce loans late and loans lost.
- II) The Program filtered old partners to make sure they fit the new criteria.
- III) The requirements for new clients in the new guidelines are stricter and harder to be achieved, making it more difficult for CAs to disburse first loans as well.
- IV) Coverage areas of the Program remains limited for financial service.

Based on the results, a calculation about the loan release and capital disbursement can be made that the Program achieved the loan release at 78% against the plan and the capital disburse at 100.5% of the plan.

Number of families receiving loan support from the program
Loan Outstanding



By the end of 2011, the total amount of Loan outstanding was at 388,440,520 KHR, in which Small loans outstanding accounted for 240,242,915 KHR, and Big loan outstanding for 148,197,605 KHR. Comparing to the budget plan, the outstanding amount was below budget, by the amount of 38,225,200 KHR, and over the 2010's loan outstanding in an amount of 67,360,620 KHR.

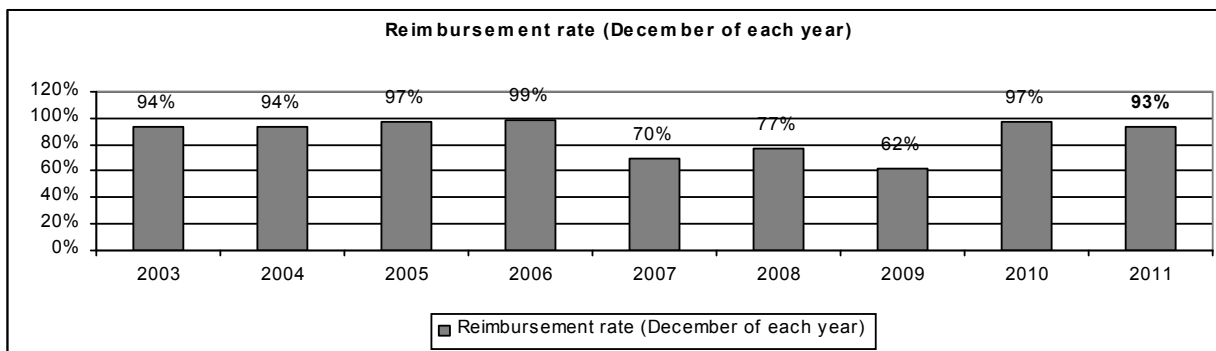


Portfolio quality

Reimbursement Rate by December of each Year

The reimbursement rate of MC Program started to decrease from 99% by December 2006 to 70% by December 2007, then increased to 77% by December 2008, and increased from 62% by December 2009 to 97% by the end of December 2010. The reimbursement rate of the Program had significantly decreased from 2007 to 2009, while the country was badly affected by the world economic crisis, at the same time as the Program was not yet improving its guideline.

From the beginning of 2010, the reimbursement rate started to improve as the Program was replacing the old guideline with new guideline among old and new clients. The improvement to reimbursement rate, however, was attributed to the written-off loans, which amounted to 27,375,400 KHR, in which an amount of 874,800 KHR was written in February and 26,500,600 KHR in Dec 2010. In 2011 reimbursement rates decreased again averaging 95.3% for the full year.



Portfolio at Risk (PAR)

The chart below shows the trend in the portfolio at risk rate (PAR) between 2006 and 2011. Between 2006 and 2007 the PAR increased from 16% to 24% respectively. It fell to 17% again in 2008 and then increased again to 21% in 2009. In the following year the PAR dropped sharply to 1.2%, mostly due to written-off loans. In 2011 the PAR stayed constant at 1.1% for the month of December.

The portfolio at risk value, similarly, increased from 30,209,400 KHR in 2006 to 41,539,700 KHR in 2009, and decreased to 4,008,400 KHR at the end of 2010. The PAR at risk value at the end of 2011 amounted to 4,342,320 KHR.

The main reasons for the increase in portfolio at risk rate and value from 2006 to 2009:

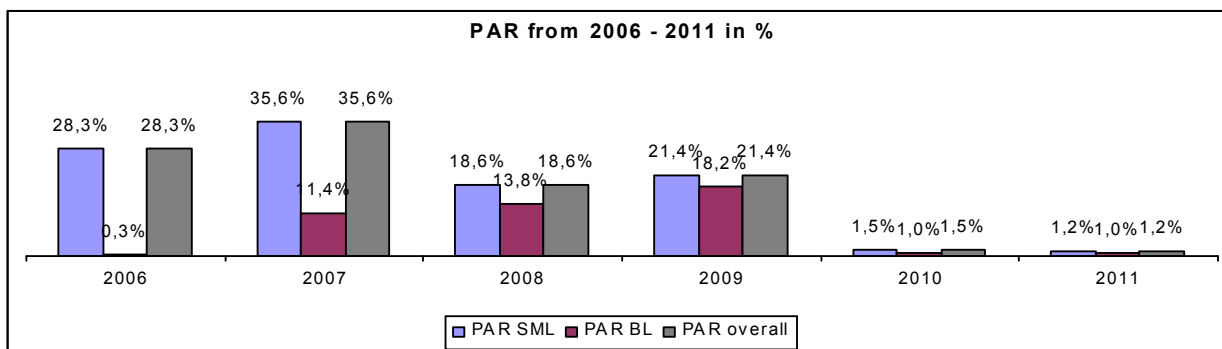
- a. The negative effects of global financial crisis;
- b. Decrease in loan outstanding;
- c. Borrowers perceived borrowings more as humanitarian aid than as loans, to be paid back, while loans were released to beneficiaries without guarantor;
- d. The MC Program staff had limited capacity over micro credit activities, including loan assessment, loan follow-up, and problem solving;
- e. Technical errors and limited functions in the MB-Win system;

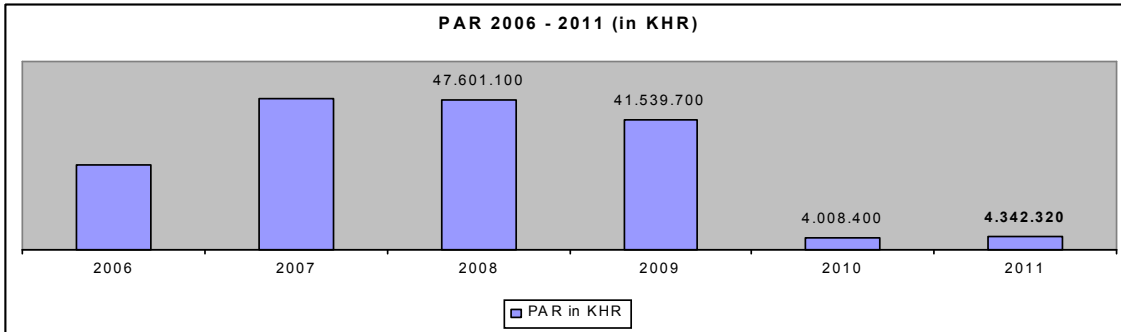
Attribution to the decrease in portfolio at risk rate and gross value in 2010:

- a. Write-off loans loss
- b. Late payment collection
- c. Good practices of the new-revised guideline that seems to be effective to the quality of loan disbursement.

Development in 2011:

- a. Carrying-on of good practices of the new-revised guideline
- b. Flat development indicates effectiveness of revised guidelines





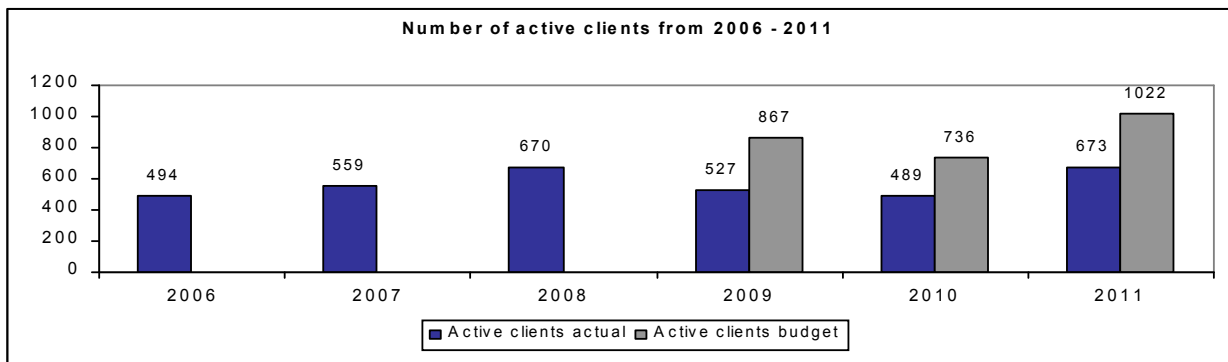
Financial Service

Total number of partners

In December 2011, the Program had a total of 673 partners (Small loans = 598, Big loans = 75). This number is significantly below the planned number of 1022 families (Small loans = 931, Big loans = 91).

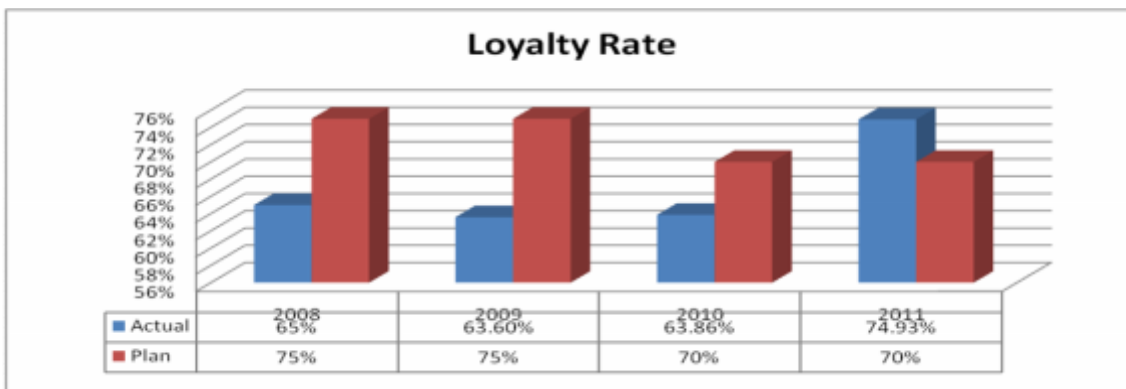
The main reasons for missing the planned number of families supported:

- Loans released were under business plan every month;
- New revised guideline sets stricter conditions on borrowers; not all borrowers meet the criteria
- Operational areas of the Program remained limited.



Loyalty Rate

From the year of 2008 to 2010, total loyalty rate of MC's Project did not show a good satisfaction result while the actual loyalty was 65% in 2008, 63.60% in 2009 and 63.86% in 2010 under the budget plan. But it has changed to a good result in the year of 2011 while loyalty rate was reached to 74.93% over the budget plan in the amount of 4.93%.



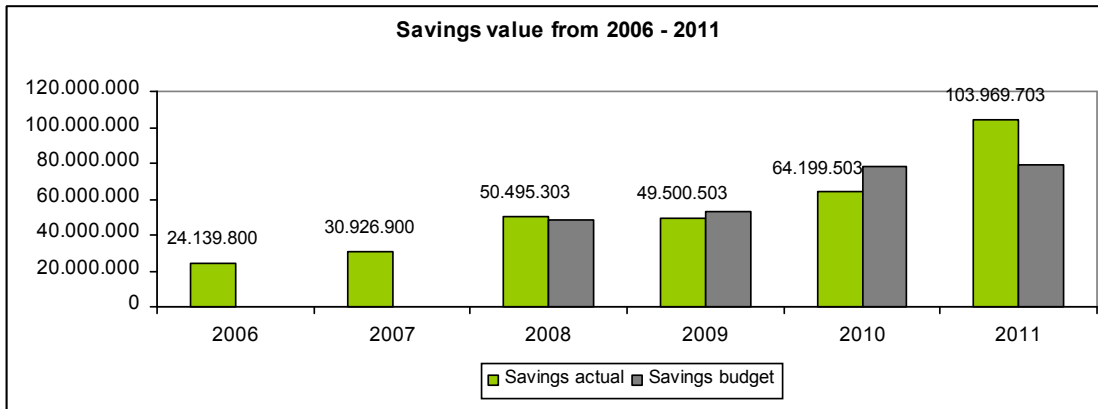
Savings

From 2010, saving from partners was compulsory for every client, and its amount for regular deposit has been set in the loan repayment schedule.

Between 2006 and 2008 the total savings of MC Program increased from 24,139,800 KHR to 50,495,303 KHR, but decreased to 49,500,503 KHR in 2009. Savings in 2010 amounted to 64,199,503 KHR, a 29.7% increase over the previous year. At the end of 2011 compulsory savings totaled 103,969,703 KHR. Compared to the savings of 78,745,600 KHR projected in the business plan, the actual savings were 32% higher.

Reasons for positive development of compulsory savings above business plan:

- MC Project has revised the new operational guideline on saving deposit and withdrawal for the old and new clients.
- New operation manual seems to be affected on the saving increase resulting from loan-risk deduction.
- The regular saving amount was set on client’s repayment schedule.



Productivity per Field staff

Productivity per field staff has not been satisfied for nearly 4 years of performance from 2008 to 2011, as the actual productivity per field staff started to decrease from 167 Ps in 2008 to 132 Ps in 2009 and continue to decrease to 122 Ps in 2010. In 2011 productivity per field staff was again significantly below budget with 166 Ps compared to 204 Ps defined in the budget.

Non-financial services:

In addition to financial services, the Program support capacity building to partners through training in Marketing, Savings, Income & Expenditure, Entrepreneurship, Demand, and basic business concepts

Number of partners who received training in 2011

Topics	Number of partners
Marketing	30 Ps
Savings	130 Ps
Income & Expenditures	25 Ps
Entrepreneurship	14 Ps
Consulting	7 Ps
Demand	7 Ps
Total	213 Ps



Type of Partners’ Income Generating Activities

The Programme’s partners are beneficiaries who are the extremely poor people and vulnerable families living in the slum communities of Phnom Penh and its sub-urban areas, demonstrating a strong motivation and perseverance to use micro-credit support for their income generating activities.

As presented in the table below, the total loan amount of 716,760,000 KRH was used by partners for the following income generation activities:

No.	Utilization of loan	Family number	% of families
1	Buying and selling Fruit	45	6.68%
2	Buying and selling Fish	20	3 %
3	Selling groceries	105	15.6%
4	Selling Vegetables	50	7.42%
5	Raising Pigs	5	0.74%
6	Selling Cake	25	3.71%
7	Selling Corn	10	1.48%
8	Motorcycle taxi/Tuk Tuk	98	14.56%
9	Motorcycle Repairing	65	9.65%
10	Buying Bicycles	15	2.22%
11	Materials for making clothes	35	5.20%
12	Serving Coffee	15	2.22%
13	Buying and selling scrap	25	3.60%
14	Buying and selling fruit nut	15	2.22%
15	House construction work	50	7.42%
16	Selling fried meat balls	37	5.50%
17	Making clothes (from sewing machines)	18	2.67%
18	Others	40	5.94%
TOTAL		673	100%

With the above table of loan utilization, it can be seen that project's beneficiaries have used most of their fund in eighteen field of business, and most of favour business was selling groceries, Vegetable, Tuk Tuk Driving, and house construction work.

Loan loss Write off and Recovery

Loan loss Write off

The MC-Programme had never written off any loans before 2006. In 2007, with the technical support from Entrepreneur du mode on MB-Win System and willing to realize on MC- Programme's capital, MC-Programme wrote off loans twice at the end of 2007 and the beginning of 2008. Another loan was written off at the end of 2009 and early 2010 from MB-Win system for the partners that were too late to pay on time, ran away, or in general lost their income generating activities. There were no write offs in 2011.

For 2010, an amount of 35,176,200 KHR, equal to 117 partners, both interest and principle was written off. As a result of that, the number of the total active clients decreased sharply in after the write off.

Loan Loss Recovery

For loans written off during the years of 2007 to 2011, the Programme collected a total amount of 5,342,500 KHR in from the year of 2007 to 2008, 68,500 KHR in 2009, 258,000 KHR in 2010, and 1,270,000 KHR in the year 2011.

Year Description	Year 2007	Year 2008	Year 2009	Year 2010	Year 2011
Number of Clients	90	98	99	117	0
Loans Write-off	10,529,900 KHR	13,834,000 KHR	14,589,300 KHR	35,176,200 KHR	0
Write-off recovery	0	5,274,000 KHR	68,500 KHR	258,000 KHR	1,270,000 KHR

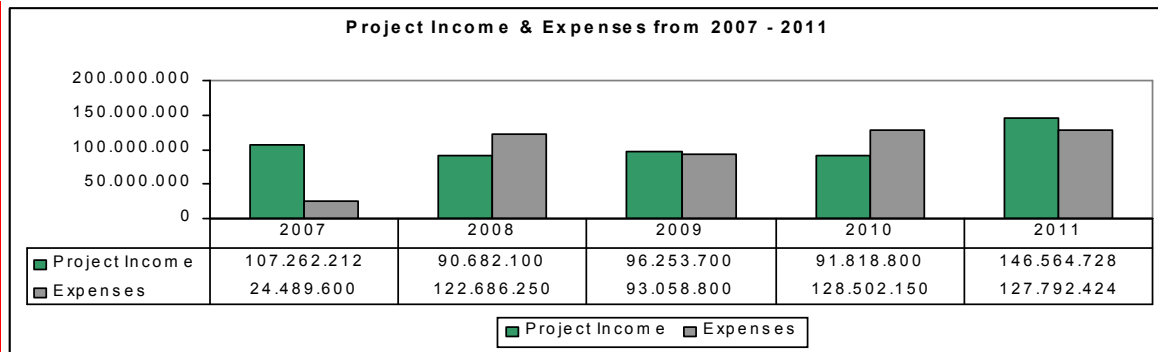
Interest Income

The chart below indicates the total interest income collected from small and big loans. The income earned in 2011 amounted to 142,997,446 KHR, while total cost amounted to 130,291,288 KHR. Compared to the budgeted interest income of 120,124,925 KHR, actual interest income was higher by 25,210,381 KHR (21%).

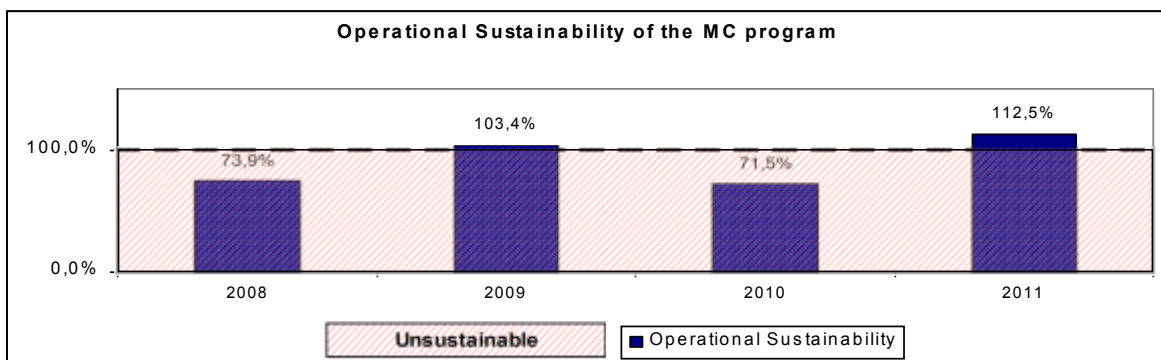
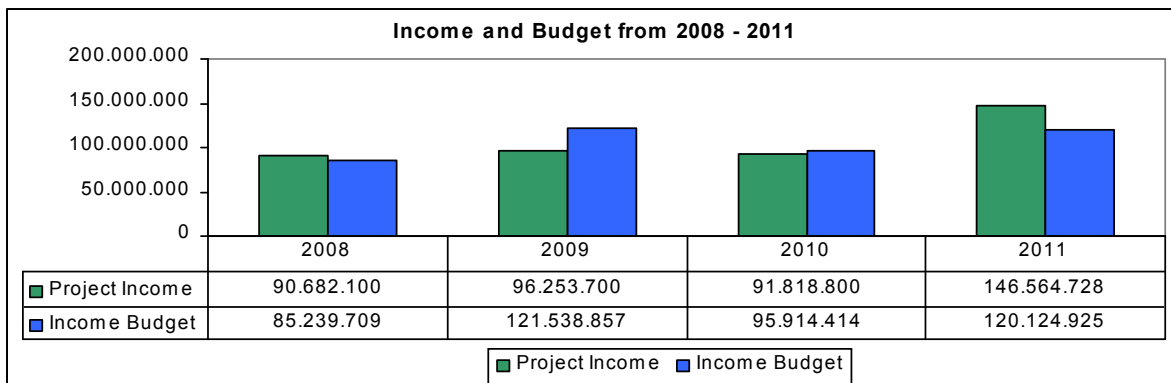
Possible reasons for the good performance in 2011

- Limited number of non-performing loans and thus loan write-offs

The Programmes operational sustainability for the full year 2011 increased to 112,5% compared with 71,5% for 2010. This represents a significant increase..



Note: the expenses charged to the MC Programme from 2010 backwards did not include Administration costs, such as rental fee, office supplies, electricity and water, and salaries of Admin staff. That is, the income earned during those years was spent on only salaries of the Credit Officers, petrol for motorcycles in the team, and papers (loan forms and receipts) used in the team. For that reason, the level of self-sufficiency of the Programme was incredibly high during those years, once this formula is applied.



Micro-Credit Management

MB-Win Support

Thanks to Entrepreneur Du Monde (EdM), a computerized MB-Win system was installed and team members were trained to use the system for the MC operations. However, the Programme has encountered some difficulties in using the entered data in a multi-functions and flexible way, and the system has often had a technical error. To address these

problems, the Programme employed a technical programmer for a short fixed contract to develop additional functions and data linked to the system. By the end of the year, the work was not yet completed.

Technical Support

In June 2011, a Social Performance Diagnosis based on CERISE's SPI 3.1 was undertaken with the support from EdM, through Ms. Helene KERAUDREN and Mr. Arthur de FRESLON. The survey report gave some recommendations to the Program, such as client satisfaction surveys and increasing participation of beneficiaries in the governance.

In August 2011, a Regional Workshop was sponsored by EdM for all NGO/MFI partners in Asia. SP was also one of the participants and has learned a lot from the workshop, including the effective interest rate, SPI analysis, client satisfaction surveys, and Poverty Assessment Tool.

The Programme business plan for 2011, 2012, and 2013 were developed and updated with the technical support from EdM (Mr. Gregoire and Ms. Helene).

Conclusion

Description		2008	2009	2010	2011
PAR Rate >30	Actual	16.89%	21.36%	1.25%	1.12%
	Plan	5.60%	0.05%	2%	2%
Reimbursement Rate	Actual	92.09%	94.50%	96.63%	93.45%
	Plan	90%	90%	90%	95%
Loyalty Rate	Actual	65%	63.60%	63.86 %	74.93%
	Plan	75%	75%	70%	70%
Loan Outstanding	Actual	281,833,900	194,493,600	321,079,900	388,440,520
	Plan	N/A	373,280,455	299,983,724	438,622,338
Active Client	Actual	670	527	489	673
	Plan	N/A	862	736	1022
Saving Amount	Actual	50,495,303	49,500,503	50,495,303	103,969,703
	Plan	48,549,546	53,384,489	57,592,896	52,748,646
Loan Disbursement	Actual	710,275,000	637,960,000	716,760,000	934,560,000
	Plan	N/A	883,779,863	706,500,000	929,300,000
Number Of CO	Actual	4.5	4	4	4
	Plan	4	4	5	5
Loan Release	Actual	1,337 Ps	1,070 Ps	947 Ps	1,215 Ps
	Plan	N/A	1,421 Ps	1,241 Ps	1,582 Ps
Loan Write-Off (KHR)	Actual	13,834,000	14,589,300	34,301,400	0
	Plan	N/A	2,020,615	1,499,585	3,595,475
Loan Recovery (KHR)		5,274,000	68,000	258,000	1,270,000
Income	Actual	90,682,100	96,253,700	91,818,800	146,564,728
	Plan	85,239,709	121,538,857	95,914,414	120,124,925
Finance Sustainability	Actual	73.9 %	103.4 %	71.5 %	112.5 %
	Plan	75%	87%	77%	61 %

In conclusion, the implementation of micro-credit services at the end of 2011 showed a little satisfactory result in the following:

- The amount of small and medium loan (SML) disbursement was under budget plan;
- The total amount of loan outstanding was under the budget.
- The number of small loan released was under plan;
- The total number of loan released was under the budget.
- The number of the total active client was under the budget plan;
- The percentage of reimbursement rate of 2011 was under business plan in the amount of 1.55%.

However, the Programme results also showed some improved indicators as follows:

- Total saving was over the budget plan nearly 50%.
- The portfolio at risk in value more than 30 days was improved against the budget;
- The total loyalty rate was over the budget, budget=70%.
- The amount of big loans disbursed increased against the business plan;
- The number of big loans released increased over the business plan;
- The total amount of loan outstanding increased over the business plan 2010 and the year 2009;
- The total big loan active client was over the budget plan.
- The total income was over the business plan;
- The percentage of sustainability at the end of 2011 increased over the budget plan in the amount of 51.50%.

Plan for the year 2012

The Programme will continue providing micro-credit and savings services to vulnerable families in an efficient manner, following the plan below:

- To provide financial service to 1,177 families (Small loan=1075 Ps, and Big loan= 102 Ps) with the loan capital in the amount of 656,234,891 KHR by charging the interest rate from 3% to 2% per month;
- To increase the total savings amount up to 135,303,000 KHR and continue encouraging borrowers to deposit more savings, so that they can save and transfer it into capital for their income generating activities;
- To update some criteria of loan policies and procedures; Reshuffle the operation areas to optimise LO activities by geographical coherence.
- To encourage clients to pay loans from their houses/businesses to satellites offices in target villages.
- To keep the 15% compulsory saving for Small Loans & 5% compulsory saving for Big Loans as a way to improve loan quality; and to improve the saving portfolio
- To continue credit operations in existing areas and extend to new slum areas/communities where the poor do not have access to loan and saving support by expanding the four new areas such as **(Toul Sangkeo, Steng Mean Chey, Sangkat Chba Ampov and Toek Thla Districts)**.
- To finalize the Human Resource Policy & Procedures to be applied in the program team;
- To develop new two business training topics & write the training guidelines to assist team members (including such skills as Communication, Facilitation, and Consultancy skill to staffs).
- To provide non-financial business training to beneficiaries at the target areas on the business content.
- To build up capacity of the team members in management and leadership, non-financial services, financial and accounting, marketing;
- To write off at the end and write back in the period of 2012;
- To recruit one credit officer in mid of 2012;
- To update the staffs' incentive policy in order to increase the field staffs per performance and activities.
- To encode the data from poverty assessment tool in PAT system, and analyse data for PAT report;
- To improve Programme quality by pushing the reimbursement rate, reducing PAR, and increasing outreach.
- Enable MB-Win System and other database. Hire programmer to check and repair MB-Win System, and write supporting data to link with MB-Win to enable the control.
- To resource the MC-Programme through raising Credit Capital from donors.

Annexes to CDP:

Table below presents the amount in US\$ provided to these child club leaders in the form of bursaries:

Items	No.	Price	Total
A. School materials per year: - 10 note books, 4 pens, 1 pencil, 1 bag, 1 pair of shoes, 1 nail cutter, 1 small towel, 1 t-shirt, 1 ruler, 1 pencil corkscrew, 1small pen bag, 1 box of color pens, 1 eraser, 1 song book.	These materials are supported by ACCER		
B. Expenses for each month (Supported by ACCER)			
1- English language courses (extra school hour course)	1	\$5	\$5
2- Informal School fees (extra courses: mathematics and physics charged by classroom teachers)	2	\$5	\$10
Sub-total of monthly expenses (each CCL)			\$15
Total expenses for 5 child club leaders: 15\$ x 12 months x 5 CCLs			\$900

The development of the 5 CCLs supported

The 5 CCLs have access to education in public school as well as some additional short-course skill training. Their current status is presented as follows:

Suon Samy: just graduated from grade 12. Unfortunately, he would not go to university until 2013, as he did not have enough money for school fees and some short courses at various schools. Samy is courageous in leading child-to-child health education activities with children.

With ACCER’s scholarship, Samy has successfully completed a training course on the use of Computer (Ms. Word, Excel, Power point, and Adobe Photoshop). Fantastically, Samy is now having a part-time job, being a computer trainer at “OAIPA Sensok Vocational Training Center” for over one year, teaching two hours per day from Monday to Friday, receiving \$30 per month. He is also able to communicate in English.



Rin Srey Aun: is now in Grade 12 for the new school year, October 2011 – 2012. With almost 5 years leading their child club members, Srey Aun now becomes a good facilitator/teacher not only in health education, but also in Khmer literacy. Since the school long holiday (from July 2010), Srey Aun has been employed by another local nearby Association as a part-time teacher in Khmer literacy (grade 1), teaching 4-5 hours per day, receiving \$40 per month. Srey Aun is the poorest CCL, living with an old widower father who has often had illness, and that is why she needs a part-time job after school and club activities, to earn some income.



Out Ratha: Ratha, after passing high school, is now attending a Teacher Training School (Phnom Penh Regional Teacher Training Center) to become a secondary school teacher in Mathematics & Physics in the new school year, October 2011 – 2012. Ratha has really had a great success in study. He devoted his time for his study in public school, some extra short courses, including English language, child-to-child health education activities with club members, and some of his housework. Ratha is the only one amongst the 5 CCLs who is better in Speaking English.



Danh Monika: Has passed high school, and is now in National University of Management in Phnom Penh for the new school year, October 2011 – 2012. This is her great success in study.

Monika has successfully completed a training course on the use of Computer (Ms. Word, Excel, Power point). She devoted her time for her study in school, some extra short courses, including English language, child-to-child health education activities with child club members, and some of her housework (preparing food for her family).



Dorn Srey Touch:

Srey Touch is now in Grade 11 for the new school year, October 2011 – June 2012. She devotes her time for her study in public school, some extra short courses, including English language, a course on the use of Computer(typing), child-to-child health education activities with club members, and some of her housework (food preparation and educating her siblings).



List of Acronym

AADC	: Association Actions pour le Développement Communautaire.
ACCER	: Association Cantalienne Cambodge Entraide à la Reconstruction
Aecid	: Spanish Agency for International Development Cooperation
BC	: Basic class
CC	: Child club
CCFD	: Comité Catholique contre la Faim et pour le Développement
CCL	: Child club leader
CCM/PHCCM	: Child club member/Child council member responsible for Health, Sanitation, Environment, Life Skills, and Promotion in schools
CHPT	: Child health promotion teacher
CDA	: Community development agent
CDP	: Child development project
CHC	: Child Health Club
CHPT	: Child Health Promotion Teacher
CODO	: Community Development Organization
CRF	: Child Rights Foundation
CTC, CtC	: Child-to-child approach
DAP	: Direct Aid program (of Australian Embassy)
DoE, DoEYS	: District Office of Education, Youth and Sport
DDEDF	: Developing Domestic Economies for Disadvantaged Families
DEKA	: Développement des Enfants Khmers d'Angkor
DoEYS	: District Office of Education, Youth and Sport
DTMT	: District Technical Management Team
DV	: Domestic violence
DBN	: Don Boule de Neige (an Organisation in France)
DEEP	: Développement & Education pour l' Eau Potable
DEKA	: Développement des Enfants Khmers d'Angkor
E&D	: Enfants et Développement
EdM	: Entrepreneurs du Monde (an MFI in France)
FSD	: Fond Social Développement
HC	: Health centre
HE	: Health Education
KCh	: Kampong Cham
KrY	: Krousar Yoeung
LICADHO	: Cambodian League for the Promotion and Defense of Human Rights
MoEYS	: Ministry of Education, Youth and Sport
Non-CCM	: Non-Child Club Member/Non-child council member
OD-PNK-DB	: Operational District of Health, Ponhea Krek – Dambae, Kampong Cham
PADV	: Project Against Domestic Violence
PoE, PoEYS	: Provincial Department of Education, Youth and Sport
PSF	: Pharmaciens Sans Frontieres
RHAC	: Reproductive Health Association of Cambodia
SCARO, CSARO	: Community Sanitation and Recycling Organization
SKO	: Samatapheap Khnom Organization
SHPP	: School Health Promotion Project
SHPT	: School health promotion team
SHMT	: School health monitoring team
SP	: Sovann Phoum Organization
TASK	: Tro Trong Ning Akpiwat Sokapeap Neak Kre Kror
TB	: Tuberculosis
VHSG	: Village Health Support Group (Supervised by Health Centre)

Production Team

Mr. Sarang OUT : Executive Director
Mr. Thay YOU : Admin & Finance Manager
Miss Tola KHUN : School Health Promotion Project Officer
Mr. VANN Sokha : Vocational Training Project Assistant
Mr. Chanrath SAR : Micro-Credit Project Officer
Mr. Sabun PHIN : PPA2 Project Manager
Mr. NGOV Navin : CDP, HERDC and DEKA Project Officer

Sovann Phoum Organization, April 01, 2012
Signature

Sarang OUT
Executive Director

Approved by

Sek Barisoth
President, BOD