



## Education Program

A Description of the Education Program's Activities Run by Sovann Phoum

Supported by:



ENTREPRENEURS  
du Monde



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## OVERVIEW

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### **GOAL**

For all children in target areas to have access to education, receive better health care, safety and protection.

### **INTRODUCTION**

With the aim to improve the quality of and access to education as well as the living conditions in rural areas, the Education Program's projects and activities cater to schools and health centres, by educating the community and its children. Special attention is given to promoting child education activities, encouraging children to go to school, all the while promoting gender equality and advocating to increase the awareness of children's rights. The community and schools are collaborated with to encourage non-violence, as well as better hygiene practices and are supported through training programs and the provision of relevant sanitary and healthcare equipment.

The School Health Promotion Project, Child Friendly School Project, Child Development Project and Transition Classes are run in response to the Ministry of Education, Youth and Sport's Child Friendly School Policy. This means that Sovann Phoum collaborates with structures already in place by the government to improve the quality and standards of education delivered to children.

## PROGRAM STRUCTURE



## TARGET AREAS



### STRATEGIES

- ♦ Work with children, but not in children's stead
- ♦ Work with adults for the sake of the children
- ♦ Community and beneficiary participation
- ♦ Community resource mobilization
- ♦ Networking
- ♦ Using existing government structures
- ♦ Capacity building
- ♦ Resourcing

### EDUCATION APPROACHES

- ♦ Child-to-Child: Children participate in educating their peers
- ♦ Adult-to-Child: Adults, such as parents, pass on their knowledge to children
- ♦ Adult-to-Adult: Adults training their peers in skills/knowledge learnt
- ♦ Campaigns
- ♦ Mainstreaming



## I. THE CHILD-TO-CHILD APPROACH

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Through lessons learned in Cambodia and other countries, one of the most successful methods for health education with children has been the Child-to-Child Approach.



Sovann Phoum is one of the few Cambodian NGOs to adopt this approach from other countries. Sovann Phoum sent its staff to Belgium and London to learn the approach and also employed a Child-to-Child trainer from London for its staff members.

Sovann Phoum has become a prominent trainer in the approach in Cambodia and has been providing training services to others. By 2010, Sovann Phoum provided 36 training courses to other NGOs and institutions with 514 trainees (298 females) who came from both NGOs and the government (school principals and teachers). We produce teaching and learning resources, like storybooks and educational game materials to be used for education. These products have also been sold to other NGOS for educational activities.

## II. TRANSITION CLASSES FOR CHILDREN IN REMOTE AREAS

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### PHILOSOPHY & PRACTICES

Sovann Phoum firmly believes that knowledge is a bridge to human happiness. It is best attained through education in the form of either formal (otherwise known as the traditional public or private institutes of education) or non-formal activities. People of all ages deserve an equal opportunity to learning. Also known as the Basic Education Program, Sovann Phoum's Transition Classes provide children in remote areas, ordinarily excluded from public schools, with access to community-based classes in grades 1 and 2. These children are then integrated into public schools. Sovann Phoum has also integrated Health Education into the project and educates children through the Child-to-Child Approach on body hygiene, mushroom & grass growing and general hygiene in surrounding areas covering things such as water wells.

### GOALS

- ♦ Promote health education activities through the Child-to-Child Approach.
- ♦ Support Class Committees to run quality classes with adequate student participation
- ♦ Continue supporting loan capitals to communities to afford the operation of the classes.
- ♦ Ensure the program is sustainable so that the operations and management of each project can eventually be handed over to education authorities, local authorities, and parents.

### BENEFICIARIES & TARGET AREAS

**DIRECT BENEFICIARIES:** All beneficiaries participating in non-formal education come from vulnerable and under-privileged backgrounds in rural and sub-urban areas and participate in our Child-to-Child Approach activities as Child Club Members:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>♦ 5-8 years old</li> <li>♦ Girls (50%) and Boys (50%)</li> <li>♦ ~30 % are Pre-school Age</li> <li>♦ ~70 % are Primary school Age</li> </ul> | <ul style="list-style-type: none"> <li>♦ ~100% are living at a distance of at least 2kms away from public schools</li> <li>♦ Children who do not have access to public schools</li> </ul> |
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**INDIRECT BENEFICIARIES:** The surrounding community of adults and children.

**TARGET AREA(S):** Kampong Speu Province.

## STRATEGIES & MAIN ACTIVITIES

### 1. NEEDS ASSESSMENT

In order to select a target area an assessment of beneficiaries' needs is studied cautiously using interviews, questionnaires, observations and statistics from local authorities.

### 2. COOPERATION WITH LOCAL AUTHORITIES

Effective cooperation with local authorities like village heads, commune council members and cluster principals are crucial because of the close collaboration with local communities. These communities are fundamental to the future sustainability of the project's activities. Sovann Phoum also cooperates with commune councils, health centres, cluster principals and the Education District Office. The Education District Office is the authority responsible for the standard of quality for non-formal education. These community-based classes are known as satellite schools and are directly controlled by a cluster principal in the same commune.

### 3. RECRUITING TEACHERS & SETTING UP A PARENTS COMMITTEE

The general lack of teachers in rural areas represents a big challenge to children's access to education. Our volunteer teachers for literacy and transition classes are often retired teachers, village heads and people with the highest level of education in the community (i.e. completed secondary education). Once recruited, the capacity building (training in teaching methods) provided to recruited teachers becomes the responsibility of the cluster principal and district education officers.

To further engage the community, a Parent Committee is formed consisting of 3-4 members responsible for:

- ♦ Generating income from micro-credit services, financially and technically supported by Sovann Phoum
- ♦ Collecting financial contributions from parents who send their children to the class
- ♦ Monitoring and managing class activities



In addition to training given to supported schools' deputy-principals in the Child-to-Child Approach and in mushroom growing, a Teacher's Guidebook on health/sanitation education has been developed and distributed.

### 4. MEETING WITH VILLAGERS, PARENTS, TEACHERS, LOCAL AUTHORITIES & PARENT COMMITTEES

Before classes begin, beneficiaries and key stakeholders are presented with a clear vision, mission and goals of the project and class activities and any benefits received for their cooperation and participation. Staff and beneficiaries will continuously develop requests and recommendations on the content of courses, schedules and rules.

### 5. PARENT CONTRIBUTIONS TO TRANSITION CLASSES

Parents who send their children to community-based basic classes contribute a small monthly amount of money to class operations and are responsible for their children's study materials. This aims to reduce the project costs and increase parental involvement and sense of responsibility towards their children's education. The contribution from the parents is used to support the teacher salaries and some teaching materials.

### 6. SETTING UP & EQUIPPING CLASSES IN COMMUNITIES

Classes are set up with any educational equipment and materials necessary in cooperation with the Committee and Education District Office. The study term for these transition classes is scheduled to correlate with the government's school year. The curriculum follows that of formal classes in public schools.

#### 7. PARTNERSHIP CONTRACT WITH THE PARENT COMMITTEE

The Parent Committee will receive training from Sovann Phoum in micro-credit management and in the management of transition classes in communities. The Committee also signs a Partnership Contract with Sovann Phoum in which conditions on investment capital, roles, responsibilities, and decision-making are clearly defined. One of the members involved in the Parent Committee is the village head or the perceived influential leader in the village/community. Other higher levels of local authorities, such as the commune and the district level, are also involved in the Partnership Contract.

#### 8. MICRO-CREDIT ACTIVITIES OPERATIONS FOR THE SUSTAINABILITY OF TRANSITION CLASSES

With help and technical support from the project staff, micro-credit activities are implemented and managed by the Parent Committee. The pupils' parents involved in the project are given priority over access to small loans, supported by the Committee, for their income generating activities. Sovann Phoum supports loans to the Committee and does not change any interest. Small loans supported by the Committee charges 3% interest per month. Parents of children participating in the Transition Classes may also receive small loans to increase their family income.

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

#### 9. MONITORING, FOLLOW-UP, & EXAM ACTIVITIES

The project staffs regularly monitors the Transition Classes and micro-credit activities run by the Parent Committee. Problems are usually resolved on the spot.

At the end of each term, pupils enrolled in the Transition Classes are given a final test, which is organized by the government educational system. The level and quality of education provided to the children in the Transition Classes is recognised to be at the same standard as classes run by the government. Pupils who pass the exam are sent to primary schools.

#### 10. SUSTAINABILITY

Sovann Phoum's Projects function so that in the future the community will sustain itself: the practice is to educate, train and gently guide beneficiaries into managing their own projects for the future. To do so, the following strategies are implemented:

- ♦ Operation of income generating activities through micro-credit services run by the Basic Class Parent Committees;
- ♦ Operations by the Savings Groups amongst parents in villages to make some cash contribution to the classes;
- ♦ Contributions from parents who send their children to the Basic Class;
- ♦ Responsibility of parents for the study materials for their children;
- ♦ Partnership with education authorities for the teaching methodology, monitoring, and evaluation of the education quality.

All basic classes supported by Sovann Phoum sustain their operations with quality assurance from education authorities.

#### **EXPERIENCE IN NON-FORMAL EDUCATION**

Sovann Phoum has been carrying out non-formal education programs since before it branched off from international NGO, Enfants & Développement (E&D), which implemented an integrated program in the Phnom Penh sub-urban areas since 1993. As such, the organisation has gained much experience in non-formal education with both children and adults in communities, both rural and sub-urban areas.

### III. CHILD DEVELOPMENT PROJECT

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#### **PHILOSOPHY & PRACTICES**

The Child Development Project offers support to children through education and sponsorship, as well as improving the quality of health centres in slum communities. The Project works to heighten the awareness of children in the community concerning: child sexual abuse; road safety; drug abuse and the prevention of HIV/AIDS through the Child-to-Child Approach.

#### **GOALS**

- ♦ Heighten the awareness and alter the behaviour of Child Club Members concerning child sexual abuse, road safety, drug abuse and the prevention of HIV/AIDS through Child-to-Child activities
- ♦ Improve Child Club Members' practices concerning dental hygiene, body hygiene, hair hygiene 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 to perform club activities on their own so health education activities with children in communities can be sustained in the future
- ♦ Monitor the Anlong Kngan health centre and ensure its access to the incinerator and oxygen supplies provided for emergency services to surrounding disadvantaged villagers.

#### **BENEFICIARIES & TARGET AREAS**

##### **DIRECT BENEFICIARIES:**

1. Child Club Members
2. Child Club Leaders
3. Health Centre

##### **INDIRECT BENEFICIARIES:**

1. Surrounding Community

**TARGET AREA(S):** The suburban district of Sen Sok in Phnom Penh.



## STRATEGIES & MAIN ACTIVITIES

### 1. SCHOLARSHIP, EDUCATION & CAMPAIGNS



The project, with support from ACCER, has provided some financial support to 5 Child Club Leaders from poor families through scholarships enabling them to continue their studies in public schools and attend additional short training courses. During out-of-school hours, each Child Club Leaders led 20 Child Club Members from their own villages through the Child to Child Approach about issues such as: Accident prevention; Road safety; Drug abuse; Preventive measures against HIV/AIDS; Child Rape; Looking after our Eyes; and Life skills training. A

campaign was also conducted on the 1st of June for International Children's Day informing communities about Children's Rights and Domestic Violence.

### 2. CAPACITY BUILDING & SUSTAINABILITY

The key element integrated into this project is the Child-to-Child Approach. By developing the capacity of Child Club Leaders to perform club activities on their own, the health education activities with children in the communities can be sustained to a certain level in the future.



### 3. IMPROVING THE LOCAL COMMUNITY HEALTH CENTRE

The incinerator constructed with the support of ACCER at the Anlung Kngan Health Centre continues to be functional and according to the centre's report, a total of 284 kg of medical waste was successfully destroyed in the last 12 months.

In October 2010 the Health Centre constructed one Maternity Building and due to the increasingly high demand for emergency services it also received a second-hand Ambulance. In addition, with support from the Association Cantalienne Cambodge Entraide à la Reconstruction, the centre was also provided with Oxygen equipment in 2010. The Oxygen was used for emergency cases for patients with high blood pressure, asthma, Dypnee, abdominal colic, shock, Dll abdominal, acute respiratory infection, asthma bronchitis, severe hypoglycaemia, traffic accidents, HTA, Hermouhagivagial, anaphylactic shock, Amygololalite, dyspnee, traffic accident, severe fever and cough, suicide and Hypertbermique in the emergency.

The Capital's hospitals service fees are often quite high and are far away form the supported community. Therefore supporting the Anlung Kngan Health Centre gives these communities and their children access to health care and treatment.

### 4. MONITORING & EVALUATION

In order to evaluate the level of knowledge gained by students on topics learnt, the project conducted pre-tests and post-tests with Child Club Members. The pre-test was conducted before the children started activities and the post-test was undertaken after completion of topics. The Anlong Kngan health centre's access to and use of the incinerator and oxygen supplies are also regularly monitored.

## IV. SCHOOL HEALTH PROMOTION PROJECT

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### OUR PHILOSOPHY AND PRACTICES

A human's life and development is ultimately and inextricably linked to maintaining good health. Sovann Phoum believes that good health is best attained through the education of methods of prevention and ways in which to adopt healthier practices, in safe and friendly environments. The most sustainable method to prevent poor health is through the promotion of Health Education catering towards younger generations. As such, Sovann Phoum has found that its School Health Promotion Project (formerly know as the Health Education Program), that promotes healthier practices to children, has been very successful and has become one of Sovann Phoum's main projects.

### GOALS

- ♦ To increase student awareness of and improve health practices for common health issues such as worms, malnutrition, dengue, ousnell, ARI, oral-teeth, illicit drugs, insect-born disease and air-borne diseases, accidents and access to safe water and sanitary facilities in schools.
- ♦ To develop the school management's capacity to plan, implement, monitor and evaluate the School Health Promotion project.
- ♦ To increase ownership among primary school management through active participation, technical support and resource mobilization from parents, other community members, health authorities, local education authorities, NGOs and other private sectors.

### BENEFICIARIES & TARGET AREAS

#### DIRECT BENEFICIARIES:

1. Children
  - Aged 9-16 years
  - Females (60%) and males (40%)
  - ~90 % from primary schools
  - ~10 % from lower secondary schools
  - ~80 % from extremely-very poor families.
2. Adults (30% to 40%)
  - Poor and very poor families
  - The majority are Parents

#### INDIRECT BENEFICIARIES:

1. Children (75%):
  - Aged 5-16 years
  - Females (60%) and males (40%)
  - ~90 % from pre-schools and primary schools;
  - ~10% from secondary schools
2. Adults (25%):
  - Poor and very poor families
  - The majority are Parents

**TARGET AREA(S):** All of our beneficiaries are under-privileged citizens in rural and sub-urban areas. Activites for this project are held in the Kandal and Kampong Cham province.

## **STRATEGIES & MAIN ACTIVITIES**

To promote our under-privileged beneficiaries' health and welfare, we have formulated and implemented the following strategies and activities in our intervention areas:

### **1. BUILDING OWNERSHIP AMONGST COMMUNITY MEMBERS TOWARDS COMMUNITY DEVELOPMENT**

Communities in most of the rural areas of Cambodia are disparate and depend heavily on external assistance of either the government or civil society organizations. School buildings and compounds, roads, bridges and any objects/items known as public properties were perceived by community members as the government's properties and not for their own use. For that reason, school buildings, fences, equipment, facilities and materials were often destroyed and stolen by the neighbouring families and were even frequently mistaken school compounds as areas for animal farming and as dumping grounds.

To address these problems Sovann Phoum involves all key stakeholders in meetings and discussions directly in communities about the difficulties that schools and children are having, the consequences of the absence of schools or education and the future challenges faced by their children. These key stakeholders include lower levels of Ministry of Education, Youth and Sport, District Office Governors, Commune Councils, Local police Officers, village chiefs, School Support Committees, principals, teachers, pupils, and parents.

One of the best solutions found by these key stakeholders is the strengthening of a functioning government Committee for School Protection and Irregularity at each school: where a structure is developed; roles and responsibilities are defined and rules (including consequences or those that break the rules) are established and applied by all the members of the school community.

After supporting locals to become protectors for the schools in their communities, Sovann Phoum invites the community members to come together and discuss how to support their schools through developing or improving their school's buildings, fences, facilities, equipment and materials. Noticeably, the majority of the school communities in the project areas supported by Sovann Phoum have made lots of contributions in materials, money and labour to the development of school for their children.

Conclusively, one of the best strategies that Sovann Phoum has used to promote Health Education is to build ownership amongst community members towards a sustainable community development.

### **2. COMMUNITY PARTICIPATION AND CONTRIBUTION**

A sustainable community development needs active participation and contributions from community members in kind, materials or money. In its Health Education Program, both direct and indirect target groups of Sovann Phoum have made significant contributions of their time, labour force, materials and money as counterpart to the project activities. Such a strategy helps reduce project costs and brings the long-term sustainability.

### **3. RESOURCE MOBILIZATION**

Local bodies and communities working as partners with Sovann Phoum are aware of three different sources of resources for the development of activities in their own organizations and communities. Primarily, Sovann Phoum helps them to use all resources available in their own communities, such as manpower, material resources and financial resources. Secondly, these local institutions develop their specific action plans and submit them to the central government through provincial authorities where funds are allocated to them on annual basis (e.g the PB Fund for schools). Thirdly, Sovann Phoum helps them to raise funds from private individuals, such as companies and businesspeople. Such a strategy helps Sovann Phoum's

partners to diversify their funding sources and enables them to develop their communities within a short period of time.

#### 4. IMMUNISATION AND BASIC HEALTH CARE



One of the most effective measures to protect children from infectious diseases is to have them immunised as required by medical doctors and the Ministry of Health. Sovann Phoum carries out this activity in cooperation with Health Centres, Operational District Hospitals, and other levels of the Ministry of Health.

Immunisation was provided in the Phnom Penh sub-urban areas since the year 2000. From 2000 to 2001, 4,654 children and adults were immunised, receiving six types of vaccines against Tetanus, Polio, TB, Coccidiosis, diphtheria, and measles. In 2002, 1,743 children aged less than 1 year, 7,326 children aged 1-5 years, and 12,346 women received the six types of vaccines plus vitamin A. In 2003, 1,712 children aged less than 1 year, 8,560 children aged 1-5 years, and 12,991 women received seven types of vaccines.

In targeted schools, all children have their nutritional status checked up regularly by school teachers. Pupils who are suspected of malnutrition or any disease are sent to the nearby health centre for health examination and medical treatment. In addition, children have access to first aid services at individual schools where first aid kits and materials are available and there is also first aid training available for teachers.

#### 5. EDUCATIONAL CAMPAIGNS WITH CHILDREN AND ADULTS

Campaigning is another effective communication tool often used by Sovann Phoum. Messages regarding child rights, alcoholism, domestic violence, food and vitamins, and environmental protection, are communicated via campaigns to beneficiaries through campaigns from November- December and again in June. These campaigns become increasingly focused on these following dates:

- ♦ International Children's Day;
- ♦ Human Rights' Day;
- ♦ HIV/AIDS Day; and
- ♦ Environmental Day

On these days, Sovann Phoum has found that the celebratory nature of these dates result in:

- ♦ more participants, consisting of variety of groups including children, parents, local authorities, and public school staffs;
- ♦ more interested participants, who actively support campaign activities and since because these events only take place once a year, they symbolise their efforts and activities;
- ♦ participants who are more attracted to educational activities, such as drama, shows, games, and movies which look more entertaining but deeply injected with educational purposes.
- ♦



## 6. PRACTICES OF GOOD SANITATION THROUGH ACCESS TO CLEAN WATER AND TOILET FACILITIES



Access to clean water and toilet facilities highly contributes to beneficiaries' health. To encourage good hygiene practices Sovann Phoum has provided children and adult beneficiaries with access to clean water and toilets. Target schools and parents made their contributions towards this scheme in money, materials and labour to construct and purchase sanitary facilities.

The component of increasing the accessibility to clean water and toilets has been integrated into Sovann Phoum's other projects

implemented in the provinces of Kampong Cham, Kandal, and Siem Reap, and Phnom Penh sub-urban areas. Pump wells and toilets are constructed and installed for school children, child-to-child activities and poor families in communities.

## 7. ENVIRONMENTAL CLEANLINESS (SCHOOLS AND COMMUNITIES)

Children need to learn in a safe and friendly-environment at school and also need to live in a safe and clean shelter or community. Therefore, co-creating a safe and friendly environment to learn in at school and at home has been one of Sovann Phoum's key focuses. Children supported by Sovann Phoum have played a key role in keeping not only their schools but also public areas clean and environmentally friendly.

Children, teachers and parents represented by the school support committees display internal rules for sanitation and environmental cleanliness in each classroom. Roles and responsibilities for daily cleaning and watering activities are assigned to pupils and child club members led by teachers and principals.

In communities, the village chiefs as well as child club members and their parents lead cleaning activities on monthly basis, in particular during out-of-school hours.

## 8. SUSTAINABILITY STRATEGIES

Sovann Phoum has formulated and implemented the following strategies in order to help schools and communities sustain health promotion and health education activities in schools and communities.

*Capacity building:* District offices, school teachers and Village Health Support Groups are trained in developing plans, activities and monitoring tools for health promotion programs in basic knowledge of health and sanitary issues, basic health care and in the child-to-child approach for health education activities.

*Structures & roles-responsibilities:* Structure for health promotion activities are set up at school and community levels with clear roles and responsibilities for all involved in the program.

*Resource mobilization:* Financial and material resources have been mobilized from both within and outside the community. Schools and commune councils have their own development fund annually supported by the government. At this point of time the amount supported by the government remains small and inadequate but the program activities can be carried out if schools and communities are supported to mobilize for more resources from community members and the private sector.

*Learning by doing:* Those persons in the structure who have their capacity built up are the key implementers of the activities supported by SP and community members. From time to time,

schools and communities have improved their capacity and gained practical experiences, which enable them to continue activities on their own.

*Local networking:* Currently, in many areas of Cambodia, schools are more focused on teaching literacy than on promoting health because schools perceive the topic of health to be the responsibility of parents and the healthcare system. Parents are busy with daily income generating activities, while local authorities are paying more attention to issues within the community than to schools and pupils. Healthcare staffs are more responsible for treatment services than for prevention. These key stakeholders have not linked their services and mutual support yet, leaving schools and students with difficulties in improving the school environment and its facilities, as well as healthcare for children. Sovann Phoum stimulates and involves these main stakeholders to maximize their services and mutual support in the interest of children, schools and communities.

*Student Council Members:* Sovann Phoum has a number of Child Club Members who have volunteered to be Child Club Leaders and members in the School Student Council, participating in child-to-child health education activities, both within and outside of school hours. Child Club Leaders and members receive some support from Sovann Phoum towards their studies in public schools. They also lead child-to-child education activities in their own schools and communities.



## V. THE CHILD FRIENDLY SCHOOL PROGRAM: PROMOTING THE RIGHTS OF ADOLESCENT GIRLS TO QUALITY BASIC EDUCATION

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### OUR PHILOSOPHY AND PRACTICES

Also known as *Promoting the Rights of Adolescent Girls to Quality Basic Education*, this program aims to increase the number of adolescent girls enrolled in and completing quality lower secondary education within Sovann Phoum's target areas. Sovann Phoum collaborates with government authorities from the education, health and administration sectors, from a national level to community level, as well as NGO partners to support this project in secondary schools in the Siem Reap and Kampong Cham provinces. Areas of focus include gender equality, adolescent sexual reproductive health and girls' rights to education.

### GOALS

- ♦ Access to education
- ♦ Effective learning
- ♦ Health, safety, and protection of children
- ♦ Gender responsiveness
- ♦ Participation of children, families, and communities in running for their local school
- ♦ National education system supports and encourages schools to become child friendly regardless of gender

### BENEFICIARIES & TARGET AREAS

#### DIRECT BENEFICIARIES

Adolescent girls studying at lower secondary schools and transiting from primary school to lower secondary school education.

#### INDIRECT BENEFICIARIES

- Community adults
- Community children

TARGET AREA(S): Kampong Cham and Siem Reap Provinces.

## STRATEGIES & OUTCOMES

### 1. FORMING PARTNERSHIPS & RECRUITMENT

A partnership agreement with the Provincial Department of Education was signed to achieve cooperation and support towards the implementation of project activities at 30 schools.

In the end, 60 counsellors were recruited for the 30 lower secondary schools across two provinces with the participation from principals, teachers, student representatives, school support committees, village chiefs and commune chiefs. Guidance Counsellors are currently responsible for leading peer education activities, providing counselling services, following up on scholarship students and coordinating activities with school and project staff.

### 2. COMMUNITY PARTICIPATION & CONTRIBUTION

Initially, a meeting was organized at all 30 secondary schools for the community beneficiaries and stakeholders to discuss the project's goals, objectives, activities and its expected results. The community was also heavily involved in the counsellors' recruitment process and children, through the Child to Child Approach, were actively involved in their community to distribute information. Children and adults became an integral part of organising and engaging in social events and campaigns in collaboration with Sovann Phoum.



### 3. CAPACITY BUILDING

A series of training sessions were held with the aim to sensitize staff, children, parents and community leaders on gender equality, gender stereotypes and girls' rights, particularly with regards to fair access to basic quality education. Gender training is given to the Sovann Phoum staff, teams, students, teachers, counsellors and community leaders from the 30 schools involved in the project on an on-going basis. Counsellors were additionally trained in the Child-to-Child Approach and school staff and local authorities received training in children's rights and violence against girls.

### 4. RESOURCE MOBILIZATION

As well as creating educational resources on gender equality, Sovann Phoum provided technical support and other resources. A total of 30 Counselling Rooms were set up at 30 schools to encourage increased school attendance amongst girls by providing psychological and health support specifically catered to girls. Sovann Phoum was able to provide equipment, facilities, and materials for sexual reproductive health counselling and education to nineteen of these rooms.

### 5. CAMPAIGNS & SOCIAL EVENTS

*Campaigns:* Sovann Phoum organised for eleven schools to coordinate campaigns that promoted school enrolment, the value of education and girls in education, child rights and



discouraging child labour. There was marching as well as motorcycles and motor vehicles carrying banners and making announcements across villages that encouraged students to enrol in to secondary school. The distribution of quizzes and rewards became another way of mainstreaming key messages amongst children, parents and local authorities in cooperation with the existing project facilitated by Plan Siem Reap.

The number of enrolments increased significantly after the campaign. Feedback reported that the campaign had not only promoted well-being amongst attendees but also positively encouraged parents to send their children to school, with some hurrying to enrol their children on the day. Feedback also reported that many children who had dropped out had returned to school after the campaign.

*Social events:* On World AIDS Day in December, key messages on sexual reproductive health, youth's physical and psychological development and risky behaviours, the values of education and gender equality promotion were mainstreamed through marching along roads by students, presentation, games, drama shows, songs and dancing along with guest speakers. Sovann Phoum cooperated closely with local authorities and health centre/OD offices of health, presided over by District Governors to coordinate a total of eight events across two provinces in which a total of 3,923 individuals participated. The event was well received and feedback reported an increase in youth awareness of social problems and requested the event be held again in the future.

## 6. NETWORKING

In addition, Sovann Phoum collaborated with the Provincial Department of Education to support two meetings on Education in cooperation with NGO networks: Unicef, World Food Program, JICA, KAPE, Plan International Cambodia, Room-to-Red, TLC, LEC, ABC and Right, Education Foundation, HPC and TCN. Participants brought a number of issues to the meeting discussions, such as increasing education for boys and girls, follow up on activities of relevant stakeholders involved in providing education to children and cooperation between government education authorities and NGOs working in education.

## 7. MONITORING & OUTCOMES

Meetings were held and feedback gathered by staff after campaigns and events and evaluated for the future. Staff on site continuously gather feedback and report on the outcomes of projects and activities through forms and interviews.

## VI. ADULT LITERACY

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### PHILOSOPHY & PRACTICES

Illiteracy is one of the main constraints to family development and children's education. Parents play a major role in both feeding and educating their children and, therefore, Sovann Phoum maintains that adult literacy is a key factor to developing children's knowledge. It is considered crucial for illiterate parents to have access to literacy programs and parenting activities.

### BENEFICIARIES

#### ADULTS

- ♦ Aged 18 – 65 years
- ♦ Females (90%) and males (10%)
- ♦ 60 % had never received education;
- ♦ 40% did not complete primary education
- ♦ Poor-very poor families



### STRATEGIES

To improve our under-privileged beneficiaries' literacy we have formulated and implemented the following strategies and activities in our intervention areas:

#### 1. NEEDS ASSESSMENT

To select a target area, an assessment of needs from beneficiaries is normally studied cautiously, using interviews, questionnaires, observation, and statistics from local authorities.

#### 2. MEETING WITH VILLAGERS, PARENTS, TEACHERS, LOCAL AUTHORITIES, AND PARENT COMMITTEES

Before a literacy classes can be set up, beneficiaries and key stakeholders in communities meet define the vision, mission and goals of the project and class activities as well as the benefits they will receive in return for their cooperation and participation. With technical support from Sovann Phoum, the district education office staff and beneficiaries continue to develop requests and recommendations in relation to the content of the course, the class schedules and rules.

#### 3. SETTING UP CLASSES AND EQUIPPING CLASSES IN COMMUNITIES

Once sufficient adults and teachers are recruited and trained, community-based classes are set up and equipped with education equipment and materials in cooperation with the Committee and Education District Office.

#### 4. MONITORING, FOLLOW-UP AND EXAM ACTIVITIES

Literacy classes are monitored and follow ups are conducted by the project staff and supervisors (partners from the government) on daily basis. Problems are encountered and solutions are usually sought on the spot.

At the end of each term, students of literacy classes are given a final test organized by the government educational system. A library case is also installed in each class, where students can now find a variety of textbooks and posters relevant to their daily lives, health and farming activities.