

ANNUAL REPORT 2010

Child Rights Foundation

(01 January-31 December 2010)

I. INTRODUCTION

As always being committed since its inception in 2000 to work for the realization of child rights (CR), dignity and best interests of children so they could achieve their basic rights and freedom in Cambodian society, this year, 2010, the Child Rights Foundation (CRF) has been entrusted with implementing many projects. In total, seven projects were launched into action in the target areas of Kampong Cham, Kandal, Siem Reap, Prey Veng provinces, Phnom Penh city and in 26 Teacher Training Centres (TTCs) and 26 application schools in 18 provinces.

The seven projects, whose target groups are mainly teachers, students and children, primarily focus on mainstreaming CR in education system and promoting its application in target schools. To reach this end, the projects were most intended for building capacity of the target groups through trainings and workshops so they could acquire additional knowledge and reasonable competence in promoting the application of CR and solving all CR-related issues in their work. On the other hand, those projects are also helping the Ministry of Education, Youth and Sport (MoEYS) enforce their policies and directives set for implementation in full extent within their grassroots levels, with which senior officials of MoEYS have enthused the projects' activities as very useful. This is an invaluable recognition giving CRF path to getting stronger involvement, support and cooperation with its partners and stakeholders.

Also and more importantly, it is undeniable that to reach the above goals CRF has built a strong, close and sincere cooperation with the MoEYS, especially with its five departments: Primary Education Department (PED), Teacher Training Department (TTD), Youth Department (YD), Secondary Education Department (SED) and Curriculum Development Department (CDD). Such relationship that has built up so far signalizes that both CRF and MoEYS have clear vision of taking in seriously the CR situation and finding way together to improve its effective application in education system. Besides, CRF has gained strong support not only from MoEYS, but also from donors such as ANESVAD Foundation, Plan International-Cambodia, Save the Children Norway, Save the Children Sweden, Stichting Kinderpostzegels Nederland (Kinderpostzegels), International Centre for Family and Children in Cambodia (CIFA/CO), Intervita Onlus-Italy, Norway House and other contributions that have made those projects realistic and operative.

As a result, the above cooperation and support have enabled CRF to make progresses and gain more credibility through all enumerated activities and achievements produced in this record. The report will also enumerate difficulties or challenges encountered during the implementation processes, and raise some suggestions formulated to solve the problems faced. It also provides lessons learned and presents the project expenditure within the period covering from January to December 2010.

The following are the projects' annual achievements attained during this period:

II. ACHIEVED RESULTS

2.1. PLANNED ACTIVITIES

Project 1: Mainstreaming CR in TTCs

The project "Mainstreaming CR in TTCs" under the funding support by ANESVAD, Kinderpostzegels and a contribution of CRF, is intended for reinforcing the capacity of 80 TTC lecturers in charge of CR subject and 500 teachers of the 26 application schools, also creating within

the application schools a common action plan with minimum standards for improving school management, classroom management, hygiene and sanitation, child safety and child participation. Furthermore, capacity of TTD officials and school managers to become effective project monitors at their respective institution has been strengthened.

Within the 12-month period of implementation, the project has achieved the following results:

New CR teaching hour distribution for Provincial TTCs and Pre-School TTC officially approved and applied: a meeting held in March by MoEYS decided to reallocate one hour per week for CR teaching at Provincial TTCs and Pre-School TTC for both semesters throughout the academic year. In the aftermath of the approval of the new CR time allotment, an orientation session was conducted for all Provincial TTC and Pre-School TTC directors, CR lecturers and 4 TTD's officials who expressed their impression with satisfaction on the new time allotment and expected that this new academic year would be smooth with CR integration. The new arrangement has been putting into practice since mid-2010.

Common Action Plan for promoting CR in application schools developed: a Common Action Plan was developed with minimum standards focusing on 5 main areas - School Management, Classroom Management, Hygiene and Sanitation, Child Safety and Child Participation- through a 3-day workshop with application school directors (SDs). All participants expressed their interest and seemed to be content with the developed Common Action Plan that officially adopted by the MoEYS and supported by the project for it serves as valuable resources in promoting healthy and friendly learning environment for their schools and would be applied for future changes.

99 core-trainers refreshed knowledge and skills needed to improve the teaching in the 5 topics: after an extensive refresher training on School Children Councils (SCCs) functioning, alternative ways to promote positive discipline in schools and the CR Practicum Class, the core trainers were able to transfer the upgraded knowledge and skills to 554 (343 females) application school teachers through 26 three-day refresher trainings each of which was organized in the target application schools. As a result of this capacity building effort all target schools had set up SCCs in compliance with the MoEYS guideline and corporal punishment in schools have been reduced dramatically, reported by school children.

99 TTD and TTC officials got expose to other experiences: in total 99 officials from TTD and all TTCs in 18 provinces joined a study visit to 4 TTCs in Phnom-Penh and Kandal province. It was a powerful activity that participants were very interested and requested to organize such a visit every year to other TTCs for getting them exposed to exchange of good lessons learnt and improved teaching methodologies as well as CR contents.

6 types of training and IEC materials revised or newly developed printed/distributed: 22,300 copies of 5 separate teacher's guidebooks on CR, CP, IE, COP and TSEC prevention were printed and distributed to 1st year pre-service teachers who are prime stakeholders under the project "Mainstreaming CR in TTCs" and much needed to be sensitized with CR concepts. In addition to the above five guidebooks, a type of game book newly developed was printed in the amount of 5,000 copies for distribution to graduated pre-service teachers so they can use it as helping tools for creating a child-friendly learning environment when they start working with children. On the other hand, 3000 copies of 10 types of poster on CR, CP, IE, COP and TSEC

prevention were printed and distributed to all application schools to be posted in classrooms and a number displayed at information board and libraries.

58 MoEYS officials, application school and TTC directors gained and applied knowledge on Monitoring and Evaluation: 58 key officials (17 females) enhanced capacity on Monitoring and Evaluation through a 4-day training. Participants learnt various monitoring activities and tools and finally produced own monitoring tools. All together 15 tools were developed, oriented and are being used by the target schools to monitor their performance. As per interviewing with school management, lecturers in charge of CR subject, teachers, students along with class observation, most TTCs and target schools visited showed good performance in trying to meet objectives set out in the project plan. While a few others remain not so good that requires further support from the project staff to improve their performance in the near future.

Project 2: Mainstreaming CR in Schools

Based on recent past experiences and knowledge, the project “Mainstreaming CR in Schools” with financial support from Plan International-Cambodia has extended its target to other 53 target schools including 35 schools in Angkor Chum district, Siem Reap (SR) province and 18 schools in Dambae district, Kampong Cham (KC) province. The project, basically benefits around 350 in-service teachers and 19,000 students through capacity building and CR awareness raising activities in schools. The following are achievements attained for the past year 2010:

School Directors got expose to good performance schools’ experience: This was an exchange of study visits for all SDs of both target districts, Angkor Chum (AC) and Dambae (DB).

The visit has inspired a lot of interest among the SDs because of being witness to changes in those schools compared to theirs in Angkor Chum. As a result, the SDs have learned from each other’s experiences to improve their respective school. Some SDs committed themselves to improving their school when back to AC. One PWG member from SR was surprised at the schools’ unexpected changes in terms of friendlier students proudly answering CR-related questions, school environment, classroom arrangement, CC functioning he had seen two years before.

It should be noted that just for a few months after the visits in SR, the SDs in DB have made remarkable changes to their school such as Kampong Raing, Trapeang Russey, Sre Praing, Sambo Meas, Kork Sralao, Steung Tathok...

31 Provincial Core Trainers trained on CR, CP and COP: 31 (9 women) Provincial Core Trainers (PCTs) from SR and KC provinces attended the training be capable of further conducting echo-training to in-service teachers in their respective province’s target district. The training encompassed all the three topics on CR, CP and COP but has the focus more on effective training techniques rather than concepts. The training process was split into one day for a study visit and other 4 days for the very training course.

The visit was organized to Angkor Chum district, where the 35 target schools have been implementing the project Mainstreaming CR in Schools, to get the PCTs exposed to their valuable achievements they had left there for more than 2 years before and what changes have happened to those schools. During the visit, the PCTs expressed their surprise and impression in terms of good school environment, learning atmosphere between students and teachers, classroom arrangement, CC etc. that have evolved in such remote district.

367 in-service teachers from SR and KC provinces gained knowledge on CR, CP and COP: With the support from the project PCTs conducted training for in-service teachers in their

respective province. In total, 367 trainees (96 women) participated in the trainings, among of whom 316 (92 women) were schoolteachers and 51 (four women) were community representatives from Community School Support Committees. The objective of the training was to enhance knowledge and capacity of in-service teachers of the target schools to spread and transmit their knowledge on CR, CP and COP to their students. All the three topics were delivered by the PCTs for in-depth review but focused elaborately more on effective teaching techniques rather than concepts and a practicum class carried out to sharpening teacher's teaching and facilitating skills.

After the trainings, a majority of the trainees expressed their approval of these new methods of integrating CR that would make them easier to teach their students. They also recognized that all activities done under this project have really contributed to Child Friendly School (CFS) Program of the MoEYS.

Target school students aware of their own rights: Following the above training three 2-hour sessions and one 2-day CR sessions for this year's core activities were supported and conducted within each target school by the trained in-service teachers of the 53 target schools. The average of students who attended school throughout the sessions was estimated at 75-80 %. The reasons for school non-attendance may have lain in needs for labour forces linked mainly to farming work in the areas or required by some household activities, which is persistent to get rid of due to manual-based farming work in the areas needs much labour force even from children.

Through these sessions, some changes could be observed among both the students and teachers: Most teachers were well prepared for the sessions with proper teaching plans, used student-centered approach with probing questions, group discussions, IEC demonstrations and energizing games. Sticks or other materials for punishing students were not seen used or laid on the desks (this matched with the findings the students had confirmed earlier during previous school visits). The teachers managed to have friendly relation with their students to promote CP in classroom: gentle attitude, tender words, and friendly atmosphere with their students...

As for students showed good understanding of CR that enabled them to answer all mixed up questions. They, especially some students of grades 4 to 6, even could explain the 4 baskets of CR and; rights and responsibilities. They actively answered the questions related to CP, CR and felt confident in themselves by raising hands to answer their teacher's questions without fear or shyness.

MoEYS accept the ideas of revising CR lessons in teacher and student textbook: Seeing that mainstreaming CR in the target schools is not yet at full strength CRF has made one more step forwards in cooperation with MoEYS' CDD to revise and update the existing teacher and students' textbook at primary school level with CR concepts, which would be very helpful to sustain the integration of CR in education system.

For this year 2010, a reflection meeting was arranged for the officials of DCD as a follow-up to the last year's training on CR. The meeting was held with the participation of 14 officials (7 Female) from four sections: Social Study, Khmer Language, Mathematics and Sciences. During the meeting the participants raised many issues of CR integration for discussion as they work in different sections and there seem to be difficulties integrating CR concepts for Mathematics and Sciences sections.

Consequently, despite these difficulties, the participants committed to implement the task "Mainstreaming CR into Grade-6 Textbook of all subjects" and further cooperate with CRF in achieving the set goals by setting an action plan for next 5 months, in which DCD would submit CRF a draft of grade-6 textbook revised for comments in late December, 2010-January, 2011.

As a result, the CDD has so far submitted their first draft of textbook on Social Study and Khmer Literature earlier than planned to CRF for comments.

Annual project review conducted: Meetings of the project review were held in each target province with SDs, CC Ex. Coms and PWG members. At the end of the meeting, some project activities are common and were committed by the SDs and CC Ex. Coms to be replicated in their schools even when the project phases out. The activities are: CR integrating in regular teaching hours in Social Study, Khmer literature; CR awareness raising at flag-pole and International Children's Day; continue strengthening CC function as it is an obligation in MoEYS' policy; keep enhancing the cooperation between school and community school support committee; developing and implementing school improvement plan including CC weekly action plan (with CC involvement); enhancing good school environment; continue to use the first aid kit available using school resources; promoting CP to continue to make use of the information board; developing classroom internal regulations with focus on CP and campaigning once a year to promote children's schooling.

Participants, adults and children, also scored the project as the following: Effectiveness of the project scored at 9/10 with the evidence that the children have better understanding on CR, there has been no longer use of punishment against them, and more child participation in schools. Relevance of the project was scored at 9.5/10 based on changes occurring in the target areas: behavioural changes among students, teachers, and even community members, closer relationship between teachers and students, better school environment, school CCs improvement etc. At the same time the participants gave high score to cooperation between CRF and target schools: 9.5/10 basing their judgement on: CRF has close and friendly cooperation with MoEYS at all levels, CRF has shared good experiences and practices with its stakeholders, CRF has role model towards targeted children, teachers, SDs and provided them with CR new knowledge.

Throughout this year, 2010, changes in the target schools were obvious in terms of knowledge on CR, CP and COP. Most of students of grades 4, 5 and 6 have showed their ability to talk elaborately about CR answering to any tricky CR-related questions when contacted with outsiders. Almost all the students of all grades get dressed well with school uniform showing their readiness to be real students although they are in the remote areas. Some students managed to make requests to their SD for learning inputs such as reading books, toys or sports equipment to be filled in their school's library. Being responsible school management in promoting CR application in their schools, the SDs have dealt positively with the requests meeting the demands by using school resources available.

More importantly, behavioural changes in students and teachers are the highlights of the year. Most children were in a happy mood while learning in classroom listening to their teacher and actively joined the CR sessions, they get well dressed in school uniform. Teachers as well have friendlier relation with their students, most teachers observed did not hold a stick in hand while teaching and have commitment to work with children in a friendly way.

Project 3: Strengthening CCs to Improve Quality Education

A project named "Strengthening Children's Councils to Improve Quality Education" was initiated based on the results of a workshop on Good Governance organized by Plan International Cambodia and a consultative meeting among Plan International Cambodia, MoEYS and CRF which intended to improve the effectiveness and meaningful CP in Good Governance in Education System.

The project is supported by Plan International – Cambodia with the aims to expand knowledge and experience of key officials from MoEYS, PoE, and DoE, principals, classroom teachers and school-community support committee on issues related to CC strengthening and take actions to include and

protect children in particular the most disadvantaged so they are engaged in and benefit from non-violent and safe school with child friendly learning environment.

The project is operative in 28 target primary and secondary schools in three provinces, Siem Reap, Kampong Cham and Kandal, whose beneficiaries account for around 70 MoEYS officials, 120 PoE and DoE officials, 420 teachers and 15,000 students, and 50 community representatives. The project enumerates the following activities and results:

CC guideline successfully revised and disseminated: 10,000 copies of CC guideline/supporting document were printed and disseminated to all target schools, all TTCs ; and to all 24 provinces through a national workshop to boost CC implementation not only in CRF target schools, but also in other schools throughout the country. Some SDs mentioned during school monitoring that this document is more helpful and makes them easy to implement for upgrading the CC in their schools.

CCs within / outside target districts linked up: 6 meetings, 3 for target districts and 3 for outside districts, among school principals/key teachers, CC members and community representatives conducted with a total of 283 participants (100 women). The meetings were intended for linking up CCs and sharing widely information, experiences and knowledge among them, building close relationship between them, as well as trying to replicate the good functioning of CCs in other districts.

Finally, as a result of the linking up meetings the participants developed network's action plan for linking up as the following:-Exchange good experiences, documents and other news to each other for every 3 months through DOE meeting in province;-Every 6 months face-to-face meeting among representatives of CCs in target schools with CC out of target schools.

9,002 students joint Child-to-child activity: Child-to-Child activities were implemented in the 28 target schools in Kg Cham, Siem Reap and Kandal province, with 9,002 participants (4,559F).

The sessions were conducted by CC Ex-Com members with support from teachers, to disseminate to all classmates in their schools on how to become 3 good child, good hygiene and sanitation and school environment. These sessions were conducted by using plenary discussion, small group discussion and questions and answers as methodologies.

On the other hand, 45 Child-to-Child toolkits were already printed and distributed to all target schools. The kit is recognized by children as a simple and useful tool to use in knowledge dissemination to their classmates in a child friendly way.

Key government officials from education sectors received training on the implementation of CC guideline: 103 MoEYS, PoE and selected DoE staff from 24 capital and provinces get deep understanding on CC structure, relationship and working flow of CC and how make CC well functioning through a 3-day national workshop on the dissemination of the new CC guideline/supporting document. In addition, 104 DoE staff in all target provinces gained more knowledge on the above topic and committed to share all these important knowledge and experience to their respective schools to get new high of CC in their province.

91 MoEYS officials, school principals, and CC representatives got expose to other schools' experience: The exchange study visit was organized in Takhmao municipality Kandal province for the above target group. Through this study visit, participants have learnt more experiences in good performing CC in schools, factors that can improve or hinder the functioning of CC,

criteria of good CC and enhanced relationship with each other. Finally, they commit to upgrade their own CC in term of management, skills and club decoration, to improve school and classroom environment, and to make library operation every day for children.

14,179 CC members in the target schools received 3 trainings on CC policy and guideline: Through the trainings CC members gained more understanding on CC structures, roles and responsibilities and how to make it well function. More and more, children are willing to participate in CCs activities, especially in implementing weekly plan of each classroom.

12 schools out of 28 target schools were recognized as outstanding CC good performance: The reward guideline for the recognition of CC outstanding was successfully developed in cooperation with PWGs of the 3 target provinces and was used for the evaluation of CCs in the target schools. 12 schools out of 28 target schools were recognized as outstanding CC and the celebration for handle reward was carried out in target province with support from PoE, DoE and local authority representatives. All of them were happy and very confident with their efforts and results, and they commit to improve the weak points in order to compete with each other in next academic year.

16,448 CC members joined Learn Without Fear Campaign: The campaigns were conducted in 28 target schools with a total of 16,448 participants (8,182F) including 15,217 students, 470 teachers, and 761 community representatives. CC-Ex-Com played significant role in preparing and organizing the event: children quizzes, role play and games with support from school directors, teachers. As a result, teachers and communities recognized that school is an important nursery to built good citizen for the future. Therefore, school environment should be safe and friendly for children and positive discipline should be applied by all teachers to attract children to come regularly to schools.

119 Officials from MoEYS, PoE SDs and CC representatives participated in a Children Conference: The event was organised at Phnom Penh Regional Teacher Training Centre to disseminate new CC support document, to provide opportunity to children to share experience in running and participating in SCC's activities, and to promote effective functioning of SCC. As a result, the participants gained more understanding on new CC support document contents and have learn about new experiences from other outstanding CCs which are in and out of CRF target area. In addition, participants gained new ideas to progress the 8 branches of CC structure. They really appreciated with achievements done so far and committed to bring these experiences to apply in their schools.

CC good practices widely shared among government and NGO partners and CC representatives: The meeting was conducted at Cambodiana Hotel, Phnom Penh. There were a total of 78 participants (14F) included officials from 5 relevant departments, PDoEYS officials from 23 city-provinces, PWGs, school directors and CC representatives from selected target schools and NGOs working in the same areas. Through CRF and children presentations, the audience got to know the process in setting up CC successfully, supporting factors, problems encountered and solution during the project implementation and especially, lesson learnt in promoting effectively the SCC performance. Additionally, some strategies have been identified for strengthening and expanding SCCs in the future.

69 PWGs, SDs and key teachers joined reflection meeting on CC implementation: Three reflection meetings with PWGs, SDs and key teachers on CC implementation were conducted in the 3 target provinces. As a result of the meetings, participants got to know about activities done in each target school and the project action plan was set up. Furthermore, PWGs also developed monitoring plan for visiting target schools and some action points were raised for SDs and key teachers, such as set up CCs in new academic year, developing School Improvement Plan (SIP), revise internal classroom regulation, and encourage students to use information board and suggestion box.

CC good practices documented and disseminated: The booklet entitled " Good Practices in Strengthening CCs" was finally printed in the amount of 700 copies in Khmer version, and 500 copies in English version. The document has been shared through a sharing meeting at national level and distributed to relevant MoEYS institutions, 24 PoE, 193 DoE, 26 Teacher Training Colleges and application schools, National and International NGOs working for the same goal. It is noted that, due to this publication, a number of stakeholders learnt about the process in setting up CC successfully within CRF project, achievement and changes, supportive factors, problem faced and solution; and lessons learnt got from the implementation of the project which is very useful for them in identifying effective strategies and interventions for strengthening and expanding CCs in the future.

84 CC meetings conducted: CC-Ex.com members organized monthly meetings from Oct-Dec with support from SDs and key teachers in all target schools of 3 provinces. As a result, CC-Ex.com members shared activities done in previous month, set action plan and date for next meeting. In addition, they could prepare the meeting, write meeting minutes.

365 school principals, key teachers and CC-Ex.com members gained knowledge on school improvement planning: Three 3-day trainings on school improvement planning for school principals, key teachers and CC-Ex.com members were conducted in the 3 target province with a total of 365 participants (197F). Consequently, the participants enhanced knowledge and learnt new skills related to CP in planning, effective meeting and report writing skill and finally a school development plan developed for school following to new CCs support document. Furthermore, guideline for using Child-to-Child toolkit was introduced to participants in order to empower them in transferring CR knowledge to their friends effectively.

Project 4: TSEC and COP Prevention in Schools

The project "TSEC and COP Prevention in Schools" under the funding support by ANESVAD and a contribution of CRF has been implementing to strengthen capacity of 900 in-service teachers and CCs in initiating activities in schools to prevent students from trafficking, sexual exploitation and abuse and corporal punishment in 54 schools in 6 districts of Kandal, Kampong Cham and Siem Reap provinces. The following results attained in the year 2010 includes:

14 Quarterly meetings and an annual seminar with PWGs and SDs conducted: Meetings of PWGs with SDs were conducted in the provinces to develop the action plan and coordinate effective approaches to help improving the project implementation.

At the end of year, an annual seminar organised for 72 members of PWGs and SDs to share good practice on the use of track record form, child-school forum, CP in school development

plan, CC meeting were collected and shared among all schools to be replicated. On the evaluation of project implementation, participants score a very high satisfaction in term of effectiveness, relevance of the project and cooperation by CRF with the stakeholders. They also identified what and how the activities could be improved for 2011.

20 PWG members and 56 SDs trained on Monitoring and Evaluation: The trainings on Monitoring and Evaluation was structured into 2 levels: 2-day training for 20 PWG members held in TTC– Kampong Cham province and 1-day training for 54 school directors held in their respective province. In training, tools, including track record forms and required standards for project activities were consulted and oriented.

Teaching and IEC materials reprinted and widely distributed: A total of 79,120 leaflets on TSEC and COP, 6,378 posters on TSEC and COP, 39,862 copies of CC booklets were widely distributed to PCTs, PWGs, DoE officials, in-service teachers and students. In addition to these, 1,900 guidebooks on “Supporting document for strengthening CC function” and 1700 pieces of CC tag were also distributed to teachers in charge of CC, CC Executive Committee for their activities in schools. As result, Children Councils in 70% of the target schools have been established according to MoEYS guideline; 55% of SDs, teachers in charge of CC and CC Executive Committee members gained very good understanding of IEC materials for further transferring to other members of CC and promoting CC functioning in schools.

34 PCTs gained more knowledge on TSEC and COP prevention: A 3-day ToT on TSEC and COP was conducted for 34 PCT members from 3 provinces to upgrade them with key teaching methodology as they need to transfer to in-service teachers, then in turn to students to refresh lessons on CR, TSEC and COP, i.e. 4 baskets of rights and Personal integrity for formal training sessions; and Reporting mechanism in schools and ways to self protection from abuse for dissemination sessions. Moreover, a set of Minimum standards for teachers as well as for students and schools in term of Knowledge, Attitude and Practice for the project was also produced. As a result, the participants got clear understanding on the topics and different new teaching and facilitating methods that could easily reflect their knowledge into practices. They finally felt more confident and enthusiastic in applying new teaching methods for transferring knowledge to in-service teachers in their respective province.

760 in-service teachers enhanced knowledge on TSEC and COP prevention: 3-day trainings were conducted by the trained PCTs to in-service teachers with the same topics of the above training. The trainings were held in 4 locations of Kandal and 1 location in KC and SR province respectively, whose turnouts were 760 in-service teachers (335 females) from the 54 target schools. The training output shown 30% of the trainees gained very good understanding compared to 2% they had in prior knowledge and 33% have good understanding compared to 16% in the pre-knowledge test.

On the other hand, another assessment conducted among 147 members of CC and key teachers who participated in training on the necessary knowledge/skills to work with children provided by the project staff indicated their understanding increased by 28.5%.

A series of 4-hour training sessions for CC Ex. Com. members in 12 schools conducted: In 2011, special effort was also made to focus on enhancing capacity of CCs in 12 selected schools

directly so they are able to play active role in schools: 10 short training sessions to 24 SDs/key teachers and 132 CC Executive members. Topics given to them focussing mainly on the organisational structure and work flow of CC, how it is elected and capacitated.

In a study visit organised for schools to get exposed to experiences gained from the implementation of project, 2 schools shared its good practice to others for replication on selection of CC.

School mechanisms, Mail box, Information board, First aid box supported and functioned: A number of initiatives and practical activities were set up and supported in target schools as means for children, teachers as well as other concerned people have opportunity to learn and practice CR together, especially the rights to participation of children in a meaningful manner. In 2011, these initiatives have been progressed to an active and encouraging level such as: 3,442 children's concerns letters/messages were collected from mail box in which 35 of them/cases were dealt by the school complaint mechanism; and 100% of target schools organized school-student forums to discuss a number of children's concerns/raised especially problems concerning to school improvement/ renovation, clean environment, security, hygiene/sanitation, enrolment, lesson/handout, etc. were effectively dealt by all the concerned people and schools. Target schools continue to use information board as mechanism to share information relevant to children and post children's accomplishments. As for the first aid box is being used by teachers and students in case slight injuries or dizziness happened. According to school record 1,058 students and 83 teachers accessed this facility.

Code of conduct in classrooms developed and applied in target schools: Code of conducts were developed and applied in most of target schools (displayed in 764 classrooms). Such agreement, with children involved, set a minimum or expected behaviour/ attitude to be complied with by both children and teachers. Therefore, by enforcing these ethics, the corporal punishment to children has been dramatically cut down in around 80% of the target schools and a better teaching and learning environment has been create or improved.

Formal trainings and dissemination sessions on TSEC Prevention conducted: Two main educational activities were actively conducted in all target schools. These include an half-day (coordinated in 2 sessions) of formal trainings to raise awareness on TSEC Prevention conducted in 750 classrooms by 621 teachers (291 females) and were participated by 29,197 students (78% of total); and 2 hour- dissemination sessions conducted by 236 teachers and participated by 29,116 students to raise awareness on ways to protect themselves and friends from sexual abuse and where to report in case of incidence happens.

On the other hand, other 197 dissemination activities were also conducted through child to child in short sessions (2-hour). 346 students who belong mainly to peer group educators of CC were able to spread information about TSEC prevention to 22,367 peers.

Study visits organised for sharing experiences: 7 study visits (6 within districts/province and 1 outside-province) were organised for 173 CC leaders, 54 SDs and teachers and 18 PWG members to get exposed to new experiences and good practices from other schools, especially experience on organising CC meeting, conducting child to child activities, complaint mechanism, CP in school development plan, school library operation, school and class management/environment. In a reflection on the project implementation, CC leaders, SDs and

key teachers and PWG members evaluate the project 's effectiveness, relevance and CRF cooperation with stakeholders, participants score 8.44 out of 10 on the effectiveness, 9.40 on the relevance of the topics/issues, and 9.40 on CRF cooperation. Main achievements were: (teachers) not applied corporal punishment anymore to children in schools, children are sensitised of their rights, children are confident and able to work by their own, positive changed of teachers behaviours, children from poor families are more enrolled, school and classroom are in better environment.

500 vulnerable students received assistance support: 500 students (52.6% females), with 124 of them were newly selected, received direct assistance from the project as mean to cut down children's risk from drop out school, i.e. each got one kit of schooling materials which include exercise books, pen/pencil, bag, rubber, drawing book, colour pencils, etc.

Project 5: Empowering Child & Youth-led Groups for meaningful CP in CR promotion and monitoring

It is a long-term project 2010-2014 jointly implemented by Cambodia Children and Young People Movement for CR (CCYMCR) and CRF. The project being implemented for the year 2010 in 16 target provinces and municipality is supported by Save the Children Norway in Cambodia and Save the Children Sweden of regional office in Bangkok, whose objective is to enable CCYMCR to enhance its capacity and profile to be more proactive in CR and CP promotion; to increase awareness and knowledge of parents and community members in the CCYMCR's target areas and Commune Committee for Women and Children (CCWCs) at the selected target areas on CR and CP. For the past 2010 the project has gained the following achievements:

Awareness on CR and necessary knowledge of CYLGs increased: Around 30 CCYMCR key members and other CYLGs trained on Project Design of which 1 group had shared their knowledge learnt to 30 club members. On the other hand 43 key members gained knowledge on CR, CP in monitoring the implementation of CRC and were able to share this knowledge to 185 children and 98 youths in their communities located in 16 provinces and capital. Unfortunately, the training on Research could not be conducted as schedule planned since the resource person as well as relevant institutions could not provide it during the suggested timeline.

Coordination and cooperation among CYLGs strengthened and CCYMCR's profile raised up: CCYMCR's quarterly meetings were regularly organized as planned. More importantly, an annual conference was conducted to review and adopt relevant policies and guidelines. 2 meetings were also held with parental organizations to mobilize more support to CCYMCR work. It was confirmed by World Vision Cambodia to continue cooperating and contributing resources for the involvement of the child representatives in CCYMCR activities in the year to come, 2011.

CCYMCR profile is raised up among other institutions through active involvement in various activities such as making presentation on children's situation to Child Help Line group, meeting with Working Group for Partnership in Decentralisation (WGPD), hosting visitors - Korean students and children group from Bangladesh, taking part as facilitator team for National Youth Mekong Forum on Trafficking and Migration and Development Ideas.

In addition, one CCYMCR member was elected to be Cambodian children and youth delegate to participate in Regional Youth Mekong Forum in Bangkok, Thailand. Two CCYMCR

representatives participated in forum “Making our ASEAN Meaningful for Children and Young People” in the Philippines. On the other hand, 16 representatives of 5 CCYMCR member organizations in the provinces Kampong Speu, Pursat, Kandal, Takeo and Bateay Mean Chey regularly participate in Commune Council meetings and activities.

Number of children participating in CYLGs increased: For this year, 4 CYLGs were selected to be members of CCYMCR. Totally, CCYMCR increases its member up to 20 CYLGs in 16 provinces and capital.

CCYMCR contributes its inputs on NGO alternative report and engages with Commune councils:

5,000 copies of children’s report “My Life... My Suggestions...” in both Khmer and English versions were produced. The report was compiled by children and young people themselves with technical support from CRF. Inputs for the report were generated through children local consultations organized in 15 provinces and capital. 440 children from different backgrounds participated in such crucial event. Findings from local consultations, children’s situation, concerns and recommendations were presented in a National Children’s Conference on Child Participation in Monitoring the Implementation of the CRC. More inputs from children were generated from the conference and finally, the conference adopted the children’s report to be submitted to the UN Committee on CRC. In total 74 children/youth representatives from different backgrounds of 24 provinces and capital participated in the conference.

Parents and community members in CCYMCR target areas increased awareness on CR and CP: In total 622 children and 298 parents and community members actively involved in CR and CP awareness raising activity organized by CCYMCR member organizations/groups in 15 provinces and capital. As a result they are able to describe CR basic concepts and their responsibilities toward the realization of CR.

CCWC members at the selected target areas increased awareness and gained knowledge on CR and CP: 51 CCWC members in the target communes have gained knowledge on CR and CP. Result of the post test indicated that 11% of participants have very good understanding, 40% have good understanding, 33% have fairly understood the concepts learnt and 16% is still weak.

Project 6: Building Children’s Capacity for Active Citizen

The project “Building Children’s Capacity for Active Citizen” is a small project under the funding support from CIFA/CO implemented to complement activities by CIFA Drop-in centre in Neak Loeung, Prey Veng province. The project aims to enhance knowledge and skills of staff and child care-givers in delivering proper services with children living at the orphanage and to empower children to be able to self protection and meaningful participation. Major achievements attained by the project in year 2010 include:

7 separate training modules and IEC materials produced and widely distributed: 7 Instrumental training modules on CR, Rights and Responsibilities of children, CP, Child development/growth, Child abuse, Adult-child communication, Child behaviour management were developed in response to the need of staff to educate or work with children, and 1,600

copies of IEC materials, handouts and booklets were also developed and distributed to both groups, staff/care givers and children. Staff and children who received copies of the printed materials understood the concepts well.

Series of 28 training workshops conducted: The training workshops for the practitioners - staff/care-givers and children - on the above topics were conducted in a series of 2-day and 4-hour sessions and in a smooth progress in order to build a common understanding on CR, roles/responsibilities of duty-bearers and rights-holders, and to link up the concepts and skills into practice. As result of the trainings, significant changes have been noticed in the staff/care-givers accountability towards children as well as in children themselves, such as the application of positive discipline to correct children's misconduct, initiatives to adopt an improved procedures /delivering services for children under their care, children's health/sanitation is in better condition, and mutual respect/understanding that creates a harmonized living environment in the centre.

The assessment conducted at the end of each training indicated that over 80% of staff and care-givers increased awareness of CR and child related issues and equipped with necessary skills in working with children; about 80% of children in the centre are aware of their own rights and responsibilities and are able to exercise their rights, especially rights to expression and protection; and all children are protected from maltreatment, sexual abuse and other forms of violence.

Concept of meaningful CP internalised: 5 major actions and mechanisms have been initiated in the centre in an attempt to get adults and children exposed and learn the process on how the principles of CP is applied in a meaningful manner. Through these actions and mechanisms they have learned a good habit in using mail box and information board as mean to express concerns and in reporting of incidences of abuses, in involving children in arbitration group, in developing and applying code of conduct, in accessing to information in Children's library set up in the centre.

Project 7: Child Sponsorship Program

In partnership cooperation with Khmer-France-Hungary Friendship Orphanage (KFO) and under support of Norway House, Child Sponsorship Program has been implemented to help children overcome the poverty cycle by creating opportunity and possibility to go to post secondary education that enables their lives to catch good careers in the future.

The following are the results attained in the whole year of 2010:

5 students were supported to pursue their study at different institutions: The project provides full assistance for five vulnerable youths from the above orphanage to do Bachelor and Associate Degree at different institutions such as Vanda Institute, Royal University of Law and Economics (RULE), Bachelor of Information and Technology at SETEC and Associate of Information and Technology at Centre for Information Systems Training (CIST). The assistance provided to the sponsored students includes school preparation, registration fee and monthly subsidy to cover study materials, transportation, food, accommodation and other utilities. Moreover, facilitation in English and other short course registration for the sponsored students have also been taken.

This year one student studying at Vanda Institute completed her bachelor degree and the final exam was also taken.

Cooperation with relevant institutions strengthened: To ensure the smoothness of the project implementation process as well as quality of work, regular monitoring activities have been conducted as follows:

With cooperation from Vanda Institute, a biannual meeting with the school was held to check on school attendance and study results of all subjects of the sponsored student. In addition, regular contact by phone with teachers has been done to check her monthly attendance.

On the other hand, a meeting with a representative from CIST has been held to discuss and update other related issues concerning the current and new coming students.

Meeting with sponsored students regularly held: Quarterly meeting with the sponsored students was organized to update activities done and study results, and discuss difficulties faced as well as solutions to be taken effectively. In addition, during the meeting some rules and guidelines were discussed and agreed by all students. These have been put into practice and abided by all of them. Monthly consultation meetings on different issues were also carried out to discuss concerns including their studies and job placement as well as to living facility/condition. CRF also offers available space where they can come regularly to do their homework and encourage them to come most often. However, since most of them are busy with their study both at university and their extra English course they could not come as schedule planned.

Child sponsorship program meeting held among KFO, Norway House and CRF: Besides the above meetings, a meeting among KFO, Norway House and CRF representatives was arranged in the first semester at CRF's office during this implementation period. The meeting was concluded as follows: a). CRF will follow up with CIST on the test result of the two new students and continue to consult with them on other options in case they do not pass the test; b). CRF will encourage current students to go to the orphanage at least 2 hours per month and orphanage director will take record of their visit; c). KFO will provide appropriate date for conducting child rights training for children at KFO; d). Norway House will draft rule/guideline for sponsored students and send to CRF for comments and consultation with the sponsored students.

2.2. UNPLANNED ACTIVITIES

During the reporting period, CRF assigned its staffers to attend many unplanned activities. These include Annual Conference on Education in KC and SR provinces, a National Workshop organized by PED of the MoEYS to launch Guidelines on CFS Evaluation Methodologies, a meeting co-organized by DCD and CRF to revise students and teacher's textbook, Orientation on the revised partnership procedures, Annual Participatory Project Review, Annual review meeting on Child Friendly School implementation conducted by PED etc.

Besides the above trainings/activities, CRF conducted CR training for 53 children at KFO and TOT training for CIFA staff on CR and Birth registration.

2.3 MONITORING

To ensure that all planned activities are effectively implemented as well as the quality of work, the following monitoring efforts were undertaken during the implementation period:

Regular monitoring trips to target schools were carried out to ensure that the project's action plan is properly implemented. These were usually conducted during 2-day CR sessions at the beginning of new academic year, 2-hour CR sessions, child to child activities and other children's event in schools. Furthermore, a number of spot-checks with observation and interview with teachers and students were also done on a regular basis.

In addition, meeting to review the project implementation was conducted with the presence of PSC, PWGs' members and SDs, during which reflection on 2010-project implementation and achievements, strength and weaknesses and lessons learned from the project were raised. Some ideas for further sustaining implementation were also collected from the participants such as: CR integrating in regular teaching hours in Social Study, Khmer literature, CR mainstreaming at flag-pole and International Children's Day, 1st June, Keep the CC functioning, because it is an obligation in MoEYS' policy, Keep enhancing the cooperation between school and community school support committee, Developing CC weekly action plan, Developing school improvement plan (with CC involvement), Enhancing good school environment, Continue to use the first aid kit available using school resources, Promoting CP to continue to make use of the information board, Developing classroom internal regulations with focus on CP, Campaigning once a year to promote children's schooling etc.

III. ORGANISATIONAL DEVELOPMENT

Policy Development

To create a good and healthy working environment for all staff members, CRF, based on the outcomes of the annual staff meeting 2009 and management meetings, has revised some policies and procedures related to finance and personnel management.

Furthermore, a committee to review CRF statute was set up to study whether the current statute is good enough and applicable for all circumstances or still need some improvements.

Another fact is that this year's CRF Annual Assembly has yielded some substantial results not only from reviewing organization's policies but also from reviewing and adoption on CRF statute to make sure that all parts of the organization including vision, mission, program, management, staff, public relation, administration and finance procedures, fundraising, are in-line with and applicable. Among many other results, the assembly also officially adopted important papers – CRF statute, personnel management policy and finance policy that will be put into practice in 2011.

Capacity Building

To strengthen the organization capacity as well as to ensure the quality and effectiveness of the program, the management team decided to send 12 staff members for some different training topics in which in the first semester of 2010, 8 staff members were sent and in the second semester 4 staff members were sent to some different trainings as the following:

Three supporting staffers were sent to four different trainings, of which two trainings at SILAKA and two trainings at ODI. A 5-day training on "General Office", a 5-day training on "Internal Financial Controlling", which conducted by SILAKA, a 2-day training on "Advanced Labour Law Practices and Working Conditions in HR Management" and a 2-day training on "Advanced Practical Cambodian Tax System and Tax Compliance Management", which conducted by ODI. One program staff was sent to participate in a 5-day training on "Project Management" and another program staff to a 5-day training on "Report Writing", which conducted by SILAKA. At the same time, 5 program staffs were sent to participate in different trainings organized by COSECAM - a 5-day training on "Child Development", a 5-day training on "Child Identification & Child

Protection” a 5-day training on “Facilitation Skill”, a 5-day training on “Children and the Law” and a 5-day on “Child Identification and Child Protection”.

Moreover, one program manager was also sent to participate in a series of 2 different training courses, “Strategic Management” and “Organization Development” organized by COSECAM and another program manager was sent to participate in 5-day training on “Effective Fundraising” which conducted by CRD.

In addition, by seeing the importance and the need of the program, a training course on “Rights-based and Child Right Programming” was arranged to be provided by a freelance expert consultant from 24 to 27 November 2010 for all program staff.

On the other hand, an internal training on “Develop Child to Child tool kits” for program staff was also conducted by partner staff, Plan International Cambodia.

Board of Director

A board meeting was held in the second quarter on June 16, 2010 to update on CRF funding situation and how to strengthen BoD function. By this time, only one member of BoD was available to participate together with the executive committee members. As a result, concerning the mandate of the existing board, a board member who presented in the meeting will communicate with all board members about his/her mandate. At the same time CRF will send background information of some good profile persons who have extensive experience on human rights issues, good understanding about CRF’s work and willing to commit his/her time for CRF to board members for their consideration in the new mandate. A new candidate of board member is voted during the Annual Staff Assembly held in December 21-24, 2010 at Mondul Kiri to be CRF BoD member. So in year 2011, CRF will have 4 BoD members.

Staffing

As CRF expanded its scope of work, this year four more staff were recruited which 23 are program staff and 9 are program support staff. All together we have 32 staff members. However, during the year two staffs were resigned.

Financial Management

Almost every quarter CRF always tries its best to orient staff members on the organization's policy, especially its financial procedures so that all the expenses meet the real needs effectively and efficiently. Furthermore, to ensure that the financial policy goes on the right track and becomes a more reliable and credible mechanism for the organization, CRF usually hires an independent auditing service provider to audit its financial management. This procedure has been practical for many years and CRF has got the highest score for its financial management. For instance, the 2009's audit published its report stating that the financial statement presented fairly, in all material respects, the fund received and payments made and the fund balance of the organization for the year ended 31 December 2009, in accordance with the accounting policies set out.

IV. NETWORKING

CRF is a member of NGO Committee on the Rights of the Child (NGOCRC), End Child Prostitution, Abuse and Trafficking in Cambodia (ECPAT-Cambodia), NGO Coalition to Address Sexual Exploitation of Children in Cambodia (COSECAM), International Society for Prevention of Child Abuse and Neglect (IPSCAN), Child Helpline Cambodia (CHC) and recently became CCC member. Special attention is generally given to close cooperation with

those partners for good performance. For the year 2010, CRF has actively involved in 3 networks, particularly those focus on advocacy activities. These include the NGOCRC, ECPAT-Cambodia and COSECAM.

As a member of these coalitions CRF has actively involved and participated in their membership meetings and contributing inputs and information for their publications. CRF also has opportunity to learn and explore in other countries experiences through regular exchanges of publications, information on good practices and lessons learnt among the network members.

V. DIFFICULTIES FACED

Despite having undertaken all project tasks smoothly in the target areas, some persistent difficulties hamper successful project implementations. The most recognizable obstacles to the implementing process are as follows:

- The working group members and school principals have many other duties, and the learning schedule is tough, causing difficulties in setting dates for some activities.
- The capacity and commitment of officials in charge of children and youth at district / city levels and at some schools is still limited.
- Some teachers and CC Ex.Com members who have received trainings on CR/CP and necessary skills to work with CCs were transferred to other schools and replaced with new teachers and CCs.
- Target schools are far distant from each other and with the insufficient transportation means within the organization, making it difficult to conduct effective monitoring activities.
- The delay in the transfer of fund (in the beginning of the year) to CRF affects some activities in the target areas and makes the following quarters very crowded. Therefore, the planned activities were needed to be adjusted or rescheduled accordingly.

VI. PROGRAM EXPENDITURE

In 2010, CRF received financial support from 8 donor agencies/sources namely ANESVAD Foundation, Plan International-Cambodia, Save the Children Norway, Save the Children Sweden, Kinderpostzegels, CIFA/CO, Intervita Onlus-Italy, Norway House and other contributions. The total grant for this year is US\$ 782,889 and the total expenditure is US\$ 723,308. For more details, please find the enclosed financial report.

VII. LESSONS LEARNT

The following lessons learnt have been found during the project implementation period:

- Active involvement and support of relevant stakeholders from different levels - Ministry to school levels- is one of the key factors leading to the success of the project. More importantly, Building up concrete ownership coupled with strong commitment of SDs really play an important role in any school management process as well as project performance in their respective schools. Therefore, aside from capacity building, efforts to inspire SDs and other key teachers about the usefulness of the project as well as their significant roles contributing to a better change in the schools should be undertaken. More importantly, practical methods and necessary assistances to apply policies and guidelines set by MoEYS should be focused in the course of the project implementation.
- To ensure the work quality of CC, it is necessary to have clear action plan and monitoring mechanism with regular activities for improvement or timely giving the project implementers knowledge or other skills needed for successful achievements.

- Distribution of CC guidelines as a stand-alone activity is not sufficient for all the theories containing in the guidelines to become practical. Therefore, it is necessary to conduct trainings on dissemination of relevant documents for core trainers and to hold workshops on methodologies for stakeholders, so that they can acquire specific knowledge and skills for further implementation.
- The adoption of minimum standard for school development by the MoEYS is a significant factor contributing to the effective enforcement of the project at school level. Furthermore, close cooperation and active participation of stakeholders from ministerial level to the school level, actuality, the presence of high ranking officials of MoEYS in the field monitoring with CRF team is more influential in driving TTC management for heightening the project performance. A recent visit to some provinces by the Deputy Director of TTD has proved the case.
- Getting children close to adults (teachers) by the practice of PDS or non-COP approach would be an effective way of dealing with all child-related issues. Children would speak their mind frankly and seriously rather than keeping reserved.
- Forming children's working groups to be responsible for searching, writing and producing the Cambodia's Children's Report on CRC Implementation is a way of empowering and promoting meaningful children's participation.
- Children can learn from a variety of methods. For that reason, Children Conference is considered as a good platform giving more opportunity to children to meet and learn new things from their peers. They got new inspiration and experiences to advance CC quality and effectiveness, and can improve their behaviour and gain new skills such as presentation in public and communication skill etc.
- Besides capacity building, exchange visit with other organizations/institutions or network is one of the powerful ways for children and youth especially CCYMCR and CC members to easily learn from real practice and experience of others and to be able to reflect to its own works or strategies to reach such success.

VIII. CONCLUSION

To conclude, all of the projects have been successfully implemented due to good cooperation and strong commitment shown by key partners, effective coordination and monitoring mechanisms set up at different levels and allocated resources available for the cause of the projects.

One creditable reason for the successful project implementation is the close cooperation with the MoEYS' 5 departments: YD, PED, TTD, SED and CDD, under an MoU of 2nd term CRF concluded with MoEYS in 2008.

One significant change that has been observed in the areas where CRF is operating is that target schools have changed a lot in terms of environment and learning atmosphere: students have friendly relationship in the playground and classroom, teachers have given the consideration and value of their students' views and have almost totally dropped the practice of punishment against their students and accepted the value of non-violent approach in teaching, which serves as one of the factors that could pave the way to child friendly atmosphere in schools as a whole. This means that all efforts CRF has been struggling up to present day have proved that the sustainability of any project's impact on children would depend on stakeholders' commitment to the cause of children's best interests which CRF has been working for in line with the government policies.

After all, CRF still has a deep conviction that the only keys to success have been the ownership of projects / programs that need involvement of all our stakeholders and beneficiaries in the whole

implementation process from planning up to implementing, monitoring and evaluation, the meaningful participation of children with open mind and heart in fostering an environment of shared learning and the ongoing efforts to harmonize all activities, projects and programs with MoEYS policies.

Date: 31 January 2011

Mom Thany
Executive Director