

Kien-Kies Health Education Network (KHEN)

**Report**

**Final Evaluation**

Improving Child Rights and Enhancing Education for Children Project  
(ICREEC)

*Prepared by Consultant*

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The Consultant

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## List of abbreviations

<b>CC</b>	Commune Council
<b>CFS</b>	Child Friendly School
<b>CIF</b>	Commune Investment Fund
<b>CIP</b>	Commune Investment Plan
<b>DoE</b>	District Office of Education
<b>PDoE</b>	Provincial Department of Education
<b>EDUCO</b>	Meaning “ Education and Development”
<b>FGD</b>	Focus Group Discussion
<b>ICREEC</b>	Improving Child Rights and Enhancing Education for Children Project
<b>KHEN</b>	Kien-Kies Health Education Network (KHEN)
<b>KNKS</b>	Kumar Ney Kdey Sangkheum
<b>NGOs</b>	Non Governmental Organization
<b>SSC</b>	School Support Committees

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## Executive Summary

As was designed by the proposal, the project attempts to promote changes in the following areas:

- 1) *To improve the school facilities and environment;*
- 2) *The teachers have utilized their resources to adaptation of effective learning in their profession;*
- 3) *To enhance the mutual relationship between communities and schools;*
- 4) *The rights to development have been offered to the children throughout attractive educational manner*

As was identified by this evaluation, the ICREEC has managed to achieve a certain level of its expected results and outcome indicators set up by the project. For example, to improve the school facilities and environment, in some schools, the playground has been renovated and a special path way for wheel chair for children with disability has been renovated or built in all the state schools supported by the project. A certain level of cleanliness has also been observed in the school yards as well as in the class room.

The project has also contributed to the overall progress in the quality of children education through the practices of Child Friendly School (CFS) within all the target schools. Over the course of this project, the level of children enrolment rate has been increased up to between 80 to 90%. This figure, somehow, is relatively low compared to the target set by the Ministry of education (98%). However, based on the contextual situation in Samlot, this figure has been treated as more realistic and perceived by parents, school officials and teachers as much improve than it was in the past.

A greater improvement in the relationship between community and the local schools has also been reported. At least 80% of the existing School Support Communities involved in the project has proved confidence and able to engage functionally with the school. The role of the SSC has now been transformed from being passively working under the instruction of the school principles into a two ways engagement, where the SSC becomes more assertive and actively involved in providing guidance, questioning and mobilizing resources to support the school when needed.

To offer the right to development for children, the project has filled a gap that exist through supporting the community to develop pre-school and community primary schools in the areas where there are many small school aged children cannot go to school. As was revealed by this evaluation, the supports to community primary schools have made an incredible change in the life of rural children, where all of them now can access school. A significant improvement has also been observed in the level of learning amongst the children. The children rights to development can also be indicated through the progress that has been made by the project to improve the practice of CFS in all local schools supported by the ICREEC.

Amid of these progresses, some key concerns were also identified. For instance, some gaps still can be observed in the areas of children safety and child right to protection. Some schools have been located next to deep ponds or reservoirs where there is no fence. The community schools that have been built through community efforts, somehow, still be far from the school standard, and support for proper school infrastructure and building from the DoE and PDoE still cannot be materialized, at least until the time of this study. At the same time, in community primary school, the community appears to have more difficulties in continuing their supports, both in term of technical and resources, when the schools has been expanded to grade 2 &3.

Some key concerns were also raised regarding the level of awareness amongst preschool teachers and community regarding the practice of child right protection in the preschools environment, where safety measure for small children still cannot be 100% guaranteed.

Some conflicts and constraints were also reported amongst teachers re: the current practices of the Child Friendly School. Some of them argued this method as a time consuming process and, therefore, they cannot finish the school year curriculum. Indeed, by going through the school books and conversations with school teachers revealed only 70 to 80 % of the topics in the school curriculum can be completed for the school year 2014. Furthermore, some old teachers said, the CFS method is less effective than their traditional teaching method (strict control on the students). It was also realized that, in some schools, where the relationship between the community and school still weak and fragile, the quality of children education and school functioning appear to be poor and less satisfaction by the parents.

In response to the key findings above, a set of key recommendations can be proposed including, to keep further improving the Child Friendly School Practices, to provide safety environment for small children at the pre-schools; and to work out for solutions to partnership building with relevant government institutions, including education and CCWC, to ensure long-term support and sustainability to the development assets supported by KHEN up to date.

## I. Background:

Kien-Kies Health Education Network (KHEN) is officially recognized with Ministry of Interior License No 1008 issued date on October 1st, 2002. By getting approval from KNKS boards and KHEN board and Director, KNKS in Battambang is officially spitted into two and transferred agreement to KHEN on March 03, 2014. KHEN is implementing all projects supporting by EDUCO Cambodia based in Battambang based on the signature of agreement between KHEN and EDUCO Cambodia. The mission of KHEN is “ to support the rights of vulnerable children to a healthy, safe and secure society, and to be able to access education and develop to their full potential”.

Improving Child Rights and Enhancing Education for Children Project is implemented by KHEN and got fund support from EDUCO through EDUCO Cambodia to promote Child Friendly School in 14 public primary schools, 7 community primary schools, and 4 community preschools locating in 24 villages of 4 communes of Samlot District, Battambang province. The specific objective of project is to improve child friendly school in increasing for access to quality of children education with community participation following by 4 expected results stated as below:

- 1- School facilities and environment have been improved
- 2- The teacher have utilized their resources to adaptation of effective learning in their profession
- 3- Relationship between communities and schools has been mutually enhanced
- 4- The rights to development have been offered to the children throughout attractive educational manner.

To implement this project, KHEN has employed 3 teams of field staff, most of whom have been recruited locally from Samlot areas. As the project has covered a larger areas and reaching too many schools, KHEN decided to recruit 5 volunteers to second the project staff while implementing this project. These volunteers were recruited based on the KHEN recruitment policy and procedure.

Up until the time of this study, ICREEC, in partnership with DoE/PDoE, has been working with 14 state schools, with 2,220 children (1,072 female), and assists the community to run and/or develop 11 community schools across Samlot district, with 471 children from grade 1 to grade 3 (214 are girls; 45%). These communities are in far distance from the state school. Besides the support to community schools, the project also provides study materials and kits to 362 students (female 197) from poor families in the district.

Samlot is one of the remote districts in Battambang, where the level of school age enrolment was recorded as low as 80%. The lack of preschool was the key constraint preventing small children from taking up their school when they are 6 years old. In this case, KHEN has supported community initiative to develop 4 community pre-schools for children aged between 3 to 5 years old and at least 91 children have now been sent to these preschools.

KHEN has also recognized the crucial support and relationship between the schools and their respective local community. In this case, KHEN has provided its facilitation support, to build mutual trust and link between the former and the latter, in all the target schools. At least 25 Parent groups who are members of the existing School Support Committees have been involved in the ICREEC project.

Furthermore, amid of these supports above, child rights promotion continues to be the core value of KHEN works, and as result, the project has provided some initial support to form 25 child clubs within the target schools and communities. As was expected by the project, these child clubs could have a vital role in empowering children to take up their leadership role as well as to enhance the child rights practice and public awareness raising on child rights.

Also part of the KHEN efforts to maximize the contribution of parents toward the quality of children education, a pilot activity was also trialed through a provision of support to 25 community model parents. In this process, some basic education on children development and child right principles were introduced to these parents, expecting that, these model parents would then be able to engage with their children and other parents, to ensure most appreciate support to and care for their children, both at home and school.

## II. Purpose of this evaluation

The main purpose of the evaluation is to provide an independent assessment of the effectiveness, impact, relevance and sustainability of KHEN project in order to facilitate and elaborate for the new project lay-out. The evaluation result should provide the KHEN Executive Director with clear analysis, and useful recommendation, and possible planning for next project proposal. The overall objective is to assess how the project outcome and impact are being achieved.

## III. The Scope of the evaluation:

Due to time and resources constraints, and based on discussion with KHEN management team, the study covered 6 selected schools out of the total 24 primary schools supported by KHEN. Amongst these schools, 3 are state schools and 3 are community schools. At the same time, 3 out of the total 4 target preschools were also selected for this study. It is believed that, these sampling size and selections would enable the study to capture the representation in the project as well as to be generalized. The following areas of investigations were set out as basis for this evaluation study:

- a. Assess the progress towards achievements of the project objectives
- b. Identify strengths and weaknesses during implementation of the project
- c. Assess impacts where possible at the ground level where the project was intervened (the level of the organization vision, impact and goal of the organization and how interlink to the project vision or goal)
- d. Measure how the revised-pilot-activities be added valued to the planned project results
- e. Draw conclusions and recommendations on possible strategies for future projects (approaching to the Child Right Based) .

## **Areas To be Evaluated**

As was proposed by the TOR, this evaluation provides a thorough assessment to the following aspects of the project including:

- a. **Relevance:** concerns the extent to which a development initiative and its intended outcomes and impact are consistent with national and sub-national policies and needs of the intended beneficiaries



- b. **Effectiveness of results/outcomes:** is measure of the extent to which the initiative's intended results have been achieved or the extent to which progress toward outputs has been achieved
- c. **Efficiency of implementation process:** measures how economically resources or inputs are converted to results;
- d. **Sustainability:** measure the extent to which benefits of initiatives continue after external development assistance has come to an end
- e. **Impact: measure changes human development** and people's well-being that are brought about by development initiatives, directly or indirectly, intended or unintended

#### IV. Methodology/Sampling

##### A. Literature Review : (Review all relevant documents)

A comprehensive reading of all related documents will be carried out by the consultant. These documents including:

- The project proposal
- Narrative reports
- Monitoring report and field notes
- Relevant government's report and publications on rural children education

##### Qualitative and participative approach

The following methods of data collection will be employed for this evaluation:

##### B. Semi-structured interview:

- ▶ Individual interviews with the KHEN's senior management and staff involved in the project, both in Battambang province and in Samlot district where the project is based.
- ▶ Individual interviews with key management, and staff of KHEN partners.
- ▶ Individual interviews key community focal persons and committees who are directly involved as the project holders based in the villages such as children, parents, village chief and local commune councils responsible for women and children.
- ▶ Individual interviews with key government officials including school teachers, school principals and district office for education.

##### C. Focused Group Discussions (FGD)

- ▶ Focus group discussions will be carried out, in order to get a better understanding, validate findings and interpretation, and provide an opportunity for interaction and engagement between stakeholders and target beneficiaries. In this case, a series of FGDs will be organized with the groups as follows:
  - 1) Child clubs,
  - 2) Children groups from the selected schools
  - 3) Children parents, especially for those who are interested in the education of their children.
  - 4) Committees of children parents from all selected schools.

#### **D. Observation**

- ▶ Direct observation of activities will also be employed as basis for assessing the current functioning at the local schools, as result of this project interventions; and to a larger extend to observe the level of engagements between community and local schools, and amongst children involved in the project.

#### **E. A Consultation workshop with key stakeholders**

- ▶ A consultation workshop, with all key stakeholders will be organized, at the end of the field work, where draft of key finding will be presented to the audience. This consultation workshop remains to be part of the evaluation process, where more inputs and suggestions from participants can be gathered and integrated into the report.

#### **I. Selection of Target Tartget Areas and Key Respondents**

The selection of the key respondents was carried out in consultation with KHEN management team. In some cases, the selection processes were done based on the community situation where many people were away in the field and meeting with the selected respondents was difficult, and therefore, the respondents were chosen amongst whoever available in the village.

In the context of this evaluation, at least 6 out of 25 target primary schools (approximately 25%) and 3 out of the 4 Preschools were selected for this study, with a total of 60 key respondents known as project beneficiaries and key stakeholders were involved in the interviews, both for FGDs and individual interviews: Please see in the list below:

#### **At the community level:**

- 6 groups of School Support Committees, from all selected schools.
- 6 school principles from selected schools:
- 6 groups of School teachers from the selected schools.
- 3 groups of preschool teachers.
- 2 groups of model parents
- 3 groups of Child Clubs

#### **At the KHEN office**

- The Executive Director
- The Project Team Leader
- Group of Field staff involved in the project, based in Samlot District
- Group of Volunteers working for the project, based in Samlot Ditstrick

#### **Government Institutions:**

- Director of Samlot District Office of Education (DoE)
- 2 CCWC from the selected schools

## **V. Limitations and Constraints**

It is worth to admit that, while this report has provided details achievements for the ICREEC and key challenges experienced by the 'project up to date, it is still essential to share some limitations that existed during the process of this evaluation. For example, the consultant has limited time and resources to cover the assessment in all the target schools/areas supported by the KHEN. This time constraints could possibly affect the quality of this evaluation report, to be generalized. To minimize any negative effects that could emerge out of this limitation, a basic random of schools selected for this study was organized amongst all the target schools supported by KHEN, in order to ensure accuracy and strong representation. Furthermore, a consultation workshop was also organized by KHEN, at the end of the field work, where the key findings were presented to key staff, KHEN management, partners and donors, to make sure that all data collected were carefully cross checked, accurate and fair, and to a larger extend, staff and audiences can provide further comments and suggestions, to improve the quality of this evaluation report.

Finally, it is believed that, although the consultant has worked hard, to ensure the best quality of these findings, it is expecting that some gaps might still be existed in this report, and, perhaps it could generate some minor affects to the overall quality of this evaluation. In this case, more comments and suggestions from key project staff, management were needed, before this report could be finalized.

## **VI. Present the Key Findings**

### **A. Relevancy**

Samlot is a former Khmer Rouge stronghold where the concepts of human rights and child rights principle was poorly disseminated; and this specific knowledge has been limited only to some who have been working for NGOs. In this case, interviews with people and officials from local communities revealed that, the project is quite relevance to the current socio, cultural and political context of people and children in Samlot.

At the same time, KHEN is well-known as one of the very few organizations working on children education in this remote district, where social services and social infrastructure still be poor and desperate. The works of KHEN are well informed to the office of DoE, PDoE and the local commune councils. All these key stakeholders have described the project as realistically relevant to the current government policy on rural education and the Cambodia Millennium Development Goal (MDG).

Furthermore, the ICREEC project has made a significant contributions to children education in this remote district, by filling the gaps that have existed, beyond the capacity of the state education can do. As was explained by the DoE, the role of KHEN has been very supportive to the current government efforts to improve the level of children enrollment and the quality of children education in the district, especially for KHEN support to pre-schools and community schools, where DoE has no capacity yet to provide.

At the same time, the project appears to respond genuinely to the needs for a stronger relationship and mutual support between the community and the local schools. In this process, KHEN has engaged with the existing School Support Committees and facilitate for a 2 ways communication and support between the

community and the school. It was revealed that, this specific support was welcome and accepted by the community as mean to improve the functioning of local schools. At the same time, KHEN has developed a pilot activity to support model parents, expecting that these parents will be able to contribute more to the care and enhance the quality of children education. As was observed, this pilot activity has become highly interested by the parents and the community, as it can help them to understand better about how to care and support to their children education.

The core philosophy of KHEN is to enhance good child rights practice and raise public awareness on child rights, through the improvement of children with equal access to education. As it has been identified by this evaluation, the ICREEC project seems to have been embedded strongly in the heart of KHEN vision, mission and goal.

### **B. Efficiency**

This section examines the level of efficiency, focusing particularly on the capacity of the organization to manage this project, including the assessment of knowledge, skills and attitudes of staff working for the project as well to verify the current capacity of the organization to provide monitoring support to the project in the field.

As was identified by this evaluation, the project has employed mostly young staff and volunteers, and they all have expressed strong commitment to the project, especially for their interests in children education. Since they are locally recruited, their presence has added value to the relationship and trust between the project and community and thus, it is easier for the project to be integrated into the community and local schools. These young staff and volunteers have shown greater confidence in their communication with local stakeholders and government officials from DoE.

The overall management of the project and monitoring have been carried out through regular meetings amongst project staff and volunteers twice per month, where all staff are able to keep track on their works and working collectively to resolve any problem arising from the project. The senior management team meeting is also held once a month. The minute meetings have been well recorded and filed, and made it available for the evaluator's cross check. Alternatively, field visits by KHEN top management were also carried, as part of the project monitoring support to field staff as well as to provide appropriate responses as needed. From time to time, field visits by donors were also conducted as part of their monitoring as well as coaching support to KHEN.

At the same time, the overall operation of the project has been placed under a well and clear organizational structure, where the project is managed by a team leader, who are working with other 2 staff and 5 youth volunteers. As was described by the management team, a support staff has now been recently recruited, to provide back up and monitoring support to the project team in Samlot. This official is based at the KHEN office and requires traveling to the project site at least, 3 to 4 times per month. While the effectiveness of this supervision still be too earlier to justified, the presence of this support official with the project has helped to fill up some constraints in communication and improve the aspects of monitoring support to field staff. The number of staff and volunteers working for the project has been in strong balance

to the project scope as well as able to provide sufficient support to the target areas covered by the project up to date.

Ever since the KHEN was officially separated from its parental organization –KNKS, the organization has to adopt and revise almost all its policies and by-law. In this case, as it has been identified by this evaluation, all staff were fully involved in the process, and thus, both staff and volunteers are well informed and oriented about these existing policies and by-law.

While the potential strength of KHEN is to hire staff from local community, some limitations and concerns were raised by field staff and the management team. For example, staff still have some limited capacity in how to provide good quality of supervision to volunteers, so that a two ways of benefits can be exchanged between volunteers and KHEN. As often the case, the volunteers were enabled to involve in staff meetings and discussions about the project, but no time for self reflection and coaching were structurally designed and made it available to volunteers, to keep track of their learning and experiences gained from their works. To reinforce the practice of child rights value, KHEN has adopted a child right policy document which is used as basis for promoting good practices of child rights amongst all the key stakeholders. Staff and volunteers are required to sign their contract along with this child right policy and declare statement on free child abuse, and with a guarantee letter from Commune Council. As it has been experienced by the evaluator, this policy must be signed by any one as outsiders, who will make contact or work with children in the community and at schools.

It was also identified that, project staff have expressed strong team work spirit, where exchanges helps and supports amongst project staff has been natural and strong. All of them have received basic training on child rights principles, community skills and other topics necessary for project management and communication. It was also reported that, most the staff and volunteers were participating in the Child Friendly School orientation organized by DoE.

While the capacity of staff to carry out the activities has been well oriented and strengthened, some gaps were also identified by this evaluation. For instance, staff still have some limitation in providing an in-depth understanding about the project concept and key indicators in the project logical framework, since most of the project documents are made available in English, whereas, most of the staff have limited English skills. As result, it is realized that, in the project monitoring, all field staff were mostly familiar with the project outputs and activity plan but, not with the result based indicators and objectives designed by the proposal.

At the same time, staff had also expressed some limitations in how to provide effective monitoring and support to the project, especially in the area of Child Friendly School Practices and other technical matter relating the teaching methodologies, since they all are not trained as teachers.

Interviews with project staff and team leader also show that, staff are still not yet familiar with the new financial formats, which was finalized and put in use from May 2014. They elaborated that, due the limited understanding about this budget matters and formats, they, therefore, have some difficulties in the preparation of activity plan and budget requests within the consolidated formats designed.

To minimize this constraint, the project team has spent more time to learn and adjust with this new action plan and formats, expecting that, soon, they will become familiar and able to work faster with the action plan. The project team leader also admits that, he still need more capacity development support in the areas of project management, facilitation skills and team work building. As soon as the project team become confidence and clear, then the money transfer can be organized twice/month from the head office to sub office.

### **Monitoring & Evaluation:**

As it has been identified by this evaluation, at the organizational level, the project has adopted some tools for monitoring the overall progress and achievement made by the project. These tools including, a regular Staff meeting that has been organized once per month, where staff, volunteers and KHEN management team meet and reporting about the plan of activities in progress and share experiences, both at the management and the operational level. A regular monthly report has also been formulated, based on the requirement of the donors and organizational policy. In the reporting process, staff have to collect all activities details done during the reporting period and send to KHEN management team to compile and writing up.

At the operational level, KHEN has developed a basic check list used for monitoring the activities progress made up to date. However, staff and team leader have encountered some constraints in how to provide effective monitoring support towards the result base indicators and measure the overall progress against the achievement objectives, as they could not read the English proposal. Interviews with volunteers also revealed that, many of them has used the check list, and they are entitled to keep records of all activities outputs, but not really quite understand about the link between these activities/outputs to the concept and objectives stated by the proposal.

### **C. Effectiveness**

#### **1. Approach to Child Rights Practice:**

The ICREEC project considers child right practices as the cross cutting issues, where public awareness on child rights has to be disseminated widely in the schools, amongst the parents, children, community members as well as to local constituencies. As result, as was identified, the 4 basic principles for child rights has been put on display in all most all the schools visited by this study. At the same time, teachers and parents are highly aware about these basic principles of child rights and able to elaborate it well to the evaluator. Interviews with children clubs also revealed that, most of children have demonstrated clearly I about the 4 basic rights for children.

The concept and the reinforcement of child right practices was also expressed by the fact that, the child right issues have now been closely monitored and dealt with by the local Commune Council for Women and Children (CCWC), and they are ready to intervene when any child abused is reported.

Amid of these positive progresses in the level of public awareness on child rights, some gaps have still been existed in practices. For instance, not all children yet in the target village are able to enroll at schools,

and the right for children to receive equal basic education such as start from pre-schools still cannot be materialized, due to the lack of pre-school facilities in rural areas.

Furthermore, abuses against children and young women have still been reported from time to time, especially in Samlot district, but little progress has been made in the investigation process. In a lot of cases, the solution to these abuses are still done through compromises between families rather than interacted by the rule of law.

## **2. The community pre-schools**

KHEN has provided basic materials and small incentives to support the community teachers in the 4 pre-schools, as part of the project efforts to improve the level of school age enrolment at primary school. As was identified by this study, there is an increased interest were observed amongst parents in the pre-school, and, as result, they have now sent their children to the pre-school. The community has also voiced their strong support to pre-school, and thus has donated or allocated land and materials to build these community pre-schools.

As was reported by both preschool and primary school teachers, small children from preschool are able to express greater confidence in coping with their first year study at primary school, than the children who are not. The community pre-school teachers are also well trained about how to run the children activities.

However, while the pre-school program has been highly effective in building children confidence to early education and it is highly accepted by parents, community and teachers, some key limitations and constraints have also been identified by this evaluation as follows:

Some difficulties were expressed by the pre-school teachers in how to manage the children of different ages (3 &5) while they are in the same class, due to the lack of teacher to help. Furthermore, as was found during this evaluation, some pre-schools classes are located in the same building and between the class rooms of primary school, and, therefore, small children often disturb the nearby classes. This issue provides a clear indication that, small children at preschool would require different attention and education techniques. So, they must be placed as separated from classes of primary school children.

In all preschools visited by this study, the schools have no proper fence to protect small children. Furthermore, it was observed that the level of awareness on children safety and protection still be low amongst teachers and community in the management of the preschool. For example, the evaluator has found some playground equipments and materials that have been placed in the school and class room that could possibly harm or cause injury to children. In O Demchek Pre-school, a few bunches of barbed wires were kept inside the pre-school class room (for purpose of building school fence) and the swings that have been installed within the playground appear to be more appropriate for bigger children than the small kids aged between 3&5 years old. This might require special attention from teachers during the play time and class break.

At the same time, many pre-school teachers complained that, they have too many children per class per one teacher, which made it difficult for them to manage and provide proper educational activities and

teaching. This problem has been exacerbated by the gap of ages amongst children between the 3 and 5 years old, where they need different attention and care for. At the same time, as in community culture, some small children come to preschool with their sibling who also studies in the same school. It was reported that, these children some time were left unattended after their class, while waiting for their sibling finishes his/her class.

It was further reported by grade 1 teachers that, as not all small children are able to attend pre-school, it creates some greater difficulties for them to learn when they start their primary school with other children who had pre-school education. At the same time, the long term operation for the community pre schools is still uncertain, at least up to the time of this evaluation, as most of the back up support still be provided by KHEN. Meetings with the CCWC revealed that, although they have been supportive to the pre schools, the CCWC still find it hard to utilize the Commune Investment Fund (CIF), due to the prolong process, complicated bureaucracy and technical procedures in the CIF.

### **3. Support to Primary Education**

The first hand observation by the evaluator shows greater improvement in the school environment and play ground, in most schools visited. The level of children enrolment rate has been increased significantly over the course of this project implementation (between 80 to 90%). This figure is relatively low compared to the target set by Ministry of education (98%). However, based on the contextual situation in Samlot, this figure has been treated as more realistic and perceived by parents, school officials and teachers as much improve than it was in the past.

Through the provision of supports to community primary schools, children from distance villages are now able to access schooling from grade 1, 2 &3. At least more than 400 children would not be able to access school, if there was no such support provided to these community schools.

Based on the interviews with parents and the School Support Committees, the community primary schools are strongly supported by the DoE/PDoE. At the time of this evaluation, through facilitation from KHEN, the government begins to provide both technical and trained teachers to some of the community schools. Furthermore, in all community primary schools visited by this study, the community still expressed strong support and continues to make more contributions to building the school as needed.

There are also some greater improvements in the practice of the Child Friendly School, where some class rooms have been designed with proper environment and material displays that are necessary for this method. However, amid of these positive outcomes, some key constraints and challenges were also identified by this evaluation such as:

While KHEN has provided some books for in class library and school librarians were trained in late May 2014, it was found out that, only small % of the books were seen as still relevant to the children age, and many books were in English and most of the books are old and might no longer be interested by the children. As was reported, KHEN has now been well aware about this problem and is in the process of reviewing and rearrange it.



To ensure the quality of children education, KHEN has been working closely with the community primary schools, to demand for proper technical support from the DoE. However, as was identified by this study, the level of technical support and monitoring from DoE is still less satisfactory. In some schools, community teachers have never seen any inspection team comes to their school over the last school year.

It was also found that, in most schools, teachers still cannot complete the school curriculum designed by the state education program. Many schools visited by this study show that, only between 60 to 70% of the curriculum was completed, even within 1 week before the end of the school year 2014. The community primary school has a record of more delay in teaching curriculum than the state schools. As was explained by the community school teachers, they need to spend more time on the CFS and indeed, admitted that, they were not quite aware about this issue. Some teachers provide reason of the delay as caused by the unbalancing between the number of topics set by the curriculum and the number of teaching hours (between 3 to 4 hours only per days), while others have expressed that, such delay can be caused by the time consuming process used by the method of Child Friendly School. As this issue is beyond the scope of this evaluation, it is worth to stress here that, this issue would require a further study and investigation.

Observation by this evaluation also identified that, many teachers are officially taught 2 classes at the same time (double classes). The worst practice observed was that, the students in these 2 classes are sitting face to the same black board. In some classes, the students have even shared one black board for the 2 classes. Arguably, this is impossible for the practice of Child Friendly School. Furthermore, conversations with school teachers revealed that, some of them are still not quite clear about the core concept of Child Friendly School. Meanwhile, some resistance was also voiced by older teachers, who still believe that, their traditional teaching method tend to help children to learn better and faster than the current approach to Child Friendly School. These teachers also claimed that, the Child Friendly School approach is a time consuming process and, as result, it is impossible for them to complete the curriculum.

The gap of child protection measure has also been observed in the some schools that are located next to deep reservoirs or ponds without the fence. This could be a potential danger for small children. Although some negotiations have now been underway for community to resolve this issue, at least, 2 community primary schools visited by the evaluator are located next to the ponds without fence.

#### **4. Community support to children Education**

##### **A. The School Support Committees (SSC)**

As was identified by this evaluation, the support from the School Support Committee is still crucial to the operation of the local schools as well to enhance the quality of children education. The relationship and collaboration between these SSCs and the schools seem to be varied from school to school. For instance, the support school committee for O Choam Loeu primary school, has expressed strong confidence and capable to insert their influence over the school. This is unique from most committees observed by the evaluator elsewhere, where these committees were mainly working under the instructions of the school principles.

In the O Choam Loeu school, the roles between the SSC and the school was clearly spelled out during the interview, and these roles have been mutually reinforced. Furthermore, a clear role was also expressed between the SSC and the parent representatives and a smooth communication between the community and the school was also reported. Based this collaboration, the overall management of the school and the quality of schooling for children has been highly accepted by the parents as much improvement and highly appreciated. Discussions with staff shows that, at least 20 schools where the support committees and the school are working well together, and, therefore, the quality of children education and the overall management of the schools have been reported as smooth and highly functional, and whereas, the level of public awareness and understanding about the child right principles was also clearly articulated by the parents.

The finding also shows that, the functioning of SSC still depend largely on the selection of the right persons who are interested in the education for their children, and the role and responsibility between the school and those of support committees must be clear and mutually reinforced.

The Ministry of Education has produced a policy booklet containing the role and function of the School Support Committees. KHEN somehow has claimed to have shared these policy booklets with all the committees working in the school supported by the project. However, interviews with some committees reveal that, they still do not understand clearly about these role and responsibility.

#### **A. The support to model parents:**

The support to model parents has been piloted by KHEN in May 2015, just to explore if such support could become added value to the project results. The model parents have received some basic training on the needs and stages of child development. The ultimate aim of this pilot activity is to build the confidence of parents to understand their children better, and so, they can provide appropriate support to their children, both at home and in the school. As was reported during this evaluation, the blame for poor quality of education has often been referred back and ford between the lack of support from parent and the poor teaching performance by teacher. Hopefully, this pilot activity will help to address this issue. Although the impacts made by this pilot on the quality of children education is too early to be justified by this evaluation, interviews with these model parents show some progress in the parent's commitment and motivation to support and care for their children, both at home and in the school. It is worth to state here that, such activity should be further expanded or replicated.

#### **B. The Child Clubs**

There are two forms of child clubs are developed out of support from KHEN: 1) the child clubs formed and operated in the schools and 2) the Child clubs that are formed and operated in the communities. As was identified through this study; members of children club have expressed strong courage and able to support their peers to speak up with confidence during the interview with the evaluator. At the same time, the level of understanding about the basic child rights was high and appeared to be well aware by all of them.

At school, the leaders of child club are elected amongst students from higher grade, and the selection process provides opportunity for children to learn how elect their leaders democratically. As was learned by

this evaluation, within the school, the leaders of the child clubs are elected every year, as soon as they (leaders) move to the upper grade at another school. As was reported by the club, beside the school hours, members of child clubs were able to attend some training courses on child rights and child trafficking and thus, they can disseminate this information to others in the school.

In some schools, the children club was formed amongst smaller children from grade 3. Although this initiative is still essential to children empowerment, this evaluation found that, their ability to engage with the activities in the club is less articulated than the older children.

A similar finding was also identified in the community child clubs where young children are mobilized to take their leadership roles and, in some extends, they have involved themselves in community activities. The role of these community child clubs are highly appreciated by parents as well as by the children.

However, while the outcomes of these children clubs has been positive and helpful for children, the future functioning for the club remains uncertain, as now the clubs are still substantially run by staff from KHEN. Some discussions have been underway since April 2014 between KHEN and CCWC, to explore the involvement of CCWC in the child clubs, but it is still in a slow progress. Furthermore, while the club's main emphasis is on child rights concept and practice, there is a need for more inputs in life skills and social skills.

#### **D. Gender Participation**

The expression of gender in the context of this project can be indicated by the KHEN's efforts to ensure equal access to school for both boy and girl. As the quality of education has been improved, it is observed that, both boys and girls are now able to enroll to school and access their education. At the same time, the term gender can be expressed via the link that has been made by the project with the CCWC, as all the CCWC members are women and they are now quite engage with this project. The gender practice can also be expressed by the linkage between the project and the School Support Committees, where a significant number of women is elected to be members and thus they are now become strongly engaged in supporting the overall functioning of the schools in rural areas.

KHEN gender mainstreaming practices can also indicated by the fact that, currently, KHEN has 12 out of 21 staff members and volunteers are women. It reflects up 57% of women work force.

#### **E. Sustainability**

Based on the assessment of this evaluation, the aspect of sustainability at this stage can be indicated by the strong commitment and connection that has been made between the project and CCWC, where such support will remain even after KHEN phases out. Furthermore, the current public awareness that has been generated by the project on the basic child rights will definitely help to improve the practice and support to children whenever they need. It is also expected that, although the good practice of the Child Friendly School method still be slow and less satisfaction, it is believed that, the level of good practice in this method will be gradually improved in the foreseeable future.

## F. Partnership Building

As was identified by this evaluation, over the course of this project implementation, ICREEC has built a strong link and partnership with DoE and PDoE. This partnership has been built through an official MOU between KHEN and the PDoE. Interviews with officials from these government institutions show that, this relationship appears to be mutual and respectful. The project has also succeeded in building strong engagement with CCWC and this relationship has been described as trustful and with mutual respect.

As was reported by KHEN, ICREEC has also built its networking with other relevant networks, both in Battambang and at the national level, especially with network of organizations and NGOs that are actively involved in development education and advocacy. These links enable for exchange of information and sharing of experiences between members as well as to influence policy change when necessary. The level of efficiency and effectiveness in these network supports cannot be verified by this evaluation, due to the time constraints endured by this assignment.

### VII. Analysis against Expected Results:

**Result 1:** *School facilities and environment have been improved*

As this evaluation shows, the ICREEC has promoted more improvement in the school facilities and environment. In many schools, the play ground has been renovated and a special path way for wheel chair for children with disability has been built. A certain level of cleanliness has also been observed in the school yards as well as in the class room.

Although Samlot district has been well-known as the former Khmer Rouge stronghold, with heavy mine field. As result, KHEN is always aware that, for any school supported by the project must be free from land mines. In all school visited by this evaluation are free from land mine. There is a very remote village where the community school was planned to be built in the land mine suspected areas. However, the community decided to move the class room to be run under a villager house.

Amid of significant improvement in the school environment and school facilities, some limitations were also still exist, especially in the ability of the school to provide safety and total protection to children when they are in the school. In some community schools, where all building materials are contributed by the community, the class room still be far from the school standard –wooden building with tin roof. Some class rooms are small and lack of proper protection from rain and wind, which have destroyed the materials in the class. As was seen a community schools – O Dontrek, a class room was operated just under the side roof the main classroom, due to the lack of room. The support from DoE and PDoE to replace the community schools still be slow and uncertain.

While the development of pre-schools supported by KHEN has now become the center of interest by the community, some basic concerns were also identified regarding the school environment and facilities, where safety and protection of small children still cannot be guaranteed.

**Result 2:** *The teachers have utilized their resources to adaptation of effective learning in their profession.*

The ICREEC project has contributed to some improvements in teaching practice in the target schools, especially with the approach to Child Friendly School. Teachers have been trained and refreshed by the methods and, thus, their teaching practices have been improved. Some class rooms are well designed and equipped with proper materials for the Child Friendly School activities. The posters describe the 6 elements of the CFS have been installed in all target schools.

However, attempts to achieve this expected seem have encountered with some constraints, as some teachers show a lack of in-depth understanding about the concept and the basic principles of the CFS. They argued this method as a time consuming process and, therefore, they cannot finish the school year curriculum. Some old teachers viewed that, the teaching via Child Friendly School techniques is less effective than the traditional teaching method. Some constraints were also reported from the pre-school, where teachers still have some greater difficulties in how to manage children of different ages who require different attention. It was further reported that, in preschool, there are too many children to be managed by one teacher.

**Result 3:** *Relationship between communities and schools has been mutually enhanced.*

Through the ICREEC project, some incredible changes has been made for this expected result, where the relationship between the School Support Community and school become strong and functional. Through this relationship building, more community resources can be mobilized to support the school and, in return, the school can provide better quality of education to children. Regular meeting has been organized between the school and the School Support Committee for planning or dealing with other children issues.

Traditionally, the role of School Support Committees was perceived as working under the instructions of the school principles. As result of the ICREEC project, however, this traditional role has now been transformed into two ways engagement, where the School Support Committees become more assertive and actively involved in providing guidance, questioning and mobilizing resources to support the school when needed.

However, functioning relationship between community and school still be weak in some schools, where the Support Committees still be endured by their traditional role and not assertive enough to influence the school. They were mainly working through the instruction of the school principle and involved mainly in raising fund to build or to repair the school. In the case where this relationship still be weak and fragile, the quality of children education and school functioning appears to be poor and received less support from parents.

**Result 4:** *The rights to development have been offered to the children throughout attractive educational manner*

This particular result has been indicated through the development of pre-schools for small children, support community to build their own community schools, where all school aged children can go to school. These supports help children to access schooling based on the stages of their development and schooling. Through preschool, now, small children can begin their early childhood education and no longer afraid to go to school, even when they are 6 years old. In the past, in villages that are far remote from the state school, small children aged between 6 to 8 years old could go to school only when they are accompanied by their parents. As result, many small children have missed out their school or could not go to school regularly. The support to community schools, however, allows these children to access school at their right age. The child right to development can also be indicated through the project efforts to improve the practice of Child Friendly School in all schools supported by the ICREEC. As this study shows, some degree of

improvement in the practice of this method has been observed and further efforts has been made to increase the teaching standard, to ensure children are empowered to learn and to participate in the school activities.

Along with these progresses, there are some key concerns remain. Due to resource constraint, not all small children from the target villages are yet able to have equal participation in the preschool. At the same time, the community appears to have more difficulties in continuing their support to the community primary school, when the school has been expanded to grade 2 &3. The practice of Child Friendly School has also been encountered by the lack of teaching materials; lack of teachers as well as it is caused by the culture of resistance perceived by the traditional teaching method.

### **VIII. Key Lesson Learned**

This evaluation has captured some key lesson learned as follows:

1. While this evaluation has recognized the potential support made by the community and its current functioning, it is essential to realize the limitation faced by the community in providing long-term support to the community schools. As this study shows, it is more difficult for community to control and maintain on going support, when the school is expanded beyond great 1 (to grade 2 &3). In this case, it confirms that, for any future expansion of support to community school that is beyond grade 1, KHEN should ensure strong commitment and support DoE or PDoE, make sure that the project will finally be put under the responsibility of government rather than just by the community alone.
2. The quality of child right practice and children education still depends mainly on the trust and strong collaboration between the School Support Committee and the school. As it was leaned by this evaluation, in the school where there is strong collaboration between the former and the latter, the quality of children education and school function have always been much improved and is highly appreciated by the community.
3. Perhaps, based on the result of this evaluation regarding the delay in the teaching curriculum performed by the rural schools, a further study and investigation might be needed, to identify the core root causes and, thus some relevant long-term solutions can be sought and implemented.
4. As was revealed by this evaluation, the quality of rural education does not only depend on the appropriate policy options from Ministry of Education, but it relies more on the engagement and collaboration between all key stakeholders.
5. There is a need for more advocacy campaign for better education in rural areas, amid of the current policy reform from MoE, where high standard of education is started from the top, rather than to focusing on the enhancement of education system from bottom up.
6. It is also realized that, as more developments are taking place, it will pull more children from the school to work. It is expected that, in the foreseeable future, older children might drop out of school, and move to work in Thailand, after the integration of the ASEAN community by 2015.

7. KHEN has its own limitation and scope to support the pre-school program, and therefore, any future expansion to pre-school development, KHEN should make sure for a clear phasing plan, as the long-term sustainability of the pre-school will depend totally on resources and expertise from the government.

## **IX. Conclusion/Summary of Recommendations**

Generally, as shown by this evaluation, the project has contributed significantly to the over improvement in the awareness and good practices of child rights; and enhance the quality of children education within the target school in Samlot district. The child rights have now been perceived as the cross cutting issue which has to be dealt not only by the school, but also parents and local authority.

Amid of this improvement, some capacity development for staff working for the project are also needed, in order to ensure sufficient support and capacity to support the project in the community, and more works and actions should taken, particularly on child rights to protection and equal access to proper education. In response to these limitations and gaps as identified in this evaluation, a set of recommendations can be proposed as follows:

### **A. At the organizational level**

1. It is recommended that, any future project, the proposal documents including log-frame should all be translated into Khmer and made it available through orientation to all staff who cannot access English language (not just the activities).
2. There is a need for KHEN to revisit the key indicators necessary project monitoring support, especially by reflecting on the outcomes that are more relevant to KHEN's role as children right based approach rather than to go deeper into the teaching techniques or else.
3. KHEN should provide more coaching and mentoring support to field staff in the areas of action plan development and monitoring skills.
4. It is recommended for a more in-depth orientation and supervision process to be designed by KHEN, to support volunteers, to ensure a two ways benefits between KHEN and those of volunteers, and time must be made available for self reflection among volunteers and it should be done separately from the regular staff meeting.
5. There is a need for volunteers to receive proper orientation about the project frame work and other basic organizational policy in the same way as KHEN field staff.
6. Field staff should be entitled to understand the whole budget of the project they are managing, in a simple way. In this case, it is recommended for a clear financial report and regular report on the financial status which is easy to understand by all staff.
7. Furthermore, the system of financial transfer should be reviewed and make it clear to all staff, to ensure sufficient support for the project implementation in the field.

## **B. At the operational level**

### **a) The Pre-school**

1. It is strongly recommended that, KHEN should Work with CCWC, to advocate for a sharing of resources from the Commune Investment Fund (CIF) to support the current pre-schools supported by KHEN, so that KHEN can expand its support to other villages as need.
2. The good practice for child protection within the pre-school environment and play ground should be reviewed and enhanced and all the dangerous objects and equipments must be removed, to ensure total safety for children while they are at school, and small children must not be left alone without attendance after school.
3. The pre-school should seek for more support from mothers, who can take their turn as volunteer to work with pre-school teachers. This approach could generate a double benefits, where mothers can come and learn some basic skills and knowledge how to care for children, as well as to understand the activities of the pre-school, and, to a larger extend, volunteer mothers also can help to supervise children, while teacher is busy to manage the teaching sessions.
4. To support the recommendation (3) above, it is suggested for more support to be provided to the model parents so that they would be able to gain more training on children development and child care, and be able to act as volunteers mothers in the preschool. It is also recommended for the model parent to be developed in other communities where there is a pre-school.
5. A community education campaigns are needed, to make sure that parents are well understood about the different ways of learning between smaller and bigger children. If possible it can be done through the model parents, then assist them to disseminate the message further through peer groups and informal discussions.
6. KHEN in partnership with the community, KHEN should advocate for a regular inspection and coaching support from the DoE/PDoE to the community pre-school teachers.
7. For future development of the pre-school, it is necessary for KHEN to work with community and teachers, to identify some suitable location, where it can be safe and separated from class of primary school, as small children of pre-school have a different ways of learning and teaching from the older children.

## **C. The primary schools education**

8. It is recommended for KHEN to re-discuss with the DoE, to make sure that, the community schools can also receive ongoing technical support and training as same as the state school.
9. KHEN should engage more with DoE, to improve the quality of children education in the community schools that have been expanded to grade 2 and 3, to ensure sufficient support including techniques, resources and school infrastructures.
10. There is a need for KHEN to work closely with DoE, to improve the basic practices of Child Friendly School in some of the schools where teachers have taught 2 classes at the same time.



11. A need for the project to revisit all books provided to class library, to make sure that, all books are up date and relevant to children grade.
12. KHEN should support the School Support Committees, to bring up the issue of curriculum incompleteness at the primary school to DoE and the PDoE so that, they can begin to ratify what are the root causes and more suitable policy options can be sought.

**D. Community Engagement and empowerment to improve the quality of children education:**

13. Exchange visits between the School Support Committees should be organized so that they can learn from each other on how to improve the function of the committees, as well as to enhance the quality of children education.
14. If possible, a public forum among all members of the School Support Committees and parent representatives should be organized, with the participation of relevant institutions, where the community can voice their concerns on children education.

**E. The Children Clubs**

15. The future functioning of children club should be discussed between the KHEN and the local school, to ensure more ownership by the school and community. Additional training to child club leaders including facilitation/communication and the introduction of rights based approach should be provided.
16. The connections between children club and respected traditional elders might be necessary, for children to listen to their wisdoms and folk stories that are part of the community identity and pride.
17. Trainings on life skills might be necessary for children clubs that formed at the school, where children can learn all basic life skills relevant to the local context such as first aid practices, mine awareness raising and others as needed.
18. At the same time, more training on social skills such as communication, facilitation and leadership should be provided to the community child clubs, where those skills can be used in their day to day life.

**F. Improve Child Right Practices**

19. It is suggested that, KHEN should work closely with all relevant mechanism and institutions responsible for child protection, and to advocate for more investigations on the cases of child abuses and child trafficking that have already been happening in the whole areas of Samlout

## X. Annexes

### Annex 1: Terms of Reference For End-project Evaluation

**Project Title** : Improving Child Rights and Enhancing Education for Children Project (ICREEC)

**Institution** : Kien-Kies Health Education Network (KHEN)

**Project duration** : Two Years, 1<sup>st</sup> October 2012-31<sup>st</sup> September 2014

**Date of Project Evaluation:** 18<sup>th</sup> July to 08<sup>st</sup> August 2014

#### **2- Background (Goal/objective of project)**

**Kien-Kies Health Education Network (KHEN)** is officially recognized with Ministry of Interior License No 1008 issued date on October 1st, 2002. By getting approval from KNKS boards and KHEN board and Director, KNKS in Battambang is officially splitted into and transferred agreement to KHEN on March 03, 2014. KHEN is implementing all project supporting by EDUCO Cambodia based in Battambang based on the signature of agreement between KHEN and EDUCO Cambodia.

Improving Child Rights and Enhancing Education for Children Project is implemented by KHEN and got fund support from EDUCO through EDUCO Cambodia to promote Child Friendly School in 14 public primary schools, 7 community primary schools, and 4 community preschools locating in 24 villages of 4 communes of Samlot District, Battambang province. The specific objective of project is to improve child friendly school in increasing for access to quality of children education with community participation following by 4 expected results stated as below:

- 5- School facilities and environment have been improved
- 6- The teacher have utilized their resources to adaptation of effective learning in their profession
- 7- Relationship between communities and schools has been mutually enhanced
- 8- The rights to development have been offered to the children throughout attractive educational manner

#### **3- Evaluation Purpose:**

The main purpose of the evaluation is to provide an independent assessment of the effectiveness, impact, relevance and sustainability of KHEN project in order to facilitate and elaborate for the new project lay-out.

The evaluation result should provide the KHEN Managing Directors with clear analysis, and useful recommendation, and possible planning for next project proposal.

#### **4- Overall Objectives and Evaluation Scope**

##### **Overall Objective of the final evaluation**

The overall objective of this evaluation is to assess how the project outcome and impact are being achieved.

Scope of the evaluation will cover the following areas:

- a. Assess the progress towards achievements of the project objectives
- b. Identify strengths and weaknesses during implementation of the project
- c. Assess impacts where possible at the ground level where the project was intervened (the level of the organization vision, impact and goal of the organization and how interlink to the project vision or goal)
- d. Measure how the revised-pilot-activities be added valued to the planned project results
- e. Draw conclusions and recommendations on possible strategies for future projects (approaching to the Child Right Based)

##### **5- Relevance**

To assess the competency of the program and how it make link from the community to policy level where the focus today.

##### **6- Methods of Evaluation**

The exercise will entail a combination of comprehensive desk review and document analysis; consultation with key stakeholder. The evaluation will be participatory in nature and schools make use of a mix of other data sources, collected through multiple methods. The data collection methods should include collection of primary and secondary data through using interviews, questionnaires, group interview, on-site observation and key informant interviews.

##### **Evaluation methodology**

- Consolidate the data collection and clear analysis
- Presentation the finding to all stakeholders
- Reporting

##### **7- Evaluation Criteria**

- a. Relevance: concerns the extent to which a development initiative and its intended outcomes and impact are consistent with national and sub-national policies and needs of the intended beneficiaries

- b. Effectiveness of results/outcomes: is measure of the extent to which the initiative's intended results have been achieved or the extent to which progress toward outputs has been achieved
- c. Efficiency of implementation process: measures how economically resources or inputs are converted to results;
- d. Sustainability: measure the extent to which benefits of initiatives continue after external development assistance has come to an end
- e. Impact: measure changes human development and people's well-being that are brought about by development initiatives, directly or indirectly, intended or unintended

### **8- Task& Responsibilities**

Under the overall supervision of the Managing Directors and in close cooperation with the Project staffs, the consultant will do the field assessment and desk review.

**a-Prepare an evaluation inception report and work plan:** the consultant shall prepare the proposal based on the TOR the followings:

**b-Field visits:** the consultant shall include all visits that are needed to the project site , and the stakeholders. All visits and meetings shall be coordinated through the project coordinator.

**c- Evaluation report:** the consultant shall prepare and evaluation report that describes the evaluation and puts forward the evaluator's findings, recommendations and lesson learnt. The report should also highlight gaps, strengths and weakness of the project.

### **2. KHEN Team**

KHEN Executive/Managing Director, Project Coordinator, M&E Coordinator, and staff will be available to the Evaluation consultant for consultation on the general direction of the program evaluation and to address any issues/concerns arising during the exercise. KHEN will provide all the documents which relate to the evaluation prior the evaluation started

### **3. EDUCO Cambodia**

EDUCO Cambodia will request to its additional to add value to this term of reference with KHEN, External Evaluator in order to achieve the best result of this work in partnership.

### **9- Evaluation Products (Deliverables)**

**-Evaluation inception report and work plan:** an inception report should be prepared by the evaluators before going into the full-fledged evaluation exercise and to be submitted three days after signing the contract. The inception report should include the evaluation matrix

**-Draft evaluation report:** a draft evaluation report should be submitted three weeks after signing the contract

**-Final Evaluation report:** Final evaluation report will be submitted five weeks after signing construct (one week after receiving the recommendation from KHEN on the the draft evaluation report)

#### **10- Selection Criteria of Evaluator/Consultant**

- a. Prove expertise and experience in conducting project evaluation
- b. Experience on Result-Based Management
- c. at least master degree in Education
- d. Profound experience in management, capacity development and evaluation issues
- e. Prove experience in Child Rights, and declare on Child Protection Policy
- f. With Community Working Background
- g. Be able to respond on agreed timeframe of requirement
- h. Having been carried out the work, at least 5 projects evaluation of NGO, or IOs etc.
- i. Good Communication Skill, and know well how to approach the community people

#### **11- Timeframe and Report**

**12- The evaluation expects to be accomplish within the 15 working days. We expected to start on 15 July.**

- Evaluation Team: ( To be attached CVs)
- Timeframe ( 18 July to 08August 2014)
- Scheduling of project evaluation work-plan ( to be attached)

The consultant will provide the work plan prior the evaluation started

**13- Budgeting** : Based on budget, or/and negotiable based on timeframe and scopes

## Annex 2: Schedule for Evaluation

### Project: “Improving Child Rights and Enhancing Education for Children Project” (ICREEC)

<b>N0</b>	<b>Activities</b>	<b>No of Day Needed</b>	<b>Date</b>
1	Review the existing documents, including the documents from partner organization	1 days	19 <sup>th</sup> July 2014
2	Design the evaluation field activities, including the interview with Ken staff.	1 days	20 <sup>th</sup> July 2014
4	Field visits and Interviews with Community and schools	4 days	21 -24 <sup>th</sup> July 2014,
6	Data Analysis	2days	25 <sup>th</sup> -26 July 2014
7	Draft the report	3 days	27 -30 <sup>th</sup> July
7	Stakeholders Consultation workshop, including preparation.	1 days	4 <sup>th</sup> July 2014
8	Finalize the evaluation Report and submit to KHEN	2	5 -6 August 2014
9	Submit the final report		6 <sup>th</sup> August 2014
	<b>Total Number of Days</b>	<b>14 days</b>	



Annex 3: List of Key Respondents

**បញ្ជីវត្តមានអ្នកចូលរួមសម្ភាសន៍**

ល.រ	គោត្តនាម-នាមខ្លួន	ភេទ	តួនាទី	ភូមិ/ស្ថាប័ន
1	ហ្វឺន គីម	ប	ប្រធានក្លឹបកុមារ	អូរព្រៃង
2	ចិន ណាវ	ស	ប្រធានក្លឹបកុមារ	អូរព្រៃង
3	អ៊ុន សុខខេង	ស	អនុប្រធានក្លឹបកុមារ	អូរព្រៃង
4	ជុន រស្មី	ស	សមាជិកក្លឹប	អូរព្រៃង
5	តុប ហឹម	ស	សមាជិកក្លឹប	អូរព្រៃង
6	ស្នង រស្មី	ស	សមាជិកក្លឹប	អូរព្រៃង
7	រឿន រ៉ន	ប	សមាជិកក្លឹប	អូរព្រៃង
8	ឆែម ស្រីតូច	ស	សមាជិកក្លឹប	អូរព្រៃង
9	ហៀញ ចាន់ណា	ស	សមាជិកក្លឹប	អូរព្រៃង
10	សែម រ៉ានី	ស	សមាជិកក្លឹប	អូរព្រៃង
11	សែម រ៉ាមឿន	ស	សមាជិកក្លឹប	អូរព្រៃង
12	ធួក វិសាល	ប	សមាជិកក្លឹប	អូរព្រៃង
13	ធួក លីហ្សូ	ប	សមាជិកក្លឹប	អូរព្រៃង
14	ចិន ណា	ស	សមាជិកក្លឹប	អូរព្រៃង



15	ប៊ុត ភា	ស	តំណាងមាតាបិតា	អូរជាំក្រោម
16	អ៊ុង សារ៉ាន់	ប	មេភូមិអូរជាំក្រោម	អូរជាំក្រោម
17	វង ម៉ាប់	ប	គណៈកម្មការទ្រទ្រង់សាលា	អូរជាំក្រោម
18	វ៉ែន លី	ប	គណៈកម្មការទ្រទ្រង់សាលា	អូរជាំក្រោម
19	ស៊ីប ស៊ីណា	ស	គ្រូសហគមន៍	អូរជាំក្រោម
20	ហៃម បូផា	ស	ប្រធានក្លឹបកុមារ	អូរជាំក្រោម
21	សុខ ឆៃ	ប	អនុប្រធានក្លឹបកុមារ	អូរជាំក្រោម
22	ស៊ិន ស្រីអូន	ស	លេខាក្លឹបកុមារ	អូរជាំក្រោម
23	គិន ម៉ែ	ប	មេភូមិអូរដើមចេក	អូរដើមចេក
24	ស ថុល	ស	តំណាងមាតាបិតា	អូរដើមចេក
25	ឈូក ដឹម	ស	គណៈកម្មការទ្រទ្រង់សាលា	អូរដើមចេក
26	គង់ សារីម	ស	គ ក ន ក ឃុំកំពង់ល្ពៅ	អូរដើមចេក
27	សុខ លីម	ស	បុគ្គលិករៀនសូត្រ(KHE)	ឃុំតាតោក
28	អ៊ុន សារឿត	ស	បុគ្គលិករៀនសូត្រ(KHE)	គ្រូមត្តយ្យសហគមន៍
29	ង៉ែត ធា	ស	នាយកសាលា (ពាមតា)	អូរព្រែង
30	ហ៊ឹម ណាក់	ប	បុគ្គលិកគម្រោង (KHEN)	ឃុំតាតោក
31	វ៉ាន់ រុទ្ធី	ប	គណៈកម្មការទ្រទ្រង់សាលា	អូរព្រែង
32	ព្រំ សារ៉ុត	ប	គណៈកម្មការទ្រទ្រង់សាលា	អូរព្រែង

33	យ៉ែម គា	ស	គណៈកម្មការទ្រទ្រង់សាលា	អូរត្រែង
34	សំ អឿន	ស	គ្រូ	អូរត្រែង
35	រុន ប៊ុនណា	ស	កិច្ចការនារីឃុំតាតោក	អូរនោង
36	ហិន ហ៊ាន	ប	គណៈកម្មការទ្រទ្រង់សាលា	ចម្លងរមាំង
37	គង់ យួន	ប	គណៈកម្មការទ្រទ្រង់សាលា	ចម្លងរមាំង
38	ហឹម ចាន់	ស	គ្រូសហគមន៍	ចម្លងរមាំង
39	ប្រាក់ ឃឿន	ស	មេភូមិ/ប្រធានគណៈកម្មការ	ជូនត្រិត
40	យិន និត	ប	គណៈកម្មការទ្រទ្រង់សាលា	ជូនត្រិត
41	លៀម ពេជ្រ	ប	គណៈកម្មការទ្រទ្រង់សាលា	ជូនត្រិត
42	ណម ទីណារ	ប	គ្រូបង្រៀន	ជូនត្រិត
43	ស៊ុម ចាន់ធួ	ស	គ្រូបង្រៀន	ជូនត្រិត
44	យ៉ង ហេង	ស	សហគមន៍	ជូនត្រិត
45	បង់ នឿន	ស	សហគមន៍	ជូនត្រិត
46	លឹម យ៉ែន	ស	សហគមន៍	ជូនត្រិត
47	ហួច សារ៉េត	ប	សហគមន៍	ជូនត្រិត
48	លាស់ គឹមដាយ	ប	សហគមន៍	ជូនត្រិត
49	សំ វ៉ាន់ថេត	ស	នាយិការង	អូរជាំ
50	ពេញ លឹម	ប	គណៈកម្មការទ្រទ្រង់សាលា	អូរជាំ

51	សន ឆៀន	ស	តំណាងមាតាបិតា	អូរជាំ
52	ឱន ពៅ	ស	តំណាងមាតាបិតាគំរូ	អូរជាំ
53	សួស សុភា	ស	គ្រូ/លេខា	អូរជាំ
54	ស្នួន សុផន	ស	ប្រធានក្លឹបកុមារ	អូរជាំ
55	ស៊ឹម ជា	ស	អនុប្រធានក្លឹបកុមារ	អូរជាំ
56	ផុក សុធារី	ស	លេខាក្លឹបកុមារ	អូរជាំ
57	ផាន់ វ៉ា	ស	សមាជិកក្លឹបកុមារ	អូរជាំ
58	ឈឿង អន	ប	ប្រធានក្រុម	ស្រុកសំឡូត/ឃុំកំពង់ល្ពៅ
59	ហែម រដ្ឋ	ប	បុគ្គលិករៀនសូត្រ	ឃុំកំពង់ល្ពៅ
60	ភោក ហោ	ស	បុគ្គលិកគម្រោង	ឃុំស៊ីង/តាសាញ
61	យុន ប៊ុនលី	ប	នាយកប្រតិបត្តិ	អង្គការខេន
62	តូច ពុទ្ធី	ប	ប្រធានការិយាល័យអប់រំ យុវជន និងកីឡាស្រុក	អយក ស្រុកសំឡូត
63	ឈីន ប៊ុនឈិន	ប	ប្រធានសាលាកម្រងអភិវឌ្ឍន៍	តាសាញស្រុកសំឡូត ,