

ANNUAL REPORT 2011

Child Rights Foundation

(January-December, 2011)

I. INTRODUCTION

This is the eleventh year since its inception that Child Rights Foundation (CRF) has been struggling for fulfilling its mission in working for deepening the understanding of Child Rights (CR) and needs through awareness raising and advocacy at all levels, empowering children and promoting their participation and voices in society; and assisting the Government in the implementation of the United Nation Convention on the Rights of the Child (UNCRC) and monitoring its implementation in Cambodia. As always being committed, CRF still dynamically struggles in hope of seeing permanent changes, in which children in Cambodia are well treated, viewed and cared for with dignity and best interests.

By the end of this year 2011, the CRF has been entrusted with implementing six projects in the target provinces of Siem Reap, Kampong Cham, Kandal and in 26 Teacher Training Colleges / Centres (TTCs) of 18 provinces and 26 TTCs-affiliated Application Schools (ASs) throughout the country. Among those projects being implemented in the target areas, the project “Mainstreaming CR in Schools” has ended its second term with appealing results that led to a new term of support for replication in other three target districts, Ponhea Krek of Kampong Cham province; and Angkor Thom and Srey Snam districts of Siem Reap province.

The six 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 helpful. This is an invaluable recognition giving CRF path to getting stronger involvement, support and cooperation with its partners and stakeholders.

More importantly, it is undeniable that 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 been 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, Intervita Onlus-Italy, Norway House, Plan International-Cambodia, Save the Children, Stichting Kinderpostzegels Nederland (SKN) 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 2011.

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 from ANESVAD, SKN and a contribution of CRF, is intended for reinforcing this year the capacity of 80 TTC lecturers in charge of CR and about 600 teachers of the 26 ASs, along with creating and implementing within the ASs a common action plan with minimum standards in favour of improving school management, classroom management, hygiene and sanitation, child safety and child participation (CP). Based on the experiences and achievements gained for the past few years and to reach its long-term strategic objective, for this year, 2011, the project still continues implementing in 26 TTCs and the 26 TTC-affiliated ASs in 18 provinces. Within the 12-month’s period of implementation, the project has achieved the following results:

116 TTC and AS managers and lecturers refreshed with knowledge and skills to improve their teaching performance: A 3-day refresher workshop was held in May, 2011 and attended by 116 participants from TTD, managers and lecturers from the 26 TTCs and ASs. During the workshop, the participants were sensitized with a brief review on CR-based and Inclusive Education (IE), methods relevant to Student Centred Learning, Skills for monitoring students’ learning and behaviour in classroom and Child Protection Policy in schools. After the refresher workshop the participants positively expressed their interest in the above topics saying that the knowledge gained will help enhance their skill and capability to teach students better. In the meantime, more importantly, the adopted policy to protect children in schools was a special attention among them as it is a sign of stakeholders’ commitment to children’s safety in target schools.

3,846 pre-service teachers strengthened their CR knowledge: In order to collect objective information on the level of understanding of CR knowledge after two-years’ CR mainstreaming process in TTCs as per curriculum of the MoEYS, in June 2011, CRF project staff in cooperation with TTD officials conducted meetings with 3,846 second-year pre-service teachers at their respective TTCs. The meetings went on with a task “questions-answers” performed by the pre-service teachers to recall and update their knowledge on CR application. As a result, at least 70 % of participants could answer the CR-related questions of which 80 % gave the right answers. In addition, at the end of the meeting many suggestions/recommendations were made by TTC management and TTD to the participants so they convey further this knowledge to children at their villages’ schools; and more importantly the second year pre-service teachers have last promised themselves to replicate what they have learned from the project such as: How to promote positive discipline to avoid corporal punishment in schools, Ways of Boosting CP in schools and Amplifying CR to students and their neighbours, when they start working with students at their villages’ schools.

609 application school teachers were trained on CR, Child Protection, CP and skills to monitor students’ study and behaviours and able to conduct echo-training to their students: 26 three-day refresh trainings were organized for teachers in the target ASs. The result of post-knowledge test indicated that 93 % of the participants have better understanding of the trained topics leading to improve teaching performance with students in their respective schools. Following the above training all trained teachers conducted echo-training to their students on child protection, particularly in the area of child trafficking, child sexual exploitation and abuse and ways to protect and prevent themselves from abuses. In total 14,157 students of 26 ASs (6,700 are girls) participated in the training sessions and learnt ways to protect themselves from abuses.

IEC and training materials developed, printed and made available to all target TTCs and ASs:

In total, this year, those 19,600 copies of 5 types of booklet such as Alternative Way to Avoid COP, CR and Responsibility, Good Hygiene, Good Health for Me and You, Children Council (CC) and

Skill to Monitor Students' Learning and Behaviours were printed and distributed to all TTCs and their associated ASs, especially around 8,700 copies of CC booklets were handed over to all students from grade 4 to grade 8 of the application schools and 8,000 copies of booklets on "Alternative Way to Avoid COP" and "Monitoring Students' Learning and Behaviours" to second year pre-service teachers who will be very soon graduated and dispatched into service, and the remaining booklets distributed to CC Ex. Committees, key teachers and kept at library of target schools. Moreover, life skills lessons were reviewed and developed to be incorporated into Civics-Moral education subject of the TTCs training program. The lessons will be taught in academic year 2011-2012 under civics-moral education subject in 20 provincial TTCs in 18 provinces.

CR is regularly taught at TTCs as per curriculum: In PTTCs/RTTCs the annual time allocation for CR lessons could be considered very applicable to pre-service teachers as around 93 % of first year pre-service teachers and 93.45 % of second year pre-service teachers have been reported regularly attend those CR sessions. By class observing, CR lecturers of TTCs managed to develop teaching plan and methods and do their performance accordingly as suggested in the Training Manual. 90% of lecturers in charge of CR subject assigned by respective TTC teach their students on regular basis. This leads to good results as the collected score from TTCs indicates that 95% of pre-service teachers have passed exam on CR subject.

An assessment on CR Education conducted: To find out sustainable way to CR application in TTCs and assess work and behavioural performance of graduated pre-service teachers in teaching at their assigned schools, an assessment was conducted by a team of 18 MoEYS officials (4 women) - who were trained and facilitated by a consultant from the MoEYS - in 11 Provincial and Regional TTCs, 41 primary and lower secondary schools in 12 districts of 5 provinces and Phnom-Penh municipality. The findings of the assessment clearly indicated that teachers who were trained on CR and child related issues changed attitude toward positive discipline, whereas, the untrained teachers still impose both physical and mental punishments on pupils. Moreover, the program helped pupils to reduce impertinence, rudeness, quarrel and feeling of inferior to ask teacher questions. They have more confident to express ideas and their relationship with teachers became closer.

Teaching and learning environment in the target ASs improved: As for the ASs, the monitoring team has found some significant changes in the application of the 5 main areas set in the common action plan: School Management, Classroom Management, Hygiene and Sanitation, Child Safety and CP, set forth for measuring the minimum standards for ASs.

Observations found that some important changes in classroom management also appear in schools through improved classroom arrangement and decoration with posters; proverbs, students' achievements, teaching materials such as various formulas, numeral fan, and synonym- antonym words etc. Information board was also installed in each classroom to post relevant issues or information benefiting children. 100% of ASs developed classroom code of conduct of which 70% of them had updated code of conduct with participation from children.

To promote child health care for school students, the supplies of materials necessary for supporting students' hygiene and sanitation have been provided such as water container, bowl, soap, towels, broom, brush, etc along with sanitary stuffs in latrines for children to use. Furthermore, students in all grades are educated about food safety, hygiene and sanitation, school environment, drug prevention, etc. in class or at the flagpole gathering. Each AS has first-aid kit and makes it available and accessible to all students to use when any accident happens. Moreover, with the support from the project medical check-up for students on mouth-tooth, ears and eyes were organized in all target ASs. In total 8588 students benefited from this service. For those who were admitted by the doctors of his/her seriousness in eyes and ears problem got support and special care, for instance 128 students received eyeglasses, 3 students got hearing - aid and 7 students were sent to hospital for special ears care.

As a matter of child protection, the result of face-to-face interviews indicated that 85% of the interviewed students were able to clearly describe at least 3 ways of protecting themselves from any form of abuses, while punishment against children has been reported as significantly reduced. About 360 vulnerable students in the target ASs received assistance from the project based on their individual needs to maintain schooling. These include bicycle, school uniform, shoes, bags, note books, pen etc...

In the spirit of meeting the MoEYS' Child Friendly School Program goals, especially promoting child participation in schools, CC ex.com. was selected by voting in accordance with CC guidelines the project has spread to all ASs. Also, " My View Box" was installed at all target schools to encourage students to use it as mechanism for expressing opinions and concerns freely. The student's views have been taken out the box in every two weeks by CC member's participation with varieties of issues for solutions.

Project 2: Mainstreaming CR in Schools

Despite the project started late, again CRF, with the project "Mainstreaming CR in Schools" under financial support from Plan International Cambodia and close cooperation with MoEYS , has been doing its best trying to bring about changes in mindsets and behaviour of target groups in the target areas of Kampong Cham and Siem Reap provinces but with the expansion of target schools to a total of 124, of which 43 schools in Kampong Cham's Dambae (DB) and Ponhea Krek (PK) districts and 81 schools in Siem Reap's Angkor Chum (AC), Angkor Thom (AT) and Srey Snam (SSn) districts.

Practically, implementation of the project has been going on with downturn in some core activities designed for the whole project year, but many other tasks were carried out with main focus on orientation, meetings and preparation details of the new project activities to be performed for 2012 and up to 2015. Consequently, for nearly a half-year past of implementation, these efforts and cooperation have resulted in some significant achievements as below:

A project monitoring mechanism (PSC and PWG) in all target areas set up and functioned: To ensure the effectiveness of project implementation, based on MoU signed on 12 May, 2008 with the Ministry of Education, Youth and Sport (MoEYS), a project monitoring mechanism was set up from national to local levels. For national level, a Project Steering Committee (PSC) consisting of 6 members was established, whereas Provincial Working Groups (PWGs) for Kampong Cham and Siem Reap provinces were also set up, whose acronyms are respectively KC-PWG and SR-PWG. KC-PWG consists of 6 members while SR-PWG has 8 members. In total five quarterly meetings with School Directors (SDs), key teachers and PWGs conducted separately in the 5 target districts with the total presence of 242 SDs and Key Teachers (41 women), 13 PWG members and 7 CRF staff. The objectives of the meetings were to introduce the project "Mainstreaming Child Rights in Schools", to set up schedule for action plan in Quarter 4, and orientation on CC policy and guideline, CR lesson plan and guideline for using information board, suggestion box and first aid box. A meeting with PSC and PWG members was organized with the presence of 12 participants and was chaired by Mr. Eng Kim Ly, Director of Curriculum Development Department (CDD) and member of PSC. The meeting was intended to share reports on progress made during project implementation (achievement, strengths, challenges, solutions, recommendations, and action plan for 2012) from chiefs of PWGs and TTD representative, CRF's remarks, and recommendation from the chairperson of PSC and its members for future improvement.

The meeting was concluded with the following commitment and recommendations: - PSC still support CRF to run all of its projects in close cooperation with MoEYS, - CRF should provide training on CC as soon as possible for all of its target groups, especially the new target schools, - A field visit to CRF's target areas should be organized for PSC so that all its members could be able to get acquainted with geographical localities of those target schools and to experience what progress has been achieved within this year, - Target schools' teachers who have been sensitized with CR concepts should help as much as possible extend the concepts to other teachers of non-target schools in neighbouring districts.

Children's Council statute revised and adopted. In the framework of supporting MoEYS to revise children's councils' (CC) statute, a series of meetings as preliminary actions with Youth Department key officials (YD) were organized at YD and chaired by H.E. Tauch Choeun, Director General for Youth. The meetings were intended to discuss the issue of revising CC statute. After long time of vigorous lobbying and debate against each other at the four consecutive meetings, another meeting was planned to be conducted with YD, CDD and CRF to discuss comments provided by some Provincial Departments of Education, Youth and Sport (PDoEYS) as inputs to be included in the CC statute. A new draft version of CC statute was developed with some important modification and tested with children in CRF target schools the following month prior to MoEYS' Annual Conference on Children and Youth late that year for its adoption. As a result, a new version of CC statute was revised and officially adopted in order to put into nationwide practice once it later gets official approval from MoEYS.

The trained teachers conducted echo-training on CR, CP and positive discipline to school children: Two 2-day echo-trainings on CR were conducted in the 35 old target schools in AC, during which an approximate attendance was observed: in AC around 70 % of children attended the session, while in DB an approx. 80 % of students attended the 2-day CR session.

The lesson plan of this training was divided into grades 1 & 2, 3 & 4 and 5 & 6 with focus on who's a child, the differences between children & adults and the 4 baskets of child rights. It should be noted that very few IEC materials such as CR posters / leaflets but in poor conditions (wear and tear) were seen used by the teachers or remained posted on the classroom walls. Therefore, the printing of these materials has to be done in the beginning of 2012 to be timely used in all target schools.

Child-led activities related to hygiene and sanitation, school environment, promote CR understanding, sport activities... conducted: To provide more opportunity for children to gain access to information, to express their opinions, ideas or concerns; and to get urgent help when any tiny accidents occur, 71 sets of information boards & suggestion boxes; and 71 first aid boxes were produced and distributed to 71 new target schools in AT, SSn and PK districts. Furthermore, 124 kits of first aid materials also distributed to all 124 target schools.

Instructions on the use of information boards, suggestion boxes, and first aid materials were also given during orientation meeting with SDs, which yielded some interests from children in both, old and new target schools. Some initiatives, requests or concerns raised through the suggestion boxes by children have been taken into consideration. Consequently, the issues raised by children that were solved are listed as in garbage littering, improper school uniform, writing obscene words on classroom tables. All of these issues were taken and solved in open gathering during the start / end of school days at flagpole or in classrooms.

Another issue is related to call for help to slow learners in mathematics – This issue was solved through voluntary peers who are good at it to give additional learning at time off to class.

However, there have been some issues remained unsolved. The unsolved issues are mostly budget- related requests such as bike keeping shelter, water supply structure, playground and sport court, sports equipment, children's textbooks. These have not been solved yet pending budget availability from PB or other sources of charity. CRF will raise these issues during meeting with PSC and PWGs.

An annual project review among MoEYS, PDoEYS, DOEYS, schools principals, key teacher and children conducted on 23 December, 2011 at Eden Park Restaurant, Phnom Penh. There were 56 participants (13F) including 7 CRF staff (3F), 9 PWG members, 27 SDs (1F), 12 CC representatives (9F) and 1 Plan representative. The project review aimed to review project's achievements in 2011 (strengths, difficulties and solutions), set up an action plan for 2012, and develop standard for project implementation.

Finally, some difficulties such as trained teachers moving out, persistent violence in community affecting children in school, shortfall in IEC materials for information boards, CC already established in new target schools but poorly works and so on, were identified and tentatively addressed with each other; action plan for 2012 and standard of project were developed and concluded for future implementation.

Teacher guidebook for social study subject of grade 4, 5 and 6 developed: A 2-day consultative workshop with a total of 42 participants (12 F) including officials from relevant department, CRF staff, PWGs and teachers from grades 4, 5, 6 in target provinces. The objective of the workshop was to examine and adjust the teacher's guidebook with CR concepts integration for the social study in grades 4, 5 and 6.

The revised guidebook will be finalized and checked by editing committee before submitting to MoEYS for official approval, after which it will be put into probationary use at the target schools.

Project 3: TSEC and COP Prevention in Schools

As parallel to that of "Mainstreaming CR in Schools" but with more concrete and deeper understanding and realization of CR in schools, the project "Preventing Trafficking and Sexual Exploitation of Children (TSEC) and COP in Schools" has its specific objective to enhance knowledge among school children so they know the ways to prevent and protect themselves from TSEC which contributes to the implementation of UNCRC article 34 on the prevention of children and the National Plan of Action against TSEC. The project has been implemented with the funding support from ANESVAD Foundation-Spain since 2008 and to benefit 891 teachers and 33,700 students in 54 target schools based in Banteay Srei district of Siemreap, Dambae district of Kompong Cham, and districts of Koh Thom, Takhmao, Kien Svay and Ponhea Loeu of Kandal province. In the 12 month period of 2011, the project achieved a variety of the planned activities as indicated below.

Different types of IEC materials produced and widely disseminated: A total of 42,800 copies of IEC materials were printed in four types, i.e. booklet on alternative ways to avoid COP (900 copies), leaflet on Primary Health Education (PHE) (40,000 copies), poster on 10 common practices for healthy living (1,000 copies) and a booklet on Teacher's Code of Ethics (900 copies). Other 80,000 copies of leaflet on CR, TSEC and COP and 3,000 copies of poster were also reprinted. The above printed materials were distributed and introduced to the in-service teachers who participated in the trainings in order to meet their needs for dissemination and training sessions conducted for their own students. 100% of target schools and key community actors, especially teachers and students received copies of the printed materials.

8 Quarterly meetings with PWGs and SDs conducted: Meetings of PWGs with SDs were conducted in the three target provinces with the presence of 70-73 SDs and PWGs' members to develop action plan and coordinate effective approach to helping with improving the project implementation and discussing some other issues related to preparedness for possible project evaluation this year. Including in the meeting agenda were also updates on log frame/chronogram of the project for 2011, reflection on the result of actions implemented in the previous periods and solutions to challenges faced, as well as to reschedule activity plan for further implementation.

18 PWG members' capacity and knowledge on Monitoring and Evaluation enhanced: As the project "Preventing TSEC and COP in Schools" being on the fourth year is approaching its end-phase this year, a phasing out strategy is crucially needed for the stakeholders to ensure the sustainability of project impacts. To this end, 2-day training on Monitoring and Evaluation was provided for the PWGs. The training was conducted to enhance capacity of 18 officials (3 females) who are members of PWGs, during which the project monitoring and phasing out plan were the main focus for discussion. The trainees were encouraged to work out a reflection of monitoring activities, tools and approach that had been applied for monitoring the project in 2010 and trying to further develop project monitoring plan and tools. More importantly, during the 2-day training, the trainees learned how to develop a project phasing-out plan that includes activities, publication, mechanism that can be implemented in 2012 and acknowledge the roles and responsibilities of Provincial Department of Education Youth and Sport (PDoEYS), District Office of Education Youth and sport (DOEYS), SDs and CCs in sustaining the activities after the project eventually phases out.

30 Provincial Core Trainers (PCTs) trained on Child Protection and Alternative Ways to Avoid COP: A 3-day training on Alternative Ways to Avoiding COP and Child Protection was organised for 30 PCTs from 3 provinces. The training provided for participants new teaching skills and an effective teaching methodology to be applied in their performance. The PCTs gained new knowledge on COP impacts to children, relevant laws and guidelines protecting students from COP, approaches on monitoring children' behaviours and learning in classroom, establishment of code of conduct of students and teachers, child protection mechanism in school, and project phasing out plan and guideline to use Primary Health Education (PHE) poster on 10 common practices for healthy living to educate children. At the end of the training, a lesson plan and schedule were produced for PCTs to conduct further trainings to in-service teachers in their respective province.

574 In-service teachers trained on Child Protection and Alternative Ways to Avoid COP: Once the PCTs were trained on the topics above, they do have to further provide trainings for in-service teachers in their own province. The trainings were conducted for a total of 574 in-service teachers (282 females) from 54 target schools in 6 separate locations, so that they are capable of conducting echo-trainings to their students. At the end of the trainings, the in-service teachers-trainees were sensitized with new approaches to how to avoid COP against their students, guidelines for COP prevention, approaches to monitoring students' behaviour and learning in classroom. Furthermore, they managed to develop training plan and schedule for echo-training with their students when they are back to schools. The training plan and schedule were developed for the two 2-hour formal CR-sessions in classroom with students.

570 trained in-service teachers shared the knowledge on Child Abuse and Ways to avoid/protect themselves from harmful situation, and promoting hygiene and sanitation to their students:

Activities of teacher-to-students have been so far conducted in all 54 schools (100%) to share with students the knowledge on child abuse and ways to avoid/protect themselves from harmful situation/abuses. The formal 2-hours' training sessions were conducted by 570 trained teachers (361 females) with 30,320 students (14,879 females) participated. In addition to the formal 2-hours' training sessions, 1-hour dissemination activities promoting hygiene and sanitation were also conducted in all target schools by 550 trained teachers (247 females) with 28,149 students (13,419 females) participated.

171 PWG members, SDs, key teachers, and CC members trained on Necessary Knowledge and Skills to work with children: Three workshops on necessary knowledge and skills to work with children were conducted for 171 PWGs, SDs, key teachers and CC members (including 75 females) from 54 target schools in Kandal, Kampong Cham and Siemreap provinces. At the end of the training participants discussed and produced a school action plan for strengthening CC members for conducting further trainings to the other teachers and CC members in their respective province.

185 groups of child peer education carried out the child-to-child activities: As a result of the necessary knowledge and skill training, 185 groups of peer education (at least 2 CC members per group) have skilfully carried out the child-to-child activities to share the knowledge on promoting hygiene and sanitation for 20,052 students (10,244 females).

School mechanisms, Mail box, and First aid box supported and functioned: Responding to such kind of support, all of the target schools have established a reporting committee with inclusion of children as members. Meetings of this committee were conducted on monthly basis in order to report and address the issues raised by children from the mail boxes. 396 letters from mail boxes reported or complained mainly on the problems of school environment, school rules/discipline, child to child quarrels and suggestions, and 458 students and teachers accessed to the first aid kits.

Student-school forum organized in all target schools: Student-school forums were organized in all target schools to discuss children concerns, at least one per school. CC representatives, SDs, teachers, parents and local authority were invited to join and discuss various concerns/issues related to classroom

cleaning-up/school fencing and environment, bicycle parking area, teacher and student's misbehaviours and financial support to poor students. A number of issues/concerns were tackled by the people concerned through actions and resources contribution, particularly from parents and local authority.

735 classrooms developed code of conduct and applied in the target schools: Codes of conducts were developed in all target schools and were revised or rewritten in 735 classrooms to be adapted to the situation/ needs in each classroom. Out of these, 635 (86%) included the expected teacher's duties or behaviours towards students.

7 study visits organized for sharing experiences: 6 study visits (within districts/province) for 182 people who are PWG members, SDs/key teachers and CC members, and 1 study visit (outside-province) for 90 people of PSC members, PWG members, and SDs/key teachers were organised to get them exposed to new experiences from other schools, especially experiences on school library operation, school and class management/ environment, organising CC meetings, conducting child-to-child activities, CP in school development plan (plan for CC executive committee). In the end of this activity, a plan was developed by CC leaders, SDs and key teachers to share the knowledge and experience with other teachers and CC members in their respective province.

4 good practices shared to all target schools: An annual seminar for 81 peoples who are PWG members and SDs/key teachers from 54 target schools was organized to share the good practices, especially experiences on child-to-child activities, CC meetings, and CC planning (by the target schools), and strengthen CC function (by CRF). During the seminar, interesting inputs from participants were heard on the good practices learned so they will be practical in their respective school with effectiveness.

500 vulnerable students received assistance support: Among the former 500 vulnerable children and 257 students (56% are females), 257 were newly selected by the selection committee to replace the ones who have passed to higher grade. They received direct assistance from the project as means to cut down children's risk from dropping out school, i.e. each got one kit of school uniforms, schooling materials which include exercise books, pen/pencil, bag, rubber, drawing book, colour pencils, etc.

Project 4: Promoting Child Friendly Learning Environment for Quality Education

The Promoting Child Friendly Learning Environment for Quality of Education (PCFLEQE) is a pilot project initiated to enable target schools to address the widespread problems of children rights in school. PCFLEQE project is funded by Intervita of Italy, which started from December 2010-November 2011. The Project has been implemented in a remote district, Varin, of Siem Reap province, which has 22 target schools. The project specific objective is to enhance capacity of teachers and School Children's Councils (SCCs) in initiating actions promoting healthy and friendly learning environment for boys and girls in the target schools. About 130 teachers and 22 community representatives, 8600 pre-school and primary school children would benefit from the project in the school academic year, 2010-2011. The following are the achievements gained during a one year implementation period:

A PWG set up and functioned to support the project: To help the project smooth implementation, a supporting mechanism is necessary to be set up. A PWG which serves as Supporting and Monitoring Mechanism for the project was formed with 7 members headed by a PoEYS deputy director. The PWG met quarterly with SDs to orient the project, discuss challenges faced, solutios and potential next steps and specific measures to ensure a higher profile for next quarter. 25 persons who are PWG members and SDs joined in the meeting. In addition a monitoring plan and tools were developed in consultation with PWG members to make them appropriate and easy for use by the target schools. Members of PWG were also assigned to monitor the project activities in their respective area of work according to the cluster schools. To smother the monitoring work a clear

reporting system was adapted and a number of monitoring forms were developed and put in use by teachers, SDs and PWGs for their implementation and monitoring of activities in schools. These include guideline for remedial class, enrollment campaign, child-to-child, latrine construction as well as a number of observation tools were also developed with PWGs and introduced to SDs for following up activities at school level.

IEC materials on CR, CP, Positive Discipline (PD) and CC produced and widely disseminated: The project managed to produce on time all necessary IEC materials to support the project activities; these include 900 copies of posters, 30,000 copies of leaflets on three different topics CR, CP and PD, 300 copies of the new edited guidebook on CC, 27,600 copies of booklets on alternative ways to avoid COP, Teacher's Code of Conduct, SCC, Rights and Responsibilities of Children and PHE, 300 copies of guidebook on each topic: CR, CP and PD were also printed. The printed materials were used in the training and distributed to all teachers, community representatives and students in various events and some copies were kept at school libraries.

3-day training workshop on necessary skills to work with children conducted: A 3-day training on Necessary Skill to work with children was organized for SDs, key teachers and CC Ex.com. 110 participants (38 females) attended the training. The training focussed on various topics included CC working flow, roles and responsibilities of different components of CC, how to select CC representatives at class and school level, facilitation, meeting and reporting skills. To deepen the understanding among participants, different methods were applied such as reflection, practicum class, group discussion, role play, case study. As a result, participant's knowledge on the trained topics increased by 47%, based on pre- and post-test knowledge.

All target schools set up SCC in compliance with MoEYS policy and guideline: Following the skill training, all target schools set up SCCs in compliance with MoEYS guidelines and policy. After setting up, SCC' members were introduced their roles and responsibilities in order to understand their functions and promulgated during National Anthem in the morning. SCC' structures have been drawn and hang on the wall to introduce teachers and students to acknowledge SCC' roles and responsibilities. SCCs met regularly to discuss issues related to school environment, hygiene and sanitation, code of conduct, role and responsibilities of CC, way to introduce relevance of my view box and information board, especially the plan for improving the school development. The results of observation by staff and discussion with key teacher and SDs showed many of SCC' members understand the way to conduct meeting, recording their meeting results, and highlight the important way for improving school situation. For instance, SCC' member at Srepor primary school raised their concern related to tricky road for entering school. The light of discussion has been showed by mobilizing other students to repair the road with the success results.

A number of peer education conducted by SCCs in the target schools: On 28 Oct 2010, SCC' members together with key teachers and SDs launched its peer education activity on two different issues: Children' Rights and Primary Health Care Education (PHE) at 22-target school of Varin district. This activity has divided into four-group per school (2 groups in the morning and another 2 groups in the afternoon shift) which was conducted by two groups of facilitator. Around 60-70 students between the ages of eight and fifteen participated in each shift. This activity emphasized learning through education and hands-on activity, and encouraging SCCs to be role models in their school. Over the activity of a day, the project has gone through the dynamic process of brainstorming, picture showing, story-telling, short role-playing, quizzing, energizer game, and finally presenting about a particular problem related to children' rights and primary health care.

During the session CR leaflets and PHE booklets on different passages were distributed to participants in each school, reward such as toothbrushes and toothpastes were also provided to those who gave the right answer to quiz program. As the results of observation, this is a creative and

powerful learning process in which SCC' members learn how to effectively share information and work together for changing in their own schools and communities.

5 children sessions on CR and responsibilities, CP, PD and PHE conducted per school: 5 training sessions per year were conducted for students in each target school. The sessions coordinated by DOE and facilitated by the trained teachers encompassed the topics on CR, Rights and Responsibilities of children and PHE. According to the report from teachers in all target schools, about 70% of students in all target schools attended in these sessions, while some of them were absent because of the farming season and helping their family at the field. As the result of observation from PWGs and CRF staff, most of students were actively interested in the training session. Some of them were proud what they have known. Moreover, it was observed that students were more confident to express themselves and actively participated in classroom activity. It was also observed that over 70% of teachers were able to use the IEC material in appropriate methods, while some of them were using the child-centre approach to facilitate with their students.

Classroom and school management were improved to meet child friendly learning environment:

During the reporting period, educational messages/slogans were developed to be placed in 22 school compounds to sensitise among teachers and students on the issues of CR, CP, PD and PHE in schools to motivate actions promoting child friendly learning environment. Each target school received two chained-slogans of 10 educational messages each. More than this, 44 rubbish bins were provided to all target schools (2 rubbish bins per school) to put in school compound for students to keep rubbishes aiming to promote good habit among students in maintaining clean and healthy environment. 16 additional rubbish bins were provided to 8 schools which have large surrounding area in order to have sufficient rubbish bins to improve school environment. CRF staffs hold several meetings with SDs and key teachers to discuss the action plan for getting better school environment as well as school and classroom. It was reported by PWGs that 10 target schools set up class room code of conduct with participation from their students.

Actions promoting and improving good health, hygiene and sanitation for students carried out in the target schools: To improve children health in schools, a number of hygiene and sanitation materials and facilities were provided to target schools, these include 74 water filters to 15 schools to be placed in each classroom except those schools that have been provided by other NGOs and have no water source; 17 first aid kits to 17 schools except those that have been supported by other in the last period. Materials for hygiene and sanitation were also provided to all target schools for early academic year including soap, water cask, broom, scarf .etc to place in the classroom and toilet. In addition, 4 latrines were newly constructed at four-different schools. Results from observation and interviewing with students indicated that over 40% of 100 interviewed students have applied their hygiene and sanitation practice at school: hand washing before holding food and defecate in school latrine etc.

Campaign promoting school enrolment conducted by each target school: 22 school enrolment campaigns were conducted by the target schools of the whole Varin District to aware all communities surround school to accompany their school-age children who have not yet been in schools to enrol for the new academic year. About 200-participants per-school, including SCC' members, students, local authorities and teachers marched for at about 5kilometers distance to announce and promulgated their advocacy messages though microphones and IEC materials about the school enrolment and important of education.

The journey campaigns were across many places where crow of people had gathered such as market, and other mains roads. 6,600 leaflets and 2,200-Stickers about important of enrolment and schooling that produced by CRF in collaborating with PWG were also distributed to families at communities surround schools. As a result, communities and local authorities expressed their appreciation and interest on the significant campaign, especially praised children's ability in actively involved in such

a crucial and beneficial event. As for students, they were proud of themselves in speaking up the issues on behalf of other children.

Remedial classes for slow learners carried out in 10 target schools: 51 classes from 10 schools have been selected to conduct remedial classes for slow learners. In total, 1045 students from grade 1–6, out of them 461 are females benefited from the activity. Each child received notebooks and pens and attended 5 sessions a week with 1 hour per day. A guideline on how to implement and follow up this activity was produced and introduced to school directors and teachers. This activity has been started from mid-March. The follow up report from DoE in August 2011 indicated that 46.70% of total slow learner students pass their average score.

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

Shortly after the inception of CRF, several children and youth-led groups that have been actively working to improve the lives of children in Cambodia were identified. These groups were subsequently invited to join a network of children and youth-led organizations called the Cambodia Children and Young People Movement for Child Rights (CCYMCR), which was launched to promote the understanding of the United Nations Convention on the Rights of the Child (UNCRC). For the time being, CCYMCR in collaboration with CRF has a project sponsored by Save the Children (SC) to be implemented in 16 provinces and municipality where CCYMCR members are located. The project “Empowering Child and Youth-Led Groups (CYLGs) for Meaningful CP in CR Promotion and Monitoring” for the year 2011 is being implemented to reach the specific objectives: 1). By the end of 2011, capacity of 200 CYLGs members in CR promotion and advocacy strengthened to enabling their participation in local governance, 2). By the end of 2011, At least 700 parents and community members in the selected targeted areas of CCYMCR increase knowledge on CR and Commune Council (CC) roles and responsibilities and participate in children’s activities and 3).By the end of 2011, 30 CCs, especially Commune Councils for Women and Children (CCWCs), in the target communes valued CP and support their initiatives. The following are the achievements gained during year:

CCYMCR gained knowledge on CR Advocacy, CC’s role and responsibilities and CC related laws and policies and able to share them to their peers: 44 of CCYMCR member representatives were trained about CR advocacy, roles and responsibility of CCWCs and its related laws and policies. As results, 88% of participants were able to share the trained topics to other 237 children and 100 youth members. It was noticed that 29% of the sharing sessions were supported and contributed by parental organizations.

CCYMCR executive committee members and its working groups received on-going technical and financial support: Under supervision of CRF staff, 4 main policies on Fixed Asset policy, Child Participation policy, Computer policy, Fund Box policy of CCYMCR were written, reviewed, adopted and used by its members. Through assessment among CCYMCR executive committee members showed that these policies could help CCYMCR in their work such as documenting and using the asset of CCYMCR. Memorandum of Understanding between CRF and CCYMCR was also signed in order to give ownership of CCYMCR in implementing and managing some main activities using their own policy. On the other hand, during annual meeting with CCYMCR, parental organizations committed themselves to contribute and closely cooperate with CCYMCR in facilitating the participation of child representatives in CCYMCR activities in the year to come, 2012.

Regular meetings and Annual Conference among CCYMCR members held: 4 coordination meetings, 3 meetings of each among 5 working groups and annual conference were held and attended by almost all members. Each member of CYLGs participated in the above meetings

routinely. Working group members were listen to the quarterly report from executive committee members and also adopted the next quarterly plan. Through the internal evaluation, 14 of 15 CYLGs feel that they satisfy with CCYMCR secretariat and its work to provide information on time, complete the quarterly plan and reporting. Moreover, CYLGs felt warm and safe due to friendly, care for and cooperative attitude and working approach of the secretariat members.

Networking among CYLGs, NGOs and Government body strengthened: CCYMCR became a member of the Advocacy Sub-Committee of the National Multi-Sectoral Orphans and Vulnerable Children Task Force and an active member of Children and Women Rights Working Committee (CWRWC). CCYMCR was also invited by CNCC to involve in national workshops such as child protection legal framework process, responding to the violence against children report. During national workshops, CCYMCR and CAN discussed and raised comments and recommendations together. In addition, CCYMCR joined/cooperated with CAN in the process of preparing the International Children's Day event in collecting children's views from different backgrounds, preparing children's speech, entertainment program, evaluation as well as preparing report. CCYMCR sent its representatives to participate in other special events such as: 5 representatives participated in National Youth Creative Anti-Trafficking Forum which organized by MTV EXIT and World Vision Cambodia; 4 representatives participated in consultative workshop on the drafted law on National Human Rights Institution (NHRI) which invited by NGOCRC; 2 representatives involved in Civil Society Consultation on ASEAN Chairmanship of Cambodia – 2012 which organized by Human Rights Working Group-Indonesia (HRWG), ADHOC and CHRAC.

Information and communication tools among CYLGs strengthened: 500 copies of information book of CCYMCR were printed and 139 copies distributed to relevant government bodies, donor agencies, NGOs and children/youth groups. Presently, CYMCR has 17 CYLGs as member organizations from 15 provinces and municipal. Among the 1584 members there are 18 disable children, 200 orphan children, 5 children in conflict with the law, 14 minority children, 60 child labour, 5 HIV/AIDS children, 21 migration children and 12 children living in conflict area.

Children's representatives were able to engage with CCs' meeting and planning process: 4 dialogues and engagements between children's representatives and CCWCs in target communes conducted in which children raised issues and their recommendations to CCWCs members. They also shared their own plan/idea to intervene the issues. As result, CCWCs members were interested and took issues raised by children into consideration while developing their plan and help to find support for the implementation of children's plan and idea. On the other hand, 45 children and youth representatives in 6 provinces: Kandal, Kampong Chhnang, Banteay Mean Chey, Pursat, Preah Vihear and Takeo province were allow to participate in regular CC meetings.

CCYMCR gained knowledge on Participatory Action Research and Analysis and able to conduct children research in selected target areas: In total 167 CCYMCR members gained knowledge on Participatory Action Research and Analysis. Following the training 14 teams of researcher were set up and conducted research on Children Drinking Alcohol in 15 provinces with 538 children (195 are girl) and 450 adults (248 are female) who are local authorities, parents, Civil Society Organizations, alcohol sellers. The data and information related to children's issue were compiled, analysed and documented.

A child representative participated in the pre session meeting of the UNCRC Committee: One child representative from CCYMCR was invited to participate in NGO forum and Pre-session of UN Committee on CRC in Geneva. It was impressed by other country such as Korea Republic about children's participation in developing their own report. Another significant result was that the list of issues from UN Committee for the Government included issues raised in children's report such as domestic violence, lack of care and warm from parent to children, drug abuse, health and education

services for rural areas etc. As a follow up from this crucial event, a sharing session among CCYMCR members on result and experience in participating in the pre-session was conducted and the concluding observation from the UN Committee on CRC was translated and developed in a child friendly version booklet to be distributed to children and young people and other relevant stakeholders.

Different varieties of IEC materials were developed and widely disseminated: 1,500 copies of poster on the role and responsibilities of CCWC and 1,500 copies of poster on child participation in community development authorized to print by Ministry of Interior of which 1,568 copies were distributed to children, CCWC and community people in the target areas. 800 copies of the CR poster were reprinted and distributed to relevant target groups through CCYMCR activities. 989 copies of Children's Report on CRC which printed in 2010 were distributed to relevant stakeholders such as UN Committee on CRC, Government, Senate, local and international NGOs, CCYMCR members and other children. 1,500 copies of the UNCRC concluding observation to Cambodia government were printed of which 189 copies were distributed to relevant government bodies, NGOs and members of CCYMCR.

Community members were sensitized on CR issues and aware of CCs role and responsibilities: 488 children and 693 parents and community leaders of 5 provinces: Kandal, Takeo, Kampong Chhnang, Preah Vihea and Banteay Mean Chey participated in awareness raising activities on CR, role and responsibilities of CCWC and child participation in community development. Through the event some parents suggested to CYLGs to increase more members and also gave suggestion to other parents to allow their children to participate in club activities.

CC and CCWC members trained on CR, CC's role and responsibilities, relevant policies and guideline to improve their performance: CCs and CCWCs members of the 2 target communes were trained about role and responsibilities of CCWC and child participation in community development. As results 88% (48 persons) of CCs especially CCWCs members of the target communes increased level of understanding on their roles and responsibilities, laws related and child participation in local governance. Some participants were able to share key points of the gained knowledge to their community people -1,107 adults and 135 children of which 52 are vulnerable children. About 50% of issues raised by children - children drinking alcohol, children drop out school, domestic violence on children and migration – were considered and responded by CCWC members during their monthly meetings, for instance 6 of drop out children returned back to school, all (72) shops in Preak Roka commune stopped selling alcohol to children and parents also stopped using children to buy alcohol.

Annual reflection meeting among CCWCs in the 2 target communes conducted: 19 CCWCs and 4 CYLGs members of the 2 target communes met during the annual reflection meeting. As results, the children and CCWCs members were aware of the concluding observation and able to reflect to the CCWC's plan in 2012. Through the reflection evaluation showed that participants have learned from each other and could apply the learning such as local resource mobilization, effective ways in cooperating with other institutions/NGOs, especially with CYLGs to improve actions promoting CR in their communities.

Project 6: Child Sponsorship Program

In partnership cooperation with Khmer-France-Hungary Friendship Orphanage (KFO) and under support of Norway House, the Child Sponsorship Program has been implemented to help children overcome the poverty cycle by creating opportunity and possibility to go for post - secondary education that enables them to catch good careers in the future. The following are the results attained in the whole year of 2011 are:

8 students were supported to pursue their study at different institutions: The project provided full assistance for eight vulnerable youths from the above orphanage to do Bachelor and Associate Degrees at different institutions such as The Royal University of Law and Economics (RULE), Bachelor of Information and Technology at SETEC, Associate of Information and Technology at Centre for Information System Training (CIST), a short course at the vocational career education and training of HAGAR Cambodia organisation and the two technical CENTER KRAM NGOY (CKN) and DONBOSCO school. The assistance provided for the sponsored students includes school preparation, registration fee and monthly subsidies to cover their study materials, transportation, food, accommodation and other utilities. Moreover, facilitation in English and other short courses registration for the sponsored students have also been taken.

As results, two students at CIST, one finished the two year program in October 2011 and now he's employed by Catholic Social Communication (CSC), another one will be finished the six month program lately in January 2012 and now she is prepared on job training with Digital Data Device (DDD). Two students, one at the vocational career HAGAR is in the mid of eight month program, another at CKN is being in practicum in Kompong Cham province. The one at DON BOSCO is still in the first year of the two-year program. One bachelor student at RULE is in the fourth year program and presently she is offered a voluntary work with CRF while other two students are in the third year at RULE and SETEC.

Due to expanding number of new sponsored students confirmed in the mid of 2011, a new apartment located nearby CRF office was rent to accommodate 6 sponsored students. And in order to keep good order at the new whole house to live in a warmth, trust, tolerance and safe environment, the rule and guideline of a number of behavioural standards (Do and DON'T) was set up thoroughly in consultation with all sponsored students. This set rule was posted on the house wall and complied by all students.

Cooperation with relevant institutions strengthened: To ensure the smoothness of the project implementation process as well as quality of work, regular monitoring activities were conducted as follows: regular meetings with the schools were held to check out school attendance and academic results of all subjects of the sponsored students. In addition, regular contact by phone with teachers has also been done to check their monthly attendance. On the other hand, contact by phone has been done with representatives from different schools to discuss about the course and cost of relevant training subject for the new coming students.

Meeting with sponsored students regularly held: Quarterly meeting with the sponsored students was organized to update activities done and their academic outcomes, and to discuss difficulties faced as well as solutions to be taken effectively. In addition, during the meeting some rules and guidelines already agreed by all the students were also brought up for their update. These have been put into practice and abided well by all of them. As CRF has always been committed to help young people in needs, during such meetings different issues or concerns have been raised for discussion including concerns related to their studies and future job placement as well as to consult of living facility/condition. Still more, CRF also offers both space available on its premises where they can come regularly to do their homework and encourage them to come more often and giving the voluntary opportunities. Short monthly consultation meeting on different issues were also carried out with the sponsored students to discuss issues related to their living and urgent requests or needs arise in a daily practice. Moreover, during this period some requests by the students to buy necessary materials and maintenance of their bicycle have been made and promptly facilitated by CRF staff.

Child sponsorship program meeting held among Norway House and CRF: During this implementation period besides the above meetings, the two meetings among Norway House and CRF representatives were arranged in the first and second semester at CRF's office. The meeting

concluded in the first semester: 1). CRF will follow up with CIST on the test result of one new student and continue to consult with them on other options in case they do not pass the test, 2). CRF will follow up with the 7 new students interviewed for all preparation including registration 3). CRF will send all information and budget estimation of each new student to Norway House.

The meeting conducted in the second semester: 1). To smooth down the sponsorship program a new co-operation agreement between KFO, NH and CRF needs to be developed and agreed by the 3 parties 2). NH agreed to support the sponsored students with 3 more months after finishing their study program to facilitate job finding. At the same time, NH offered one student who just finished this year program a special six months support since he was not informed about this earlier, 3). NH agreed to pay two students studying of Bachelor Degree in English at CICI (Cambodia International Corporation Institute) during the sponsored period, 4). NH was happy about the training conducted by CRF for KFO staff as well as for children living there as they observed some changes in the centre, knowledge and attitude of children and staffs were also improved. Therefore, NH would like CRF to further conduct such a kind of training for KFO staff and children in the upcoming year, probably in April or May 2012.

2.2. CHANGES

No remarkable change was made during this implementation period, except for delays of some activities planned in the project document, especially the project “Mainstreaming CR in Schools” which could not be carried out until it is approved by the donor. Eventually, the project has gained the final approval from Plan International Cambodia and it started the implementation in August, 2011. Therefore, changes in project work plan were obvious in terms of schedules and some core activities.

2.3. UNPLANNED ACTIVITIES

During this reporting period, CRF assigned its staffers to attend a series of unplanned activities. These included a Workshop on “Indicators for CP” organized by SKN partners, a workshop on Validation on Report- Children in Cambodia based on Population Census 2008 - organized by the Ministry of Planning, CRF met GIZ to share experience on working with the MoEYS etc. At the early stage of the project implementation on “PCFLE”, CRF staff took several weeks’ time in January and April, 2011 to be fully involved in coordinating with Varin-DOE to do screening among schools that have pre-school classes and large numbers of first graders aged between 4-8 years, collecting school data and identifying schools, in drawing campaign at target schools to support a child sponsorship program. CRF staff also joined in various meetings with NGOCRC and ECPAT network to get feedbacks on the Government draft NGO law and to prepare the Children’s Day campaign.

Regarding Child Rights and good governance conference and associated workshop held in Oslo, Norway from 22 to 30 October, 2011, CRF assigned its staff to attend the event. In her presentation, Ms Mom Thany, CRF Executive Director, shared experience of CRF in promoting child participation in CRC reporting to the UN Committee on CRC. More importantly, another event that indicates active and constant involvement of CRF was the 2nd Asian Forum on the Rights of the Child 2011 that would be held on 20-21 November in Tokyo at which CRF intervened with an impressive presentation on “Initiatives for the prohibition of corporal punishment at schools in Cambodia”. The forum was arranged to happen with the view to promoting the realization of the CRC in Asia by sharing data, realities legislation and policies as well as initiatives and practices for the protection and promotion of children’s rights and by developing networks among researchers and other experts that could contribute to the establishment and operation mechanisms to protect and promote CR in each Asian country and in the whole region.

For the purpose of local fund raising, CRF provided various training services for Save the Children Australia on “CR and CP” for community children, and Norway House on “Protection of Children and Adolescence against Abuses” for care givers and children living at KFO.

III. ORGANISATIONAL DEVELOPMENT

Policy Development: To create a good and healthy working environment for all staff members, CRF, based on the outcomes of the 2010 annual staff meeting, approved and promulgated major policies, i.e. Bylaw and Personnel Management that had been adopted by all staff and shared among staff and Board members. At the meantime, some policies and procedures have also been revised and developed to fit the real needs of the organization progress. On the other hand, an annual staff conference 2011 was also held by the end of November 2011 and early December 2011 to follow up decision made during annual staff meeting 2010; to share progress of the project during the year 2011 and to develop the new strategic planning procedures and its process.

Capacity Building: To strengthen the organization’s capacity as well as to ensure the quality and effectiveness of the programs, the management team decided to send 6 staff members for some different training topics.

Two supporting staffs were sent to two different trainings, of which one was sent to participate in a 6-day training on “Administrative and Office Management” at Pannāsastra University of Cambodia (PUC) with cooperation from COSECAM and another one joined in a 5-day training on “Human Resource Manager” at CRD and another 4-day training on “Financial Management for NGOs” at COSECAM.

Beside this, 6 program staff were also sent to different trainings, of which one was sent to participate in a 5-day training on “Children and Law”; one was sent to participate in a 5-day training on “Introduction to Research”; one was sent to participate in a 5-day training on “Leadership for Development”, the three courses were conducted by COSECAM.; one was sent to participate in a 5-day training on “Alternative Care for Children” at COSECAM; and another 2 were sent to participate in a 3-day training on “Concept of Gender” at PLAN International Cambodia.

More importantly, one program manager was also sent to participate in 4 different trainings, one of which was 6-day training on “Personal Growth Development”; one was 6-day training on “Cultural Anthropology”; one was 6-day training on “Administrative Procurement Procedure and Negotiations”; and another course was 5-day training on “CCM Project Management”. These four training courses were conducted by COSECAM in cooperation with Pannāsastra University of Cambodia.

Moreover, beside the above external trainings, two internal trainings were also shared by donors to all program staff members which one was organized in late August and early September on “Results Based Management”, facilitated by ASK under SKN support and another one was held on November 28, 2011 on “Child Rights Programming”, facilitated by Save the Children.

Board of Director: In response to the need of the organization, CRF recruited two potential candidates to be board members after two old board members (Mr. Laurence Gray, Director of Regional Advocacy, World Vision Asia Pacific Region and Mrs. Somaly Mam, President of Somaly Mam Foundation) had ended their mandates with the Board of Directors (BoD).

Presently CRF has three board members who have extensive knowledge and experiences in the area of CR, development and fund raising. The three members are:

Mr. Henk Van Beer, Program Director of SCA (re-elect)

Ms. Peng Sokunthea, Legal Advisor of EWMI (new member-elect)

Ms. Amy Antoniades Austermilller (new member-elect)

Normally, a board meeting is to be held once a year. However, during this year, two board meetings were held. One was held in the first quarter on March 16, 2011, in which only two members of BoD were available to participate in this meeting together with CRF management team and another one was held on June 24, 2011, in which three members of BoD were available to participate in this meeting together with CRF management team.

Staffing: As CRF has expanded its scope of work, this year, one more staff was recruited, among which 21 are program staff and 9 are program supporting staff. All together we have 30 staff members. In addition, one security night guard was replaced.

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 since its inception in 2001 and CRF has got the highest score for its financial management. For instance, the 2010'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 2010, 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 special attention is generally given to close cooperation with those partners for good performance. For the year 2011, CRF has been actively involved in 3 networks, particularly those focus on advocacy activities. These include the NGOCRC, ECPAT-Cambodia and COSECAM. Moreover, this year CRF has become a member of Cooperation Committee for Cambodia (CCC).

As a member of these coalitions, CRF has been 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 these project tasks with such accomplishments smoothly in the target areas, there still have been some difficulties and challenges that hamper the smooth implementation. The most recognizable obstacles to the implementing process are as follows:

- Protracted delay of approval and transferring fund from donor to CRF is also a key element that hinders the project implementation. In addition, the budget cut down has also affected some achievements of projects, especially those projects that work for subjective outcomes with quality and long-term changes.
- Some TTC managers are still less preoccupied with encouraging their lecturers to comply properly with CR teaching hours allotted in the National curriculum, which eventually leads to incomplete CR learning program for their pre-service teachers. Other factors affecting this were the unplanned activities of the assigned lecturers who were sent to attend training workshops

organized by other agencies and on the other hand, some pre-service teachers either prolonged their holiday or took leave after examination, before official holiday.

- The working group members and school principals have many other duties, and the learning schedule is tough, causing difficulties in setting clear dates for some activities.
- The conducting of remedial classes by school teachers for slow learning students in order to upgrade their capacity to normal score is a real challenge for the project staff as well as for school directors to tackle due to the fact that some students were absent as they were forced to work for the family in the field.
- Some teachers and CC Ex.Com members who have received trainings on necessary skills to work with children were transferred to other schools and replaced with new teachers and CCs.

VI. PROGRAM EXPENDITURE

In 2011, CRF has received promises for funds from many donors to support its programs. Those donor agencies /sources namely are: ANESVAD Foundation, Intervita, Plan International Cambodia, Norway House, Save the Children Norway (SCN), Stichting Kinderpostzegels Nederland (SKN), with fund delivery and other contributions. The total grant for this year is US\$ 532,004.33 and the total expenditure for the 12 months' period is US\$ 620,068.96. For more details, please find the enclosed financial report.

In addition to the above contributions, this year, CRF was entrusted by Child Assistance for Mobilization and Participation (CAMP) with transferring some of its budget and properties to CRF when it closed down its office. In accordance with CAMP's policy stating that when there is a final closure of its mission or activities because of termination of agreement or fund support, CAMP has to seek out any organization that has good work profile and has been working for the best interest of children. Seeing that what CRF has been doing could meet its policy's requirements, CAMP decided to release its entire remaining fund in the amount of \$ 4,500.00 to CRF at its disposal.

VII. LESSONS LEARNT

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

- In order to promote active CP in local governance and to make CCWCs well function, a closed network and strong support from district and provincial levels to reach common goal is required. On the other hand, target area-based staff and combined efforts of other projects / partners to support each other in the selected target areas are of high necessity.
- The selection of Directors of School cluster to be members of PWG is an effective approach/way in support to project implementation and monitoring, be they are either in line with education system having influence on schools under his/her supervision or closely at the field.
- The application of systematic approach for monitoring by developing monitoring tools between CRF, PWGs and SDs has yielded good results and effectiveness.

VIII. CONCLUSION

From time to time, CRF has built its credibility and professionalism in working for the interests of children, especially in realising CR concepts in education system. One creditable reason for the successful project implementations is the close cooperation with the MoEYS' 5 departments: YD, PED, TTD, SED and CDD, under a MoU of 2nd term CRF concluded with MoEYS in 2008. The process of CC statute adoption on 17 November, 2011 with the participation of a senior official, H.E. Nath Bunroeun, Secretary of State for MoEYS, and children has proved this cooperation.

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.

Date: 16 February, 2012

Mom Thany
Executive Director