

MONITORING REPORT for the period (dates):	3-Year-Project Report	July 2013 -June 2016
--	-----------------------	----------------------

1. General Information and Project Summary

Project summary. What does it involve?(=point 1.4 of the Form)					
<p>To strengthen and develop capacity of teachers and school based management to provide proper facilities toward quality of education. The project will offer training on Child Rights and Protection in order to extend the interest for local authority, teachers and community to respect the Child Rights. Additionally, the Dimension 2 related with “Effective Learning and Teaching” of Child Friendly School is reinforced at six community schools, and twelve state schools. The project will mobilize the local resources to enhance the school facilities to promote safe and clean school environment. By utilizing existing experience to build ownership to Provincial Department of Education Youth and Sport, Local authority and community to sustain the operation of community schools by integrating into the sub-national of Decentralization process through working closely with Commune councils to prioritize the education sector into the Commune Investment Plan (CIP).</p>					
Location:	Battambang Province, Cambodia				
Main area	Rokhakiri District,	Secondary area			
Original Start Date	01 July 2013	Planned End Date	30 June 2016	Project duration in months	36
Actual start date	01 July 2013	Months delivered (on completing this report):			3 years

2. General Delivery Status (this information must be filled in once it has been calculated in Excel)

	Initial approval amount in LC	Adjustments to the budget during project			Updated budget in LC	Expenditure to date in LC	%	Remaining amount in LC
Year 1	62,537.61	+	0	=	62,537.61	36,772.38	58.80	25,765.23
Year 2	78,002.49	+	0	=	78,002.49	81,797.31	104.86	3,794.82
Year 3	65,590.96	+	0	=	65,590.96	61,409.88	93.63	4,181.08
Year 4	31,998.00	+	0	=	31,998.00	26,303.67	82.20	5,694.33
TOTAL	238,129.06		0		238,129.06	206,283.24	86.63	31,845.82



Does this report present modifications in the distribution of the project budget?	YES		NO	✓
---	-----	--	----	---

Name and position of the person completing the report:	Prepared by: Ly Chamrouen, Project Coordinator & Sandos Monika, M& E Edited by: Khun Bunlee, Managing Director,
Date of completion of the report:	10 th July 2016

Description of the project report

KHEN is presenting this report, which consolidated the last three years. This project is titled “Improving Primary Education Quality for Children at Outreach Community-Based and Primary Schools” and is funded by Educo. KHEN is one of the implementing partners for Battambang province.

The report details achievements from 18 schools & communities, where are located in 5 communes in Rokhakiri district. One of the districts formally established in 2008, and it is in the rural areas of Battambang, Cambodia.

This project development was agreed and funded after the project identification survey had been completed and recommendations had showed that there was a great need for intervention. I refer you to the project identification report conducted in early 2013.

The project started in July 2013. Approximately 677 students were directly targeted. The numbers of students have increased significantly annually, and by now 989 students are still studying at the schools built and renovated by the project. (refer to below stat in table for more details).

The project is mainly to enhance quality of teaching, learning environment and school management through child-right based approach line with the Dimension 2 of Child Friendly School Policy that related to “Effective Learning and Teaching”.

Specifically, the project objectives are to achieve four results:

1. Child Rights to fulfil their potentials through quality education is met.
2. Teachers’ proficiency is enhanced and nurtured.
3. School based management and its facilities have been promoted to a safe learning environment.
4. Community is obliged as the second duty bearer to the rights of their children.

3.-Project Monitoring

***Results – IMPACT:

Community (rural) Schools in RukkahKiri districts, built & renovated & progressively sustained

Rokkhak Kiri district	6 Community Primary Schools	From 1 to 6	Total children enrolled from 6 schools 989	Girls from 287 to 475	Schools officially transferred 5	83% sustainable (MoEYS/DoE BP-fund government)
-----------------------	-----------------------------	--------------------	--	------------------------------	--	--

Public 12 state Schools in 2 districts (Child Rights/Child friendly school Promotion)						
Our Results						
Rokkhak Kiri District	Public state/Primary Schools	Working in 12 schools	Increased total children enrolled from 3940 to 4,157		Girls from 1957 to 2,119	

Understanding of children in CR/CP

75% child club leaders interviewed understand their rights and responsibilities, and facilitated their awareness raisings/even/role plays/
63% child rights knowledge transferred by Child Club leaders through different activities to other children/students understanding measured by interview questions and answers
95% timely reporting and intervention for child safety (with coordination and support from project and with commune and district Child Safe Guarding mechanisms (led by local authorities and communes)

Detail of Key Results of Project Implementation

Key Result 1. Child Right to fulfil their potentials through quality education is met

- Eligible 2,715 (49%= girls) have newly enrolled for study cycles from 18 schools. Note: just in 2013, 1,316/642 girls enrolled.
- 2,177 (48% = girls) students in 18 Schools have been supported with school material, progressively continuing their learning at project-implemented schools.
- 18 Mobile library boxes given to 18 schools and child clubs for reading.
- Of those child club activities connected to readings and promotion, 63% of all members of child clubs - from both state school and community schools – has known about Child rights and protection, and can tell and examples giving.
- 4 % of children identified as having learning difficulties and/or a disability (this was in 10 schools only which was part of a value added project funded through UNICEF)



- 61% of agreed (funded) Child Friendly School (CFS) standard achieved in 6 community-based schools and 74% in the 12 state schools = 68% of CFS standards reached in 18 schools. Note that funding limits was the main reason for not achieving 100% of CFS standards with the other reason being time constraint of teachers and government resources not provided.

Key Result 2. Teacher's proficiency is enhanced and developed

- 100% of Teachers received training and demonstrated understanding of child protection protocol when interviewed
- 74 of the trained teachers (i.e. 75% of 98 total teachers) have applied to promote child safe learning environment in their school.
- 100% of teachers received training on CR/CP and all of them took their responsibilities in promoting CR/ CP through awareness raising on CR/ CP to students, parents and communities, and participating in organizing International Children Day.
- 100% of teachers (total 90, female 46) well performed by taking responsibilities in promoting CR/CP through awareness raising to students, parents and communities on child exploitation, child abused and domestic violence
- Each school has child protection mechanism such as hotline for reporting case of abused, domestic violence and trafficking, home visits to consult with parents in case of domestic violence or school dropout.
- 100% all of them received refreshing training on CFS guideline, Child learning centred, lesson plans,
- Separately only 45% of teachers from 18 target schools were trained on class demonstration and easy life skills (Provided by DoE –not funded by project)
- 90% of them were highly satisfied, i.e. 90% of teachers in 18 schools developed the disseminating strategy to integrate the Child right into session plan.
- 74 (34 female) teachers have reached to 62% skilled in teaching on CFS guideline/ Child Learning Centre Approach in 18 schools. Assessed by KHEN progressive evaluation.
- 18 school directors and 4 Officers from DOE received orientation on CFS guideline, Child Learning Centre, and Life Skill and technical meeting with teachers supported by PDoE and KHEN.
- KHEN have kept track by 95% of good work performance, facilitation, communication and partnership with stakeholders (School Director, SSC, CCWC, Teacher, School Cluster Leaders, parents and community people.

Key Result 3. School based Management and its facility have been promoted to a safe learning environment

- 6 rural community-based schools were supported to build/renovate 16 classrooms (by wood to community standard).
- KHEN/EDUCO decorated the classrooms/ buildings, equipped facilities, and renovated the play grounds/ garden those 6 community based schools.
- KHEN/EDUCO provided 12 rubbish bins, 12 water jars, 18 incinerators, hygiene material and drinking water in all 18 target schools, and promoted good WASH and School WASH practices. (WASH = water, sanitation and hygiene)
- School Support Committee's management and engagement met over 50% of work performance requirements in supporting the schools. See below for details

	School Names	Perfor-mance	Key Strength of SSC	Key Weakness of SSC
1	Otasek	62%	5 members SSC committed, contributed to school renovation and protection, monitor school area for safety of children. Almost all maintained their meeting 3 times a year and were involved in school development plan.	<ul style="list-style-type: none"> • Gender inequality = Less women SSC members (17% overall) and 3 out of 7 SSC did not have female members. • The majority of SSCs did not support :- <ul style="list-style-type: none"> • teachers in life skills, • developing household maps • networking to promote school enrolment.
2	Prek chik	59%		
3	Chumnoab Korki	57%		
4	Chumnoab Sbeuv Plaing	57%		
5	Srah Thot	57%		
6	Khnach Ampor	57%		
7	Pong Teuk	51%		

- SSC Regular Meeting facilitated by KHEN

	Purpose	Total # of meeting	All meeting	
			Total	Fem
Y1	SSC & community leaders on priority of school development plan (DP)	17	297	133
Y2	Review SSC membership, roles and responsibilities, school DP, community mobilization	10	280	112
Y3	Finalize 6 school DP and budget plan, school environment in line CFS (Jul - Oct 2015) SSC's Refection workshop (Oct 2015 - Feb 2016, school DP, milestone survey report Priority's problems of promoting the study to get better (Feb – Jun 2016)	36	1192	544
Plenary discussion co-facilitated by KHEN - DOE				
Y1	School development plan, fundraising, teaching and learning quality, CR/CP	13	385	177
Y2	Review SSC membership, roles and responsibilities, school DP, and community mobilisation.	17	686	378

Key Result 4. Community is obligated as secondary duty bearer to the rights of their children

- 18 schools' child club leaders (CCL), who were identified and selected by school teachers, directors and SCC/KHEN. The CCL were willing and committed to their roles and there was strong CCL team motivation.

As a result of KHEN's activities:

- Mentoring active club members to become leaders of Child Club.
- Facilitating planning and implementation of bi-monthly meeting on CR/CP promotion,
- regularly supporting CC meetings
- training/coaching of CCL on meetings arrangement/ facilitation, child leadership and participatory action



- KHEN provided 18 sets of awareness materials consisted of different CR/CP tools and manuals in Khmer language and cartoons.
- KHEN undertake 3 events /annual in every target schools for International Children’s day 01st June.
- Contributed of this CR/CP achievement provided by KHEN’s professional supporters, such as AVI advisers, law students from Macquarie University, and Government counterparts: Ministry of Education and Social Affairs.
- 18 schools’ Child Club leaders (i.e. 90total / 69% =girl) have been continued to promote the CR/CP. Bi-monthly awareness raising undertake by 18 Child Clubs included:
 - Child Club Leaders promoted the CP/CR to Children/ Student in the School.
 - Role play performed by children to disseminate messages on an importance of education and roles of parents and community to respect the Rights of Children.
 - Children’s day community and local authorities are actively engaged and enhancing on Child Right and Disability Rights promotion.
 - Expression and participation of students and communities in group discussion on CR/CP key message, including right to play of children, right to clean water and right to education.
 - There are processing of student to advocate to community of child leadership and engagement in the event.
- 75% of 18 Child Club leaders surveyed indicated good knowledge about CR&CP and have transferred this knowledge to other club members and students effectively. Of 5,146 students (approximately), the 63% surveyed were able to give examples of and name different child rights.
- 92 resource focal people (54% female) were selected to train and mentor about CR and domestic violence in the community. Focal people were selected among CCWC from local and commune council, and local authorities, police, SCCs, commune leaders, villager leaders. This work is led by CCWC and DCWC in collaborated with KHEN and World Vision Cambodia. KHEN continues to mentor them and as a result:
 - A total of 19 workshops on DV laws enforcement, consequences of Domestic violence, child abuse and the value of intervention have been held.
 - It has been reported that in 18 villages there has been a reduction in domestic violence and strong action taken by involved key officers when required.
 - Timely reporting on suspicion of child trafficking. 5 girls have been rescued from sexual trafficking to/in PPN by the combined efforts of KHEN, DCWC, CCWC and World vision and linkage to provincial helpline networks.
 - 61% of the 18 village population (updated 2016: 5,299 families of 26,265 household members with 50% female) –surveyed- have known and understand about child Right and Child protection.

3.2.- Analysis of the objectives and results achieved in relation to those predicted for the project

Specific Objective: To improve access to quality of primary education in the outreach areas of Battambang Province.				
Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
The quality of teaching towards learning processes with appropriate to children development is active and cooperative in a democratic learning method for 18 schools by 2016.	No proper schools/classroom- and no teacher trained.	Quality of teaching will be improved in 18 schools by 2016.	94% of teachers have improved the quality of teaching - as assessed by external evaluator, in 18 schools in 2016.	94% of teachers have improved the quality of teaching in 18 schools in 2016.
The learning environment promotes independence and self-motivation for rural children in the 6 community schools by 2016.	596 children in 6 community schools	Rural children in 6 community schools will develop learning awareness and motivation by 2016.	Student progression (an indicator or learning) only was measured. 894 student in progress to the next (higher) grades in these 6 schools	894 students in progressive in higher grades at rural 6 community schools (learning outcome)- mid 2016 As projected ended in June, KHEN is unable to report on final rate of student progression – data will not be available until Sept 2016.
<ul style="list-style-type: none"> 6 Community Based School Model is owned by Local and Line Education Authority by 2016. 	3 community schools started under cow sheds 3 started under sheltered-huts with open roof and no wall.	<ul style="list-style-type: none"> Local and line education authority will own 6 community-based schools by 2016. 	<ul style="list-style-type: none"> 5 community schools are now state schools = sustainable as government now has on-going responsibility. KHEN will continue with its close collaboration with cluster/and DoE for remaining school. 	<ul style="list-style-type: none"> 83% sustentable and run by local and Education authority. 1x Community school managed and owned by community and schools.

Observations: KHEN will work with community and DoE to have another last school to be recognized in state school, and properly introduce the Quality Assurance ACION/prioritized in the next project step.

Result 1: Child Rights to fulfil their potentials through quality education is met.

Planned Indicator(s)	Baseline*	Predicted final goal	Current state of achievement**	% of achievement***		
				Year 1	Year 2	Year 3
<ul style="list-style-type: none"> 90 % of enrolled 4,657 children in 12 states schools succeed in their school academic result by each school year 	85%	90% of 4,657 in 12 state schools will obtain good academic result.	84%	86%	85%	84%
<ul style="list-style-type: none"> 90 % of enrolled 677 children in 6 community schools succeed in their school academic result by each school year. 	85%	90% of 677 students in 6 community schools will obtain good academic result.	87%	94%	85%	87%
New enrollment rate in 4 school clusters will increase from 88% to 95% by the 2016.	98%	Enrolment rate in 4 school clusters will increase from 88% to 95%	40%	130%	98%	40%

Observations: 40% - The reason in current state achievement the percentage is low because children in 18 villages already enrol in year 1 and year 2. which means that you have 100% enrolment if every child who is eligible to enrol has enrolled – enrolment rate is found by dividing the number of children enrolled by the number of children eligible to enrol x 100

Note:*Baseline update 2015, ** current stated 2016, ***% of achievement (3 years)

Result 2: Teacher's proficiency is **enhanced** and developed.

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
78 teachers in 18 schools have positive attitudes and accept their responsibility to promote Child Protection during project period.	55% of teacher in 18 schools have positive attitudes and accept their responsibility to promote child protection.	78 teachers in 18 schools will have positive attitude and fulfil their responsibility.	95% of teacher in 18 schools have positive attitudes and accept their responsibility to promote child	95% achieved against planned 78 teacher, counted

			protection.	
Quality of teaching and learning resources within 18 schools are increased during project period.	Quality of teaching and learning resource within 18 schools are increased 55% during project period. Baseline surveyed.	Increasing the quality of teaching and learning source in 18 schools.	Quality of teaching and learning resource within 18 schools are increased 62% during project period. End line survey	62% of teacher's teaching quality.
The technical assistance in 18 schools is maximized by 2016. in a technical assistance survey of teachers – % of the teachers answers were 'yes', when averaged across all teachers and all 18 schools. A 'yes' answer refers to the teacher having received technical assistance in this area.	55% of technical assistance in 18 schools is maximized. (baseline 2015) In a technical assistance survey of teachers – 55% of the teachers answers were 'yes', when averaged across all teachers and all 18 schools. A 'yes' answer refers to the teacher having received technical assistance in this area.	Maximizing technical assistance in 18 schools in 2016.	Current figure 62% of technical meeting in 18 schools is maximized. (End line-survey 2016)	62% achieved on technical assistance from PdoE/DoE teams, in teacher's capacity developed and maximized by technical assistance in 18 schools.
<p>Observations: Professional/trained teachers have been allocated by government and paid at these 18 schools sites, so community teachers paid by KHEN have been reduced. Community-teachers are contracted by KHEN and DoE. This is in response to the new reforms in Cambodia' education system– approved by the new Minister of Education, Youth and sport of Cambodia, in the last 3 years.</p>				

Result 3: School Based Management and its facility have been promoted to a safe learning environment.

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
The Learning Environment in 18 schools is equipped with safe and clean surrounding by 2016.	44% of Learning Environment in 18 schools is equipped with safe and clean surrounding	18 schools will have safe and clean learning environment.	68% of Learning Environment in 18 schools is equipped with safe and clean surrounding.	68 % of Learning Environment in 18 schools is equipped with safe and clean surrounding.
18 School Management Committees (SMC) are functional based on their ToR (Term of referent) by 2016.	52% of 18 school Management committees (SMC) are functional based on their ToR.	18 School Management Committee will well function by 2016.	63% of 18 school Management committees (SMC) are functional based on their ToR.	63% of 18 school Management committees (SMC) are functional based on their ToR

Observations:

- Current state and % achievement measurement the same – from progressive survey 2016.
- Targets in rural, hilly/mountain and bush areas have higher costs for facility renovations for safe learning environments. However, risk mitigation strategies of KHEN and community schools have led to improvements with approximately 50% satisfactory now.

Result 4: Community is obligated as secondary duty bearer to the rights of their children.

Planned Indicator(s)	Baseline	Predicted final goal	Current state of achievement	% of achievement
16 target communities are aware of the consequences of child abuse and domestic violence and collaborate to combat it.	53% of 18 target communities are aware of the consequences of child abuse and domestic violence and collaborate to combat it.	Communities understand the consequences of child abuse and domestic violence.	61% of target population in 18 target communities are aware of the consequences of child abuse and domestic violence and collaborate to combat it.	61% of target population in 18 target communities are aware of the consequences of child abuse and domestic violence and collaborate to combat it.
The obligation as secondary duty bearers is promoted at least 20% of target children in communities by 2016.	60% of obligation as secondary duty bearers is promoted of target children in	Promoting the obligation as secondary duty bearers at 20%	91% of obligation as secondary duty bearers is promoted of target children in community.	91% of obligation as secondary duty bearers is promoted of target children in community.



	community.			
<p>Observations:</p> <p>All Child club leaders have been trained by KHEN on child club leadership, have demonstrated through assessment interviews that their knowledge is being sustained. KHEN expects the CC leaders to continue to transfer this knowledge to others in secondary school, and continue their roles as duty bearers in higher education. Due to lack of funding, KHEN has not been able to make a formal assessment of this.</p> <p># Of child club leaders, 91% is data recorded from all 18 primary school data given by school director on reporting them passing into secondary school in 2016.</p>				

.../... and likewise until the descriptions of each of the Planned Project Results are complete.

3.3.- Activities delivered in the period covered by the report and level of fulfilment

3.3.a.Planned activities (A.1.2.3.- 1=Objective; 2=Result; 3=Activity)

Specific Objective: To strengthen the effectiveness of teaching and learning for rural children in RuKhakkiri District, Battambang Province.

Result 1. Child Rights to fulfil their potentials through quality education is met

1.1. Identify target children	Status ¹ :completed
<i>Assessment of the delivery of the activity.</i> Refer to above data ***	

1.2: Provide school materials to students	Status: Completed 83%
<i>Assessment of the delivery of the activity.</i> We could not provide material in 2014-15 due to fund transfer late; and differentiating in aged between ineligible and eligible children. Due to not all students have Birth ID. This fund requested for 6-month extension.	

1.3. Strengthen and install school library	Status: Completed 75%
<i>Assessment of the activity delivery.</i> Due to budget limit, we could not build library, but we provided mobile libraries to 18 schools targets.	

1.4: Facilitate enrolment campaign	Status: Completed
<i>Assessment of the activity delivery.</i> Achieved as planned. Annual events on enrolment campaign done.	

1.5. Follow up by project staff	Status: Completed
<i>Assessment of the activity delivery.</i> Effectively	

Result 2. Teacher's Proficiency is enhanced and developed

2.1. Provide orientation to teachers on CFS guideline & Child Learning Centre Approach & life skills	Status ² :Completed
<i>Assessment of the delivery of the activity.</i>	

¹ State:: Completed, In progress, Not delivered (a), Rejected (b), Re-scheduled (c). For (a), (b) and (c), explain the motives in the assessment of the activity delivery.

² State:: Completed, In progress, Not delivered (a), Rejected (b), Re-scheduled (c). For (a), (b) and (c), explain the motives in the assessment of the activity delivery.

62% of teacher's teaching quality. 74 (34 females) teachers have progressively capacity - in teaching on CFS guideline/ Child Learning Centre Approach and Life Skill

2.2: Train teachers/ school directors on Child rights and Child Protection	Status: Completed
<i>Assessment of the delivery of the activity.</i>	
90% teacher in 18 schools integrated Child Right into session/lesson plans.	

2.3. Facilitate the Technical meeting with target teachers	Status: Completed
<i>Assessment of the activity delivery.</i>	
10 co-facilitated technical Thursday meeting with teachers, and directors for feedbacks and ways of improvement of child centred learning guidelines. Led by cluster and DoE.	

2.4: Monitor and provide technical support to teachers on School Governance by PDoEYS and DoE	Status: Completed
<i>Assessment of the activity delivery.</i>	
PdoE & DoE monitored and evaluated practice of good school governance. They also observed teaching and learning activities, teaching materials, and gave advice on the design of lesson plan 4 times. There was also regular monitoring by school cluster and directors, and project staff from KHEN.	

2.5. Follow up by project staff	Status: Completed
<i>Assessment of the activity delivery.</i>	
Monitoring has been carried out daily, weekly and monthly through field visit, consultation, and meetings by KHEN which has enabled effective and timely support for project related activities and provision of resources	

Result 3. School Based Management and its facility have been promoted to a safe learning environment.

3.1. Facilitate meeting with schools to assess the priorities for school facilities renovation.	Status ³ : Completed
<i>Assessment of the delivery of the activity.</i>	
Achieved a planned. Refer to above result table***	

3.2: Renovate community school compounds	Status: Completed
<i>Assessment of the delivery of the activity.</i>	
100% completed. (5 of 6 schools transferred).	

3.3. Clean School Compounds	Status: completed
<i>Assessment of the activity delivery.</i>	
6 of community schools compound cleared and accessed, installed with jars and rubbish bins, as well to 12 state schools,	

³ State:: Completed, In progress, Not delivered (a), Rejected (b), Re-scheduled (c). For (a), (b) and (c), explain the motives in the assessment of the activity delivery.

with WASH promoted activities on behaviour change.

3.4: Review and establish School Supporting Committees

Status:
completed

Assessment of the activity delivery.

At 6 community, (Chomnop Korki 57%, Au Romcheik 27%, Au Taseik 62%, Chomnop Sbov Plang 57%, Pongn Terk 51% and Chong Por 27%) of SSC works function. At 12 state schools 41% of SCC works function in line with rolls and responsibilities.*

3.5. Coordinate regular meeting of School Supporting Committee

Status: Completed

Assessment of the activity delivery.

Refer to above 3.4. *

3.6. Facilitate plenary discussion between parents and schools

Status⁴:Completed

Assessment of the delivery of the activity.

Achieved as planned

3.7: Follow up by Project Staffs

Status: Completed

Assessment of the delivery of the activity.

Refer 2.5

Result (4). Community is obligated as secondary duty bearer to the rights of their children.

4.1. Establish Child Clubs

Status: Completed

Assessment of the activity delivery.

- 18 Child Club Leader facilitated the meeting on CR/CP promotion. (i.e. of 90 - girls=69% - leaders)

4.2: Train and mentor Child Clubs leaders

Status: Completed

Assessment of the activity delivery.

Trained/Coached the 18 Child Clubs every month on their duty and Child Participations and Facilitation Skill that have 90 Child Club Leaders. 75% of 18 Child Club leaders known about CR & CP.

A.4.3. Provide toolkits to Child Clubs

Status: Completed

Assessment of the activity delivery.

18 sets of awareness materials. Awareness raising undertake by 18 Child Clubs (items: manuals, posters, CR books, Report system etc...)

A.4.4. Conduct Child Club Activities

Status: Completed

Assessment of the activity delivery

- 63% of 18 Child Clubs members know about CR & CP.

⁴ State:: Completed, In progress, Not delivered (a), Rejected (b), Re-scheduled (c). For (a), (b) and (c), explain the motives in the assessment of the activity delivery.



- 18 clubs - regularly continuing support by project staff on mentoring to active club members to become leader of Child Club. Over 147 times of meeting conducted.

4.5: Conduct International Children Day	Status: completed
<i>Assessment of the activity delivery.</i> Children's day event at communities and local authorities are actively engaged and enhancing on Child Right and Disabilities promotion. 3 times /annual was held at target schools and supported by Project staff.	

4.6. Facilitate annual reflection on Child Club performance	Status: Completed
<i>Assessment of the activity delivery.</i> The reflection workshop conducted with Child Club Leaders, CCWCs, SSC and project staff. This seminar organized annually to refresh their ToRs and SWOTs. The project staff took a lead on the annual reflection with the senior staff. The DoE invited as the co-facilitators. Total 81 (44 female) participants in this reflection workshop.	

4.7. Train and mentor the resources person in the community	Status: Completed
<i>Assessment of the activity delivery.</i> <ul style="list-style-type: none"> • 92 resources person are selected to train and mentor about CR and domestic violence. One day training each year offered to the resource person. After training and mentor them, KHEN observed that: • The resource person including CCWC, CC, SCCs, continued to promoting about Child Right / Child Protection and domestic violence. 	

4.8: Undertake the awareness raising by resources person in the community	Status: Completed
<i>Assessment of the activity delivery.</i> Focal persons on child rights and child protection have been selected among CCWC from district and commune council, and local authorities. With the support from those persons, promoting child rights and child protection campaigns have been undertake 61 times with.	

4.9. Facilitate workshop with families who experience in domestic violence, Child Abuse...etc	Status: Completed
<i>Assessment of the activity delivery.</i> Three times of workshop/year to disseminate about consequences of Domestic violence, Child Abuse...etc. Total 132 (50 female) participated in these work shop. And this have highlighted of reportedly reduced of numbers domestic violence and child abuse.	

4.10. Follow up by staff	Status: Completed
<i>Assessment of the activity delivery.</i> Refer 2.5	



Others result Highlighted!

Financial Audit conducted, officially;

- Extracted: “On the overall, the existing system of internal accounting controls and administrative efficiency is generally adequate. We commend the Project for good documentation of expenditures. These are properly prepared with vouchers, properly supported with receipts and invoices, properly approved and stamped with the donor’s name. The payment vouchers are properly filed”, STF Consult Asia Co. Ltd. Phnom Penh, Cambodia

Note: STF is Educo’s Contracted Partner/ Company, to conduct the project-project 1432, financial audit.

External End-evaluation of Project 1432

- Coordinated and engagement working with External Evaluation team. Prior to field work, KHEN management and field staff met and orientated on agreed work plan and objectives of the evaluation work, and logistic arrangement, and officially seeking agreement from DoE director and Governor for supporting.
- Agreement with EDUCO and External Evaluation team, KHEN have conducted the project’s end-evaluation on project 1432. That involved in FGDs and interviewing of approximately 170 participants, 81 females and 3 people with disabilities, 1 female. After the evaluation KHEN observe that:
 - The staff’s duties and performance are better and achieved their planning.
 - The Results of project have more positive impact that can help support for Children on Education and Child protection. (refer to full report of external consultant contracted by Educo)

3.3.b. Activities not planned initially (Unplanned Activities), which have been delivered or programmed.

- CIP & DIP Agreements and AOP with DoE agreement have been signed and co-partnership approved and smoothly worked and in line with government guidelines and system.
- KHEN’s Governance and good practice/ Organisational change based on CCC standards. In KHEN all activities which indirectly support project activity implementation and are part of good governance is known as Program Support. The primary functions are: Executive Assistance to the Board of Management, Finance Management, Asset Management, Supply Management HR Management, ITC, Records Management and Facilities Management. KHEN has been working to improve performance in all areas of project services and program support to enable accreditation with CCC.
- Function of Board of Management. Governance. KHEN has active Board of Management – functioning - which meets quarterly and participates, monitored in performance review and planning meetings. members attended the external feedback and organisational SWOT;
- **KHEN as a Child Safe Organisation:** Child Wise Assessment on Child Rights and Child Protection. External Training in connection to Intervida’s Partner Project with Child Wise: Completed cycles and fully audited – to Final phase - to be ready for CSO organization approach. KHEN as CSO certificate. (certified 2014-2016)
- Again in 2015 & 2016 -Assessment was conducted through interview with beneficiaries such as villagers, students and project staff. Child Protection (CP) Interventions. KHEN as a Child Safe Organisation monitors CP incidents, intervenes where it can to support children and minimise the impact on child health & safety and reports on the management of incidents to hold KHEN accountable and to enable each team to review



effectiveness of responses to incidents and what other action was required to ensure the safety of children in communities. (KHEN as CSO certified and maintaining for another 2 years for KHEN- 2016-2018)

Focal persons acted and involved strongly for CR/CP:

- CCWC Engagement and DCWC mechanism advocating for addressing and responsive toward child abuses or suspicious: KHEN have referred 17 cases seriously considered reported only. (Sexual trafficking, seriously domestic violent, life-threatening such as snake bites, animal-bites, finger-cut, and acute severely pain and accidents; falling down with head injured; sharpened on both feet (on tendón) & dropped out kids brought back to school again; sexual abuse attempted by a 75-year man living in Prasak commune, 8-years old boy was incidentally injured on his eye, and reportedly, the man and his daughter were exhausted and starving was recovered by all.
- KHEN has been a NGO net-working in partner with local counterparts. We are counterpart with CCWC & DCWC. KHEN plays as networking and connected synergy, advocating and partnering facilitator to promote CR/CP, on top of its own implementation. For this specifically, KHEN advises, recommend, and work-plan for women and children issues were addressed and referred for a good facilities, and collaboratively network strengthening! As the result, we can see that:
 - Intervention, providing information and supporting for Children in Rokhak Kiri district are on time and effectiveness
 - all cases abuse reported, and severe injuries have been held referred and monitored regularly in meeting and planning
 - Stakeholder Meetings/Reflections DWCC meetings on children and women protection attended by KHEN. Resulted: feedback and report issues of child and woman problems and solution found. Reporting of Cases KHEN intervened in communities, and refreshing on report system and contact. Sharing of the whole district issue on Child and woman; Action planning forward taken.
- In depth of survey – M&E baselines and end-line by project team. Very important and supporting to reports development
- National reading Day organized. Promoting and replanting the culture of reading for Cambodian children.
- WASH promotion and integrated –added value projects, as complimentary
- Inclusive Education integrated - added value projects, as complimentary
- With collaboration with schools and SCC, KHEN conducted internal Progress/Milestone survey in all 18 schools, against the Baselines survey conducted in Mar-2015.
- Withdrawal Strategy Assessment: Assessment on state school withdrawal strategies was conducted, with separate analysis report attached as annex. 12 state schools were assessed for KHEN withdrawal strategies in term of activities intervened by KHEN involvement. All schools have met level of over 80% of positive level, in which of KHEN activities has been engaged and resulted. As resulted, 6 state schools are going to be transferred to EDUCO for sponsorship works, and another 6 schools to WVC to continuing the additional works
- NGOs Reflection Workshop and planning forward. With pre-discussion and initiative of KHEN and RKK Administration office, the workshop was conducted in Mid-October 2015, organised by RKK Government office, with contribution from NGOs to support in kind, such as KHEN as co-facilitators. Participants were



participating on no transport cost. The workshop were reflecting achievement, challenges, lesson learns everyone has encountered when working with key stakeholders, (commune, village, district officers). Seven NGO participated and all communes leaders, and villages leader from the district. Total of 78 participants. And challenges and proposed recommendation was agreed in the planning 2016 and committed by the RKK government administration, DoE, and other district agencies.

- Another workshop was held again by end of June 2016, for the introduction of overall achievement and other future partnerships work between key stakeholders, NGO partners, such as Educo, KHEN and World Vision. That was also to discuss about challenges, lessons learnt, concerns and future better strategies to work. Also participated by schools, directors, SCC, Educo team, KHEN team and World Vision, and Commune Council for Women and children.
- KHEN has been elected as the deputy-chair as the Battambang Education Support Team Management, Synergy or coordination body network - within the ALL Education NGOs in Battambang, as part of Provincial Education Sub-Sector Working Group.
- Having worked with all partners and have shared and coordinated (P-EWSG Management) for AoP 2016 development for PDoE/government of members of NGOs working in education sector in Battambang and participated in Annual Education Conference to provide and give feedback on 2015 achievement reports and challenges, and consultation for future direction with Battambang Education Office.
- All NGOs working in Education sector in Battambang were officially met with the Governor of Battambang to raise issues and agreed collaboration by the local authorities. NGO coordination team of BEST Management in this mandated. (as members voted and selected: World Vision as Chair, KHEN as Deputy-chair, and EDUCO as secretariat)

Engagement with Educo/Intervida in field visit or school site visits:/Follow up by funder (Educo)

- Capacity training by Intervida (CRB approach; Community Mobilisation, Financial Management/QuickBooks, RBM session, M&E, Fundraising, Partner Meetings,)
- Total 4 (3 female) representatives from Educo (Intervida) visited the project site to monitor and evaluate the implementation and accomplishment of the project. The visits took 5 days from 14-18 June, 2014. The visit aims to discuss, share and reflect the project implementation, accomplishment, challenges, and recommendation so as to deliver effective and efficient services to beneficiaries.
- Regional Asia Director and Cambodia Director' visit on 6th August 2014
- In September 2014, the made by the Head of Program, Ms Pov, visited to monitor & evaluate project
- Visit from an Educo team (Ms Bopha and Ms Molyta) in December 2014
- 17 and 19th July 2013, visit of Intervida team
- Vanessa's visit to KHEN-EDUCO project "Rkk & Samlout District, Battambang- Day 1: Date 12th August 2014
- Visit from Educo HQ and Phnom Penh (Pov, Vannessa [12-Mar 2015]
- Audit team from Spain [19-Feb 2015])



- 17 Sept 2015 visit of Rokakiri (8:00 AM) from Educo CEO from Spain, with Vanessa, and JOJO, visit Community and see schools
- Spain photographer, Lolo, Pov, and Bopha, in (23 June)
- Due to the scheduling of staff annual leave as a result of budget transfer delays and the time required for preparation and implementation of the project review, EDUCO Spain visit, and the fingerprinting activity, the 18 target schools were visited.
- EDUCO conducted a mid-review of the RKK project in Q3 of 2015. A report from this review has not yet been provided after inputs from KHEN submitted
- Field visit of Getxo responsible from Spain to 2 communities' school where Water tanks are to be installed (i.e. led by Rosaria). The visit was to meet and discuss with community people and schools on Getxo project implementation, and to discuss with KHEN team on Getxo progress, procedures, and templates requirement by Getxo. Meeting between KHEN and EDUCO on procedure and compliance related to project, and reporting. That is external fund, so there is a need to apply their processes and rules, as GETXO is state agent
- Field visit of new country director of EDUCO, Mr Sergio who is replacing JOJO, to see community-based school and talk with communities on KHEN's works, and community involvement towards project intervention, achievement, challenges and future thought on school development. Physically monitoring and meeting school support committees and director at Keo Mony, plus dropped in sponsorship schools, i.e. Chraing Kpos and Kareng. That was to understand and get familiar of KHEN projects and sponsorship/EDUCO in the target schools. (i.e 29th April 2016)
- On 16th June 2016, field visit of EDUCO's Country Director, Sergio, and Regional Director, Monica. That was to visit KHEN project, and met with community and local authorities at Chong Por School, one of the 6 community schools that is planned to be transferred to DoE within next school year 2017. Also monitored the progress of on GETXO Tank Construction at Keo Mony school



3.3.b. Activities not planned initially (Unplanned Activities), which have been delivered or programmed.

- KHEN's Governance and good practice/ Organisational change based on CCC standards.
- KHEN become Child Safe Organisation in 2014-2016, certified , and continued with Child Wise Assessment (for CSO certified and maintaining for another 2 years for KHEN- 2016-2018)
- CCWC Engagement and DCWC mechanism advocating for addressing and responsive toward actual and suspected child abuse: *KHEN have referred 17 cases seriously considered reported only. (Sexual trafficking, serious domestic violent, life-threatening incidents such as snake bites, animal-bites, finger-cut, and acute severely pain and accidents.)*
- In depth of survey – M&E baselines and end-line by project team. Very important and supporting to reports development
- National reading Day organized. Promoting and replanting the culture of reading for Cambodian children.
- WASH promotion and integrated –from added value project - Getxo
- Inclusive Education integrated – from a value added project – UNICEF



3.4.- Updating of the activities in the delivery timeline For each activity, fill in what was initially approved in the first row of the timeline and the updated information regarding what was actually delivered in the second row.

Activities by Trimester		1T	2T	3T	4T	5T	6T	7T	8T	9T	10T	11T	12T
Result 1: Child Rights to fulfil their potentials through quality education is met													
A.1.1	Identify target children	✓	✓			✓				✓			
		✓				✓				✓			
A.1.2	Provide school materials to children	✓	✓										
			✓	✓									
A.1.3	Strengthen and Install the School Library		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A.1.4	Facilitate School Enrollment Campaign	✓				✓				✓			
		✓				✓	✓			✓			
A.1.5	Follow up by Project Staffs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Result 2: Teacher's proficiency is enhanced and nurtured.													
A.2.1	Provide orientation to teachers on CFS guideline, Child Learning Approach, and life skills	✓	✓						✓				
				✓					✓				
A.2.2	Train teachers/ school directors on Child rights and Child Protection				✓					✓			
					✓					✓			
A.2.3	Facilitate the Technical meeting with target teachers		✓	✓	✓	✓	✓		✓	✓		✓	✓
			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
A.2.4	Monitor and provide technical support to		✓	✓	✓	✓	✓		✓	✓		✓	✓



A.4.4	Conduct Child Club Activities			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A.4.5	Conduct International Children Day					✓				✓			
						✓				✓			
A.4.6	Facilitate annual reflection on Child Club performance					✓				✓			
						✓				✓			
A.4.7	Train and mentor the resources person in the community			✓									
				✓									
A.4.8	Undertake the awareness raising by resources person in the community			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					✓	✓	✓	✓	✓	✓	✓	✓	✓
A.4.9	Facilitate workshop with families who experience in domestic violence, Child Abuse...etc				✓						✓		
					✓						✓		
A.4.10	Follow up by Project Staffs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

.../... and likewise until the timetabling of all the planned project activities is complete.

3.5. Status of the budget execution and update of the budget predictions In addition to the budget execution that must be filled in the corresponding Excel document, if necessary, please provide a narrative explanation of anything you consider appropriate regarding the budget there.

KHEN is requesting for 6 month extension from July-Dec 2016.

4.- Incidences not foreseen in the original project which will be corrected(explain the actions and/or consequences of these).

N/a

5.- Significant modifications or variations regarding the project (budgetary or otherwise) which require authorization This includes those that affect results; beneficiaries, either in number or in type; or the budget if the modification of the corresponding chapter is over the limits in Table 1. The Modification Requests are applied for using a separate document.

Indicate for each modification: a) element of the project to be modified in relation to its initial formulation (beneficiaries, objectives, results, activities); b) reasons for modification; c) detailed explanation of the changes requested.

6.- Level of participation by the groups involved (participants and other actors) Position of the local authorities regarding the project.

Most communities and other authorities (including the Education Departments), and people have been very collaborative and contributed significantly to the project activities. School supporting committees help manage support to the school development and monitoring. Target Schools and teachers' works closely with project teams to improve the education. The students and children in particular are very enthusiastic and easy to work with in child club activities. The community school students have received their chance of hearing, seeing and understanding their rights, and participated in advocating theirs with adult, teachers and parents.

7.- Level of efficiency and monitoring of the delivery. Strong and weak points in the development of the project, as well as factors that have facilitated/hindered the delivery of the intervention. Comment, where necessary, how these are going to be taken into account in the following period (reorientation measures).

1. KHEN senior management and AVI advisers are responsible for quality assurance of the whole project outputs and outcomes, and provided mentoring and coaching to staff and others involved in implementation. Monitoring is the core work of the program manager and team leader.

2. Project field officer/team and interns have been orientated, trained and coached in their routine works, and support from technical offices, such as DoE, PdoE, and Commune Council. This has ensured that the project is in line with the National Education Curriculum, and the approach used supports the aim of future sustainability of community and state schools.

3. Fortnightly project staff meeting and report back, and Management Meetings have been a crucial measure in ensuring timely response to the problems and reaching team solutions.

8.- Has the rhythm and frequency of the funding been adequate?

n/a

9.- Comment on how the control of the spending for the project has been carried out regularly. What mechanisms have been used?

New financial procedure and forms have been developed and practiced. The monthly plan for project and budget is done by the project staff and finance/logistic staff (FLA), and checked by Executive Director and Program (Finance) Support Coordinator. Every expenditure requires an invoice, and if over 300USD – this must be what is in the financial delegations/authority approved by Board - must have quotes (from at least 3 different suppliers). Preferred supplier must be approved by either the ED or Management Team prior to purchase and all expenditure, is cleared against budget and approved by ED. Receipts and other supporting documents (this will be reviewed bi-weekly for efficiency) are attached as proof of spending. Before the cash is advanced, the papers must be approved by the ED and management team. Any money withdrawn from the bank needs at least with 2 out of 3 signatories. Finance officer books the expense in the computer based on funder formats, as well with QuickBooks system of KHEN. A monthly report on the budget is provided to the Management team monthly.

10.- Impact. Changes in the lives of the people as an effect of the project, in the organisations worked with and in the local social dynamics. Description of unplanned impacts and negative impacts, if there are any.

Increased number of students enrolling and/or continuing to higher education.
Increased local ownership, and improved sustainability through the transfer to government of 5 community schools
Improved capacity and skill in NGOs' local internship/volunteerism, and project staff
Increased community responsiveness to child safe with relevant own community mechanisms and partnership /empowerment of Child Leadership

11.- If it is worth highlighting, an assessment of the impact on practices related to gender as a result of the project's activities.

Higher percentage of female students have accessed education than before = benefited from the project, but there is not equal representation of women as teachers, school support committee members or directors.

12.- If it is worth highlighting, an assessment of the impact on practices related to environment as a result of the project.

n/a. KHEN renovates school grounds environmentally, but the Cambodian habit of using and burning plastics is hard to change.

13.- Project sustainability perspectives. Procedures for the subsequent management and funding commitments, support contracted or being negotiated for the sustainability of the project.

5 community school officially transferred to government, but when is continuing its work with community, and government to ensure additional quality assurance.

12 state school have been handed over to Government for continuing their work, with capacity development support by Educo and world vision.

KHEN move to new target community where there are not yet schools building or not-proper school facility happening yet.

KHEN employs and trains local (20) staff to run the project to ensure knowledge/skills stay in the community at project end. Most have been employed with KHEN for at least one year.

List of annexes which accompany this report (if you have provided annexes with previous reports, please ensure that the numbering follows on from these)

Declaration of responsibility

The person/people who sign(s), as KHUN BUNLEE of the delivery of the project, Ref. no. 1432 and with the title “Improving Primary Education Quality for children at outreach community based and primary schools” of the NGO referred to in section 1. declare(s) that the information given in this Monitoring Form, provided in fulfilment of that which appears in the Agreement signed by Sandos Monika, M & E officer, Mr Ly Chamrouen, Project Coordinator, and Khun Bunlee, Managing/Executive Director, is true.

Signed:

Revised and approved:

LY Chamroeun

Khun Bunlee

Project (Education) Coordinator
Partner Entity

Representative of the
Partner Entity

