

Child Rights Foundation Annual Report 2012



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CHILD RIGHTS FOUNDATION
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I. INTRODUCTION

Child Rights Foundation (CRF) has strived to fulfil its missions to deepen understanding of Children's Rights (CR) and their needs for the past twelve years in Cambodia. Based on the spirit of transparency and accountability, CRF has strongly committed to further struggle in realization of CR with the hope of seeing sustainable changes where Cambodian children are well treated, viewed and cared for with dignity in conformity with the following vision and missions:

Vision: "A world where all children enjoy their rights in all circumstances".

Missions:

- To educate state and non-state actors to become accountable duty bearers in the implementation of the UNCRC,
- To empower children and young people to actively and meaningfully engage in the decision-making process and to become their own advocate for the respect of children's rights at all levels,
- To support duty bearers and rights holders in realization of child rights,
- To mobilize individuals, resources and efforts towards personal and collective responsibilities for making the lives of the children safe, positive and wholesome,
- To monitor the implementation of the UNCRC in Cambodia with meaningful participation of children and young people.

By the year 2012, CRF has been entrusted with eight projects implemented in the target provinces of Siem Reap, Kampong Cham, Pursat, Koh Kong, Takeo, Kampong Speu, Ratanakiri, Kandal and Phnom Penh City; and in 26 Teacher Training Centers (TTCs) and 26 TTCs Affiliated Application Schools (ASs) in 18 provinces.

The eight projects of CRF, whose targeted groups are mainly teachers, students and children, primarily focus on mainstreaming CR in the education system and promoting its implementation in target areas. To achieve the set goals, the projects were planned to build the capacity of the target groups through various meetings, consultations, trainings and workshops. Therefore, they could acquire extra knowledge and practical capability in promoting the application of CR and addressing all CR-related issues in their work. Moreover, the projects have also been helping Ministry of Education, Youth and Sport (MoEYS) make compulsory policies and directions for implementation within their grassroots levels. Meanwhile, 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). CRF has gained strong support not only from MoEYS, but also from various potential donors such as ANESVAD Foundation-Spain, Intervita Onlus-Italy, Norway House, Plan International-Cambodia, Save the Children, Norway House (NH), Italian Association for Aid to Children (CIAI), 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 progress 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 2012. The following are the project's annual achievements attained.

II. ACTIVITIES AND RESULTS

Project 1: Mainstreaming Child Rights in Teacher Training Colleges

The project Mainstreaming CR in TTCs funded by ANESVAD Foundation-Spain, Stitching Kinderpostzegels Nederland (SKN) with partly contributed by CRF, intends to mainstream the 5 topics of CR, Child Participation (CP), Inclusive Education (IE), Positive Discipline in Schools (PDS), and Prevention of Trafficking and Sexual Exploitation of Children (TSEC) into the training curriculum of TTCs and to enforce its application in target schools. The project benefits directly 80 TTC lecturers in charge of teaching CR subject, more than 3,600 pre-service teachers, 600 ASs teachers and 14,306 pupils. The project covers 26 TTCs and the 26 TTC- ASs in 18 provinces focusing on the implementation of the agreed school minimum standards in favor of improving school management, classroom management, hygiene and sanitation, child safety and CP. In 2012, the project has achieved results and activities as follows:

Training and IEC materials developed and made available to all TTCs: 1,000 copies of Life Skill Manual were printed and distributed to all provincial TTCs in 18 provinces with 50 copies per TTC to be used for teaching in the academic year 2011-2012. In addition, this year, 22,000 copies of IEC materials of 4 types of booklet on Alternative Way to Avoid COP, CR and Responsibility, Skill in Monitoring Students' Learning and Behaviour, and Teachers' Code of Ethics were printed and distributed to all TTCs and ASs. 16,548 copies out of the printed IEC materials were distributed to all pre-service teachers who will be graduated and dispatched into service and the remaining booklets disseminated to key teachers and kept at the library of target schools.

MoEYS officials trained in Life Skills: A 4-day training workshop on life skill- the newly developed Life Skills lessons incorporated under Moral-Civic Education Curriculum- was attended by 61 participants: 4 officials from TTD, and 57 managers and key lecturers from all 26 TTCs. During the training, a developed lesson plan that recognized by MoEYS, of the 5 topics was also provided to participants and be used by TTC lecturers as resource materials for teaching the subjects in the curriculum to pre-service teachers.

TTC managers and lecturers refreshed with knowledge and skills to improve their teaching performance: A 2-day refresher workshop attended by 81 participants: 2 officials from TTD, and 79 managers and lecturers from the 26 TTCs. The participants reflected the strong and weak points from teaching and learning the 5 topics: CR, CP, IE, PDS and TSEC incorporated in the TTC training curriculum since 2008. At the same time, they gained more knowledge on method to develop weekly and annual plan of School Children's Council (SCC). They affirmed their commitment to continue teaching these 5 topics as per national curriculum even after the project phases out. Responding to the sustainability of the project activities, the workshop came up with a recommendation that the TTD and TTC management should establish the TTC's CR Supporting Committee which plays a role in inspection or monitoring on a regular basis through monthly meeting of school technical team; and motivation of their management.

Pre-service teachers strengthened their CR knowledge: CRF project staff in cooperation with TTD officials conducted reinforcement meetings with 3,615 pre-service teachers at their respective TTCs. According to the meeting, recommendations were made by TTC management and TTD to the participants on conveying further this knowledge to children at their villages' schools. More importantly, the pre-service teachers have last promised themselves to replicate what they have learned from the project to students and the teachers who have never been through such training.

A Life Skill lessons were successfully incorporated under the Moral -Civic subject of the Regional TTCs and widely oriented to MoEYS officials: In collaboration with MoEYS, CRF has successfully revised and incorporated life skill lessons into Moral – Civic subject of the RTTCs. The manual will be officially used by Regional TTC lecturers as resource materials while teaching the subject to pre-service teacher as per curriculum. A 3-day orientation workshop was held with 24 MoEYS officials, directors

and key lecturers from 6 Regional TTCs. At the workshop TTD officials and Regional-TTC principals and lecturers were very satisfied, saying that it has been supported the first time by the project to compile this manual since many years MoEYS had not had access to compiling.

A “Life Skills guidebook” newly developed and 56 directors and key teachers from 26 ASs were trained: A “Life Skill for Children” guidebook and Life skill activities for children such as living values, leadership, career guidance, self- confidence, public speaking, newly developed by a joint committee from MoEYS and CRF. The two guidebooks were officially recognized by MoEYS. The guidebooks are used firstly at primary and lower secondary schools of ASs from grades 1 to 9 as resource materials for teaching the subject as per national curriculum. In addition, life skill activities for children encouraged teachers to conduct extra time once a month to help students better practice those skills. Meanwhile, with the two developed guidebooks, a 3-day workshop on “life skills for children” guidebook and “life skills activities for children” was held with 56 participants who are directors and key teachers from 26 ASs in 18 provinces. The participants praised CRF for its good care with the education sector, especially helps with the morality, culture, and Khmer tradition strengthening. Furthermore, the participants admired that the guidebook contents are of very good tools in further mainstreaming to children.

ASs’ teachers gained knowledge on how to train “life skills for children”: 25 three-day trainings were organized for 447 teachers in the target ASs. The participants have a better understanding of the trained topics since all topics linked to the existing ones they are teaching in schools. Some participants were quoted as saying that they most prefer the practicum sessions in class performing on the new curriculum, in which good lesson plan developed so that they can prepare their teaching plan better and easier for students to understand the lessons.

Managers of TTCs and ASs participated in the annual assessment meeting: 55 managers of TTCs and ASs participated in the annual project assessment meeting to reflect the strengths and weaknesses of the past period of project implementation and share experience and best practices. Five representatives of TTCs and seven of ASs shared their project achievements, highlighting increased knowledge of pre-service teachers and their change in attitude. As for ASs, the participants are extremely interested in presentations of good practices, especially in the processes and methods for students’ medical check-up, organizing teacher-student forums, monitoring students in learning and behavior changes, campaign for school enrollment and so on. Finally, they have committed to apply these useful experience at their working places in the future.

Best practices in CR mainstreaming in education system compiled and widely shared: To ascertain the quality of the project implementation during the 5 year strategic plan 2008-2012, an external consultant in cooperation support from CRF conducted an assessment to explore the project’s good practices/collect success stories on how to do the best in 3 Provincial TTCs, 1 RTTC and 2 ASs in 4 provinces. The results found out and documented many cases considered as good practice/success stories among school directors, lecturers, teachers, pre-service teachers and students. In total 2,500 copies of “Best Practices on CR Mainstreaming in Cambodia’s Education System” booklet were printed and widely distributed and a National Sharing Session was also conducted to share and introduce best practices to MoEYS officials, Provincial Department of Education Youth and Sport (PDoEYS) throughout the county and relevant agencies working in the area of CR and education.

School Visits Carried Out: Field visits were conducted by the project monitoring team in cooperation with TTD officials at least twice per year to each TTC and its AS. The visits have found some important changes in the TTCs and ASs, which prove the effectiveness of the project implementation. Through observation, in PTTCs / RTTCs the annual time allocation for CR lessons is still applicable to pre-service teachers. Classroom observation showed that the CR lecturers of TTCs manage to develop a teaching plan and methods and do their performance accordingly on regular basis as suggested in the Training Manual.

Project 2: Mainstreaming CR in Schools

The project “Mainstreaming CR in Schools” under financial support from Plan International Cambodia and close cooperation with MoEYS, has been implemented to bring about changes in mindsets and behaviour of target groups in 124 schools, in which 43 schools are in Dambae (DB) and Ponhea Krek (PK) districts of Kampong Cham province and 81 schools are in Angkor Chum (AC), Angkor Thom (AT) and Srey Snam (SSn) districts of Siem Reap province. For one year past of implementation, these efforts and cooperation have been resulted in some noteworthy achievements as below:

Training manual and IEC materials printed and widely distributed: To help increase the effectiveness of the project implementation based on previous experiences and learning, the training manuals and IEC materials on CR, CP and Positive Discipline (PD) were reviewed, reprinted, and distributed to all target schools in the five districts in Siem Reap and Kampong Cham provinces. In total, 1,650 copies of CR guidebooks; 45,000 copies of leaflets for each CR, CP and PD; 2,700 copies of posters for each CR, CP and PD; 10,600 copies of booklets on Alternative Way to Promote PD in schools and 1,240 copies of the Code of Conduct for Teachers, were completely printed and distributed to the targeted schools when conducting TOT trainings for core trainers and in-service teachers so that they can use as tools for echo training for students and awareness raising purposes. In addition, 250 of CC Structure and 435 of PHE Banners were printed and will be distributed to the project targeted schools in early 2013.

Core trainer gained more knowledge on CR, CP and COP: In total 32 core trainers and PWGs from Siem Reap and Kampong-Cham attended the 4-day refresher training organized at SR-PDoEYS’ National Youth Centre. The core trainers were refreshed mostly with UNCRC, 4 Baskets of CR, CP and PD (or another COP). More emphatically, their capacity was also reinforced with the concept and procedure of establishing SCC in schools: definition of CC (Structure, Role and Responsibility of CC and its work flow) and presentation of how to vote for new CC in school etc. The agenda for 4-day training on CR, CP and COP for new target schools and 3-day refresher training and effective methodologies have been developed at that time for core trainers (CTs) to apply afterwards with in-service teachers in all target schools.

In-service teachers acquired knowledge on CR, CP and COP: a 3-day Reflect and refresher training for the trained teachers in old target schools on CR, CP and COP was conducted at Dambae district, Kampong Cham Province with 95 teachers-participants (34 F) and at Angkor Chum district, Siem Reap Province with 305 teachers-participants (121 F). During the trainings the participants were refreshed and reflected on the past activities left in their schools in terms of promoting CR and positive discipline. Although some of the participants were new teachers at the time of trainings, they were graduated from TTCs, where CR concepts had been included in the TTCs’ curriculum each year, meaning that, to some extent, they are theoretically familiar with those concepts. However, through the feedback gathered after each session day showed their satisfaction over materials taught at the time thank for the trainers’ dedication to the participants’ sake was honest, sincere and straightforward that led them to request for such a refresher training to be conducted once a year. Based on pre/post test results we found that the participants improved their understanding and capability to further conduct trainings for their students.

3 following 4-day trainings were also organized for targeted schools in Srey Snam and Angkor Thom districts in Siem Reap province, and Ponhea Krek district in Kampong Cham province. The trainings were intended to provide knowledge on CR, CP and COP for in-service teachers and School Support Committees (SSC) of the new target schools to be capable of further facilitating CR sessions for their students with the total number of 694 participants, in which 310 are female.

Trained teachers echo-training on CR, CP, and PD to school children: 2-hour echo-trainings on CR, CP and COP for school children were conducted in all 124 targeted schools in 5 districts in Kampong Cham and Siem Reap provinces with the preliminary estimation of attendance was more than 33,459 (15,844 Females) which is equal to 87% of total students in the academic year 2011-2012. Through the training, students have learned more elaborately about the CR concepts in old targeted schools with smart probing questions-answers and in a happy mood. Two 2-hour echo-trainings on PD were

conducted in 18 old target schools in DB and 35 target schools in AC in March. This session aimed to review PD lesson and, especially to enforce the non-punishment concept among school students in old target schools, through which the topics what are corporal punishment and positive discipline? Impacts of corporal punishment were taught to around 6,076 students (2,977 F) in DB which equal to around 92%, and 10,465 students (5,024 F) which equal to around 88% in AC, who attended the session. Teachers have a lesson planned in hands and use some IEC materials for echo training to children. Additionally, they use child-centred method which encourages students to actively participate the sessions.

Quarterly meeting with school directors, key teachers and Provincial Working Groups conducted: As an underpinning in the project implementation for 2012, 15 quarterly meetings with School Directors (SDs), key teachers (KTs) and Provincial Working Group (PWG) was arranged for each targeted district. The meeting aimed to review the activities implementation, challenges, and best practice sharing among the targeted schools in the previous quarter and plan for the next quarter. During the meetings the SDs and KTs have learned about factors of how to strengthen their SCC: SCC-room decoration, SCC structure, weekly action plan of SCC to carry out, SCC document filing and plan for school improvement. They have also been encouraged to motivate the use of suggestion boxes and to try solving students' raised issues/concerns by keeping neutral towards their students and paying more attention to find solutions to those concerns. This time, in addition to the meeting's main agenda, the issue of child protection from sexual abuses was raised and sensitized for those SDs and KTs so they take more actions possible to prevent children from sexual abuse incidence.

SCC supporting documents printed and made available for SCC function: To support and promote CP in schools, the necessity of strengthening SCCs is very clear by today, meaning that there should be adequate supporting documents for SCC to work on its effective functioning. To reach this end, all related materials in supporting documents on SCC and SCC guidelines in child friendly version were printed in the following quantities: 770 copies of supporting documents on SCC guidelines, and 20,000 copies of SCC booklets in child friendly version.

Teachers in new target schools trained on SCC policy and guidelines, and necessary skills to work with children: In the framework of promoting child friendly school program, one of the six dimensions. the 5th dimension has its objective to promote the dynamic relationship between schools and communities so that schools become community-supported resource centers, families and communities become resources for school improvement. To reach this end, promoting SCC is one of the project's core activities that needs to be sensitized with its guidelines among school children and teachers through trainings or sessions intended for primary schools in the first necessity. Three of the 3-day trainings were organized for in-service teachers in new target schools in PK district in Kampong Cham province and SSn and AT districts in Siem Reap province mainly focusing on SCC policy and guidelines and necessary skills. The total number of training participants is 628 (304F). As a result, the participants gained more knowledge related to Role and Responsibility of being involved in SCCs, how to set up SCCs and develop classroom regulations, organize meeting and minutes taking skill and how to develop a school improvement plan in accordance with SCC support documents.

Child-led activities conducted in the target schools: Besides providing the target schools with information boards, suggestion boxes and first aid boxes/materials, school children still have more opportunity to gain access to knowledge, awareness on CR, CP and PD led by their peers coupled with small awards as motivation. This kind of activity was conducted by SCC Executive Committee (CC Ex-Com) members by asking questions related to the three above topics to students at all grades, in all target schools following the respect of National hymn. In addition, through this activity the children have performed their communication skill in public as well. Thus, gifts as of a small kit of school stationery prepared for child-led activities were delivered to all target schools along with brief guidelines for conducting such activities. 79 Primary Health Education (PHE) Banners and 4,500 PHE booklets were distributed to all 18 schools in DB and 35 schools in AC to support child-led-activities in those schools.

CR lessons officially incorporated into student textbook and teacher guidebook: In close collaboration with CDD, CRF had been successfully incorporated CR lessons into student textbook – Social Study subject of grade 4, 5 and 6. The students’ textbook for Social Study in grades 4 and 5 was printed in August 2012 and had been distributed to both targeted provinces, SR and KC, in a total amount of 15,540 copies. To facilitate teachers in teaching CR lessons, a teacher’s guidebook has been developed and hopefully be finalized by early 2013.

PSC, PWGs, SDs, teachers and SCC representatives get exposed to other school experience and good practices: two study visits for SCC representatives from new target schools in PK, AT and SSn districts to get exposed to others’ school experiences and good practices was conducted in December, 2012 in DB district of Kampong Cham Province and in AC district of Siem Reap province with a total of 95 participants (29 Females) including SDs and SCC Ex.com representative visited in DB district and 175 participants (64 Females) visited in AC district. Both SDs and SCCs enjoyed and tried hard to learn new experiences from the visiting schools on school environment, SCC well-functioning, library preparation in school, how to use suggestion box and information board. At the sum-up meeting all the participants were asked to opt for 3 things to be carried out in their respective school when they are back.

In addition, a 2-day exchange study visit for PSC was organized on 28 December 2012 to visit target schools in AC district. 5 PSC members from 5 department affiliates of MoEYS, 3 PWGs from KC, Kandal and SR provinces and 116 SDs and KTs (44 F) from SR’s Banteay Srey (BTS) district, KC’s DB and Kandal province, joined this activity. As for AC, 4 target schools were selected to perform SCC branch committee voting show, setting up classroom regulations and child-to child education play on Primary Health Education. All of the shows above were performed by SCC members inspiring a lot of interests among visitors. Besides, the visitors also provided some major constructive feedback for improvement in child safety, school flower gardening, and display Khmer language Writing Guidelines in the school library.

Project Annual Review conducted among MoEYS, PDoEYS, DOEYS, SDs, teachers and children: To apply participatory approach by involving the project stakeholders including PWG members, cluster school directors and students, to share inputs on time for the next project plan review, and in the sense of promoting CP in the project cycle, an annual project review was approved to be held on 27 August 2012 in Phnom Penh with a total presence of 49 participants (6 F) from chairs of school cluster, PWGs, school children and 7 CRF staffers. As a result, participants got to know about the results of the Plan’s Monitoring Outcome Evaluation, Project achievements for 2012, and identify unachieved tasks and initiatives for implementation improvement. In addition to the mentioned results, important inputs from children were also heard. They suggested for deepening their teachers’ knowledge of CR, KTs’ shortfall in assisting children’s council function, limited understanding on CC functioning and work flow among both children and teachers.

Monitoring mechanism effectively functioned at all levels: Since its establishment, the Project Steering Committee (PSC) as a monitoring mechanism has played an important role as central coordinator for the project activities to be smoothly carried out by sharing their influential advice and inputs with school management during meetings or field visits. Believing that what CRF has been doing is to help MoEYS achieve goal in its Child Friendly School (CFS) program, the MoEYS through the PSC most of the time let CRF take part in its annual conferences/meetings on Education. For instance, the PSC invited CRF to join in Annual Review Meeting on CFS program implementation, so that the holistic learning and approaches to reaching the CFS goal could be shared nationwide. Meeting of PSC with PWGs conducted on 30 April 2012 and chaired by H.E. Nath Bun Roeun, Secretary of State for MoEYS and Chairman of PSC. The meeting was intended to examine two main issues: Progress update to PSC followed by discussion and PSC’s recommendations for further implementation with 17 participants: 6 officials from PSC, 3 PWGs, 2 officials from TTD and 6 CRF staffers. The meeting chairman, H.E. Nath Bun Roeun, expressed his full support to CRF in running the new project as it

could be used as a mechanism in protecting safety for children both physically and morally from trafficking, sexual abuses, and all forms of maltreatment against them.

On the other hand, regular field visit to project activities at the ground conducted to follow up on PWG's recommendations last given related to setting up classroom regulations, SCC-room arrangement, and class-room & school environment, usage of an information board, suggestion box, and first aid kits. Some initiatives, requests or concerns raised through the suggestion boxes by children have been considered by school management. Therefore, action can be taken only for simple cases such as improving the school environment, find a good corner for bicycle parking, and provide some school materials to poor students. In contrast, if the cases are beyond their capacity such as requests for bicycles, school playground, building kiosks, etc., the team will discuss with SSC, DOEYS, or seek for outside support from other NGOs. More importantly, visits to the new target schools by project staff in cooperation with PWG conducted informal interviews with 220 students (122 F) randomly selected from grades 4, 5 and 6 in 22 out of 71 new target schools with the aim of measuring their initial awareness of CR concepts before full-fledged project implementation in place. Furthermore, project staff along with PWG has given those schools visited some clues in boosting the use of suggestion box through promoting CP in raising their concerns or issues, and suggested school management not regarding children's raised issues/concerns as a shame or a blame for school or teacher, but a reputation of being a good facilitator with children. General observation during the visit could depict about SCC functioning in the target schools. The monitoring team also led a fact-finding task to find out additional information on SSC such as that of about its structure, selection process, working mandate, its involvement in school management and development, CR sensitization among its members, children's involvement in any meeting within community and others.

As necessary and a part of the project implementation for 2012, 5 extra-meetings with SDs and PWGs were held for each target district respectively 122 participants (16 F). Through discussion at the meeting, SDs accepted to produce slogan boards with a small amount of the budget supported from CRF and supplemental contribution from school's PB (Priority Budget). Participants also shared experiences of SSCs cooperation and involvement in school activities and SCC functioning.

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 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 all forms of abuse, which contributes to the implementation of UNCRC's article 34 on the prevention of children and the National Plan of Action against TSEC. It has been implemented with the funding support from ANESVAD Foundation-Spain since 2008 and to benefit 890 teachers and 30,177 students in 54 target schools based in Banteay Srei district of Siem Reap, Dambae district of Kampong Cham, and districts of Koh Thom, Takhmao, Kien Svay and Ponhea Loeu of Kandal province. In the 12 month period of 2012, the project achieved a variety of the planned activities as indicated below.

Different types of IEC materials produced and widely disseminated: This year, guidebook on SCC (1,000 copies), teacher's note on the key concept of trained topics (1,000 copies) and 500 copies of CD compiling existing project IEC materials produced for distribution to target areas and stakeholders. Consolidated into the CD included: 1) Posters and leaflets on CR, TSEC, COP, and primary health education (PHE), 2) Guidebooks on skills to work with children, 5 topics of CR implementation in school, child friendly school, supporting documents of SCC, CR and responsibility, 3) Booklets on SCC, PHE, game book, and PD. Another 5 video training manuals on good models of CF teaching practices (include developing of SCC plan and the effective teaching method) and peer education on CR, TSEC and PHE produced for distribution to target areas and other stakeholders.

592 (290 females) In-service teachers participated in reinforcement meeting: 592 (290 F) in-service teachers in the provinces of Kandal, Kampong Cham, and Siem Reap participated in six 2-day

reinforcement meetings on CR, SCCs, TSEC and COP prevention, hygiene and sanitation. By the end of each meeting, training plan / schedule was developed for each province e.g. two 2-hour formal sessions and dissemination in a classroom from teachers to students. As a result 24,630 (82.1%) students learnt about child abuse, ways to avoid/protect themselves from harmful situation, and hygiene and sanitation from their teachers who were trained by CRF.

125 members of PWGs, SDs, and key teachers (KTs) trained on Necessary Knowledge and Skills to work with children: Three skill trainings / workshops on how to make SCC function well conducted with the participation of 17 PWG members, 108 SDs and KT's from the provinces of Kandal, KC, and SR. In these trainings, the participants discussed the project's phase-out plan, resource mobilization or fund raising, project monitoring plan, and action plan for strengthening the SCC function.

School Action Plan for strengthening the SCC function jointly developed with children: 54 targeted schools developed School Action Plan for strengthening the SCC function while conducting skill training in the respective provinces. These plans focused on the capacity building for SCC Ex.com members and the meetings liaising between the 4 parts/components of SCC, i.e. Board members-teachers, Board members-SCC Ex.com members, teachers-SCC-class level committee members, and SCC Ex.com members-SCC-class level committee members.

108 SCC meetings/training sessions carried out by SCC members in the targeted schools: 108 SCC meetings/trainings were conducted in 54 target schools and joined by 1,654 members of SCC Ex.com and the class level committee. The meetings were conducted with or without support from SDs and KT's in charge of children for reflection of the action plan/results and empowering SCC members with knowledge on SCC work flow, completing track record form, implementing of the action plan and discuss the result of SCC's work.

164 groups of child peer educators carried out the child-to-child activities: 164 groups of SCC Ex.com members in 54 target schools conducted activities of child peer education for 14,460 students (7,052 F) to share the knowledge on ways to avoid/protect themselves from harmful situation/abuses and the 10 common practices promoting good hygiene and sanitation.

School mechanisms, Suggestion box, Information board, and First aid box supported and functioned: 54 target schools established reporting committee with the inclusion of children as members. Meetings of this committee were conducted on a monthly basis in order to report and address the issues raised by children from the mail boxes. 357 letters from mail boxes reported or complained mainly on the problems of violence, school environment, school rules/ discipline, and other suggestions. Among the raised issues, 233 issues were addressed or given with responses by SSC or school principals. 1,840 students and 347 teachers accessed to the first aid kits as recorded by SCC members.

54 Student-school forums organized in all target schools: 1,324 (769 F) of SCC members and students, 437 (148 F) of SDs and teachers, 127 (29 F) of parents and communities, and 37 (6 F) of local authorities participated in 54 Student-school forums organized in all target schools to discuss various concerns/issues related to hygiene and sanitation, classroom cleanup/school fencing and environment, some teacher and students' misbehaviour, financial support to poor students and child safe in/out of school.

735 classrooms in the target schools reviewed and applied Code of Conduct jointly set up with students: 703 (98.18%) individual classrooms in 54 target schools reviewed and applied code of conduct jointly set up with school children and teachers for a better teaching and learning environment. Out of these, 665 (92.88%) included the expected teacher's duties or behaviour towards students.

500 vulnerable students received assistance support: Among the former 500 vulnerable children and 288 students (57%) are females, 188 (117F) were newly selected by the selection committee to replace the ones who passed to higher grades. They are receiving direct assistance from the project as mean to cut down children's risk from drop out school, i.e. 250 vulnerable children got one kit of schooling

materials which include notebooks, pen/pencil, bag, rubber, drawing book and colour pencils. Other 250 vulnerable children got the bicycle.

The sustainability plan developed by the target schools: 68 PWG members and SDs from 54 target schools participated in three 2-day training on the project phasing out and sustainability plan in their respective provinces. At the end of training, a sustainability plan developed by the target schools.

12 Quarterly meetings with PWGs and SDs conducted: The meetings of PWGs with SDs were conducted in the three targeted provinces with the presence of 70-73 SDs and PWGs' members to develop action plan and coordinate effective approaches to help improving the project implementation and to discuss some other issues related to the project, and reflected 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 follow up and monitoring activities conducted: 18 follow-up and monitoring activities were conducted by the project staff and PWGs to observe activities implemented by schools in child-school forums, organizing of teacher-to-student activities, strengthening SCC function, the functioning of suggestion box, information board and first aid box, child-to-child activities, selecting vulnerable students, and conducting skill training for school directors and key teachers.

Project 4: Promoting Child Friendly Learning Environment for Quality Education

This project is initiated with funding support from Intervita Olus-Italy to enable target schools to address the widespread problems of CR in school. The Project has been implementing in two remote districts of Siem Reap province (22 targeted schools in Varin district and 2 targeted Schools Pouk district). It aims at contributing to guarantee the access to quality education for boys and girls in Siem Reap province. The following are the achievements gained during one year implementation period:

IEC materials promoting child protection and CR, PD and PHE developed and widely distributed: a variety of IEC materials were produced and reprinted to make them available for workshops, trainings, awareness raising or special events, and child-to-child activities in the target schools. 1,500 copies of posters on three different topics (CR, PDS, Trafficking, Sexual Exploitation of Children), 17,000 copies of leaflets, booklets and posters were reproduced for promoting health education among students and were distributed to teachers and students during CR session from teachers to students and child to child session.

69 members of PCT, PWG, DCWC, CCWC, and 168 teachers acquired necessary knowledge and skills for engaging in project implementation: To build understanding and skills in the project implementation, 69 key people (12 F) from four relevant groups of stakeholders, including PWG, PCT, District Committee for Women and Children (DCWC) and Commune Committee for Women and Children (CCWC) and KTs-were invited to attend in three 2-day trainings and workshops in series on (1) Project Monitoring and Reporting, (2) Effective Teaching Methods, (3) CR, CP, Practical Ways to Intervene Children's Issues and Facilitation Skills. As a result, a monitoring plan based on the project logical framework was drawn up in a table with relevant information to each project activity, including checklist of expected results/indicators, monitoring activities/tools to be used, timeframe/dates, and responsible person and reporting system. 2-day echo training was conducted for 168 teachers (82 females) from 24 target schools plus 5 times of technical support and coaching related to activity planning, implementation, monitoring, and reporting were also organized during field visits to strengthen capacity of SCC, teachers, DCWC and CCWC.

Initiatives to promote CR, birth registration, PD and child friendly learning environment conducted by schools and CCWC: a variety of activities were initiated in schools as well as in communities as an attempt to link responsibilities and to combine synergy of rights holders and duty-bearers in response to key issues related to child friendly learning environment (CFLE), COP, birth registration, and the practices of hygiene and sanitation to increase meaningful CP in matters of their concerns, and to change adult's attitude towards children by having them joined hands together to work with children in

school development activities. Meanwhile, 3 series trainings were also conducted to discuss on alternative ways to avoid COP, how to promote CFLE in their school, especially discussion on dropout rate and children-absentees in schools and method for issuing birth certificate was also held.

A special event focusing on the importance of education for children and promotion of child enrolment prior the start of new academic year 2012-2013 was kicked off from all the target schools. The message “Send your school-aged children to enroll in school now!” sent to parents and communities living in villages in surrounding the schools was to alert about the upcoming of new academic year and the importance of education for children. The event organized by SCC in company with SDs and teachers was scheduled to happen simultaneously half-day march in two consecutive days in September 2012 in which 2,500 participants crossed about 30 villages and 6,600 leaflets and 1550 stickers were distributed to all households in surrounding schools.

After campaign, the mobile birth registration activity was conducted by DCWC members and CCWC members to issue birth certificate to 704 Children (575 girls) in five Communes of Varin district. The mobile birth certificate issuing were conducted in all communes for all villages one village for one day.

SCC’s function strengthened: In an attempt of pushing MoEYS SCC’s momentum to play an important and active role in schools, technical support was provided for target schools to develop school improvement plan (SIP): 24 target schools developed SIP for two time in a year (June and November 2012) to include other issues identified by students and could not be implemented at class level, mostly issues related to school environment management such as fence and gate repairing, school entrance construction as well as school playground renovation. The project also supports target schools to conduct monthly SCC meeting which regularly held on every third week of the month. These were done with support from KT’s in charge of SCC and 8-11 SCC Ex.com members were prompted to play active roles and discussed on the monitoring activities implemented by the SCC Ex. Com members concerned. The issues related to hygiene and sanitation practices in schools were also raised and discussed in monthly SCC meeting. As a result, the hygiene and sanitation practices were integrated into weekly classroom plan to be implemented by students at class level.

Mechanism to voice children’s concerns/views introduced to all target schools’ students: An orientation session on “my view box” was conducted to children in all target schools in June 2012 at national anthem and also class teachers conducted awareness raising, be it informal session or part of other sessions/topics, to inform and encourage students to use the box. Through these sessions, students were instructed on how to use the box as a way to exercise their rights in schools, particularly the rights to express own views and all matters affected to them. As a result, no case of abuse reported in the reporting period, however some concerns and request for provision of support were raised by students such as school uniform, bicycle, school materials and problem of school entrance, fence, etc. SDs responded to student concerns and requests at the national anthem. And again in October 2012 at national anthem and SCC meeting each school by SDs and key teachers as well as SCC Ex.com members to encourage students to dear in expressing their problem or concern related to their study or daily living.

Remedial class conducted for slow learner students: These extra classes were created in two schools, namely Prey Knol and Sre Por, for slow learner students to enable them to upgrade their learning average on Khmer literacy and mathematics to a higher level. In total, 287 students (128 F) from grade 1–6 have attended in 1-hour session per day in academic year 2011-2012 and 324 students (50 F) in academic year 2012-2013. All students were motivated with necessary school materials support such as exercise book, pens, pencils and slate. A monitoring tool was also produced for teachers to involve actively in the activity.

Project 5: Strengthening Children’s Voices in Promoting Safe Schools

Under financial support from Plan International Cambodia, the project “Strengthening Children’s Voices in Promoting Safe Schools” is implemented in 12 target schools in Siem Reap, Kampong Cham, Rattanakiri and Phnom Penh. The objective of the project is children in the most at-risk communities in

Cambodia have access to safer education through duty bearers minimizing the impact of disasters on their right to quality education with the support of civil society. The following are achievements attained for the past year 2012:

Task Force for developing policy/ guideline/regulation on Safe Schools established and functioned: A Task Force in charge of developing Safe School guidelines was set up by an appointment letter from the MoEYS. It is composed of Secretary of State of MoEYS as Chairperson, Vice Director General of Education as Vice Chair and Directors of 6 relevant departments – PED, SED, TTD, YD, CDD and School Health Department - and CRF representative as members.

The first Task Force (TF) meeting was conducted on 10/07/12 at MoEYS and chaired by H.E Nath Bunroeun, Secretary of State with the participation of six MoEYS's officials and three CRF staff.

As a result, TF members were all sensitized about the Safe School project and realized the need to have a Safe School guidelines to be applied in Education System. It was agreed at the meeting to add the Director from Youth Department to be in TF membership and also to set up a Writing Committee of six technical persons to work on the draft guidelines to submit to the TF for reviewing and editing. Furthermore, the meeting also discussed and agreed on the terms of reference, process of Safe School Guidelines development and its proposed contents. Finally, the meeting agreed to have consultant in the draft guidelines in his/her capacity as resource person and technical advisor and not involve in decision making. Following the decision made during the TF meeting, a writing committee was set up in early August, 2013 in order to assist TF to draft Safe School guidelines.

To start its task the writing committee collected and studied existing documents such as policy, guidelines, standard, and practice related to Child-Centered Disaster Risk Reduction and promoting safe schools from relevant institutions, local & international NGOs in order to gain more understanding on the related topics. Moreover, several meetings were conducted at PED for the purpose of organizing and drafting the guidelines. With the assistance from an external consultant a draft safe school guideline was developed.

A National Consultation Workshop on Safe School Guideline Development conducted: A one-day National Consultation Workshop was organized on 13/12/2012 at La Parranda Hotel with participation of 40 Officials (7F) including selected PDoEYS, DOEYS, Cambodian Red Cross, National Committee for Disaster Management (NCDM), Provincial Committee for Disaster Management (PCDM), NGOs, TF and Writing Committee. The objectives of the workshop were to collect different views/comments/suggestions from the participants on the draft Safe School Guideline for finalization and to gain more understanding on the Safe School Guidelines and share how they would link to existing programs. As a result, all participants were interested in this document and they gave additional comments to make this guideline more simple and practical. These comments will help writing committee and consultant to speed up this work as planned.

Participatory risk assessment conducted in the target schools: Twelve half-day meetings were conducted separately in the 12 target schools from the 3 provinces, KC, SR, Ratanakiri, and Phnom Penh city, which involved SDs, KTs, SSC members, SCC, village leaders, CRF and Plan staff. The objectives of the meeting were to introduce project “Strengthening Children’s Voices in Promoting Safe Schools”, to identify hazards, vulnerability and disasters occurred in the target schools and surrounding community, and find out appropriate prevention measures in promoting safer schools. The meetings were organized with a good turnout of 425 participants (181 F) from all stakeholders concerned.

As a result, the participants got to know about the project’s goal, objectives, target areas and activities coupled with more understanding on the definition and examples of risk, hazard, vulnerability and disaster enabling them to identify possible hazards that occurred in their target schools and surrounding community. Potential hazards identified: natural hazards (strong wind, flooding, storm, drought, lightning and fire); human-made hazards (traffic accidents, sexual abuses, open wells without covers, ponds without fences, pieces of bricks/rocks/stones within school compound, dead tree branches, deep holes, damaged playground utilities, broken latrines, school roofing tiles & ceilings, and old bridges,

old/dilapidated buildings, electric wire, lack of hygiene, school fences built with barbed wire, sharp wood/log, burning rubbish, waste disposal, poisonous creatures - snake, scorpion), etc.

In order to prevent and mitigate the effects from hazards, some action points were proposed: Raising awareness on how to protect from strong wind, flooding, storms, drought, lightning, fire, traffic accidents and sexual abuses; build and use stop-sign for children to cross the road; equip cover for open wells; build safer fences around ponds, remove pieces of bricks/rocks/stones, sharp log/wood and dead tree's branches in school compound; fix damaged playground utilities, latrines, school roofing tiles, ceilings, bridges and buildings; separate waste disposal into recycling and non-recycling category.

IEC materials on DRR, PHE, COP, SCC printed: The IEC materials on Primary Health Education (PHE), Corporal Punishment (COP) and SCC were reprinted and made available to the target schools. These include 180 copies of posters on CR, CP and COP; 1,900 copies of leaflets on CR, CP and COP, 5 pieces of PHE banner, 1,000 copies of PHE booklet, 70 copies of Alternative way to avoid COP booklet, 70 SCC policy and guideline booklet, 1,930 copies of SCC booklet in child friendly version, and 70 booklets of teacher's code of conduct.

In addition, 500 copies of student's textbooks and 100 copies of teacher's training manual on DRR were reprinted and distributed to target schools for echo training to students on DRR and child-to-child activities in the target schools.

Relevant stakeholders gained knowledge on DRR: Trainings for 121 (39F) in-service teachers, SSC, DOEYS officials and PWG members on DRR were conducted in RTK, SR, KC provinces and PP City respectively on 15-18/05/2012, 20-22/05/2012, 12-14/06/2012 and 09-12/07/2012. The objectives of training were to build capacity of SDs, in-service teachers, SSC and DOEYS officials on DRR and design school emergency and disaster preparedness plan in each target school.

As a result, participants gained more understanding in reflection to pre-test & post-test such as basic concept of disaster, definition of risk, hazard, disaster and vulnerability, types of hazard, causes and effects of disaster, risk assessment and risk reduction, Do and Don't before, during and after a disaster, safe school concept, school emergency and preparedness plan, role of CCDM, enhancing children's participation in DRR and prepare lesson plan for echo training to students. Following the above training echo training on DRR to all students in the 12 target schools conducted by the trained teachers in the 4th quarter, using teacher training manual and student text book on DRR, through which lessons 1 & 2 of DRR student textbook were taught.

ToT training on HVCA conducted: A 2-day ToT trainings on HVCA were conducted for 168 (69 F) SDs, KTs, CC-Excom and PDoEYS, DOEYS officials from target provinces of KC, SR, RTK and PP City. As a result, participants gained more understanding on the basic concept of disaster such as feeling during disaster, definition of hazard and disaster, hazards ranking, what is vulnerability and capacity, seasonal calendar in community/school, disaster historic profile and disaster causes and impacts.

SCC developed capacity in child-led DRR planning and implementing: A 2-day trainings to develop DRR plans were conducted for 172 (69 F) SDs, KTs, DOEYS officials and CC-Excom from the target provinces of KC, SR, RTK and PP City. These trainings were organized in linkage with ToT trainings to SCC on HVCA in order to develop DRR action plan. After the trainings, DRR plan and micro project for each target school were developed based on HVCA results and integrated into Annual School Development Plan. In order to mitigate and reduce risks in all target schools, a number of initiatives have been conducted in the target schools - such as tree planting, install burning-rubbish place, chained-board messages on Do and Don'ts before, during and after disaster, and warning signs were developed and implanted - were conducted by SCCs to support school DRR plan. on the other hand, the trained SDs and KTs conducted echo trainings to SCC-Excom members on DRR in all target schools. Topics taught were definition of hazard, disaster, vulnerability and risk, do and don't during disasters (flood, storm, lighting strike and fire) were highlighted to raise awareness among children. Support also

given to SCC meeting (12 packs of office supply such as board, box files, paper, carton, marker and stationary were distributed to all target schools to enable SCC's work) and Child-to-Child activities (46 packs of prizes/reward were provided for Child-to-Child activities for organizing quizzes on DRR).

SSC and CCDM trained on HVCA: HVCA trainings for 83 (17F) SSC and CCDM members were conducted in 4 target districts. After the trainings the participants gained more understanding on the basic concept of disaster such as definition of hazard and disaster, hazards ranking, what is vulnerability and capacity, seasonal calendar in community/school, disaster historic profile and disaster causes and impacts. Finally, they develop DRR plan for each community.

Target schools equipped with necessary tools and facilities: In order to promote school safety and based on the actual needs identified using Hazard Vulnerability and Capacity Assessment (HVCA) tool, the facilities / equipment such as life jackets, buoys, megaphones, ropes, whistles, first aid boxes and materials, information boards, safety vest and barricades were purchased and distributed to the target schools in Phnom Penh city, Kampong Cham, Siem Reap and Ratanakiri provinces.

In addition, three lightning rods were installed in the three target schools. These primary schools are Prek Taroath in Phnom Penh city, Lbeuk in Siem Reap province, and Vireak Chey in Ratanakiri province.

In other target schools, based on discussion with SSCs, teachers and SCCs, the temporary wooden bridges, walkways and school fences were constructed in order to make it safe and accessible for students to go to schools during flooding and new academic year start-up.

While the prioritized school facilities and equipment related to DRR had been supported to all target schools, basic hygiene and sanitation materials were additionally distributed to five target schools – two in Ratanakiri, two in Siem Reap and one in Kampong Cham - in order to promote health and hygiene in schools

Regular follow up and monitoring activity conducted: In order to follow up activities implemented in all target schools of Siem Reap, Kg.Cham, Phnom Penh and Ratanakiri, PWGs and CRF staff conducted field visits for the purpose of observing DRR session to students and especially supporting SCC initiatives related to DRR in all target schools based on DRR plans.

During the visits to target schools some improvement in knowledge, attitude change and school environment have been found since the launch of project in February, 2012. Most children were happy while learning in the classes and actively participated in the sessions. Teachers did not hold a stick in hand while teaching, have friendlier relation with their students and encourage children's participation through different means.

Due to the improvement in knowledge, a potential 11 years old boy, Srin Bunthab, from grade five in Bakheng primary school, residing in Khtor village, Sangkat Prek Leap, Khan Russey Keo, Phnom Penh city, was selected to join the 5th Asian Ministerial Conference on DRR in Indonesia from October 22-25, 2012.

From time to time SDs, SSC and SCC-Excom members have been trying their best by identifying HVCA in each school and possible interventions in building temporary bridges, high walkways and school fence with some contribution from their group to avoid high risks for children to come to schools.

In addition, they also worked closely to develop school DRR plans based on HVCA results and integrated in annual school development plan. In order to mitigate and reduce risks in all target schools, some initiatives - such as tree planting, install burning-rubbish place, chained-board messages on Do and Don'ts before during and after disaster, and warning signs were developed and implanted - were conducted by SCC to support school DRR plan.

Project 6: 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

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 the municipality where CCYMCR members are located. The project on Empowering Child and Youth-Led groups for Meaningful CP in CR Promotion and Monitoring for 2012 was implemented to contribute to the long term objective and responding to the specific results of 2012: 1). 1,200 CCYMCR members including vulnerable children increased role to promote meaningful CP and monitor and advocate for implementation of CR, 2). At least 120 parents in 4 target areas and 1,500 community members in all target areas of CCYMCR provide opportunities for children especially vulnerable groups in participating in Child and Youth-led groups (CYLGs) and decision affecting their lives at home, and 3). At least 30 CCs and CCWCs members in the 2 target communes, aware of citizenship rights of children, support and increase the CP promotion. The following are the achievements gained during the year:

CYLGs took actions in following up the concluding observation issued by the UN Committee on CRC: 4CYLGs in Takeo, Kampong Speu, Koh Kong and Pursat were selected to support the action plan responding to the concluding observation. The action plan was designed to focus on different issues such as Takeo focus on the issue of children drinking alcohol, Kampong Speu on drop out school children, Koh Kong on children in fishing boat and Pursat on the importance of CP in child club. The first activity was started in Sdock commune, Kampong Speu and Sla commune, Takeo province. Four workshops were conducted in the 4 target areas with a total of 74 parents and 87 children identified the root causes of the issues, suggestions and brought them to communes. In addition, 7 CCWCs and 18 CCYMCR members from 4 communes of the above provinces learnt from Preak Roka commune, Kandal province on experiences in responding to children's issues.

CCYMCR networking and collaboration with other CYLGs and NGO and Government bodies strengthened at different levels through variety of activities included: 1). 8 children of CCYMCR members from Kampong Speu, Takeo, Kandal and one executive committee member joint in the child consultation on the third Optional Protocol to the UN CRC on a Communications Procedure (OP3 CRC), 2). 3 CCWCs and 7 CCYMCR from 6 provinces and municipalities were invited to participate in the event which organized by the Cambodia National Children Council (CNCC) on December 20, 2012, 3). 8CCWCs and 12 CCYMCR members from 11 provinces and municipalities were participated in the national workshop on Child Help Line in Cambodia which conducted by Child Help Line Cambodia on December 29, 2012, 4). 1 child representative from CCYMCR participated in Senior Officer Meeting (SOM8) and Inter-Ministerial Meeting (IMM3) in Hanoi, Vietnam. As results, the children's statement from the GMS was presented during the SOM8 and IMM3, and 5). 15 children of CCYMCR including 11 vulnerable children such as 4 orphans, 3 ethnic minorities, 1 minority, 1 child worker, 1 child with disability, 1 drop out school from 11 provinces presented at the National Children Consultation Workshop and ASEAN Civil Society Conference (ACSC) /ASEAN People Forum (APF). As a result, the children's statement was presented during the CR Workshop in ACSC/APF. On the other hand, recommendations were included in the ACSC/APF statement and presented to ASEAN leaders. More importantly, 2 meetings were conducted with Department of Local Administration (DoLA) to share information from target communes and discussion on how to support CP in local governance. As results, DoLA agreed to be co-facilitators with CRF for the national workshop on Promoting CP in Local Governance.

Regular CCYMCR member meetings were also organized in a quarterly basis to coordinate joint efforts, share information and skills among members. As results: 1). CCYMCR's consent form and internal rules were updated and adopted to be used for the year 2012, 2). Participants gained knowledge on CP, case study and how to develop a proposal and commit to develop a proposal responding to the UN concluding observation at national and community level, 3). A draft guide book on Data Collection in Child Participatory Approach was reviewed and finalized, 4). A drafted poster on CP in family decision making and CP in CYLGs and booklet on Information of CCYMCR were finalized, 5). Staff management policy was adopted and will be used in 2013, and 10 Years Achievements document was adopted and printed.

CR and CP IEC materials and guidebook produced and made available to all members organizations: in total 5,500 copies of guidebook on data collection in child participatory approach produced and orientated to CCYMCR members during its quarterly meeting to facilitate CCYMCR members in collecting children's issues and concerns in their respective community. 3,000 copies of CRC booklets reprinted and be used in CR awareness raising activities of CYLGs in their respective communities. 1,000 copies of “CP in family decision making” posters and 1,000 copies of “CPin children and youth club in community” posters were also printed and distributed.

CCYMCR members gained knowledge on citizenship rights of children and organizational development: 29 CCYMCR members (12F) including 7 children (G: 6) of which 4 are vulnerable children (2 Orphan children, 1 child worker and 1 ethnic minority child) from 15 CYLGs gained knowledge on the citizenship rights of children and organizational/group development through a series of trainings. Result of the post test showed that participants increased level of understanding by 17%. Moreover a plan of sharing knowledge on the citizenship rights of children was developed together with the child representatives and facilitation methods for echo training on the citizenship rights of children was compiled and documented for distribution to CCYMCR members. With co-support from parental organizations and the project, 14 out of 15 CYLGs shared knowledge learnt from the above training to their peers. In total 661 persons including 564 children (127 vulnerable) learnt about Citizenship Rights of Children.

CCYMCR received ongoing technical and financial support to strengthen its function: Presently, there are 9 youth volunteers (4F) be members of the CCYMCR Executive Committee (1 is full time and others are part time volunteers). Those members received ongoing financial and technical support from the project to strengthen their role and performance. On the other hand, 5 working groups of CCYMCR have been supported and motivated to conduct regular meeting among its members. As results, each working group designed and adopted quarterly implementation plan and quarterly report. CCYMCR Council members and Executive Committee members also met regularly to discuss and draft the policy for staff management which will be brought for the discussion among its members in the 4th quarterly meeting. An Annual Conference to review CCYMCR rules, policies, plan and its operation conducted with 26 members including 8 children of which 5 are vulnerable children from 12 provinces and municipality. As results, a draft plan for 2013 was discussed within the main 5 working groups and the payment guideline was reviewed and adopted. To raise its profile, 7,000 copies of the CCYMCR information booklet is being developed and in the process of printing out for dissemination.

CCYMCR expanded its membership: Within this implementation period CCYMCR took actions to involve and expand children's membership especially vulnerable children in CCYMCR member organizations. This included visit to children's clubs and their activities, meetings with different children groups and parental organizations. This year 5 more children groups who based in Mondulkiri, Kampot, Prey Veng and Siem Reap province agreed to be CCYMCR members during the quarterly meeting of CCYMCR. Moreover, CCYMCR has signed MoU with parental organizations such as ASPECA Organization and CCASVA for future cooperation and jointly support to children clubs.

Cooperation between CCYMCR and parental organizations strengthened: An annual meeting among parental organizations was conducted and hosted by Ponleu Koma organization. 4 out of 7 parental organization representatives actively involved in the discussion. As results, a list of contributions from parental organizations for supporting CYLGs involvement in CCYMCR activities in 2013 was agreed; experiences and future cooperation were shared and learned among parental organization representatives; and key suggestions on how to link up CYLGs with CCWCs were identified and raised up to other parental organizations for promoting sustainable engagement of CYLGs in the community.

CP promoted in CYLGs and family setting: Eight 1-day training workshops were conducted in the 4 target areas, Banteay Mean Chey, Kampot, Kandal and Kampong Chhnang provinces. As results, 96 parents and 40 children were aware of the importance of child participation in decision making in a family setting and children's involvement in child club; and an action plan of each family was

developed and being applied among family members. Following the above workshops, 8 reflection and experience sharing meetings were undertaken in the 4 target areas with 91 parents and 46 children and youth including 6 vulnerable children to share progress made against family action plan and challenges faced in promoting CP in family. To mobilize more support from community 4 consultation meetings among stakeholders in the target areas were also conducted with 61 participants (47F) - 45 adults, 23 youth 23 and 3 children - to discuss ways to support CP in their community and family. Common action points and/or suggestions for promoting CP were identified and be undertaken by authorities, parents, children's clubs as well as NGOs concerned. For instance, in close collaboration with CSOs and CCWCs, CCYMCR members conducted community awareness raising activities on the importance of CP in CYLG and in family. These had been initiated and implemented by 13 CYLGs in 11 provinces. In total 1,405 community people (924F) including 506 children (291girls), 183 vulnerable children participated in the crucial events.

More importantly, a National Workshop on “How to Promote Child Participation in Local Governance” was organized in close collaboration with DoLA. 55 (29 F) relevant government stakeholders, NGOs and children’s representatives from 12 communes of 12 selected provinces actively participated in this significant event. The workshop concluded with high inspiration among participants in CP promotion and finally, a number of good practices on CP promotion in local governance among the 12 communes had been drawn out, compiled and shared among each others.

Commune Councils (CCs) and CCWCs enhanced knowledge and skills in working with and for children: 36 CCs and CCWCs members and 6 CYLGs members participated in a 3-day training on citizenship rights of children, planning and budgeting. Consequently, commune action plans for children were developed and some activities had been integrated into the commune investment plan of year 2012. With technical support and financial contribution from the project CCs in Preak Roka and Long Veak communes were able to start implementing its commune action plan for children. They also able to mobilize more resources from other NGOs, local community people and pagoda for supporting the plan and dealing with children’s issues in their community such as provision of school materials to 43 vulnerable and poorest children (23 F) whose parents or adult guardians could not afford for that.

As a result of a study visit and reflection meeting among relevant stakeholders, 47 (8 F) CCWCs members and 7 (3 F) children from Long Veak commune, Kampong Chhnang, Preak Roka commune, Kandal, Smoung Khang Tbong commune and Neak Loeung commune, Prey Veng province gained more experiences on resource mobilization, how to make use of commune development budget for social service and approaches in working and supporting CYLGs. Following this learning 2 target communes committed to apply the same activities within their respective commune such as development of village mapping of vulnerable children and families, commune’s initiatives and efforts in mobilizing necessary resources for the cause of children etc. Evidence of this success had been highlighted in 2 communes - Preak Roka commune spent \$1,637.50 in year 2012 for children issues in which \$255.00 was successfully mobilized from community people, \$587.75 from NGOs and \$794.75 from commune budget; as for Long Vek commune invested in children in the amount of \$4,250.20 in 2012, of which \$500.00 raised from community people, \$3,500.20 from NGOs and \$250.00 from commune budget.

Children’s representatives actively engaged in CCs planning process: 2 CYLGs regularly met with CCWCs during the CCWC monthly meetings to raise children’s concerns to CCWCs. In Prek Roka commune, CYLG representative was elected as a member of CCWC and 14 children met and discussed about 7 children’s issues identified by their peers. For 2012, they finally decided to bring issue of children drop out of school to CC and CCWC for consideration and intervention.

19 children from different villages in Longvek commune also met and discussed about children’s issues in their community. 6 issues were found and they finally decided to continue urging CCWC for actions responding to the above issues, particularly on children drinking alcohol. They expected the same measure applied in Preak Roka commune will be taken by local authorities in their respective commune. 2 CCWCs and 10 children’s club members from Longveak commune visited children and youth’s club in Prek Roka commune. From the visit they learnt about achievements made by children's club and also the process of

engaging children in CCWC's meeting and planning as well as actions taken by CCWC in addressing children's issues. They also got exposed to the way that CCWCs in Prek Roka working and cooperating with and supporting children's club.

As results of active children's involvement, 7 common actions had been taken by CCs and CCWCs such as awareness raising on early childhood care and development, stopping children drinking alcohol, supporting the functioning of children's club, supporting poor and vulnerable students and families, awareness raising to community people on the importance of CP in the children's club etc.

Project 7: Association for Young Artist Building Cambodia's Future Cultural Industries

The partnership agreement between the Italian Association for Aid to Children (CIAI) and CRF which aims to define the general framework for the cooperation and collaboration of the project Association for Young Artist Building Cambodia's Future Cultural Industries, was officially signed on 16 March 2012. Based on the project partnership agreement, in the project framework, CRF is mainly responsible for building children's capacity on CR, providing legal counselling for children, and following up creation of the statute of the Artist Association. Therefore, through this period of the project implementation the achievements made would be presented as below.

Children and youth enhance knowledge on CR and child labor: 2 and haft day training was conducted for 25 (17 F) Artistic Development Club members who are former students and postgraduates in the School of Arts (SoA) of Siem Reap province. Through the training, participants have increased level of understanding on the UN CRC, Who is a Child, What is Child Rights, Rights to Survival, Rights for Development, Rights to Participation and Rights to Protection, Forms of Child Abuse and Employment Contract, and able to distinguish between Child Work and Child Labor.

Legal Consultancy conducted for Youth Art Club members: Within this implementation period 3 legal consultancies were conducted with the aim to strengthen knowledge and confidence among participants on the UNCRC, Child Labor and working contract, and to advise them on problems solving or dealing with difficulties or challenges occurred in their working conditions and places, based on the Cambodian Labor Law. The 1st legal consultancy was organized at Youth Artist Development Club office in Siem Reap province on October 31st for 18 Youth Artist Club Members (6 F); the 2nd legal consultancy was conducted on December 1st, for 13 Youth Artist Club Members (8 F), and the 3rd legal consultancy was carried out on December 29th, 2012 for 16 participants (12 F).

Project 8: Child Sponsorship Program

The CRF, in partnership cooperation with Khmer-France-Hungary Friendship Orphanage (KFO) and Norway House (NH), has implemented a project namely "Child Sponsorship Program". The overall goal of the project is to help deprived 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.

For the 2012, CRF under financial support from NH has facilitated and provided full assistance to 18 sponsored students in terms of their living and studying. Project achievements attained during the implementation period are as follows:

Direct assistance to the sponsored students provided: The project continues to provide direct assistance to the sponsored students to facilitate their living and studying. This includes school preparation, registration fee and monthly subsidies to cover their study materials, transportation, food, accommodation and other utilities.

Regular meeting with sponsored students conducted: Two meetings with all sponsored students were held to discussed several agendas including updating each student's sponsorship status, reflecting and reviewing internal rule, sharing information and decisions made between NH and CRF to students, developing bi-weekly report format, setting bi-weekly reporting routine schedule, building confidence and how to motivate students to openly share concerns with CRF and among themselves, and other issues related to living situation. On the other hand, regular meetings with individual student were also

conducted to consult about their study, saving and budget planning, women's health and other issues concerning their future plan.

The above meetings yielded some results as a revised internal rule was adopted and put into practice, a bi-weekly report format developed and routine schedule for reporting was set up, students have a clear understanding about NH and CRF role in supporting sponsorship program and line of communication. Moreover, ways to promote team building and improve the living environment were identified and applied as students recognized that communications among themselves were not friendly and flexible enough.

Student bi-weekly report regularly produced: According to the reporting schedule jointly set in the quarterly meeting held by the end of May, the sponsored students started to take turn in writing bi-weekly report, in June 2012. The reporting task resulted in improving communication among students as they have to inform each other especially, the reporter about time in and out, where to go, reason for not going to school and to come home late etc. In addition, a sense of solidarity and responsibility among sponsored students was created and their English writing skill was also enhanced. On the other hand, CRF learnt to know more information or any cases that happened within a student house on time.

Student house internal rule/code of conduct reviewed: A student house internal rule was reviewed and adopted by all students at the meeting held in May, 2012. Through informal discussions with some students and bi-weekly report written by Nget indicated that all students effectively applied and respect the rules jointly set. This internal rule will be regularly reflected or reviewed, if it is necessary, with all students to make it alive and applicable to all students in any circumstances.

Four new selected students were interviewed in a one-by-one basis. The result of the interview highlighted strengths and weaknesses, future plan of each student and recommendations from CRF was compiled and sent to NH for consideration while making a decision on the support..

Student background collected and compiled: CRF is planning to develop a simple database of the sponsorship students. For this purpose a form for collecting background information from each sponsored student was produced and distributed to all students to fill in. The collected information was compiled and will be entered into a database system.

4 Meetings with NH conducted: The first meeting held on 2nd February, 2012 discussed several issues including updating information from current students and new selected students, finalizing cooperation agreement between 3 parties - NH, KFO and CRF, process of fund release form, training for children at KFO on communication skill career guidance, training for staff which topics need to be identified afterward. The second meeting held on 24th April brought important issues such as updating current student's situation, discussing problem happened among sponsored students and planning for new selected students. The third meeting held on 01 October, 2012 discussed several issues including updating information from current students and new sponsored students, discussion about the new training initiatives by CRF at KFO and discussion on the proposal of the sponsorship program. The fourth meeting held on 04 December, 2012 brought important issues such as provided the updated information of 3 days training at KFO on 23-25 November, 2012 and mentioned the student selection and application process that were performed previously are very useful and effective, updated information of current students and new student housing, discussion about the expanding the sponsorship program and student's situation.

As the result of the above meetings: one of the current students, Poy Mon was supported for three more months from November 2012 to January 2013 and another one, Ngoun Theary was supported for 3 year bachelor degree. Three new students namely Say Sokleng, Touch Tina, and Phon Sreydov were selected and supported by NH. Two 3-day training session on “TSEC Prevention and Career Guidance” conducted on 23-25 November, 2012 for children and youth in KFO. The total of participant is 64 children and youth, the sponsorship proposal and relevant document were sent to NH for the discussion.

III. ORGANISATIONAL DEVELOPMENT

Policy Development: To create a good and healthy working environment for all staff members, CRF, based on the outcomes of the 2012 annual staff conference, a meeting was held by the end of the December 2012 to revise some existing policies such as procedural finance management, non-staff stakeholder transport allowances, CRF by-law and develop new policies, gender policy, resolutions on conflict of interests etc. to fit the real needs of the organization 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 one support staff and six program staff for some different training topics. One support staff and one program manager were sent to participate one day training in "**Human Resource Management Forum**" organized by NEP at CJCC, and the aforementioned support staff was also sent to participate one day training on "**Financial Management Learning Forum**" organized by CCC at ICF. More importantly, six program staffs were sent to participate in five different trainings, two program staffs were sent to 2-days trainings on "**Investment in Children**" organized by Save the Children; two program staffs were also participated in 2-days training on "**Step Budgeting Process**" organized by Save the Children; one program staff was sent to participated two different training which one in a 2-days training on "**Gender**" which facilitated by Plan International Cambodia and another one is a 2-days training in "**Climate Change and Adaptation**" facilitated by Plan International Cambodia; and one program staff was sent to participated in one day training on "**Universal Periodic Report**" conducted by NGOCRC. Moreover, beside the above external trainings, 3 internal trainings were also shared by our donors to all program staff members which one was organized in January on "**Child Rights Programming**" facilitated by Save the Children; one was organized in June on "**Strategic Planning**" facilitated by Independent Consultant; and the last one was organized in August on "Disaster Risk Reduction" facilitated by Plan International Cambodia.

Board of Director: Presently, CRF has four board members who have extensive knowledge and experience in the areas of CR, Law, Development and fund raising. The four members are:

Mr. Bun Sok Seila, Legal Advisor of EWMI (new member-elect)

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

Ms. Amy Antoniades Austermilller (re-elect)

Mr. Men Sedtharoath (new member-elect)

During this year, two board meetings were held. One was held in the first quarter on March 06, 2012, in which three members of BoD were available to participate in this meeting together with CRF Management Team and another one was held on December 19, 2012, in which three members of BoD were participated in this meeting.

Staffing: As CRF has expanded its scope of work, this year, six staffs were recruited, among which 25 are program staff and 11 are program supporting staff. All together we have 36 staff members. However, two program staffs were resigned by the end of this year.

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 independent auditing service providers to audit its financial management. This procedure has been practiced for many years since its inception in 2001 and CRF has got the highest score for its financial management. For instance, the 2011'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 2011, in accordance with the accounting policies set out.

IV. NETWORKING

CRF is a member of several network including 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), Cooperation Committee for Cambodia (CCC), NGO Education Partnership (NEP), 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. 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. CHALLENGES

In spite of having undertaken these project tasks with such accomplishments 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:

- Some TTC managements 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.
- The delay of funds transferring to CRF affects some activities in the target areas and makes the following quarters very packed. Therefore, the planned activities were needed to be adjusted or rescheduled accordingly. On the other hand, the reduction of fund has also affected some achievements of projects, especially those projects that work for subjective outcomes with quality and long-term changes.
- PWG members and school directors have many other duties, and the learning schedule is tough, causing difficulties in coordinating joint schedules for some activities.
- Some teachers and CC members who have trained about necessary skills to work with children were transferred to other schools and replaced with new teachers and CCs.
- The conducting of remedial classes by school teachers for poor 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 their family in the field.

VI. PROGRAM EXPENDITURE

In 2012, CRF has received promises for funds from various donors to support its programs. Those donor agencies/sources namely are: ANESVAD Foundation, Intervita Onlus, Plan International Cambodia, Norway House (NH), Save the Children International (SCI), Stichting Kinderpostzegels Nederland (SKN), Italian Association for Aid to Children (CIAI), and other contributors. A total grant for this year is US\$ 873,352.00 and the total expenditure for the 12 month period is US\$ 799,703.00. For more details, please kindly find in the enclosed financial report.

VII. LESSONS LEARNT

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

- The keys to the success of the CRF project/program lie in the 5 main strategies that organize project activities and programs. These strategies overcome obstacles through patient advocacy with a long-term vision, meaningful collaboration that begins with official systems and that is sustained by on-going training, hands-on partnership in all project activities, and concrete methods for involving children in their own education and governance.
- One of the noticeable learning of CRF has been the enhancement of the children council in the primary schools towards organized and concrete participation of children in the life of the school. This tangible progress has been impacting on the transformation of the role of teachers and directors from commanding into facilitating children's activities, thus supporting the concept

of child friendly school that is promoted by the Ministry of Education. Being in partnership with CRF in project implementation, all target schools have witnessed and seen clearly that Children's Council is a crucial mechanism they will have to focus on in future after the project ends as they are fully confident that this mechanism helps to promote child participation in school activities as well as to improve learning environment.

- Critical to all CRF's activities implementation is to inculcate a culture of monitoring and evaluation in every project/program that enables constant improvement of its relevance, effectiveness, efficiency and potential impact. To achieve this, a set of tools have been developed and on-going adjustment of M&E tools will ensure consistent and reliable analysis of the deficiencies so that corrective measures are introduced in the lifetime of the project. Phase-out strategies and sustainability mechanisms are critical issues that are brought to the reflection based on outcome of the monitoring evaluation.
- Addressing both the real needs of children and capacity building of duty bearers has constituted a real challenge for CRF. By working at provincial, district and school level to strengthen capacity of PoE, DoE and in-service teachers and directors, CRF has been contributing to put children as key right holders at the center of the realization of child rights. For this, a number of quality teaching materials and IEC have been produced and disseminated, as well as a significant amount of civil servants have been trained to perform their tasks effectively and accountably.
- The observation made most often by relevant stakeholders, teachers and students at each application site marked the significant change in mindset among teachers toward children, especially the relationship between teachers and students at target schools. They remarked that students become less fearful, more confident, more interested in their studies, and more helpful. They said that the relationship between teachers and students has grown warmer at their schools. This makes a better environment for work and study for everyone.

VIII. CONCLUSION

Up to now, CRF has successfully performed its mission and built the credibility and professionalism in working for the profits of children, especially in realizing CR concepts in education system. The most significant reason for the successful project implementations is the closest cooperation with the MoEYS' 5 departments: YD, PED, TTD, SED and CDD, under an MoU for 2nd term CRF concluded with MoEYS in 2008. The process of SCC statute adoption presided over by H.E. Nath Bunroeun, Secretary of State for MoEYS along with involvement of children witnessed this fruitful cooperation. One remarkable reform that has been observed in target areas where CRF is operating is that the target schools have significantly changed in terms of environment and learning atmosphere. Students have friendlier relationship in the playground and classrooms; teachers have given the consideration and the 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, with which CRF has been struggling up to present day, have proved that the sustainability of any project's impact on children would depend on the stakeholders' commitment to the cause of children's best interests and the spirit of the Government's Millennium Development Goals.

Date: 29 March, 2013

Mom Thany
Executive Director